ANNUAL REPORT
TO THE SCHOOL COMMUNITY

ST. BRENDAN'S PRIMARY SCHOOL
SHEPPARTON

2017

REGISTERED SCHOOL NUMBER: 0156

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Minimum Standards Attestation

I, Paula Stevenson, attest that St. Brendan's Primary School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

16th May 2018

Our School Vision

St. Brendan's strives to……

Nurture the individual talents, creativity and resilience of each child.

Create collaborative learning environments that invite learners to inquire, explore and discover.

Foster partnerships between school, parents, parish and wider community in sharing the responsibility to educate children.

Nurture a diverse community centred in God, following the teachings of Jesus, and integrating faith and life.

Create a safe and positive environment where all children can learn and flourish to their full potential.

School Overview

St. Brendan's Primary School Identity Statement is:

"St. Brendan's is a Catholic School embracing our cultural diversity with Faith and Courage in the spirit of the Mercy Tradition".

At St. Brendan's we recognise that as a faith community, God is central in our lives. As a school community we have a strong partnership with our parents and our Parish to provide a quality Catholic Education that will enable each child to develop to their full potential.

Our school has a rich diverse population with students from many different cultural backgrounds. We are also proud to have a large number of Indigenous students attend our school. Our school builds a culture of respect, understanding and inclusion of all.

We celebrate Harmony Day embracing all cultures. Our school participates in Apology Day, Sorry Day and Reconciliation Week.

Our school has team teaching with open learning spaces. Our teachers work in Professional Learning Communities, planning and analysing data which drives our learning.

Our staff communicate and work with students on learning intention, success criteria and provide feedback.

Our school provides specialist programs for our students. Our Year Prep-3 students are involved each week in languages (Italian), Visual Arts, Performing Arts and Physical Education. Our Year 3-6 students are involved in Science in our new Science and Technology Room.

Our school has a trained Reading Recovery teacher who also works in classrooms for literacy intervention. We also employ part time teachers to support teachers in the Middle and Senior Years area.

Our Deputy Principal, Sally Mills is in charge of curriculum and meets regularly with the Teaching and Learning teams and also spends time in the Junior classrooms facilitating literacy intervention groups and peer coaching.

Our Wellbeing Officer works with children is social skills groups and offers support to children and families.

Our Koorie Education Worker works one day a week working in classes in the understanding of Koorie Culture and supporting students and families.

This year our Canteen Manager looked at choices for the food offered in the canteen, and after feedback from parents, offered a wide range of healthy choices.

We offered Bluearth for all year levels and was very well received by all children and staff. We offered a program where children were taught relaxation strategies and breathing techniques in dealing with stress to foster student wellbeing.

Our Leadership staff have been involved in Inquiry Mindset with Professor Helen Timperley and Sandhurst Catholic Education Office staff. Our Action Plan is to improve our comprehension in our students. Our leadership staff have been working with all teachers in building their capacity.

St. Brendan's is an integral part of our school. Our Year 3 – 6 students attend Parish Mass during the week and build a strong connection to the Parish. Our altar servers serve at Masses and Parish funerals. We have an Opening School Mass, Mass of Compassion with St. Luke's and End of Year Mass which is greatly attended by parents and families.

Our School Board is very active and supporting. They have ensured the Science and Technology Laboratory was established and money spent on resources. The School Board also undertook a project of putting synthetic turf on the outside courts, making a netball court and play area for the Junior students. School Board members looked at other facilities and met with teachers in a working party to decide on a plan and a contractor. This area will prove a valuable asset for our students. We thank Christian Willmott (School Board Chair) and all Board Members.

Our Parent & Friends committee have worked extremely well in fundraising such as Mother and Father's Day Stalls, Netball Carnival and other events that provide the School Community to be involved.

Money raised has been used for Science and Technology equipment and subsidise the Middle Years Camp.

Principal's Report

Our year began with our Opening School Mass celebrated by Father Joe Taylor. Many members of our school community joined us at the Mass, and it was very special for all especially our new Preps.

As our school is proud to have a large number of Aboriginal students at our school, our students attended the Apology Breakfast in Shepparton with the social community. During the year, our students acknowledged Sorry Day and Reconciliation Week. Year 6 students attended the Goulburn Valley Deanery Reconciliation Mass. I also had the pleasure in attending the Rumbalara's Women's Network Luncheon. The theme was "Power of Knowledge".

Our Welcome Gallery Walk night was a great success with many families attending. Parents meet teachers and walk throughout the school looking at our new Science and Technology room. Food and entertainment was enjoyed in the courtyard by our families, and it was a great opportunity for parents to meet others.

We reintroduced the Bluearth program to our school. This year the Bluearth program included mindfulness, exploring themes of breath, posture, function and presence. This program helps to develop resilience and improved mental health.

Our students celebrated St. Brendan's Feast Day with our school community. The students enjoyed the Walk-a-thon and hot dog luncheon supplied by our hardworking Parents & Friends committee.

Our students are very involved in sport every weekend, and also represent the school in tennis, swimming, netball, football, basketball, athletics and cross country.

We thank the many parents who offer their time to be coaches, team managers and committee members. The students wouldn't be able to play so many sports without the exceptional commitment of our parents.

Our children are involved in the Parish Sacramental program with home group gatherings and Adult Faith gatherings. It is a very important celebration for our school community, and a privilege for us to witness this very special occasion.

Our staff attended a two day Sabbatical at Echuca. The facilitators were Father Joe Taylor (Parish Priest), Maria Weatherill (CEO – Catholic Identity Leader) and Michael Crowe (Consultant – Catholic Identity Sandhurst). All our staff enjoyed the two days of unpacking scripture, Christian meditation, journal writing, reflection time and attending Mass together.

Our school staff and School Board were involved in making sure all policies for Child Safe were reviewed and put on the website. Our Junior Years Prep – 2 were involved in the Braveheart program which empowers children to speak out about any unsafe situation. The program believes that every child should be taught the basic rules of personal safety in a fun, gentle and non threatening way.

Many thanks to our Parents & Friends committee, Sue Simpson (President), Bree Findlay (Secretary) and Sue Lakkaraju (Treasurer) and all our parents who were involved in the many fundraising activities. Our Annual Netball Carnival organised by Janene Moroney and Sue Simpson (fundraising) was a huge success. Mother's Day and Father's stalls were very popular. We thank you for your hard work. The money raised was used to buy Science and Technology equipment and subsidise camps.

Many thanks to Julie Villani and Helen Reginato for organising an extremely successful Book Fair. It was lovely to see students so excited to be purchasing a book.

Our year 6 Leadership teams joined together to be part of the Sustainable Schools Project run by Veolia and Shepparton News. Students worked on reducing our landfill and spent time talking at assembly, displaying Power Points on rubbish, educating and building awareness of packaging. They also spent time with Prep children on this project. It was great excitement that our school was selected as the winner of the Sustainable Schools Project. Many thanks to Mrs Angela Shaw and her dedicated team of Washer Warriors and Year 6 Leadership students.

We welcomed two Physiotherapy students who were completing their final placement and who worked through University of Melbourne – Rural Health. This was a fantastic initiative and they assisted the students in gross motor and fine motor skills, and also left resources and checklists for teachers to use.

Our students enjoyed our Artists in Residence Terry Jarvis who worked with students on water colours, and Treahna Hamm, an Aboriginal artist that taught basket weaving.

Thanks to our School Board led by Mr Christian Willmott. We thank them for their insight, support and willingness to support our teachers and students.

I would like to thank Father Joe Taylor for all his support and care. Thanks to Mrs Sally Mills (Deputy Principal/Curriculum) for all her dedicated work. To our Leadership team and teachers, many thanks for your dedication, care of our all students.

Education in Faith

Goals & Intended Outcomes

- To foster personal staff faith development.
- For staff to be able to plan RE units effectively
- To continue to implement our MJR program throughout the school
- To understand the ECCIP data
- To revisit Christian Meditation and to introduce it to new staff
- To develop the role of student Fire Carriers.

Achievements

Staff Development in Faith

Staff sabbatical/ECCIP data

All staff are engaged in their own faith education through the opportunities provided by the school. Fr. Joe and Maria Weatherill have provided staff with opportunities to develop their own spirituality and understand scripture at a deeper level during a two day Staff Sabbatical which included scripture, Christian meditation, Eucharist, personal reflection time and some sharing. Experiencing Christian meditation away from the classroom was a learning experience and for some, an opportunity to revisit it. Our ECCIP data shows that our children are understanding scripture at a literal level. By giving staff opportunities to better understand scripture they can pass this knowledge on to the children they teach.

Middle and Senior school teachers attend Eucharist once a fortnight with their classes at our Parish 9.15am Mass. Teachers prepare and share prayer with the staff at staff meetings and they lead their children in daily prayer, Christian meditation and prepare and lead assembly prayer twice a year.

Accreditation to teach RE/ECCIP data

We have been committed to supporting younger staff who did not do their accreditation when they were at university to attend professional development days during school hours to study some theology, biblical studies and how to effectively teach in Catholic Schools. At present we have 5 staff completing units of work. Each unit is four days per semester per staff member. Building teacher capacity will directly influence improvement in ECCIP data

Effective Teaching of Religious Education

All staff, working in their professional learning teams, have been supported to prepare RE topics of work using 'Source of Life' by Lee Petherbridge and Maria Weatherill from CEO as part of our professional learning.

Visit, workshops and concert by Andrew Chinn

Andrew Chinn visited our school in August and it was a positive, joyful experience for both teachers and students. Andrew encourages children to fully engage in singing and acting out his songs. The teachers updated their knowledge and use of songs for RE and prayer assembly.

Making Jesus Real

Making Jesus Real continues to develop strongly at our school. It does not replace our RE program, based on Source of Life, but enhances it. Our teachers in the classroom discuss with children how to be welcoming, encouraging, saying sorry and thanking others as part of everyday classroom life and daily prayer. Children discuss how they see 'God moments' in their everyday life and reflect on these at prayer time. Making Jesus Real awards are given out each Friday at assembly with the explanation of what the student did to achieve this award. During 2017 an MJR book designed for Middle years students and one designed for junior years students have been published and all teachers at these levels have received copies of these to use

Christian Meditation

Our school commits to Christian Meditation twice a week at the same time for all. It is a very beautiful experience to go into the rooms and witness the children so engaged in Christian Meditation. It is lovely to see parents come in and join their children in silence.

Welcome to Country/Fire Carriers

At assembly, our Yorta Yorta senior students have welcomed us to country in Yorta Yorta language and in English. Our young Yorta Yorta students are proud to hold the message stick and one student is confident to play the didgeridoo.
As a school we commemorate all the important Indigenous days like apology day and sorry day.

Julie Ferguson, our Indigenous worker, spoke to Year 5/6 students on what it means to be a Fire Carrier. A selection process was held and it was encouraging to see that many students valued the role of the Fire Carrier. We have 36 indigenous students at our school and they are very proud to stand
up as proud Yorta Yorta children, welcoming us to their country. Julie will continue to work with the Fire Carriers and make this a very important role at our school.

Sacramental program

Our Sacramental program is run through St. Brendan's Parish. There were over 80 students making their Sacraments through Notre Dame, St. Brendan's, St. Luke's and children from the government schools. The Sacramental Masses were a beautiful celebration and all Masses were well attended. The children were extremely well prepared by attending cluster groups and the preparation by their teachers at school. Many thanks to Laura O'Sullivan for all her organisation in making sure these Masses ran so smoothly. Thanks to Catholic Identity leaders from the schools involved and the teachers.

Altar Servers

Our children are altar servers at weekly Masses and weekend Parish Masses. They are trained by the Catholic Identity Leader and DJ, a young seminarian. We are very grateful for the skills that DJ has taught our servers and the time he has spent with them. We will be sad to see him go. Some of our experienced altar servers serve at Parish funerals during the week. The children who serve at the funerals provide a great service to our Parish and also feel very honoured to provide this ministry. Our students, in general, show real reverence in the church.

VALUE ADDED

- Staff Sabbatical for 2 days facilitated by Father Joe Taylor and Maria Weatherill.
- A workshop and concert by Andrew Chinn for the school, families and the Parish community.
- Welcome to Country by Yorta Yorta students in Yorta Yorta language and English, sometime accompanied by a student playing the didgeridoo.
- Education to both staff and Year 6 Catholic Identity Team about the importance of William Cooper for the Yorta Yorta people given by Julie Ferguson.
- Social Justice awareness and fundraising activities for Caritas and St. Vincent de Paul including pancake day, warm winter clothes for Mass of Compassion and St. Brendan's giving tree.
- Altar server training by DJ, a young seminarian.
- Accreditation undertaken by 5 staff members to support their faith development and teaching of RE.
- Collaborative team work and active participation by 3/4 teachers and Catholic Identity Leader in the Parish based sacramental programme.
- Christian meditation practised twice a week at set times throughout the school.

Learning & Teaching

Goals & Intended Outcomes

- To build the capacity of the Leadership team as researchers and inquirers, participating in the Inquiry Mindset Professional Learning opportunity 2017-2018.

- To continue to cultivate a collaborative culture through the development of high performing Professional Learning Teams.

- To continue to differentiate the learning tasks for all students.

Achievements

St. Brendan's Leadership team has made a commitment to develop and enhance the quality of our teaching practice, adopting the Inquiry Mindset professional learning as a focus to improve student engagement and learning outcomes around reading comprehension. The Leadership team including the Principal, Deputy Principal and Learning and Teaching leaders, have all attended professional development sessions facilitated by Professor Helen Timperley from the University of Auckland. This initiative has been supported by the Catholic Education Office, Sandhurst, and the project has assisted our Leadership team and teachers to develop a framework for transforming learning in our school. Teachers, students and parents were asked to contribute to a survey in Term 3 as we began to gather information within our school community. A major consideration for this year has been collaborating with our teachers to further analyse current student data to inform our Literacy focus, and begin our journey and spiral of inquiry, leading to improved innovative practices in reading comprehension for our school community. This high priority learning has enabled our Leadership team to develop an understanding of what makes a difference for our students.

Working collegially and collaboratively, sharing and reflecting on professional practice, and building a culture of mutual support, the Leadership team will continue to embed the Inquiry Mindset and sustain this practice as a process for School Improvement this year and beyond.

This year our Professional Learning Teams have been provided with support and ongoing professional learning to improve the quality of their teaching and maximize learning outcomes. The Catholic Education Office offered Professional Development for school leaders and Curriculum Coordinators to support implementation of the new Victorian Curriculum. Effective implementation of the new Victorian Curriculum is an important part of our leadership goals, as supporting our teachers in implementing curriculum change is essential to improving the learning outcomes of our students. We continue to provide professional learning for all our teachers, ensuring our students are better equipped to deal with our changing world.

The new curriculum includes a strong focus on the foundational skills of literacy and numeracy and on personal and social skills, thinking skills and new areas of learning, such as, computational thinking. The new Victorian Curriculum is a necessary step to give students the skills they need for work and life: literacy, numeracy, scientific knowledge and skills, resilience, respectful relationships, the use of digital technologies and the capacity for critical and creative thinking and expression.

The Guidelines for reporting student progress and achievement for Victorian Catholic Schools have been revised, and the inclusion of a graphical display that emphasises a student's achievement relative to the *continuum of learning* in each curriculum area has been recommended. This is consistent with the St. Brendan's School Vision, Belief and Values and our particular focus on each student's unique learning and developmental journey. Teachers have been provided with professional learning ensuring the teachers will now assess and report student progress against the Victorian Curriculum F-10 achievement standards for the teaching and learning programs we have designed. St Brendan's leadership has made the decision to use the SIMON Reporting Software to develop and prepare student reports. Our student reports provide parents/carers with clear, individualised information about progress against the achievement standards, and identify the student's areas of strength and areas for improvement.

A number of key improvement strategies were initiated with a focus on catering for the needs of all students and differentiating learning, to ensure high quality purposeful teaching to enhance learning outcomes. The Prep to Year 2 Literacy Assessment enables teachers to collect evidence of student learning, and the analysis of this data informs teacher planning and classroom practice. Junior Years teachers have been provided with opportunities to attend the G.V. Deanery P-2 Literacy Network meetings to engage with colleagues from other schools with a focus on ensuring high quality, purposeful teaching to enhance student learning outcomes. The Reading Recovery Program continues to be provided for students in Year One, and a Literacy Intervention Program facilitated by learning support teachers ensures frequent monitoring of student learning from Prep to Year 6. Oral Language Support has been facilitated by a CEO Speech Pathologist, who has provided support to students and teachers with assessments, goals and outcomes, management recommendations and coaching. A Numeracy Enrichment Program was also introduced to provide a comprehensive Mathematics program providing resources and engaging small group sessions, developing skills and strategies for Senior Years students to ensure a deeper understanding of concepts and skills in Numeracy.

During the year teachers have been provided with opportunities to work collaboratively in professional learning teams, gathering evidence about student achievement and building shared knowledge on best practice in assessment for all learners.

STUDENT LEARNING OUTCOMES

Our teachers are committed to implementing a guaranteed and viable curriculum to ensure all students have an opportunity to learn and reach their full potential. Our teachers work collaboratively to improve student outcomes.

At St. Brendan's we are continually building the capacity of the teachers and we are responding to the data and working in Professional Learning Teams to improve, practice and meet the learning needs of all students.

VALUE ADDED:

Health and Physical Education: *The implementation of the Bluearth Program continues to develop our whole school approach to Health and Wellbeing, ensuring inclusive and enjoyable learning sessions for our students. We continue to work with a coach from Bluearth who facilitates a fortnightly program providing coaching and assistance to teachers, building capacity to develop skills and use physical activity to support learning and development.*

Performing Arts: *Andrew Chinn (Butterfly music) Creator and presenter of Christian music facilitated workshops and students participated in a whole school concert to enhance the teaching of Religious Education.*

Visual Arts: *Terry Jarvis, visiting Watercolour Artist, provided professional development and focused teaching sessions for teachers and students.*

ICT Digital Conference: *Five of our teaching staff attended the Digital Harvest Conference in Wangaratta, a new annual conference built by teachers to deliver the very best in educational innovators, thinkers, content and practical workshops for educators. The Digital Harvest Conference aimed to inspire and enhance the practices of educators in the use of digital technologies in the classroom and beyond. The teachers were given opportunities at two staff meetings to share the learning and new tools to help our students with real-world connections to digital technology.*

Koorie Education: *Our Koorie Education Officer facilitated sessions for students and teachers with a focus on cultural awareness, language, stories and intercultural capabilities. Our Koorie Education Officer is developing a program based on the new Victorian Curriculum with support from Leadership and teachers, as well as, providing support to our Aboriginal students, Fire Carriers and Senior Years Leadership teams.*

Languages Program: *A languages education consultant from Sandhurst CEO has been providing support to our Languages teacher and class teachers with our Languages Program, to further embed and integrate Italian across our curriculum planning, providing a more effective, interconnected and sustainable languages program.*

Student Wellbeing

Goals & Intended Outcomes

1. To continue to foster parent engagement at school.
2. To continue to foster staff and student wellbeing.
3. To review our canteen menu to have healthier choices for our students and staff.

Action Plan for our Goals & Intended Outcomes

Goal 1. - For parents to be involved in policy development, learning walks etc.

Goal 2. - Our school has reintroduced Bluearth which will involve children learning breathing techniques, meditation, strategies to deal with stress as well as games that encourage all participation. Staff will also be involved in staff meetings looking at wellbeing.

Goal 3. - A survey was given out for parents to fill in about what foods they would like to see in the canteen. A new menu has been organized and more feedback will be undertaken.

Achievements

- Buddy Program
- Theraputic Art
- Bluearth
- After School Activities
- Harmony Day
- Dance Festival
- Sporting Events
- Meditation
- Excursions
- Enrichment and Intervention Programs
- Structured lunchtime activities
- Sports equipment at lunchtime
- Equipment for sandpit
- Competitions/games
- Walk-a-thon

Teachers mark the rolls electronically. If a child is absent without explanation, our administration officers ring parents. In the newsletter, reminders are given to parents about our school being Child Safe and therefore we need to ring if absences are unexplained.

If a student misses school often, a meeting is held to support parents in ensuring the student attends school.

STUDENT SATISFACTION

This year our 3/4 classes and 5/6 classes completed the Student Surveys.

The results showed that a large percentage of students like school and feel connected to the school. Students felt understood by their teachers and that learning was interesting and enjoyable.

Child Safe Standards

Goals and Intended Outcomes

St. Brendan's is a Child Safe School. We promote the safety, wellbeing and inclusion of all children.

Achievements

Our staff had training and reviewed our policies relating to child safe standards. Our website stated that we are a child safe community:

1. promoting the cultural safety, participation and empowerment of Aboriginal children.

2. promoting the cultural safety, participation and empowerment of children from culturally and/or linguistically diverse backgrounds.

3. Ensuring all children with a disability are safe and can participate equally.

All policies are on the website for parents to see under Child Safe.

Our Leadership team discussed the policies and procedures for making our school a child safe place with our School Board.

Parents were reminded to have Working with Children's Checks and we advertised a day where our Wellbeing Officer assisted parents in filling out the forms to obtain a Working with Children's Check.

All sporting bodies were notified about their responsibilities in ensuring all children are safe.

Contractors have been sent letters about their responsibilities and obtaining all Working with Children Checks.

Risk Assessments are conducted with staff on excursions, camps and other activities.

We will have signs displayed around the school to make sure everyone knows we are a Child Safe School.

A new electronic system has been put in place for all visitors to sign in and out, and a lanyard is given to visitors.

We continue to work with our students about cyber bullying, buying and helping them with strategies in dealing with conflict.

Leadership & Management

Goals & Intended Outcomes

Goal: For the Leadership Team to understand, articulate and model current best practice and student centered focus.

Intended Outcome: Leadership Team to continue to keep informed with best practices in education. Building capacity of our Leaders in facilitating staff meetings, Professional Learning Teams.

Goal: For the Leadership Team to continue to develop a culture of professional Learning Communities with staff.

Intended Outcome: Leadership Team to continue Professional Dialogue on Learning Teams and to continue to empower all staff to be leaders of learning.

Goal: To provide opportunities for all our teachers in Leadership.

Intended Outcome: Leadership Team to be involved in Inquiry Mindset for 18 months. Building pathways for Leadership Opportunities. For all staff to be given opportunities to aspire to leadership roles.

Goal: To provide regular Leadership meetings.

Intended Outcome: For Leadership to have full day meetings to work on curriculum. Enhancing the capacity of Leadership.

Achievements

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING	
DESCRIPTION OF PL UNDERTAKEN IN 2017	
• Inquiry Mindset – Leadership Team – Professor Helen Timperley. • Two Day Sabbatical – All Staff – Father Joe Taylor, Maria Weatherill (CEO) and Michael Crowe. • Complispace attended to John Howley. • Languages – Domenico Lusciano – Languages Coach (CEO Sandhurst). • Paula Stevenson attended the Leadership gathering in Bendigo and the Victorian Association of Catholic Primary School Principals in Lorne. Speakers included Hugh Van Cuytenbury from the Resilience Project. • Staff attended ICT conference.	
NUMBER OF TEACHERS WHO PARTICIPATED IN PL	30
AVERAGE EXPENDITURE PER TEACHER FOR PL	$150

TEACHER SATISFACTION

Staff are personally enthusiastic about their work and feel better working with others than alone in a classroom.

There is an agreed philosophy on discipline in the school rules and consequences relating to discipline in the school are well understood by staff, students and parents.

Engaging practice and teacher confidence are extremely high.

School Community

Goals & Intended Outcomes

Goals

To continue to actively seek engagement and support our families, especially those in need at St. Brendan's.

To provide a parent friendly website for our parents.

Intended Outcomes

Parents find the website easier to read with useful clear information.

Offering fee relief and support families in crisis.

Ensure all children attend camp, excursions and assist parents in achieving this.

Achievements

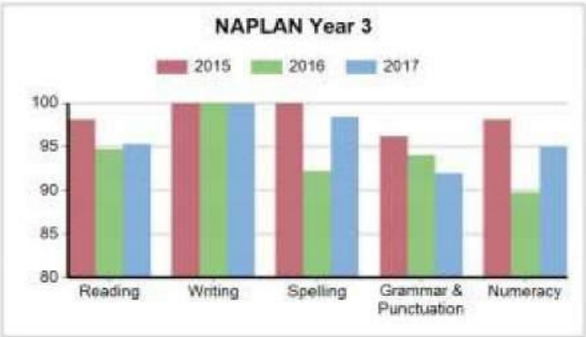
PARENT SATISFACTION
Our parents are happy with the behaviour and engagement of students at our school. We continue to offer opportunities for parents to be engaged in their child's learning, offering expos, reading information sessions and other activities. We have sent Monkey surveys about reading, canteen, Reports, choices to get feedback from parents. After feedback from parents, we changed our Reporting to make it parent friendly.

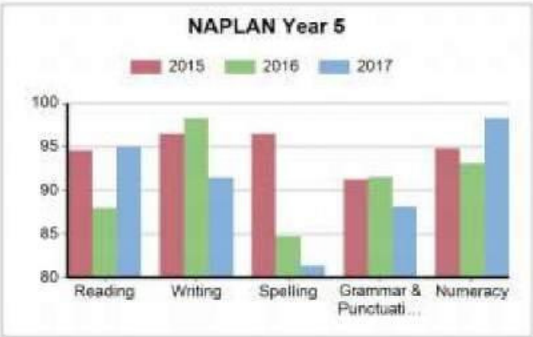
School Data

E3003
St Brendan's School, Shepparton

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2015 %	2016 %	2015 - 2016 Changes %	2017 %	2016 - 2017 Changes %
YR 03 Grammar & Punctuation	96.2	94.1	-2.1	91.9	-2.2
YR 03 Numeracy	98.1	89.7	-8.4	95.0	5.3
YR 03 Reading	98.1	94.7	-3.4	95.3	0.6
YR 03 Spelling	100.0	92.2	-7.8	98.4	6.2
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	91.2	91.5	0.3	88.1	-3.4
YR 05 Numeracy	94.8	93.1	-1.7	98.3	5.2
YR 05 Reading	94.6	87.9	-6.7	95.0	7.1
YR 05 Spelling	96.5	84.7	-11.8	81.4	-3.3
YR 05 Writing	96.5	98.3	1.8	91.4	-6.9





As our reading in Year 3 has been lower in 2016 and 2017 years, as a staff we have chosen this as an area to improve. Our leadership team has been attending Inquiry Mindset – with a focus on reading, especially comprehension. Our teachers are looking at data and working together to improve this area.

In Year 5 our numeracy has moved up after concentrating on this area for the past three years. Senior teachers are also working on spelling and grammar after the results were lower than 2015 and 2016.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y1	91.21
Y2	93.25
Y3	92.32
Y4	92.13
Y5	94.20
Y6	94.19
Overall average attendance	92.88

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	90.04%

STAFF RETENTION RATE	
Staff Retention Rate	88.46%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	12.50%
Graduate	33.33%
Certificate Graduate	0.00%
Degree Bachelor	66.67%
Diploma Advanced	25.00%
No Qualifications Listed	4.17%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	34
FTE Teaching Staff	27.758
Non-Teaching Staff (Head Count)	7
FTE Non-Teaching Staff	3.998
Indigenous Teaching Staff	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