ANNUAL REPORT TO THE SCHOOL COMMUNITY

2018

OUR LADY STAR OF THE SEA PRIMARY SCHOOL
COWES
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Contact Details

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|         | Cowes 3922 |
| PRINCIPAL | Catherine Blackford |
| GOVERNING AUTHORITY | Diocese of Sale Catholic Education Ltd  
|         | Ms Maria Kirkwood, Chief Executive Officer |
| SCHOOL ADVISORY COMMITTEE CHAIR |  |
| TELEPHONE | (03) 59511700 |
| EMAIL | principal@olsscowes.catholic.edu.au |
| WEBSITE | www.olsscowes.catholic.edu.au |
| E NUMBER | E4046 |

Minimum Standards Attestation

I, Catherine Blackford, attest that Our Lady Star of the Sea Catholic Primary, Cowes is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA

- Australian Government accountability requirements related to the 2018 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

6/5/2019
Governing Authority Report

At the start of this year we began an exciting new chapter for Catholic Education in our Diocese. Under direction from the Bishop of Sale, Bishop Patrick O’Regan, a new company, Diocese of Sale Catholic Education Ltd (DOSCEL), was formed to allow the Priests of the Diocese to concentrate on their pastoral, faith and spirituality responsibilities without the complication of being an employer and manager of schools.

In a historically significant move, DOSCEL was recognised by the Victorian Registration and Qualification Authority as the owner and operator of 42 Catholic primary and secondary schools within the Diocese of Sale on January 1, 2018. We are the first Diocese in Victoria to centralise the ownership and administration of Diocesan Catholic schools.

DOSCEL is governed by a board of directors. The board delegates all matters associated with the day to day management of Catholic education in the Diocese to the Chief Executive Officer. This includes, but is not limited to, all matters pertaining to employment of staff, financial and other regulatory and compliance issues, which were previously the responsibility of the Parish Priest or Association of Canonical Administrators.

The Parish Priest or Canonical Administrator continues to support the school community through their pastoral presence, celebration of Mass and other liturgies, and assistance with the faith and spiritual development of members of the school community.

Under DOSCEL’s guidance, rigorous reporting and accountability structures have been implemented in all schools to comply with the regulatory requirements of the Corporations Act. These structures were formalised in 2018 in discussion with principals.

Other structural changes occurred within the Catholic Education Office to accommodate the new reporting and accountability regime, including the establishment of an Industrial Relations and Human Resources team, and changes to the Catholic Identity, Leadership, Learning and Teaching team.

As providers of Catholic education, we aim to offer every student the opportunity to grow in the knowledge and love of God while achieving their personal best. To achieve this goal, we continue to invest in leadership and support for school communities to promote expert learning and teaching practices. We collaborate with Parish Priests, principals, school leaders and staff in our pursuit of the best spiritual, social, emotional, physical and academic outcomes for students in our Diocese.

2018 was a very positive year for Catholic education in the Diocese of Sale. We have created a strong basis for the future, and I look forward to sharing that journey with you.

Maria Kirkwood

Chief Executive Officer

Diocese of Sale Catholic Education Ltd
Our School Vision and Mission

- Our Lady Star of the Sea Catholic Primary school provides a quality and holistic education, where each child is nurtured in the tradition of a Catholic community that is prayerful, accepting and loving.

- We promote a sense of independence and self-motivation, encouraging children to take responsibility for their own learning where the person of Jesus and His teachings are central. Our Lady Star of the Sea is welcoming and open to all who seek a Catholic education.

- All children experience a stimulating learning environment where learning potential will be challenged. We recognise and embrace the individual differences of each child and ensure they are valued, affirmed and empowered.

Our Strategic intent

Fostering a sense of stewardship for the natural environment and promoting global citizenship underpinned by Catholic Social Teaching, expert teacher practice to enact the Victorian curriculum will ensure a progression of learning for all children.

From the first moment that a student sets foot in a Catholic school, he or she ought to have the impression of entering a new environment, one illumined by the light of faith, and having its own unique characteristics. The inspiration of Jesus must be translated from the ideal into the real. The Gospel spirit should be evident in a Christian way of thought and life which permeates all facets of the educational climate.

(Religious Dimension of Education in a Catholic School, 1988, n.25).
School Overview

Our Lady Star of the Sea Catholic Primary School, Cowes opened its doors on the 29th January 2018 with an enrolment of 18 students from years Prep to Year 5 with the projected enrolment being 180 students over the next 10 years. At present we have 44 students and have steadily grown since opening, this trend is expected to continue. It is the first Catholic school on the island and it was through the efforts of a small, dedicated group of parishioners, with the assistance and guidance of the Catholic Education Office Warragul that the school was established.

The school started in a 3 room demountable building in the grounds of St Mary’s Church with a very small fenced playing area and then relocated to the new building on the 28th June 2018. The school is situated on a 7-acre block of land on the island with views of the sea and natural habitat. A priority for the steering committee was to ensure that the natural amenity and the environmental aspect of the site was acknowledged and reflected in stage 1. It is important that for future planning this element continues to be prominent. As active global citizens and in keeping with the Catholic Social Justice teachings, we see sustainability and caring for our environment as a priority and do our best to promote this through the curriculum.
Principal’s Report

The doors of the first Catholic school on Phillip Island opened in January 2018, with an enrolment of 18 students. Our Lady Star of the Sea, Cowes continued to grow throughout 2018 finishing the year with 35 students.

On the 28th June 2018 we finally moved into our wonderful premises. The excitement and anticipation of moving into the new building was felt by all. The building is an environment to enhance the learning of the students with its capacity to provide both inside and outside learning spaces to align with our focus of caring for our natural surroundings.

I have to commend the whole community for their patience, enthusiasm and commitment to our school while we were in the temporary facility.

It is not only the physical building that is such a great asset to our school, it is also the calibre of the staff we have, to ensure that each individual student receives the education they need.

Even though our numbers are small I believe we have much to celebrate at Our Lady Star of the Sea. Our specialist classes of science, art, physical education, French, drama and music have certainly given the children a stimulating and motivating education within in a school culture that promotes high expectations and trust.

I am so proud to be part of this vibrant and happy community and look to the future as the plans and dreams for the school become a reality.

“Children achieve better outcomes when their diverse strengths, abilities, interests, and cultural practices are understood and supported. Valuing and respecting diversity is vital for children to develop a strong sense of identity. Principles of equity and diversity are linked to children developing a sense of belonging, identity, and wellbeing so that they become effective communicators and confident, involved learners” (DEEWR, 2009; DEECD, 2009) (Early Years Framework).
Catholic Identity and Religious Education

Goals & Intended Outcomes

To deepen student engagement with the Christian narrative and the Catholic tradition and begin to raise awareness of Christian service.

Intended Outcomes

- That the developing school culture reinforces its re-contextualised Catholic Identity
- That students have a shared understanding of, and a practical response to, Catholic Social Teaching

Goal: To embed the Revised Religious Education curriculum as part of learning and teaching within the school.

Intended Outcomes

- Teachers know and use the progression of learning found in the Revised Religious Education (RRE) curriculum.
- Teachers personalise learning in RE through effective assessment and planning practices using an inquiry approach.

Achievements

<table>
<thead>
<tr>
<th>VALUE ADDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sacraments:</td>
</tr>
<tr>
<td>- We offered a sacramental program that prepared the Catholic students for the reception of the sacraments in the parish.</td>
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<tr>
<td>- Principal and REL worked with any students from other schools who were preparing for the reception of the sacrament.</td>
</tr>
<tr>
<td>Parent and Community involvement:</td>
</tr>
<tr>
<td>- We celebrated Mother’s and Father’s Days with whole school paraliturgy.</td>
</tr>
<tr>
<td>- The school newsletter was used as a main form of communication; articles included ways parents could be involved in their child’s faith journey, prayers, education about specific seasons in the liturgical calendar, as well as a section written by the parish pastoral worker on behalf of the parish.</td>
</tr>
<tr>
<td>- Students families gave to the St Vincent de Paul Advent giving tree at our school. These gifts were presented to the parish at the whole school End of Year Mass.</td>
</tr>
<tr>
<td>- Students participated in Cowes community Carols by Candlelight singalong.</td>
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<tr>
<td>- Created awareness and fundraising campaigns for Project Compassion during Lent and Advent</td>
</tr>
</tbody>
</table>
• Students listened to representatives of St Vincent de Paul discuss how our generosity and compassion can help the community.
• Senior students investigated social justice campaigns and presented to school community to decide one charity that our school should support in Term 1 of 2019.
• Senior students decided on a social justice action to spend some time with Banfields Aged Care residents in the lead up to Christmas, talking with them, playing games with them and performing a Christmas song.

Prayer and Liturgy:
• Commissioning Mass for school staff at the beginning of the school year.
• Whole school Masses for Ash Wednesday, All Saints Day, Feast of the Assumption, Mass of the Holy Spirit.
• Paraliturgies for Holy Week, Mother’s Day and Father’s Day and each week during Advent
• Staff prayer prior to staff meetings and each gathering of families for meetings at the school or parish hall.
• Daily prayer time in each classroom.
• Purchased large cross for the stairway, prayer tables for each classroom and prayer cloths suitable for seasons of the liturgical year.

Professional Development and Teaching and Learning
• We began to buy classroom resources such as Bibles for the classroom, a set of the Friendly Guides. We had support from DOSCEL to borrow resources.
• Attendance at Religious Education Leader formation days and whole staff Religious Education formation.
• Professional Learning Staff Meetings which had Religious Education as a focus.
• Professional Development on the introduction of the Sale Religious Education Curriculum To Live in Christ Jesus
• Revision of the RE Curriculum planning documents used by staff.
• Focus on integrating Religious Education with other curriculum areas where appropriate
• School leaders developed 2-year plan which linked Religious Education and Inquiry.
• One staff member attended RE accreditation professional learning.
Learning & Teaching

Goals & Intended Outcomes

**GOAL:** To develop and embed an evolving curriculum, with learning entitlement and high expectations for every student.

**Intended Outcomes**
- Teachers will use the Victorian Curriculum to plan units of work showing a progression of learning
- Teachers will use the progression of learning in English and Mathematics when planning
- Teachers will effectively use data to improve student learning using PAT, Fountas and Pinnell and anecdotal records

**GOAL:** To ensure that every student is engaged, challenged and learning successfully

**Intended Outcomes**
- Students are highly motivated to learn and achieve, setting high expectations of themselves for their personal learning and interpersonal development.
- Students and teachers confidently give and receive feedback

Achievements
- Set up assessment schedules of MAI, Fountas and Pinnell, PAT Reading and PAT Maths
- Set up teacher protocol of assessing before a unit begins to find out student current knowledge on topic.
- Leaders created a 2-year curriculum plan aligning the curriculum and capabilities with the Religious Education curriculum and linking with the reporting schedule.
- Implemented CEOSale expectations of using Learning Progressions to map students and plan according to their needs.
- Analysed data from various assessments to teach specific needs
- Set up a data wall to track student growth
- Introduced Challenged Based Learning to all staff and implemented CBL to senior students
- Participated in the Autonomous Language Learners program for language learning and began to plan for 2019 Language Learning
- Participated in Learning Languages Professional Learning Program and began to plan for 2019 Language Learning
- Whole school curriculum days and staff planning for clarity and cohesion between all staff
- Whole school professional development with Karen Green on Unit Hero and planning engaging lessons
● Attended Learning and Teaching Networks and Collectives, feeding back the information to staff.
● Principal attended the Autism Conference
● Whole school LEGO incursion on coding and design and technology
● Learning and Teaching Leader commenced Masters of Clinical Teaching with Melbourne University
● Grade 4 and 5 students attended camps with St Joseph’s School Wonthaggi. Grade 4 students went to Wilsons Promontory and Grade 5 students attended Melbourne
● Students participated in incursions and excursions to further their learning and promote engagement; LandCare, Western Port Water, Responsible Pet Ownership, Mayor visit to listen to student ideas about sustainability on the island, Bass Coast representative to talk to the students about the proposed ferry and potential impacts on the environment, Golden Cypress committee art presentation and 150 years’ art celebration
● Specialist teachers of Drama, Science, Art and PE planned and implemented Victorian Curriculum
● Helped Foundation students transition to school by visiting kindergartens and Step into Prep program
● Grade 5 students visited Mary Mackillop Catholic Regional College as part of transition into high school
● Students participated in Victorian Sporting Schools program including sports like soccer, AFL, cricket, lacrosse, tennis and basketball
● In addition to Physical Education curriculum, students also had an opportunity to join Bike Club, participate in weekly mindfulness and meditation sessions
● Implemented MAPPEN curriculum in all year levels
● Encouraged a love reading through Book Week celebrations and the Book Fair
● Supporting/mentoring staff on completing VIT
● Supported/mentored student teachers
● Trained staff to complete planning documents on Google Drive.
## STUDENT LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>NAPLAN tests</th>
<th>2016 %</th>
<th>2017 %</th>
<th>2016 -2017 changes</th>
<th>2018 %</th>
<th>2017 – 2018 changes</th>
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<tbody>
<tr>
<td>Year 3 Grammar and Punctuation</td>
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<td>Year 3 Numeracy</td>
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<td>Year 3 Reading</td>
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<td>Year 3 Spelling</td>
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<td>Year 3 Writing</td>
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<td>Year 5 Grammar and Punctuation</td>
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<td>Year 5 Numeracy</td>
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<td>Year 5 Reading</td>
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<td>Year 5 Spelling</td>
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<td>Year 5 Writing</td>
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</tbody>
</table>

In 2018 we had very small numbers in Yr. 5 and no Yr. 3 students.
School Community & Student Wellbeing

Goals & Intended Outcomes

- Intended Outcomes from Leadership goal
- Students' wellbeing is embedded as a whole school approach
- Student resilience is improved by building and strengthening social and emotional learning

Achievements

- Parents and students’ community sports day
- Mother’s and Father’s day stall and breakfasts
- Parents invited to senior students’ presentations
- Meeting and discussion with parents on attendance issues
- PSGs and ILPs for students on academic and behavioural needs
- Liaising with Allied Health Professionals
- Behavioural Learning Plans
- Whole staff Professional Development
- All staff complete online mandatory reporting module
- All staff completed Disability Standards for Education eLearning module
- Whole staff training and implementation of procedures of Child Safety and Regulations
- Participation in a wide variety of sports across the school allowing for those who are gifted in this area to continue on to district, zone and state level competition.
- OLSS promotes family-school partnerships through Grandparents Day, Father's Day and Mother's Day activities and celebrations which are very well attended by family members.
- Whole staff buddy program
- Cross age activities to promote leadership and to foster relationship building
- Developing student self-worth through community initiatives and community building such as: Banfields, community carols, St Vincent de Paul, the OLSS parish
- Engaging with community issues to enhance wellbeing such as student art work about the potential removal of the golden cypress trees.
- Introduction of opportunity for staff to discuss any student’s needs as a standing agenda item at weekly staff meetings.
- Promoted planning links between Student Wellbeing and the curriculum
- Whole school curriculum planning day incorporating wellbeing focus
- In school transition to make moving year levels easier for students
- We also organised extra transition programs for students with special needs to help prevent anxieties from occurring as a result of changes to schooling level
- Principal attended NCCD training and Learning adjustment network meetings at the Learning and Teaching networks.
- Epilepsy training during staff meetings
- Update staff on medical issues and needs of students within staff meetings
- Ensure that are all staff are upholding curriculum plan for entitlement.
VALUE ADDED

- Whole school teaching of Zones of Regulation for emotional regulation and resilience
- Weekly Mindfulness and Meditation sessions
- Provided First Aid, Asthma and Anaphylaxis training for all staff members

STUDENT SATISFACTION

In 2018 Insight SRC data was not collected.

STUDENT ATTENDANCE

At OLSS Primary School, we see student wellbeing as a multi-dimensional, whole school approach to education of the whole child. The school's leadership team has a contemporary understanding of and commitment to student wellbeing. The school sees it as permeating all aspects of student life at the school, including curriculum, out-of-school activities, policy development and implementation, and family connections. We are working towards building a connectedness between staff, students, parents, parish and the wider community to give our students a physically, emotionally, and spiritually well rounded authentic learning experience.

This is an excerpt from the OLSS School Attendance Policy from April 2018 that outlines the procedures for absences:

- Follow up any unexplained absences of a student by contacting the parent/guardian of the student as soon as practicable on the same day.
- Parents/guardians are notified promptly regarding a student's unsatisfactory school or class attendance. If, upon being notified of their child's absence or contacted to seek an explanation, a parent reports that the child was not living with them on that day, the school should ensure they notify another parent who was responsible for ensuring the child attended school on the relevant day(s).
- If contact cannot be made with the parent, contact should be made with the emergency contact/s nominated on the student's file held by the school.
- Information regarding a student's unsatisfactory attendance at school or classes is recorded on their student file.
- Parents/guardians are informed of their responsibilities around attendance and initiatives aimed at promoting parental awareness of the importance of children attending school every day are implemented.
- Attendance improvement strategies, interventions and levels of adjustment are implemented where the absence is having a significant impact on a student’s educational achievement and development, including an Attendance Student Support Group, Personalised Learning Plan, Student Absence Learning Plan and Return to School Plan.
• Strategies for supporting attendance of students in out-of-home care, experiencing homelessness, Aboriginal and Torres Strait Islander (ATSI) families, overseas students, students with disabilities, students with cultural and linguistically diverse backgrounds and newly arrived families are implemented.

• OLSS is advised where a referral to a School Attendance Officer is required because the student has been absent from school on at least five full days in the previous 12 months without reasonable excuse for absences.

• Referral processes are implemented to Child FIRST or Child Protection, DOSCEL and the School Attendance Officer where required.

PARENT SATISFACTION

In 2018 Insight SRC data was not collected.

Our most effective source for securing enrolments is through the passionate and involved parent body of Our Lady Star of the Sea.
Child Safe Standards

Goals and Intended Outcomes

To create a Child Safe School:

- To develop the necessary policies and procedures needed to implement the new Victorian Child Safe Standards.
- To consult all stakeholders in the development and implementation of these policies and procedures.
- To educate all stakeholders on the importance of Child Safety.

Achievements

- Strategies have been developed to embed child safety at Our Lady Star of the Sea
- We have our Child Safety Policy that has been ratified
- We have clearly defined protocols for responding to and reporting any allegation of child abuse
- Staff, volunteers and community members are regularly reminded about Child Safe Standards
- Human resource practices include practices that support the Child Safe Standards
- All visitors to the school are informed about and acknowledge an understanding of the Child safe Standards
- Information about Child Safety is readily available on the school website
- Implementation of ‘PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools’ with all staff
- Students have regular access with leadership and principal
- Child safety risk management practices are embedded with staff.
Leadership

Goals & Intended Outcomes

**GOAL: To enhance student learning and wellbeing by actively partnering with parents, families, other education institutions, business and community organisations**

**Intended Outcomes**

- The building of capacity of all teaching staff is a priority
- That all mandatory requirements for compliance are met in a timely manner
- That the relationship with school, family and parish is enhanced
- That the decision making for resources is based on evidence.

**GOAL: To create and embed a culture of high expectation of staff professional practice**

**Intended Outcomes**

- Team based practices are used
- Students’ wellbeing is embedded as a whole school approach
- Student resilience is improved by building and strengthening social and emotional learning

**Achievements**

During 2018 OLSS developed a leadership team consisting of Principal, REL and Learning and Teaching Leader/Language leader. Principal, Learning and Teaching and Religious Education attended Teaching and Learning Network meetings together so that they could work to introduce the ‘To live in Christ Jesus’ documents and lead the implementation of the Victorian Curriculum.

Professional learning team meetings were allocated to develop a shared ownership of new changes to curriculum, empowering all staff to plan effectively by taking into consideration the direct needs of the students that has come from pre and post assessments.

The Principal and language leader went to professional learning days for the Autonomous Language Leader program and for the Learning Languages Professional Learning Program to create goals and implement a language program in 2019.

In 2018, leadership supported all staff to have a consistent approach to behaviour support and management. Feedback was given to staff to help support all staff in the implementation of this. During PLTs flow charts were created for unsafe/disrespectful behaviour on the yard and in the classroom. In addition to this, staff were briefed on Child Safety and the responsibilities and procedures.
In 2018 extra resources and time release were funded for the Learning and Teaching leader and Religious Education Leader to be able to support teachers and students in these areas.

To build staff capacity and communication, during 2018, staff meetings and PLTs were modified to incorporate the standing agenda items of language learning, student wellbeing, and professional development. Readings were given to the staff to learn more about being assertive and confident in the classroom.

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

- CEO REL formation
- Autonomous Language Learning Program
- Learning Languages Professional Learning Program
- Continuity in Language Learning
- Fr Christopher Monaghan sp – Scripture Inservice
- Teaching and Learning Network Days
- Teaching and Learning Collectives
- Karen Green – Unit Hero
- First Aid
- Anaphylaxis Management Training
- RE Accreditation Course
- Positive approach to Leadership
- Autism conference

### NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018

6

### AVERAGE EXPENDITURE PER TEACHER FOR PL

$834

### TEACHER SATISFACTION

In 2018 Insight SRC data was not collected.
## School Performance Data Summary

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

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</thead>
<tbody>
<tr>
<td>YR 03 Grammar &amp; Punctuation</td>
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<tr>
<td>YR 03 Numeracy</td>
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<tr>
<td>YR 03 Reading</td>
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<tr>
<td>YR 03 Spelling</td>
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<td>YR 05 Reading</td>
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<tr>
<td>YR 05 Spelling</td>
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<td>80.0</td>
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<tr>
<td>YR 05 Writing</td>
<td>%</td>
<td>100.0</td>
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### AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>%</th>
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<tbody>
<tr>
<td>Y01</td>
<td>92.3</td>
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<tr>
<td>Y02</td>
<td>93.0</td>
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<tr>
<td>Y03</td>
<td>98.5</td>
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<tr>
<td>Y04</td>
<td>95.4</td>
</tr>
<tr>
<td>Y05</td>
<td>90.4</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>93.9</td>
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</tbody>
</table>
TEACHING STAFF ATTENDANCE RATE

| Teaching Staff Attendance Rate | 66.6% |

STAFF RETENTION RATE

| Staff Retention Rate |

TEACHER QUALIFICATIONS

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Doctorate</td>
<td>12.5%</td>
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<tr>
<td>Masters</td>
<td>12.5%</td>
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<tr>
<td>Graduate</td>
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<tr>
<td>Graduate Certificate</td>
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<tr>
<td>Bachelor Degree</td>
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<td>Advanced Diploma</td>
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<td>No Qualifications Listed</td>
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STAFF COMPOSITION

<table>
<thead>
<tr>
<th>Staff Category</th>
<th>Count</th>
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<tbody>
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<td>Principal Class (Headcount)</td>
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<tr>
<td>Teaching Staff (Headcount)</td>
<td>5</td>
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<tr>
<td>Teaching Staff (FTE)</td>
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<tr>
<td>Non-Teaching Staff (Headcount)</td>
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<tr>
<td>Non-Teaching Staff (FTE)</td>
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<tr>
<td>Indigenous Teaching Staff (Headcount)</td>
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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