



# ANNUAL REPORT TO THE SCHOOL COMMUNITY

**St Peter's Catholic Primary School**  
South West Sunshine

2015

REGISTERED SCHOOL NUMBER: 1784



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## Contact Details

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<b>SCHOOL BOARD CHAIR</b>	N - A
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## Minimum Standards Attestation

I, Karen Bergin, attest that St. Peter's Catholic 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 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

20 May 2016



## Our School Vision



## School Overview

St. Peter's Catholic Primary School is situated in South West Sunshine, 15 kilometers west of Melbourne's CBD and is part of Brimbank City Council. St. Peter's is located in a quiet pocket of St. Paul's Parish, West Sunshine which is under the administration of the Claretian Fathers. St. Peter's is committed to the teachings of the Catholic faith and provides quality programs, which foster the full and balanced development of every child.

Family-School Partnerships are a priority at St. Peter's. We believe education is a joint responsibility and we aim to work with families to educate children to reach their full potential. Parents, family and friends form an integral part of our school community. We are always searching for ways to engage families in their children's learning as we continue to implement our strategic approach to Family-School Partnerships to enhance learning. This included the identification of issues that impacted on family engagement in learning, planned with the Family-School Partnership Convenor and the implementation of strategic activities to strengthen school-family-community partnerships.

St. Peter's School is committed to providing innovative curriculum and encouraging all students to unlock their potential in all facets of their school life. Our enrolments remained steady in 2015, with 180 students allowing us to provide quality education in a boutique school setting. In 2015 there were 130 families enrolled at St. Peter's. We had 28 children begin their education in Prep at St. Peter's. Our other class groupings were three 1/2 classes, two 3/4 classes and two 5/6 classes.

One of the strengths of St. Peter's school is the diversity of cultural backgrounds, which really brings richness to our community. Our school has 50% of students from a Vietnamese background, whilst 85% of students speak a Language Other than English at home. Of our families 44% have access to a Health Care Card which enabled them to benefit from the Camps, Sports and Excursions funding in 2015.

In 2015 we had a total staff of 26. We had eight classroom teachers and four specialist teachers (Physical Education, LOTE – Italian, Information and Communication Technology and The Arts – Visual Art) and 6 non-teaching staff.

We are proud of our growing traditions and our cultural diversity, which, as one of our major assets, we value and celebrate regularly. As a Catholic School we embrace our rich religious traditions and culture. We provide for our students and their families an opportunity to celebrate our Catholic heritage in many different sacramental and non-sacramental ways. All students who attended St. Peter's in 2015 participated in major feast days throughout the year. These were celebrated at school and at St. Paul's Church and were led by the Priests in our Parish. Students participated in all aspects of the Mass, while parents, families and friends support liturgies by their attendance. In 2015, our Year 3 Catholic students celebrated the Sacraments of Penance and First Eucharist. All students participated in Class Masses or Prayer Services throughout the year.

At St Peter's we adopt a whole school approach to the promotion of wellbeing, with a focus on prevention and early intervention. Policies and organisational structures are embedded within the school, to link with curriculum, and the development of strategies for social emotional learning.

## Principal's Report

Dear Families,

2015 was an exciting year at St. Peter's as we entered our review. All Catholic schools complete a review every four years as part of the School Improvement Plan Cycle. This phase of the cycle came at the perfect time for St. Peter's and enabled us to reflect on aspects of our school that are working extremely well, such as our focus on Wellbeing and Family School Partnerships. It also provided us with the lens required to establish new goals and set future directions for the next four years.



The goals that were agreed upon by our community are:

Education in Faith	To strengthen and deepen the Catholic Identity of the school and faith life of all members of the school community.
Learning & Teaching	To ensure a cohesive, whole school approach to enhancing student engagement and improving learning outcomes.
Student Wellbeing	To enrich student learning by increasing motivation, engagement and Social Emotional Learning.
School Community	To deepen the partnership with families and the wider community in children's learning.
Leadership & Management	To develop an inclusive culture that unlocks the potential of everyone in our school community.

We continued working with our Religious Education Consultant Janine Luttick in bringing our vision to life by building our understanding of a dialogical model which recontextualises scripture in today's world.

**United in Community,  
Building on Foundations for Life and Faith,  
Unlocking Potential in All.**

This vision was inspired by Jesus' famous words to Peter;

***"I also say to you that you are Peter, and upon this rock I will build my church" (Mt: 16:18).***

To further enhance recontextualisation of our Patron, Saint Peter and his work, Chris Sage and Regina Byrne worked with our community to design art works that brought a visual perspective to our vision.

As always, I would like to conclude this report by thanking our staff for all they have achieved with their students in 2015. The staff at St. Peter's are always looking for ways to improve student learning as they aim to provide outstanding education for all children. I would personally like to thank Ms Maree McIntosh (Deputy Principal) for her professionalism and dedication to school improvement. Thanks also to our Parish Priests, Father Cornello Solis CMF, Father Rowan Luza CMF, and the assistant priest, Father Luis Rey Fernandez CMF, for their support continued support during 2015.

Karen Bergin  
PRINCIPAL

## Education in Faith

### Goals & Intended Outcomes

*To strengthen and deepen the Catholic identity of the school and faith life of all members of the school community*

That a recontextualised and dialogical model for religious education is embedded across the school.

That students learning around Post-Critical Belief influences their behaviour.

### Achievements

In 2015, St. Peter's achieved the following:

Students and families had many opportunities to attend and actively participate in school, class and community liturgies. Many Feast Day masses were also celebrated throughout the school year. The senior school leaders attended the annual Catholic Education Saint Patrick's Mass at the Cathedral.

A beginning and end of year mass for staff were celebrated led by the Parish Priest.

The feast of Ss Peter and Paul were celebrated with Parish schools sharing mass, lunch and a concert.

Sacramental families attended two separate evenings with Religious Education Consultant Paul Spence where they explored their understanding of Penance and First Eucharist.

All Catholic Year 3 children celebrated the sacraments of Penance and First Eucharist at Saint Paul's Church.

Facilitated planning sessions with Religious Education Consultant Janine Luttick were introduced in the school to build teacher capacity and empower staff. Through the use of staff meetings, staff built up a critical understanding of scripture and used biblical commentaries to inform their teaching and practice.

Staff actively engaged with a form of meditative prayer and explored the significance of prayer in their lives.

Staff have gained a deeper understanding about the different approaches to teaching scripture. These approaches, such as a bibliodrama, were trialed and experimented with in all classrooms.

Staff used student evidence to inform their planning of Religious Education lessons. Staff received professional learning on Godly play and scripture.

The school was involved in raising money and awareness for social justice projects such as Caritas Project Compassion.

Religious Education resources were updated.

The REL attended all CEM Zone network days.

The REL conducted focus groups (at the beginning and at the end of the year) with staff and students in order to obtain anecdotal evidence of our Religious Education journey.

#### VALUE ADDED

**Programs and extra-curricular activities offered to students in 2015 have included;**

- Whole school liturgies to celebrate church feast days
- Sacramental Family Faith nights for the Sacraments of Penance and Eucharist
- Children participated in the Sacraments of Penance and Eucharist
- The Feast of St Peter and Paul were celebrated by both parish primary schools in the West Sunshine Parish
- Student led Social Justice Activities, such as the mini fete to raise money for Catholic Care and the Christmas giving hamper to support the community





## Learning & Teaching

### Goals & Intended Outcomes

*To ensure a cohesive, whole school approach to enhancing student engagement and improving learning outcomes.*

That literacy and numeracy outcomes be improved across the school.

That a culture of feedback underpins student and staff learning.

### Achievements

Key achievements in 2015 are as follows;

The school completed the CEM Review process. This included the Leadership Team, staff and families working with Educational Consultant Kerin Thorneloe through the review process, to produce the review documentation which later was reflected on by our school reviewer Terry McCarthy.

Documentation Requirements for VRQA was completed and prepared by staff.

The school continued to cluster with St Francis of Assisi - Tarneit, Our Lady of the Southern Cross - Wyndhamvale, St. Martin de Porres- Laverton, for professional learning led by Maths Educational Consultant Michael Ymer, in building Leadership and teacher capacity with a specific focus on Mathematics. The intention being to improve student outcomes by building teacher content knowledge in the strands of mathematics and their capacity to effectively plan and use data to customise student learning.

Learning Walks continued in 2015 with a specific focus on Mathematics.

Significant investment in Mathematics resources was made to ensure all children and teachers had access to maths tools and references required.

A Scope of work & Curriculum Mapping was completed in all learning areas as led by CEOM Learning and Teaching Network.

Community Conversations with families were held prior to launching Inquiry learning. These were to engage families in learning and establish funds of knowledge from home as well as to inform planning development with staff.

A partnership was fostered with our local Bunnings store to enhance student learning through the establishment of a vegetable and herb garden.

The Google drive was used to support collaborative approach to planning.

Staff continued to focus on Data Analysis, building our capacity to effectively collect and use data from formal and informal assessments and observations to inform planning and target our teaching to point of need in Maths and Literacy.

Team planning was supported by leadership depending on the needs of the level.

Ways to develop cross curricula connections in planning were investigated (RE/Inquiry/Literacy).

Increase the overall resourcing of key curriculum areas across the school.

Facilitated Information Sessions for families in relation to Reading, Spelling, Mathematics, Religious Education and our Outdoor Education Program were held.

A focus on building family school partnerships in Learning by conducting community conversations with a focus on Inquiry Learning was continued.

Student learning was showcased through Celebration of Learning Expos, the use of Twitter and through school newsletters.



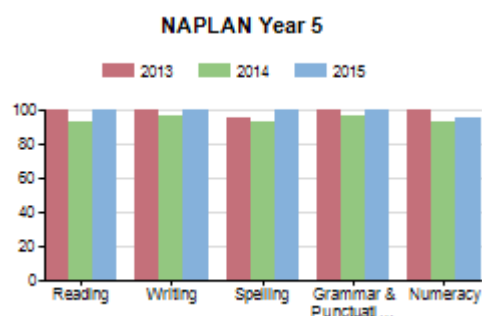
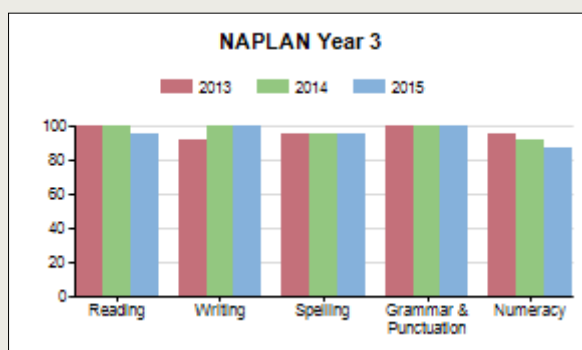
#### **STUDENT LEARNING OUTCOMES**

When comparing data with previous years it must be remembered that we are comparing completely different groups of children. Classes vary greatly from year to year and hence the learning needs of each group of children can vary as well.

Our Year 3 student learning outcomes for the 2013, 2014 and 2015 period show that Writing, Grammar and Punctuation have remained the same. While Reading, Spelling and Numeracy is slightly down.

Our Year 5 student learning outcomes for the 2014 and 2015 period show shows an increase in Writing, Reading, Spelling, Grammar and Punctuation, and Numeracy.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS						
NAPLAN TESTS	2013 %	2014 %	2013–2014 Changes %	2015 %	2014–2015 Changes %	
YR 03 Reading	100.0	100.0	0.0	95.7	-4.3	
YR 03 Writing	91.7	100.0	8.3	100.0	0.0	
YR 03 Spelling	95.8	96.0	0.2	95.7	-0.3	
YR 03 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0	
YR 03 Numeracy	96.0	92.0	-4.0	87.0	-5.0	
YR 05 Reading	100.0	92.6	-7.4	100.0	7.4	
YR 05 Writing	100.0	96.3	-3.7	100.0	3.7	
YR 05 Spelling	95.7	92.6	-3.1	100.0	7.4	
YR 05 Grammar & Punctuation	100.0	96.3	-3.7	100.0	3.7	
YR 05 Numeracy	100.0	92.6	-7.4	95.5	2.9	



## Student Wellbeing

### Goals & Intended Outcomes

*To enrich student learning by increasing motivation, engagement and Social Emotional Learning.*

That students have a greater sense of ownership for their behaviour and learning.

That students, staff and families are partners in learning.

### Achievements

In 2015, St. Peter's achieved the following:

St. Peter's was successful in receiving funding for the National School Chaplaincy Program (NSCP), enabling the employment of a Pastoral Care Worker who worked with families, students and teachers in the area of Social Emotional Learning (SEL), absenteeism, loss and grief.

St. Peter's continued to cluster with St. Paul's, West Sunshine and St. Bernadette's, North Sunshine in the Year 6 two-day Transition to Secondary School program. St. Peter's held a Family Community Conversation night which saw over 50% of our families attend and engage with local Catholic and State Secondary schools.

The staff revisited the whole school approach to behaviour management.

Staff investigated ways to promote student voice within their classroom and develop student leadership roles. As a result, a Student Representative Council was formed and House Captains were introduced.

Staff and students conducted an audit of behaviour hot spots on the yard during lunch and recess and investigated how to improve student connectedness.

Staff continued to develop a shared understanding of the integration of Social Emotional Learning (SEL) into the curriculum recording this in their weekly work programs.

Staff developed a draft SEL Scope and Sequence linked to AusVELs to be used within their planning. Staff have been empowered to implement and structure SEL within the classroom to enhance student wellbeing.

Staff examined the 2015 SIF data to explore student needs in the area of SEL.

The Wellbeing Leader supported staff, students and families in promoting success in relation to student resilience, decision making and connectedness to the school community.

The Wellbeing Leader was an active member of the school Leadership Team.





AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	92.41
Y02	92.04
Y03	95.59
Y04	94.30
Y05	94.66
Y06	97.34
Overall average attendance	94.39

If a child has an unexplained absence for more than two days, the child's classroom teacher will contact the family directly or ask the office staff to contact the family on their behalf.

### VALUE ADDED

Curricular and extra-curricular activities that have been a major focus in 2015 included;

- The year 6 to year 7 cluster transition program with St. Paul's and St. Bernadette's.
- The Kinder to year Prep transition program
- Prep to 6 Outdoor Education Program – Including camps to Doxa camp (3/4s) and YMCA Bacchus Marsh (5/6s)
- Improved Student Leadership Program, including school leader's participation in the Halogen Young Leader's Day and local leadership programs
- Year 5/6s participant in inter-school sport
- Year Prep to 6 Swimming Program at Maribyrnong Aquatic Centre

### STUDENT SATISFACTION

- The 2015 Insight SRC Data, St Peter's Student Wellbeing Aggregate Index has improved now being at 79.1. This is an increase of 7.2% in the past four years.
- Student survey actual scores have continued to remain steady in Emotional Wellbeing, Teacher Relationships, Engagement in Learning and the Student Behavior areas, when compared with the scores from all Victorian Schools.
- The student data showed a marked improvement in connectedness to school and classroom behaviour.
- Student data remained in the middle 50% in all areas.

## Leadership & Management

### Goals & Intended Outcomes

*To develop an inclusive culture that unlocks the potential of everyone in our school community.*

That the organisational climate be improved through the building of staff role clarity, teamwork, empowerment and ownership of school improvement goals.

### Achievements

In 2015, St. Peter's achieved the following:

The school appointed four new staff members as required throughout the year. These included one Year 1/2 Classroom teacher, a Reading Recovery teacher, an ICT Leader, an Art teacher (maternity leave replacement, from Term two onwards), and a Year 3/4 and 5/6 teacher from Term three.

The school community worked with Chris Sage and Regina Byrne (artists in residence) to bring our vision to life by reclaiming the charism of St. Peter as our Patron through artworks depicting St. Peter.

A new Leadership Team was formed with three new members. The team developed protocols and established a co-ordinated approach to leading the school throughout the year.

The school successfully completed their school review process under the guidance of Educational Consultant, Kerin Thorneloe. The Leadership Team ensured that all members of the community were actively engaged in this process. The reviewer, Terry McCarthy stated that;

St. Peter's is committed to the teachings of the Catholic faith and provides an innovative curriculum encouraging all students to unlock their potential. Further, the school's tendency to be 'outward facing' is nurturing a vibrancy among staff that is keeping the school at the cutting edge of approaches to teaching and learning.

The results of the review process were both pleasing and informative for the future of the school. Thanks to Joanne Holland, Amelia Meaney-Agius who attended the final day of the review, working with the Leadership Team to develop the goals and intended outcomes for the next four-year cycle.

In 2015, the Leadership Team worked to improve role clarity for staff by introducing a staff information folder which aimed to clarify and centralise information.

Staff completed their annual update in Emergency Management, First Aid and Mandatory Reporting.

The school successfully completed the CEM audit and was found to have sound financial processes in place.

Staff continued to attend professional learning (PL) in relation to their leadership role or their professional development plan. Some PL included, attendance of Leadership Network days, ICT, Student Wellbeing and a whole school focus on Maths.

A Marketing campaign was designed in conjunction with Marian College and St. Paul's Primary to promote the parish schools within the Sunshine community.

The community completed SIS surveys and data collection. Data was presented to staff late in Term 4.

Two 2016 Prep enrolment information sessions were held. The Principal and Deputy Principal interviewed 32 Prep families in total and 28 offers were sent out and accepted, which meant the school once again had a waiting list.

Annual Review Meetings were held in Term 3 with the Principal. Teaching staff used the AITSL standards to measure their growth and set personal goals for 2016.

Consultative Committee held 2 meetings and made recommendations to the Principal around class structures for 2016.

Annual documentation requirements were completed. These included the 2014 Annual Report to the Community; 2016 – 2019 School Improvement Plan; 2016 Annual Action Plan; 2016 budget, staffing, timetabling and calendar.

The Principal gained her Executive MBA by completing the final six units of this program which was fully sponsored by the Catholic Education Melbourne. Much appreciation to Mr Steven Elder and Catholic Education Melbourne for the sponsorship of this course.

The school continued to use Google Docs for collaborative planning and move to increase the use of the Google suite within school structures.

The Principal attended monthly Parish Council Meetings.

In Term two our Parish Priest Fr. Cornellio Solis CMF moved to Bendigo and Fr Rowan Luza CMF was appointed Parish Priest. Many thanks to Fr Jinjo for his years of guidance and service to St. Peter's Catholic Primary School.

This year our families established a Family Engagement Team to work on fundraising, look at Policy development and be a voice for the community. We are very grateful to the families who have ensured the establishment of this group.

We completed the initial stage of the landscape master plan, with the regeneration of natural grass on the oval, with the inclusion of football and soccer goal posts.

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### DESCRIPTION OF PL UNDERTAKEN IN 2015

- Principal & Deputy Principal Network & Conference
- Religious Education Leader, Student Wellbeing Leader, Student Services Leader, Learning and Teaching Leader, Literacy Leader, Maths Leader, ICT Leader and Reading Recovery Teacher all attended their respective network meetings.
- Sunshine District Sports Association Network
- First Aid, Anaphylaxis, Asthma Training (Stitches)
- Emergency Management Training (Dynamiq)
- Staff Conference – School Review (Kerin Thorneloe)
- Some of the Leadership Team attended the Edutech Conference
- Mandatory Reporting Module was completed by 100% of staff
- The school continued to work with the Schools Improving Schools Cluster focusing on Maths and working with Michael Ymer.

### NUMBER OF TEACHERS WHO PARTICIPATED IN PL

23

### AVERAGE EXPENDITURE PER TEACHER FOR PL

\$2,749

### TEACHER SATISFACTION

- While the 2015 Insight SRC Data, the Organisational Climate Aggregate Index has increased from by 4.9% to 84.8%. While the Teaching Climate Aggregate Index has also increased by 5.4% to a high of 88.6%.
- Staff Climate actual scores have increased in every key indicator in 2015, affirming the approach to learning and teaching the Leadership Team has implemented during previous years.
- It is pleasing that student behaviour both in classroom and school continues to increase.
- Both Appraisal & Recognition and Professional Growth have made significant increases, leading to improvements in Learning and continue to prove that staff members feel their efforts are being recognized and the capability is being developed through appropriate learning and development opportunities.
- 100% of staff indicators are now in the top 25% of the actual scores, which is pleasing considering the continued focus on school improvement at present.





## School Community

### Goals & Intended Outcomes

*To deepen the partnership with families and the wider community in children's learning.*

That staff and families are partnering effectively in children's learning.

That the school is more outward facing and actively involved in local and global communities.

### Achievements

In 2015, St. Peter's achieved the following:

St Peter's continued our commitment to the Sunshine Family School Partnership Cluster by maintaining our strong relationship with St. Paul's, West Sunshine and St. Bernadette's, North Sunshine to improve the engagement of families in learning.

#### Professional Development of Staff

Staff attended professional learning conducted by Miguel Munoz in relation to Building Funds of Knowledge and Family Learning Plans which recognised and highlighted the substantial contributions families make to student learning.

The Student Wellbeing Leader and Family Engagement Leader participated in professional learning conducted by Maggie Farrar and Dr George Otero in relation to strategically leading Family School Partnerships.

Leadership Team meetings were held to support the unpacking of the Parent Engagement Tool (PEAR) which supports communication and engagement with families.

Family Engagement Leader attended induction training to support new staff in building their capacity and understanding of Family School Partnerships.

#### Community Partnerships

St. Peter's continued to partner with Brimbank Council to establish Early Years conversations for the Prep/Kindergarten Transition program.

A number of students were supported by the West Sunshine Community Homework Club.

Staff and students marketed St. Peter's at local kindergartens through visits and network meetings.

Staff met with Sunshine Kindergartens to discuss and plan a Teacher Exchange and Prep Ambassador Program which then occurred in Term 1 and Term 4 of 2015.

Staff and students visited local kindergartens to support St. Peter's Transition Program.

Year 6 students attended transition partnership cluster activity days with St. Paul's and St. Bernadette's to promote social connections across the cluster.

Year 6 students attended Secondary School Orientation Programs to support their transition into these settings.

A group of parents participated in a focus group discussion on childhood obesity as representatives of the Brimbank Community, this research was facilitated by Monash University.

With the support of Brimbank City Council, the school held a walk to school breakfast.

### Engaging Families

Families, students and staff participated in the collaboration and creation of a new Inquiry focussed learning conversations. Families were invited to participate in and co-construct learning at home tasks as well as be part of the 'Tuning In' process to gauge student and family prior knowledge in relation to the study of Inquiry Learning concepts.

A community bus tour to the Art gallery and ACMI was held to link in with children's learning for the Term.

A Family Engagement Team was established with the focus of giving families the opportunity to have a forum to discuss educational initiatives, communication strategies, fundraising opportunities and social engagements.

Continued Community Conversations in relation to Prep Transition.

Continued Year 6 and families Community Conversations in relation to the Secondary School Transition Program.



### PARENT SATISFACTION

- The 2015 Insight SRC Data has declined slightly across many areas, indicating that families' expectations of school based programs and extra-curricula activities continue to grow.
- The Community Engagement Aggregate Index improved slightly to 79.1% in 2015 which sits in the average of 68% of Australian schools.
- Families continued to be engaged in their children's learning with over 95% of families attending school extra-curricula opportunities throughout the year.
- 100% of Prep families and Year 6 families have been engaged in respective transition programs.

## Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH \$
<b>Recurrent income</b>	<b>Tuition</b>
School fees	
Other fee income	78,612
Private income	12,046
State government recurrent grants	526,426
Australian government recurrent grants	1,778,159
<b>Total recurrent income</b>	<b>2,395,415</b>
<b>Recurrent Expenditure</b>	<b>Tuition</b>
Salaries; allowances and related expenses	1,620,455
Non salary expenses	476,960
<b>Total recurrent expenditure</b>	<b>2,097,415</b>
<b>Capital income and expenditure</b>	<b>Tuition</b>
Government capital grants	-
Capital fees and levies	119,325
Other capital income	500
<b>Total capital income</b>	<b>119,825</b>
<b>Total capital expenditure</b>	<b>168,183</b>
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
<b>Total opening balance</b>	<b>1,122,401</b>
<b>Total closing balance</b>	<b>1,033,000</b>

*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

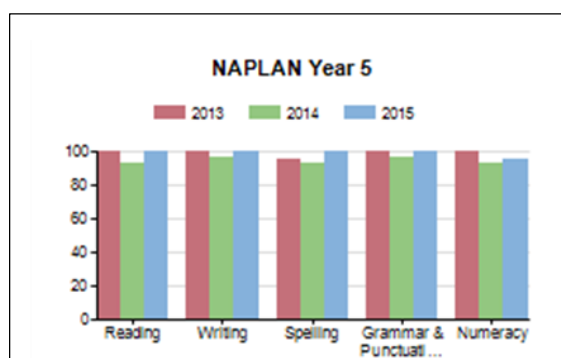
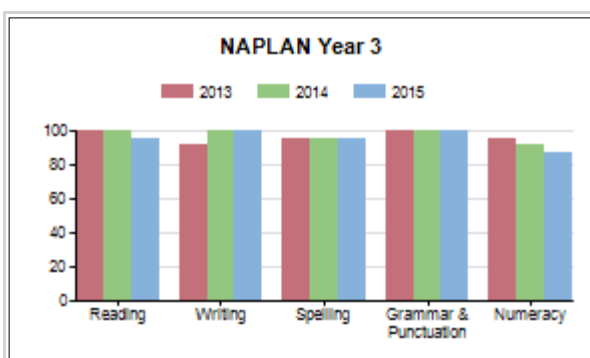
- In 2016 the school will begin to implement the recommendations and goals that were set in the 2015 Catholic Education Office Review.
- The school will continue to look for opportunities to improve school family partnership in relation to improving student learning.
- The school will continue to support staff in further education at Masters and Doctorate level.
- The school will continue to focus on 100% of children 100% of the time to improve their learning opportunities.
- The school will continue to have Mathematics as a major focus in 2016 working with the SIS cluster of schools.





## VRQA Compliance Data

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2013 %	2014 %	2013–2014 Changes %	2015 %	2014–2015 Changes %
YR 03 Reading	100.0	100.0	0.0	95.7	-4.3
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	92.41
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Y03	95.59
Y04	94.30
Y05	94.66
Y06	97.34
Overall average attendance	94.39

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate

89.7%

**STAFF RETENTION RATE**

Staff Retention Rate

68.42%

**TEACHER QUALIFICATIONS**

Doctorate

0.00%

Masters

20.00%

Graduate

20.00%

Certificate Graduate

13.33%

Degree Bachelor

86.67%

Diploma Advanced

40.00%

No Qualifications Listed

0.00%

**STAFF COMPOSITION**

Principal Class

2

Teaching Staff (Head Count)

28

FTE Teaching Staff

18.700

Non-Teaching Staff (Head Count)

6

FTE Non-Teaching Staff

5.384

Indigenous Teaching Staff

0