St Laurence O’Toole Primary
Leongatha

2015 ANNUAL REPORT
to the School Community

Primary School
REGISTERED SCHOOL NUMBER: 991
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2015 ANNUAL REPORT TO THE SCHOOL COMMUNITY
## Contact Details

<table>
<thead>
<tr>
<th>ADDRESS</th>
<th>33-35 Ogilvy Street Leongatha 3953</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRINCIPAL</td>
<td>Christopher Dortmans</td>
</tr>
<tr>
<td>PARISH PRIEST</td>
<td>Father Peter Kooloos</td>
</tr>
<tr>
<td>SCHOOL BOARD CHAIR</td>
<td>Roz Giles</td>
</tr>
<tr>
<td>TELEPHONE</td>
<td>03 56622192</td>
</tr>
<tr>
<td>EMAIL</td>
<td><a href="mailto:principal@stlleongatha.catholic.edu.au">principal@stlleongatha.catholic.edu.au</a></td>
</tr>
<tr>
<td>WEBSITE</td>
<td><a href="http://www.stlleongatha.catholic.edu.au">www.stlleongatha.catholic.edu.au</a></td>
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## Minimum Standards Attestation

I, **Christopher Dortmans**, attest that **St Laurence O’Toole 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 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the Victorian Regulation and Qualifications Authority (VRQA).

- Australian Government accountability requirements related to the 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth).

18 December 2015
Our School Vision

St Laurence O’Toole is a Catholic Primary School that focuses on nurturing the development of each child in God’s love.

We endeavour, through the teachings of Jesus, to create an environment where people feel a sense of belonging and where individual differences and achievements are appreciated and celebrated.

We aim to promote resilience, application and persistence, providing creative and current learning opportunities that motivate children to reach their potential - spiritually, academically, socially and emotionally.

Through our school motto, ‘Love in Action’, we seek to develop respect for self and others, in partnership with the parish and the wider community.
School Overview

St Laurence O’Toole Primary School is a co-educational primary school located in Leongatha, South Gippsland. Established in 1914 by the Sisters of St Joseph, our Christ-centred approach permeates all aspects of school life, fostering in each student, a growing understanding of and relationship with God.

St Laurence’s is located within the township of Leongatha, a rural community with dairy farming as the main industry of the region. The school draws children from Leongatha, Ruby, Foster, Fish Creek, Mirboo North, Buffalo and Tarwin Lower. St Laurence’s is well serviced by several bus routes and many children take advantage of this free travel. Other children commute by car, bicycle or on foot.

Our students enjoy excellent facilities with 9 classrooms, a richly resourced library, newly built computer hub, a specialised sporting and performing arts centre and large playing areas which are well shaded by established trees.

At St Laurence’s, the Victorian Curriculum is implemented in an innovative and relevant curriculum that caters for individual differences. We offer many individualised programs including Reading Recovery, Extending Mathematical Understanding, Mathletics and our Year 6 Student Leadership program. Specialist teachers teach science, physical education/sports/athletics/swimming, and French.

At St Laurence’s we believe in working in partnership with parents and welcome community involvement in school activities. Opportunities are not limited to but include support within classrooms, on excursions and camps, with social and fundraising activities and events and membership on School Board and committees.
Principal’s Report

This Annual School Report highlights the school’s achievements, academic record and significant events for the 2015 school year. It provides data on students, staff and school finances and indicates school targets for the final year of our four year School Plan.

The school continues to offer a variety of programs to meet the varied needs and interests of our students.

St Laurence O’Toole Primary School services students from the local community and outlying towns. In 2015 our student numbers reached 230 students. Our school continues to have an excellent reputation in the community for learning, sport and student behaviour.

Specialist programs include Physical Education and Sport, Information Communication Technology (ICT) The Arts, (Music/Dance/Drama and Creative Arts) and a French Enrichment and Language program. Extending Mathematical Understanding (EMU), Reading Recovery (RR) and Language Support programs were also available.

Our students, staff and community enjoy a friendly and caring environment; proudly embodying our school motto of Love in Action. St Laurence O’Toole Primary School’s vision is to promote resilience, application and persistence. We strive to reflect this in all we do. It is a school where all stakeholders work harmoniously and collaboratively to achieve the best possible outcomes for every child.

In 2015, academic results were strong across all Key Learning Areas reflecting the passionate commitment of our teachers to improving student outcomes. The school continued to provide a rich set of opportunities for students to demonstrate excellence outside of the classroom. The varied enrichment programs gave opportunities for all students to succeed and be part of the school community throughout their school life. Other programs included: The Leadership Program, Community Service Activities, Performing Arts, Drama, Dance and Choir, Bike Education Program, Camps, a comprehensive Swimming Program, Gymnastics and Athletics. A new designated Art room has enabled the development of a richer Creative Arts program.

Our Parents and Friends Association (P&F) has continued to support staff and students in 2015. It is their involvement in the school and the shared sense of the educational initiative that makes St Laurence O’Toole Primary School a very special place indeed. In 2015 the P&F organised many support and social opportunities for the school community.

Parent involvement throughout the year included P&F meetings, fundraising events, a Mega Easter raffle event, Lap-a-thon, Fathers’ Day Breakfast and Mothers’ Day stall and School Disco.
Parents’ participation at Parent and Teacher interviews remains high with ninety per-cent of parents attending in 2015 showing and highlighting that parents at St Laurence’s are keen participants in their children’s learning.

The introduction of our 1 to 1 iPad Program in the Year 5 & 6 classes was highly successful. We approached this program a ‘Journey’ that we, the school, were having with not only the children but the parents as well. Our information and tutorial evenings were very well attended with 100% turn-up at most. The preliminary evening for next year’s roll-out have met with equal success.

Some highlights for the year included:

- The success of our teams in the Victorian Primary School Gymnastics Competition
- Wilsons Promontory Camp
- Melbourne Discovery Camp
- Whole School concert
- Sacramental Celebrations
- Bike Education Program
- iPads use throughout the school

At St Laurence O’Toole Primary School we educate the whole child of today to become the successful person of tomorrow. A graduate of St Laurence O’Toole Primary School leaves as a child of competence, conscience, commitment, compassion and confidence.

I thank everyone who has contributed to making 2015 another highly successful year and it is with great pleasure that I present this report outlining the outstanding achievements of the students, staff and parents of St Laurence O’Toole Primary School.
**Education in Faith**

**Goals & Intended Outcomes**

**Goal:**
- To actively promote the Catholic Identity of St Laurence’s Primary School

**Emphases for Improvement**
- That priests, parents and parishioners have a greater presence in the school/parish community.

**Achievements**

Teachers were actively involved in supporting the family centred, parish based sacramental program through curriculum delivery, preparing children and attending masses. Sacramental candidates and their families were well prepared for Reconciliation, First Eucharist and Confirmation through Family Sacramental Workshops, the use of home based study programs and school Religious Education units. Family sacramental workshops, based on Sr Helen Carboon’s model were facilitated by a parish member. Parental participation at the workshops was enthusiastic with very positive feedback. Confirmation candidates participated in a very successful day retreat at school and the grade 2 children, preparing for Reconciliation, took part in a whole day retreat prepared and organised by the Year 10 Mary McKillop Catholic Regional College (MMCRC) Youth Ministry students. A shared lunch to celebrate First Eucharist was held with a number of parents attending.

All students took part in the preparation and celebration of school and class masses, liturgies and prayer. We have continued our cross age mass attendance with junior and senior grades preparing together. Our Parish Priest has wholeheartedly endorsed this move as the benefits to both older and younger children are evident in reverent and responsible mass behaviour. Classes send invitations home to all families and masses are well publicized in the School Newsletter. The Easter liturgy and school masses were well attended by friends and family. This year we celebrated two Parish/School Family Mass in which the school choir led the singing with support from students from Mary McKillop CRC. Most staff and large number families attended. These masses will become an annual event.

The staff feedback on the Cluster Professional Development day, offering a follow-up focus on Spirituality, was positive with an appreciation of the opportunity to charge faith batteries and reflect at a personal level. Prayer teams have continued to work together to prepare staff prayer, with an appropriate scripture reading an integral part. Liturgy Help, Journeys and other recommended websites are accessed to enhance teaching and learning and an emphasis on the Composite Model for effective teaching of Scripture has continued.

All grade 6 students help with the delivery of Meals on Wheels and the selling of icy-poles during lunchtime to raise money for Caritas in term one and Catholic Mission in term four. Four students in the Prayer and Liturgy Leadership Team prepare and deliver Friday Prayer at our weekly assembly.
When learning about these social issues, using the Caritas and World Mission resources, teachers are aware of the importance of articulating Catholic Social Teaching for greater understanding of Social Justice. The School Choir performed religious Christmas carols in the main street in the weeks leading up to Christmas, attracting a large and appreciative audience.

Religious artwork and displays feature in our foyer and corridors to ensure a visual presentation of our Catholic Identity. Prayer tables in classrooms are well tended with coloured cloths reflecting the Liturgical season. As well as a new, blessed candle, staff members added a personal faith symbol to the prayer table, explaining the personal significance to their class.

<table>
<thead>
<tr>
<th>VALUE ADDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dedicated Religious Education Leader</td>
</tr>
<tr>
<td>Religious Education embedded in Inquiry Units</td>
</tr>
<tr>
<td>Sacramental Program</td>
</tr>
<tr>
<td>Sacramental student retreats</td>
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<tr>
<td>Daily Prayer</td>
</tr>
<tr>
<td>Liturgy Celebrations</td>
</tr>
<tr>
<td>Class and Whole School Masses</td>
</tr>
<tr>
<td>Strong Social Justice Focus</td>
</tr>
<tr>
<td>Student Leadership (Liturgy and Prayer)</td>
</tr>
<tr>
<td>Family support programs</td>
</tr>
</tbody>
</table>
Learning and Teaching

Goals & Intended Outcomes

Goal:
- To develop independent thinkers and life-long learners

Emphases for Improvement
- That students resilience in risk taking within learning is strengthened
- That student motivation and engagement increases
- That students demonstrate independence in learning

Achievements

This year saw the wider introduction of iPads across the school. Students from Years 3 to 6 had daily access to an iPad. This technology gave instant access to a wide selection of support material including music and visuals as well as offering reflection and feedback of learning through the use of photos and videos of students and their work.

1 to 1 iPad program was rolled-out across the Year 5&6 classes with information and tutoring sessions that included parents/students and teachers. There was school based professional support for the use of these devices along with regular presentations of the activities taking place in the senior classrooms. The teacher and students shared new ways of thinking in line with the use of technology.

STUDENT LEARNING OUTCOMES

The children enrolled at St Laurence’s have a range of abilities. Any child not meeting National Benchmarks in the areas of Literacy and Numeracy have already been identified as requiring extra assistance and have been given access to intervention programs. As a team, we work to provide for all children who require extra assistance in a wide range of areas.

The variations in our NAPLAN results are understandable, particularly in light of our cohort sizes in years 3 and 5, where one student can equal between 2.8% in year 3 and 3.8% in year 4, of students assessed and that our students with special needs were not excluded from tests which can be the case in some schools. The fluctuations in percentages reflect the diversity and welcome given to all students attending our school.

St Laurence’s is strongly focused on further improving and developing the students’ skills in literacy and numeracy.
School Community and Student Wellbeing

Goals & Intended Outcomes

Goal:
- To create a safe and welcoming environment, which fosters strong relationships with all members of the school community.

Emphases for Improvement
- That students have a demonstrated understanding of building and maintaining a safe school environment

Achievements

Further development of our School Wide Positive Behaviour (SWPB) model and based on the Core Values Program incorporating the teaching of Jesus and our School motto, “Love In Action” was continued across the school.

The committee who have worked closely with CEO Sale staff with expertise in the area of SWPB, to help foster the change. The whole school community was invited to participate in the introduction of the values to be used, with the ‘A.B.C’ acronym used across all aspects of school life.

Act responsibly, Be respectful, & Care for one another.

The year started with a three week drive focussing on each of the acronym letters with one week devoted to each. Classroom posters were designed so that classroom rules would reflect each of the A.B & C.

Two awards from each class were presented at the weekly assemblies to students who reflect the values of our ABC. In addition to these, post-cards, which the children designed, were secretly posted home to share with families how proud we were of their child’s positive behaviour at school.

Our staff participated in professional development focusing on cyber safety. Information evening for parents and students became part of our 1 to 1 program.

With the guidance and support of the visiting speech therapists the school has provided small Speech Groups to reach a wider number of students.

Student Leadership was fostered through the appointment of all Year 6 students as School Leaders. These Leadership groups are responsible for Assemblies, Liturgies, Community Service, Sports, and The Environment. They helped run school assemblies, Masses and liturgies. They represented the school at a variety of community events including the ANZAC march. They helped distribute Meals On Wheels to local residents. They visited Aged Care facilities and kindergartens. The Sports Captains assist with sporting activities, especially the School Sports Day and the Prep PMP Program. Our Environment group worked tirelessly to keep our gardens and grounds looking wonderful.
Student Attendance
The overall attendance of the students at our school is good. The average attendance rate for our students was **93.51%**. Non-attendance at school is recorded on the electronic roll. Teachers are expected to note the reason for absences. All parents are required to send a note when a child returns to school after an absence or to ring the school office. These notes are also kept on record to substantiate the information recorded on the roll. The principal follows up extended or unexplained absences.

VALUE ADDED
- Parent Education in Cyber safety
- Student Support Coordinator
- Yr 6 Student Leadership Action Teams
- Student Counsellor
- Student Wellbeing Support Program
- School Wide Positive Behaviour Initiatives
- Literacy and Numeracy Support Program
- Reading Recovery Program
- Maths Intervention Program
- Biennial Whole School Performance/Concert
- Individual Education Plans
- Yr. 6 Transition and Engagement Program
- Prep Transition Program
- Yr. 6 and Prep Buddy Program
- Private after school Gymnastics Lessons
- Private after school Dance Lessons
- Swimming Program
- Kanga Cricket
- Winter Interschool Sports
- District Swimming, Cross Country and Athletics
- Participation in Chess Competitions
- Student Leadership Training
- L.O.T.E. Program (French)
- Choir
- School Camps
- Students with Disability Program (LNSLN)
- Showcasing of Student Work
- Parents and Friends Association
STUDENT SATISFACTION
There is a high degree of connectedness to the school community. Our students expressed an appreciation of all staff and their dedication to the school. They also acknowledged the caring and nurturing environment created by the mutual respect displayed by teachers, parents and students.

PARENT SATISFACTION
Parent assistance within the classroom and in other activities including excursions and sporting events is quite high, especially in the Prep and Junior classrooms. This gives many parents first-hand insights into student behaviour and management. Parents feel they have many opportunities and are encouraged to contribute to school planning. Parents strongly believe that their children are safe at school and that teachers provide a safe and supportive learning environment.
Leadership and Stewardship

Goals & Intended Outcomes

Goal:
- To build a professional learning culture

Emphases for Improvement
- That the staff have a shared vision about powerful learning
- That staff work collaboratively to improve learning

Achievements

We have endeavoured to strengthen the staff as a professional learning community by continuing a Leadership team which is comprised of Principal, two Deputy Principals, Religious Education and Student Well-being Leader and Learning and Teaching Leader. This team meets regularly to plan Professional Learning and staff meetings. Professional Learning Teams meet weekly with an emphasis on inclusiveness and teamwork. The school has developed a culture of sharing resources and ideas. All members of staff are encouraged to present information in different formats at these meetings.

We have had success in the area of decreasing school distress where staff see the emotional climate as being healthy. The area of Student Management has also shown significant improvement from a staff perspective.

All general business is dealt with through staff news and emails, so that meetings can be dedicated to professional development.

Professional development days were attended with other teachers. Days were attended in line with our Annual School Improvement Plan intentions.

The School Board continued to maintain its profile as an advisory body, working with the Principal and school staff in developing the school facilities and the sense of community.
The majority of Professional Learning engaged in by teachers focused on developing an understanding of the key ingredients of effective learning and the incorporation of the tools and strategies for use in the classroom. The Professional Learning opportunities were both internal, school based and provided by external consultants. These included:

- Staff Retreat and Development Day
- Cyber safety
- iPad and 1 to 1
- **TEAL; Technology Enhanced and Assisted Learning**
- Hands on learning and social skills
- Insight SRC Survey Data
- Religious Accreditation
- RE Nurturing the Spirit
- Supporting Student with Additional Needs
  - Autism
  - Social and Emotional
  - Speech and language
  - Extended Mathematical Understanding (EMU)
  - Reading Recovery
- Literacy Café
- Inquiry Based Learning
- Visit to other schools
- First Aid
  - Anaphylaxis
  - CPR
  - Asthma

**Number of Teachers Who Participated in PL**: 27

**Average Expenditure per Teacher for PL**: $1788
### TEACHER SATISFACTION

Staff indicated that “job satisfaction” was very high with realistic work demands being placed upon them. They felt that the school leadership was supportive and approachable, and understood the challenges that staff face.

Staff acknowledged that compassion was evident in relationships across the school, with students and staff displaying behaviours consistent with our Catholic values.
## Financial Performance

<table>
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<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH</th>
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<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
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<tr>
<td>School fees</td>
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<tr>
<td>Other fee income</td>
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<td>Private income</td>
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<td><strong>Recurrent Expenditure</strong></td>
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<tr>
<td>Loans (includes refundable enrolment deposits and capital and bridging loans)</td>
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<td><strong>Total opening balance</strong></td>
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<td><strong>Total closing balance</strong></td>
<td>$14,690</td>
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The information provided above does not include system levies charged to individual schools, intra-systemic transfers and, for primary schools, the Diocesan Supplementary Capital Fund supporting primary schools’ capital borrowings.

The information provided in this VRQA template is not comparable with other educational sectors or to ACARA school-level income reports displayed on the MySchool website. ACARA school level reporting requires system level income from Government grants and some private income to be allocated to each school resulting in a small adjustment to the total level of school resources. Currently, recurrent income from Government sources, school generated income and capital expenditure are reported by schools. When assessing the private income of the school, both recurrent and capital school fees are included.
Future Directions
The future presents exciting opportunities for St Laurence’s as our student population remains healthy. With ten classrooms and an estimated enrolment 220 children. Our challenges will be to:
- Provide facilities to cater for this increased enrolment
- Maintain strong school community relationships.
- Build on our involvement in Parish life.
- Maintain and extend our exciting educational initiatives.
- Support parents, students and teaching staff as we expand our iPad 1 to 1 program
- Work with the new Victorian Curriculum

Education in Faith
Goal:
To actively promote the Catholic Identity of St Laurence’s Primary School.
Emphasis for Improvement:
- That children relate life experiences to Catholic values of love, forgiveness and joy etc., particularly through Religious Education and Prayer
- That the school community has a greater presence in the church community.

Learning and Teaching
Goal:
To develop independent thinkers and life-long learners.
Emphasis for Improvement:
- That students resilience in risk taking within learning, is strengthened
- That students demonstrate greater independence in learning
- Student motivation and engagement increases.
- The use of technologies to enhance and assist learning

Student Wellbeing and Community
Goal:
To work to create a safe and welcoming environment, which fosters strong relationships with all members of the school community?
Emphasis for Improvement:
- That there is a consistent approach to behaviour management and wellbeing.
- That students have a demonstrated understanding of building and maintaining a safe school environment
- That students and staff demonstrate understanding of cyber safety.

Leadership and Stewardship
Goal:
To build a professional learning culture.
Emphasis for Improvement:
- That staff are respectful of others’ ideas, skills, opinions and talents.
- That staff have a shared vision about powerful learning.
- That Staff work collaboratively to improve learning.
VRQA Compliance Data

**E4009**
St Laurence O’Toole School, Leongatha

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

<table>
<thead>
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<td>11.4</td>
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<tr>
<td>Writing</td>
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<td>-6.4</td>
<td>88.0</td>
<td>-0.6</td>
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<td>-5.1</td>
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<td>97.1</td>
<td>2.1</td>
<td>100.0</td>
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**NAPLAN Year 3**

![Graph showing reading, writing, spelling, grammar & punctuation, and numeracy for YR 03 with 2013, 2014, and 2015 data.]

**NAPLAN Year 5**

![Graph showing reading, writing, spelling, grammar & punctuation, and numeracy for YR 05 with 2013, 2014, and 2015 data.]
### Average Student Attendance Rate by Year Level

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<th>Year Level</th>
<th>%</th>
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<td>Y01</td>
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<td>Y02</td>
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<td>Y03</td>
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<td>Y04</td>
<td>92.64</td>
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<td>Y05</td>
<td>93.13</td>
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<td>Y06</td>
<td>93.63</td>
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<tr>
<td>Overall average attendance</td>
<td>93.51</td>
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### Teaching Staff Attendance Rate

| Teaching Staff Attendance Rate | 91.73% |

### Staff Retention Rate

| Staff Retention Rate | 94.12% |

### Teacher Qualifications

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<th>Qualification</th>
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<td>Doctorate</td>
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<tr>
<td>Masters</td>
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<tr>
<td>Graduate</td>
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</tr>
<tr>
<td>Certificate Graduate</td>
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<tr>
<td>Degree Bachelor</td>
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<tr>
<td>Diploma Advanced</td>
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### Staff Composition

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<th>Category</th>
<th>Count</th>
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<tr>
<td>Teaching Staff (Head Count)</td>
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<tr>
<td>FTE Teaching Staff</td>
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<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>10</td>
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<tr>
<td>FTE Non-Teaching Staff</td>
<td>7.302</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
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