

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

ST. PAUL'S PRIMARY SCHOOL
KEALBA

2018

REGISTERED SCHOOL NUMBER: 1761



Contents

Contact Details	2
Minimum Standards Attestation	2
Our School Vision	3
School Overview	4
Principal's Report	8
Education in Faith	11
Learning & Teaching	13
Student Wellbeing	19
Child Safe Standards	22
Leadership & Management	25
School Community	29
School Performance Data Summary	34

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Minimum Standards Attestation

I, Denis John Daly, attest that St. Paul's Kealba Catholic School is compliant with:

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

Wednesday May 1 2019

Our School Vision

St. Paul's Primary School

Kealba



**As a Catholic school community, inspired by the Gospels
and in the spirit of St. Paul,**

We believe that Christ lives in us. (*Galatians 2:20*)

**We work together for the common good, by building deep
and genuine relationships.**

**We work with diligence and intent to protect all children in
our care, prioritising their safety and wellbeing at all times
and in every situation.**

**We are lifelong learners, encouraging each other's passions,
talents and dreams.**

We seek to make a difference.

School Overview

St. Paul's Primary School is situated on the grounds of St. Paul's Church, Kealba and was established in 1978. In 2007 the parishes of St. Paul's, Kealba and Blessed Mary MacKillop, Keilor Downs amalgamated, to become the parish of St. Mary of the Assumption, Kealba-Keilor Downs.

St. Paul's Primary School's student cohort comprises students from a diverse range of cultures and promotes acceptance, tolerance and respect of others. The school is comprised of a large number of students with an E.A.L. (English as an Alternate Language) background (82.5%).

St. Paul's Primary School prides itself on being a welcoming community; a community where parents are respected as the initial educators of their children and key stakeholders in their children's education and future. The community works together to ensure all students strive to attain their personal best. The staff are dedicated to ensuring they know the students and guide them as lifelong learners, through the collection of data and the imparting of knowledge, to inform learning and teaching programs and practices.

The school is located on approximately two hectares of well-manicured and maintained land, providing children with spacious and varied areas in which to interact and play; areas include passive and recreational play spaces, as well as adequate shaded areas. Basketball and netball courts, as well as an artificially turfed soccer pitch, provide spaces for sporting and Physical Education programs to take place. The school comprises fourteen regular classrooms, as well as a Visual Arts Room, a L.O.T.E. - Italian Room, a Multipurpose Centre (Food Technology & Performing Arts - Music), a Discovery Centre (Library) and a well-appointed school hall. At present, three one-hour F-6 Specialist Program sessions are provided, in Physical Education, L.O.T.E. (Language Other Than English) - Italian and Visual Arts. The facility is well secured, with external boundary fencing and gates, as well as internal fencing and gates; internal gates are locked at the commencement of the school day. CCTV cameras are strategically located throughout the school grounds and car parks and internal school access is via a locked, camera-monitored and electronically operated pedestrian gate.

In 2018 there was an enrolment of 342 students; the current grade structure consisting of two classes (streams) at each year level, Foundation (Prep.) to Year 6. Learning and Teaching programs are supported by a staff group comprised of 26 teacher staff members and 11 support staff members. Student learning is supported and enhanced by a Targeted Teaching Program in English and Mathematics, as well as the provision of a Reading Recovery Program. Learning and Teaching programs are supported by a leadership structure comprising the Principal, Deputy Principal-Religious Education Leader, Wellbeing Leader, Learning and Teaching Leader, Learning Diversity Leader, Literacy Leaders, Mathematics Leaders and an I.C.T. (Information & Communication Technology) Leader.

St. Paul's Primary School has a strong emphasis on the Faith Dimension of the curriculum, inclusive of the teaching of Religious Education, as well as on student attainment of Literacy, Numeracy & Inquiry skills. There is also a strong emphasis on the students' access to and use of a wide range of information and communication technologies, in a virtual private network and

intranet; online safety (cyber safety) is a major focus in the use of all digital devices and online interactions. Students are encouraged to grow and develop as reflective, critical and creative thinkers for the 21st century. Students perform consistently well in the areas of Literacy (English) and Numeracy (Mathematics), which is reflected in internal and external results, as well as in assessment data. The Religious Education program is well supported by a strong relationship with the parish; the school actively develops a culture of prayer and students are regular attendees at parish weekday masses and significant church celebrations, throughout the Liturgical Year. The school's Catholic identity is clearly evident in the strategic placement of religious iconography and imagery, throughout the school (allowing active involvement in focused prayer and liturgy), in the strategic planning and teaching of Religious Education lessons and in the relationships fostered and encouraged amongst all school community and parish community members.

Our Strategic Improvement Strategy focusses on:

AN EXPLICIT IMPROVEMENT AGENDA:

To embed our agreed pedagogy, focusing on personalised learning, which translates into effective student learning and teaching practice.

GOALS:

- ***To support teachers to be confident in their practice***
- ***To empower students in their learning***
- ***To create opportunities to develop attitudes and actions that reflect the Catholic Faith***
- ***To establish a learning architecture that supports the explicit learning agenda***

CORE DRIVERS:

- Communicating the Strategic Plan
- Clarity of direction
- Ownership by all
- Cohesion
- Consistency
- Monitoring & tracking
- Transparency (frequent & timely)

LANDING POINTS:

- Teachers are confident in their practice (Learning & Teaching)
- Students are empowered in their learning (Learning & Teaching and Student Wellbeing)
- Students attitudes & actions reflect the Catholic Faith (Faith Dimension)
- The learning architecture supports the explicit improvement agenda (Leadership & Management)

ATTITUDES, SKILLS & DISPOSITIONS:

- Resilient
- Persistent
- Problem solvers
- Literate & numerate
- Collaborative
- Engaged & empowered
- Optimistic
- Compassionate
- Adaptable
- Enthusiastic
- Inquisitive
- Open to learning
- Risk takers
- Effective communicators

It is our strategic intent to:

- continue to systematically review student outcomes data, to identify specific achievement targets that should be improved across the school, as a matter of priority. The achievement of these targets, will form a narrow and sharp explicit improvement agenda, discussed with all teachers, with the aim of gaining their commitment, to ensuring that the targets are achieved.
- establish and implement a school-wide systematic plan, for the annual collection, communication, analysis and use of student achievement & wellbeing data. This will inform the steps to create knowledge and understanding of data by all staff.
- build the capacity of, and opportunity for, teachers to visit each other's classes, learn from each other, receive quality feedback and use that feedback to reflect upon and improve classroom learning.
- review and further develop all curriculum and assessment documents, to ensure that all learning and assessment aligns with the Victorian Curriculum content descriptors and standards.
- agree and formalize a pedagogical model for St Paul's Kealba, that is research based, clearly defines the core teaching & learning beliefs held by the school, identifies the agreed core & consistent practices expected and establishes processes for ongoing review, renewal & leadership oversight.

St. Paul's Primary School has a strong emphasis on promoting positive behaviour and consideration for all community members; this is achieved, in part, through our commitment to the School Wide Positive Behaviour Support program.

Great pride is taken in the engagement of students in their learning, as well as in the general life of the school.

Principal's Report

St. Paul's Primary School is one of two Catholic primary schools, serving the local parish community of St. Mary of The Assumption, Kealba-Keilor Downs. As a Catholic primary school we are a vital part of the life of the church and central to the life of the parish; we recognise Christ as central to our lives and his Gospel message of love and inclusion, as the cornerstone of all we say and do.

As a Catholic learning community we are committed to the provision of a faith-filled and caring learning environment for our children. There is a great emphasis placed on 'building' and 'growing' a community, in which the children are able to develop and learn safely and happily, as they come to know and understand themselves and their faith as Catholics.

The curriculum at St. Paul's Primary School is designed and organised to cater for the individual needs of all students; its focus is on ensuring that each child achieves their personal best, with consistent and relevant support at all stages of their lifelong learning journey. Our passion as teacher-educators, in partnership with our parent-educators, is to ensure we know specifically, the educational needs of our children, personalise programs and curricula, to ensure those needs are met and then be explicit in teaching the children the next 'steps' to be taken in their learning 'journey'.

The curriculum is built around and compliant with all expectations of the current Victorian Curriculum F-10; it is inclusive of Religious Education and English & Mathematics, and it is integrated with studies in Geography, History, Science, Civics & Citizenship, Arts and Social Sciences. Students are also involved in specialist programs at all year levels, in Health & Physical Education, the Arts (Visual Arts & Performing Arts) and L.O.T.E. (Language Other Than English) – Italian.

Through our 4 yearly School Improvement Review, overseen by the Australian Council for Educational Research, using the National School Improvement Tool, the school was considered to be operating at an outstanding level and was commended for:

- The successful enactment of the School Vision, in '*working together for the common good, by building deep and genuine relationships*'; these genuine relationships are embedded in all aspects of the school community and are the reason so many parents, staff and students refer to the school as a 'family'.
- The development of a strong data culture, as evidenced by the use of Focus Diaries, to track and monitor learning progress of individual students.
- The Catholic identity, which clearly underpins all areas of school life at St. Paul's Kealba, as evidenced by relationships, language, rituals and iconography.
- The high levels of confidence, trust and respect, reported by parents, staff and students, in the Principal's leadership.

- The positive learning atmosphere, as evidenced by the immaculate presentation of the school, the stimulating classroom environments and the calm & 'busy' work being conducted by teachers and students.
- The enactment of the school's vision of being 'inclusive', as evidenced by the way in which the learning and wellbeing needs of all students are identified and the actions taken to address those needs.
- The comprehensive knowledge that teachers possess, of their students' personalities, home environments, interests and learning outcomes data and the manner in which they use this knowledge, to develop differentiated learning experiences for their students.

The school was also affirmed in the following areas, through the N.S.I.T. Review process:

- The introduction of the School Wide Positive Behaviour Support Program, to support and further develop the beliefs and relationships, that drive the learning culture at St Paul's.
- The clear understanding possessed by school leaders, of school data trends over several years.
- The strong content links that have been developed between the Religious Education program and other curriculum programs.
- The support provided to teachers as they develop units of work and lessons, by the Learning and Teaching Leader, Curriculum Leaders and Targeted Teachers.
- The way in which coverage of the curriculum content descriptors are mapped, ensuring that the Victorian Curriculum is enacted.
- The partnerships developed with social justice organisations, such as The St. Vincent de Paul Society, through the school's Minnie Vinnies Program, which provide students with the opportunity to help disadvantaged members of the community, as an example of enacting the school vision of '*Christ lives in us.*'

The staff of St. Paul's Primary School work with passion and enthusiasm, to ensure the safety, care, happiness and education of all students; their commitment to and support of all members of the St. Paul's Primary School community, is borne out in the calm, gentle and considerate nature of the children, as they too look out for and care for one another, in their day-to-day interactions with each other.

St. Paul's Primary School is a safe, vibrant and caring community of lifelong learners, passionate about working together, to ensure every child realises their dreams and aspirations. The school is focussed on developing a love of learning and is filled with a deep and committed faith life, ever mindful that '*Christ lives in (all of) us*' (Galatians 2:20 - St. Paul's Primary School, Kealba - School Vision).

Inspired by and committed to a strong vision, the St Paul's Primary School community has continued to live, learn and grow together and to be a calm, gentle and respectful learning community, where all are encouraged to be the best they can be in a safe, happy and loving environment.

As our 'Essence Statement' proclaims

Like Christ,

We believe in

Valuing each individual

For who they are

And

Who they can be.

Education in Faith – Faith Dimension

Goal

To build a dynamic community, where our faith is the cornerstone of all that we do.

Intended Outcomes

That students' actions will reflect their understanding of the relationship between faith and life.

School Vision

As a Catholic school community, inspired by the Gospels and in the spirit of St. Paul, we believe that Christ lives in us. (Galatians 2:20)

Achievements

The Catholic Identity of St. Paul's continues to be strong. Our faith is at the centre of our school community, permeating all that we do. It incorporates, but is not limited to, prayer, the sacraments, liturgical celebrations and social justice.

Much has happened in Education in Faith and what follows is a summary of the major and most notable achievements:

- A major focus on Social Justice throughout the school year, with a concerted effort towards increasing contributions to Project Compassion and a determination to be more focused & strategic with our commitment to Catholic Social Teachings, through our Minnie Vinnies Program.
- Forging stronger links with the local St. Vincent de Paul chapter, with chapter representatives visiting the school to speak to the children about the work of the St. Vincent de Paul society, as well as explaining how the children's contributions will be used in the community (Minnie Vinnies).
- Documenting a yearly strategic plan for Social Justice Actions within the school community, that supports the current needs of the SVdP Society and takes into account other community needs and charities, such as Caritas and the Green Ribbon Foundation.
- The Mini Vinnies Team running the Friday morning Breakfast Club; building on the Gospel value of service to others.
- Mini Vinnies representatives attended the annual Mission Mass for schools, at St. Patrick's Cathedral in October.
- Children volunteering to lead afternoon school prayer, recording their names on a daily roster. The children demonstrate enthusiasm, dedication and reverence towards prayer, as well as the ability to learn & recite traditional prayers, with the whole school.
- The introduction of the Pedagogy of Encounter, into the Faith - Life Planning Process. The Pedagogy of Encounter allows for and encourages dialogue with other people, seeking other points of view & perspectives and ultimately dialoguing with or encountering God.

- Providing staged planning in Religious Education, to support the phases of Inquiry Learning. Teachers plan units in stages, allowing for student voice (wonderings and interests) to guide unit development and direction.
- Planning of Faith-Life Inquiry Units: as a result of discussions in devising our Conceptual Framework, it was decided to focus on allowing for student voice in Inquiry Learning. With this in mind, the focus for 2019 will be to allow student questioning to drive inquiry and to eventually lead to action, with a specific focus on social justice & Catholic Social Teachings, as a result of what has been learned.
- Inquiry Units are planned in conjunction with the Religious Education Leader and the Learning and Teaching Leader, each term. Teachers are able to plan Inquiry Units which make genuine links between curriculum areas, such as Science or Humanities and the students' faith.
- The introduction of a new reporting format, incorporating the renewed R.E. Curriculum. The R.E. section of the Student Achievement Report, provides a clearer and accurate assessment of how students are progressing in Religious Education, in the areas of, Knowledge & Understanding, Reasoning & Responding and Personal & Communal Engagement.
- The reorganisation, re-categorising, auditing and cataloguing of R.E. resources, to allow for easier locating of and access to resources for staff and students.
- A budget commitment to supplementing & replacing R.E. resources, through an annual audit.
- A stronger parish-school link, established through the Society of St. Stephen and an increase in the number of Altar Server recruits.

Learning & Teaching

Goal

To enhance pedagogical practices in order to personalise learning for all students.

Intended Outcomes

That the outcomes of all students in English will improve, with a specific focus on reading

That the outcomes of all students in Numeracy will continue to improve.

That all students will be confident, self-motivated and self-directed in their learning

School Vision

We are lifelong learners, encouraging each other's passions, talents and dreams.

Achievements

Student Achievement- NAPLAN

Once again, the overall school results in NAPLAN were very pleasing. Student achievement in both English and Math were well within the expected levels of achievement and in some cases significantly outperformed similar schools. We have seen a pleasing improvement in both English and Math, with the data indicating some areas for improvement (such as in problem solving and comprehension). The data provided by NAPLAN is only one form of assessment used to gauge individual student progress, as well as measuring the impact of our pedagogical practice.

Year Three - Achievement Summary

Reading and Comprehension have remained a focus for our school for several years. NAPLAN results indicate that, whilst the median for St Paul's was below that of the state's schools, student achievement in Spelling, Writing, Grammar and Punctuation were extremely pleasing. The data for Year 3 Numeracy, indicates that the students in this cohort are well within the expected range of achievement. The 10th and 90th Percentiles performed below the state's, with the median being only slightly below that of other schools.

Year Three - Five Year Trend

After a period of consistent growth in reading over 2014 - 2016, the past two years have shown a slight downward trend. Spelling has continued to be a strength for the school, with Grammar, Punctuation and Writing, also showing very good levels of achievement. Levels of achievement in Numeracy have been consistently good over the five years, with 2018 showing a slight dip overall; the 10th Percentile group performing somewhat lower than the state's schools.

Year Five - Achievement Summary

The school summary data for Year Five students, indicates very pleasing progress in all curriculum areas. In reading, the median score was in line with the state average, whilst the 90th Percentile for St Paul's students is far beyond that of the state's ranking. Excellent results in writing, indicate that the level of achievement in this curriculum area put the entire 2018 Year 5 cohort, within the range of Bands 6 -7. Spelling, Grammar and Punctuation data, shows that our students are achieving well within the expected levels, with the median well above state average. Numeracy results indicate that this cohort of Year 5 students achieved well within the expected ranges of Band 5, with nearly half of the cohort achieving Band 6 and above.

Year Five - Five Year Trend

Following a slight decline in Reading data in 2016, the following two years have shown gradual, but pleasing improvement in student achievement. This pattern is replicated in the five-year trend data in the areas of Spelling, Grammar and Punctuation. Numeracy results in 2018 were very pleasing, following a slight decline in 2016. Data for the 90th percentile, indicates that student achievement at St Paul's is well above the state average.

Opportunities for Growth

Almost all the data from NAPLAN 2018, indicates that the practices we have in place at St Paul's, are working well for the vast majority of our students. It also indicates some opportunities for growth and further development, particularly in extending those students, whose results are in the 90th Percentile, as well as for those students whose individual results indicate little growth between Year 3 and Year 5.

Student Achievement - Assessment Practices

We believe strongly in evidence-based practice. By adhering to our school Assessment Schedule, we are able to systematically collect and analyse data about student learning and progress. We have deliberately and carefully selected assessment methods, which we feel inform us of a student's progress, their achievement and the direction for their future learning.

Pre-assessment is very powerful in helping teachers and Curriculum Leaders determine the strengths and needs in a student's skills development and understanding. These tasks are usually standardised and objective and may be administered late in the term, providing direction and areas of need for the following term; they may also be administered part way through a term, to gauge progress, allow for adjustments to the learning programme and to indicate future learning directions.

Pre-assessment tasks may include the use of standardised assessments, such as Pat Reading (ACER), Victorian Essentials Online Assessment or elements of the Observation Survey. Using the data collected, we are able to group students with similar needs, in order to streamline and target their learning experiences, so as to more effectively cater for them. Post-assessment allows us to measure student progress and achievement. It also provides teachers with useful information about the effectiveness of their teaching practice and our school programmes.

Revision of Assessment Schedule

The Curriculum Team annually reviews and revises the Assessment Schedule. This process takes into account teacher feedback, Curriculum Leaders' expertise and the review of the existing assessment tools, in meeting the needs and purpose of assessments. The process allows the team to revisit the purpose for each form of assessment; these discussions are invaluable in ensuring that all tasks have a purpose and that the data they provide is used purposefully.

Assessment Books - English and Math

All classroom teachers work with Curriculum Leaders, to record formal assessment results in Assessment Books for English and Math. The Assessment Books provide raw scores for standardised tests and also highlight the areas of need for the following term. By recording this key data in a central, easily accessible location, teachers and Curriculum Leaders are well informed, when making decisions regarding the planning of learning experiences for their students.

'Planning - Learning - Assessing' Cycle

Classroom teachers at all levels work diligently and cooperatively with their partners in planning. This planning is always based on student need and is beginning to take into account student voice. The planning process begins by mapping out the general direction for learning and teaching in the Term Overviews, in the areas of Math and English.

Week by week, these are referred to, adjusted and revised, depending on student need and progress. Attendance of Curriculum Leaders at Weekly Facilitated Planning, means that all staff involved in teaching the students, have input into the directions and focus for each student, as well as for small groups. By using anecdotal evidence from Focus Diaries, teachers and Curriculum Leaders are able to plan for each student's next learning step.

Through the Targeted Teaching Programme, teachers and Curriculum Leaders are able to meet each child at their point of need. By being grouped with students who have similar needs to their own, students are given the opportunity to work in small groups, focussing on specific skills and/or understandings, which they need to further develop.

The skills and understandings for English and Math Targeted Teaching, relate directly to the Victorian Curriculum, are referred to in anecdotal evidence in Focus Diaries and form the basis of checklists, used by teachers in their assessment of their students' progress.

Using this assessment, teachers are able to report effectively on the progress of students by indicating in Student Achievement Reports, the extent to which a student can demonstrate a skill or explain an understanding.

Inquiry Units are planned in conjunction with the Religious Education Leader and the Learning & Teaching Leader, each term. Teachers are able to plan Inquiry Units, which make genuine links between curriculum areas, such as Science or Humanities and the Faith Dimension of the students' lives. The existing Two Year Inquiry Cycle will be revised, with a view to rewriting a Conceptual Framework, to be implemented in 2109.

Student Achievement Reports

Student Achievement Reports have continued to be distributed to families twice a year. These documents are an invaluable source of information for parents and guardians. The reports provide a snapshot of the curriculum covered during a semester and give parents and guardians information, about the extent to which their children have mastered a skill or demonstrated an understanding. Parent/Guardian-Teacher Conversations (which are held immediately after the distribution of Student Achievement Reports) are an opportunity for parents & guardians and teachers to highlight the achievements of the student, to outline challenges the student might be experiencing and to discuss future learning for the student.

Student Achievement Reports - Victorian Curriculum and Revision

Following feedback and discussion with parents and teachers, about the new reporting format, changes were made to the document. These changes included the addition of a General Comment and the revision of the language used, in the descriptors for each Curriculum Area and Learning Asset. Teachers spent considerable time during Staff Meetings and Professional Learning Team Meetings, revisiting, discussing and revising the descriptors. This was a beneficial process, because it not only allowed teachers to take part in professional discussions about curriculum, but in so doing, they became familiar with the Victorian Curriculum.

Conceptual Framework for Faith - Life Inquiry Units

Having implemented a two-year cycle of Faith-Life Inquiry Units for several years and in light of the discussion around the Victorian Curriculum, it became clear there needed to be further integration of the curriculum, in order to ensure all students had access to all curriculum areas. With support & input from C.E.M. Learning and Teaching consultants, the Leadership Team worked with staff, in the development of a Conceptual Framework. The document seeks to provide a guideline for curriculum planning by providing the four main concepts of CHANGE, COMMUNITY, ENVIRONMENT and PAST & PRESENT. By using each of these main concepts as a basis, teachers are able to plan Integrated Units, where students have the opportunity to explore the concepts across the Science, Humanities and Civics & Citizenship curriculums. The overarching statements included with each of the concepts, provide a 'road map' for teachers - a guide - to ensure that the essence of the concept is maintained.

Continued Involvement in Discovery Learning Clusters

Discovery Learning has continued to grow at St Paul's Primary School. The practice is fully embedded in the Junior School and the teachers continue to report positive outcomes for students, particularly in their social, personal and linguistic development.

Observation Checklists are in use and the introduction sessions clarify Learning Outcomes and Success Criteria for students and teachers. These Learning Outcomes are generally about personal dispositions and social skills. Students and teachers make use of a shared language, to describe desired behaviours and attitudes.

As part of the clusters, we were able to visit other schools implementing this practice. By working with Deb Vietri & Vanessa Willis, from Deborah Vietri Education Consulting, we have been able to review the Inquiry Curriculum, to reflect our beliefs about how young children learn and how to help them be engaged in their own learning.

Recognising Student Voice and Student Advocacy

Our work in the area of Discovery Learning and in the development of our Conceptual Framework has had many benefits. Teachers recognise the power and the importance of student voice and student advocacy, in their own learning. The Planning Process is beginning to reflect this recognition and the teachers' efforts in catering for their students. There is a real desire to help engage students in their learning and to empower them to action. We look forward to 2019, when we will continue our work in this area.

Planning of Faith-Life Inquiry Units

As a result of our discussions in devising the Conceptual Framework, it has been decided to focus on allowing for student voice in Inquiry Learning. With this in mind, the focus for 2019 will be to allow student questioning to drive inquiry and to eventually lead to action, as a result of what has been learned.

Students Experiencing Learning Challenges and NCCD

During 2018, classroom teachers were asked to identify students whose growth and progress were below the expected level, by the beginning of Term 2. After consultation with Curriculum Leaders, the teachers contacted the parents & guardians of the identified students. As part of this discussion, parents & guardians were informed of the areas of concern and were given resources to support their children at home.

Using the Victorian Curriculum Achievement Standards, descriptors and previous data about individual students, teachers and Curriculum Leaders are able to determine a student's growth and progress. This data is not only taken from formal and standardised assessment, but also from Focus Diaries (used for the collection of anecdotal evidence in Literacy and Numeracy Targeted Teaching sessions). Teachers and Curriculum Leaders take student engagement and social & emotional wellbeing into consideration, when examining a student's growth.

As a result of the implementation of the Nationally Consistent Collection of Data (NCCD), it was necessary to go further in identifying students with additional needs and examining the levels of adjustments necessary, to ensure their full participation in and growth in learning. With the guidance of C.E.M. support staff, by developing an NCCD Team and by reviewing documentation & evidence of progress, it was possible to identify those students who would be counted as having a 'disability.' Not only did this process allow us to identify these students, but it also allowed us to streamline support measures and intervention strategies put in place for them.

Information Sessions and Workshops for Foundation Parents and in Math

Foundation teachers and Curriculum Leaders, held an Information Session for parents and guardians. The session focused on learning & teaching and assessment practices, used in Literacy and Numeracy. Parents & guardians were also informed of important organisational matters, such as Take Home Reading and Homework. Math Leaders invited parents & guardians to attend several workshops, aimed at equipping them with some ideas about how to support their children in numeracy learning. Each workshop had a specific focus and all were well attended by parents & guardians of all levels.

Literacy and Numeracy Week

Literacy and Numeracy Week was once again a huge success. The aim for these weeks was to encourage students and their families to be involved in a variety of fun activities, which involved reading, writing, spelling, Math and problem solving. Students participated in quizzes, a Book Week Parade, picture story book activities, Math games and, for the first time in many years, a Book Fair. Students were treated to performances by a drama group and the Senior students enjoyed meeting author Morris Gleitzman.

Review of Spelling

The review of the Spelling Policy, reflected a shift away from spelling blends for our Senior students. Instead of focussing on sound and letter blends, students in the Senior Years, will observe and explore vocabulary, related to other areas of their learning (for example, Science or Humanities). Students will look at how the use, structures and patterns of words, give clues about their meanings. Junior students will explore words used in context and learn about sounds, letters & patterns in words. The Literacy Overview documents devised for our Junior classes, reflect a focus on good literature, as a basis for learning about good language. Student voice and curiosity is encouraged, through the use of student-generated lists and ideas.

Prioritising Staff Professional Learning

In an effort to enhance pedagogical practices at St Paul's, staff members have been encouraged to attend any external professional learning, which they feel will support them in their role. Staff members attended external Professional Learning activities in the areas of ASD, NCCD, Learning Sprints, Number & Algebra and Learning Diversity.

Circus Skills Development and Whole School Circus Performance

With a renewed focus on learning dispositions and personal development, Term 3 saw the students involved in a programme, where they practiced their learning dispositions, in order to learn and master various circus skills. The highlight of the programme was a whole school performance for parents and families. The performance took place in the Quinn Auditorium, at Caroline Chisholm Catholic College, in Braybrook, and was a huge success.

Student Wellbeing

Goal

To create an inclusive environment that maximises student wellbeing and engagement

Intended Outcomes

That students are active, resilient, problem solving members of our community

That students feel the school and classroom environments are positive and conducive to learning

School Vision

We work together for the common good, by building deep and genuine relationships. We seek to make a difference.

Achievements

The staff of St. Paul's Primary School, Kealba, prioritise the wellbeing of our students and all members of our school community.

"Children and young people are at the heart of all our endeavours in Catholic education. As unique environments in which 'faith, culture and life are brought into harmony, Catholic schools promote wellbeing and human flourishing by nurturing the whole person – their spiritual, cognitive, physical, emotional and social selves. This is a journey in hope and towards hope, undertaken in partnership with parents, who are the first educators of their children. In Catholic schools, wellbeing encompasses all dimensions of life." (eXcel - Wellbeing for Learning, C.E.M.)

Our school vision states, '*We work together for the common good, by building deep and genuine relationships*'. Catholic Education Melbourne (CEM) continued to support the staff of St. Paul's, as we empowered our students with the knowledge, skills, capabilities and confidence, to embrace the opportunities & challenges of their world, have broad & rich experiences at and beyond the school and promoted positive, authentic relationships, based on the development of social and emotional skills, to enable our students to grow, learn and flourish.

The school, supported and directed by the work of the Student Services Team (S.S.T.) and the School Wide Positive Behaviour Support Team (SWPBS), collaborated with parents, the parish, Catholic Education Melbourne and other support agencies, in ensuring our students grew as active and resilient members of the school community and wider communities.

Further achievements included:

- Strengthened opportunities for student leadership, with the continuation of the 'Leaving Your Mark' program at Year 6 level, as well as a Buddy System, that incorporates both Foundation, Year 1, Year 5 & Year 6 students.

- Students involvement in presentations at Monday afternoon whole school assemblies
- The continued refinement of the Discovery Learning Program, to help children work across grades and levels, as well as outside of their own classrooms
 - The extensive utilization of a school-based psychologist service to support students, parents, guardians and staff.
 - The School Wide Positive Behaviour Support Team, who, with the support of Catholic Education Melbourne, continued the process of embedding a School Wide Positive Behaviour Support plan in the school.
 - Ensuring student wellbeing practices supported students, families and staff.
 - The strategic planning and delivery of staff professional learning, to support students with additional needs.
 - The development and implementation of an Integration Timetable, to ensure that support was directed to high-needs children during each learning block. The scope of the timetable and support program continued to be enhanced by our four Learning Support Officers (LSO's).
 - The engagement of staff in professional learning, to improve teacher knowledge in addressing the social-emotional needs of students.
- The embedding of practices for identifying students at risk, as well as the strengthening of processes for the development of strategies, to support 'at risk' students
- The continued exploration and creation of classroom learning spaces, which allowed students to work in positive environments, reflective of their level and their diverse & changing learning styles
- The continuation of the 'Behaviour Passport' program in all Senior grades and sticker books in Junior grades, as positive reinforcement of our SWPBS plan
- The continued use of Casual Relief Teacher folders in each classroom, which contain vital information pertaining to student needs, as well as class and whole school processes and procedures, enabling a consistent approach, even when the classroom teacher is away
- The continuation of weekly Achievement Awards on a Friday, as well as the presentation of Principal Awards at whole school assemblies on a Monday, have ensured the acknowledgement and celebration of children's learning and achievements throughout the school week.

Extra-Curricular Activities for 2018 included:

Interschool Swimming

Interschool Cross Country

Interschool Athletics

Soccer Gala Days (Boys and Girls)

AFL Gala Day

Summer / Winter Sports Program

Kindergarten Visits

Grade 4, 5 and 6 School Camps

Softball Clinics for Senior students

Prep Information nights

School Walkathon

Easter Bonnet Parade

Transition program with CRC St Albans

Christmas Carnival & Carols

Sports programs with CRC Year 9 classes

Mini Vinnies Fundraising Activities

STUDENT ATTENDANCE

Children must be signed in and out between 9.10 am and 3.25 pm

Electronic Attendance Rolls are marked between 8.50 am and 9.10 am

Student absences are expected to be notified to the school by 8.50 am, in writing, via phone or through the school app

Any unexplained student absences are followed up by administration staff via a phone call to parents & guardians; if admin. Staff are unable to contact a parent or guardian, Emergency Contacts are then called; in the event that no contact can be made with a student's parent, guardian or emergency contacts, to seek an explanation for their absence, police will be called

Classroom teachers must report extended absences to School Leaders

An Extended Leave Form or 'Notification in Writing', must be completed by a parent or guardian and provided to the school, if it is known students will be absent from school for more than three consecutive days

Parents and guardians are required to provide reasons for non-attendance at school, as well as for late arrivals and early departures

Where non-attendance becomes an issue, a meeting is convened with parents & guardians and School Leadership, to ascertain the reasons(s) for the student's frequent non-attendances

An 'Everyday Counts' expectation is in place and an Extended Leave Policy is also available on the school website

Child Safe Standards

Goal

To work with diligence and intent to protect all children in our care, prioritising their safety and wellbeing at all times and in every situation. (St. Paul's Primary School, Kealba – School Vision & Statement of Commitment to Child Safety)

Intended Outcomes

To embed an organisational culture of child safety

To ensure our selection, screening, supervision, training and other human resources practices and processes are strategically focussed on child safety

To ensure the school community is informed about and engaged in, all child safety strategy implementations and updates

To engage in periodic reviews and audits of the effectiveness of child safety strategies and the revision of them where appropriate and/or required

School Vision

We work with diligence and intent to protect all children in our care, prioritising their safety and wellbeing at all times and in every situation.

Achievements

- The school governing authority (Parish Priest), all staff members and the parent community, have been kept informed regarding Ministerial Order 870 and the Child Safety Standards, the process of implementation & compliance and any changes & amendments which have been introduced throughout the year
- The prominent display of the school's 'Statement of Commitment to Child Safety', the 'School Vision' (child-safety focused), the CECV 'Child Safe Schools' poster and the

'PROTECT' resource posters, in all common areas of the school, all school offices and all classrooms

- The appointment of a Child Safety Committee, comprising the Principal and three Child Safety Officers (the Deputy Principal-Religious Education Leader, the Student Wellbeing Leader & the Learning Diversity Leader).
- Child Safety Officers have continued to work with the Principal, School Leaders, staff & families, to ensure compliance, as well as regular reviews and auditing occur
- The school's 'Statement of Commitment' to Child Safety (see School Vision & School Website), continues to be referred to in communications with the school community
- The 'Child Safety Code of Conduct' has been signed by all staff members, as a condition of continuing employment, for the 2018 school year
- The 'Child Safety Register / Checklist' continues to be used, to ensure all records pertaining to Child Safety are retained and are up-to-date (i.e. Working With Children Checks, signed 'Child Safety Code(s) of Conduct', signed Parent Helper Volunteer Agreements')
- Staff Meeting Agendas have 'Child Safety' included, as a standing agenda item
- Protocols and processes for the checking of referees and the interviewing of potential new staff members, include a focus on Child Safety
- All newly employed staff members' 'Contract Letter(s) of Appointment', include the school's 'Child Safety Policy' and 'Child Safety Code of Conduct'
- All sector (Catholic Education Melbourne) and government (Department of Education & Training) updates regarding Child Safety, are communicated to the school community in a timely manner, through meetings, newsletters and published resources
- Implementation of the 'PROTECT: Identifying and Responding to all Forms of Abuse in Victorian Schools' resource, through Staff Meetings and in the day-to-day learning & teaching program
- All staff have been briefed, fully informed and provided with regular 'Fact Sheets', of the 'Reportable Conduct Program'
- All staff have been informed of the establishment of the 'Commission for Children and Young People' and its responsibility for the oversight of the Reportable Conduct Program

- Engaging with students through classroom 'conversations' (student-voice), focusing on being safe at school, with a view to developing a student version of the 'Child Safety Policy' (ongoing)
- Ensuring Risk Assessments are carried out and required from, all excursion & incursion providers & sites/venues, as well as from school camp sites.

Leadership & Management

Goals

To develop a professional learning community

Intended Outcomes

That staff are empowered to be more involved in the decision making processes of the school
That staff are engaged in professional learning that impacts student outcomes.

School Vision

We seek to make a difference.

Achievements

Significant funding, time & personnel, were allocated, to develop staff competencies, skills & proficiencies, across a wide range of workplace contexts (classroom, administration & facilities management), in ensuring equitable access to professional learning, as well as a positive and strategic focus on professional growth and practice. Professional learning was sourced systemically (Catholic Education Melbourne facilitated: *CEM*), internally (school facilitated: *Internal*) and externally (external provider facilitated: *External*).

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PROFESSIONAL LEARNING UNDERTAKEN IN 2018

- CEM – Outer North Western Region: Principals Network Meetings
- CEM – Parish Priests & Principals Briefings
- CEM – Outer North Western Region: Deputy Principals Network Meetings
- CEM – Northern Region: Religious Education Leaders Network Meetings
- CEM – Northern Region: Learning & Teaching Leaders Network Meetings
- CEM – Northern Region: Literacy & Maths Leaders Network Meetings
- CEM – Northern Region: eLearning Network Meetings
- CEM – Northern Region: Additional Learning Needs Cluster Meetings
- CEM – Northern Region: NCCD Network Meetings

- CEM – Northern Region: School Officers Finance Cluster Meetings
- CEM – School Wide Positive Behaviour Support Network Meetings
- CEM / ACU – Pre Service Teacher 'Embedded Formation Experience'
- CEM – Learning Diversity: The Intervention Framework
- CEM – Learning Diversity: Learning Diversity Symposium
- CEM – Student Wellbeing / Learning Diversity / E.A.L: Supporting The Educational Needs of Refugee Students
- CEM – Learning Diversity / Student Wellbeing: Understanding Hearing Loss
- CEM – Learning Diversity: New Learning Diversity Leaders
- CEM – Learning & Teaching: Learning Sprints Foundations Workshop
- CEM - Leadership & Management: O.H.&S. for School Leaders
- CEM – Leadership & Management: Return to Work Coordinator Training
- CEM – Learning & Teaching: Phonics in Context: Successful and Animated Readers and Writers
- CEM – Learning & Teaching: Learning and Teaching Community of Practice Workshop
- CEM – Learning & Teaching: Colourful Semantics
- CEM – Faith Dimension: Schools Engagement in The Plenary Council
- CEM – Faith Dimension: R.E. Conference
- CEM – Faith Dimension / Student Wellbeing / Learning Diversity: An Exploration of Identity and Growth: Primary
- CEM / External – School Improvement Review – N.S.I.T. Model (Facilitators: A.C.E.R. Reviewer / C.E.M. Reviewer)
- Internal: Professional Learning Team Meetings (Facilitators: School Leaders & Curriculum Leaders)

- Internal: Staff meetings (Facilitators: School & Curriculum Leaders)
- Internal: Level Team Collaborative / Facilitated Planning Meetings (Facilitators: School Leaders & Curriculum Leaders)
- Internal / C.E.M. - School Closure: Learning & Teaching / Faith Dimension / School Community / Student Wellbeing / Leadership & Management: Post School Improvement Review Planning – N.S.I.T. Model (Facilitators: N.R.O. Staff)
- Internal - School Closure: Staff Wellbeing & Student Achievement Reports (Facilitators: School & Curriculum Leaders)
- Internal - School Closure: Student Achievement Reports – ‘Writing The Report’ (Facilitators: School & Curriculum Leaders)
- External – Emergency Management Training & Emergency Drills/Practice (Facilitator: Dynamiq Emergency Management Training)
- External – Student Wellbeing/School Community/Leadership & Management: 1st Aid Training: C.P.R. / Asthma / Anaphylaxis (Facilitator: Stitches First Aid Training)
- External – Learning & Teaching: ‘Discovery Learning Planning’ (Facilitators: Deb Vietri & Vanessa Willis)
- External – Learning & Teaching: Discovery Learning Cluster Meetings (Facilitators: Deb Vietri & Vanessa Willis)
- External – Learning & Teaching: Yrs. 3-6 Inquiry Learning Cluster Meetings (Facilitators: Deb Vietri & Vanessa Willis)
- External: Learning & Teaching: I.C.T. – ‘Six Traits of Writing’ (Facilitators: Literacy Solutions)
- External: Learning & Teaching: Learning Sprints Foundation Day – Sydney (Facilitator: Agile Sprints, Sydney)
- External – Learning & Teaching: L.O.T.E.-Italian: ‘V.A.T.I. Conference (Facilitators: V.A.T.I.)
- External – Learning & Teaching: ‘Jolly Learning Day’ (Facilitator: Jolly Phonics - Jolly Grammar)

- External – Learning Diversity / Student Wellbeing / Learning & Teaching: 'Teaching Strategies and Behaviour Support' (Facilitator: Sue Larkey)
- External – Learning & Teaching: 'Balanced Literacy Programs' (Facilitator: Literacy Solutions)
- External – Faith Dimension: 'St. Mary MacKillop Colloquium' (Facilitators: Sisters of St. Joseph)
- External – Leadership & Management: 'Supporting Graduate Teachers With Their Registration Portfolio' (Facilitator: Teacher Learning Network)
- External – Learning & Teaching: A.C.H.P.E.R. Conference (Facilitator: A.C.H.P.E.R.)

NUMBER OF TEACHERS WHO PARTICIPATED IN PROFESSIONAL LEARNING IN 2018	26
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$1956.38

TEACHER SATISFACTION

TEACHING STAFF ATTENDANCE	
Teaching Staff Attendance Rate	92.3 %
STAFF RETENTION	
Staff Retention Rate	96.2 %

School Community

Goals

To strengthen collaborative partnerships between the school, parents & guardians and the wider community

Intended Outcomes

That learning and relationships are enhanced by collaborative partnerships

That student learning will be enhanced through improved connections with our families, the local, wider and global communities

School Vision

We work together for the common good, by building deep and genuine relationships.

Achievements

Community involvement and participation continued to be a priority for St Paul's Primary School in 2018. We value the contribution of families, not only to the learning of our students but also for the building of our community spirit and culture. Families had many opportunities to visit the school, take part in special events and share their feedback, throughout the year. The following are some of the ways that families were invited to do this in 2018:

Whole School Assemblies

Weekly assemblies, where prayer is shared, our National Anthem sung and recognition of the development of dispositions in our students is celebrated, continued in 2018. Families of children who were to be acknowledged with a Principal's Award each week, were contacted and invited to attend. This practice is one that all the St Paul's community values and is another way in which we continue to inform our families of school values.

Sacramental Family Evenings

As in previous years, at the commencement of Reconciliation, First Communion and Confirmation Sacramental Programs, parents of children in these year levels, were invited to an information evening, organised by the Religious Education Leader, classroom teachers and guest presenters. During these evening gatherings, families were involved in sessions, designed to deepen their awareness of pertinent aspects of the respective sacraments. Again in 2018, these evenings were well attended and parents involved, expressed an appreciation for the opportunity to take part.

Foundation Parent Information Night

This night was an opportunity for parents & guardians to learn more about teaching terms & practices, as well as organisational aspects of classrooms & the school. They were able to meet their child's teachers & the Curriculum Leaders and ask questions or seek clarification about any issues of concern. Parents & guardians were presented with support information, along with explanations of how to use the information, which further developed the links between school and home practices.

Community Updates of the School Wide Positive Behaviour Support Program (SWPBS)

In 2018, St Paul's School Wide Positive Behaviour Support Program, continued to be a focal point. Consistently high expectations for student behaviour remained a clear & stated priority. Teachers, children and parents & guardians, were reminded of these expectations, through newsletters, on noticeboard displays and at assemblies.

Easter Bonnet Parade

The children showcased their creativity again this year, as they made and wore their Easter Bonnets, with pride & enthusiasm. They paraded through the courtyard, showing their festive spirit, at the culmination of their learning, about the events and celebrations of Easter. This event was again eagerly celebrated by the children and well attended by families.

Christmas Carols Fun Day and Carnival Evening

The annual Christmas Carols and Carnival was held at the end of the year. Classes were able to take part in various activities during the school day, with the evening being kept as a time for families, to gather and share in the enjoyment of Christmas Carols. The Parents' Group was once again heavily involved and the Night Market was very popular with all who attended.

Society of St. Vincent de Paul – Minnie Vinnies Team

As in previous years, the Mini Vinnies Team organized a variety of social justice awareness-raising events. The group, comprised of student volunteers, continued to highlight social justice issues and inspired an awareness of the plight of people less fortunate than ourselves. In 2018, the Blackout Day (limiting school use of electricity) again highlighted just one element of concern for the needy in our world.

The Breakfast Club, run by the team each Friday morning, also gave all students, from all year levels, the opportunity to meet with their friends, for a fun and hearty breakfast, to start their day. Students who worked to provide the breakfast service, learnt about giving to others and reaching out to those in their school community.

School Choir

Our School Choir, once again this year, supported our Sacramental Celebrations and performed at assemblies and at the Christmas Carols. The choir was given the opportunity to perform at a combined-choirs' event in the city, which was well attended by their family members. These children continued to showcase their talent, as well as the dedication they have to their craft.

Guitar and Keyboard Lessons

Guitar and keyboard lessons provided further opportunities for children with musical interests, to practice, develop and perform. Weekly sessions with tutors meant that children were provided with specialized instruction and added to opportunities for them to express themselves through a different art form. Parents and family members were invited to performances by the group, which took place during the school day.

Circus Performance

New for 2018, was 'The Whole School Circus Performance'. This event involved the school's employment of 'The Circus Crew' company, to help all our children develop and practice different circus skills throughout Term 2; the end-result was a night of performance, to showcase the skills they had acquired & perfected. This new strategy gave even the most reserved of our children the opportunity to 'shine', through a different medium. It helped all to develop coordination, confidence & perseverance, in a fun and novel setting. Feedback from the school community about the experience, in particular the performance night, was very positive.

Footsteps

As the end of the Year Six children's seven years at St Paul's drew near, the children took part in a series of dance sessions with the 'Footsteps' dance company. During Term Four, the children practised moves to popular dance tracks; then on their last official day at St Paul's, they performed what they had learnt, for their families and the school community. This was a different way for them to demonstrate the completion of their primary years and to share the experience with their families.

The Parents' Group

This group continues to be instrumental in strengthening the connection between school and community. Members met every month, with the Principal and a member of staff, to discuss and plan fundraising & social events. Through their fundraising efforts, the school has been able to purchase much needed equipment & resources, as well as being able to undertake maintenance & refurbishment of learning areas. Members of the group were also involved in key events in the life of the school, including the Christmas Carols & Christmas Carnival, the Easter Bonnet Parade, the St. Paul's Feast Day and the Book Week Parade. The group often provides afternoon or morning tea for these events and many of their members attend to support the school. Again in 2018, the Parents Group also sourced and purchased many gifts for the children to purchase, at the annual Mothers' & Fathers' Day Stalls.

Orientation for New Students

St Paul's welcomes many new students each year, from our Foundation students, students enrolling in other year levels and children newly arrived in Australia. Initial interviews with these families, followed by whole-school Parent-Teacher Conversations, early in Term One, form important stages in our orientation process. By connecting so closely with families, we believe that teachers can learn more about how best to cater for each child. In 2018, the number of Prep Orientation days was increased from two to four, with the children also being part of our Whole School 'Step Up Day'. This change gave teachers the opportunity to learn more about the needs of our prospective Prep children and how to best help them to settle into school in 2019.

Parent Support Group Meetings

At different points throughout the school year, as some children and/or families experienced different needs and/or learning challenges, Parent Support Group Meetings (PSGs) were arranged. During these meetings, where the teacher, parent or guardian, and Learning Diversity Leader were present, needs & learning challenges were made clear and plans devised to address them were discussed. This is another way that we, at St Paul's, continue to maintain & strengthen close connections between school and home.

Curriculum Newsletter

Through the publication of the Curriculum Newsletter, at the beginning of each term, families were given an outline of what their child's year level would be working through, in all curriculum areas. Parents and guardians were welcome to ask questions to seek clarification, as well as to come to the teacher or a Curriculum Leader, to discuss the best ways to support their child's learning needs at home. We are ever mindful, that strong home-school connections and processes are vital.

Newsletters and the SkoolBag App

The weekly publication of the school newsletter – eNEWS, along with the 'SkoolBag' smartphone app, allowed families to keep abreast of important information and be provided with timely updates & information about forthcoming events. We have continued with the distribution of hard-copy newsletters in 2018, to cater for families who still wish to or need to have them.

School Psychologist Services

Provision of a school psychologist service gave both teachers and families even greater guidance and support for our children in 2018. The psychologist's routine of keeping in regular contact with parents and guardians, as they worked with their children, as well as providing appropriate advice to teachers on strategies to implement, is always a valued part of the way we function at St Paul's. Over the years, this support system has enhanced our teaching and learning systems and has only strengthened the relationship between home and school.

Excursions

Parental participation in & supervision support for excursions was, as in previous years, both welcomed, encouraged and appreciated. Teachers and children found these opportunities to take parents along for a day, an enjoyable and rewarding experience for all. The joy and pride on children's faces when their parents were able to take part in these educational trips, made all the preparation worthwhile.

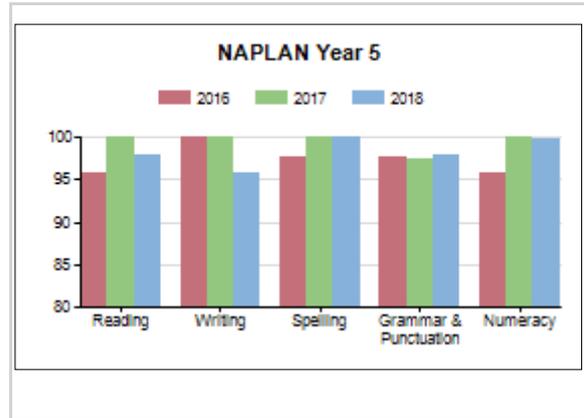
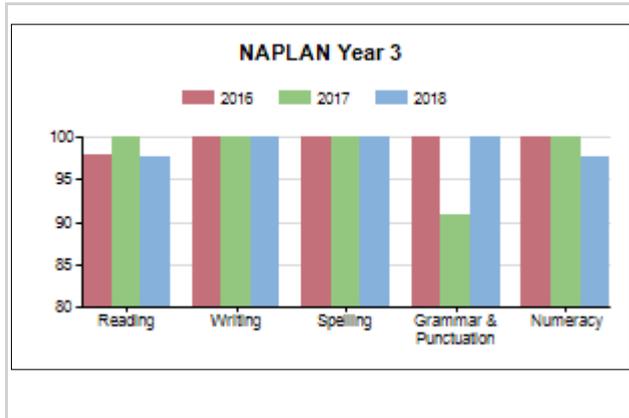
School Performance Data Summary

E1297

St Paul's Kealba Catholic School, Kealba

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2016	2017	2016 - 2017	2018	2017 - 2018
	%	%	Changes	%	Changes
			%		%
YR 03 Grammar & Punctuation	100.0	90.9	-9.1	100.0	9.1
YR 03 Numeracy	100.0	100.0	0.0	97.7	-2.3
YR 03 Reading	98.0	100.0	2.0	97.6	-2.4
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	97.8	97.4	-0.4	97.9	0.5
YR 05 Numeracy	95.7	100.0	4.3	100.0	0.0
YR 05 Reading	95.7	100.0	4.3	97.9	-2.1
YR 05 Spelling	97.8	100.0	2.2	100.0	0.0
YR 05 Writing	100.0	100.0	0.0	95.8	-4.2



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	93.7
Y02	93.2
Y03	93.3
Y04	94.8
Y05	94.1
Y06	93.4
Overall average attendance	93.7

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	92.3%

STAFF RETENTION RATE	
Staff Retention Rate	96.2%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	4.5%
Graduate	13.6%
Graduate Certificate	4.5%
Bachelor Degree	81.8%
Advanced Diploma	31.8%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	26
Teaching Staff (FTE)	22.7
Non-Teaching Staff (Headcount)	11
Non-Teaching Staff (FTE)	8.1
Indigenous Teaching Staff (Headcount)	0

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