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Contact Details

| ADDRESS       | 11 Scott Street  
|               | ARDEER VIC 3020 |
| PRINCIPAL     | Gerard Broadfoot |
| PARISH PRIEST | Fr Barry Hughes pp |
| TELEPHONE     | (03) 9363 1734 |
| EMAIL         | principal@mogardeer.catholic.edu.au |
| WEBSITE       | www.mogardeer.catholic.edu.au |

Minimum Standards Attestation

I, Gerard Broadfoot, attest that Mother of God 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 2007 (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 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

20 May 2016
Our School Vision

In Brigidine education we will:

*Be faithful to our catholic heritage,*

*Welcome all people, especially the most vulnerable,*

*Celebrate all that is good with joy and gratitude,*

*Engender a love of learning, hope and sense of purpose,*

*Image and practice, justice and service.*
School Overview

Mother of God School (MOGS) community respectfully acknowledges the Wurundjeri people, the traditional owners of the land on which our school is built.

Ours is an inclusive learning community of 98 beautiful students from 51 families (February 2015 Census), committed to providing broad and rigorous learning and teaching programs focused on the needs of the individual child. We believe this is best done in partnership with families and we work strategically to strengthen that learning partnership so that students’ outcomes are enhanced.

We have a strong spirit of team where students, teachers and parents actively work together to provide a vibrant and caring school community. A vibrant volunteer culture is embedded across our school and we benefit from that support across all areas of the curriculum.

Our School Vision forms the basis of all that we do. At Mother of God School we believe:

1. Learning is for life not just for school.
2. Becoming an effective life-long learner is learnable.
3. All children can learn with adequate support.
4. Students bring to school family, cultural and linguistic assets, or a virtual schoolbag, that we use to build educational success.
5. In personalising learning to enable all students to experience success.
6. Strong partnerships between school and home enable student learning to be enhanced.
7. We work constantly to strengthen this important part of our work.
8. Strong warm and caring relationships between people enable effective learning.
Principal’s Report

All at Mother of God School continue to promote ours as a school of first-choice for the families and young people of Ardeer.

Mother of God School strives to create an educational experience for all students that is strongly grounded in our Parish community. The education of our students, staff and parents begins with an invitation to explore and grow in understanding of our faith and how we can live it out within school and the wider community.

Learning and Teaching are the core work of school and we continue to strive for excellence. We continued our key focus on ensuring that the individual needs of all students are supported across all learning areas. Our commitment to quality programmes that support social emotional development and all aspects of student services are highlighted in this Annual report to the community. We received full accreditation as a Restorative Practice school by Catholic Education Melbourne (CEM), recognition of many years of hard work and placing the wellbeing of all students front and center here at MOGS.

We celebrated the 60th anniversary of our school community with a family day to Lake Mountain. For many, the first experience of snow.

As part of our commitment to our families to each year celebrate learning through the Arts, we engaged Ms Jenny Ellis to work with all children (Prep – Yr 6) to express their learning as part of the 3rd Term History unit, though puppetry. We could not have imagined what they created together... a piece of magic here at MOGS.

As part of honouring the Centenary of ANZAC, we supported the Yrs 5 and 6 students to travel to Canberra, with Matthew Barbara and Sara Gatt representing our school community by taking part in the wreath laying ceremony at the National War Memorial.

We are thankful for the team of volunteers who continue to support the young people in our school. Our HOSTS (Helping One Student to Succeed) team continues to make a difference in the lives of so many young people. We continue to strengthen our partnership with the Ardoch Youth Foundation and remain grateful for the opportunities that provides. We are also thankful for the continued Brigidine presence in our school through the generosity of spirit of Srs Geraldine and Martin.

In October this year we lost one of our beautiful students, Abbey Solo who died from Leukemia. Abbey was the most inspired and inspirational person you could wish to meet. Her generosity of spirit and love of life was celebrated at school on a sunny October Saturday with her family and over 700 of her dearest friends. I have never been more proud to be part of this amazing MOGS community.

I thank the young people, the families and the hard working staff for making our school a great place to be every day.
Education in Faith

Goals & Intended Outcomes

To develop a meaningful, faith and life approach to learning from a Dialogue School perspective.

- That student knowledge and understanding of the Catholic faith is enhanced.
- That student behaviour is more consistent with, and reflective of, Catholic Social teaching
- That teacher’s knowledge and understanding of their catholic faith is enhanced.
- That student engagement in RE pedagogical practices is enhanced.

Achievements

The message of the Gospel and the story of Jesus is an important part of the life of Mother of God School. We are very fortunate to have a community which is able to include many cultures and religious beliefs. We share these beliefs to help deepen our understandings of the catholic traditions within this context.

Enrolment at Mother of God School is an invitation to ‘come and see’ an education offered in the Catholic tradition, but also with an appreciation of other faiths and cultures. The school offers both formal and informal ways for expressing faith. We strive to bear witness to gospel values through our day-to-day responses to school experiences, interactions and relationships. The Religious Education programme offers students, irrespective of their understanding or belief, the potential to be engaged in meaningful ways in learning about faith and spirituality. Values, scripture, prayer and liturgy in the Catholic tradition permeate the life of the school.

We aim to develop young people who understand and appreciate religious values, who are positive about life, who have a sense of their own worth and of their contribution to the world. We hope they will be able to apply the religious values they have acquired in the context of the community in which they live and work. The Religious Education team at each level has continued to work hard at designing and teaching programmes aimed at acknowledging the personal experiences of the students, and providing shared experiences which enrich our conversations and explorations. They aim particularly at developing a knowledge and understanding, firstly of the Catholic Faith tradition, and also of other faith traditions, along the way.

During 2015 we worked hard to ensure that there was a common approach to teaching Religious Education that reflected the good educational practices we use across other curriculum areas. We ensured that teaching in Religious Education was more integrated into the inquiry approach used across other curriculum areas. The responses we have seen from the students have been very encouraging in this area. Through a more integrated and whole school approach to planning we have certainly increased the engagement of the students and created a more consistent approach to the teaching of Religious Education. We continued to use the interactive tool (developed with Rosa Grabovac in 2013) for the Planning of Teaching and Learning in RE to assist teachers in developing Education in Faith programs in line with contemporary learning.

We have continued to work hard to ensure that more practical experiences in Faith Education are an important aspect of the school. There is a structured approach to involvement in parish liturgical celebrations and students are continuing to take more
responsibility for their active participation in liturgy at both a school and parish level. We have encouraged students to become involved in weekly Thursday Liturgies where they participate as Altar servers, readers and musicians and singers. The prominence of visible signs of our faith in classrooms has also been a priority and this serves to support the culture of prayer and reflection that exists in every room.

The sacraments were again a feature of the whole school curriculum during 2015. Children in grade 3 celebrated the Sacraments of Reconciliation and First Eucharist. Three grade 6 children celebrated the Sacrament of Confirmation. As usual, we celebrated the important feasts that are part of the liturgical calendar and the students were a part of the organisation and celebration of these important events. In particular the Mother of God Feast Day Liturgy was a highlight. Ongoing planning with St Theresa’s Primary School in Albion ensured that there was consistency across both schools in the parish in regard to Sacraments and Sacramental preparation.

The principal met regularly with the parish priest and the principal of the sister primary school in the parish to ensure that there was a common approach to Faith development and the sharing of resources where possible. A staff member continues to assume the role of Learning Leader in Religious Education. There is a close relationship between the Religious Education Leaders in the school and the parish. Regular planning meetings ensure this ongoing link to the broader parish community. The principal is an important part of the Parish Leadership Team and is active in ensuring that there is consistent communication and interaction between the school and wider parish community.

Representative senior students from grade 5/6 once again attended the Catholic Education Week Mass at St. Patrick’s Cathedral as well as the Catholic Mission Week Mass to celebrate their faith with other schools in the diocese.

Parent education was an important part of the programs offered at the school. Families were a part of the sacramental preparation of students throughout the year. Fortnightly assemblies organised by the children offered an invitation to parents within the community to share in prayer and reflection with the children.

VALUE ADDED

- Mother of God offers a broad range of involvement as part of our Religious Education program. Some of the involvements and social justice actions the community are involved in include:
  - Feast of the Sacred Heart collection to support a parish food bank operated through the presbytery.
  - Family Faith night - First Eucharist - led by Matthew Shawcross and Gerard Broadfoot
  - Fundraising for major needs including Mission Week, Project Compassion and Philippines Social Justice Group
  - Regular involvement in parish liturgy each Thursday morning.
- Establishment of a training program and roster for new altar servers, readers, singers and musicians to help within the Thursday parish liturgy.

- Whole school liturgy celebrations including Mother of God Feast Day which is open to the parish community

- Support for two young women in South Sudan to undertake Nursing studies with Solidarity With South Sudan

- Adoption of planning proforma for Design Process for Learning and teaching in RE

- Mother of God Feast Day liturgy and celebrations.

- Baptism of one student at Parish Easter Vigil.

Catholic Culture at MOGS
Learning & Teaching

Goals & Intended Outcomes

To strengthen and embed the professional collaborative culture of leading for learning.

- That there is growth in Literacy and Numeracy outcomes for all students
- That there is improvement in students’ capacity to be self-directed and engaged learners

Achievements

1. Numeracy:

- We were successful in our application for Strategic support Maths which enabled the school to access Financial and Human resource support for 2 years to develop teacher capacity in teaching Mathematics.

- A Mathematics Annual Action Plan was developed to enable us to maximise the opportunities available to us to improve Mathematics education at MOGS.

2. Literacy

- Michelle attended the CEOM Literacy leaders cluster one meeting per term to keep abreast of current developments in literacy education.

- Gwen attended Reading recovery clusters for a similar reason.

- The CAFÉ (comprehension, accuracy, fluency and extending vocabulary) model was explored and adopted as a method of implementing assessment for learning strategies such as student self-assessment, goal setting and feedback in reading across the school.

- Teacher and student knowledge and understanding of Literature Circles or Book club was developed across years 3-6.

- The ‘Writers Notebook’ approach to developing students’ personal writing was further developed and strengthened across P-6.


- Teacher knowledge and practices of assessment for learning strategies such as learning intentions, success criteria, feedback and self-assessment were further developed across the whole school.

- The Leadership team participated once per term in CEO Western Regional Office Learning and Teaching Cluster.

- The process of documenting student growth in learning over time through the use of portfolios was further refined and developed and attempts were made to include more student voice.
• Building student, teacher and family understanding of Building Learning Power dispositions and general capabilities.

• Shared strategies for assessment for learning between MOGS, St Theresa’s Albion and Christ the King Braybrook through the Leadership for Learning Project.

4. Religious Education

• Teachers planned for contemporary learning in RE using an agreed process developed with Rosa Grabovac CEOW RE advisor.

5. Languages Education

• The school is required to teach a language other than English to be compliant as a registered school. MOGS was invited to participate in the CEOM Leading languages program to explore contemporary best practice examples of teaching languages. Participation in this program continues into 2016 with exploration around the best way to implement this at MOGS.

STUDENT LEARNING OUTCOMES

The results indicate that literacy levels across Years 3 and 5 are improving and the majority of students are at the expected level (or range). Spelling and writing continue to be areas for improvement. The identified focus area in 2015 is mathematics.
Student Wellbeing

Goals & Intended Outcomes

To be a community that empowers students and all members of the learning community to have an authentic voice in building relationships based on love and respect.

- That student wellbeing, behaviour and connectedness to school is improved
- That student Social Emotional Learning is enhanced.

Achievements

Providing the best possible learning situation for students is a priority for all at Mother of God. We are committed to ensuring that the needs of the students and all who are part of our community are met as best we can. A whole school approach to developing self-efficacy and social skills is part of the culture at our school. During 2015 we continued to embed the practices and philosophy behind our anti bullying, pastoral care and behaviour management policies. This was enhanced by weekly sessions focusing wholly on aspects of SEL - often led through circle time. Daily circle time was also implemented across all year levels.

We began an involvement in the newly-formed Federal Government Sporting Schools Program which has been a very inclusive program aimed at providing active opportunities for students who would normally not be involved in organised after school sports programs. We have included opportunities to expand the experiences of students into areas that they would not normally see. These have included AFL, Dance, Gymnastics, athletics, basketball, Netball, bocce and active movement ball skills programs. Attendance at this program is high and the students are always enthusiastic. There have also been a number of students join local sporting clubs as a result of participation in this program.

Outdoor Education and camping at the school has always provided children with fantastic experiences that extend their relationships with their peers and gives them opportunities to learn more about themselves and grow in independence. Camps continue to be well attended (93% in 2015). All grade 5-6 students in 2015 spent a week in Canberra as part of their Term 2 Democracy Unit. Year 3-4 experienced a one night sleepover at the school, where they cooked a meal and slept in our multipurpose room. We always have fantastic support from parents with these programs.

The community is well supported by a 0.2 FTE Wellbeing Leadership position at the school. The areas of welfare and wellbeing are a priority for all. The school has continued to be able to employ four Learning Support Officers to support the children, their parents and teachers in the academic and social and emotional learning of at-risk students.

Breakfast Club continued to prove very popular, running every Wednesday and Thursday morning for 30 minutes before school. This is a great way of ensuring that all children have eaten healthily before commencing their learning for the day.

In December 2015, our school became a fully-accredited Restorative Practices School and continue to seek professional learning opportunities in this area. Two members of leadership are now qualified Community Conference Leaders.
On the third consecutive day of absence, the child’s teacher will contact the family if no communication has been made previously.

**VALUE ADDED**

- Sporting Schools program operates 2 nights per week and 2 lunchtimes per week at no charge to the students. Students receive fresh fruit as part of the program.
- Breakfast Club takes place every Wednesday and Thursday morning from 8:15am.
- Participation in the AFL Multicultural Program
- Partnership with VU School of Social Work
- Continued involvement in CEM Restorative Practices Program, including 2 leadership team members attendance at 2 day workshop on Community Conferences with David Vinegrad.
- Employment of school counsellor (0.2 FTE) through Catholic Care.
- Year 3/4 sleepover included as part of outdoor ed program.

**STUDENT SATISFACTION**

![Graph showing student satisfaction metrics for various aspects of school life.](image)
Leadership & Management

Goals & Intended Outcomes

*To promote a community passion about developing and enhancing a contemporary personalised approach to learning.*

- That role clarity and staff engagement are improved

Achievements

The 2015 Mother of God School Leadership Team consisted of

- Gerard Broadfoot (Principal)
- Matthew Shawcross (Deputy Principal & Student Well-being Coordinator)
- Michelle Buckley (Learning & Teaching Coordinator and Literacy Leader)

We continue to invest in a school culture where staff value working together. We encourage all staff, inclusive of our leadership team, to be responsive in the way they work and to be open and reflective when reviewing their own performance and needs.

There is a very genuine commitment to working with individuals so that staff will be skilled to improve student outcomes.

While the Leadership team is responsible for ensuring that the outcomes and key strategies, identified in the School Improvement Plan are implemented, leadership is seen to be the shared responsibility of all at Mother of God School.

Community Conversations and Family Forums continue to be the avenue for strengthening school family partnerships and engagement.

We continue to promote our school as a school of first choice for families in the local community through ongoing an innovative marketing in the community.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

<table>
<thead>
<tr>
<th>DESCRIPTION OF PL UNDERTAKEN IN 2015</th>
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<tbody>
<tr>
<td>- CEM GAFE Bootcamp</td>
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<tr>
<td>- CEM ICON Implementation Schools workshop</td>
</tr>
<tr>
<td>- CEM Literacy Leadership Cluster</td>
</tr>
<tr>
<td>- CEM Catholic School Identity 2016 Study Tour program</td>
</tr>
<tr>
<td>- CEM CECV Leading Languages LLPLP</td>
</tr>
<tr>
<td>- CEM Strategic Support Maths</td>
</tr>
</tbody>
</table>
- CEM Principal’s briefing
- CEM Strategic Support primary Leaders
- CEM ABLES and SWD briefings
- CEM Restorative Practices New Teachers and Refresher course
- CEM Restorative Practices Advanced Skills Program
- CEM Student Wellbeing Leaders seminar
- CEM Leading Family School Partnerships: Maggie Farrar and George Otero
- CEM Parent Engagement in Action
- CEM Additional Learning Needs Cluster
- CEM Western Zone Primary Principals Network
- CEM Learning and Teaching Network

**NUMBER OF TEACHERS WHO PARTICIPATED IN PL** 15 (100% of staff)

**AVERAGE EXPENDITURE PER TEACHER FOR PL** $2950

**TEACHER SATISFACTION: Performance and Growth**

![Graph showing teacher satisfaction performance and growth](image)
School Community

Goals & Intended Outcomes

To further develop Learning Partnerships between school, families, parish and wider community.

- That student learning and wellbeing and improved through active engagement with families, parish and the wider community

Achievements

Strengthening the learning partnership between the school, families and the wider community continues to be a high priority at Mother God of School. It is part of our DNA.

Insight SRC parent data indicates Parent Partnerships are recognised as a core strength of our school (90 percentile, 2015 Insight SRC)

Mother of God School is the host school for the Brimbank Family Schools Cluster along with three other schools; St Theresa’s Albion, Our Lady of the Immaculate Conception, Sunshine. We continue to employ Greg Woolford as Cluster Coordinator to work across the three school communities and strengthen this important area of school life.

Results from a family survey using the CEOM Parent Engagement Tool indicate a very high level of satisfaction from families in relation to the School/Home relationships, the welcoming nature of the school and the learning partnership that exists at Mother of God.

The Parent Support Team (PST) meets regularly on a fortnightly basis to organize fundraising and community-building activities for students and families.

A variety of organisations use our school on a continuing basis. It is a clear example of ours being and inclusive and outward looking school community These organisations include:

1. Dinka Language School, (meets every Saturday)
2. Congalese Prayer Group (Meets every Sunday)
3. Brimbank Hazara Community (Meets every Thursday evening)

In order to support parent engagement and enhance communication, practices that are utilized include using interpreters, providing childcare, conducting home visits, using multiple strategies to communicate with families (eg: website, newsletter, bi-lingual materials, SMS texting to all families and MOGS Skoolbag App) and staff being visible, present and available to families.
PARENT SATISFACTION (Source: Percentile rankings from Insight SRC 2015 survey)

Community Engagement
- 94 Parent Partnerships
- 80 Approachability
- 86 Reporting
- 74 School Improvement

Learning Opportunity

78 Extra Curricula
- 75 Transition
- 84 Homework

Staff Engagement
- 78 Behaviour Management

Student Engagement
- 85 Connectedness to school
- 71 Student Motivation

Parent Engagement
## Financial Performance

<table>
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<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH $</th>
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<td><strong>Recurrent income</strong></td>
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</tr>
<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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<tr>
<td>State government recurrent grants</td>
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<tr>
<td>Australian government recurrent grants</td>
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<tr>
<td><strong>Total recurrent income</strong></td>
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<tr>
<td><strong>Recurrent Expenditure</strong></td>
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<tr>
<td>Salaries; allowances and related expenses</td>
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<tr>
<td>Non salary expenses</td>
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<td><strong>Total recurrent expenditure</strong></td>
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### Capital income and expenditure

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<th>Description</th>
<th>Amount</th>
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<tr>
<td>Tuition</td>
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<tr>
<td>Government capital grants</td>
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<tr>
<td>Capital fees and levies</td>
<td>$43,783</td>
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<td>Other capital income</td>
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<td><strong>Total capital income</strong></td>
<td>$43,783</td>
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<tr>
<td><strong>Total capital expenditure</strong></td>
<td>$108,751</td>
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**Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)**

**Total opening balance**

**Total closing balance**

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

We will continue to position ourselves as a school of first choice for families in and around our local area.

We are committed to embedding our Leading Languages program in 2015 and implementing this through our Performing Arts program. It is our intention to pioneer a Dinka program for all children (Prep – Yr 6) in 2015. This will be closely monitored and supported by leadership at school and Ms Jennifer Momici-Brown of Catholic Education Melbourne.

We will further strengthen the use of ICT broadly to enhance learning for all as well as the management systems at MOGS.
**VRQA Compliance Data**

**PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS**

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<td>%</td>
<td>%</td>
<td>%</td>
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<td>%</td>
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<tr>
<td><strong>YR 03</strong></td>
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<tr>
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**NAPLAN Year 3**

- 2015
- 2014
- 2015

**NAPLAN Year 5**

- 2015
- 2014
- 2015
### Average Student Attendance Rate by Year Level

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<thead>
<tr>
<th>Year Level</th>
<th>%</th>
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<td>Y01</td>
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<tr>
<td>Y02</td>
<td>93.10</td>
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<tr>
<td>Y03</td>
<td>89.15</td>
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<tr>
<td>Y04</td>
<td>97.08</td>
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<td>Y05</td>
<td>95.62</td>
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<tr>
<td>Y06</td>
<td>93.52</td>
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<tr>
<td>Overall Average Attendance</td>
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### Teaching Staff Attendance Rate

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<th>Teaching Staff Attendance Rate</th>
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### Staff Retention Rate

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<tr>
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### Teacher Qualifications

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<th>Qualification</th>
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</thead>
<tbody>
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<tr>
<td>Masters</td>
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<tr>
<td>Graduate</td>
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<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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<tr>
<td>No Qualifications Listed</td>
<td>33.33%</td>
</tr>
</tbody>
</table>

### Staff Composition

<table>
<thead>
<tr>
<th>Staff Composition</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Class</td>
<td>1</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>9</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>6.630</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>8</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>8.067</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>0</td>
</tr>
</tbody>
</table>