2013 Annual Report to the School Community

St Mary’s Catholic Primary School
Sale
Registered School Number: 0183
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Contact Details

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School Board Chair: Guy Bateson

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Minimum Standards Attestation

I, Cathy Mesaric, attest that St Mary’s School, Sale 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 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA.

23 May 2014
Our School Vision

At Saint Mary’s Catholic Primary School, we envisage a Catholic school community where all members have a strong connection with the church. We strive to live by the gospels and strengthen our faith through the school, family and parish partnership.

We envisage a school community where all feel safe, happy and accepted; where all students have their talents and interests celebrated and developed.
School Overview

St Mary's Catholic Primary School is a school rich in the traditions of family involvement and quality education, based on Christian values, ethics and relationships. As a community of Faith we endeavour to provide opportunities for children to develop their unique talents and personalities.

We believe in providing an inclusive curriculum to meet the needs of all children. We have trained literacy and numeracy intervention teachers and teacher aides to assist children who need support in these important areas. We offer Reading Recovery in Grade One, EMU (mathematics intervention) in Junior Primary. We recognize that we are a community working in partnership with parents and families and the wider Parish and town community to promote learning for each individual. Student welfare is a high priority and we believe that we need to develop resilience amongst children through our Pastoral and Welfare programs.

St Mary's offers comprehensive specialist programs appropriate to the needs of our students including Literacy and Numeracy Leading Teachers, Student Wellbeing, Italian, Physical Education, Swimming, Art, Music and Information Communication Technology.

We value our partnership with families in educating their children and the support of parents and community in school activities including:

- School Board
- Class Parents program
- Twilight Carnivale
- Liturgies & Sacramental Program
- Sporting and swimming events
- Celebration and Feast Days
- Tuckshop
- School magazine
- Reading and classroom assistance
- Meals on Wheels
- Working Bees
- Parents and Friends Association
Principal’s Report

This year was a challenging and rewarding year. Not only for my leadership, but for the whole school community with many exciting events and achievements. We welcomed 22 new families to our school community and said farewell to 13 families who have had a long association with St Mary’s School.

We have had wonderful parental support this year over a variety of activities and programs from reading, cooking, mathematics, sport days, our Carnivale, supervision of excursions of all types – our school continues to be a vibrant centre of learning. We are blessed with generous, thoughtful and selfless people in our school community.

Educationally we continually aspire to provide quality learning environments and effective teaching/learning strategies which will empower our students to become successful lifelong learners. They will become confident and creative individuals who are active and informed citizens contributing to the Church’s mission to proclaim the Good News of Jesus Christ.

2013 was a busy school year. During the year our major foci were as follows:

- Completing the school’s Five Year Plan
- Involvement in the ICON project as a pilot school which included purchasing 25 iPads for use in our Years 4-6 classrooms
- Promoting our Catholic Schools particularly St Mary’s
- Renovating our Year 1 classroom
- Completing the surveys for the Enhancing Catholic School Identity Project and Insight SRC in preparation our school renewal

During 2013 the school had a particular focus upon building community within the school, parish and wider community. Many of our children were part of the Parish sacramental program. Our children were once again involved in Meals on Wheels, supported Caritas and the Missions by raising money throughout the year, as well as supporting the Cancer Foundation, St Vincent de Paul Society’s Assist A Student Program and St Mary’s Soup Kitchen. We also participated in Wellington Shire Walk to School/ Ride to school events and many local and district sporting events ranging from swimming to equestrian. We competed in spelling and national writing competitions. The children were extremely gracious winners and our staff was extremely proud of their humblest and sportsmanship. We won the small school SPSSA swimming competition. Recently we received a certificate of excellence as St Mary’s was recognised for outstanding writing and only a small percentage of schools nationwide showed this level of achievement.

In term 3, I was very fortunate to be part of Diocesan Principal’s Study Tour. We visited schools and a university speaking with students, principals, teachers and Finland’s leading educationalists. Trust is a major factor in the success of Finnish education. However, that trust is not a meaningless and insubstantial philosophy but rather a trust in the vision and the way forward and the people who carry that educational vision. It was a wonderful opportunity to reflect on what is happening in our school and be able to see the programs and schools across Helsinki, Finland. Our final week was spent in Rome, where we came together to witness the marvellous history of the Catholic church. There were many highlights from having front row seats at the Papal Audience at St Peter’s as to mass in the Catacombs. We were very fortunate to have with us; Sister Rose Duffy from the Catholic Education Office, Father Peter Slater and Bishop Prowse. They were able to guide us, challenge us and provide a fantastic insight on the Church and how Catholicism has evolved over time.

Our school is central to the lives of our children and is a significant site in which their aspirations for their futures are shaped.
It is a privilege to work at St Mary’s School. I thank Father Wise for his support of the staff and myself; he is always interested and encouraging of what is happening in the school. I congratulate the staff for their dedication to the children, for their support of each other and for their willingness to trial new ideas. I thank the parents for their trust in allowing us to partner with them in the education of their children. I thank them also for their assistance over the last 12 months – in the classrooms, in fundraising – in the myriad of ways that they have supported the school in 2013. I congratulate and thank the children for all their efforts in learning and play, for their respect for others, for openness and cheerfulness that augers towards them becoming responsible adults.

Cathy Mesaric
Education in Faith

Goals and Intended Outcomes

To maintain and enhance the Catholic Identity of our school community and the school’s partnership with the Parish and families by strengthening the spiritual and faith formation of staff, students and families.

- Continue to provide opportunities for real, rich and relevant staff, student and parent personal, spiritual and faith formation.
- Encourage and assist staff, parents and students to give witness to their faith.
- Bringing best practice in teaching and learning to our religious education curriculum

Achievements

During 2013, it was important for us to continue our work in maintaining and enhancing the Catholic Identity of our school. Once again, we embarked on an advertising campaign with our neighbouring Wellington Catholic schools to highlight our uniqueness and role within the wider Catholic community and local context.

Again, we participated in the Peace Mass with our local Catholic secondary and primary schools. The theme was Year of Faith. The Peace Mass is becoming an annual event and an important means of displaying the unity of our schools and the fellowship that exists amongst pupils and staff.

The Parish of Sale Education Committee which comprises of principals from local Catholic feeder schools and Catholic College Sale meet each term to discuss issues and plan events that promote and maintain our Catholic identity. This committee is always searching for ways to effectively highlight the role of Catholic schools within our community. The Peace Mass is one means of achieving this goal.

The results of our participation in the Catholic Identity Project emphasized the value parents placed in the presence of the Catholic school within the local community, appreciating its ecumenical nature and valuing the contribution that other faiths can add to our Catholic School community. However, our families still stressed the need to preserve the traditions and teachings of the Catholic church and to find fresh and welcoming ways of doing so. It is important for us to listen to the message of our families and we will continue to support them by always extending the invitation to participate in the liturgies, prayer, sacramental preparation and the Catholic life of the school. During 2013 classes regularly attended a weekly Parish mass where they joined with parishioners, parents and friends in celebrating the Eucharist.

Religious education units across the school allowed regular opportunities for children to give witness to their faith. Teachers attended professional learning sessions to assist them in developing contemporary religious education units of work that challenged children and invited them to explore what it means to be Christian in the modern world.

Prayer forms part of our daily practice. We commence the school week with an assembly at which we acknowledge our Catholic Australian identity. We pray our school prayer, sing the National Anthem and raise the Australian flag. The whole school focused on singing the new responses to the mass.
The school reached out to their local and wider community by raising money for St Mary’s Soup Kitchen and Caritas. Our school choir sang and shared stories at Ashleigh House (local nursing home). All classes shared the Sunday Gospel with parents and parishioners at weekly assemblies and liturgies. Once again, weekly contributions by the principal in the school newsletter provided development in faith opportunities for parents. Invitations to take part in school and parish celebrations were also regularly offered in the newsletter.
Learning and Teaching

Goals and Intended Outcomes

To build an effective, confident learning community where the learning opportunities are challenging, relevant and celebrate and cater for the needs of all its members.

- Continue to implement focused learning programs
- Continue to support and encourage teachers and students to use assessment data to set goals for learning, and to affirm and celebrate growth.
- Continue to implement AusVELS into the curriculum

Achievements

In 2013 we re-emphasized our commitment to improve learning for all students and for ourselves as teachers. It is important that we are always looking to improve and enhance learning outcomes for our students.

Literacy and Numeracy, as always, are high on the agenda at St Mary’s School. We were able to critically evaluate our student data and make plans for the future. We saw a need to review our spelling and writing programs to address some of the observations made from our NAPLAN results. Added to this, teachers use data throughout the year to drive teaching and learning.

Teachers are very much aware of some of the challenges that NAPLAN testing may present for some children and regularly monitor student learning. With this in mind, we maintained our early intervention programs such as Reading Recovery and EMU (Extending Mathematics Understanding) and will continue monitor and support these children as they move through the school. It is essential for us to support these children and to effectively communicate with parents our concerns.

AusVELS has continued to be implemented across the school and units of work have been trialled, reviewed and revised as needed.

Reading Recovery continues to have a high priority and is implemented in Year One and we supported our children at risk in higher grades by implementing programs such as Rainbow Reading, under the guidance of the Reading Recovery teacher and the literacy lead teacher. In turn, EMU was continued in 2013, supporting children in Years 1 & 2. These children will continue to be monitored as they move through the school. This program also enhanced teachers’ skills in the teaching of numeracy.

We continue to provide a wide and varied curriculum with many opportunities to participate in Physical Education Programs at a local and regional level, which is very much appreciated by parents.

We encourage children to participate in a variety of sports at these levels, not only for competition but to boost the self-esteem of children who may not necessarily participate in Weekend sporting programs. Our swimming programs, together with winter sports programs and athletics are always well supported by families. They provide another opportunity for parents to be involved within the school.

Our employment of a Visual Arts teacher continues to be an enormous success with positive comments from students, staff and parents about the art work being produced and the variety of media being used.
We maintained our Library program and provided children with many opportunities to access learning through incursions and excursions assisted by funding from the Parent's and Friends Association.

STUDENT LEARNING OUTCOMES

The results demonstrate that literacy and numeracy levels across Years 3 and 5 are improving. All students in Years 3 were at the expected level in reading, writing, numeracy, grammar and punctuation and all students in Years 5 were at the expected level in reading, spelling, numeracy, grammar and punctuation.

The school is focusing on spelling in Year 3 and writing in Year 5 to continue this improvement.
School Community and Student Wellbeing

Goals and Intended Outcomes

Building upon the existing culture of caring and respect to create a school environment that is safe, that celebrates difference and diversity, promotes inclusion and nurtures positive relationships.

- Build confidence in students through the development of their individual talents, interests and relationships.
- Develop meaningful ways to involve families and access the wider community.
- Continually promote and celebrate our identity within the parish.
- To develop safe digital citizenship practices

Achievements

During 2013, St Mary’s School continued to develop links between the school, home, parish and wider community. Saint Mary’s School is highly involved in the wider Sale community, actively supporting the local agricultural show and running a “St Mary’s Carnivale Night” as well as an end of the year play “Romeo and Juliet”. The school has received written appreciation from Wellington Shire for our ongoing support and initiative.

We have maintained our Active After Schools Program and work together with students from Catholic College Sale to implement the program twice a week. Likewise, these students are involved in the Partnership Program which supports our classroom programs during the morning Literacy blocks and we appreciate their input.

During the school’s open days in term 2 a number of our senior students conducted tours for prospective parents sharing what they felt about their school. Many visitors were welcomed with a number of these making repeat visits.

The school community is always actively encouraged to participate in school activities and to share ideas about how we can make things better for our children. The Parent & Friends Committee and School Board are two particular leadership groups that engage in conversations and practically set about the task of school improvement. We are truly blessed to have such supportive and positive members within our school community. In turn the school has parents who take lead to ensure that the children can participate effectively in a variety of learning experiences during and outside school hours and who value what can be achieved when working together with staff for the benefit of their children.

During 2013 parents continued to welcome new families and support families in need through the “Class Parents” program. Parents provided coaching for Winter School Sports and weekend sporting competitions. They were prepared to research and access opportunities for new learning using the resources within our local community. They were prepared to accompany teachers on excursions and took care to ensure that Working with Children Checks were completed so that they could be actively involved in particular activities.

The Parent and Friends Association continue to support the school in fundraising. It assists with the maintenance and purchase of new ICT equipment and has been responsible for the as well as new iPads and interactive boards to be used in all classes.
Once again, the Parents & Friends also donated funds towards library purchases, exceeding the monies already promised. They purchased additions to our Reading Recovery program and new equipment to be used in the classrooms. They continue to assist with the upgrade of grounds, hold regular working bees to ensure grounds are upgraded and safe for our children.

Indeed, the enthusiasm of the Parents and Friends Association and the School Board drive the ongoing improvements and maintenance at the school. We are truly blessed to have such a supportive parent community. The weekly newsletter was used to great advantage to inform and update families of well-being, resilience, healthy relationship strategies and initiatives.

The school continues to access outside agencies, e.g. counselling to assist with specific children and family needs and has a strong ongoing connection with local paediatricians. The school has received positive feedback and a high degree of satisfaction from families on these support networks.

Staff support the school within these areas in a highly committed manner realizing the significance of societal changes which challenge us to improve the quality of school life and learning across all dimensions.

All staff received professional development in the area of "Restorative Practice" and our families participated in a morning workshop.

St Mary's offers a range of extracurricular activities. School teams operate after school in netball, football and soccer. Coaching and support roles are willingly undertaken by parents in the school.

St Mary's continues to be involved in a number of activities in the area of service ranging from meals on wheels at the local level to support of Caritas programs in our larger global village. The school has an ongoing commitment to assisting those with greater needs than our own and espouse to the ideals that "no matter how small we can all make a difference in our world.

A DESCRIPTION OF HOW NON-ATTENDANCE IS MANAGED BY THE SCHOOL

Parents are to provide a dated and signed written note, email, phone call or return a completed absence form to the school explaining why an absence has occurred. The principal will contact parents of students with high levels of unexplained or unapproved absences, with the view to developing and implementing strategies to minimize absences.
VALUE ADDED

St Mary’s Whole School Masses, our Prayer Liturgies, Stations of the Cross, our school concert Romeo and Juliet as well as our St Mary’s Carnivale Night were all very successful events involving both the school and wider community, grandparents, friends and parishioners gathering to celebrate the work of the school as well as the children learning of the past from the older generations.

St Mary’s continues to be involved in a number of activities in the area of service ranging from meals on wheels at the local level to support of Caritas programs in our larger global village.

The school continues to access outside agencies, e.g. counselling to assist with specific children and family needs and has a strong ongoing connection with local paediatricians.

The school has received positive feedback and a high degree of satisfaction from families on these support networks.
STUDENT SATISFACTION

Students express their satisfaction with more than 70% saying they feel connected to the school, they are happy to be here and they have a strong sense that they belong. Student results show over 80% feel motivated to achieve and learn; they get on well with other students and have friends who care about them.

PARENT SATISFACTION

St Mary’s Whole School Masses, our Prayer Liturgies, Stations of the Cross, Grandparent Day, our school's performance of Romeo and Juliet as well as our St Mary’s Carnivale were all very successful events involving both the school and wider community, grandparents, friends and parishioners gathering to celebrate the work of the school as well as the children learning of the past from the older generations.

Parents feel very involved in their child’s education and over 80% are very satisfied with the way the school has focused on improvement in student learning.

The school continues to access outside agencies, e.g. counselling to assist with specific children and family needs and has a strong ongoing connection with local paediatricians. The school has received positive feedback and a high degree of satisfaction from families on these support networks.
Leadership and Stewardship

Goals and Intended Outcomes

To continue to develop a culture of shared leadership with clear expectations that encourage and challenge leadership potential in all members of the community

- To build leadership capacity including a succession plan.
- To build distributed leadership.
- To build student leadership across the school.

Achievements

The school continued to focus on developing leadership capacity throughout the school. This occurred across staff, student and parent groups.

In 2013 the Leadership Team continued with a staff member taking on a leadership role for the first time. The Leadership Team met on a regular basis to discuss School Improvement. The formation of Leadership will continue into the 2014 year. All teachers were encouraged to lead and to utilize their specific skills and interests. They were also encouraged to build upon current competencies and to extend their learning to new areas.

The School Board, in partnership with the P&F, continued to maintain its profile as the body responsible for working with the principal and school staff in developing the school facilities and the sense of community.

With respect to student leadership during 2013, we sought to maintain the different Leadership groups within the student cohort and re-introduced the Student Council with representatives from each classroom. The SRC continued to play a role in student engagement in school decisions especially in the area of Social Justice activities. Our Year 6 students were involved in the Rotary Junior Community Awards program. The student leaders displayed excellent leadership throughout the year and set a great tone for the school. The children represented their school with pride on excursions, at sports carnivals and during community events.
EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2013

During 2013 all staff engaged in Anaphylaxis, Asthma and CPR training. In addition most staff were trained in the St John’s Ambulance Anaphylaxis management and training course and all staff successfully completed the Mandatory Reporting e-learning module. Our Curriculum leaders participated in Learning Leaders Days held by the Catholic Education Office. Such days revolved around professional development for Literacy, Numeracy, Wellbeing, Leadership development and ICT. The leadership team attended whole days sessions on ICT and iPad Leadership conferences and there will be ongoing Professional Learning throughout 2014 on the use of iPads and technological devices. Whole day sessions for all staff were held on Restorative Practice, Nurturing Spiritual Life and Faith and Dr Amy-Jill Levine Seminar. Two members of the Leadership team were also trained to be facilitators in the Change 2 program

Our Reading Recovery and EMU teachers participated in Continuing Contact sessions throughout the course of the year.

| NUMBER OF TEACHERS WHO PARTICIPATED IN PL | 11  |
| AVERAGE EXPENDITURE PER TEACHER FOR PL   | $ 1975 |

TEACHER SATISFACTION

In 2013, the teachers appreciated the opportunity to be involved in whole school improvement in accordance with the school strategic plan and annual plan. Staff meetings as well as restructured professional learning team meetings, enabled staff to access professional reading, learn from colleagues and examine student assessment data to assist in the development of teaching and learning programs.

All teaching staff valued the chance to participate in Mathematics Student Learning forums in which teachers used student data to improve the children’s mathematical learning. Furthermore, other staff members expressed interest in training as EMU and Reading Recovery teachers. They valued the opportunity to further extend their skills and to develop their confidence as leaders in the teaching of numeracy and literacy.
## Financial Performance

### Reporting Framework

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<tr>
<th>Reporting Framework</th>
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<tr>
<td><strong>Recurrent income</strong></td>
<td>Tuition</td>
<td></td>
</tr>
<tr>
<td>School fees</td>
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<tr>
<td>Other fee income</td>
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<tr>
<td>Private income</td>
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</tr>
<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>
<td>Tuition</td>
<td></td>
</tr>
<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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<tr>
<td><strong>Capital income and expenditure</strong></td>
<td>Tuition</td>
<td></td>
</tr>
<tr>
<td>Government capital grants</td>
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<tr>
<td>Capital fees and levies</td>
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<tr>
<td>Other capital income</td>
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<tr>
<td><strong>Total capital income</strong></td>
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<tr>
<td><strong>Total capital expenditure</strong></td>
<td>47,788</td>
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<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td>Tuition</td>
<td></td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td>376,531</td>
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<tr>
<td><strong>Total closing balance</strong></td>
<td>394,956</td>
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Note that the information provided above does not include the following items:

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

St Mary’s School continues to improve. It has wonderful students, a dedicated and talented staff group, a highly committed parent body and processes in place for future development. There are a number of priority areas for 2014. We believe that these are achievable goals as our school community works together towards positive results.

Some of these are listed below:

- To ensure the teachings of Jesus and the traditions of the Church allow our Catholic identity to be visible and relevant in our school community.

- To continue to develop and deepen our understanding with the implementation of the Religious Education units of work and provide support for staff, particularly new staff members.

- To continue to improve our students’ outcomes in both literacy and numeracy.

- Purchase new computers and class set of iPads for junior area

- Develop our new vision and goals in the School Renewal process
## VRQA Compliance Data

**E4004**  
St Mary’s Primary School, Sale

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

<table>
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<tr>
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<tbody>
<tr>
<td>YR 03 Reading</td>
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<td>95.0</td>
<td>-5.0</td>
<td>100.0</td>
<td>5.0</td>
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<td>YR 03 Writing</td>
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<td>YR 05 Writing</td>
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<td>95.5</td>
<td>5.0</td>
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<tr>
<td>YR 05 Spelling</td>
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<td>90.5</td>
<td>10.5</td>
<td>100.0</td>
<td>9.5</td>
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<tr>
<td>YR 05 Grammar &amp; Punctuation</td>
<td>80.0</td>
<td>90.5</td>
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<td>100.0</td>
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<tr>
<td>YR 05 Numeracy</td>
<td>96.0</td>
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<td>4.0</td>
<td>100.0</td>
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### AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

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<thead>
<tr>
<th>Year</th>
<th>%</th>
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<tbody>
<tr>
<td>Year 1</td>
<td>95.13</td>
</tr>
<tr>
<td>Year 2</td>
<td>94.75</td>
</tr>
<tr>
<td>Year 3</td>
<td>93.69</td>
</tr>
<tr>
<td>Year 4</td>
<td>94.87</td>
</tr>
<tr>
<td>Year 5</td>
<td>95.76</td>
</tr>
<tr>
<td>Year 6</td>
<td>94.68</td>
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<tr>
<td>Overall average attendance</td>
<td>94.81</td>
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# St Mary’s Catholic Primary School, Sale.

## Teaching Staff Attendance Rate

| Teaching Staff Attendance Rate | 87.18% |

## Staff Retention Rate

| Staff Retention Rate | 80.00% |

## Teacher Qualifications

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Doctorate</td>
<td>0.00%</td>
</tr>
<tr>
<td>Masters</td>
<td>0.00%</td>
</tr>
<tr>
<td>Graduate</td>
<td>8.33%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>0.00%</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>66.67%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>8.33%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>0.00%</td>
</tr>
</tbody>
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## Staff Composition

<table>
<thead>
<tr>
<th>Category</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Class</td>
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<tr>
<td>Teaching Staff (Head Count)</td>
<td>18</td>
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<tr>
<td>FTE Teaching Staff</td>
<td>13.460</td>
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<tr>
<td>Non-Teaching Staff (Head Count)</td>
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<tr>
<td>FTE Non-Teaching Staff</td>
<td>5.421</td>
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<tr>
<td>Indigenous Teaching Staff</td>
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