

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY



**ST MONICA'S PRIMARY SCHOOL
WODONGA**

2018

REGISTERED SCHOOL NUMBER: 1699



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St Monica’s Primary School maintains compliance with minimum standards through an audit prior to publication.

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Minimum Standards Attestation

I, Jacqui Partington, attest that St Monica'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 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)*

01 May 2019

Our School Vision

Schools may insert their Catholic school vision from the School Improvement Plan.

Our School Vision

St Monica's School Vision Statement

Jesus is our guide. In him we live, we move, we are called to be.

1. We believe that we are a community of faith and hope with many gifts and talents.
Matthew 5:14. You are the light of the World. A city built on a hill-top cannot be hidden
2. We promote justice for all, preserving the dignity of each individual.
Proverbs 31:8 Speak out for those who cannot speak, for the rights of all the destitute
3. We believe that individuals can reach their full potential with a strong relationship between home and school.
Gravissimum Educationis – Declaration on Christian Education Since parents have conferred life on their children, they have a most solemn obligation to educate their offspring. (n.3)
4. We believe that all students need an engaging curriculum that provides them with a variety of learning experiences and caters for all.
*Pope John Paul II – Address on Catholic Education, Melbourne 1986.
As teachers you kindle in your students a thirst for truth and wisdom. You spark off for them a desire for beauty. You introduce them to their cultural heritage.*



GRADUATE OUTCOMES

AT ST. MONICA'S WE COMMIT TO EDUCATING STUDENTS TO BE...

In a relationship with Jesus and each other

Gaudium et Spes – Pastoral Constitution on the Church in the Modern World The joys and the hopes, the griefs and the anxieties of the men of this age, especially those who are poor or in any way afflicted, these too are the joys and hopes, the griefs and anxieties of the followers of Christ. (n. 1)

Stewards of Creation

Genesis 2:15 And the Lord God took the man and put him in the garden of Eden to till it and keep it.

Confident, resilient Risk Takers

Proverbs 29:18 Without a vision the people perish

Hope-filled and truthful

Micah 6:8 And what does the Lord require of you but to do justice, and to love mercy and to walk humbly with your God



School Overview

Recommended word limit is approximately 500 words.

Catholic Education in Wodonga has a long and distinguished history. St Monica's Primary School is one of the largest Catholic Primary Schools in the Diocese of Sandhurst and continues to provide outstanding contemporary education to students.

Enrolment and Facilities:

In our August census recorded an enrolment of 569 students. This consisted of:

Prep -	85 Pupils
Year 1 -	89 Pupils
Year 2 -	81 Pupils
Year 3 -	84.4 Pupils
Year 4 -	68 Pupils
Year 5 -	75 Pupils
Year 6 -	87 Pupils

The staffing allocation under the General Recurrent Grant (GRGA) was 33.5 FTE (Full time equivalent teachers).

- Teacher aides: 6.9 FTE
- Administration hours: 1.7 FTE
- Grounds and Maintenance: 0.5 FTE



Principal's Report

We give thanks for the 2018 school year and all that we have achieved as a wonderful community. Our Catholic Education Wodonga (CEW) theme "Serve God by Serving Others" was celebrated and brought to life through our everyday interactions at St. Monica's. Staff, students, parents and caregivers all contribute to the Catholic Ethos of our school and are all equally important in ensuring a life-giving community is available to all those who seek it.

2018 gave our students opportunities to expand their concept of Service. Our Mission Day raised funds for Cebu in the Philippines, where a whole community live on a rubbish dump, with children scrounging through other people's trash for their very existence. A number of our teachers visited during the year, taking with them money raised by students who put in a great amount of effort into their fundraising activities.

One staff member embraced a Catholic Education Sandhurst Social Justice Immersion Experience. On return, her words were profound – "I had never witnessed poverty as I did in Cebu, but I have also never witnessed happiness as I did in Cebu. Filipino people are very religious, the majority are Catholic, but there is no exception for those in the depths of poverty. These people have nothing. They struggle for the necessities of life – clean water, food, shelter, medical supplies and sanitary items. They are babies, toddlers, children, teenagers, adults and the elderly. They have great faith. They love God and they pray. If you have nothing, you need hope. God is hope".



A visit from Sr Patricia Fox in December also instilled in our students a better understanding of what it means to be denied basic human rights. Sr Fox has dedicated twenty-seven years of her life working with the poor and oppressed in the remote areas of the Philippines. In mid 2018 she was detained and deported allegedly for joining protest rallies. Sr Fox has vowed to return to the Philippines to continue to be the voice of those who do not have one.

I thank Fathers Junray & Junjun for their continued support at St. Monica's. We thank them for their regular visits, regular liturgies and masses, and for everything they do in building upon our Catholic Identity and Catholic Culture.

This year our enrolments continued to grow and we added new classroom spaces, a covered walkway, new play spaces and additional "green" areas to cater for this. We continued to improve our Capital Resources to meet the needs of our students.

Jacqui Partington - Principal

Parish Priest's Report

Pope Francis recently wrote: *"At the beginning of Lent, it would do us good to ask for the grace to preserve the memory of all that the Lord has done in our lives, of how He has loved us."* [@Pontifex](#)

I think we could pray for the same grace to reminisce all that our Good Lord has done in our schools for the last year.

Personally, I am grateful to God for the opportunity to be part of the life of Wodonga Catholic Schools inspired by Mercy story as each carries out the Catholic ethos enlightened by the *Life in Jesus* (CCW), by *'Learning to love and loving to learn'* (St Monica's), by *'Being true'* (St Augustine's) and by the spirit of *St Francis*.

During my time in the parish, I have seen how our schools serve as a community in which **caring** is not just confined within its walls but beyond borders through the collaboration of parents, teachers and staff, in which **faith** is not just taught but experienced in prayers at school and parish liturgies, in which **formation** and **education** are not just to form intellectuals but to form people who have a heart that feel for others, think of others and care for others, and in which **diversity** is not just embraced but celebrated.

For these, while renewing my confidence, gratitude and high regard to our leadership team in our schools, as they worked diligently to foster our identity as a Catholic Educational presence in this area, I commend this annual school report.

I pray that the Lord who has begun the good works in our Catholics schools may bring them to fulfilment.

Sincerely yours

Fr Junjun Amaya PP
Canonical Administrator

Education in Faith

Goals & Intended Outcomes

Schools may include the goals and intended outcomes from the Annual Action Plan.

Achievements

In 2018 St Monica's committed to the following:

- Building staff confidence, capacity and passion in faith formation, sacramental programs and liturgical preparation.
- Strengthening links between the Parish and the school and providing opportunities for our St Monica's community to participate in liturgy and prayer life in response to Insight SRC and Leuven data recommendations.
- Promoting the richness of diversity and difference of cultures and faith traditions. We have worked to develop a greater understanding of the F.I.R.E Carriers program and to acknowledge the traditional owners of the land on which St Monica's is situated.
- Embedding the Making Jesus Real program through all curriculum areas and linking it to a whole school positive behaviour plan (Respect for self, others and the environment).

VALUE ADDED

- The Sandhurst Diocese Religious Education Program, the Source of Life, continues to be implemented in the school. Staff participated in professional development to build their confidence and capacity in prayer, scripture and liturgical preparations in response to recommendations from the Leuven data.
- We strengthened our Parish links in 2018 with Whole School masses by taking each area to a parish morning mass during the year. We celebrated Liturgies within each area throughout the terms, with students inviting family and friends to attend these events.
- At St Monica's we promote a Faith relationship with Jesus by providing opportunities for all students to participate in social justice programs:
- 25 Grade 5 students participated in the Caritas Just Leadership Social Justice Program.
- All interested students are involved in Mission Day stalls as a social justice initiative.
- 25 students and several staff have been commissioned as F.I.R.E carriers (Friends, Igniting, Reconciliation, Education).

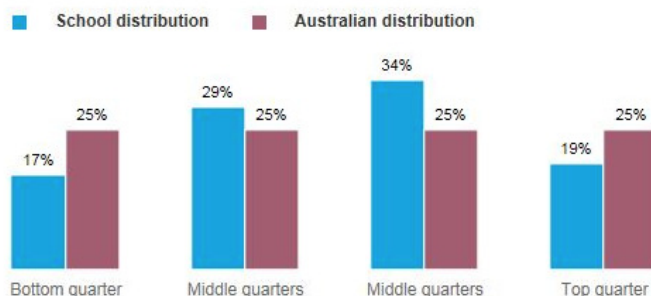
- Grade 4/5 students participated in the “Meals on Wheels” living the “Good News” program.
- Senior students participated in Birallee Neighbourhood House program, helping to feed families in need.
- Students began working as part of the ‘I Can Network’ participating in the Imagination Club.
- Grade 3 and 4 students participated in Sacramental Retreat organised by CCW at Sacred Heart church.
- Students participated in Harmony Day activities and other Multicultural Diversity Week celebrations to raise awareness of different cultures.
- The Grade 5 and 6 students participated in the Festival of the Sacred at CCW.
- Students across all levels participated in activities raising awareness of bullying through “Bullying! No Way” day..
- All students participated in Caritas K’s where awareness and money was raised for the ‘poorest of the poor’.
- Grants to support and promote our faith and practices.
- In November 2017 St Monica’s were the recipients of the major Sandhurst grant - ‘The Phil Billington Scholarship for Arts and Social Justice’ to the value of \$15,000. This project was implemented in 2018 as the students worked with local Aboriginal Elders/artists to create and decorate classroom crosses. The stories of the students, families, local Aboriginal communities and our Catholic faith intertwined to create a visual story on timber crosses.
- Jesus is our Guide. In Him we live, we move, we are called to be.
- Our living faith is demonstrated daily in the way we relate to others. The Making Jesus Real (MJR) program is a whole school approach aimed at helping our students to gain and maintain a positive attitude to life through assisting in the development of people skills and life skills. The main aspect of MJR is to use the Risen Jesus, who is amongst us in our lives each day, with the people we come in contact with. There is so much Goodness around us and we guide our students to be switched on to it by reflecting every day to see “Where was Jesus in my life today?” MJR qualities are explicitly taught in the classroom and are linked to what is happening around to the school embracing our school motto.
Learn to Love, Love to Learn.
- As a Catholic School we have actively promoted our faith and practices. This is demonstrated through encouraging parents and friends to attend school masses and liturgies at Sacred Heart Parish and at school. Sacramental preparation and retreats are provided for our students to support the parish based sacramental program. We welcome parent leaders to use the facilities at St Monica’s to run their parent led sacramental groups. Furthermore, in the Senior Learning Centre and Middle Learning Centre, our students are active in creating and leading prayer with reverence and respect each morning.

Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value 1032
 Average ICSEA value 1000
 Data source Parent information

Distribution of students



Percentages are rounded and may not add to 100

Learning & Teaching

LEARNING & TEACHING				
WHY:	At St Monica's we are a community of lifelong learners who work together to improve learning for all students. We have a shared responsibility, informed by research to engage and target the individual needs of every child.			
WHAT:	A CULTURE OF POSITIVE AND INSPIRED TEACHERS	TARGETED PRACTICES TO SCAFFOLD & ENABLE LEARNING FOR ALL STUDENTS IN ALL AREAS, FOCUSED ON BEST PRACTICE AND ENGAGEMENT.	THE SYSTEMATIC USE OF DATA TO PLAN LEARNING, DEVELOP LEARNING AND EVALUATE THE EFFECTIVENESS OF TEACHING.	CONTINUED USE OF FEEDBACK AND EVALUATION TO IMPROVE AND ENHANCE TEACHING AND LEARNING OUTCOMES.

STUDENT LEARNING OUTCOMES

The following graphs, for Year 3 and 5 results in numeracy and literacy, reflect the percentage of students meeting the National Minimum Standards.

The graphs indicate we have remained steady across most areas in Years 3 and 5, but have seen a slight increase in results in Writing in Year 3, where a greater percentage of students achieved at the top end of Band 3/4, with 100% of all students being at or above the National Minimum Standard.

The graphs indicate we have had a decrease in Grammar & Punctuation for Year 3 and in Writing, Reading and Spelling for Year 5. We have again seen an increase in Yr 5 Numeracy, with 100% of students being at or above the National Minimum Standard. Efforts have been and will continue to be made in the areas of deficiency and the school will continue to work hard to address these.

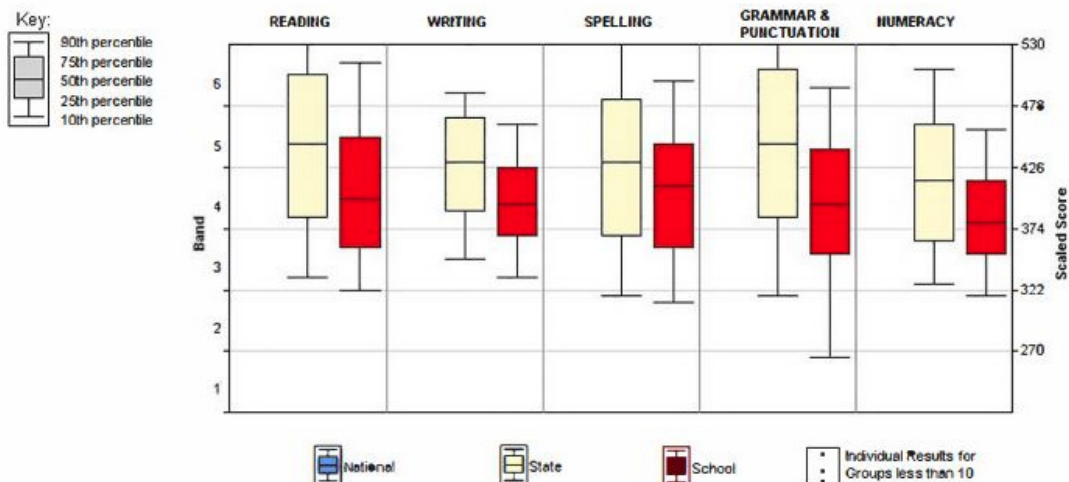
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St Monica's School 11762 WODONGA

School Summary Report

National Assessment Program - Literacy and Numeracy Tests 2018

Year 3 - Gender: All, LBOTE: All, ATSI: All



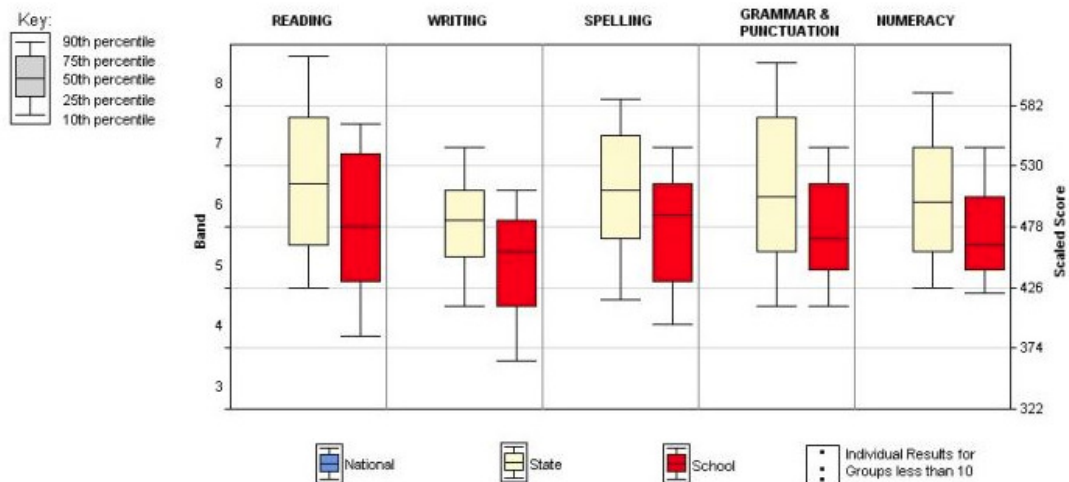
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St Monica's School

School Summary Report

National Assessment Program - Literacy and Numeracy Tests 2018

Year 5 - Gender: All, LBOTE: All, ATSI: All



Student Wellbeing

Achievements

In 2018, the St Monica's Pastoral Care and Wellbeing Team has worked through the goals as identified in the 2018 Annual Action Plan.

As a school, we continually worked to ensure that all members of the St Monica's Community were welcomed, respected, included and feeling safe at all times. Our student wellbeing policy has once again been reviewed throughout the year to ensure that it caters for our community in the most effective manner. Our focus has shifted strongly to ensuring that all staff are confident in the understanding that we are aiming to be a school of positive education, with the intent to have our students flourishing. OHS policy review and communication has also taken place during 2018, as has the initialisation of our Policy Plus website known as Complispace. Complispace houses all of our OHS, HR & Child safe policies. At the commencement of the 2019 school year, Complispace will also have the ability to allow staff online training modules.

VALUE ADDED

This year all staff were to be familiar with the 'National Safe Schools Framework.' Staff members were required to complete a series of mandatory online modules to ensure they understood the requirements and responsibilities of student safety and wellbeing. The 'National Safe Schools Framework' is completed annually by all staff members as per department requirements. Each member of our staff also completed e-Learning modules for Disability standards, Anaphylaxis and Mandatory Reporting.

The Student Wellbeing Policy was reviewed by the Pastoral Wellbeing team and a clear focus was placed on our need to enhance the profile of explicitly educating our students regarding Social and Emotional learning. All staff have access to a whole school scope and sequence that will look to embed this learning and teaching from early in 2019.

It is our aim that families of children at St Monica's feel engaged with their school and are able to participate in their child's education, personal and social development. With the large number of Defence children in our school we have a responsibility to support these families and the social and emotional support that they require. Our Defence Transition Aide, Carl Rogalski has continued to be a great support to our Defence families in helping them to feel welcome and connected to St Monica's.

Belinda Lingham supported students with disabilities and diverse learning needs across the school in 2018 and will be missed as she moves on to another chapter. Danielle Topalovic will now assume the role of Learning Diversity leader. We also engaged Chris Varney and the I-Can team to support our ASD students and to further develop our staff's understanding of Autism Spectrum Disorder.

Maria Hutchings continued to support students and families through her role as our Counsellor. Maria provided support to students through small group and individual counselling sessions. Family members of students also worked with Maria to improve social and emotional wellbeing of the students at St Monica's. Supporting Maria in her work was Anne Tremethick in her role as Chaplain.

St Monica's Staff have continued to implement the process of Restorative Practice during 2018. Restorative practice sessions between students aim to restore the relationship that may have broken down. Restorative sessions or behaviour incidents are documented on SIMON

and this has enabled the school to build student profiles, as is a requirement of the National Safe Schools Framework to enhance the safety and wellbeing of all students at St Monica's.

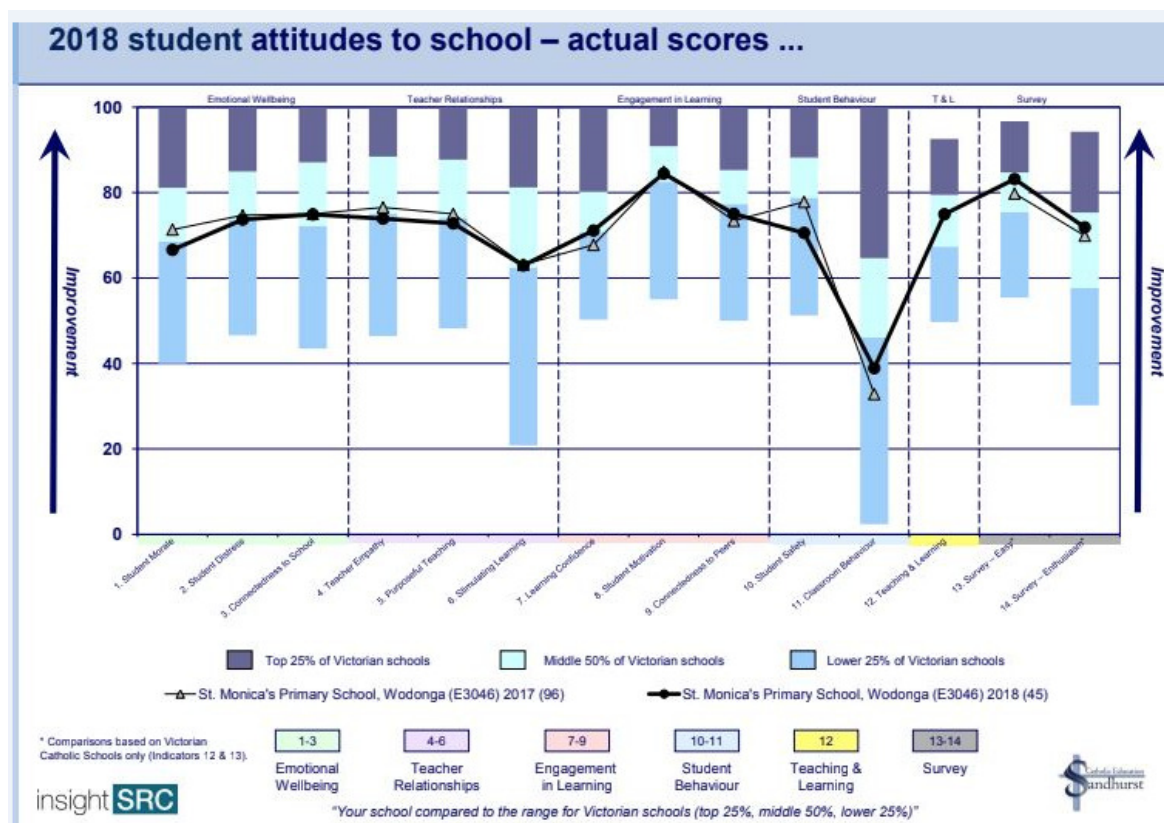
Communication between school and home has continued to be a big focus for St Monica's throughout 2018. Teaching staff have continued with weekly group parent emails to allow for regular communication. This has been in conjunction with the fortnightly newsletter, LA meetings and on time reports that detail each students' academic achievements through our Parent Access Module known as PAM. We acknowledge that it is vital for our students and parents to be regularly informed regarding behaviour and academic performance.

STUDENT SATISFACTION

2018 Student Satisfaction/Attitudes to School remained relatively unchanged from 2017 to the 2018 school year. There has been a slight downward trend in Emotional Wellbeing, but specific areas of Student Distress and Student Connectedness to School have remained stable. Student Distress levels, in particular, remain a high priority in this fast-paced technological world and are an important indicator for the whole school community. We recognise that 'wellbeing' goes beyond the individual and we all share the responsibility to effect positive change for everyone's wellbeing.

Teacher/Student relationships improved in all areas which reinforces the work the school has been doing in this regard. Engagement in Learning showed results unchanged from 2017, with 75-82% of students being confident, motivated and engaged learners. Student behaviour remained unchanged, despite an increase in the resources available to those areas.

The School is very satisfied with the results in Teaching and Learning. This is a new area of survey in 2018, making any comparisons difficult at this early stage, but we are pleased to be at the upper end of the middle percentile for all Victorian Schools.



STUDENT ATTENDANCE

Parents are asked to contact the school, by phone, email or via the Parent Access Module, if their child will not be attending on any particular day.

Student attendance rolls are marked online twice daily using our learning platform, SIMON. This data is automatically uploaded into SIMON and student attendance rates are available in real time. SIMON has the facility to alert parents about their child's absence/s by sending out an SMS message. This SMS message, advising parents of absences and asking them to contact the school office as soon as possible, is sent before the 11.00am lunch break, after the marking of rolls and making provision for late arriving students.

Staff regularly assess student attendance rates and, in the event that they are concerned about the lack of attendance, contact to a parent or caregiver will be made by either the classroom teacher, Principal or administration.

Parents are asked to contact the school, by phone, email or via the Parent Access Module, if their child will not be attending on any particular day.

Child Safe Standards

Goals and Intended Outcomes

St Monica's has worked diligently as a whole school community throughout 2018, to implement our Child Safe Standards. We are committed to ensuring all staff understand their responsibilities regarding Child connected work and the protocols around reporting and identification. Our policies and procedures align with all relevant legislation and we continually review our processes. We see this work as critical in making sure that our school upholds the basic right that all children have - the right to feel safe and be safe at all times while at school.

Achievements

- We have developed policies including: Mandatory reporting, Failure to disclose, Failure to protect, Grooming, Child Safe and a Working with Children Check, together with a Code of Conduct for staff, students and parents/guardians.
- Had staff briefings throughout 2018 to raise awareness of adult responsibilities within our community. Have also held a parent evening to demonstrate to our parent community, the school's commitment to Child safety.
- Our website carries all of our relevant policy documentation and is available to all members of the public and school community.
- Camp briefings, include medical briefings and the requirement for all volunteers to have a current WWCC and sign the Code of Conduct.
- All staff sign and adhere to the Code of Conduct.



Leadership & Management

Goals & Intended Outcomes

LEADERSHIP			
WHY:	Leaders at St Monica's co-create an inclusive, shared and collaborative culture, where student flourishing is the core purpose. Leadership is exercised in all areas of school life.		
WHAT:	BUILD CONFIDENCE IN STAFF, STUDENTS AND PARENTS IN ENACTING OUR SHARED VISION.	HIGH PERFORMING TEAMS & INDIVIDUALS WITH SHARED LEADERSHIP	CREATE OPPORTUNITIES FOR STAFF, STUDENTS AND PARENTS TO DEMONSTRATE LEADERSHIP

STEWARDSHIP OF RESOURCES	
WHY:	Mindful consideration of our human footprint and the impact on our local, national and global community.
WHAT:	DEVELOP AND EMBED A CULTURE OF SUSTAINABILITY, CO-RESPONSIBILITY & EQUITY.

Achievements

This year our enrolments continued to climb and we added new classroom spaces and new play areas to cater for this. We continued to improve our Capital Resources, adding additional building and construction to meet the needs of our students.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2018

- Emergency Management Training: Dynamiq
- Mandatory Reporting Module
- Disability Standards For Education: E-Learning Modules

- Child Safe Policy Standards
- Protecting Children-Mandatory Reports & Other Obligations
- Literacy Development (Misty Adoniou)
- Anaphylaxis E-learning modules x 2
- Diabetes Type1 E-learning module
- Asthma First Aid for Schools
- Religious Education Course: 'Accreditation to teach Religion in a Catholic School'.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018	55
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$1,380.00

TEACHER SATISFACTION

TEACHING STAFF ATTENDANCE RATE: 91.73%

NON TEACHING STAFF ATTENDANCE RATE: 95.75%

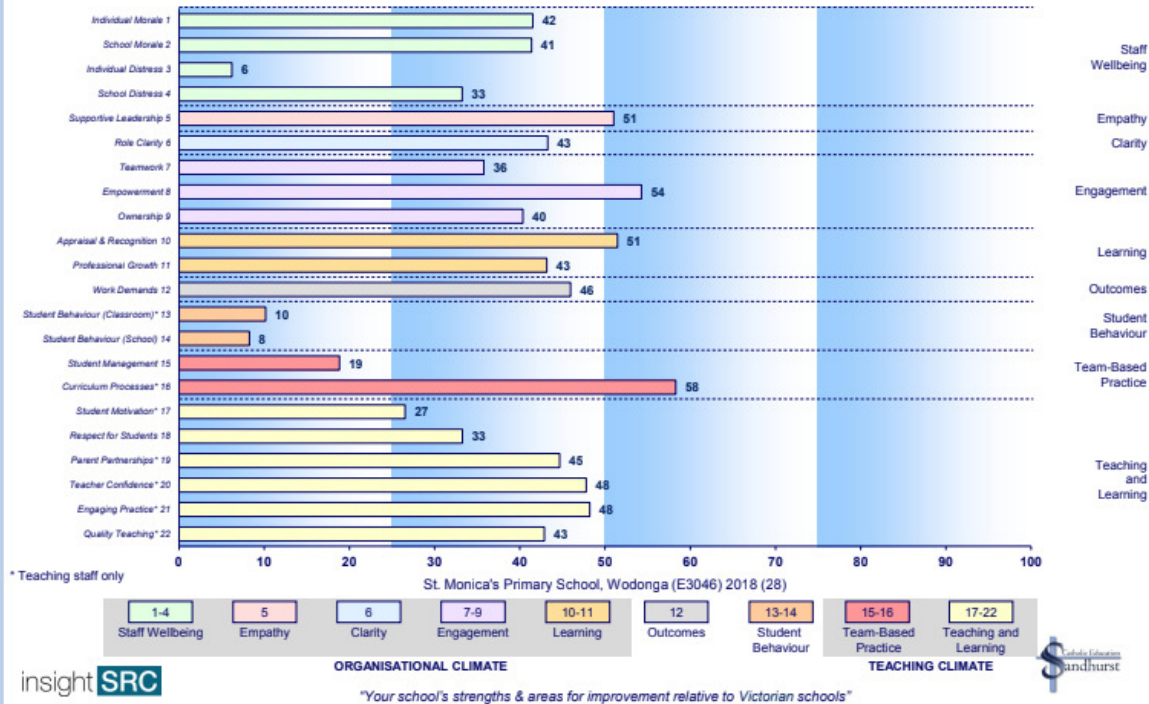
STAFF RETENTION RATE: 88.89

As any School we rely heavily on our teaching and non-teaching resources and their ready availability. Unexpected leave impacts productivity, and it is in the interests of the School to recognise and support teaching and non-teaching staff by reducing stress, dealing with problem behaviour by students, understanding the team and talking about health and related issues. Our School is delighted to see all categories increase, including Attendance and Retention Rates.

STAFF COMPOSITION

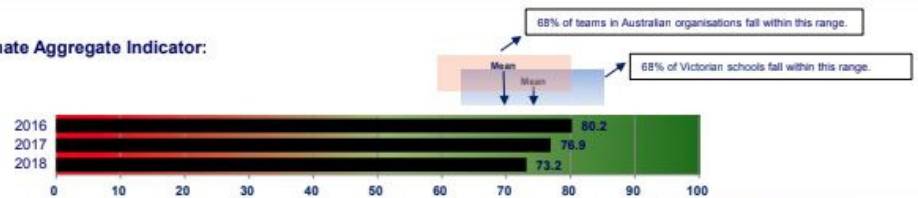
Principal Class	2
Teaching Staff (Head Count)	39
FTE Teaching Staff	29.88
Non- Teaching Staff (Head Count)	3
FTE Non- Teaching Staff	11.81
Indigenous Teaching Staff	0

2018 school climate – percentiles ...

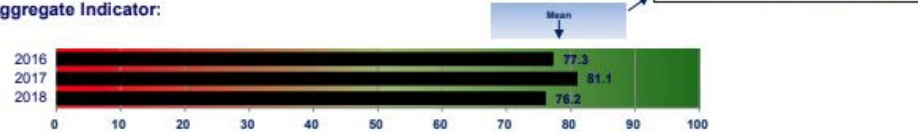


2018 aggregate indicators – actual scores with 2 years' historical data ...

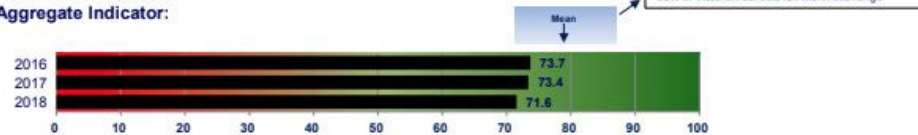
Organisational Climate Aggregate Indicator:



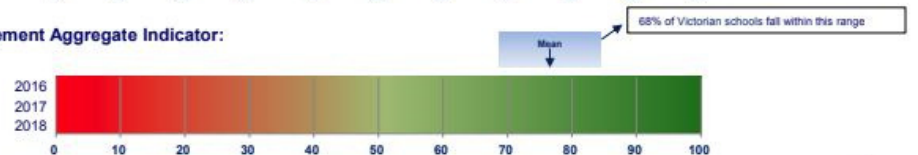
Teaching Climate Aggregate Indicator:



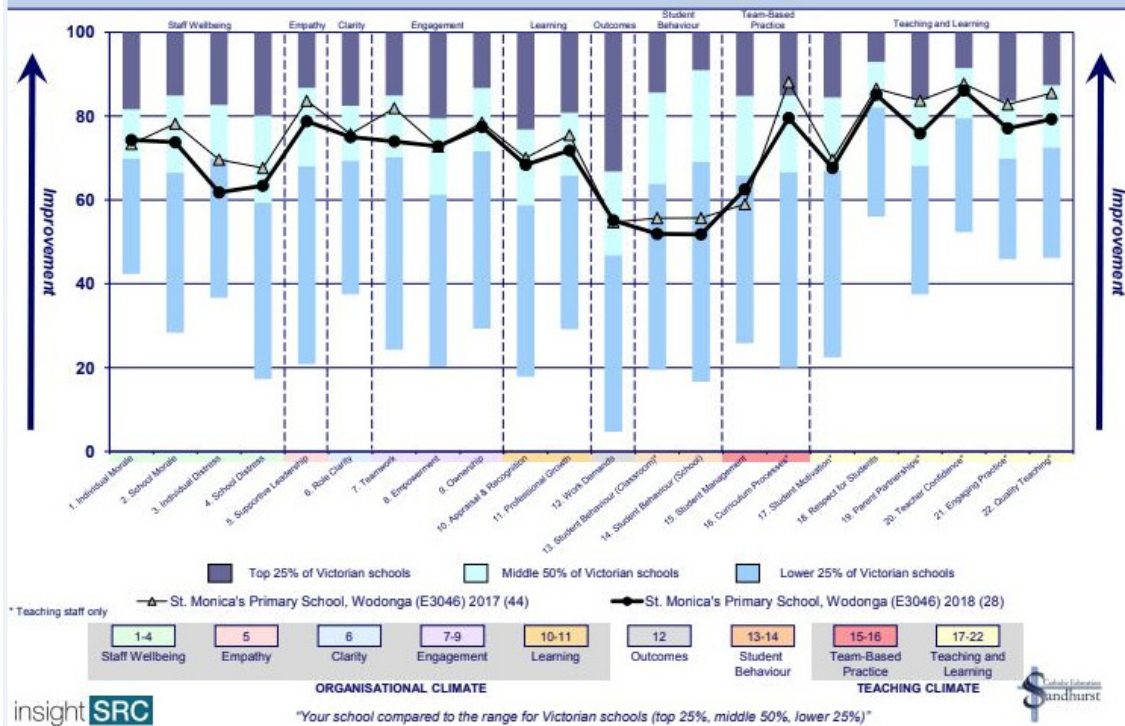
Student Wellbeing Aggregate Indicator:



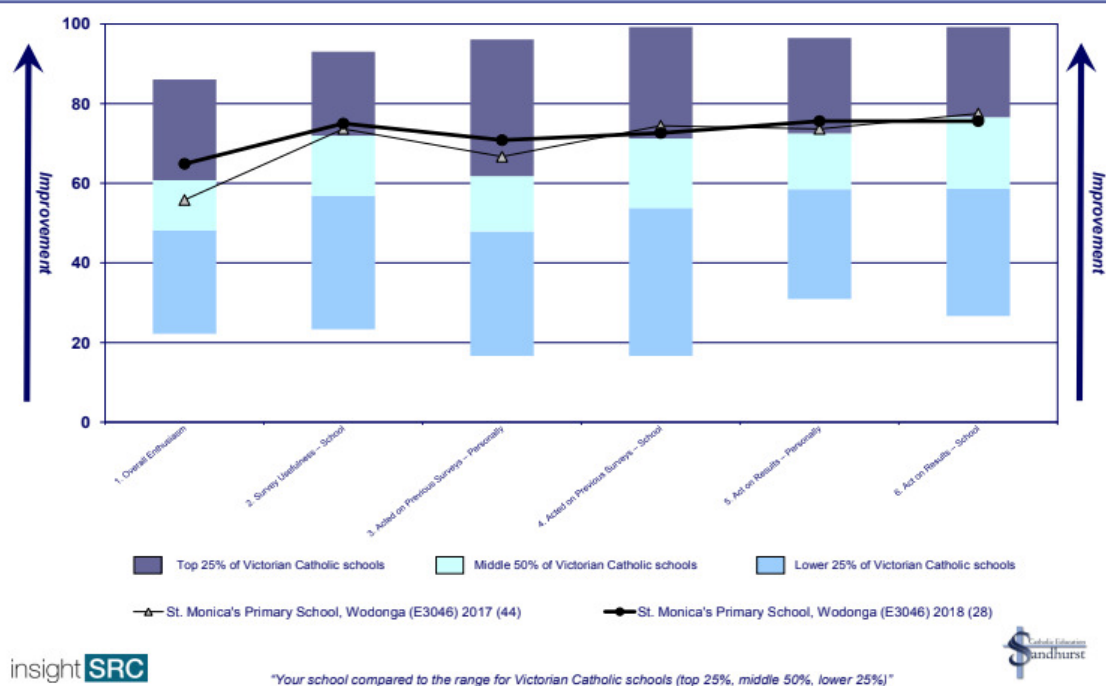
Community Engagement Aggregate Indicator:



2018 school climate – actual scores...



2018 staff attitude toward the survey – actual scores ...



School Community

Achievements

In 2018 we appointed a number of new staff, both classroom teachers and learning support staff, to support our continued enrolment growth. We began to construct our new Senior Learning Centre which will hold seven home bases and provide a first class learning environment for our students to flourish in. Painting and general maintenance of facilities occurred and blinds installed in learning spaces.

St. Monica's has an active finance committee who continue to plan for future capital growth, CEW initiatives, development of school budgets, minor capital grant applications and Catholic Capital grant applications.

PARENT SATISFACTION

Whilst we have not had any significant number of parents complete the parent satisfaction survey, and therefore a definitive determination is not able to be made, it is our understanding that parents are happy with the communication received from the school. Our Executive team, led by the Principal and supported by the Deputy, are always available to discuss issues with parents, and concerns and complaints are always dealt with expeditiously.

St Monica's takes great pride in our close association with parents and caregivers, recognising that they are an integral part of the school community. We regard parent involvement highly recognising that, without it, the opportunities which we can offer for our students are lessened. Parents accompany students on camps and excursions, sporting and recreational events, classroom and play activities and staff and students are always appreciative of their time and efforts.

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	16.13%
Graduate	32.26%
Certificate Graduate	3.23%
Degree Bachelor	58.06%
Diploma Advanced	22.58%
No Qualifications Listed	16.13%

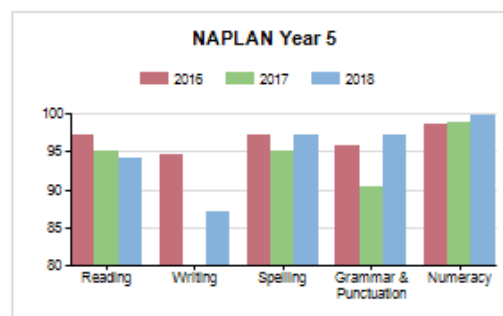
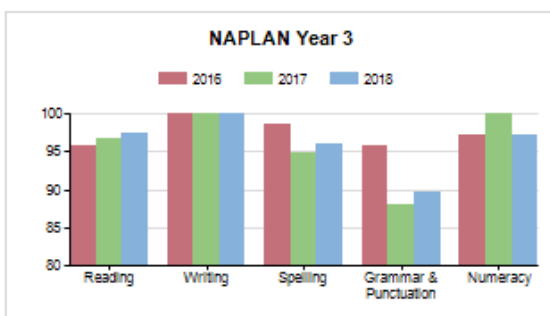
AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	91.3
Y02	89.9
Y03	87.8
Y04	92.1
Y05	89.8
Y06	88.9
Overall average attendance	89.9

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	91.7%

E3046
St Monica's School, Wodonga West

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	95.7	88.1	-7.6	89.6	1.5
YR 03 Numeracy	97.1	100.0	2.9	97.3	-2.7
YR 03 Reading	95.7	96.7	1.0	97.4	0.7
YR 03 Spelling	98.6	94.9	-3.7	96.1	1.2
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	95.8	90.5	-5.3	97.1	6.6
YR 05 Numeracy	98.7	98.8	0.1	100.0	1.2
YR 05 Reading	97.3	95.2	-2.1	94.2	-1.0
YR 05 Spelling	97.2	95.2	-2.0	97.1	1.9
YR 05 Writing	94.7	79.8	-14.9	87.0	7.2



School Performance Data Summary

STAFF RETENTION RATE	
Staff Retention Rate	88.9%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	17.6%
Graduate	26.5%
Graduate Certificate	5.9%
Bachelor Degree	50.0%
Advanced Diploma	17.6%
No Qualifications Listed	14.7%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	43
Teaching Staff (FTE)	35.2
Non-Teaching Staff (Headcount)	26
Non-Teaching Staff (FTE)	19.8
Indigenous Teaching Staff (Headcount)	0

