



2019 Annual Report

TO THE SCHOOL COMMUNITY



ST CLEMENT OF ROME
Catholic Primary School

BULLEEN, VIC | Registered School Number: **1640**

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SUMMARY

Contact Details



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PARISH PRIEST: Monsignor Franco Cavarra

SCHOOL BOARD CHAIR: Grace Canatelli

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E NUMBER: E1238

Minimum Standards Attestation

I, Michael Heenan, attest that St Clement of Rome Catholic Primary 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 2019 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Friday 8th May 2020

**“Anchored by
our Catholic
Faith, we
empower every
learner to
express their
creative courage
to redefine our
world.”**

OUR SCHOOL VISION

School Overview



St. Clement of Rome is a place where:

- a Catholic ethos is fostered and children are the number one priority, their rights are respected, and they are given the opportunity to develop their full potential within the school's curriculum
- all children have access to a wide variety of resources and the opportunity to participate in all activities and learning experiences in settings within and beyond the school
- children are helped to understand and relate to Australia's multicultural nature, as reflected by the composition of our school community
- discipline, social skills, care for the environment, respect for others and tolerance are addressed
- the staff is dedicated, friendly, cooperative and work in collaboration with supportive parents, as primary educators of their children, are acknowledged and valued



School Overview



St Clement of Rome enjoys the following special features: Peer Support and Buddy Systems; Literacy support P-6; Numeracy Support; Social and Emotional Learning Program; Specialist PE, Italian, Digital Technology, Science and Art programs; school choir; before and after-school care; P-2 swimming program; LOTE (Italian), STEM, Chess Club, Bike Ed, Camp: Canberra, Athletics Carnival. St Clement of Rome also employs an on site psychologist and speech pathologist.

We encourage parents to play an integral role in the life of the school: from assisting in the literacy block each morning, attending school celebrations, being active members of formal school structures and committees, to attending social functions at school. We have an active and positive community of parents, who add to the vitality of life at our school

There was a total of 386 full-time students attended St. Clement of Rome in 2019. There were 17 classes: Prep 65 students, Grade One 63 students, Grade Two 42 students, Grade Three 56 students, Grade Four 52 students, Grade Five 54 students, and Grade Six 54 students. Across the school approximately 32% students were from a non-English speaking background. There were 280 families attending St. Clement of Rome in 2019. Our specialist classes in 2019 were Italian, Physical Education, Library, Digital Technologies and Visual Art. 2019 was a big year for St Clement of Rome. Our school review has given us an opportunity to reflect on our successes and evaluate the challenges we face as a community. As a Catholic community grounded in faith and love, the staff, parents, children and clergy work collaboratively, to meet the challenge of providing a contemporary education, for the children of the Parish school. The coalition we enjoy, with members playing their part, has enabled us to achieve the goals we set for ourselves over the past twelve months. This makes us well positioned for continued movement forward.

Principal's Report



There has been significant shift in the education of children in the area of Bulleen and Templestowe over this past year. Much has happened in regards due to the 'The Royal Commission on Abuse to Children' and there was great un-certainty amongst our community and those who were looking to enrol their child in our school. We were 'up against it', and it seemed like there were obstacles coming from all fronts. We have continued to buck the trend in terms of enrolments in the eastern suburbs with continual growth in our in enrolments.

The above reasons are why it is so pleasing to receive such outstanding results in regards to enrolments, academic achievement and most importantly the school culture at our school. It is wonderful to celebrate that we are a school which has children who we are so proud of, a school whose children make those who they encounter and meet, better for the experience, and a school who believes and enacts an amazing sense of justice for people and the environment.

I would also like to commend each and every one of our staff who have worked diligently, professionally and tirelessly in the pursuit of excellence in education. Our staff have gone 'above and beyond' in their actions and educational purpose for those children who they interact and nurture on a daily basis. Currently we have a number of staff who are studying (in their own time) at post graduate level, this course of study not only improves their own skill-set, it brings the latest research, strategies and techniques to the daily repertoire of all staff. The staff at St Clement of Rome have adopted these strategies through the 'feedback coaching' model adopted by the school through our peer/coaching approach.

Principal's Report



Our School Leadership are all teachers, it is their principle role. They are willing to roll up their sleeves and demonstrate, lead, support, model, teach, help and guide all our staff. They are not afraid of going into classrooms, they are not here to sit in an office and look at forms and provide countless, mindless surveys, they are in classrooms making teaching and learning better – for the students at St Clement of Rome. For this, I congratulate them. This is one of many reasons why I school in such a healthy position.

As the Principal of the school I would also like to commend our Parent Community for their ongoing support of their children's learning. It is with great pride that I write how I firmly believe that we as a school, have a great confidence from our parents. This confidence stems for effective partnerships and trust. Partnerships such as Parent Board, Parent Representative Committees, Classroom Helpers and most recently the volunteers at Doncare have created an outstanding learning environment and culture at our school.

Finally, we acknowledge that we have much work to do, the world is changing and we need to acknowledge and adjust to this change. It is essential that we are always looking forward, 'anchored by our faith with creative courage' while still 'celebrating excellence of the past'.

Michael Heenan



GOALS & INTENDED OUTCOMES

Grounded in the teachings of Jesus, develop a welcoming Catholic community which accepts individual and seeks to develop the whole person in connecting our faith and life.

ACHIEVEMENTS

- Celebrated First Reconciliation Confirmation and Eucharist.
- Welcomed Monsignor Tony Ireland visiting our Confirmation candidates. Celebrated whole school and class masses.
- Continued to provide opportunities for staff and students to actively participate in prayer and personal faith development.
- All Education in Faith workshops, faith nights and mass dates, are noted in the school diary and communicated to all teaching staff via staff meeting minutes and the newsletter calendar
- Increased student and teacher involvement in the planning of class masses has provided further opportunity for meaningful, relevant liturgies.
- Supporting staff through the purchase of resources relevant to post-graduate study
- A student Social Justice Team has continued to work within the school community to help students and families understand the pressing issues our community and the wider community
- Parent and child Sacramental workshop evenings have been well attended, as have school events such as the year level weekend masses and school masses
- Built on the existing school and Parish relationship

ACHIEVEMENTS

- During the course of the year, each class led one morning mass and each grade level was invited to participate in a Parish mass (e.g. Mother's Day, Palm Sunday etc.)
- Year 4 and 6 students, preparing for the Sacraments of First Eucharist and Confirmation respectively, were identified in the Parish at weekend masses
- Auditing of work programs to monitor learning intentions and time allocation in the area of RE.
- Religious Education Leader attending Network Days and other Professional Development to support Religious Education pedagogy.
- Provision of needs based professional learning workshops - scripture, pedagogy, reporting, Godly Play and Sacraments, Arts in RE and dialogical approach to teaching RE.
- Staff Meetings begin with reflective prayer.
- Religious Formation - Special Ministers of Eucharist and Lector.
- Providing Sacramental Nights aimed at Parent formation for Reconciliation, Eucharist and Confirmation.
- In preparation for Reconciliation and First Eucharist, Year 3 students attend weekend Parish Masses leading up to the Sacrament.
- In preparation for Confirmation, Year 6 students attend weekend Parish Masses leading up to the Sacrament.
- In preparation for Reconciliation, First Eucharist and Confirmation the Parish Priest visits the children in Year 3 and 6 weekly.
- Off campus Reflection Day for Confirmation. • The REL and other Leadership Team members continue to model meditation in the classroom.

VALUE ADDED

- Held regular meetings with School Staff and Parish Priest and religious educator priors to classes masses
- Each class celebrates a class mass per term with the Parish Community
- Whole School Masses to begin and end the school year
- Whole school masses organised to celebrate feast days
- Celebrated the Liturgical year with the Parish
- Participated in social justice initiatives

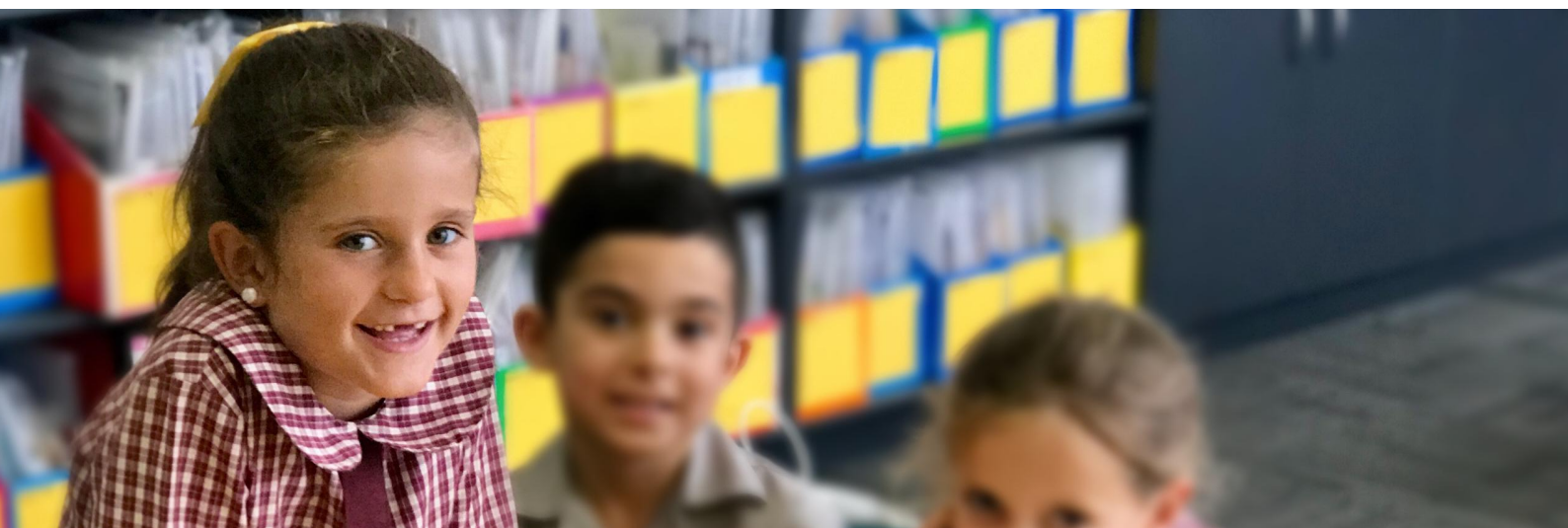


Learning & Teaching



GOALS & INTENDED OUTCOMES

To provide a learning environment that engages and equips all students to access and value learning in their world, irrespective of their starting point.



ACHIEVEMENTS

The school enhances the development of the students by providing a myriad of learning experiences and opportunities. These include the structured and guided programs that build the self-esteem and engagement of the students. Students have access to guest speakers within the community to support learning. Implementation of the differentiation processes to engage, support and extend student learning.

In addition, the school monitors the performance of students from Prep to Year 6 with ongoing assessment and analysis of data, which drives the implementation of personalised teaching approaches.

Planning and implementation is centred on individual needs making adjustments so that all can access the curriculum. Where the interests of the students to ensure relevant, rich and rigorous experiences are provided for each child. Our diverse curriculum with numerous extra-curricular opportunities provides students with the opportunity to be engaged in the educative process here at St Clement of Rome.

Learning & Teaching



ACHIEVEMENTS

- We are now in successful partnerships with The University of Melbourne (Reading Writing), Monash University (Design Thinking), Australian National University (Maths) and The Australian Catholic University (Theology).
- Evidence based teaching is embedded in all our teaching practices, which inform our teaching.
- We continuously individually track all our student progress and use team teaching across the levels.
- We encouraged staff to use learning journals and e-portfolios with students. Students are using these journals for self-reflection and sharing their learning with peers, teachers, and parents.
- We supported students reporting to their Parents at Goal Setting Interviews and Goal Progress interviews.
- Teachers use student voice and in collaboration with student feedback and self-assessment data plan learning experiences
- Continue to monitor the updates to the Victorian Curriculum, implement and monitor what is happening with the Victorian Curriculum
- Continue to implement strategies to promote effective differentiated curriculum through utilising learning intentions as a way of personalising learning, extending the use of learning intentions, continuing to monitor and use the Intervention Program in reading



Learning & Teaching



STUDENT LEARNING OUTCOMES

Over this past Year we have continued to improve on our NAPLAN growth. This improvement stems for our coaching model within the classroom. Our staff have embraced the coaching and feedback which has allowed for a more focused approach to their teaching. Our SEL program has also assisted with our excellent results.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017	2018	2017 - 2018	2019	2018 - 2019
	%	%	Changes	%	Changes
			%		%
YR 03 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 03 Numeracy	98.0	100.0	2.0	100.0	0.0
YR 03 Reading	100.0	97.9	-2.1	100.0	2.1
YR 03 Spelling	100.0	98.0	-2.0	100.0	2.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	100.0	100.0	0.0	98.0	-2.0
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	98.0	100.0	2.0	100.0	0.0
YR 05 Writing	100.0	100.0	0.0	100.0	0.0

Student Wellbeing



GOALS & LEARNING OUTCOMES

To provide an inclusive, collaborative, supportive and safe learning community in which social competencies, resilience and respectful/positive relationships are developed.

ACHIEVEMENTS

Social and Emotional Learning is an integral component of our vision and practice as educators in a Catholic primary school. Through our commitment to SEL we have endeavoured to support the development of each child, fostering resilience and connectedness to school their peers, teachers and community. During 2018, in response to the wellbeing needs of our community, we maintained the services of a School Psychologist, providing guidance and support to students and families.

The school has continued to see a steady increase in the number of requests for support from members of our community. In light of the changing needs of our community, our Student Wellbeing Leaders has increased their FTE to provide additional support to students, families and staff. The Student Wellbeing Core Team has continued to work with and alongside staff to monitor and effectively cater for the social, emotional, academic and physical needs of our students.

Restorative Practices has continued to be an integral part of our approach in supporting students to build and restore relationships with others. The Student Wellbeing Core team looks forward to working with our staff and families to strengthen and foster student wellbeing in our school community. We consider ourselves an active participant in the outward facing schools project.

All staff was given additional training in using the Adlerian approach to student wellbeing.

We streamlined the documenting of playground incidents by creating a data bank accessible by all staff. This has allowed us as a school to effectively track and monitor children, especially those ones 'at risk'. We believe that as a community it was essential to link families and 'experts; and as such, provided a parent/student seminars on Raising children for all families

VALUE ADDED

- Planned and Facilitated explicit SEL program
- Maths Club
- Science Club
- Chess Club
- Calisthenics
- Calligraphy
- Book Club
- Student Leadership Team
- Perceptual Motor skills Program (PMP) for Preps.
- School Choir - Junior and Senior.
- School buddy system throughout the school.
- Instrumental music program (Violin, guitar, drums, voice, keyboard).
- School band - Junior/Middle/Senior.
- Passion Projects - Kitchen Garden, Design, Performing Arts, Robotics, Visual Arts, Science, or Health & Fitness.
- Extra Curriculum Specialist classes- Italian/Japanese 5-6, Physical Education, Library, Art, Digital Learning and Science.
- Sporting Events for students such as Basketball Tournaments, Regional Swimming, Hoop Time and Cross Country.
- Athletics Carnival hosted off campus

STUDENT SATISFACTION

Our students have indicated to us that they are happy and feel safer at school. They also indicate that they have much more room improvement. The School Improvement Surveys student data indicates that Learning Confidence and Student Safety continues to be a relative strength, ranking St Clements in the top 50% when compared to other Victorian schools. Other data indicates that Teacher Empathy remained consistent. The data indicates that students have positive emotions at school, the students feel understood by their teachers. The students at SCOR have a high degree of confidence that the classrooms are a safe and happy place to learn, this is evident in the increased perception of classroom behaviour.

Student Wellbeing



STUDENT ATTENDANCE

Monitoring of school attendance enables identification of students at risk, as does the early implementation of intervention strategies. All school staff and parents/carers have a responsibility for the detection and assessment of the causes of school non-attendance. All members of the school community are expected to meet the requirements of attendance and work to the best of their ability to keep attendance for all students as close as possible to 100% attendance. As a school we have a legal responsibility to record and monitor attendance and take appropriate actions to rectify problems of non-attendance. These actions are aligned with the School's Attendance Policy.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	91.7
Y02	92.7
Y03	92.8
Y04	93.5
Y05	93.3
Y06	94.2
Overall average attendance	93.0



Child Safe Standards



GOALS & LEARNING OUTCOMES

To integrate the child safety focus into our school's vision and broader goals for the care and wellbeing of our students

ACHIEVEMENTS

- The school has embedded policies and is committed into every day practice
- We have consistently reviewed and trained our teachers and non-teaching staff and volunteers
- Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'
- We have worked with student in the area of participation and empowerment strategies
- Developed a Child safety Team structure
- Engagement of Families and communities in promoting child safety
- School Leadership in consultation with Staff and School Board reviewed and modified all policies related to Child Safety such as Student Wellbeing Policy, eLearning Policy, Volunteers Policy, Working with Children Check Policy, Police Record Checks Policy, Child Safety and Reporting Obligations Policy.
- Formulation of Child Safety Policy.
- Revised and modified the school's Educational Philosophy to include our commitment to Child Safe Practices.
- Principal and Parish Priest completed a declaration of compliance towards Child Safe Standards.
- Principal and Parish Priest completed the Compliance Self Assessment Tool and an Action Plan to address future needs in order to protect the safety and welfare of all children in our school.
- Key Leaders – Principal, Deputy Principals and Student Wellbeing Leader became familiar with Ministerial Order Number 870. Key Leadership completed the Child Safety Risk Register Assessment. The School developed an Action Plan around additional controls to be implemented and allocated key positions of responsibility.
- Audit, review and modify administrative role descriptions to include maintenance of Working with Children's Check Register, Police Check Register and Volunteer Register.
- Student Wellbeing Leader to maintain records of Staff Professional Development in the area of Mandatory Reporting Processes.

Child Safe Standards



ACHIEVEMENTS

- Develop and display a flowchart highlighting the process to Child Safety and Reporting obligations. Leadership Team to facilitate staff meeting/s to reinforce the school's approach and commitment to Child Safety.
- Principal to facilitate board meeting/s to reinforce the school's approach and commitment to Child Safety.
- Staff to sign 'Staff Code of Conduct'.
- Audit, review and modify 'Parent Code of Conduct'.



Leadership & Management



GOALS & LEARNING OUTCOMES

To grow a dynamic and accountable professional learning community, guided by a shared vision, informed by best practice and committed to continuous improvement and innovation.

ACHIEVEMENTS

- Supported staff in Post Graduate Education (Master Degree)
 - Implementation of Prep – 6 Science, Digital Technology, Visual Arts, Physical Education and Italian specialist program.
 - Completion major building works and re-development of St Clement of Rome Matthew Wilkins Centre. This centre will house, Digital Technologies, Science, Visual Arts and Italian.
 - Collected data and completed an extensive analysis, prepared a document that complies with both CEO and VRQA standards, participated in the review process with an independent Reviewer and set directions for the future through a new School Improvement Plan
 - Continued to implement processes and practices that provide staff with opportunities to make contributions to areas that are relevant to their role
 - Continued Level and PLT meetings to ensure effective communication, collegiate planning and team work
- Continued to seek feedback from all stakeholders regarding the School Based Project
- Developed and implemented processes and practices that encouraged feedback from multiple sources
 - Continued to provide opportunities for relevant professional development for staff
 - Developed a plan which focused staff on key school priorities to ensure that professional learning is translated into improved sustainable classroom practice

Leadership & Management



ACHIEVEMENTS

• Continued to reflect on 'Review Process' collecting and analysing data, documenting patterns, measuring performance against goals and targets and setting future directions. This reflection allows the school to celebrate successes and to determine direction. The school has a great culture and it is obvious, through reflecting on the Review Process, teachers are continually trying to improve their practices so that they can better provide for each child's needs. The Review report indicated that the strengths of the Leadership and Management of the school lie in the development of stimulating and secure learning environments, Professional Leadership and the involvement of parents.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

- REL attended Regional Networks.
- Professional Learning Teams- Implementation of Religious Education Curriculum.
- NCCD- Nationally Consistent Collection of Data: Introduce and implement processes to support students with additional needs.
- Professional learning for all staff in the area of Writing. Facilitated by Deb Sukarna. Classes are continuing to use writers and readers workshop.
- Data Analysis- Student Performance Analyser- Using Data to drive Improvement- with school leadership team.
- Weekly Professional Learning Team Meetings embedded as part of the school day with a focus on Literacy and Numeracy.
- Full Implementation of Victorian Curriculum- Staff Meeting Professional Learning.
- Embedding Learning Intentions and Success Criteria- Staff Meeting Professional Learning.
- Supporting Staff in post graduate study (Masters): University of Melbourne and Australian Catholic University

Leadership & Management



EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

- Art Teacher attended ZART Art Professional Learning.
- LOTE Teacher attended Zone Network Professional Learning
- All staff participated in Asthma Management, Anaphylaxis training and CPR First Aid training.
- Student Wellbeing Leader attended Wellbeing Regional Networks.
- Child Safe Standards Professional Learning attended by Principal, Deputy Principals and Student Wellbeing Leaders.
- Learning and Teaching Leader, eLearning Leader, Learning Support Leader, Mathematics Leader and Literacy Leader attended Regional Networks.



NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019: 40

AVERAGE EXPENDITURE PER TEACHER FOR PL \$618

School Community



GOALS & LEARNING OUTCOMES

To strengthen partnerships both in and beyond the St Clement of Rome community

ACHIEVEMENTS

- Whole school gathering for social functions
- Walk to school initiative
- Parent Representatives who assist with classroom events
- Planning and implementation of school fete
- Participation in ANZAC ceremony
- Parent Helpers assist in all junior classrooms
- Over 300 parents or significant others and children attended the Mother's Day and Father's Day events
- All parents of children completing their sacraments attended information nights.
- Sacramental information nights continue to be well supported, with parents providing positive feedback about the faith formation session
- Enrolments have increased. The 2019 school year commenced with enrolments being in the order of 386.
- Children with special needs are catered for in the classroom with assistance provided by Learning Support Officers
- School home page lists policies along with information about the school, including newsletters.
- School takes part in community projects and initiatives – e.g. Walking School Bus, Walk to School Day, Ride to School Day, etc.
- High attendance at Open Day
- Staff and student representative attends Manningham Council Sustainability Education meetings and Year 5 students accessed resources from the Council for their environmental unit
- Opportunity provided for feedback via the School Board and Parent Rep meeting
- Celebrations of Learning continue, with every level showcasing their learning for their parents/families

School Community



PARENT SATISFACTION

There has been an ever-increasing positivity in and around the school and the wider school community. It has been indicated (anecdotally) by the community that the school is seen a positive place for interaction. The school actively encourages and solicits community input and expressions of satisfaction and/or concern. School Improvement Surveys are used as a tool to gauge parent opinion in the areas of Community Engagement, Learning Opportunity, Staff Engagement, Student Engagement, Peer Relations and Student Behaviour. The analysis of this data is reflected through the development of our Annual Action Plan.

During 2019 we surveyed parents to review many aspects of our school. The data indicated positive trends.

- In the area of Community Engagement, there have been gains noted in Parent partnerships, Approachability and School Improvement.

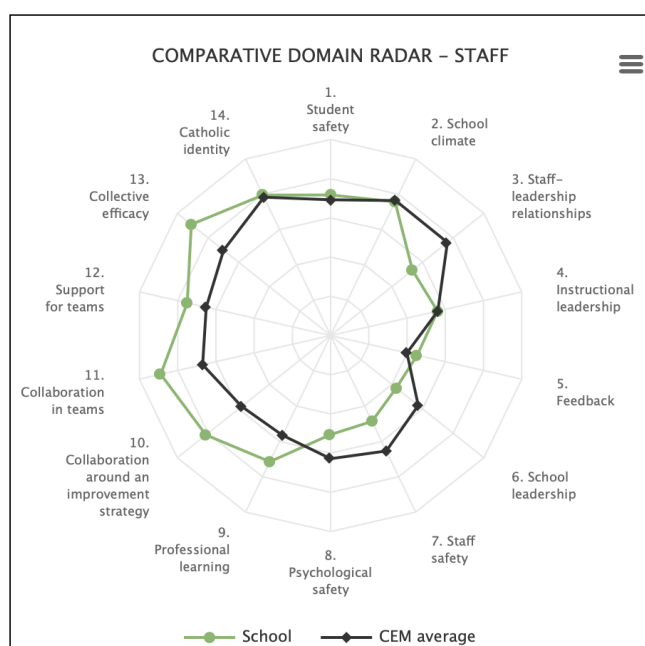
In the area of Learning Opportunity, there have been improvements noted in the areas of Learning Focus.





TEACHER SATISFACTION (DATA TAKEN FROM CEMSIS)

CEMSIS STAFF SURVEY DOMAIN	DOMAIN DEFINITION	School % positive endorsement (n=22)	CEM average school comparison % positive (n=13,985)
1. Student safety	Perceptions of student physical and psychological safety while at school.	72%	69%
2. School climate	Perceptions of the overall social and learning climate of the school.	76%	76%
3. Staff-leadership relationships	Perceptions of the quality of relationships between staff and members of the leadership team.	53%	76%
4. Instructional leadership	The extent to which the school leaders set the conditions for improving teaching and learning at the school.	56%	56%
5. Feedback	Perceptions of the amount and quality of feedback staff receive.	45%	40%
6. School leadership	Perceptions of the school leadership's effectiveness.	43%	57%
7. Staff safety	Perceptions of staff safety in the school.	49%	65%
8. Psychological safety	How safe it feels to take risks and make mistakes in this school.	51%	63%
9. Professional learning	Perceptions of the quality and coherence of professional learning opportunities.	71%	57%
10. Collaboration around an improvement strategy	Perceptions of the coherence of the school's improvement strategy.	81%	58%
11. Collaboration in teams	How well teachers work together in teams to improve teaching and learning.	89%	67%
12. Support for teams	Teachers' perceptions of how well school leadership sets the conditions for teams to collaborate effectively.	75%	65%
13. Collective efficacy	Teachers' perceptions that staff at the school have what it takes to improve instruction.	91%	70%
14. Catholic identity	Teachers' perceptions of the principal's faith leadership and of particular dimensions of Catholic identity in school life.	80%	78%

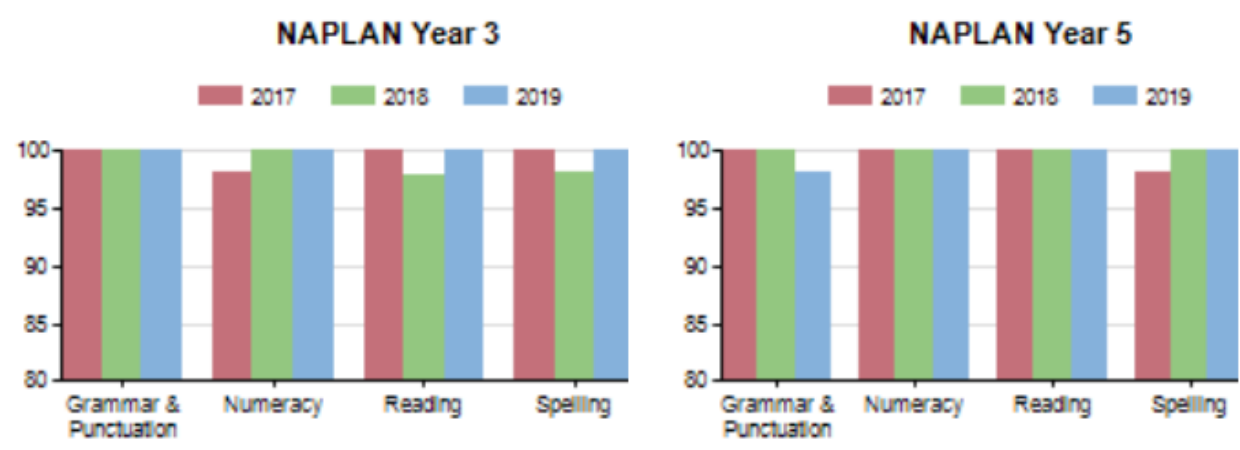


THE SCHOOL PERFORMANCE SUMMARY REPORTS ON DATA IN THE FOLLOWING AREAS:

- Proportion of Students Meeting the Minimum Standards
- Average Student Attendance Rate by Year Level
- Teaching Staff Attendance Rate
- Staff Retention Rate
- Teacher Qualifications
- Staff Composition

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
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YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	98.0	100.0	2.0	100.0	0.0
YR 05 Writing	100.0	100.0	0.0	100.0	0.0



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL		%
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Overall average attendance		93.0

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	90.8%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	86.7%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	30.0%
Graduate	5.0%
Graduate Certificate	10.0%
Bachelor Degree	65.0%
Advanced Diploma	30.0%
No Qualifications Listed	5.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	29
Teaching Staff (FTE)	24.1
Non-Teaching Staff (Headcount)	17
Non-Teaching Staff (FTE)	7.7
Indigenous Teaching Staff (Headcount)	0