## Contents

Contact Details ................................................................................................................................. 2
Minimum Standards Attestation ........................................................................................................ 2
Our School Vision ............................................................................................................................... 3
School Overview .............................................................................................................................. 4
Principal's Report ............................................................................................................................. 5
School Education Board Report ....................................................................................................... 6
Education in Faith ............................................................................................................................. 7
Learning & Teaching ......................................................................................................................... 9
School Community & Student Wellbeing ......................................................................................... 11
Leadership & Stewardship ............................................................................................................... 14
Financial Performance ..................................................................................................................... 17
Future Directions ............................................................................................................................ 18
VRQA Compliance Data .................................................................................................................. 19
**Contact Details**

| **ADDRESS**       | 25 Bayview Road  
|                  | Officer VIC 3809 |
| **PRINCIPAL**    | Kenneth Gale    |
| **PARISH PRIEST**| Reverend Peter Slater |
| **SCHOOL BOARD CHAIR** | Lily Scoular-Brown |
| **TELEPHONE**    | (03) 5943 2447  |
| **EMAIL**        | principal@stbofficer.catholic.edu.au |
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**Minimum Standards Attestation**

I, Kenneth Gale, attest that St. Brigid’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 Victorian Regulation and Qualifications Authority (VRQA).
- Australian Government accountability requirements related to the 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth).

20 May 2016
Our School Vision

St. Brigid’s is a Catholic community where children know they are valued and experience the love of God in an engaging and contemporary learning environment.
School Overview

St Brigid’s Primary School is one of 3 primary schools in the Parish of St Michael’s Berwick. The school is located 40 kilometres from Melbourne. St. Brigid’s first opened in 2010 and we continue to strive to meet the needs for Catholic Education in the area.

There are three large permanent contemporary Learning Centres. These buildings are vibrant, engaging and flexible and allow for an innovative approach to learning. The flexibility of each centre caters for the individual needs of the students and provides quiet spaces and room for whole and small group learning.

There are interactive whiteboards, iPads and laptops throughout the school and 1:1 Chromebooks have been introduced in Years 4 to 6.

There is a bright and colourful Library, which is well stocked with books and resources for students and staff. The new multipurpose room and chapel have a variety of purposes including, Physical Education, assemblies, Perceptual Motor Program, meetings and school masses.

Our school grounds are expansive and include a grassed oval, gardens and large paved areas, multipurpose hall, an amphitheatre, netball/basketball court, running track, adventure playground and shade structures and wide open spaces. Further development of the adventure playground was undertaken during Term 4. A major project for this year was the development of a vegetable garden.

The curriculum embraces our Catholic identity and is well supported by specialist programs, such as Music, Art, Physical Education and Japanese.

St. Brigid’s is committed to the development of a safe and supportive learning environment and embraces social and emotional learning developing the whole child, spirituality, academically and physically.

As a school St Brigid’s strive to be innovative, creative and dynamic creating a distinctive Catholic educational environment with a contemporary curriculum, designed to meet the needs of its students in the 21st Century. It enlivens its motto of Knowledge, Strength, Faith and Hospitality.
Principal’s Report

It is with great pleasure that I present the Annual Report for St Brigid’s Primary School. St Brigid’s School is committed to ensuring that all students have access to quality teaching and learning and that their individual needs are met.

As a school community we have continued to develop our knowledge and understandings of contemporary learning and the way we use our flexible spaces. We have embedded a shared understanding of the key elements of contemporary learning and how to meet the needs of every student.

St Brigid’s is part of St Michael’s Parish and has a very positive relationship with the Parish team. I would like to acknowledge the work of Father Peter Slater, Father Jeff Kleynjans, our pastoral worker Liz Overdyke and our Sacramental Coordinator Tara Bau. Our students participated in the Sacraments of Reconciliation, Eucharist and Confirmation as part of their faith journey.

St. Brigid’s has a highly professional, dedicated and caring staff that caters for the diverse needs of our students. The staff has embraced the philosophy of co-teaching and the ability to use our flexible spaces in a targeted and progressive manner.

Our School Board once again made a significant contribution to our school in providing a parent’s perspective and advice for the school. The Social and Fundraising Committee have been outstanding in raising funds and providing social opportunities for our school.

St. Brigid’s has an active community presence and we are always willing to work together to keep the warm, welcoming spirit alive.
School Education Board Report

This marks my final meeting as a member of the St Brigid’s School Board. It is a role that has provided me with much to think about, discuss and feel proud of. Our school community continues to expand and develop in character. To the many who work tirelessly on committees and fundraising, we owe a great debt of gratitude, as they are a valuable and important element in what makes our community strong.

We must always look for opportunities to acknowledge the many facets that contribute to making St Brigid’s a safe, welcoming and proactive community that is both tolerant and inclusive. We have seen families leave this year as they move on to new homes and communities; we have had new families join our community as the year progressed too. It is always good to see new faces at the beginning of each year, to see new families add a fresh perspective and much enthusiasm to the St Brigid’s family. It has been rewarding to see the many varied ways that parents, families and the wider community are encouraged to be active participants in the learning that takes place at our school.

Achievements and progress are widely reported in the newsletter and the Blogs are becoming an integral communication tool in these tech savvy days. Continuing to recognise and actively promote the many positives at St Brigid’s, gives us both courage and strength to address any difficulties that invariably all communities face. St Brigid’s caters to not only the academic needs of students, but actively facilitates opportunities to find themselves, to explore their faith development as well as their place in the wider world. Continuing to harness this thirst for knowledge and curiosity to discover will not only benefit our children now but will have a wide ranging effect on the communities they grow up in, live in and lead.

Our Board members continue to work together to promote active discussion on many aspects of our School community. As an Advisory Board making sure we represent the wider community is something we are all very conscious of and actively seek to do. Coming from a range of family backgrounds, occupations and with a wide range of interests we meet regularly with one clear focus - to grow, strengthen and develop the St Brigid’s community. I would encourage people to put their hand up and be a voice for their children, their parish and the learning communities at St Brigid’s and consider nominating for a role on the St Brigid’s School Board.

So, thank you for allowing me to have my say and to represent our school community on the St Brigid’s School Board. I promise to send correspondence now and again and am committed to continuing to be an active member of our school community. I wish you much success in the coming year.
Education in Faith

Goals & Intended Outcomes

- Contemporary teaching and learning practices are embedded in Religious Education across the curriculum.
- Prayer and spirituality of St Brigid’s community is nourished.
- Catholic Social Teaching underpins the core mission of St Brigid’s.

Achievements

As a Catholic School we provided an education based in faith, and working in partnership with our parents and Parish community. The prayer life of the school was significantly enhanced in 2015. JAM time (just a minute) was introduced to occur each Tuesday where the Senior Religious Education Leaders would lead the school over the public announcement system. This was introduced as a trial and it is hoped that this might occur either three times a week or on a daily basis. JAM time is an opportunity for one minute to have a reflective prayerful time as a whole school. An additional benefit is to reset focus in class and improve student engagement.

In an effort to increase our Catholic Identity each of the 3 learning communities are responsible for preparing a Mass once a Term which would be attended by the whole school community. Students are attending Mass more frequently and becoming more familiar with liturgical celebrations.

Social Justice programs were conducted with student led Project Compassion fundraisers during Lent. The school community raised funds for Caritas. As part of the St Vincent de Paul Christmas Appeal, students raised over $2,000, which was donated to the St Vincent de Paul Berwick Conference.

St Brigid’s Masses are becoming known for its vibrancy and contemporary style. The active participation of the students and wonderful singing is a strong indicator of a positive experience for all.

We welcomed the opportunity to work with parents as the students prepared to receive the Sacraments. At St Brigid’s we offer an approach that is family centered, parish based and school supported. Family, Parish and School work together in the preparation and celebration of Reconciliation, Eucharist and Confirmation.

We continue to receive support from our feeder College, St Francis Xavier. The College Sacramental program is organized by their ministry group who facilitate the Reflection Day’s for all three of our Sacraments. Once again our Mass of Thanksgiving and Passing on Ceremony at the end of the year was attended by College staff and our ministry was supported by some of their musicians. Leadership from the Officer Campus received and welcomed Year 6 students who were passing on to Year 7.
VALUE ADDED

- The students have participated in numerous liturgies and Masses throughout the year and celebrated whole school Masses at Michael’s Church.
- The Family Christmas Mass for St Michael’s Parish was celebrated in St Brigid’s Chapel and Multipurpose Room. There were over 600 parishioners who attended this Christmas Eve Mass.
- Prayer cases continue to be sent home and this provided a great focus for our school families to pray together.
- Students from each Learning Community presented the Stations of the Cross.
- The Principal provided weekly contributions to the newsletter reflecting on the Gospel.
- Andrew Chinn religious songwriter and singer visited St Brigid’s. He led student workshop sessions and an evening family concert.
- Developing awareness of students of people in need in the local and wider community by raising funds for Caritas and providing non-perishable food items as our action taken for the Feast of the Sacred Heart.
- St Brigid’s students led a prayer service on Centre Stage at Westfield Shopping Centre, Fountain Gate to mark Remembrance Day. This received very positive feedback from Westfield Management and the local community.
- Senior students participated in a pioneering program to open the pathway for interfaith dialogue on a Primary School Level. Students travelled to neighbouring Minaret Islamic College to come together on a platform of respect and an opportunity to engage with each other’s differences and commonalities. Students were able to engage in conversation about some of the prayer customs and in exchange students from Minaret now have a greater understanding and appreciation about what it means to be a Catholic.
Learning and Teaching

Goals & Intended Outcomes

- Contemporary teaching and learning practices are embedded.
- A whole school approach to inquiry learning is established.
- Learning will be student focused, purposeful and based on evidence.

Achievements

Throughout 2015 St Brigid’s staff continued to develop and consolidate understandings and practices of contemporary learning. As a whole school team we gained a deeper understanding of contemporary learning. Staff has embraced this approach.

Staff consolidated their understanding of the six co teaching approaches and embraced planning and working as part of a team. Co teaching practices were implemented across the school. Once again teaching staff purchased appropriate furniture to provide the best learning spaces for the students. Changes were made to the learning spaces to enhance more directed learning. We will continue to use our learning spaces to maximize learning and consolidate and further embrace co-teaching and work effectively with our partner and team.

Literacy was a major focus. Through professional development staff gained a clear understanding of CAFÉ for reading and this was implemented from Foundation to Year 6.

- CAFÉ boards were displayed in each learning area.
- Students were engaged in purposeful and meaningful learning through read to self and choosing and reading good fit books.
- Each student had an individualized student learning goal, which allowed for explicit teaching using the CAFÉ board.
- Staff collected and tracked student data and progress.

Once again there were many other schools from both the Sale Diocese and Melbourne Diocese who visited to gain insights into our use of CAFÉ and also our contemporary practices.

A school approach was implemented for Inquiry Learning with a focus on personalized learning and a scope and sequence chart was developed.

Foundation and Year 1 use an investigative approach based on the theories of Kath Walker and Years 2 to 6 use a project/ problem approach based on the theories of Jeni Wilson and Kath Murdoch.

We use data and assessment to measure the effect we are having as teachers and also the growth in the students. We have established a variety of methods for providing accurate and informative feedback and put in place common assessment practices that need to occur throughout the school. The introduction of the SPA platform, collection of data and emphasis on
pre and post testing have been significant tools to differentiate the curriculum to meet the needs of each individual student.

Staff worked together supporting each other, planning and sharing ideas. Google Apps for Education (GAFE) was introduced in January, which has enhanced learning and also the potential for effective cooperative planning for staff. A significant outcome this year has been the creation of scope and sequence documents for Literacy, Mathematics, Inquiry, Wellbeing and Religious Education.

Students continue connecting their learning with the global communities through blogging. Each homeroom teacher, Deputy Principal and Principal have a blog and share regular posts.

Throughout 2015 the students had many opportunities to be involved in physical activity and sporting events. Each student has weekly physical education lessons with the specialist and Senior students can compete in interschool sports such as football, netball, newcombe, athletics and cross country running.

The introduction of 1:1 Chromebooks in the Senior Learning Community has been a major achievement. We hope to introduce Chromebooks to the Middle Learning Centre in 2016 for students in Years 3 to 6.

### STUDENT LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Overall St Brigid’s NAPLAN results have been very consistent over the past 3 years. Our results reflect 100% or close to 100% of students reaching the minimum standards over the past 3 years. There was a small decrease in Year 5 Writing, which will be monitored. Throughout this year there has been a whole school focus on Literacy which we will consolidate in 2016. The school is strongly focused on further improving and developing student’s skills in Mathematics. We have also strengthening the schools resources in intervention with a teacher being employed full time in this position.</th>
</tr>
</thead>
</table>
School Community and Student Wellbeing

Goals & Intended Outcomes

- To embody an inclusive environment where all are valued and work as a team.
- To work together collaboratively as professional, conscientious and discreet members of the school community.
- To further develop social and emotional learning to enable students to be confident, resilient lifelong learners.
- To provide specific education modules for parents to reinforce social and emotional learning language.

Achievements

The staff of St. Brigid’s recognise we have a shared responsibility for all of the students in our care. We are guided by the example of Christ to see the value in each of us as a child of God and we respect the diversity of all members of our school community.

At St Brigid’s we are aware that the capacity of students to learn and benefit from their education is linked directly to their social, emotional and physical wellbeing. We take a proactive approach to wellbeing.

We continued our school focus on Social and Emotional Learning (SEL) using strategies such as Circle Time and Restorative Practices. All teachers are experienced in Circle Time in their classrooms. Participation in Circle Time has enabled the students to share their thoughts and feelings and this technique is used successfully to resolve conflict and teach social, emotional skills.

We engaged Bully Busters to lead workshops and discussion with students, staff and our parent community to create a shared understanding of the common language that should be used both at home and at school and how to build resilience in children, which also provided strategies to empower them. These workshops were specifically tailored to suit the varying age groups. St. Brigid’s is proactive in catering for the wellbeing of our students and we promote the importance of education to foster positive relationships between all members of our school.

Non Attendance

Parents are reminded of the importance of attendance at school for the overall development of the child in the newsletter. If a child is away for 3 consecutive days the parent is contacted and support is offered by the school. Teachers report any significant absences to the Principal for follow up and meeting with the parents. Parents are encouraged not to take family holidays during the school term. Parents are given advanced notice of NAPLAN dates to encourage participation.
### VALUE ADDED

- Bush Dance to build community.
- Food Bank for families.
- Social Skills program.
- Bully Busters workshops for students and staff and information and discussion session for parents held in the evening.
- Teaching and using Restorative practices when handling conflict.
- Providing timely, appropriate access to support agencies and personnel.
- STA (Speech pathology) program.
- Occupational Therapist working with staff.
- School tours using Year 6 students.
- Regular communication with Kindergartens and Secondary Schools as part of transition programs.
- Weekly newsletter article focusing on wellbeing in particular building resilience and confidence.
- Conducted an extensive Foundation Year Orientation Program.
- Father’s Day Breakfast.
- Mother’s Day afternoon tea and assembly.
- Book Week celebrations and activities
- Linked student learning with community service by our school choir visiting Casey Aged Care Centre.
- A Successful and supportive Camp Program for Years 4, 5 and 6.
- Buddy Program as part of the Alannah and Madeleine Foundation.
- Addition of the Alannah and Madeleine Friendship seat.
- Continued involvement in the Harmony Project in Officer.
- Year 6 students participated in the Immersion Program at St. Francis Xavier College facilitated by the Year 9 Japanese students and College staff.
- Twilight Sports.
- Lap-a-thon.
- Host the Harmony Day as part of the Harmony Project.
- Catholic Education Week celebrations.
- Participation in the Lightning Premiership hosted by St. Francis Xavier College.
- School Disco
- Carols on the green.
STUDENT SATISFACTION

The students are very enthusiastic and positive about their school. The Insight Data score in most areas is over 90%, which reflects a positive, learning environment. The students experienced very high levels of confidence and motivation in their learning. During 2015 students had opportunities to undertake leadership roles and enhance student voice.

PARENT SATISFACTION

The insight Data indicates that our parents experience a very high level of satisfaction and that parents are very happy with the schools overall performance. They believe that teaching is purposeful and stimulating and feel that staff are very approachable. Due to the many community events that parents have had they feel connected to the school.

Below are some of the community events that have taken place this year.

- Twilight Sports
- Mother’s Day Celebration
- Father’s Day Breakfast
- Catholic Education Week Celebrations
- Lap-a-thon
- Book Week Celebrations
- Social Gatherings
- Carols and Graduation
- Parent Teacher Meetings
Leadership and Stewardship

Goals & Intended Outcomes

- Clear communication.
- Capacity building of staff.
- All Occupational Health and Safety requirements are adequately met.
- St Brigid’s looks to consolidate Google Apps and further implement this as per Catholic Education Office guidelines.

Achievements

There has been a focus on providing clarity for staff. Throughout the year staff roles have been continually clarified and defined. We have continued to develop and articulate clear structures and processes to follow.

Professional Learning Teams were used as a forum for developing the teachers’ understanding and confidence in teaching and learning.

Student leaders were given opportunities to utilize their leadership skills and provide increased student voice. Our student leadership policy provides a clear process on what leadership roles we have, how to apply and what the roles requires of the student. The Student Representative Council (SRC) was a very active group in 2015.

The school is committed to the maintenance of the building grounds and play equipment. The SRC, staff and representatives from the Social and Fundraising group and Board collaborated to design extensions to the Junior Playground, which has been very beneficial and well used by the students.
### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING (PL)

#### DESCRIPTION OF PL UNDERTAKEN IN 2015

- Japanese Language Teachers Association in Victoria Conference
- Leading Languages Professional Learning Program
- Speech Therapy Training for teaching Staff
- Weekly Professional Learning meetings
- Type 1 Diabetes training all staff at Monash Hospital Clayton
- Anaphylaxis training
- Principal Cluster meetings
- Wellbeing Cluster meetings
- Cued Articulation
- Learning Expo ‘Moving with the Spirit’ at Traralgon
- Literacy
- Supporting Diversity in our Schools Students with disabilities
- Engaging Children with the garden
- Critical Incidence
- Characteristics of Autism
- Communicate Speech Therapy Incorporating Strategies into the classroom
- Seasons for Growth Parent Program Facilitator
- Occupational Therapy Program for Success
- Principals Conference
- Religious Education Leaders Conference
- Professional Learning for Administrative Staff
- EMU training
- SPA Platform Training
- Graduate Formation days Educational Support Staff
- STA program for Student Support Officers
- Occupational Health and Safety for Leaders training
- Staff Spirituality Day
- Network meetings for Principals, Religious Education Leaders, Literacy Leader
- Reading Recovery training
- PAT Maths
- Change 2 Facilitator training

<table>
<thead>
<tr>
<th>NUMBER OF TEACHERS WHO PARTICIPATED IN PL</th>
<th>25</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVERAGE EXPENDITURE PER TEACHER FOR PL</td>
<td>$185.00</td>
</tr>
</tbody>
</table>
TEACHER SATISFACTION

Staff embraced innovations to reflect a more contemporary approach to learning and teaching. They have been enthusiastic and expressed satisfaction with our shared vision. Insight Data indicates that Parent partnerships, student behavior and respect for students were the most positive response.
## Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrence income</strong></td>
<td>$</td>
</tr>
<tr>
<td>School fees</td>
<td>94,373</td>
</tr>
<tr>
<td>Other fee income</td>
<td>127,888</td>
</tr>
<tr>
<td>Private income</td>
<td>24,029</td>
</tr>
<tr>
<td>State Government recurrent grants</td>
<td>617,746</td>
</tr>
<tr>
<td>Australian Government recurrent grants</td>
<td>1,945,421</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td>2,809,457</td>
</tr>
</tbody>
</table>

| Recurrent Expenditure                                    | $              |
| Salaries; allowances and related expenses                | 1,976,054      |
| Non-salary expenses                                      | 503,728        |
| **Total recurrent expenditure**                          | 2,479,782      |

| Capital income and expenditure                           | $              |
| Government capital grants                                | 0              |
| Capital fees and levies                                  | 217,673        |
| Other capital income                                     | 111,440        |
| **Total capital income**                                 | 329,112        |
| **Total capital expenditure**                            | 603,076        |

| Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans) | $              |
| **Total opening balance**                                | 1,739,206      |
| **Total closing balance**                                | 1,465,570      |

The information provided above does not include system levies charged to individual schools, intra-systemic transfers and, for primary schools, the Diocesan Supplementary Capital Fund supporting primary schools’ capital borrowings.

The information provided in this VRQA template is not comparable with other educational sectors or to ACARA school-level income reports displayed on the MySchool website. ACARA school-level reporting requires system level income from Government grants and some private income to be allocated to each school resulting in a small adjustment to the total level of school resources. Currently, recurrent income from Government sources, school generated income and capital expenditure are reported by schools. When assessing the private income of the school, both recurrent and capital school fees are included.
Future Directions

In 2016 St Brigid’s Primary School will work towards the following goals:

Education in Faith

- Contemporary teaching and learning practices are embedded in Religious Education across the curriculum.
- Catholic Social Teaching underpins the core mission of St Brigid’s.
- That prayer and spirituality of St Brigid’s is nourished.

Learning and Teaching

- Learning will be student focused, purposeful and based on evidence.
- Professional relationships underpin the positive learning at St Brigid’s.
- Contemporary teaching and learning practices are embedded.

Student Wellbeing

- To further develop social and emotional learning to enable students to be confident, resilient, successful lifelong learners.
- To embody an inclusive environment where all are valued and work as a team.

Leadership and Management

- Build the Capacity of Leaders.
- Ongoing role clarity.
- Whole school collaborative, reflective process.

School Community

Implement the following:

- ICON Google Portal
- Eplan
- EAdmin:Esis
- Completion and installation of a Senior Playground
- Continue the transition from Septic to Sewerage.
- Continue the development of the school vegetable and the introduction of the new specialists area Science and Sustainability
- The second stage of the introduction of 1:1 Chromebooks Years 3 to 6
- Provide a more secure Access point for visitors to the school grounds during school hours
- That all Occupational Health and Safety requirements for compliance are adequately met.
### VRQA Compliance Data

**PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS**

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>YR 03 Reading</td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>YR 03 Writing</td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>98.0</td>
<td>-2.0</td>
</tr>
<tr>
<td>YR 03 Spelling</td>
<td>100.0</td>
<td>97.1</td>
<td>-2.9</td>
<td>98.0</td>
<td>0.9</td>
</tr>
<tr>
<td>YR 03 Grammar &amp; Punctuation</td>
<td>100.0</td>
<td>97.1</td>
<td>-2.9</td>
<td>100.0</td>
<td>2.9</td>
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<tr>
<td>YR 03 Numeracy</td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>97.9</td>
<td>-2.1</td>
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<tr>
<td>YR 05 Reading</td>
<td>100.0</td>
<td>97.2</td>
<td>-2.8</td>
<td>96.4</td>
<td>-0.8</td>
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<tr>
<td>YR 05 Writing</td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>96.4</td>
<td>-3.6</td>
</tr>
<tr>
<td>YR 05 Spelling</td>
<td>100.0</td>
<td>94.4</td>
<td>-5.6</td>
<td>96.4</td>
<td>2.0</td>
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<tr>
<td>YR 05 Grammar &amp; Punctuation</td>
<td>100.0</td>
<td>97.2</td>
<td>-2.8</td>
<td>96.4</td>
<td>-0.8</td>
</tr>
<tr>
<td>YR 05 Numeracy</td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y01</td>
<td>93.81</td>
</tr>
<tr>
<td>Y02</td>
<td>94.28</td>
</tr>
<tr>
<td>Y03</td>
<td>92.14</td>
</tr>
<tr>
<td>Y04</td>
<td>91.82</td>
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<tr>
<td>Y05</td>
<td>92.36</td>
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<tr>
<td>Y06</td>
<td>94.15</td>
</tr>
<tr>
<td>Overall</td>
<td>93.09</td>
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</tbody>
</table>

TEACHING STAFF ATTENDANCE RATE

<table>
<thead>
<tr>
<th>Teaching Staff Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>86.74%</td>
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</table>

STAFF RETENTION RATE

<table>
<thead>
<tr>
<th>Staff Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>78.26%</td>
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## TEACHER QUALIFICATIONS

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0.00%</td>
</tr>
<tr>
<td>Masters</td>
<td>12.50%</td>
</tr>
<tr>
<td>Graduate</td>
<td>6.25%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>0.00%</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>81.25%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>12.50%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>0.00%</td>
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## STAFF COMPOSITION

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Class</td>
<td>2</td>
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<tr>
<td>Teaching Staff (Head Count)</td>
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<tr>
<td>FTE Teaching Staff</td>
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<tr>
<td>Non-Teaching Staff (Head Count)</td>
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<tr>
<td>FTE Non-Teaching Staff</td>
<td>8.121</td>
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<tr>
<td>Indigenous Teaching Staff</td>
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