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Contact Details

**ADDRESS**
10 Myrtle Street
Alexandra

**PRINCIPAL**
Mr Adrian Cheer

**PARISH PRIEST**
Father Longinus Onyechesi

**SCHOOL BOARD CHAIR**
Mrs Charlotte Bisset

**TELEPHONE**
(03) 57721500

**EMAIL**
principal@smalexandra.catholic.edu.au

**WEBSITE**
www.smalexandra.catholic.edu.au

Minimum Standards Attestation

I, Adrian Cheer attest that St Mary’s School Alexandra 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

**Called to be caring and confident, our learning journey is guided by the gospel of Jesus.**

St Mary’s Catholic Primary School, Alexandra, offers the richness of Catholic Education and tradition to the growing child in an environment where its example is the centre of all learning.

St Mary’s School community should experience and promote the gospel values of love, empathy, trust, respect, honesty and fairness.

We aim to develop the whole child, spiritually, socially, emotionally, physically and intellectually.

Our school adheres to and acknowledges the Australian democratic values and principles.
School Overview

St. Mary’s enrolment continued to grow in 2014 to 138. The enrolment at the start of 2015 was at 146 children to commence the year. Its enrolment is currently at 160 children.

The School operated with seven class groupings, one Foundation class, two Year 1 / 2 classes, two Year 3 / 4 classes and two year 5 / 6 classes. The School was in its final year of its School Improvement Plan and continued to work on quality Learning and Teaching with rich tasks and focussed teaching.

The focus from the review centred on personalised learning in a contemporary context with Information technology being utilized throughout all curriculum areas. Literacy and Numeracy standards were also identified as a key focus. The school employed a Numeracy Coach who worked with Staff on developing their instruction and quality of lessons in numeracy.

The staff, students and parents continue to work closely together in order that every student is given the opportunity participate in an engaging curriculum which enhances the children’s learning outcomes. The Staff also spent a great deal of time developing a Learning and Teaching Guide which encompassed the expectations and teaching requirements for our school curriculum. The parish / school community continued to work together to enhance catholic identity.

The focus of student wellbeing continues to be developed with the aid of the KidsMatter Framework. St Mary’s began its journey with KidsMatter at the commencement of 2013. The KidsMatter Framework has enabled students, staff and parents to work together to ensure students not only feel safe and secure but also have a voice in their own wellbeing program. Social Emotional Learning is a key component of each classroom’s learning environment. The formation of cross age groupings, with lessons focussed on specific social skills, has proved to be beneficial. The school was also fortunate to continue the services of a counsellor/ visiting psychologist.

As a result of a technology audit completed in 2013 and 2015, all senior children received i-Pads and an Information Technology co-ordinator was reappointed to co-ordinate programming and policy development. The school also achieved its
commitment to providing one to one technology access for all our children in Years 3 to 6 with i-Pads for all our children in the middle school.

Our achievements in the area of technology are an illustration of our schools commitment to lead our children to an understanding of the global world we live, learn and grow in.
Principal’s Report

At the end of 2014 I was appointed as Principal of St Mary’s School Alexandra. It is exciting to be part of such a vibrant community. Students, staff and parents continue to work together to ensure students receive a stimulating and motivating curriculum. Parents continue to indicate their support, appreciation and satisfaction with the school. This was displayed through SRC data, which placed the school in the top 25% of Victorian Schools.

The staff participation in CEM Learning and Teaching Networks has allowed the school to make significant progress in developing leadership and management practices as well as setting firm foundations in contemporary learning. Hence our initiatives to establish clarity in the area of curriculum development with our P to 6 School Learning Plans and our School Teaching Implementation Guide for staff.

2015 saw the benefits of participation in the National Partnership Program – Literacy mode. The coaching process that staff were exposed to over a three year period has ensured that consultation, modelling and reflection have been embedded in the literacy culture. Senior classes began involvement with the Contemporary Literacy Learning Communities program which will span over a three year period and should consolidate and improve literacy standards, particularly at the senior level. All classroom teachers attended Professional Development in Mathematics to ensure that Foundation to Year six programs reflect the needs of the students and enhance teacher understanding of current teaching practices. A high emphasis continued to be placed on the use of data to inform programming for learning outcomes.

The introduction of KidsMatter Framework (Student wellbeing initiative) has proved beneficial for all stakeholders. Staff have been in-serviced by the student wellbeing co-ordinator. A committee was established to monitor wellbeing of all members of community with, of course, the students being the main focus. A Foundation – Year 6 Social and Emotional Learning program was developed and continues to strengthen student behavioural outcomes.

St. Mary’s is a community of learners who strive to appreciate and value the worth of each person and enhance their learning experiences each day. Our motto, “Love One Another “, permeates throughout all areas of the school community.
Parish Priest’s Report

Our Parish Priest is Father Longinus Onyechesi. He has joined us as Parish Priest this year.

He welcomes all school community members to the celebration of the Eucharist and liturgies. We look forward to working with him in further developing the Catholic Identity of our school.

Father Longinus

St Mary’s Catholic Church Alexandra
School Education Board Report

PRINCIPAL REPORT SCHOOL ADVISORY BOARD ANNUAL GENERAL MEETING 2016.

To St Mary’s School Community

I write this report with great enthusiasm and with a high level of anticipation for the next few years ahead.

I arrived to begin my service to the School last February and was extremely overwhelmed by the friendliness and caring approach extended to my family and me by the parents, children and families of our school.

I sincerely thank you, the School Board, the community at large and our children for this support.

At the commencement of last year I set a goal to develop the Schools capacity in the 5 Spheres of School Development and achieve the aims held by our Parents’ Auxiliary and the Board itself. These objectives have formed the basis for growth and change in our Learning and Teaching, Curriculum and School operations.

The School now has a clear Learning and Teaching guide in our “Learning and Teaching Booklet” that supports consistent delivery across all levels within the school. This guide has been the resource that has allowed us to establish a supportive Learning and Teaching environment for both children and staff. Hence we have Learning Teams and Leaders this year. It is with this focus on the child and their needs that has led to the following School Development:

EDUCATION IN FAITH

*Class Masses each week to develop links with our Parish and Community

*Encouraging children to take on roles within the Mass and in whole school prayer

*Support with planning Liturgy and RE through our REL

*Purchasing and extension of resources for Teacher Development in RE

*Opening and invitation to the Parish Priest to be part of our school and developing relationships

*Staff planning, discussion and professional development around our catholic identity

*Staff Prayer each Monday morning
*Visual symbols and practices of faith e.g. Class prayer, Gospel message displayed and Prayer tables

LEADERSHIP AND MANAGEMENT

*The development of a Leadership Team and encouraging shared decision making

*Development of Learning Teams within each level of the school

*Professional learning for staff in relation to accountabilities and systemic expectations E.g. planning, curriculum, student safety.

*Review and update of OHS practices and guidelines

*Planning for future growth and development for grounds and facilities

*Employment of Specialist staff e.g. Music, YOGA, Arts and Support Staff

*Structuring timetables to maximise learning and opportunity for all

*Developing curriculum budgets and finances to support resourcing and future planning e.g. ICT, Learning and Teaching, Professional development etc

LEARNING AND TEACHING

*Building staff capacity through professional learning both externally and within the group E.g. ICT PD, Numeracy Coach, PLT’s

*Developing a Whole School Learning Framework to guide our teaching

*Creating a greater awareness of our data and student learning.

*The development of Student Learning Plans, ILP’s and assessment framework

* Provision of Learning Support Officers and Numeracy Coach, for children with needs.

*Completion of resource audits to refine our support and focussed teaching

*Providing Learning and Teaching Leaders for each level of the school

*Professional learning and in class support with ICT for staff and the children
*Greater awareness of teaching structures for staff E.g. Learning intentions, outcomes and key progression points.

*Developing a greater awareness for each key leader of each child’s performance in Literacy and Numeracy.

STUDENT WELLBEING

*Development of Whole School Positive Behaviour Plan and consistency across the school.

This plan informs our children of six fundamental expectations and what respect means.

*Formation of support structures for self-esteem of children E.g. SWB Leader, Psychological Support, working with senior children.

*SEL focus in class each week and formal explicit teaching

*Professional learning for leaders and staff in relation to SEL

*Specific learning for senior children in SEL E.g. Art

*Cyber safety and Anti-bullying program development

*Development of Student Services E.g. Psychology, Speech

*Academic and social assessments for children in need

*Formation of partnerships with parents of children with needs

SCHOOL COMMUNITY

*Encouraging parents to be involved in the school

*Actively promoting the school E.g. local media

*Developing links with the kindergarten

*Providing tours and welcoming visitors

*Participating in singing in the main street
*Displaying activities for the larger community to view

*Family nights E.g. Mothers’ Night, Fathers’ Night

Providing key sports events at a time to enable greater parent attendance

The activities as listed have been implemented to bring our school community together so we can best support each and every child to learn grow and understand themselves.

I see the coming Whole School Review as an opportunity for us to reset our goals for the future and begin another new journey learning and growing together.

I thank you, our School Advisory Board and Father for giving me the opportunity to be part of this exciting journey that is St Mary’s School.

Adrian Cheer

Principal
Education in Faith

Goals & Intended Outcomes

To improve the opportunities for parents, students and staff to reflect upon and nurture their personal faith journey.

That the school’s Catholic identity is strengthened

To work collaboratively to build teacher capacity especially in contemporary practices

Achievements

ECIS data indicated that we are a recontextualised dialogue school

Inquiry within R.E. by asking big questions; exploring big concepts; taking action that matters – social justice;

Belonging – Baptism, Reconciliation- relationships, forgiveness; Catholic Church, communities, Eucharist,

Smiling Minds – link with Christian meditation

Local cluster professional development – Yea, Mansfield, Alex

Exploring Bucket fillers and Random Acts of Kindness as a way to help others

RE leader as part of T&L Planning;

Build staff capacity; RE regular part of PLTs – faith development; variety of prayer styles; moderation; sharing REL classroom learning; presentation of PD learnings

Family: Children to present to their parents as part of sacramental preparation e.g. explaining what happens at Mass ; encourage /support parents; concert with Andrew Chinn a family celebration

More regular Masses – Junior, Middle, Senior levels – at least once a term. More opportunities and greater participation for students and parents. Encourage more classroom prayer services e.g. Mother’s / Father’s Day

Monday assembly – gospel reading/reflection
VALUE ADDED

- Prayer sessions included in assemblies
- Sunday gospel readings presented on a weekly basis
- Prayer sessions for staff organized
- Professional Development on scripture for staff
- Meditation introduced at all levels
- Increase in both staff and student scores in reference to our Catholic Culture. (ref. Insight SRC Survey data 2014)

Regular faith articles in newsletter
Learning & Teaching

Goals & Intended Outcomes
To improve student learning outcomes

That writing and mathematical standards be improved.
Build teacher capacity to ensure purposeful pedagogy and high quality personalised learning outcomes through professional learning opportunities within the school.

To continue to build a strong learning culture for both teachers and students.

Achievements

Insight SRC Data reflecting increases in the following scores:

Teaching Climate Aggregate Indicator is at 82.2 which is above the state average. Our school climate Score has increased from 2013 to 2014 and places us in the top third of schools.

Our 2014 Student Engagement score has increased from 2013 to 2014.
The student survey reflects an increase in the Purposeful Teaching from 68.75 in 2013 to 86.18 in 2014.

Our data reflects that 90% or more of our children meet in Years 3 & 5 meet National Standards.

<table>
<thead>
<tr>
<th>Proportion of Students meeting National Minimum Standard</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Writing</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Spelling</td>
<td>89.5%</td>
<td>95%</td>
<td>100%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100%</td>
<td>100%</td>
<td>93.8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Change in Proportion of Students meeting National Minimum Standard</th>
<th>Year 3</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>Writing</td>
<td>0%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Spelling</td>
<td>-10.5%</td>
<td>5.5%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>0%</td>
<td>15.4%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>0%</td>
<td>1.5%</td>
</tr>
</tbody>
</table>
St Mary's School NAPLAN Year 3

% Students meeting NMS

Reading  Writing  Spelling  Grammar and Punctuation  Numeracy

80%  88%  92%  96%  100%

St Mary's School NAPLAN Year 5

% Students meeting NMS

Reading  Writing  Spelling  Grammar and Punctuation  Numeracy

80%  88%  92%  96%  100%
Student Wellbeing

Goals & Intended Outcomes
To provide an inclusive, supportive and safe school environment
That the social, emotional and personal learning be improved
Introduce a strategic approach to SEL across the school
That the social-emotional learning levels of students, teachers and families will improve

Achievements
KidsMatter: component 2 SEL and then 3 – Parents and carers
Restorative practices language
ACMA presentations for 5/6 students, staff, parents – cybersafety
ESmart – policies and practices – implementation stage
Counsellor from Cairnmillar
Smiling Minds – mindfulness
Reflection time e.g. post Footsteps
Students to self-reflect, give / receive / respond to feedback
Behaviour management
Student voice – SRC, classroom learning
SEL as part of weekly planner. Link with inquiry – belonging.
Sharing ideas – what works for me; resources especially Friendly Schools Plus – scope and sequence
SW sessions at PLT fortnightly
Buddy time
Visiting School Psychologist to support staff and families at school
Students to self-reflect and to give receive and respond to feedback appropriately
Behaviour management whole school approach – e.g. rules displayed around school and in classrooms
Yoga sessions weekly in Term 4 F – 6

Sharing ideas and resources during PLTs, incorporating Friendly Schools Plus – scope and sequence

Newsletter weekly column with resources and strategies for the school community

STUDENT ATTENDANCE

- Collection of Attendance data:
- Data is collected and recorded daily and reasons for absenteeism recorded
- Principal alerted concerning longevity of absences
- Principal contacts parents and if need be relevant authorities
VALUE ADDED

- Leadership program including leadership camp for Year 5/6 students
- Year 3-6 camping program
- Footsteps
- School Student Representative Council
- Lunchtime activities indoors to cater for all interests.
- Visiting Artist/ student wellbeing focus
- School choir
- Assemblies
- Kids teaching Kids program

There has been an increase in our aggregated Student Wellbeing scores in our Insight SRC Student Survey data in Emotional Wellbeing, Teacher Relationships and Engagement in Learning. Our Student score for connectedness to school rose from a score of 65 to 80 in the 12 months placing our school in the top third of Victorian Catholic Schools.

STUDENT SATISFACTION

Our Student Wellbeing data rose from an aggregate score of 69.5 to a score of 80.6. This is our highest score in 3 years of conducting the survey.

Student experience scores on Insight SRC Survey data reflect a large growth in student engagement in learning, Teacher relationship and student safety.

Teacher relationships scores are well above the Victorian Primary Schools mean.
Leadership & Management

Goals & Intended Outcomes
To attain high levels of organisational health
To maintain and bring into balance all aspects of our organisational health
That the feedback and appraisal practices be strengthened
Improve the score in the feedback and appraisal variable 80% (currently 76%)

Achievements
Feedback and survey data from staff showing the implementation of Change 2 recommendations
Insight SRC Data reflecting an increase in Appraisal and Recognition from 75.2 in 2013 to 77.04 in 2014.
Team work scores increased from 74.68 in 2013 to 79.78 in 2014
Role Clarity reflected an increase to 79.78 for 2014.
Development of the Learning and Teaching Guide for staff use
Numeracy coaching and mentoring, including feedback and appraisal
Literacy coaching and mentoring, including feedback and appraisal
Improvement of role clarity through professional learning opportunities
Staff meetings and PLTs were restructured to address Learning and Teaching needs
ARM process implemented using the professional teacher standards outlined by AISTL
Establishment of a Whole School Learning and Teaching Guide to support Staff and our student learning.
TEACHER SATISFACTION

Team work scores increased from 74.68 in 2013 to 79.78 in 2014. Score in Insight SRC data reflect a large growth in Role Clarity, Staff Morale and individual morale. Staff wellbeing, engagement and learning scores in staff data are above Primary mean benchmarks.

EXPENDITURE AND TEACHER PROFESSIONAL LEARNNG

In 2015 we had 17 Teaching Staff participate in Professional Learning activities.

Examples of these learning opportunities are listed below:

*Weekly Professional Learning Team Meetings to develop capacity in Literacy, Numeracy, ICT and Inquiry Learning.

*Literacy Professional development lead by CEM (Catholic Education Melbourne).

* Professional development in Numeracy using onsite Numeracy Coach.

* Cluster School Closure days to focus on Education in Faith.

*Staff attending ICT Conference in Brisbane.

*Staff and School Leaders attending Systemic Network meetings for Learning and Teaching, Numeracy, Student Wellbeing, Religious Education and ICT.

* Staff Education in relation to cyber bullying and the use of technology.

*Staff learning in relation to Data interpretation, Assessment and Reporting.

* New Staff attending induction and mentoring support.

*Professional Learning for Health and Safety and OHS E.g. First Aid, Anaphylaxis, Diabetes and Asthma


*Professional Learning in understanding Positive Behaviours Strategies and Whole School Behaviour Management.

Average Expenditure

AVGVERAGE EXPENDITURE per Teacher: $1000.00    Total 2015 $18000
School Community

Goals & Intended Outcomes
To build active partnerships which focus on student learning, within the wider community

That active partnerships within the wider community are fostered and encouraged

Achievements
Improvement should be noted in Insight SRC data, in addition to an increase in school and broader community engagement

Insight SRC percentile scores for Connectedness to school for our parents is at 86%.

- Whole school assemblies
- Swimming and Athletics days
- School breakfasts
- Active parent groups
- Care packages for families in need
- Visiting speakers from the community
- School Garden Project
- Mothers’ and Fathers’ nights
- Grandparents’ and Special Friends’ Day
- Participation in local celebrations and events E.g. ANZAC DAY, Knitting for the homeless and choir performances in the local town.

PARENT SATISFACTION

*Our Insight SRC data reflects that our community engagement is above the Victorian mean.

*Our Student Wellbeing scores are in the 90th percentile.

*Our Insight SRC data reflects that our students are in the 90th percentile for Student Engagement.

*Our Insight SRC data places our school above the Primary School mean for School Improvement, Learning focus and Learning opportunity.
## Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
</tr>
<tr>
<td>Recurrent income</td>
<td>Tuition</td>
</tr>
<tr>
<td>School fees</td>
<td>21,590</td>
</tr>
<tr>
<td>Other fee income</td>
<td>80,556</td>
</tr>
<tr>
<td>Private income</td>
<td>37,165</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>371,465</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>1,301,355</td>
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<tr>
<td><strong>Total recurrent income</strong></td>
<td><strong>1,812,131</strong></td>
</tr>
<tr>
<td>Recurrent Expenditure</td>
<td>Tuition</td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>1,253,666</td>
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<tr>
<td>Non salary expenses</td>
<td>320,373</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td><strong>1,574,039</strong></td>
</tr>
<tr>
<td>Capital income and expenditure</td>
<td>Tuition</td>
</tr>
<tr>
<td>Government capital grants</td>
<td>-</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>82,066</td>
</tr>
<tr>
<td>Other capital income</td>
<td>720</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td><strong>82,786</strong></td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td><strong>59,883</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>152,778</strong></td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td><strong>124,726</strong></td>
</tr>
</tbody>
</table>

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

In August 2016 we will complete our Whole School Review and from this process we will select targets for our new 3 year School Improvement Plan.

In the meantime we remain committed to developing the following areas:

EDUCATION IN FAITH

*To build the catholic identity of our school and for our families and children to feel they belong and have a connection with our catholic faith.

*Ensuring our children are aware of their role as disciples and for them to experience ways to respond to this call.

*For our school community to understand the many gifts God has given to us and for us to see God in the eyes of those we meet each day.

LEARNING AND TEACHING

*Curriculum Development and Professional Development for staff with the Australian Curriculum.

*Further work on assessment and reporting.

*Develop deeper understandings of digital literacies and the use of technology in the classroom.

*Building teacher capacity to deliver focused Learning and Teaching for all children.

*Refine skills and knowledge of staff with the use of data to drive learning and teaching.

*Provide a curriculum that enables our children to become confident and valued members of our community.

STUDENT WELLBEING

*As a school we will continue our work on developing the Social and Emotional Competencies as outlined in the KIDSMATTER Framework.

*To continue to build relationships and connections for our children within our community.

*To expand our schools access to services and support for our children and their families.

*To continue to provide opportunity for students to lead and provide input in relation to our school, which is their school.
SCHOOL COMMUNITY

*For our children to share their gifts and talents with our local community and the wider community. These experiences aim to create connections for our children and their families.

*To ensure we use local agencies and resources so our curriculum is relevant and applicable to our country location.

*For our school to be viewed as an organization that supports and enriches the township of Alexandra and surrounding districts.

LEADERSHIP AND MANAGEMENT

*Our School Leaders and the School Advisory Board will continue to seek opportunities to ensure the Learning and Teaching within our school meets the needs of all our school community.

*A complete audit of our Curriculum, School Operations and Compliance will take place as part of our 2016 External Whole School Review.

*Our School Leadership Team will implement strategies and initiatives to ensure we work towards goals as stated in our School Annual Action Plan.

*Our school leaders will be working towards establishing a new Master Plan for Buildings and Facilities to enable future development of our school.

*In 2016 the school will refurbish three of our classrooms, continue the grounds development plan and install new play equipment for the school.
VRQA Compliance Data

The NAPLAN data below indicated the following trends over the past 3 year period.

Our Year 3 students show a consistent trend of meeting minimum standards for Reading, Writing, Grammar and Punctuation and Numeracy. Their performance in Spelling has shown an upward trend from 2013 to 2015 where it now sits at 100%.

Our Year 5 students show a consistent trend meeting minimum standards in Reading. Our Year 5 Writing data shows an upward trend from 2014 to 2015 and this trend is also evident for Spelling. Year 5 Grammar and Punctuation data shows a very slight downward trend. Year 5 Numeracy shows a strong upward trend.

<table>
<thead>
<tr>
<th>PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAPLAN TESTS</td>
</tr>
<tr>
<td>Changes %</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td>YR 03 Reading</td>
</tr>
<tr>
<td>100.0 100.0 0.0 100.0 0.0</td>
</tr>
<tr>
<td>YR 03 Writing</td>
</tr>
<tr>
<td>100.0 100.0 0.0 100.0 0.0</td>
</tr>
<tr>
<td>YR 03 Spelling</td>
</tr>
<tr>
<td>89.5 95.0 5.5 100.0 5.0</td>
</tr>
<tr>
<td>YR 03 Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>100.0 100.0 0.0 100.0 0.0</td>
</tr>
<tr>
<td>YR 03 Numeracy</td>
</tr>
<tr>
<td>100.0 100.0 0.0 100.0 0.0</td>
</tr>
<tr>
<td>YR 05 Reading</td>
</tr>
<tr>
<td>100.0 100.0 0.0 100.0 0.0</td>
</tr>
<tr>
<td>YR 05 Writing</td>
</tr>
<tr>
<td>93.3 87.0 -6.3 90.0 3.0</td>
</tr>
<tr>
<td>YR 05 Spelling</td>
</tr>
<tr>
<td>100.0 91.3 -8.7 95.0 3.7</td>
</tr>
<tr>
<td>YR 05 Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>100.0 95.7 -4.3 95.0 -0.7</td>
</tr>
<tr>
<td>YR 05 Numeracy</td>
</tr>
<tr>
<td>93.8 100.0 6.2 100.0 0.0</td>
</tr>
</tbody>
</table>
AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

<table>
<thead>
<tr>
<th>Year Level</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y01</td>
<td>91.99</td>
</tr>
<tr>
<td>Y02</td>
<td>92.98</td>
</tr>
<tr>
<td>Y03</td>
<td>93.80</td>
</tr>
<tr>
<td>Y04</td>
<td>89.63</td>
</tr>
<tr>
<td>Y05</td>
<td>91.74</td>
</tr>
<tr>
<td>Y06</td>
<td>91.82</td>
</tr>
</tbody>
</table>

Overall average attendance

91.99%

The School follows up non attendance by the use of its SMS system each morning.

Parents are contacted by the Staff or the Administration should they be absent without notification. The Principal makes contact with families who display regular absences.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate

88.54%
# Staff Retention Rate

| Staff Retention Rate | 84.62% |

# 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>12.50%</td>
</tr>
<tr>
<td>Graduate</td>
<td>0.00%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>12.50%</td>
</tr>
<tr>
<td>DEgree Bachelor</td>
<td>37.50%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>37.50%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>50.00%</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>20</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>12.557</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>6</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>4.761</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>0</td>
</tr>
</tbody>
</table>