LUMEN CHRISTI PRIMARY SCHOOL
DELACOMBE

2015 ANNUAL REPORT
TO THE SCHOOL COMMUNITY
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Contact Details

| ADDRESS       | 111 Whitelaw Avenue  
|               | Delacombe VIC 3356 |
| PRINCIPAL     | Murray Macdonald   |
| GOVERNING AUTHORITY | Fr.Kevin Maloney          |
| SCHOOL ADVISORY COUNCIL CHAIR | Paul Major |
| TELEPHONE     | (03) 53362015      |
| EMAIL         | principal@lcdelacombe.catholic.edu.au |
| WEBSITE       | http://www.lcdelacombe.catholic.edu.au/ |

Minimum Standards Attestation

I, Murray Macdonald, attest that Lumen Christi Primary School Delacombe 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

Vision Statement

Living in the Light of Christ

Inspired by our name, we are called to be a 'light for the world' by:

- creating a welcoming environment that values the dignity of the individual
- nurturing within the Catholic tradition each individual's spiritual journey
- fostering enjoyment of learning
- nourishing self expression
- embracing our whole community and
- focusing on justice and citizenship.
School Overview

Lumen Christi officially opened in 1990, becoming the second Catholic school in St Aloysius Parish, Redan, when Delacombe was in its infancy as a suburb. The building of this new school was the realisation of the vision of Parish Priest, Father Barry Ryan, supported by St Aloysius parishioners, who saw the need to cater for the education of the Catholic children in every part of the parish. Father Barry had a vision of this new school as one that would offer excellence in education within a strong faith environment.

When it opened with an enrolment of 73 students, it was the first Catholic school in the Ballarat diocese to be established without staff members from a congregation of Religious since the pioneering days of the 19th century.

From these small beginnings the school has grown steadily along with the communities of Delacombe and surrounding districts. Lumen Christi has a diverse and vibrant culture and in the 2015 school year, Lumen Christi had a total school population of 328 students, 37 staff and 212 families. In 2015 we were able to celebrate 25 years as a Catholic school.

The school’s name, Lumen Christi, is Latin for “the Light of Christ”. This name underscores the biblical description of Jesus as the light of the world and his challenge to his disciples to be the same. Now, by preparing today’s children to shine in tomorrow’s world, the school continues to take up the original challenge to offer excellence in education.

Lumen Christi Primary School endeavours to work with families to educate children in a Christian atmosphere of love, trust and responsibility. We view education as a partnership between school and home, and therefore strongly encourage parent participation.

We work to create an atmosphere, which fosters social, emotional, physical and intellectual growth in a Christian community enlivened by Gospel values, encouraging children to reach their full potential. Our school strives to recognise and respond to the dynamic nature of the community it serves. The school holds the basic tenets of delivering a comprehensive education program with a strong focus on the teaching of values, wellbeing programs and pastoral care. Our aim is to offer a challenging academic program and provide for the wellbeing of all in our community; students, parents and staff.

Our teaching and learning philosophy is based on the belief that all students can achieve success given sufficient time and support. We believe that a focus on
collaboration, learning and results are crucial in supporting students to achieve success in all facets of their school life. By offering a rich curriculum, we nurture an enthusiasm for learning in our students and a belief that optimal achievements are possible.

In 2015 the school staff continued to explore and implement the Professional Learning Communities (PLC) model that is based on “an on-going process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.” (Dufour et al.) Our Mission and Vision formed the basis for decision-making ensuring an alignment of decisions that reflected the core values of our Mission and Vision. Staff norms were revised to clarify staff expectations of one another regarding procedures, responsibilities and relationships.

Throughout the year, much of our work focussed on the continued development of the Mathematics & Spelling curriculum in light of our PLC work. Essential Learnings in Mathematics were refined and Essential Learnings in Spelling developed and were used to focus teachers on the learning required by students as reflected in the on-going collection of data. A Learning Cycle was adopted to guide the various elements and timing of the learning and teaching for each Essential Learning.

Throughout the 2015 academic school year many programs were consolidated and new ones introduced to further develop the children in our school and nurture those in our wider community. These initiatives and programs were implemented in accordance with our Annual Action Plan, which is outlined in this report.
Principal’s Report

As we reflect back on the journey that was 2015, the community of Lumen Christi had another wonderful year of successes. As a Catholic community we continue to grow in all that we do, and like all thriving communities, we continue to challenge what we do in order to improve what we do. We can sometimes forget that a thriving school community is focussed on far more than the academic rigours.

It is through the “Five Key Aspects of Catholic Schooling”

Catholic School Identity
Learning and Teaching
Student Wellbeing
Leadership and Management
School Community

That we endeavour to ensure we work to “grow all aspects of our community”.

The 2015 Annual Action Plan focused on 3 of the key aspects:

Catholic School Identity
1. Catholic School Culture:
   Religious Education: to ensure a whole school approach to Shared Christian Praxis to enable the children to make meaningful connections between their faith and their lives.

Learning and Teaching
2: Professional Learning Community: to embed the 3 BIG IDEAS of a PLC
   i. Focus on learning
   ii. Focus on collaboration
   iii. Focus on results

Student Wellbeing
3. Positive Behaviours In Schools P.B.I.S
   To establish school-wide processes around positive behaviour, and implementation of preventative systems for undesirable behaviour.

I wish to recognize our staff for their support of me in my role and for the work they do for the children and families of Lumen Christi. I not only commend them for their work and energy, but for the way they go about their work. They are a strong community within themselves and this has created comments by many observers. I am very proud of the culture of professional respect that they have all created and for the sincere warmth they genuinely hold for each other. Their passion and commitment to the profession of teaching and more importantly to the children in their care, leaves me feeling very proud of them. I thank each of them for their part in this.
I acknowledge the support of our Canonical Administrator, Rev Kevin Maloney. His interest and support of our school has been highly appreciated by our school community and myself.

Our parent body once again actively supported our school with many fundraising events including our Debutante Balls and Trivia Night. As always the emphasis is on having an opportunity to have a social event to allow our families to enjoy each other’s company. The many parent helpers who take part in our learning programs on a daily basis also ably supported our classroom programs. Our “Buddy Family Program” continues where existing families welcome new families into our community. This provides a gentle and informative introduction to Lumen Christi.

Our School Advisory Council with its subcommittees comprising of; Parents and Friends, Grounds and Maintenance, Uniform Shop, Pastoral Care, Fundraising & Social, Tuckshop and Catering was once again very active and contributed greatly to the life of Lumen Christi.

As always there were many events that highlight the strength of the Lumen Christi community that give the children the opportunity to extend their learning beyond the classroom. Events such as school camps, excursions, swimming program and Athletics Carnival. Children also competed in interschool sporting events, Royal South Street competitions in choir & debating.

Our children also participate with great energy in our Whole School Prayer, and major events such as Mothers Day and Fathers Day prayer, Grandparents day and Mission Week activities. Together with vigorous learning programs throughout the school we believe the children have experienced a rich and comprehensive learning experience. Our celebration of 25 years as a Catholic school enabled us to acknowledge those who had the vision and drive to establish the school and to reflect on our journey as a community. The 2015 Art Show was also a celebration of learning and of community.

In reflecting on the 2015 school year, it is most evident that we have a thriving Catholic Community that embraces staff, children, parents and the wider community that we serve.
School Advisory Council Report

It has been another fantastic year at Lumen Christi Primary School. We have bid farewell to our grade 6 students and wished them all the best on their next phase of their life, and we welcomed into our community a new group of foundation children and their families.

2015 was a busy year for the School Advisory Council (SAC) developing and reviewing policies and major projects. A significant part of the year was dedicated to the development of the School Engagement and Inclusion Policy. However the SAC does not work in isolation. I would like to take this opportunity to thank the Parents and Friends Committee, the Kids Matter team, Uniform Shop, Catering Committee, Bakery Order Team, Grounds and Maintenance and the Deb Ball Committee.

At Lumen Christi Primary School we are very lucky to have a number of dedicated volunteers who give up their time so willingly to support our activities, social events, working bees and fundraising activities. To all the volunteers who have constantly contributed to making the Lumen Christi Community so special thank you.

Finally I would like to thank all the wonderful, passionate and professional staff that is so committed to teaching and caring for our children. All members of the Lumen Christi community appreciate your dedication to our children.

I look forward to 2016.

Paul Major

School Advisory Council Chair 2015.
Catholic School Culture

Goals & Intended Outcomes

Annual Action Plan goal: Religious Education: to ensure a whole school approach to Shared Christian Praxis to enable the children to make meaningful connections between their faith and their lives.

Achievements

Through professional learning at staff meetings, Professional Learning Team meetings, and a staff development day led by facilitator Marg Carswell the following have been achieved:

Staff have continued to deepen their understandings of shared Christian praxis and use of scripture using the composite model. Staff have explicitly made connections to ‘why we do things the way we do at our Catholic school’ and been able to focus on the centrality of the Gospel in the heart of our Catholic Education and everything we do.

2. A comprehensive and sequential approach to the planning and teaching of Religious Education.
3. Dedicated time in the timetable for the explicit teaching of Religious Education.
4. Providing staff with ongoing Professional Development both formal and informal, which encourages staff to further their own faith development and knowledge: Yearly RE closure days, PLT’s.
5. Accessing CEOB support: PD, RE studies for accreditation.
6. Whole School Prayer every Friday.
7. Ensuring that prayer and liturgy celebrations take place on a regular basis and take into account the liturgical season.
8. Visible evidence that prayer is an important component and part of daily life at Lumen Christi – classroom, staff, P & F, School Advisory Council.
9. Designated areas for prayer – classroom, staffroom, and office area.
10. Whole school support of the School based Sacramental Program.
12. Established assessment tasks and reporting practices: student reports.

13. Continued updating of resources – both teacher references and classroom resources.

14. Members of Lumen Christi school staff are encouraged to be a living expression of the Gospel values.

15. School commitment to a Religious Education Position of Leadership position.

**VALUE ADDED**

Activities related to the additional curricular and extra-curricular activities that Lumen Christi offers which ‘add value’ to the faith education of our students were:

Whole School Prayer, Mother’s day Liturgy, Father’s day liturgy, Lumen Christi Day, Grandparents Day, Mission Day

- Purchase of contemporary resources for teaching of RE
- High quality of classroom prayer
- Staff endeavor to value all members of school community through words and actions
- Dedication and passion of our RE Leader for faith development within the school community.
Community Engagement

Goals & Intended Outcomes

To strengthen family engagement in the learning life of the school.

We know that a positive, nurturing, and encouraging home-school relationship is essential in children reaching their potential with confidence. We take great care to foster this partnership from the moment a child enrolls and becomes a member of our Lumen Christi family. The education of each of our students is a partnership between staff, parents and students.

Achievements

We believe that through the following practices we have given all stakeholders of the school the opportunity to be part of the children’s learning and development i.e. (Spiritual, academic, physical and emotional).

Family Welcome Evening in February

Class information nights where parents can readily understand what is expected throughout the year and ask questions

Parent classroom helpers-high participation especially in the junior area of the school

School Masses & Whole School Prayer

2015 Art Show

Mothers Day, Fathers Day, Grandparents Day, Mission day

PMP program in the junior level

School Athletic days-extremely well supported by the wider community which enables these events to be both enjoyable and sustainable

Parent/Teacher Interviews-giving parents and teachers a valuable time to look at the strengths and needs of the children and set goals for future learning

School Assemblies-high participation of the wider community as we celebrate the achievements of students

School camps and Grade 2 sleepover -parents are very supportive of their time and expertise to make these a significant part of their child’s life
School Newsletters and classroom newsletters that highlight and inform parents about the happenings at school and the learning that is taking place.

Being a Wrapper Free school is also involving parents in supporting and continuing the learning programs already underway.

### PARENT SATISFACTION

The following anecdotal evidence was gathered from conversations with parents and from their communication with the school:

- Individual level meetings regarding expectations at beginning of the new year
- Involvement in sporting events
- Involvement in class literacy programs
- Book Fair
- Whole school Art Show
- Level of care for children who are unwell at school
- Empathy for families and children
- Pastoral care of all within community by all within community families
- Sense of welcome within the community
- Parents appreciate the availability of staff to meet with them
- Parents appreciate school communication via the newsletter, the skoolbag app, student reports and student learning journals
- Positive parental feedback in regards to specific school events and activities
- Positive feedback from School Advisory Council.
Leadership & Stewardship

Goals & Intended Outcomes

To improve the overall rating on the PLC continuums: Learning as our Fundamental Purpose Part 1 and Focussing on Results Part 1.

To develop and ratify the “School Master Plan” after consultation, communicating and referencing school key school stakeholders.

Achievements

Administered and collated PLC Continuum data
• Allocated time, money, materials, people and resources in order to move forward and reflect priorities.
• Provided frameworks to facilitate the building of a professional learning culture; PLT time, planning time, data time
• Met as a guiding coalition to work through the PLC issues with a small group of key staff members.
• Utilised the external resources of CEOB and Hawker Brownlow in developing PLC with a critical friend Cath Hogan.

The school staff and School Advisory Council also reviewed and developed the School Master Plan and applied for Government grants to improve facilities that match staff pedagogy and contemporary best practice in learning & teaching.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2015

Religious Education/Scripture: staff development day
PBIS
Blueearth
Professional Learning Community forum days
Weekly Staff & PLT meetings
Performance & Development Culture Colloquium
Reading Recovery
Extending Mathematical Understandings (EMU) professional development
Graduate teacher professional development days and mentoring
Information and Communication Technology: Google apps
Literacy
Numeracy leader attended regular Mathematics professional development
Extending Mathematical Understandings (EMU) professional development
PBIS professional development days
ICT coordinators attended regular ICT professional development
RE leader attended regular RE professional development
Leadership Formation – Leading to Learn
Children with Special Needs
OLSEL (Oral Language)
Wellbeing
Kids Matter
OH&S / Risk Management
Sustainability Education
School Improvement Framework
Performance & Development Culture Colloquium
Spelling: staff development day

<table>
<thead>
<tr>
<th>NUMBER OF TEACHERS WHO PARTICIPATED IN PL</th>
<th>23</th>
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</thead>
<tbody>
<tr>
<td>AVERAGE EXPENDITURE PER TEACHER FOR PL</td>
<td>$3,213</td>
</tr>
</tbody>
</table>

TEACHER SATISFACTION

Staff retention is high.
• Positive staff relationships as witnessed in high level of participation in social and extra curricula activities.
• Positive feedback given by parents to staff.
• High level of teacher engagement at planning meetings.
• High level of student engagement in their learning.
Learning & Teaching

Goals & Intended Outcomes

*Learning and Teaching: Professional Learning Community: to embed the 3 BIG IDEAS of a PLC*

iv. Focus on learning
v. Focus on collaboration
vi. Focus on results

Achievements

- Staff are willing to Learn by Doing as part of our Professional Learning Community philosophy.

- Developed and used common formative assessments, measuring targeted student learning frequently, in Mathematics and Spelling within teams.

- Developed a set of essential learnings for Mathematics & Spelling that all students will achieve, within the framework of a guaranteed viable curriculum, taking into consideration students with special learning needs.

- Based learning conversations and decisions around the four guiding PLC questions.

- We have a strong mentoring program for graduates.

- Literacy and numeracy blocks were clearly understood and implemented based on contemporary learning and teaching principles.

- Strategically planned lessons using assessment data was evident.

- Strategic management of support staff was evident in teaching and learning process.

- We use assessment for all students, not just students achieving at the lower end.

- Teachers have used Numeracy and Literacy data to inform their teaching and to write Individual Learning Plans for children with special learning needs.
STUDENT LEARNING OUTCOMES

Students in Year 3 and Year 5 across Australia participated in the National Assessment Program – Literacy and Numeracy (NAPLAN) in 2015. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and aspects of Numeracy. The test provides a measure of student performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for, numeracy and literacy (reading writing, grammar, punctuation and spelling). These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards.

Lumen Christi Primary School has maintained a high standard in both Literacy and Numeracy with some fluctuations between 2013 and 2015 results. Year 3 has experienced positive growth in all aspects of Literacy between 2013 & 2015. Year 5 has experienced negative growth between 2014 & 2015.

Where a 100% result has not been achieved, focus has been placed in that area for the following year.

Given individual cohort results, and other school based assessment data, our school community has sought to enhance student learning in the future through:

- Enhancement of our intervention and enrichment programs, processes and provision;
- Professional Learning support for staff in Literacy (specifically Spelling);
- Ongoing Professional Learning around data analysis and data driven instruction;
- Teachers continue enabling all students to work toward improving learning outcomes through differentiated teaching.
Wellbeing

Goals & Intended Outcomes

Positive Behaviours In Schools P.B.I.S
To establish school–wide processes around positive behaviour, and implementation of preventative systems for undesirable behaviour.

Achievements

Student Engagement and Inclusion Policy - provides teachers with clarity so that all children know what to expect from every teacher in the school. There are now clearly defined and consistent consequences and procedures for undesirable behaviour.

S.H.I.N.E – systems in place to acknowledge and reward school–wide expectations.

School commitment to student’s wellbeing by having a Wellbeing Coordinator.

DRUMBEAT – a group of 10 students were involved in this program which is to support people feeling isolated from their community, a lack of connection to others or struggling with tension, stress or anxiety.

VELS – cross curriculum links with Interpersonal Development.

Transition Programs for Year 6 students by secondary schools.

Transition Program for our new Foundation children.

Ensured support for every student via systemic intervention.

Made use of existing resources, personnel, time, money and materials, strategically allocated, to reflect priorities

Grade 5 students participated in the YMCA Leadership development program.

Use of behavioural management plans where deemed necessary.

Written incident reports of students including follow-up parental contact when necessary. Access to CEOB educational psychologist to assist with the management of students and psychologist Dan Petro.

Personal Development Program in Year 5 & 6 facilitated by our senior team teaching staff.
Regular attendance at school is essential if students are to maximise their potential. The school, in partnership with parents, is responsible for promoting the regular attendance of students. Parents are responsible for the regular attendance of their children, and are required to report absences of their children from the school promptly to the school and taking measures to resolve attendance issues involving their children.

School staff, as part of their duty of care, monitors part and whole day absences. They maintain accurate records of student attendance, follow up unexplained absences through written or verbal communication, and provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance.

**VALUE ADDED**

During 2015 the school continued to further develop the five key elements of the School Improvement Framework: Catholic School Culture, School Community, Learning & Teaching, Student Wellbeing and Leadership & Management. Lumen Christi continues to provide excellent learning experiences for all children that encourages personal growth and an overall development.

Excellent programs in environmental education, Blueearth physical education, The Arts and LOTE allow all children the opportunity to express themselves as learners in creative and exciting ways. Personal and interpersonal learning continues to be very strong both in and out of the classroom.

**STUDENT SATISFACTION**

The following anecdotal evidence was gathered from conversations with students and from their communication with the teachers.

School incursions and excursions were valued

Great excitement surrounding the school Art Show

Students express a positive regard for their teachers and their school to parents and outside community

Happy children

Strong relationships with other children

Supportive parents
# Financial Performance

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<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH $</th>
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<td>School fees</td>
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<td>Private income</td>
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<td>State government recurrent grants</td>
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<td>Australian government recurrent grants</td>
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<td><strong>Total recurrent income</strong></td>
<td>3,778,229</td>
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<table>
<thead>
<tr>
<th><strong>Recurrent Expenditure</strong></th>
<th>Tuition</th>
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<tr>
<td>Salaries; allowances and related expenses</td>
<td>2,665,222</td>
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<tr>
<td>Non salary expenses</td>
<td>544,975</td>
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<td><strong>Total recurrent expenditure</strong></td>
<td>3,210,197</td>
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<table>
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<th><strong>Capital income and expenditure</strong></th>
<th>Tuition</th>
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<tr>
<td>Government capital grants</td>
<td>0</td>
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<tr>
<td>Capital fees and levies</td>
<td>113,500</td>
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<td>Other capital income</td>
<td>61,641</td>
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<td><strong>Total capital income</strong></td>
<td>175,141</td>
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<td><strong>Total capital expenditure</strong></td>
<td>149,566</td>
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Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)

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<tr>
<th><strong>Total opening balance</strong></th>
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<tr>
<td></td>
<td>212,789</td>
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<th><strong>Total closing balance</strong></th>
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<td>223,149</td>
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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

The 2016 School Review will result in the development of the 2016-2019 School Improvement Plan which will provide great clarity for all regarding future directions.

Our commitment to implement the Professional Learning Communities (PLC) model will continue, with the objective to provide the best possible learning outcomes for all our students whilst developing staff capabilities and capacity.

The application for funding to support the School Master Plan has been lodged, with notification regarding the outcome of this application to be received in July 2016. If successful; the school will be well placed to have excellent facilities for the students in a contemporary learning environment.
### VRQA Compliance Data

#### E2073
Lumen Christi School, Delacombe

#### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

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### AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

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<th>Year</th>
<th>Attendance Rate</th>
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<tbody>
<tr>
<td>Y01</td>
<td>94.63%</td>
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<td>Y02</td>
<td>93.37%</td>
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<tr>
<td>Y03</td>
<td>93.19%</td>
</tr>
<tr>
<td>Y04</td>
<td>93.27%</td>
</tr>
<tr>
<td>Y05</td>
<td>94.30%</td>
</tr>
<tr>
<td>Y06</td>
<td>94.18%</td>
</tr>
<tr>
<td>Overall average</td>
<td>93.82%</td>
</tr>
</tbody>
</table>

### TEACHING STAFF ATTENDANCE RATE

| Teaching Staff Attendance Rate | 89.69% |

### STAFF RETENTION RATE
## Staff Retention Rate

| Staff Retention Rate | 68.18% |

## Teacher Qualifications

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0.00%</td>
</tr>
<tr>
<td>Masters</td>
<td>28.57%</td>
</tr>
<tr>
<td>Graduate</td>
<td>21.43%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>14.29%</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>78.57%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>57.14%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

## Staff Composition

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Class</td>
<td>2</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>26</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>21.914</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>20</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>13.607</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>0</td>
</tr>
</tbody>
</table>