



2014 Annual Report to the School Community



St. Joseph's Primary School, Kerang

REGISTERED SCHOOL NUMBER: 0955

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Contact Details

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Minimum Standards Attestation

I, Mr. Nicholas Hall attest that St. Joseph'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 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 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth)

22 May 2015

Our School Vision

Vision

At St. Joseph's, we believe we are:

A community who celebrates our Catholic Traditions, names Jesus Christ and promotes Gospel values as a framework for participation in society.

A school where respect for self, others and the environment is nurtured in partnership with all community members.

A community that strives to educate and challenge the whole child to reach their full potential and become life long learners.

A community that challenges all children by planning and facilitating enriching curriculum experiences.

Graduate Outcomes

At St. Joseph's Primary School, we commit to educating children in Christianity through the Catholic Tradition to:

Be able to grow in a relationship with God.

Have confidence to take their own path and reach their potential.

Be loved and know how to love.

Make their own decisions based on care, respect of themselves and others and the environment.

Be resilient, accepting, confident and independent.

Be a voice for those who have none.

Be active in the Reconciliation of our country.

School Overview

The Good Samaritan Sisters began teaching in Kerang in 1912. The Most Rev. Stephen Reville D.D.O.S.A. Bishop of Bendigo, laid the foundation stone of St. Joseph's School Kerang on March 3rd 1912. Local reports say that approximately 60 scholars started at the school on Wednesday 2nd October 1912. The Sisters remained in charge of the school until the first lay Principal was appointed in 1980. Extensions to the school buildings in 1958 enabled the Sisters to move out of the original school building. The school building was then converted into a Parish Hall.

Around 1968, further extensions were added including: four classrooms, a staff room, library, work room and toilets. The school has a strong history of proactive involvement of parents and parishioners from attending to ongoing maintenance through to school governance. The St. Joseph's School Board was one of the first School Boards to be formed and today the School Board is heavily involved in all areas of School Improvement.

Since 1997, the School Board has actively sought local and Capital Grant support to enable the community to provide for the current and future needs of its children. In 2002, we completed the first stage of a 4-phase Capital Works Program, the construction of a Library. In 2004, we completed the Second Stage of the overall project ~ Student Amenities, Storage Areas and an upgrade to the School Canteen. In 2005, Stage 3 was completed with an upgraded Administration area incorporating offices, a meeting room and a sick bay. In 2007, Stage 4 was completed with a new staff room and resource room. In 2008, we received a Water Grant and we were able to purchase 7 large water tanks which will collect storm water from our extensive roof. In 2009-2011 we were successful in our application for the P.R.I.D.E., B.E.R., Needy Schools and the Solar Government Grants which were available. These grants have enabled us to address improvements to the school from our Master Plan.

We are proud of the origins of the school and strive to maintain the traditions of old and remain a progressive and proactive educational community. We enjoy a high level of parental involvement in the school and continually seek new ways to engage our community for the good of the children in our care. We value the vital partnerships that need to exist between home, school, parish and the wider community.



At the commencement of the 2014 school year our enrolment was 105 students from 69 families. The organization and staffing is outlined below.

Fr. Peter Ferwerda: Canonical Administrator

Mr. Nicholas Hall: Principal

Miss. Joanne Richardson: Deputy Principal & Grade 6 teacher

Mrs. Anne Jenkins: Religious Education Coordinator & Grade Prep teacher

Miss. Christine Stragalas: Grade 1/2 teacher

Mrs. Stephanie Oliver: Wellbeing & Grade 2/3 teacher

Mr. Terry Casey: Technology & Grade 4/5 teacher

Mrs. Alicia Makeham: Visual and Performing Arts

Mrs. Fiona Kendell: Extending Mathematical Understandings (EMU)

Mrs. Kylie Leahy: Library

Mrs. Debbie Garlick: Administration

Mrs. Cathy Hutchinson: Education Support

Principal's Report

St. Joseph's is steeped in a long, rich history and maintains an excellent reputation in the local area. In tabling this report I firstly acknowledge Mrs. Denise Frantz and previous school leaders for their outstanding leadership in building this reputation.

In reflection of 2014 I am amazed by how much happened in just one year. Schools are vibrant, active and dynamic places and St. Joseph's is no different. Much has happened and the students have been involved in a wide range of experiences. There is a constant tension for schools to engage in the local community and be involved in a range of initiatives as St. Joseph's continued to do in 2014. However, it is imperative that we protect our core purpose of educating children academically and socially as a Catholic school. It is crucial that we continue to keep the needs of the students at the heart of what we do and maintain focus on the core learning areas.

The learning and teaching focus in the initial part of the year was the completion of literacy and numeracy testing. The information gathered by classroom teachers was used extensively to plan for the needs of individual and cohorts of students across the school. After careful consideration of the testing data the whole school focus of reading comprehension was identified and staff engaged in ongoing professional learning team meetings to develop skills and understandings of explicit instruction in comprehension.

Throughout the 2014 school year staff have worked cohesively to ensure great outcomes for the children. The staff at St. Joseph's are to be acknowledged for the care they display for students, families and each other. Their active involvement in extra curricular events is worth noting. At the end of 2014 we farewelled Mr. Terry Casey, Miss. Christine Stragalas and Miss. Cindy Hulands and we wish them well for the future. I particularly wish to acknowledge Miss. Jo Richardson and Mrs. Anne Jenkins for their leadership and support of me in my first year as principal at St. Joseph's.

The St. Joseph's School Board have provided sound leadership in recent years and this was certainly the case in 2014. The tri-board meeting with St. Patrick's, Pyramid Hill and St. Mary's, Cohuna in May was an excellent chance for board members from the three schools to gather. Mr. Phil Bretherton (Assistant to the Director, Governance, Research and Communication CEO Sandhurst) presented to the gathering on the important role the school board plays in the life of a Catholic Primary School. The task of developing the master and maintenance plan was a priority for the board throughout the year. A highlight of this work was the parent survey and forum that engaged the community to identify areas of need for the plans. At the end of 2014 the master plan was near completion as was the maintenance plan. These documents will be used to inform decision making about resource allocations over the coming years. I thank all members of the board for the generous support and input in 2014.

The St. Joseph's Parents and Friends Association are to be congratulated on their achievements in 2014. Not only has the P & F been instrumental in raising welcome funds for the school, they have also been responsible for organising and supporting events that enhance the social atmosphere of our school community.

Without a doubt the two highlights were the Closed Door Sale and Fete. Both held in the first half of term 4, they require considerable time and effort to organise. The Closed Door Sale is an innovative way to not only engage with the community, but also support local businesses. I applaud the P & F's commitment to this event. All members of the P & F executive and wider committee are to be congratulated on their contribution to St. Joseph's in 2014.

At the end of the year we were informed Fr. Peter Ferwerda would be relocating to Bright and Myrtleford after three years in Kerang, Cohuna and Pyramid Hill. I thank Fr. Peter for his leadership, prayers and gentle nature with the children and wish him well for his new appointment. On behalf of St. Joseph's, I welcome Fr. Eugene del Corte to the area.

The heartbeat of a school is the children. Their energy, enthusiasm and personalities challenge us to do our best so that all the students can experience success. Our children had many and varied opportunities to shine in 2014; in class, on stage, in the yard, on camp, completing a maths problem, writing a story, representing St. Joseph's in the sporting field and much more. I congratulate the children for what they bring to school each day that makes our school a special place to be.

In August our school experienced the tragic loss of a much loved and respected staff member and parent, Mrs. Stephanie Oliver. Stephanie's sudden death was felt throughout the school and wider Kerang community. The school community's response has been inspiring and is ongoing. We remember Stephanie with great fondness and our thoughts, prayers and support go to Rohan, Charlotte, Patrick and Nicholas.

Finally, on a personal note, I wish to thank the members of the school and local community who have made my family and I feel most welcome in Kerang. In many ways 2014 has been a most unexpected year and I am grateful that I am the principal of St. Joseph's. I wish all members of our school community a wonderful year as we look forward with hope.

Nicholas Hall

Principal



Parish Priest's Report

Dear Board Members, Families, and Parishioners,

Firstly may I thank all the Board Members for their dedication to our Parish School. It is a commitment that is much appreciated. The year had many highlights from the Religious perspective as well as from the educational perspective.

The Children were eager Mass attenders and well behaved. We had Bishop Leslie visit our Parish to administer the Sacraments and he enjoyed interacting with the children afterwards by directing questions and sharing insights with them. I have been impressed by their keenness to interact and learn during the classroom Masses, and it was good to see the parents and grandparents attend also.

We have had Baptisms during the year and it is always a delight to Our Blessed Lord and to the Parish when a child is brought into the Church and Parish Community through Baptism.

I would like to ask the Parents whether some of the children would like to be Altar Servers on Sundays and on any weekday on which the children are present at Mass. It is quite easy to learn the actions and Father Eugene, who will become the Parish Priest in late January 2015 would be delighted to have Servers.

May I take this opportunity to thank you for your goodness and help for me as I've been learning about the workings of a present day School, which is so different to School as I knew it in my young days. May I wish you all the Blessings of Jesus and Mary for 2015.

Yours in Christ,

Fr. Peter Ferwerda. 22-12-14



School Education Board Report

2014 was a year of fresh beginnings for our school with the introduction of our new school principal Nick Hall. It was great to see Nick and his family genuinely welcomed into our community. Nick has embraced our school board makeup and I am proud to say the school board as embraced his position and appreciated his leadership throughout the year.

I am very proud of the work that all the board members have done over the past 12 months. Our board has shown great commitment to regular attendance which is pivotal to great implementation of various ideas and projects. Each school board member have contributed in so many ways throughout the year and it is much appreciated. Having a committed and passionate group of people to meet with each month has undoubtedly allowed us to achieve what we set out to.

Our major focus this year was on our school Master Plan which I think all board members found both interesting and exciting. What an opportunity to create a wish list while taking comfort in knowing that the ongoing maintenance of our beautiful buildings and grounds are at the forefront of mind. The process that board members went through was thorough and gave each member a solid grounding from which to hold our parent engagement evening. It was great to see how many families came to this event and contributed some great ideas.

During this year's review of stewardship and resources with the external validation panel, I was encouraged by the reaction of the panel who were genuinely excited to hear about the process we went through in developing the master plan. They were impressed by our innovative approach to the process of developing our master plan and our ability to turn this into an opportunity for community engagement.

I feel it is important to take a moment to remember and acknowledge the significant contribution of Stephanie Oliver to our school board. I feel sure that Steph would have been humbled by the outpouring of emotion that we all saw and felt on her death.

However, we need to be mindful of moving forward and a great way to do that is to reflect on the positives that clearly came from our meetings since Steph's passing. It was unanimously agreed that the way in which the school, with significant assistance from the CEO, handled the critical incident was exceptional. Great respect, confidentiality and compassion for each and every person involved was shown. It is times such as this that we can all be grateful for the support of our wonderful CEO and we can all feel confident that we are in a position to handle anything that may come our way.

I would also like to take this opportunity to thank Father Peter for his contribution to the school board in the last 12 months. Father Peter has shown a real interest in the happenings of the school and has been a wonderful contributor during his time on the board. I would like to wish him well in his future position. I would also like to thank Justin Colville for his involvement in the school board, it was a real asset having another teacher from a completely different school contribute to our discussions. Finally, thank you to all members and I look forward to see how it is that the school board can contribute to the school community in the coming year.

Jenny Waterson
Board Chair

Education in Faith

Goals & Intended Outcomes

Religious Education lessons be planned, taught and assessed in line with the Sandhurst Diocesan Guidelines.

Achievements

St Joseph's is a school community that gathers in varying ways to highlight its Christian beliefs and to reach out to others in keeping with these beliefs.

The school gathered as a Christian family to celebrate the beginning of school and end of school masses and picnic tea. It also celebrated the special Church feast days of Ash Wednesday, St Joseph's Day, Sacred Heart and Assumption of Mary.

During the terms, each grade was rostered to attend Friday masses where they experienced the celebration of the Eucharist. Each grade has also taken a turn in hosting a mass in their classroom where families and parishioners were invited. These masses were very successful with a wonderful attendance of families and parishioners who enjoyed a scrumptious morning tea after mass.

The children who made their sacraments of Reconciliation, First Eucharist and Confirmation met in family groups to prepare for these sacraments. Anne Jenkins, Religious Education Co-ordinator, led the parents in an explanation of the sacraments prior to the commencement of the program.

The Catholic Identity of the school was visually evident through displays in the foyer and corridors. The classroom prayer spaces were identifiable in each room.

The ongoing professional development of the staff in the teaching of Religious Education continued with Kylie Smith from the Catholic Education Office, Bendigo. Through Kylie's leadership the teachers are deepening their students' knowledge and understanding of the scriptures.

The tradition of the Good Samaritan established by the Good Samaritan sisters in 1912 continues in the life of the school through the various outreach programs such as Meals on Wheels, Caritas, St Vinnies, Biggest Morning Tea, and Open Door that the school supports. The school community also continued the tradition of making and delivering Christmas cakes to the elderly of the Kerang district.

The spirit of the Good Samaritan is fostered in the children through such programs as Caritas where as a community we reach out to communities needing support to build their capacity to provide for themselves. The Year 5 children are invited to participate as Just Leaders through a leadership program led by Caritas Australia. Seven Year 5s were selected to be the Just

Leaders for 2015 and six were able to attend a leadership day in Echuca to prepare them for this role.

Our link with the Good Samaritan Sisters is celebrated each year when we gather with St Mary's, Cohuna and St Patrick's, Pyramid Hill in a fun sports day, the Good Samaritan Cup, that begins with a liturgy where the story of the Good Samaritan is highlighted.

Our Catholic Identity was shared and highlighted with the wider community during Catholic Education Week with a parent night, community involvement through a morning tea, media coverage and street displays.

The local media has been supportive in promoting our Catholic Identity through our involvement in various community events such as the ANZAC Day march, delivery of the Christmas cakes, various Caritas fund-raisers and the Good Samaritan Cup to name but a few.

VALUE ADDED

Reality Meal for Caritas

Just Leaders Leadership Day

Catholic Education Week celebrations

Class Masses

Good Samaritan Cup

Reconciliation Mass at Bendigo



Learning & Teaching

Goals & Intended Outcomes

Establish professional learning community with staff at St. Josephs through development of shared understandings and processes.

Use PLC to identify and address and student learning need in the school based on student learning data.

Achievements

At the commencement of the 2014 a significant amount of time and effort was spent on gathering and analysing learning data. The core areas of literacy and numeracy were the focus and student testing was conducted in all grades of the school. Information was used by the teachers to plan appropriate learning experiences for their whole class and individual students.

During the first half of 2014 the staff invested considerable time in developing a culture of professional learning to address the needs of all students. This process was facilitated by key staff from the Catholic Education Office Sandhurst and I thank Grant Fitzgerald for his support in the important work. Reading comprehension became a clear focus, and staff engaged in professional learning team meetings to develop common understandings of comprehension and develop our practice.

Clear reporting to parents is an important part of the learning process and in 2014 teachers spent time developing clarity and consistency about how to write a report that was accurate and communicates clearly a student's progress. Moderation of reports was a key part of writing student reports and this process provided the opportunity for important conversations about reporting to parents. A parent survey conducted after the June reports were sent home showed the majority of parents who completed the survey were satisfied with the written report and found the report informative.

The 1:1 macbook program was continued in 2014 with the provision of new macbooks for students in years 4, 5 and 6. These machines were used across the curriculum to enhance student learning and engagement. To launch the program for 2014 two parent and student workshops were held to cover student/family expectations and cybersafety. Staff involved were pleased that all but one family was able to attend these sessions and the feedback from these was very positive.

A highlight at the end of term 3 was the school performance of “What a Taste Sensation?”. This fantastic event showcased the performing arts program at St. Joseph's and the attendance on the night was outstanding. A word of thanks and congratulations to Mrs. Alicia Makeham who directed the play.

STUDENT LEARNING OUTCOMES

The fluctuations in NAPLAN data from 2012 through to 2014 are reflective of the changes in cohorts that have completed NAPLAN testing over the past three years.



Student Wellbeing

Goals & Intended Outcomes

School self-review of Pastoral Wellbeing in line with the Charter of Sandhurst School Improvement.

Achievements

In accordance with the Charter of Sandhurst School Improvement (CoSSI), St. Joseph's engaged in the process of self-review in the dimension of Pastoral Wellbeing. This process allows staff, students and parents to reflect critically on practices and approaches in the school and set directions for future school improvement. On the second day of 2014 we gathered with other schools from the Northern Plains Cluster to commence the process of renewal. Underpinning this day was the focus on schools being a salutogenic community and for our staff to understand and clearly articulate what this is.

Through self-review it became clear that there were many positive and effective strategies in place. What also became clear is that there is a need to develop a comprehensive whole school approach to Pastoral Wellbeing that includes the relevant policies and procedures are aligned with current and future practices. The continued implementation of PBiS framework and parent engagement strategies are identified key components of this.

As has been mentioned in earlier reports contained in this document, the school experienced a significant critical incident in the early part of Term 3. The school's response to this became the major focus of our year from that point on. The support of the Catholic Education office in the situation was simply outstanding, and I particularly acknowledge Frances Browne and Julie Cobbledick for their incredible support.

Description of how student non-attendance is handled.

At St. Joseph's we recognise the importance of student attendance for student success at school. The newsletter is used to regularly communicate the importance of student attendance at school and students being on time. Teachers mark the attendance roll twice a day as per registration requirements and absences are recorded. When unexplained absences occur, communication is forwarded to families to clarify the reason why. Ongoing absences are investigated by the principal or classroom teacher, which includes late arrivals and early departures.

VALUE ADDED

- Excursions to Bendigo, Ballarat, Canberra
- Grade 2 sleepover
- Good Samaritan Cup
- Student Leadership Day
- Cooking and delivery of Christmas cakes to the elderly and sick
- Meals on Wheels
- Lions Club Public Speaking

STUDENT SATISFACTION

Insight SRC survey results indicate that students experience very positive relationships with staff at the school.



Leadership & Management

Goals & Intended Outcomes

Review and implement the student leadership policy and practices.

Review and update school policy cycle.

Provide opportunities for staff to engage in professional reading.

Achievements

The school leadership team, consisting of the Principal, Deputy Principal and Religious Education Coordinator were responsible for monitoring the implementation of the annual action plan. Regular meetings were used to evaluate, discuss and plan actions to support the intended goals for 2014.

Student leadership is important at St. Joseph's. At the start of 2014 greater clarity was developed around the role and responsibilities of the student leadership teams; these are Civic and Citizenship, Go For Your Life, Sustainability and Just Leaders. To support the development of leadership skills, all year 5 and 6 students attended a leadership day in March at St. Mary's Echuca. Facilitated by yLead, the children were engaged in a range of workshops designed to build resilience, peer connection and self-awareness. The senior students are to be congratulated on the way they acted as leaders in many and varied ways during 2014.

All teachers at St. Joseph's 2014 were registered with Victorian Institute of Teaching and the majority were accredited to teach Religious Education in a Catholic School (one staff member was completing this academic course during 2014). We recognise the importance of maintaining a safe place of learning and all staff updated their First Aid qualifications at the end of term 1. The professional learning focus for the whole staff was in the development of a Professional Learning Community at St. Joseph's. Staff also engaged in a range of professional learning opportunities outlined below. It is also worth noting that one staff member completed the Certificate IV in Community Service.

In accordance with the Charter of Sandhurst School Improvement (CoSSI), St. Joseph's engaged in the process of self-review in the dimension of Stewardship of Resources. The panel strongly endorsed the view that there are clear and appropriate documented processes in place for the financial management of St. Joseph's. The school budget is prepared with the needs of the school clearly in mind and the buildings and facilities at St. Joseph's are excellent. The development of an updated master plan and maintenance plan were acknowledged as being important achievements for future planning.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2013**

First Aid Training: Level 2, Anaphylaxis, Asthma (STITCHES Training)

Validator Training for School Review (CEO)

Principal & Deputy day: Student Engagement (CEO)

Religious Education Coordinator Days (CEO)

Behaviour Management: Bill Rogers

Positive Behaviour Intervention and Support (CEO)

Professional Learning Communities (CEO facilitated)

Staff Wellbeing: Grief and Loss (Mary- Ellen Davis)

Religious Education Curriculum Planning (CEO: Kylie Smith)

NUMBER OF TEACHERS WHO PARTICIPATED IN PL**10****AVERAGE EXPENDITURE PER TEACHER FOR PL****\$1,143.03****TEACHER SATISFACTION**

Insight SRC survey data indicates staff experience a high level of empathy, professional learning and have role clarity at St Joseph's.

School Community

Goals & Intended Outcomes

Actively seek and implement opportunities to engage families in St. Joseph's primary school.

Achievements

At St. Joseph's we are blessed with a number of parents/families who willingly give up their time to support the school. Tuckshop, volunteers at sporting days and community gatherings are just some of the many ways the parent community gets involved. There are two formal parent groups within the school, the St Joseph's School Board and Parents and Friends Association both of which are effective leadership groups that have a positive impact on the school community.

In 2014 the school board showed leadership and innovation in engaging school community in a process of consultation to develop a new master plan. The process involved wide surveying of families followed by a community forum that allowed parents to give valuable input to inform the plan. Staff supported this initiative by availing themselves to run a movie night for children while their parents took part in the forum.

The parents and friends were instrumental in organizing a range of events and activities designed to bring people together. Their organization of the school fete and Closed Door Sale were terrific achievements and those involved are to be congratulated on this.

St. Joseph's has a long history of engaging with various organisations in the local community. These include, but are not limited to; Kerang Lions Club, Rotary Club of Kerang, St. Vincent de Paul, Catholic Women's League, Northaven aged care facility and Kerang district schools. This engagement was noted by the school review panel in on their visit in December when the school was commended for it's active involvement in the Kerang community by rating the school as being exemplary in this area..

PARENT SATISFACTION

Parents indicated through Insight SRC surveys that there is a high level of community, student and staff engagement at St. Joseph's.

Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH \$
Recurrent income	Tuition
School fees	24541
Other fee income	35873
Private income	67617
State government recurrent grants	285591
Australian government recurrent grants	1067099
Total recurrent income	1480721
Recurrent Expenditure	Tuition
Salaries; allowances and related expenses	829156
Non salary expenses	241114
Total recurrent expenditure	1040270
Capital income and expenditure	Tuition
Government capital grants	
Capital fees and levies	34273
Other capital income	14619
Total capital income	48892
Total capital expenditure	20786
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	40683
Total closing balance	22161

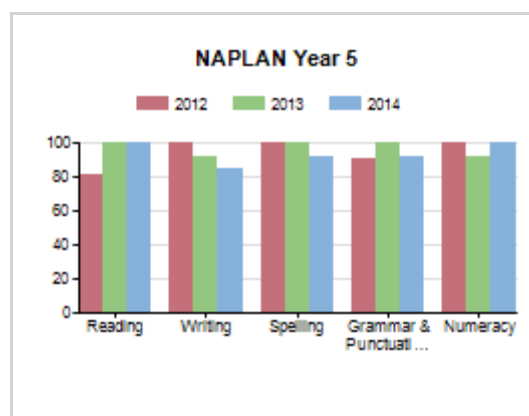
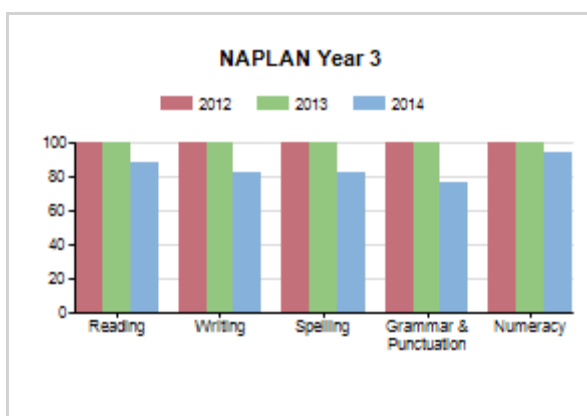
Note that the information provided above does not include the following items:

System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.

VRQA Compliance Data

E3026
St Joseph's School, Kerang

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2012 %	2013 %	2012–2013 Changes %	2014 %	2013–2014 Changes %
YR 03 Reading	100.0	100.0	0.0	88.2	-11.8
YR 03 Writing	100.0	100.0	0.0	82.4	-17.6
YR 03 Spelling	100.0	100.0	0.0	82.4	-17.6
YR 03 Grammar & Punctuation	100.0	100.0	0.0	76.5	-23.5
YR 03 Numeracy	100.0	100.0	0.0	94.1	-5.9
YR 05 Reading	81.8	100.0	18.2	100.0	0.0
YR 05 Writing	100.0	92.3	-7.7	84.6	-7.7
YR 05 Spelling	100.0	100.0	0.0	92.3	-7.7
YR 05 Grammar & Punctuation	90.9	100.0	9.1	92.3	-7.7
YR 05 Numeracy	100.0	92.3	-7.7	100.0	7.7



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Year 1	92.33
Year 2	95.53
Year 3	94.74
Year 4	93.58
Year 5	95.57
Year 6	94.88
Overall average attendance	94.44

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	96.92%

STAFF RETENTION RATE	
Staff Retention Rate	87.50%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	11.11%
Graduate	22.22%
Certificate Graduate	22.22%
Degree Bachelor	100.00%
Diploma Advanced	44.44%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	10
FTE Teaching Staff	8.720
Non-Teaching Staff (Head Count)	5
FTE Non-Teaching Staff	4.406
Indigenous Teaching Staff	0