Contents

Contact Details ................................................................................................................................. 2
Minimum Standards Attestation ......................................................................................................... 2
Our School Vision .............................................................................................................................. 3
School Overview .................................................................................................................................. 4
Principal’s Report .................................................................................................................................. 5
Education in Faith .................................................................................................................................. 7
Learning & Teaching ............................................................................................................................ 9
Student Wellbeing .............................................................................................................................. 12
Leadership & Management .................................................................................................................. 15
School Community ............................................................................................................................. 18
Financial Performance ......................................................................................................................... 22
Future Directions ............................................................................................................................... 23
Contact Details

| ADDRESS          | 20-24 New St  
                     | Dandenong VIC 3152 |
|------------------|------------------|
| PRINCIPAL        | Greg White       |
| PARISH PRIEST    | Rev Fr Declan O’Brien |
| SCHOOL BOARD CHAIR | Rev Fr Declan O’Brien |
| TELEPHONE        | (03) 97917650    |
| EMAIL            | principal@smdandenong.catholic.edu.au |
| WEBSITE          | www.smdandenong.catholic.edu.au |

Minimum Standards Attestation

I, Greg White, attest that St Mary’s school Dandenong is compliant with all of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA.

23 May 2014
Our School Vision

St. Mary’s Catholic Parish Primary School is a multicultural community that gives witness to the Good News of Jesus Christ.

We are a faith community that endeavours to create a Christian atmosphere, through experiences of welcome, reconciliation, acceptance and celebration.

We strive to nurture individual growth to its fullest potential.

We aim to:

- Provide a safe, happy, caring and supportive learning environment for all

- Embrace our multicultural richness; respecting and appreciating the diversity of our community

- Provide a broad, integrated curriculum, relevant to individual needs that will prepare students to meet the challenges of the future
School Overview

St Mary’s is a culturally diverse community with 98% of families coming from non-English speaking backgrounds (LBOTE). Many of our families are from low socio-economic backgrounds. A significant number of parents are unemployed or on low incomes. 48.5% of families are eligible for Education Maintenance Allowance (EMA) and this has grown significantly over recent years.

There are over 40 different countries of origins at St Mary’s. The largest groups of families come from South Sudan, India and Sri Lanka. Other countries that have less but significantly large groupings are from China, Vietnam, Chile and Mauritius. Over recent years we have had a large intake of refugee families.

The Parish Education Board exists to provide a structure within which effective parent participation and consultation in relation to school matters. The Parents and Friends Association strives to promote the involvement of the school community through social and fund raising events which stimulate interest in the school.

Parents are invited to participate in their child’s education through a wide range of activities such as literacy and/or numeracy block, excursions, canteen volunteers, library, social events, parent information evenings, various curriculum programs, the Reading Room. Parish Education Board, Parents and Friend’s Association, assemblies and school sports.

St Mary’s Catholic Parish Primary school gives witness to the good news and values of Jesus Christ. Parents and students highly value the importance of Education in Faith in our school as we continue to foster a Christian atmosphere.

At St Mary’s we provide a broad integrated curriculum relevant to individual needs. In Literacy and Numeracy we continue to work towards achieving the best outcomes for our students who believe they receive purposeful teaching and stimulating learning. Students at St Mary’s feel connected to the school and their peers and morale is high. Students are happy and feel good about being a student at this school. We have adopted many programs to support student wellbeing and prepare students to meet the challenges of the future by promoting independence and leadership.

Leadership and Management at St Mary’s school endeavours to ensure a safe, organized and well-resourced environment for all members of the school community. Procedures and policies adopted promote an atmosphere of best practice in teaching and learning. St Mary’s embraces our multicultural richness by respecting and appreciating our diversity. We provide a catholic education which is affordable and accessible to our parish community. Parents believe there is good communication between the home and school and we strive to build upon community partnerships.
Principal’s Report

It is with pleasure that I present to the School Community the 2013 Annual St. Mary’s School Community Report.

The 2013 school year saw the school move into the 2nd year of the post school review cycle, following our school undergoing a comprehensive school review in 2011. Over 2013 we reflected on school life in the light of our school’s Vision and the five spheres of

1. Education in Faith
2. Teaching and Learning
3. Student Well Being
4. Leadership and Management
5. School Community

The previous aims of the school were revisited and achievements acknowledged. Data and evidence were then gathered to help set goals for future achievements. What the community valued about our school was also investigated.

As part of the review cycle, eighty families from St Mary’s School were randomly chosen to complete a survey in late 2013. All staff and fifty Grade 5 and 6 students were also surveyed. The main aim of the surveys was to identify the strengths and areas for improvement in the school. The results benefited everyone within our school community by providing valuable information about the ways St Mary’s School could be further developed.

Over the first half of 2013 the staff was further involved in analysing the Insight SRC data. In the context of our school vision statement we looked at the five main spheres of the school reflecting on what we had been aiming to do within these 5 spheres over the previous 2 years. We then considered many of the schools achievements in the 5 areas as well as the evidence that substantiated these achievements.

The results from the Parents, Staff and Students surveys provided positive and constructive feedback.

The importance of Education in Faith at St Mary’s School was again evident at all times over the year by the way the students were involved in liturgy, prayer and different Sacramental events. The Community satisfaction in the school was positive with 100% of parents indicating that their child is encouraged to be compassionate and 100% of
parents believing the school provided the opportunity for their child to learn about the Catholic faith. St Mary’s School staff fulfils their role as educators in a professional manner and are very committed and dedicated to their job. The attached report gives a more detailed account of the goals, intended outcomes and achievements in the Spheres of

1. Education in Faith
2. Learning and Teaching
3. Student Well-being
4. Leadership and Management
5. School Community

Kind regards

Greg White

Principal
Education in Faith

Goals & Intended Outcomes

* To enrich and deepen personal engagement in faith across the whole community

* That student engagement and understanding in RE is improved

* That components of Catholic identity are strengthened

* That links between school and parish are strengthened

Achievements

* In 2013 the links between parish, home and school in relation to the Religious Education program were strengthened and opportunities for family nights were provided with a continued shift in the conduct of these occasions from a lecture type model to a workshop approach. The feedback and evaluation was strong in appreciation of this as also the numbers in attendance.

* Students participated in prayer on a daily basis

* All areas have a dedicated prayer space, including staffroom, planning room and classrooms

* Each year, students and teachers are involved in creating a special prayer cloth which is used at the Opening School Year and Staff Commissioning Parish Mass and also on a daily basis when praying in the classroom

* Students were given the opportunity to write their own prayers of the faithful for use in the classroom and for Tuesday Parish Masses

* Fortnightly assemblies - where prayer and liturgical events were celebrated, also events such as ANZAC Day, Remembrance Day, Easter and Harmony Day

* Each weekly Professional Learning Meeting began with a prayer/reflection prepared by a staff member

* Weekly staff diary always included an extract from the school vision statement

* Spontaneous staff and student prayer occurred during times of need e.g. death of a community member
Students regularly participated (choir, reading, altar servers, offertory procession, responses) in Parish Masses during school time and on selected weekends

Students attended and were involved in school based Liturgies during special times of the liturgical year e.g. Easter, Family Week, St John’s Secondary College Opening Year School Mass. The Principal, Deputy Principal, Religious Education Leader, Parish Associate and Parish Priest met each term to plan parish sacramental events

Sacramental Programs were in place for the students of St Mary’s

**VALUE ADDED**

Supportive Data Related To Faith Education

At St. Mary’s school the staff value the importance of working in a Catholic environment, they appreciate the support from the parents for the work which they carry out. It is clear from surveys and discussions with parents that they are very supportive of the school’s education in faith commitment. An area that is particularly valued by staff, parents and children is the social justice area. This is indicated by the data and shows a positive approach throughout the school in both local action and wider support for social justice in the community.

Data collected from Parent Surveys provides us with information which clearly shows a link between our School Culture, expectations, values and student relationships. Parents and children express their high satisfaction with the school Religious Education program and the aspect of Social Justice, as well as the way staff always show respect to the School Community.

It is very satisfying to see from our parent and student data that equal emphasis is placed on the importance of both religious education, compassion and social justice at school and at home.

Data from “Organisational Health Survey” Insight SRC 2013
Learning & Teaching

Goals & Intended Outcomes

- To improve Numeracy standards in Years P-6.
- To improve Literacy standards in Years P-6.
- That overall Numeracy outcomes are improved
- That overall Literacy outcomes are improved

Achievements

- A strategic and targeted numeracy program from Prep-6 focussing on small groups and intervention
- Additional allocated staffing for leadership to improve Students’ Numeracy and Literacy performances
- A focus on student learning driven by data analysis, learning and assessment practices, Literacy and Numeracy Strategic Support and the EAL Continuum
- As appropriate on enrolment students are placed on the continuum to ensure their literacy learning needs are met
- Our Prep-2 Literacy data shows a continued significant improvement in text levels and record of oral language
- Employment of a Speech Therapist to screen all Prep Students and review at need students, as well as providing the opportunity for each prep teacher to discuss the findings for each child
- Our Performing Arts and Visual Arts learning areas continue to provide our students with opportunities to identify value and extend their academic, personal and social capabilities
- The staff at St Mary’s are involved in extensive Professional Learning and Professional Learning Projects as well as mentoring and coaching to strengthen purposeful teaching for students
- Learning at St Mary’s includes an Inquiry based program, to ensure an integrated approach to the development of both skills and knowledge
• The reporting schedule policy was further implemented and reporting compliance was reached through workshops, mentoring and coaching

• Data both qualitative and quantitative is being used to drive teaching and learning

Student, Staff and Parent survey data provided the following feedback to the school

• In the student motivation area 98.4% of students believe that doing well at school is important to them

• In the connectedness to school area 100% of parents believe their child enjoys the learning they do at school

• 96.5% of staff believe the students at this school are really motivated to learn

• 95.2% of staff believe that staff at this school have created an environment that maximises the learning outcomes for students

• 93.5% of parents believe the school meets the academic needs of their child

• 95.7% of parents believe the school provides a stimulating learning experience stating that teachers at this school motivate their child to want to learn

• 100% of parents believe that their child is developing good social skills

• 96.8% of students feel that they belong to this School

• 98.4% of students believe that this school is preparing them well for the future

• 98.4% of students believe that doing well at school is important to them

• 97.9% of parents believe that the teachers at this school are very good at encouraging their child to learn

• 93.6% of parents believe their child’s report gives them a good understanding of how their child is progressing at school

• 97.9% of parents believe their child looks forward to going to school

Data from Insight SRC Survey detail table and report 2013
### STUDENT LEARNING OUTCOMES

The proportion of students at St Mary’s school Dandenong meeting the minimum national NAPLAN standards were either maintained or improved in the period 2011 to 2013.
Student Wellbeing

Goals & Intended Outcomes

- To strengthen the connection and communication with the school’s community
- That the connection between home and school is strengthened in order to benefit student wellbeing and outcomes
- That two-way communication processes with the school community are improved so that parent engagement and student learning is improved

Achievements

- Provision was made for personnel and resources to support resilience programs and strategies
- The Student Wellbeing Action Group (SWAG) continued, meeting regularly over each term and the Social Emotional learning project continued over the year
- There were strong student wellbeing programs in place at the school
- All children from Grades 3 to 6 participated in a School Camp Program
- P - 6 behaviour management policies were maintained and monitored e.g. Anti-bullying and Assertive Discipline Policies, Cyber safety
- The school catered for students with individual learning needs and supported those who needed intervention through – Reading Recovery, Bridges Numeracy program, Individual Education Programs, Program Support Group Meetings, Modified Learning Programs and New Arrivals and EAL Program
- Celebrated International Harmony Day
- Performing Arts continues to be a valued part of the specialist Curriculum
- The school has given a higher profile to physical education including the continued participation of senior school sports in various sporting disciplines and the involvement of students with other schools in the inter school sports program
- St Mary’s school students were involved in the wider community at a variety of levels e.g choir performances at a nursing home and various community events, students raising funds for Project Compassion and Caritas
How non-attendance is managed by the school.

If there is ongoing unexplained non-attendance at school by a student, the parents of the child are contacted to ascertain the reasons for non-attendance and if necessary counselling is provided to the parents on the importance of children regularly attending school.

VALUE ADDED

- Programs activities such as: School Camps, New Arrivals, Support for Refugee Students, Student counselling, Buddies, Gardening group, Interschool sports, Cross country and Athletic training squads, Before and After School Care, Lunchtime clubs (including friendship group, Italian, netball, library, choir, zumba, school band), Smith Family telephone tutoring service

- SWELL week

- St Vincent de Paul Homework tutoring program held in the school auditorium every Saturday morning. The Hazara Afghan Tutoring Program is held in the School Auditorium every Saturday afternoon

- Student Action Teams

- Grade 6 students hosted school assemblies

STUDENT/PARENT SATISFACTION

- In the connectedness to school area 93.5% of students feel good about being a student at this school and 97.9% of parents believe their child always wants to come to school at school

- 96.8% of students believe they get on well with other students

- 100% of parents believe that their child is mastering good social skills

- 90.7% of students feel that they get on with most of their classmates

- 100% of parents believe their child is encouraged to be compassionate and that the school provides opportunities for their child to show compassion to others
- 100% of parents believe their child is accepted by other children at the school

- 96.8% of students believe that their friends really care for them

Data from Insight SRC Survey detail table and report 2013
Leadership & Management

Goals & Intended Outcomes

- To develop and embed a contemporary professional leadership and learning model
- That leadership team capacity be further developed
- That staff professional learning be strategically implemented and translated into improved, sustainable classroom practice
- That staff efficacy be further developed via an effective appraisal and recognition

Achievements

- The School Improvement Plan and Annual Action Plan are both constantly monitored and reviewed by the executive leadership and school leadership teams
- Implemented a Learning Project utilizing learning walks as a means of effective professional and pedagogical development of staff
- Continued to refine our PLM schedule to reflect the learning needs of the staff to improve student outcomes
- Followed our plan developed out of the Enhancing Leadership Capacity Project
- Relocated the school library and then in the former library space created a flexible learning space for the grade 5/6 Senior School Community
- Completed the National School Partnership Project successfully and made a smooth transition to “no support”

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

<table>
<thead>
<tr>
<th>DESCRIPTION OF PL UNDERTAKEN IN 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>In 2013, 34 staff at St Mary’s school took part in professional activities related to:</td>
</tr>
<tr>
<td>- AusVELS – curriculum, assessment reporting and moderation</td>
</tr>
<tr>
<td>- Numeracy</td>
</tr>
<tr>
<td>- Literacy, P to 4 Literacy Foundation years, Reading Recovery, Literacy assessment testing</td>
</tr>
<tr>
<td>- Information Communication and Technology – reporting procedures</td>
</tr>
</tbody>
</table>
- School Officers Administration and organisation Forums
- Enhancing Leadership, Leadership Capacity Project-Principal, Deputy Principal, Religious Education Leader, Literacy Leaders, Student Well Being, Teaching and Learning Leader and Italian teacher meetings
- EAL Continuum
- Inquiry Learning
- Social Emotional Learning Professional Learning
- School Improvement Survey Data Analysis
- Principal Appraisal Project

- Family and Community Engagement at the Nottingham Leadership centre, England
- “Learning Better together” New Mexico Study Tour

<table>
<thead>
<tr>
<th>NUMBER OF TEACHERS WHO PARTICIPATED IN PL</th>
<th>34</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVERAGE EXPENDITURE PER TEACHER FOR PL</td>
<td>$3790</td>
</tr>
</tbody>
</table>

**TEACHER SATISFACTION**

- 93.3% of staff are clear about their professional responsibilities
- 93.3% of staff feel they can rely on their colleagues for support and assistance when needed
- 96.7% of staff feel they have the opportunity to discuss and receive feedback on their work performance
- 93.3% of staff believe they are encouraged to improve their skills, knowledge and performance
- 96.7% of staff believe the students are treated with respect in the school
- 100% of staff believe they are encouraged to be compassionate in the school
- 93.3% of staff believe they are clear about their professional responsibilities
- 86.7% of staff believe there is good teamwork in this school
- 90% of staff believe there is good support from the leaders in this school
96.7% of staff believe they are committed to the school’s goals and values.

100% of staff believe staff in this school are always focussed on school improvement.

Data from Insight SRC survey detail table and report 2013.
School Community

Goals & Intended Outcomes

- To strengthen the connection and communication with the school’s community.
- That the connection between home and school is strengthened in order to benefit student wellbeing and outcomes.
- That two-way communication processes with the school community are improved so that parent engagement and student learning is improved.

Achievements

- A welcoming and approachable environment was evident and emphasized in the approach and attitude of all staff and in the layout of the school foyer which displays children's work and photographs of recent school events.
- There were strong student wellbeing programs in place at the school including, student action teams, lunch time clubs and active sports after school program.
- During 2013 the school promoted and held a number of community based and multicultural events including-SWELL week, beginning of the year family bush dance, Christmas school concert and community conversations.
- More recently the school has focused on the engagement of parents around learning and has conducted in partnership with outside agencies.
  1. Cyber Citizenship family learning night involving parents and children.
  2. Literacy and Numeracy Family fun nights, Literacy Parent Meetings.
  3. Opportunities for parent involvement as parent helpers in PMP, classroom help, reading room.
  4. The Parents and Friends Association and helpers in the Library.
  5. Additionally, the school undertook a deliberate initiative to include parent participation in the year 5/6 camp.
- Interpreters continue to be available for parent 3 way Learning Conversations and PSG meetings.
- The Parish Education Board and Parents’ and Friends’ Association met regularly over the year.
• There were strong links between parish, home and school in relation to the Religious Education program

• Many school liturgical celebrations were held during regular parish mass times

• There was regular communication between school and home via the newsletter, SMS, emails

• The school continued its counselling services for students and families in partnership with Catholicare

• Students from St John’s Secondary college completed community service at the school

• Over recent years we have initiated stronger connections with Dandenong Library exchanging visits and resources

• The use of school facilities by the parish and wider community has increased over the last year. This has been facilitated through the Building Education Revolution (BER) extensions to existing environments and the building of an auditorium. These facilities have been used for partnership arrangements including Saturday morning and afternoon homework clubs, netball team, after school care and parish Bible study group

• St Mary’s school students were involved in the wider community at a variety of levels e.g. choir performances at a nursing home and various community events, students raising funds for Project Compassion and Caritas

• St Mary’s school partnered The Smith Family with the student 2 student reading program

• The school held Mother’s Day and Father’s Day breakfasts

• Partnerships continue to be built with the City of Greater Dandenong Healthy Children’s Team and Network, parents, children and teachers. A Garden to Kitchen program has been initiated with a Project Team involving the above mentioned partners, as well as personnel from local schools is well established. We intend to grow this initiative and build strong partnerships in 2014 and into 2015.

• We have successfully engaged 6 of our school leaders in intensive professional learning in sending them to the USA to experience Community Connectedness in Santa Fe, New Mexico with George Ortero who has worked with the staff.
- We have established through this Professional Learning a strong knowledge base and awareness in our current and future leaders and also amongst all staff. This capacity building strategy will enable the school to continue to promote a national partnership imperative of building stronger family school partnerships for learning into the future.

- Communication protocols and a re-energizing of the school newsletter for a stronger focus on student learning is ongoing through 2014 and into the future. A similar focus on learning in the classroom is reflected in the placement of two large television screens in strategic positions for parents and visitors.

- The school has set aside a designated family space in the school and is using this space to build connectedness and parent’s capacity in our community. This space enables the establishment of partnerships with training agencies in the provision of Training and Employment Programs for parents and other community members.

- School space was provided for two days per week to conduct Certificate 3 & 4 Aged care training for a number school families.

- Parents are also engaging in a regular program being conducted by the school’s music teacher each Thursday for toddlers and parents. This program has a simple focus connected to music and movement and is conducted for a period of 30 minutes each week.

- “Storytime with the Principal” has become another well-established program with a Parent Engagement in learning focus. This program led by the school Principal offers parents the opportunity to read a picture story book with their children, this is first modelled by the Principal and then some coaching hints are provided and the book is then given to the family to keep. This is an extremely well received and attended program with numbers attending growing each time it is conducted.

- The school is committed to strengthening family engagement in learning, as demonstrated in specific goals across all spheres in SIF.

- The newly appointed Family Engagement in learning Leader is a key member of the school leadership team and is part of planning and review discussions in the AAP.

- St Mary’s school in conjunction with two local catholic schools have appointed a Cluster Family School in Learning Convenor to work across the three schools in 2014. The new position of leadership is designed to lead and progress school improvement goals focusing on family-school-community partnerships.
<table>
<thead>
<tr>
<th>PARENT SATISFACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>95.7% of parents feel comfortable about approaching the school if they have any concerns</td>
</tr>
<tr>
<td>97.7% of parents believe the school takes their concerns seriously</td>
</tr>
<tr>
<td>91.5% of parents overall were satisfied with the education that their child receives from the school</td>
</tr>
<tr>
<td>95.7% of parents believe their child is well prepared for the next stage in their education and believe that the school always aims to improve the quality of education it provides</td>
</tr>
<tr>
<td>95.7% of parents believe that their child has been supported in their transitions at school</td>
</tr>
<tr>
<td>95.7% of parents believe the teachers at the school are extremely dedicated and enthusiastic</td>
</tr>
<tr>
<td>100% of parents at the school believe teachers are very enthusiastic</td>
</tr>
<tr>
<td>95.7% of parents believe the teachers at the school are very good at making learning fun for their child and motivate their child to want to learn</td>
</tr>
<tr>
<td>97.9% of parents believe the staff effectively communicate with them</td>
</tr>
<tr>
<td>100% of parents believe the staff always show respect to others</td>
</tr>
</tbody>
</table>

Data from Insight SRC survey detail table and report 2013
### Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td>Tuition</td>
</tr>
<tr>
<td>School fees</td>
<td>103,715</td>
</tr>
<tr>
<td>Other fee income</td>
<td>77,451</td>
</tr>
<tr>
<td>Private income</td>
<td>33,905</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>676,340</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>2,036,747</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td><strong>2,928,158</strong></td>
</tr>
<tr>
<td><strong>Recurrent Expenditure</strong></td>
<td>Tuition</td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>2,039,209</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>498,258</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td><strong>2,537,467</strong></td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td>Tuition</td>
</tr>
<tr>
<td>Government capital grants</td>
<td></td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>167,511</td>
</tr>
<tr>
<td>Other capital income</td>
<td>13,250</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td><strong>180,761</strong></td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td><strong>104,101</strong></td>
</tr>
<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td></td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td><strong>357,395</strong></td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td><strong>300,655</strong></td>
</tr>
</tbody>
</table>

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

2014 PLANNED PROGRESS

The school in 2014 intends to continue progress in all the initiatives that were made in 2013; additionally it intends to maintain and further improve its stronger focus on family engagement and home-school communications. Learning at home is also a priority for action in 2014. The school will continue to strengthen this approach to family-school-community partnerships. This will include further development and implementation of activities that impact on family engagement in learning and school community partnerships for learning; building capacity at the local level through ongoing professional learning opportunities; and, establishing reflection and planning practices to measure the impact of this work.

The school has reviewed the progress within the School Improvement Plan and developed the Annual Action Plan for 2014 based on the evidence provided through the School Improvement Surveys and NAPLAN data.

The school’s Teaching and Learning Leaders will continue to build teacher leadership capacity and will closely with staff to improve student outcomes.

The School will introduce a Numeracy Intervention program.

The school will continue to monitor student progress and be responsive to individual learning needs and the diversity of the school community.

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>YR 03 Reading</td>
<td>100.0</td>
<td>86.1</td>
<td>-13.9</td>
<td>97.0</td>
<td>10.9</td>
</tr>
<tr>
<td>YR 03 Writing</td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>YR 03 Spelling</td>
<td>100.0</td>
<td>83.3</td>
<td>-16.7</td>
<td>97.0</td>
<td>13.7</td>
</tr>
</tbody>
</table>
### Grammar & Punctuation

<table>
<thead>
<tr>
<th>Year</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>YR 03</td>
<td>96.8</td>
<td>91.7</td>
<td>-5.1</td>
</tr>
<tr>
<td>YR 05</td>
<td>95.3</td>
<td>90.9</td>
<td>-4.4</td>
</tr>
</tbody>
</table>

### Numeracy

<table>
<thead>
<tr>
<th>Year</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>YR 03</td>
<td>100.0</td>
<td>91.7</td>
<td>-8.3</td>
</tr>
<tr>
<td>YR 05</td>
<td>90.7</td>
<td>100.0</td>
<td>9.3</td>
</tr>
</tbody>
</table>

### Reading

<table>
<thead>
<tr>
<th>Year</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>YR 03</td>
<td>88.4</td>
<td>97.0</td>
<td>8.6</td>
</tr>
<tr>
<td>YR 05</td>
<td>93.0</td>
<td>97.0</td>
<td>4.0</td>
</tr>
</tbody>
</table>

### Writing

<table>
<thead>
<tr>
<th>Year</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>YR 03</td>
<td>97.7</td>
<td>97.0</td>
<td>-0.7</td>
</tr>
<tr>
<td>YR 05</td>
<td>95.3</td>
<td>90.9</td>
<td>-4.4</td>
</tr>
</tbody>
</table>

### Spelling

<table>
<thead>
<tr>
<th>Year</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>YR 03</td>
<td>93.0</td>
<td>90.9</td>
<td>-10.1</td>
</tr>
<tr>
<td>YR 05</td>
<td>96.2</td>
<td>90.9</td>
<td>-5.3</td>
</tr>
</tbody>
</table>

### Average Student Attendance Rate by Year Level

<table>
<thead>
<tr>
<th>Year</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>92.42</td>
</tr>
<tr>
<td>Year 2</td>
<td>95.59</td>
</tr>
<tr>
<td>Year 3</td>
<td>92.66</td>
</tr>
<tr>
<td>Year 4</td>
<td>93.49</td>
</tr>
<tr>
<td>Year 5</td>
<td>92.48</td>
</tr>
<tr>
<td>Year 6</td>
<td>93.18</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>93.30</td>
</tr>
</tbody>
</table>

### Teaching Staff Attendance Rate

- Teaching Staff Attendance Rate: 82.18%

### Staff Retention Rate

- Staff Retention Rate: 87.50%

### Teacher Qualifications
<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0.00%</td>
</tr>
<tr>
<td>Masters</td>
<td>14.29%</td>
</tr>
<tr>
<td>Graduate</td>
<td>28.57%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>9.52%</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>76.19%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>23.81%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

### STAFF COMPOSITION

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Class</td>
<td>2</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>33</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>33.580</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>12</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>7.763</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>0</td>
</tr>
</tbody>
</table>