



## 2014 Annual Report to the School Community



**OUR LADY HELP OF CHRISTIANS SCHOOL**  
**EAST BRUNSWICK E1078**



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## Minimum Standards Attestation

I, Philip Cachia, attest that Our Lady Help Of Christians 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 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth)

22 May 2015



## Our School Vision

Our Lady Help of Christians is a Catholic Parish Primary School inspired by the person of Jesus. Founded by the Sisters of Mercy, we are guided by their service and values of respect, compassion and justice.

We have a dynamic and innovative learning and teaching environment that engages students to achieve success, develop resilience and embrace a passion for learning.

We are a welcoming and encouraging community that fosters positive relationships with thanks and forgiveness.

In partnership with families, Parish and the global community we celebrate our shared story and the richness and diversity of all.

Our Lady Help of Christians School -

Walking together in faith, love and learning.



*Established by the Staff, Students and Parents of OLHC School - August 2014*

## School Overview

Our Lady's School, Brunswick East, was officially opened in 1911 on the site formerly occupied by Samaritan College (100 Barkly Street). The school was moved to its present site alongside the church in 1939 with Sr. Xavier as Principal.

Like many others in the Brunswick area, the site occupied by the Church and presbytery was a quarry in the late 19th century. For this reason, the foundations of these buildings were constructed considerably below ground level. This allowed a unique opportunity of also providing the parish with a spacious hall below. Facing the school's playground, the hall is easily accessed by the children and is used for different school events.

The southern children's paved playground also bears testament to the site's history by its positioning below the level of Nicholson Street. This provides a quietening buffer from traffic, offers students enviable opportunities to play soccer/football and adds an interesting aspect of another level to the grounds.

Our Lady Help of Christians School is a vibrant school community catering to inner-city families looking for that something extra. With a current enrolment of just under 310 students, we believe we are growing into the ideal size. Our students are nurtured in a safe and loving environment, while stimulated by a rigorous curriculum with high expectations for all.

Some of the elements families tell us that they love about our school are:

- Intimate, caring and cohesive community
- Extensive range of six specialist programs: Library, Physical Education, Performing Arts, Visual Arts, Italian and Information Technology
- Caring, professional staff committed to continual student growth
- Fabulous facilities that other schools envy
- A bright & inviting Before / After-School / Vacation Care facility and program run by Extend.
- Dynamic Parents Association
- Dedicated Parent Reps for each class
- Bi-annual school concert at the Clocktower Theatre
- Bi-annual Arts Exhibition showcasing students' talents in Visual Arts
- Uniform Shop on premises
- Student Representative Council – Foundation to Year 6
- At least three networked computers in each classroom and a computer lab of 28 computers with an interactive whiteboard and other ICT hardware for the children to use
- Mini lab of 9 computers in the senior area of the school
- 14 Samsung tablets to be used throughout the school
- School Camp program in Year 5 & 6
- Weekly whole school assemblies
- Implementation of the 'Making Jesus Real' Program from Foundation to Year 6
- Sacramental Program – Year 3 Reconciliation, Year 4 First Eucharist, Year 6 Confirmation
- Leadership roles for all Year 6 students
- Secure entry and perimeter fencing to our school with CCTV cameras filming 24 hours a day



## Principal's Report

### 2014 – LEARNERS OF TODAY AND CREATING THE LEADERS OF TOMORROW

Our school in East Brunswick continues to go from strength to strength. Our theme for the 2014 school year was *"Learning Today – Leading Tomorrow"* and we answered the call in so many ways during the year. Thank you to our teachers, our students and parents who by word and action support the school in its many ventures during the year.

- We began the year by welcoming the largest cohort of Foundation children in many, many years. With two new teachers in Foundation, our 54 Foundation children began their schooling with wide eyes, great anticipation and great promise.
- The Welcome Picnic in February opened our school year. We welcomed many new families, jumped on two Jumping Castles, and enjoyed a perfectly pleasant evening with many families in attendance.
- Father Michael led many of the weekly Masses, special Masses and Sacraments of Reconciliation, Eucharist and Confirmation during the year. He is a huge supporter of our school, not only in leading the spiritual development of our children and families, but also in being there to support staff at our school. Later in the year we welcomed assistant priest Father Vinh who assisted in the many duties that priests have in parish life. Father Vinh celebrated Mass with our Year 5&6 children at school camp at Phillip Island late in the year.
- It was a sometimes difficult year for the health of our staff and their families. We continue to pray for Ms. Anderson's son who is still recovering from Leukaemia, for the health of Ms. Mutsaers, our former librarian, Mr. Jack and his family, Ms. Faye and her husband, and Ms. Mary Portelli. On the positive side, our school community support of Ms Chantelle has seen her gain strength each day in 2014. It was also wonderful to see many young staff step up to fill the void left by these staff members.
- Archbishop Hart visited our school and parish in mid-March. He was impressed by the welcome, manners and respect shown by the children at his school.
- March also saw the welcome of our Sister School Guests from Maria Bintang Laut School in Bandung Indonesia. Ibu Lucy, Ibu Dora and Pak Puji loved their time in Melbourne and at our school. Later in the year Ms Bruty, Ms. Pham, Ms. Rinaldo (*self funded*) and Mr. Philip Cachia flew to Bandung for another wonderful week of teaching, professional exchange and goal setting. It was during this visit that we signed another Memorandum of Understanding to continue our Sister School relationship for a further three years. St. Bernard's East Coburg also made their inaugural visit to a school in Semarang, and in 2015 St Luke's Lalor will visit a school in Kedus, Indonesia. Both of these schools have learnt from and would like to emulate the successes of the Our Lady's Sister School Program. E-Projects and the Sister School Student Stay (SSSS) Program were two new initiatives that came out of the visit.
- Staff have also been studying hard outside of school hours to improve their skillset during the year. Ms. Virginia was successful in achieving full registration through the VIT, three staff members enrolled in the Aspire to Principalship course, one staff member did OH&S training, another staff member did Change2 training, staff attended professional learning in the area of the Australian Curriculum, and the Principal completed 6 out of the 12 units in an Executive MBA that was awarded sponsorship to 25 Primary and Secondary Principals in the Archdiocese. The majority of staff also completed their compulsory Anaphylaxis training, and those staff who attend sick bay duties achieved a Level 2 First Aid qualification.
- NAPLAN 2014 was another highlight of the year. Year 3 and 5 teachers worked hard with the children so that they could show their true potential in the assessment. The upshot is that for



the third year running, all ten areas of English and Maths in Year 3 & 5 were above the Australian average. This is a wonderful achievement and speaks volumes for the academic delivery at our school.

- The Feast Of Our Lady Help Of Christians was a huge success. After celebrating a lovely Mass with Father Michael, Ms. Oxley, our Physical Education specialist planned a school Triathlon at Balfe Park. The children huffed and puffed for an hour running, skipping and playing games to raise over \$10,500 for the Parents Association. This was our biggest fundraiser for the year and it was great to see the children and parents get behind the new Triathlon concept.
- In mid-May we held our biannual Family Life Education evening. A facilitator presented a junior, middle and senior session to families on human sexuality and family life.
- There were many incursions held during the year to assist the children in their learning. The Cultural Infusion visit, the LOTE day opera visit, the Australian Youth Orchestra performance add to the educational package we give to the children each year.
- Staff received excellent professional development this year. Every two years, staff do two days of Personal Faith Development and this year's presenters both challenged and enriched staff. Our school also developed a new School Vision statement that we will officially launch in 2015.
- We are fortunate to have such a dedicated, talented and hardworking Parents Association who have raised \$40,000 during the 2014 year. This will allow us to totally upgrade our computer hardware and infrastructure next year. So many events, some small, some huge like the Latin Night all contribute to what we will purchase, but also they also connect families in our school community. A huge thanks to Katie Naughton, who stepped in to the President's role early in the year, but also to Ross Weber our PA Treasurer, an inaugural member of the PA, whose association with our school will conclude when his son Daniel graduated at the end of last year.
- Celebration of Learning Week was lots of fun as we enhanced the traditional Book Week to include Numeracy, English, Science and PE day excursion to Bounce. The children at OLHC are so lucky!
- Year 5 & 6 School Camp at Phillip Island was a blast. We had great weather for two days, did some challenging activities like the Giant Swing, went to the Penguin Parade, and had Camp Idol. So many new friendships and great memories with 80 children. The most we have ever taken on school camp.
- The RACV Energy Challenge was a new initiative led by Year 6 teacher Ms. Harriott. All Year 6 children learnt about Energy during Inquiry and it culminated in "Roary" coming 32<sup>nd</sup> out of 90 entrants, and our school coming 1<sup>st</sup> out of 200 schools for Best Display and Presentation.
- The Visual Arts Show "*Let Your Light Shine*" showcased the children's extraordinary Visual Arts skills. Congratulations to Ms. Harrop, our Visual Arts Specialist teacher on inspiring our young artists and for putting on such a professional and gallery quality school event.
- The Christmas Fair raised almost \$1300 for our Sister School Breakfast Club. Congratulations to Year 4C and 4T for raising our awareness of social justice issues and for taking this practical step with helping those children at our Sister School who will now begin their day with a bowl of rice or noodles.
- Twilight Athletics night was our biggest and best yet. Congratulations to Xavier for winning the Team Spirit Trophy and to Miller for winning the Overall Trophy. Most of the children attended this year and the parents were there in huge numbers cheering on their children and their team. The atmosphere was electric and it was almost the perfect night for athletics. Thanks to our inspirational Physical Education specialist Mrs. Oxley for leading the way, and to teachers and parent volunteers who helped on the evening.



**WHERE TO FROM HERE IN 2015**

No wonder we are totally exhausted..... but we will be back with more great things in 2015.

- Our new toilet facility that will service 11 upstairs classrooms will be completed in January 2015. The refurbishment of this area will make it a "wow" area, rather than a "phew" area. Be set for the transformation of this area including the Visual Arts space in 2015
- Our whole Information Technology program will be renewed in 2015 thanks to the generous fundraising by the Parents Association. Mr. Will, our Information Technology specialist has major hardware purchases and IT infrastructure planned and I can guarantee the children by this time next year will be going to infinity and beyond
- Our School Review in 2015 will evaluate our successes of the past four years and set lofty goals to be achieved 2015-2019

We look forward to you joining us on the incredible ride that lies ahead in 2015.



Philip Cachia  
Principal



## Parish Priest's Report

From a Parish Priest point of view, as I reflect over the past year of 2014, it seems to me that it has been a year that has continued to deepen the consolidation of the previous year.

We continued the Preparation Program for the celebration of the Sacraments – First Reconciliation, First Communion, and Confirmation. It is a good program of preparation, which not only involves the class room preparation, but also parent meetings, the catechist class for Government school children, and, for First Communion and Confirmation, a retreat day off the school campus.

As well, the relationship between Our Lady's School and Maria Bintang Laut School in Indonesia has continued, with teachers from each school visiting the Sister School. This exchange is valuable not only for the teachers involved, but also for the school children who experience the visit of teachers from the other school.

Also an initiative begun a few years ago, and still continuing, is the roster that brings a class from the school to the Wednesday 9.15am Mass in Our Lady's Church. This class will be involved in the Mass – reading, music, bringing up the gift procession, the Prayers of the Faithful. It is not only an important experience for the children, but also it links the school children to the parish community.

My hope is that Our Lady's Parish Primary School will continue to play an important role, not only in general education, but also in the mission of Our Lady's Parish to proclaim the Good News of Jesus Christ, and to nurture faith and practice.

Let us thank God for the good of 2014.

Fr Michael Casey

Parish Priest





## Parents Association Report

2014 was a busy and successful year for the Parents Association. During Term 4 we raised \$1240 at the Sports Carnival sausage sizzle and \$1188 with the art calendar/cards. The children produced some beautiful artwork for the fundraiser. I wanted to take this chance to say a big thank you to all the parents and teachers who helped out and contributed throughout the year. The Parents Association can only run thanks to the generous support of parents and teachers donating their time and effort.

### Second Hand Uniform Stall

This is the second year of holding a second hand uniform stall and having it at Sports Carnival was a great success. We are looking to continue this 1-2 times each year and would welcome any donations of uniforms from children who have left the school in Year 6.

### 2015 Fundraising Goal

Our 2014/15 project is an IT upgrade for the school. This was last funded by the Parents Association in 2008 and is a sizeable investment. The plan is for the current computers to be re-deployed into the classrooms once new computers and software are installed. Our goal is to have \$50,000 + funds for this by Term 2 2015.

### 2015 Parent Contribution to the Parents Association:

The Parents Association can only be successful through the generous donation of time from parents and in many instances the teachers. Being a part of the committee or donating your time is also a great way to socialize with and become 'connected' to other parents and connect to the school. While we all lead busy lives with many parents working part and full time, there were many ways parents contributed to the Parents Association both during and out of school hours. For 2015 we would ask all families to contribute 5 hours of their time to the Parents Association over the course of the year. This will help to spread the load over many, rather than a few! This is considerably less than many schools ask and there are many ways you can contribute! We will provide a calendar for 2015 so you can start planning ahead for when you can help!

### AGM

The AGM (Annual General Meeting) will be on Monday 17th March 2015 at 7pm and we would like to see as many families as possible attend.

### Parents Association Committee Positions 2015

To assist with the running of the Parents Association and also provide opportunity for more parents to get involved, we created a number of committee positions for 2014. If you volunteered for one of the roles you were required to coordinate your event, organize volunteers, assist with communication and attend 1-2 Parents Association meetings prior to your event (excluding tuck-shop and school banking roles). The Parents Association Executive provided support and guidance for these roles, so parents were not on their own.

Many people through the year have asked about the Parent Association running a fete or similar event. While these types of events can raise significant funds, there are a vast amount of hours required to make an event of this type successful and there are significant risks involved eg. Inclement weather. It is also worth considering that while a fete may raise \$15,000 or more, we were able to raise \$10,000 through a simple one hour Triathlon that required a lot less time commitment and effort from families. Currently the Parents Association Committee is stretched just running the current schedule and given the challenge we faced getting enough parents to help just run a sausage sizzle at the Sports Carnival, we would need to see a significant commitment from a larger number of parents to even consider an event such as a fete. However there are many other fun things we did in 2014 that posed less financial risk and less hours. We encourage parents who are passionate about an idea to come along to a monthly Parents Association meeting to discuss such.

We currently are yet to lock in a couple of our major events for 2015 and would like to hear from families about what they would like to see happen next year. If you have some great ideas you would like to raise, please email us at: [olhcpa@gmail.com](mailto:olhcpa@gmail.com) or come along to a monthly Parents Association meeting.

Parent Association Committee – Ali, Katie, Ross & Mick



## Education in Faith

### Goals & Intended Outcomes

**To strengthen the Catholic culture of the school community**

### Achievements

Throughout 2014, all members of our school community were presented with opportunities to increase their involvement in the liturgical, Sacramental and spiritual life of the school. To acknowledge the events of Holy Week, our Year 6 students presented a dramatised *Way of the Cross* celebration to the whole school community outdoors which proved to be prayerful and reflective experience. On this occasion three teachers from our Indonesian sister school were present during our Sister School's third visit to Melbourne.

Parents of children preparing to receive Sacraments of Penance, Eucharist and Confirmation attended family information evenings prior to each Sacrament. These were facilitated by Fr Michael Casey, Parish Priest and were well attended by parents, students and Confirmation Sponsors including those families from the parish catechist program. Feedback from these occasions indicated that the sessions were helpful for parents and children in preparing to receive the Sacraments.

Receiving Sacraments for the first time is a highlight of primary schooling for many of our students. Our Sacramental program included Year 6 students preparing for and receiving the Sacrament of Confirmation which was celebrated by Very Rev. Martin Ashe, Episcopal Vicar for the Northern Region in March. Our Parish Priest, Fr Michael, celebrated three First Eucharist Masses over a weekend in August when 34 of our Year 4 students, as well as children from the parish, received this Sacrament. On May, 26 of our Year 3 students received the Sacrament of Penance for the first time. At each of these Sacramental occasions, children from the parish, prepared by volunteer Catechists, also received the Sacraments. School Captains and Year 6 representatives attended the annual St Patrick's Day Mass for schools at the Cathedral during Catholic Education Week in March.

In May we celebrated as a school and Parish community, marking the Feast Day of Our Lady Help of Christians. The whole school attended Mass where students and staff were actively involved in roles such as Readers, Offertory procession, leading singing and Eucharistic Ministers.

Students participated in three to four Education in Faith lessons per week facilitated by classroom teachers. The core program used for planning, teaching and assessing Religious Education is *Coming To Know Worship and Love (CTKWL)* as mandated by use in Catholic schools within the Melbourne Archdiocese. Years 3-6 classes undertake the CTKWL exemplar units using an "Inquiry" approach to learning whilst Foundation – Year 2 classes use CTKWL utilising the "Good Shepherd" approach which encourages children to ask questions and wonder when engaged in storytelling or hands on play. We enjoyed the opportunity of having a final year seminarian working across the school for one morning each week. He was involved in working with children in classroom, and in particularly contributing to Religious Education lessons working in conjunction with classroom teachers.



This year we continued the retreat days for both Years 4 and 6 children prior to receiving the Sacraments of Eucharist and Confirmation. These occasions were valuable and enjoyable days where students spent the day in East Melbourne preparing and celebrating a Mass at St Patrick's Cathedral, completing activities and deepening their understanding of the Sacrament.

Each Wednesday morning two classes from Our Lady Help of Christians School attended the 9:15 a.m. parish Mass on a rostered basis. Classes were encouraged to participate in the Mass as age appropriate and included roles such as Offertory Procession, composing and reading Prayers of the Faithful and Reading the daily Scripture.

In September four class teachers made a return visit to our sister school SD Maria Bintang Laut (St Mary Star of the Sea) School in Bandung, West Java, Indonesia. As two schools both under the patronage of Mary the Mother of God, the staff shared in professional discussion regarding Religious Education lessons and nurturing the Catholic identity of the school, each within a vastly different context.

On the final day of the school year, Fr Michael celebrated a Mass with the school staff. This gave staff the opportunity to reflect together on the successes and challenges of the 2014 school and give thanks for the opportunity of working together in this community.

Our school has continued to strengthen links with the parish community. In particular this has been evident through working closely with parish catechists and musicians at Sacramental times. The school has periodically contributed to the parish newsletter *The Parish Voice*.

MR. JACK RENDLE – LEADER OF FAITH DEVELOPMENT





## Learning & Teaching

### Goals & Intended Outcomes

To provide a contemporary and engaging learning environment

### STUDENT LEARNING OUTCOMES

#### NAPLAN 2014 - YEAR THREE

	STATE AVERAGE	OUR LADY'S AVERAGE	
READING	433	452	+19
WRITING	417	437	+20
SPELLING	420	434	+14
GRAMMAR & PUNCTUATION	437	441	+4
NUMERACY	415	434	+19

#### NAPLAN 2014 - YEAR FIVE

	STATE AVERAGE	OUR LADY'S AVERAGE	
READING	511	526	+15
WRITING	481	526	+45
SPELLING	501	524	+23
GRAMMAR & PUNCTUATION	509	536	+27
NUMERACY	498	524	+26

#### NAPLAN HISTORICAL CONTEXT AT OUR LADY HELP OF CHRISTIANS SCHOOL

In 2008 Our Lady's School scored 3 out of 10 areas above the State average

In 2009 Our Lady's School scored 3 out of 10 areas above the State average

In 2010 Our Lady's School scored 7 out of 10 areas above the State average

In 2011 Our Lady's School scored 7 out of 10 areas above the State average

In 2012 Our Lady's School scored 10 out of 10 above the State Average.

In 2013 Our Lady's School scored 10 out of 10 above the State Average.

And now in 2014 Our Lady's School has one again scored 10 out of 10 above the State Average.

Congratulations to our 2014 Year 3 and 5 children on achieving the 'trifecta'. Parents can be proud of the fact that we now have a consistent, high functioning academic school that scores well in national assessments in Numeracy and English.

Congratulations to our school staff – our class teachers, our teacher aides and support staff, intervention teachers and specialist teachers who, through their skill and dedication, have brought out in the children their best academic potential.



Congratulations to our parent community who have really got behind the school and teachers. Those parents who speak positively about our school, who praise and encourage our teachers and place education as a #1 priority in a child's life.

## EDUCATIONAL PRIORITY LEARNING AREAS 2015

Y R	MATHEMATICS	ENGLISH
3	<p><b>Number &amp; Algebra</b></p> <ul style="list-style-type: none"> <li>Working with number lines/identifying missing numbers on a number line/ identifying missing numbers on a number line where zero is not the starting point</li> <li>10/100/1000/more or less than a given number, in particular off the decade or a zero in hundreds or thousands place</li> <li>Finds the number of whole packets of objects needed to make at least a given quantity that is not an exact multiple</li> <li>Calculates the whole number equivalent to a visual representation of a number of quarters</li> <li>Solves <b>money problems</b> requiring multiplicative thinking (<b>money &amp; financial mathematics</b>)</li> <li>Identifies processes required to solve a <b>multi step problem</b> involving money (<b>money &amp; financial mathematics</b>)</li> <li>Solves <b>multi step problem</b> involving reasoning &amp; multiplication</li> <li>Arranges a set of numbers as an addition to find the biggest total</li> <li>Solves a <b>number problem</b> using a number pattern</li> <li>Solves a <b>number problem</b> involving proportion</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>Identifies o'clock time to nearest half hour on digital clock</li> <li>Counts back days using calendar</li> <li>Identifies perimeter of shape using informal units</li> <li>Identifies shape on graph paper with least shaded area</li> </ul> <p><b>Statistics &amp; Probability</b></p> <ul style="list-style-type: none"> <li>Identifies true statement about data in 2 column table</li> <li>Interprets information in a column graph</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>Identifies a side view of three rectangular prisms</li> <li>Identifies the shape made by folding and cutting a disc</li> <li>Identifies changes in width and height for a shape</li> <li>Identifies two shapes that overlap to make a given shape</li> <li>Determines the number of edges in an object</li> <li>Uses scale to calculate distance</li> </ul>	<p><b>Language Conventions</b></p> <ul style="list-style-type: none"> <li>Knowledge of grammar &amp; their functions: verbs, pronouns, adjectives, nouns, adverbs</li> <li>Focus on punctuation -commas, full stops, talking marks, question marks, apostrophes, exclamation marks, ellipsis'. What is their purpose and how to use them correctly?</li> <li>Spelling – Use off 44 sounds chart to explicitly teach spelling rules, endings, clusters, plurals, silent letters, middle vowel sounds, etc....</li> <li>Use of <i>italics</i>, <b>bold print</b>, use of tables, diagrams, headings, sub-headings and captions</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Can identify and use figurative language</li> <li>Uses background knowledge to identify where an additional piece of information belongs in an argument text / to provide the next response</li> <li>Draws on clues across the text to make inferences</li> <li>Can infer a character's feeling in a text</li> <li>Interpret detail in an information text</li> <li>Can sequence a series of events within a text</li> <li>Can locate information from a variety of different text types</li> <li>Understands the structure and function of different text types</li> <li>Comprehension: Identifying Detail, Main Idea, Sequencing, Compare &amp; Contrast, Fact &amp; Opinion, Cause &amp; Effect</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Continue to expose students to a range of text forms and discuss the features of each</li> <li>Teach students how to use proofreading and editing to refine their writing</li> <li>Teach students how to find, record and organize information from texts, e.g note making, note taking</li> <li>Continue to use Writer's Notebook as a way to enhance student's writing</li> <li>Make direct links between reading and writing. Use texts to enhance their writing.</li> <li>Inform students what a 'good' piece of writing looks like - identifying audience, text structure, paragraphing, vocabulary, spelling, sentence structure, punctuation and ideas</li> </ul>
5	<p><b>Year Five</b></p> <p><b>Number &amp; Algebra</b></p> <ul style="list-style-type: none"> <li>Working with number lines/identifying missing numbers on a number line/ identifying missing numbers on a number line where zero is not the starting point</li> <li>10/100/1000/10 000 more or less than a given number, in particular off the decade or a zero in the thousands/ten thousand place;</li> <li>Calculates the missing value in a number sentence</li> <li>Solves a number sentence of the form <math>a \div b = c</math></li> <li>Uses numerical relationships between two unknowns to solve a problem</li> <li>Solves a <b>division problem</b> which includes rounding down</li> <li>Arrange a set of four numbers as an addition to find the biggest total</li> <li>Matches a fraction to the shaded area of a shape</li> <li>Recognises different representation of a number with two decimal places</li> <li>Finds the difference between 2 values written to 2 decimal places</li> <li>Solves a <b>word problem</b> using proportional reasoning</li> <li>Extends visual pattern to identify a future term</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>Identifies shape on graph paper with least shaded area</li> <li>Identifies half a litre in millilitres</li> <li>Reads the temperature on a thermometer when not all units are marked</li> <li>Uses measurements on 2 diagrams to deduce unknown height</li> <li>Identifies changes in width and height for a shape</li> </ul>	<p><b>Language Conventions</b></p> <ul style="list-style-type: none"> <li>Correct use of apostrophe – contractions/possession</li> <li>Use of irregular plurals – man/men; mouse/mice</li> <li>Past and present tense. Keeping it consistent throughout the text.</li> <li>Identifies the adverb of time in a simple sentence</li> <li>Knowledge of grammar &amp; their functions: verbs, pronouns, adjectives, nouns, adverbs</li> <li>Identify and record words that have the <b>schwa</b> in them</li> <li>Knows different letter combinations to produce the same sound – short vowels/long vowels</li> <li>Can identify spelling errors within a text and choose the correct word and/or write the correct word</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Can interpret imagery in a poem</li> <li>Identifies the purpose of information in an online discussion</li> <li>Interprets the meaning of a comment in an online discussion</li> <li>Interprets sequence of events in texts</li> <li>Makes connections with different sections of a particular text</li> <li>Uses context to infer the meaning of a word within a text</li> <li>Interprets the personality of a character in an imaginative text</li> </ul>



<ul style="list-style-type: none"> <li>Calculates new time given previous time &amp; improvement in minutes &amp; seconds</li> </ul> <p><b>Statistics &amp; Probability</b></p> <ul style="list-style-type: none"> <li>Matches information in a table to line graph</li> <li>Identifies a spinner that could have generated a graphical representation of data</li> <li>Calculates the difference in value between 2 adjacent columns on a graph</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>Determines reverse view of combination of overlapping shapes</li> <li>Identifies a puzzle piece by applying a quarter turn anti clockwise</li> <li>Identifies the shape made by folding &amp; cutting a disc</li> <li>Identifies the largest angle in a diagram</li> <li>Follows directions on a simple road map</li> <li>Interprets a 2D representation of a 3D object and calculates total number of faces</li> <li>Interprets top, front &amp; side views to determine the number of cubes in a 3D object</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes the use of phrases in an imaginative text</li> <li>Can identify the writer's position in an argument text</li> <li>Interprets data presented in diagrams/tables</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Encourage students to use writing to influence change about social issues that concern them</li> <li>Teach students how to group sentences about similar information together to form a paragraph</li> <li>Teach students how to represent characters and events to create specific effects in literary texts</li> <li>Discuss how writers' and readers' knowledge, experiences and perspective affect the composition and interpretation of texts</li> <li>Inform students what a "good" piece of writing looks like - identifying audience, text structure, paragraphing, vocabulary, spelling, sentence structure, punctuation and ideas</li> <li>Make direct links between reading and writing. Use texts to enhance their writing.</li> </ul>
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## Achievements

At Our Lady Help of Christians we have worked to develop a culture of high expectations and beliefs that all children can learn. High expectations of students in turn are used to build a feeling amongst staff that they have the capacity to make a difference to the students they teach, academically as well as socially and emotionally. The Australian and Victorian Essential Learning Standards (AusVELS) are used to inform teaching staff when planning, implementing, assessing and reporting on the curriculum and with the support of parents and teachers we aim to provide opportunities for students to reach their maximum potential during their primary years.

Professional discussion at Staff Meetings, Professional Learning Team meetings and Year Level planning meetings with learning leaders, inform staff and provide strategies to implement in the classroom. In our efforts to maximise the potential of our students we use data that heightens awareness of the level they are at and how their growth compares to the state. An assessment schedule is in place for all year levels in both literacy and numeracy for pre and post testing during the year. At Professional Learning Team meetings academic results are recorded and an overview chart is documented. This informs the staff of a whole school strategic plan.

Informally staff meet with parents, communicate via the school diary or over the telephone. Our Student Wellbeing Leader, together with classroom teachers, refers students at risk for assessment to the Catholic Education Office Student Support Services. Teachers refer to the recommendations made by outside agencies when developing an Individual Education Plan (I.E.P). A Reading Recovery program addresses students most at risk in Year One and a comprehensive literacy and numeracy intervention and enrichment program is accessible for all year levels.

The Contemporary Teaching and Learning Mathematics (CTLM) project undertaken in 2010/2011 continues to underpin the way all areas of the curriculum are planned and taught. It has been a vehicle for considering our scope and sequences for various learning areas, as well as an instrument for introducing and reinforcing a range of teaching and learning tools such as open ended questions, new resources and school based inquiry projects undertaken by teachers.

During 2013 Dr. Jeni Wilson, an expert in student centred learning approaches, was engaged by the school to facilitate planning sessions with teachers within the areas of inquiry. During this time there



was a focus on student voice, engagement, success criteria and a review of the Inquiry planning document. In 2014 all staff continued to implement these practices as we branched out to renew our Whole School Curriculum Design for Integrated Inquiry. During this process eight new through-lines were developed which incorporate the concepts that are consistently visible within the new Australian Curriculum. These through-lines will now inform each of our inquiry units during a two-year cycle to ensure each and every student has access to teachings from the entire Australian curriculum. Secondly to creating our through-lines and further to work undertaken with Dr. Jeni Wilson, staff are in the process of developing multiple Inquiry planners to suit the range of teaching and learning styles within our school.

Teachers are skilled at understanding and interpreting data. In order to achieve this level of understanding teachers have participated in moderating pieces of student work, shared knowledge gained from professional development sessions related to the AusVELS, thoroughly analysed each NAPLAN area of assessment and compiled an Educational Priority List for Mathematics and English.

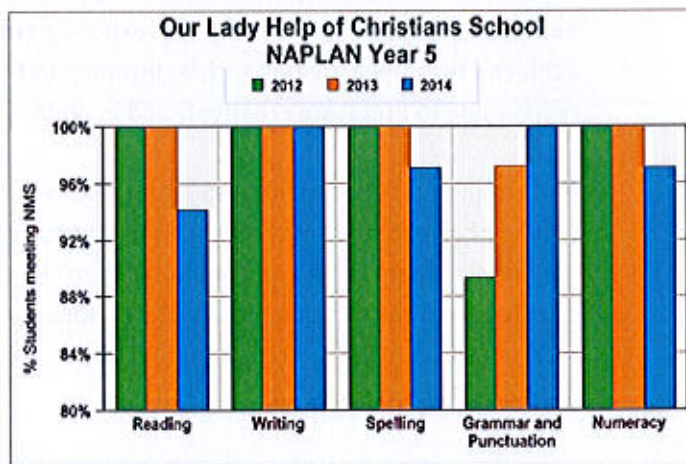
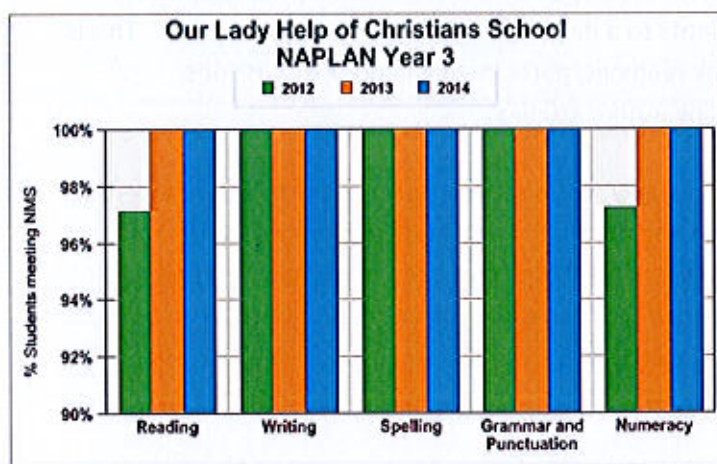
#### Proportion of Students meeting National Minimum Standard

	Year 3			Year 5		
	2012	2013	2014	2012	2013	2014
Reading	97.1%	100%	100%	100%	100%	94.1%
Writing	100%	100%	100%	100%	100%	100%
Spelling	100%	100%	100%	100%	100%	97.1%
Grammar & Punctuation	100%	100%	100%	89.3%	97.2%	100%
Numeracy	97.2%	100%	100%	100%	100%	97.1%



### Change in Proportion of Students meeting National Minimum Standard

	Year 3			Year 5		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Reading	-2.9%	2.9%	0%	3.2%	0%	-5.9%
Writing	0%	0%	0%	0%	0%	0%
Spelling	2.5%	0%	0%	0%	0%	-2.9%
Grammar & Punctuation	0%	0%	0%	-10.7%	7.9%	2.8%
Numeracy	-2.8%	2.8%	0%	3.3%	0%	-2.9%



### Specialist Classes:

Wide ranges of resources in all areas of the curriculum are updated regularly in order to assist student learning. All classrooms and the computer lab have an interactive whiteboards. Three more computers, a printer and laptop are located in all classrooms and the computer lab is timetabled for whole class lessons as well as specialist lessons for students in years all year levels. A class set of tablets allows for a contemporary approach within classrooms as well.



Within Visual Art classes students are given the opportunity to create visual art pieces and use arts language to describe their own and other people's art works. A specialist art teacher conducts classes in the Visual Arts Space and all year levels enthusiastically participate in weekly/fortnightly sessions. The Student Art Soiree is held on a bi annual basis whereby all students have some of their art pieces on display and the school and wider community are invited to attend. The 2014 event was one not to be missed!

The students at Our Lady Help of Christians participate in a weekly, LOTE (Italian) lesson with a specialist Italian teacher. The aim of these lessons is for students to communicate in a language other than English, as well as develop intercultural awareness. The Italian teacher attends professional development to remain in the forefront of teaching the language and updates resources regularly to assist student language learning.

The school offers a high quality Health and Fitness Physical Education program for each child. This program helps to prepare each student to maintain a healthy and active lifestyle through the delivery of skills and knowledge with teamwork and positive encouragement. Programs include weekly physical education lessons, Year 6 participation in interschool sport and a Swimming Program for Foundation to Year 6.

The school's library program endeavours to instil in children a lifelong love of literature. Each week all classes visit the library for a scheduled lesson conducted by the teacher librarian. During this time students participate in activities designed to promote appreciation of quality literature and development of information literacy skills. Literature appreciation is developed by sharing books by many different authors and illustrators, all aimed at exposing students to a diverse range of themes and cultures. This is achieved through activities such as listening to book readings, participating in book discussions, responding to literature creatively and in undertaking author studies.

Performing Arts lessons are also undertaken during weekly session with a specialist teacher and over the course of a year students learn skills in music, dance and drama. As well as developing student's self-confidence, team work and communication skills, these workshops have been extremely rich and have enabled students to think more widely about the issues they are exploring in the program. As an aside, private tuition of keyboard, guitar and drums are offered during school hours by a private teacher (*additional charges apply*).

Our Lady Help of Christian's Parish Primary School exists to promote the development of the whole child, spiritually, academically, physically and emotionally. It is our intention that the students develop a sense of self-worth and recognise that they are contributors to their school community.

**MS. KATHRYN BRUTY**

**LEADER OF LEARNING AND TEACHING**





## Student Wellbeing

### Goals & Intended Outcomes

#### To improve student well being and engagement within the school

#### Goals and Intended Outcomes:

- To improve student wellbeing through authentic personalised engagement.
- To enhance student wellbeing programs and practices.
- To ensure all students needs are met through ensuring student connectedness and engagement.

### Achievements

The Student Wellbeing focus for 2014 at Our Lady Help of Christians School was centred around building on the foundation work in previous years to promote a positive social and emotional culture in our school. In Term 3, after much preparation research and data gathering, we implemented a program about then two themes of **anxiety** and **worry**. We continued to address student safety, and target the self-management of strong emotions affecting student behaviour. We aim to develop a learning community that fosters the growth of all, accepting and respecting all members of our school community. Some of the other achievements were:

- Implementation of the CAMHS Early Action Program (CASEA) program introduced in 2013, to provide early intervention for students at risk of developing an anxiety disorder. This year's Pirate theme fitted well with developing assertive responses to daily events and was both enjoyable and effective. Two trained staff members facilitated a whole school program both in class and with a target student group, ensuring a successful 8 week intensive program. Not only was there a targeted student group, but also a parent group to ensure consistent follow up was occurring at home. The session concepts were also taught from Foundation to year 6 and immersed school wide. The content was also made available via the school newsletter to include the wider school community.
- Students with Special Needs (both funded and unfunded) continued to be a high priority, with strong connections being encouraged between home and school. We saw evidence of this again providing effective learning outcomes and strong inclusive practices benefitting the whole school community.
- We welcomed students from overseas with severe physical challenges, and provided a supportive, safe and nurturing learning environment for them.
- *Making Jesus Real*, our primary Social and Emotional Learning program, continues to positively influence the culture of our school, as the values are becoming embedded in everyday interactions between students. Using the terminology has equipped students to build resilience and develop understanding of values in themselves and others.



- Collaboration with the School Nursing service, to support and monitor issues of physical health with our Foundation students.
- Collaboration with Larmenier School with yet another one of our students participating in the dual enrolment.
- Weekly Intervention Team Members has provided valuable data to monitor and plan for special needs and at risk students.
- Transition program to ensure comprehensive handover of information from class to class, pre-school to Prep, and primary school to high school.
- Ongoing focus on Staff wellbeing to ensure we support and collaborate effectively with each other.
- School Attendance as a priority focus with early intervention processes in place to promote student connectedness.

#### SCHOOL MANAGEMENT OF NON-ATTENDANCE

We monitor students' attendance through the use of our Student Management program N-Forma. With this program we are able to print total days of absence over the past 2, 3, 4 or 5 years. This gives an accurate snap shot as to one of the reasons a student may not be achieving academic and social success, as the cumulative effect of this absence can be palpable. Where students are found to have had far too many days of absence in a year a meeting is called with parents to create a plan for more consistent attendance at school. In some cases where children have been overseas for extensive periods of time during the school year it may be recommended that the student repeat another year in that class as a way of consolidating learning.

	2007	2009	2010	2011	2012	2013	2014
STUDENT MORALE	26%	28%	65%	26%	49%	91%	51%
STUDENT DISTRESS	34%	53%	77%	63%	44%	80%	61%
PURPOSEFUL TEACHING	26%	27%	45%	36%	57%	75%	48%
STIMULATING LEARNING	27%	42%	58%	47%	67%	75%	50%
CONNECTEDNESS TO SCHOOL	34%	30%	69%	44%	43%	74%	44%
STUDENT MOTIVATION	69%	80%	85%	53%	77%	85%	46%
LEARNING CONFIDENCE	40%	22%	74%	45%	53%	76%	69%
CONNECTEDNESS TO PEERS	75%	34%	79%	44%	72%	94%	45%

MS. ANNE EVANS – LEADER OF STUDENT WELLBEING





## Leadership & Management

### Goals & Intended Outcomes

**To strengthen the learning culture of the school.**

### Achievements

In 2014 our school continued to grow in numbers and evolve as the school of choice in the area. Over the course of the year we attracted many children from surrounding schools. Their parents were attracted by:

- Three successive years of above Australian average NAPLAN results in Year 3 & 5 Literacy and Numeracy
- The offering of a 'balanced' curriculum and teaching approaches. Many parents rallied against the alternative, open learning approaches at neighbouring schools and moved to our school with more explicit teacher directed learning, whilst using the contemporary tools that assist the 21st child mind.

Regular Leadership Meetings in Week 5 and 10 of each term continued in 2014. Much of the school development plan and its recommendations devised at the last School Review are now accomplished and we are readying ourselves for School Review next year. Our Leadership Structure in 2014 is:

Principal

Deputy Principal (0.4 POL Release – doubled from 0.2 mainly due to increased student numbers)

Leader of Faith (POL 2 + 0.1 POL Release)

Leader of Learning & Teaching (POL 2 + 0.2 POL Release)

Leader of Information Technologies (POL 1)

Leader of Student Wellbeing (2 days per week)

Leader of Numeracy (0.1 days of Role Release)

Leader of Literacy

The Our Lady Help of Christians School brand within the local community is now strong. Enrolments for 2014 are the strongest in the school's past history with 54 Foundation children enrolled. Parents and teachers both report the many benefits of a simple, straight school structure in 2014. We have been able to move to this structure, and away from composite classes, due to enrolments growing to in excess of 300.



The school is well placed in 2014 with:

- very strong enrolment projections into the future
- strong finances
- well maintained facilities
- a 120 strong computer fleet that is less than 5 years old comprising of PC's, laptops and tablet technology
- a cohesive staff group that are ready to be challenged, change and learn
- a supportive parent group that is willing to pitch in and look for the positives in what we do each day
- a strong culture of wanting to be the 'best' in everything we do...and having some fun along the way.

In 2014 after much planning a \$200,000 renovation of the upstairs toilet amenities and Visual Art area commenced. This will replace the 35 year old single male/single female toilet that now services 11 upstairs classrooms. The new amenity will provide two male cubicles, two urinals, and 5 female cubicles. The joinery and aesthetics of the Visual Art area will also be renewed. It is anticipated that this project will be finished within 2 terms.

Planning also commenced for a major overhaul of the schools IT infrastructure and capabilities with a \$35,000 upgrade of WiFi equipment planned for late in 2014. This will ready our school for its largest computer hardware upgrade since 2009.

#### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

##### DESCRIPTION OF PL UNDERTAKEN IN 2014

A Positive Approach to Student Behaviour

Family Life Night

Staff Conference – Contemporary Issues in the Catholic Church, Social Justice, The World of Jesus through Jewish Eyes, Meditation – Prayer and Practicalities

Vision Statement development

Unpacking the Australian Curriculum

CASEA Review Team

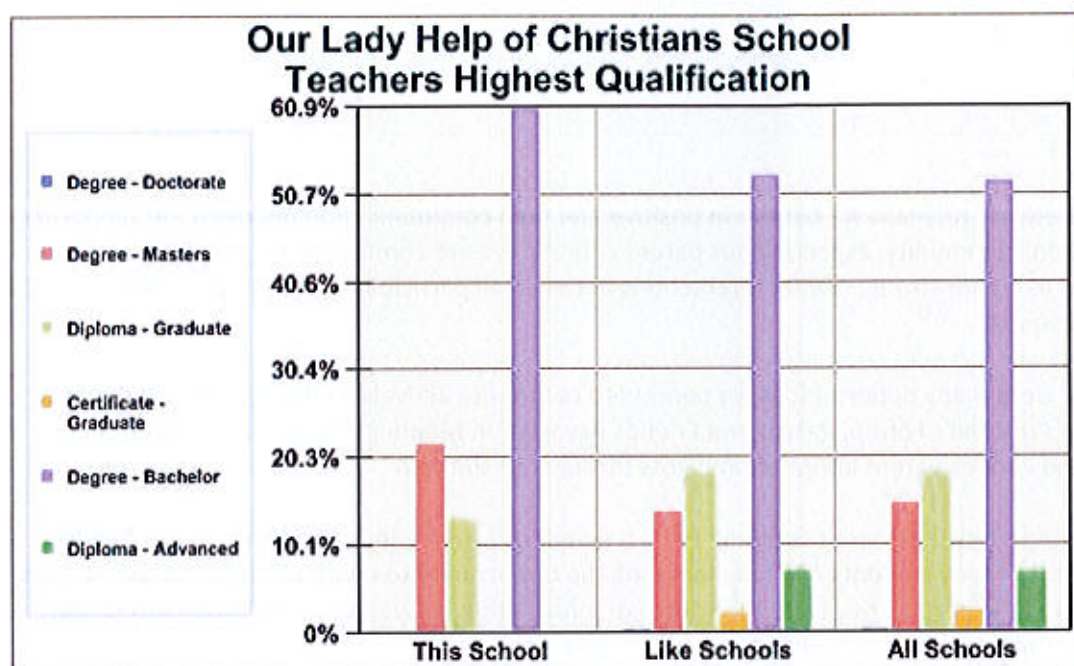


NUMBER OF TEACHERS WHO PARTICIPATED IN PL

31

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$27,790 ÷ 31 = \$896.45



ITEM	2007	2009	2010	2011	2012	2013	2014
School Morale	16%	65%	54%	62%	49%	58%	55%
School Distress	19%	75%	56%	53%	30%	49%	42%
Role Clarity	55%	61%	50%	83%	66%	57%	56%
Teamwork	32%	45%	38%	54%	48%	48%	47%
Appraisal & Recognition	51%	68%	61%	81%	57%	46%	44%
Curriculum Processes	43%	45%	45%	71%	61%	44%	56%
Effective Discipline Policy	61%	72%	62%	77%	86%	84%	85%
Quality Teaching	20%	30%	32%	40%	61%	50%	37%
Excessive Work Demands	37%	90%	55%	61%	46%	48%	54%

MR. PHILIP CACHIA

PRINCIPAL & LEADER OF LEADERSHIP AND MANAGEMENT





## School Community

### Goals & Intended Outcomes

To strengthen partnerships with parents and the wider community to enhance learning

### Goals & Intended Outcomes

To strengthen partnerships with parents and the wider community to enhance learning.

### Achievements

At Our Lady Help of Christians we believe in positive and fluid communication between the school and the wider school community, especially our parent cohort. We are committed to providing opportunities to create strong, vibrant interactions between all participants based upon the key values of trust and respect.

In 2014 there were many opportunities for parents to contribute actively to the school community. These include Principal's Forum, Parent and Friends Association Meetings, fundraisers, parent helper workshops and various parent information nights throughout the year.

Our school community data base continued to be a wonderful source in making links to our families' skills and talents. Many students and teachers took the opportunity to invite parents and friends into their classroom as experts. They were the source of information, as well as hands on activities that added richness to various Inquiry units taught throughout the year.

Our Sister School Relationship continued to flourish with SD Maria Bintang Laut school in Bandung, Indonesia with the visit of Ibu Lucy, Ibu Dora and Puk Puji from the 27<sup>th</sup> March 2014 until the 3<sup>rd</sup> April 2014. This was followed by a visit in September by OLHC Principal Mr Philip Cachia, Deputy Principal Ms Patrizia Rinaldo and classroom teachers Caroline Pham and Kathryn Bruty to Indonesia. On this visit a 2<sup>nd</sup> Memorandum of Understanding was signed by both principals agreeing to a continued relationship for the next 3 years.

The Our Lady Help of Christians Bi-annual Visual Arts Show 'Let Your Light Shine' was held on the 29<sup>th</sup> and 30<sup>th</sup> October in the Centenary Centre. It was a wonderful opportunity for our school community to gather, spend time enjoying the wonderful art work of our students, whilst socialising with one another. Congratulations to Mrs Melanie Harrop, the students and parents who worked together to produce such a spectacular event.

2014 also saw for the first time the school competing in the **RACV Energy Breakthrough** challenge, held in Maryborough. A committee of parents and teachers met together monthly to find sponsors, fundraise, plan for and train 10 Year 6 students to represent Our Lady Help of Christians in the event. The students needed to find out about Energy, the Environment and how to be sustainable. With the assistance of number of school parents, The Year 6s learnt about Physical Fitness and Nutritional eating, Marketing and Budgeting. The team of students representing the school spent afternoons and Sundays training with parent volunteers in order to compete in the endurance trial. The trial began on Friday 21<sup>st</sup> November 2014 at Midday, with the students taking turns to ride the track in the HPV (Human Powered Vehicle, basically a lying down bike) named 'Rory' by the OLHC students until 9pm and then again on Saturday 22<sup>nd</sup> November from 6am to 11am. The whole school community was a buzz in the lead up to



the event and very proud of the students who won the 'Display and Presentation' Award in the Primary School Human Powered Vehicle (HPV) category and placed 13<sup>th</sup> in the overall race.

Our Parents and Friends Association continued to be a great source in connecting with our school and wider community. Our thanks go out to all the Parent Representatives who worked with individual classes and our Parents and Friends committee who hit the ground running to find sponsors in order to organise a number of fundraisers, including the much successful 'Latin Night'

Our Student Representative Council also worked together to look out for the needs of others in our community. Together they encouraged the OLHC school community to collect non-perishable food items for St Vincent De Paul, as well as encouraging us all to wear our jeans on 'Jeans for Genes' Day and fundraise for the Murdoch Children's Research Institute. The Years 4 & 5 also got into the community spirit by running a number of stalls, selling things like Christmas merchandise (made by them), second hand books and toys to our school community in order to fundraise for our Sister School Breakfast Club. We are proud to say that over the past few years we have been able to provide a year's worth of breakfast for a number of students at SD Maria Bintang Laut who may otherwise have gone without thanks to the generous nature of our students, families and teachers

As always, we thank our parents, grandparents and other family members who have helped us in our classrooms, have given up countless hours to cover books, run canteens, hold BBQs, support working bees etc. and filled in surveys to help us build on and improve on what we do.

	2009	2010	2011	2012	2013	2014
Transitions	9%	45%	17%	38%	47%	58%
Homework	17%	52%	49%	53%	40%	73%
Student Motivation	33%	66%	43%	28%	74%	60%
Social Skills	18%	36%	66%	52%	89%	55%
School Connectedness	37%	59%	44%	59%	83%	78%
Stimulating Learning	32%	40%	46%	50%	64%	66%

MS. PATRIZIA RINALDO

DEPUTY PRINCIPAL & LEADER OF SCHOOL COMMUNITY





## Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH \$
<b>Recurrent income</b>	<b>Tuition</b>
School fees	\$202,990
Other fee income	\$164,586
Private income	\$39,618
State government recurrent grants	\$554,526
Australian government recurrent grants	\$1,869,801
<b>Total recurrent income</b>	<b>\$2,831,521</b>
<b>Recurrent Expenditure</b>	<b>Tuition</b>
Salaries; allowances and related expenses	\$2,186,284
Non salary expenses	\$403,045
<b>Total recurrent expenditure</b>	<b>\$2,589,329</b>
<b>Capital income and expenditure</b>	<b>Tuition</b>
Government capital grants	
Capital fees and levies	\$100,961
Other capital income	
<b>Total capital income</b>	<b>\$100,961</b>
<b>Total capital expenditure</b>	<b>\$112,442</b>
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
<b>Total opening balance</b>	<b>\$211,546</b>
<b>Total closing balance</b>	<b>\$247,200</b>

*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.



## VRQA Compliance Data

Area	Details	Result/Source
Staff attendance	The average attendance rate per staff member	Teaching Staff: 90.8% Non-teaching staff: 96.48% All staff: 92.07%
Staff retention	The proportion of teaching staff retained in a program year from the previous year	86.96%
Staff composition	Principal class	1
	Teaching staff (head count)	30
	FTE teaching staff	27.41
	Non-teaching staff (head count)	8
	FTE non-teaching staff	4.49
	Indigenous teaching staff	0
Average student attendance rate by year level	Year 1	95.39%
	Year 2	93.67%
	Year 3	92.64%
	Year 4	95.57%
	Year 5	93.59%
	Year 6	93.06%
	Overall average attendance	93.99%
Proportion of students meeting national minimum standard NAPLAN - Summary Report (Primary)	Year 3 Reading	100%
	Year 3 Writing	100%
	Year 3 Spelling	100%
	Year 3 Grammar and Punctuation	100%
	Year 3 Numeracy	100%
	Year 5 Reading	94.1%
	Year 5 Writing	100%
	Year 5 Spelling	97.1%
	Year 5 Grammar and Punctuation	100%
	Year 5 Numeracy	97.1%
Change in national minimum standard results from the previous year	Year 3 Reading	0.0%
	Year 3 Writing	0.0%
	Year 3 Spelling	0.0%
	Year 3 Grammar and Punctuation	0.0%
	Year 3 Numeracy	0.0%
	Year 5 Reading	-5.9%
	Year 5 Writing	0.0%
	Year 5 Spelling	-2.9%
	Year 5 Grammar and Punctuation	2.8%
	Year 5 Numeracy	-2.9%



