An outward facing community

2015 Annual Report
TO THE SCHOOL COMMUNITY
Contents

Our School Vision ................................................................. 2
School Overview ........................................................................ 3
Principal’s Report ..................................................................... 4
Education in Faith .................................................................... 6
Learning & Teaching ................................................................ 7
Student Wellbeing .................................................................. 8
Leadership & Management ..................................................... 11
School Community .................................................................. 13
Financial Performance ............................................................. 14
Future Directions ..................................................................... 15
VRQA Compliance Data ............................................................ 16

Contact Details

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St Kilda East VIC 3183

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PARISH PRIEST Fr Barry Moran

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Minimum Standards Attestation

I, Gerard Lewis attest that St Mary’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 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)
Our School Vision

St Mary’s School is a welcoming faith community.

Our motto ~ ‘Learning for the future’ ~ inspires a passion for lifelong learning in a safe, caring environment which empowers students to reach their full potential and act responsibly.
School Overview

St Mary’s School St Kilda East, the first Presentation school in Victoria, was run by the sisters from 1874-1993. The 2010 Federal Government capital grant provided a new multi-purpose hall, library and meeting rooms to add to all other spacious areas available.

The current enrolment at St Mary’s is 285 students from 215 families, most of whom (59.2%) are Catholics (20% Orthodox) and live within the local parishes of East St Kilda, St Kilda, Prahran and Balaclava. Families represent 17 different nationalities, predominantly Greek, with 21% having language backgrounds other than English (LBOTE).

The children are grouped in thirteen straight classes over two campuses, with Years 5 and 6 on the opposite side of Westbury St next to Christian Brothers College. On the main campus, there are two Foundations (Preps), two Year 1s, two Year 2s and two Year 3s and an open learning space for Year 4s. The Parish Community Centre on the lower floor of the Senior Campus has been converted into a contemporary learning area to accommodate the Year 5 class.

St Mary’s staff are multi-skilled, innovative and supportive in their provision of well researched and planned programs. In the pursuit of ‘best practice’, they are extremely professional in both learning and sharing ideas. A full and well-supported curriculum allows for many opportunities for students, teachers and parents alike to be continuous learners. The well-planned and structured learning environment provides for the individual needs of all students and enables excellent student assessment results.


During 2015, the staff Leadership Team provided a Position of Leadership (POL) for each of the five spheres of school improvement. Student Leadership included Year 6 responsibility for several areas including Education in Faith, Student Wellbeing, Literacy and Mathematics, and Music, Italian, and Sustainability. Parents share in the leadership of the school community through representation on the Parish Education Board, the Parents & Friends Association, ‘Classroom Reps’ and the classroom helpers program. There is a high level of general parental support for fundraisers and school events.

In 2015 the School continued to strengthen our Inquiry units with the Faith Dimension of Catholicity. Our Faith Based Inquiry Units help us connect Catholic Identity to Learning and Teaching. We will continue to concentrate on: strengthening the catholic identity of the school community; providing a contemporary learning environment and agreed effective pedagogy, improving the wellbeing and connectedness of all students, building a shared culture that is characterised by a shared vision, professional collegiality and continuous improvement and building the capacity of St Mary’s as an outward facing community.
**Principal’s Report**

It is with great delight that I write about the 2015 school year. Whilst it has been a very busy year we have achieved a lot. We continued this year as an outward facing community where we tried to make greater connections to the St Kilda / Windsor Communities in the first instance and then to the outer community as a whole. We have continued to connect closer to Christian Brothers College (CBC) and Presentation College Windsor (PCW). It has been delightful to see students from both these colleges regularly involved in the education at St Mary’s. Our students participated in two Bright Sparks programs this year at PCW and enjoyed them immensely.

We have continued our Parish Mass connections. Children in all year levels have been able to participate in a Sunday parish mass. We celebrated the Sacraments of Confirmation and Eucharist this year and it was great to see so many parishioners join us with these celebrations.

We are privileged to have so many enthusiastic, happy children at the school and it is an absolute pleasure to see their smiling faces each day. Results once again from national and school testing indicate that the children are learning very well at St Mary’s and many children bring a high level of enthusiasm to this learning.

The dedicated team of teachers constantly provide very rich and challenging learning experiences for the students who attend St Mary’s. The teachers are always evaluating the opportunities that they provide to the students to enable the children to receive learning at their point of need. The introduction of Restorative Practices helped us move from an authoritarian discipline approach to an approach based on justice and restoring relationships.

The specialist programs of Library, Italian, Physical Education, Visual Arts, Piano and Guitar, enable the children to experience many facets of education. These are some of the features of the extended curriculum at St Mary’s.

I wish to thank all the parents who have participated in the Parents and Friends Association this year as well as the parent representatives, classroom helpers and excursion and sport helpers. The support that you have provided for each class has been invaluable and highly appreciated. Without your enthusiasm and assistance it would be difficult to provide the high quality learning experiences for your children.

Some of the highlights this year have been: the School Art Show, Fathers - Day Breakfast, Mother’s Day Stall, Footy Day (Peter Schwab and Jake Batchelor who joined us), Inter School Sport, Walk and Ride to School Days, the choir performing at Assemblies, Swimming, School Camps, St Mary’s-Twilight Sports Athletics Carnival, Book Fairs and Book Swap, School Masses and Para liturgies. In the coming weeks we look forward to the Christmas Carols, Year 6 Graduation and Disco and Carols at PCW. Late Term 3 we started using the Parish Hall further and now After Hours Care is located there. Thank you to Fr Barry Moran and all students, teachers and parents / carers for their work and support this year. Whilst it has been a very busy one there have been many highlights that we have shared.

Gerard Lewis
(Principal)
Education in Faith

Goals & Intended Outcomes
- To Strengthen the Catholic identity of the school community.
- That students’ understanding of faith-based values are deepened and connected to real life.

Achievements
St. Mary’s continued to strengthen a number of whole-school activities and programs that enhanced the sphere of Education in Faith:
- The staff commenced the 2015 school year by celebrating Mass together with the staff from CBC and PCW.
- The whole school community gathered to celebrate the School Commencement Mass. This was well attended by families across all year levels.
- We continued to support our life of prayer at St Mary’s through regular whole school prayer celebrations, which follow the Church Year and other significant events, such as ANZAC day, Holy Week, Easter, Mother’s Day, Father’s Day and Advent.
- Individual classes attended the weekly Parish Mass each Friday of the school year and families were invited to attend.
- The Education In Faith Leader (EIFL) met weekly with the Religious Pastoral Worker to plan for children and parents’ Faith Development and build closer links between the Parish and School.
- We maintained our commitment to scheduling regular staff meetings with a Faith Based Inquiry focus.
- The EIFL met with the Parish Pastoral worker and a representative from the Parish Education Board to plan level Masses, to encourage greater school participation at the Parish Sunday Masses.
- We maintained an awareness of our responsibility to care for and support those less fortunate than ourselves.
- We continued to find new ways to express our Catholic faith in action. With an emphasis on social justice, our children continue to participate in fundraising to support the work of local and overseas missions, including Caritas through donations to Project Compassion, Anti Cancer Council through ‘The Biggest Morning Tea’, fundraising for Opening the Doors Foundation and St. Vincent de Paul Society by collecting for, and assembling Christmas hampers.
- The EIFL and the Learning and Teaching Leader facilitated two pupil free days, in order to support classroom teachers in making the links between Religious Education and Inquiry which is known as Faith Based Inquiry.
- Level teams met with the EIFL and Learning and Teaching Leader each term to plan Faith Based Inquiry units.
- The Principal, EIFL and Teaching and Learning Leaders continued to participate in the CEOM project “Navigating the Intersections: Learning and Teaching in a Catholic Context” to further support our Faith Based Inquiry units.
- The Catholic Social teachings were introduced into Faith Based Inquiry Units.
- Sacrament nights were held for Eucharist and Confirmation. These were well attended.
VALUE ADDED

- Whole staff professional learning
- Introduction of Scripture into Faith Based Inquiry planners
- Building capacity of teachers to use scripture in their Faith Based Inquiry
- Participation in Navigating the Intersections professional learning
- The introduction of a Graduation Mass to replace the Graduation Liturgy
- Commencement Mass for staff from St. Mary’s, CBC and PCW
- Introduction of Catholic Social teachings to Faith Based Inquiry
- Professional learning connected to the founders of St. Mary’s school (the Presentation sisters).
Learning & Teaching

Goals & Intended Outcomes
To provide a contemporary learning environment and agreed effective pedagogy.
That all students are challenged and engaged in their learning.
That outcomes in Mathematics improve.

Achievements
Learning and Teaching has focused on a number of areas, including developing the school’s Faith Based Inquiry approach, increasing student access to technology for learning, and strengthening student support for Literacy and Numeracy. St Mary’s also participated in the Catholic Education Melbourne’s “F-8 Learning Literacies” project which focused on contemporary approaches to writing.

- In 2015, the school continued to develop Faith Based Inquiry from Years Foundation to Six. Staff focused on strengthening their understanding of the inquiry process and made connections between faith and curriculum.
- Faith Based Inquiry is a detailed approach to learning designed to work through a sequence of activities and experiences to build on, and challenge, students’ perceptions of their world.
- A team of teachers participated in the CEM’s “F-8 Learning Literacies” programme that introduced contemporary approaches to writing. The team attended external professional learning sessions that developed author’s voice. The project promoted developing strong links with Literature, allowing teachers to model good writing by focusing on the skills and techniques used by authors.
- We have continued to develop ICT for students across the school. As well as an established Computer Lab, 2015 saw the inclusion of 54 Chromebooks and 28 iPads to enhance student learning and engagement. These new technologies are used as a tool for learning and add depth to the curriculum.
- St Mary’s is committed to providing further support for students in Literacy and Mathematics. Our Reading Recovery programme continued to develop the reading skills of a target group Year One students.
- Levelled literacy was introduced as a small group intervention for students who require further assistance in reading. It is a contemporary approach to supporting students with reading development and serves as an extension to Reading Recovery.
- Number Intervention continued in 2015 as a programme to support students experiencing difficulties understanding number concepts. The programme focuses on assisting students to develop a greater understanding of Number.
- We have continued to strengthen the Physical Education opportunities for students. In Term One we had a squad of students from Years Three to Six compete in Holt District Swimming Competition. In Term Two Years Three to Six students participated in a Holt District Cross Country carnival with a number our students further competing in the Beachside Division. In Term Three a squad of students from Years Three to Six competed in Holt District Athletics where St Mary’s finished 2nd overall. Two of our students went on to compete at Regional Level athletics and one student made it through to the State Athletics Competition. In this term, the Years 5 & 6 girls Netball team won the District Netball Lightning Premiership.
VALUE ADDED

- Participation in Navigating the Intersections professional learning
- So far, students who have participated in Levelled Literacy programme have made significant gains in their reading and comprehension.
- Students participating in Reading Recovery are making significant progress with their reading.
- Number Intervention is improving the Number understanding of students involved in the program.
Student Wellbeing

Goals & Intended Outcomes

- To improve the wellbeing and connectedness of all students.
- Students are engaged and successful in their learning through a whole school approach to wellbeing.

Achievements

- The Student Well Being Team had a very productive and rewarding year in 2015. The main initiative was Restorative Practice which included school norms and circle time. The team provided a Professional Learning Day to the staff at the beginning of the 2015 school year. Restorative Practice is a discipline approach which emphasizes restoring and healing relationships when they have broken down. The major changes in our approach to discipline were aimed at making the students feel they had a ‘voice’ within the school and an understanding that when things go wrong there is a way to make things right again. Through Restorative Practice the students have an opportunity to heal and ask for forgiveness.

- Circle Time is a big part of Restorative Practice. It provides an opportunity for the class teacher and students to discuss issues that have occurred at school.

- At the same time, School Norms were introduced. These are ‘Be Safe’, ‘Be Respectful’ and ‘Be Responsible’ to ourselves, others and the environment. All staff in every classroom use this language. The words are displayed and referred to regularly. It has become embedded in the way we approach student behaviour.

- The teaching of Social and Emotional Learning (SEL) is the foundation of all we do. The students are explicitly taught skills of resilience, persistence, getting along, confidence and organisation. One concept is focused on each term and is the focus of the Principal’s award. We bought many picture story books and other supportive resources to help the implementation of SEL which supports the teaching of the keys (concepts).

- We offered Seasons again in 2015 to a small group of six children. Seasons is a grief and loss program for students who have experienced change in their lives through death or divorce.

- Two staff were trained in Mindful Meditation and Peaceful Kids in 2015. Peaceful Kids is a program to support students who suffer from anxiety. It gives students strategies to deal with their anxiety. Through meditation and the support of a small group, students are guided through an eight week program. In 2015 two groups of five students each were conducted in the middle and upper primary.

- We were involved with Ride and Walk to School Day with many students participating. The City of Port Philip gave us money to fund the event and a bike was given and raffled off for students who participated in the day and decorated their bikes. The Student Representative Council members take an active role in the organisation.

- The Student Representative Council were also very active and organised a Pyjama Day to raise money for the Open Doors Foundation and the Christmas Hampers at the end of the year. Each class has two representatives.

- The Student Services team continues to be active in the school, meeting fortnightly to discuss the academic, social and emotional needs of the students who teachers have concerns about. The team listens and makes recommendations to support the individual child.
**VALUE ADDED**

- Introducing of Restorative practices to strengthen Social and Emotional Learning.
- More children attending the Foundation Transition program.
- Commencement of Peaceful Kids program to assist with students who suffer from anxiety.
Leadership & Management

Goals & Intended Outcomes

- To build a school culture that is characterised by a shared vision, professional collegiality, and continuous improvement.
- That leadership capacity is developed to lead deep professional learning for improved student outcomes.

Achievements

- The leadership team reflected each sphere of the School Improvement Framework and continued to work towards a more distributive leadership model.
- Clearer staff expectations have been provided through staff induction procedures.
- The school developed a draft Vision Statement for future community implementation.
- The Leadership Team implements the following vision statement - To lead with vision, vitality, purpose and in communion with others.
- Maintenance and use of all learning areas, including the Berchmans Centre and ICT lab.
- Continued to update the ICT infrastructure.
- Professional learning for teachers on Faith Based Inquiry.
- School Leadership team continued to meet and address the goals in the school’s annual action plan.
- The staff appraisal process continued and staff met with the principal regularly to discuss future, personal and professional goals.
- Professional learning for all staff continued to be a high priority that complements our School Improvement Plan.
EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2014

Catholic Education Office Melbourne (CEOM) Navigating the Intersections
CEOM Experienced Literacy Leaders Coaching for Literacy Improvement
Graduate Teacher Professional Learning
CEOM The Literacy Assessment Project Ongoing Network
P-6 Literacy Leaders Cluster Southern CEOM
Reading Recovery Professional Learning CEOM
Italian Language Network CEOM
Administration Conference CEOM
Administration Network PD CEOM
Principal Network
Deputy Principal Network
Student Services Network
Learning and Teaching Network Meetings
Religious Education Leader Network Meetings
LNSLN Online Briefing CEOM
Student Wellbeing Leaders
First Aid and Anaphylaxis
Emergency Management
Finance Education meeting
Mandatory Reporting
CEOM Restorative Practices
Number Intervention P-4
Number Intervention ongoing
Number Intervention for Leaders
F-8 Learning Literacies
Flexible Open Learning Environments
Peaceful Kids
Seasons

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

<table>
<thead>
<tr>
<th>NUMBER OF TEACHERS WHO PARTICIPATED IN PL</th>
<th>26</th>
</tr>
</thead>
</table>

AVERAGE EXPENDITURE PER TEACHER FOR PL

<table>
<thead>
<tr>
<th>AVERAGE EXPENDITURE PER TEACHER FOR PL</th>
<th>$1,194</th>
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</thead>
</table>

TEACHER SATISFACTION

The 2015 School Improvement Survey results indicate improvement in teacher climate. The results highlighted a strength in student behavior and indicated that student motivation had increased:

Student Behaviour (Classroom) – 80% an increase of 4% from 2014.
Student Behaviour (School) – 92% an increase of 2% from 2014.
Student Motivation – 84% an increase of 4% from 2014.

Teachers indicated that they value learning, teamwork, empowerment and participation in decision making processes.
School Community

Goals & Intended Outcomes
To build the capacity of St Mary’s as an outward facing community. Closer links are made to enhance student learning in the global village.

Achievements
St Mary’s is a community where there is a high level of teacher and parent cooperation. We have a well-structured and supported parents and friends committee that continues to welcome families both new and old as well as support the school throughout the school year. The school community understands that the school is partnering with them to provide high quality, personal, social and academic outcomes for their children. Strong links to both CBC and PCW have continued to grow and have seen an increased student involvement from both schools at St Mary’s. An extremely successful Art Show showcased the wonderful talents of our students, their families and teachers. CBC and PCW students also contributed pieces to the show and showcased the wonderful talent the three catholic schools have to offer. The following events were held throughout the year:

- Family involvement in Sacramental Program.
- Parent Classroom Helper course.
- Italian Day
- Footy Day
- Art Show
- School Disco
- Combined Christmas Carols on the Parish Lawn (PCW, St Mary’s and CBC).
- Trivia Night
- Cake Stalls
- School choir performances at local nursing homes
- Chess Club
- Walk or Ride to School Days
- P&F Welcome Drinks
- Easter Egg Raffle
- Mother’s Day Stall
- Father’s Day Breakfast
- Combined Open Days with CBC & PCW
- Student led school tours
- St Mary’s Biggest Morning Tea
- Parent Working Bees to assist with upgrade of Parish Hall

PARENT SATISFACTION
Current parent survey data shows that St Mary’s has areas of opportunity to improve Community Engagement. Through the implementation of new initiatives in the 2015 – 2018 School Improvement Plan, we as a team hope that the area of School Connectedness and Parent Input continue to improves. Parents indicated a warm and welcoming school culture where all members feel a sense of belonging and welcome.
## Financial Performance

### REPORTING FRAMEWORK

<table>
<thead>
<tr>
<th>Recurrent income</th>
<th>MODIFIED CASH</th>
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<tbody>
<tr>
<td></td>
<td>$</td>
</tr>
<tr>
<td>School fees</td>
<td>$213 488</td>
</tr>
<tr>
<td>Other fee income</td>
<td>$178 551</td>
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<tr>
<td>Private income</td>
<td>$39 181</td>
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<tr>
<td>State government recurrent grants</td>
<td>$498 520</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>$1 857 395</td>
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<tr>
<td><strong>Total recurrent income</strong></td>
<td><strong>$2 787 135</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Recurrent Expenditure</th>
<th>Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>$2 054 696</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>$476 354</td>
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<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td><strong>$2 531 050</strong></td>
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### Capital income and expenditure

<table>
<thead>
<tr>
<th>Government capital grants</th>
<th>Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>$143 529</td>
</tr>
<tr>
<td>Other capital income</td>
<td>21 000</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td><strong>$164 529</strong></td>
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</tbody>
</table>

| Total capital expenditure                              | $122 214 |

<table>
<thead>
<tr>
<th>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total opening balance</strong></td>
<td><strong>$90 584</strong></td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td><strong>$73 109</strong></td>
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*Note that the information provided above does not include the following items:*

- System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.*
Future Directions

Education in Faith
Develop stronger Faith Based Inquiry units.
Develop stronger use of the CEOM Religious Education units in an alignment with the Faith Based Inquiry Units.
Use the Catholic Social Teaching principles and the Learning Hermeneutics Framework to help develop the Faith Based Inquiry Units.
Build stronger capacities of teacher’s use of scripture.

Learning and Teaching
Build teachers knowledge and capacity within the use of the AusVELS – Australian Curriculum.
Develop stronger processes on assessment and how to use data to inform Learning and Teaching.
Strengthen the teaching of Mathematics through aligning the learnings from Number Intervention into the classroom teaching in Years Foundation to Four.

Student Well Being (SWB)
Continue the development of the Prep orientation program.
Continue to train staff with Circle Time.
Continue to promote a relationship with City of Port Phillip and the ‘Walk to School’ initiative.
Continue to foster the Seasons (Grief) program.
Build on Friendly Kids so that any children with anxiety are given strategies to help alleviate their worries.

School Community Relations
Support and develop closer links to the Parents and Friends committee.
Explore stronger opportunities for St Mary’s as an outward facing school especially connecting with Christian Brothers College (CBC) and Presentation College Windsor Melbourne (PCW).
Students participate more in Sunday liturgies on a more regular basis. Juniors (F-2) to organise and participate in a Mass in Term One, Years 5-6 to organise and participate in a Mass in Term 2, Years 3-4 to organise and participate in a Mass in Term 3 and all year levels participate in the Christmas Eve Mass.
To enhance the working bees, so that participation strengthens within the school from the whole school community.

Leadership and Management
Build the Leadership capacity of all Leadership team members.
Work in School Improvement Sphere Groups more frequently.
Implement the new St Mary’s Vision Statement to ensure that it is enacting Gospel Values.
VRQA Compliance Data

E1014
St Mary’s School, St Kilda East

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>YR 03 Reading</td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>97.6</td>
<td>-2.4</td>
</tr>
<tr>
<td>YR 03 Writing</td>
<td>97.5</td>
<td>100.0</td>
<td>2.5</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>YR 03 Spelling</td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>YR 03 Grammar &amp; Punctuation</td>
<td>97.5</td>
<td>100.0</td>
<td>2.5</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>YR 03 Numeracy</td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
</tr>
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</table>

| YR 05 Reading           | 100.0  | 92.9   | -7.1                | 97.0   | 4.1                |
| YR 05 Writing           | 100.0  | 92.9   | -7.1                | 97.0   | 4.1                |
| YR 05 Spelling          | 97.1   | 96.4   | -0.7                | 100.0  | 3.6                |
| YR 05 Grammar & Punctuation | 100.0 | 96.4   | -3.6                | 97.0   | 0.6                |
| YR 05 Numeracy          | 100.0  | 100.0  | 0.0                 | 96.9   | -3.1               |

The results in student performance over the last three years remains steady. Whilst some areas fluctuated in 2014, they improved in 2015. The biggest change was in Year 5 Reading, Writing, Spelling and Grammar & Punctuation. These areas improved in 2015 after falling in 2014. There was a very slight decrease in Year 3 Reading and Year 5 Numeracy.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

<table>
<thead>
<tr>
<th>Year</th>
<th>%</th>
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<tbody>
<tr>
<td>Year 1</td>
<td>96.3</td>
</tr>
<tr>
<td>Year 2</td>
<td>94.40</td>
</tr>
<tr>
<td>Year 3</td>
<td>97.40</td>
</tr>
<tr>
<td>Year 4</td>
<td>93.90</td>
</tr>
<tr>
<td>Year 5</td>
<td>91.1</td>
</tr>
<tr>
<td>Year 6</td>
<td>93.40</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>94.60</td>
</tr>
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</table>
### TEACHING STAFF ATTENDANCE RATE

| Teaching Staff Attendance Rate | 91.44% |

### STAFF RETENTION RATE

| Staff Retention Rate | 82.61 |

### TEACHER QUALIFICATIONS

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<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Doctorate</td>
<td>0.00%</td>
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<tr>
<td>Masters</td>
<td>5.88%</td>
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<tr>
<td>Graduate</td>
<td>17.65%</td>
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<tr>
<td>Certificate Graduate</td>
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<tr>
<td>Degree Bachelor</td>
<td>76.47%</td>
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<tr>
<td>Diploma Advanced</td>
<td>52.94%</td>
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<tr>
<td>No Qualifications Listed</td>
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### STAFF COMPOSITION

<table>
<thead>
<tr>
<th>Staff Composition</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Class</td>
<td>1</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>31</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>23.07</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>6</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>2.99</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>0</td>
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</tbody>
</table>

A student’s non-attendance is recorded electronically on the schools attendance records. If a child has more than fifteen absences per term, then a letter is sent to the parents advising them of the high number of days that are absent. A letter is also sent to Catholic Education Melbourne (CEM) to inform them of this issue. If continual absences occur then a meeting is conducted between the school principal and representative, CEM and the parents to identify the issues that the student is having and developing a workable solution to the situation.