



# 2014 Annual Report to the School Community



**Stella Maris Primary School Point Cook**

REGISTERED SCHOOL NUMBER: 2033

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## Contact Details

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PARISH PRIEST	Fr. John Healy
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## Minimum Standards Attestation

I, **Stephen Harrison**, attest that **Stella Maris Primary School Point Cook** 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 Vision

Creating a learning community,  
nurturing and integrating faith and life,  
in a spirit of openness.

### Our Mission

Developing positive relationships in a connected community,  
where Gospel Values, an inquiring attitude, and personalising learning are nurtured  
as all aspire to experience success.

We cultivate passion, spirit, creativity, innovation, stewardship and global mindedness, as we  
engage in learning together.

### Our Gospel Values

Respect  
Integrity  
Independence  
Creativity  
Commitment  
Cooperation  
Empathy  
Enthusiasm

## School Overview

Stella Maris Catholic Primary School was established as the fourth school in the Parish of Laverton.

As a Catholic School, we provide education in faith and encourage our families to work in partnership with our school and parish.

In 2006, we enrolled 86 students into our new school. Only eight years later in 2014, we have a current enrolment of approximately 500 students.

Multi-culturalism is an important aspect of our community and we are proud to share experiences and grow in understanding of the many different cultures that enrich our Stella Maris family. Included in our community of 300 families, are children who were born in 21 countries other than Australia: New Zealand, UK, France, Germany, Norway, Italy, Malta, Burma (Myanmar), Thailand, Indonesia, Malaysia, Philippines, Singapore, China, Japan, India, Sri Lanka, Canada, Mexico and South Africa.

Stella Maris is contemporary in design and has been constructed with the purpose of facilitating pedagogy of personalised learning, aiming to meet the needs of 21<sup>st</sup> century learners. Traditional classrooms and corridors have been replaced with contemporary adaptive and responsive learning spaces to meet different needs at different times.

Our learners are organised into four learning communities: Foundation Community, Junior Community (1/2), Middle Community (3/4) and Senior Community (5/6). The sense of connection between our communities is very strong, with visual connectedness through the entire school.

At Stella Maris, we look towards being people who live with respect, integrity, cooperation, creativity, enthusiasm, independence, empathy, and commitment as we live out the Gospel values and continue to build a great community together.

## Principal's Report

**2014 was another incredible year of hard work and commitment across our community.**

Thank you to the staff as we have put together another amazing year. We have worked hard as a community of learners developing:

- personalised learning through learning intentions, success criteria and feedback,
- leadership and coaching skills,
- data to drive instruction, more effective teaching, well written and consistent reports,
- 'At Risk' kids with improved Personalised Learning Plan's,
- a high quality Arts Performance,
- community engagement, and
- positive ways of working together when hard conversations are required.

Expectations are high and the celebrations of achievement have been reflective of this.

Thank you to all parents for your support and active involvement throughout the year. As I always say, "we cannot do what we do well without you!" We are building a strong culture of parental support in the development of our school.

Thanks on behalf of everyone to the 2014 Parents and Friends Group for creating various fundraisers and social events this year. A largely new committee enjoyed the year, planning and running a variety of events, while getting to know each other. They had a goal of raising \$35,000 for the school's outdoor areas; with the amazing support of our whole community they raised approximately \$55,000! Our wonderful farm and kitchen garden program, the hothouse and the 'gaga pits' are just some of the rewards our children have received from this great team effort.

We have incredible children in our school. They love learning and work together to build a safe, happy and stimulating environment for each other.

### **Congratulations to Stella Maris Students who won Gospel Values awards:**

- Integrity – Daina Johnson
- Empathy – Daniella De Lia
- Co-operation – Elizabeth Gesalta
- Independence – Pavin Paul
- Enthusiasm – Angelo Manlagnit
- Commitment – Paula Rutaquio
- Creativity – Nanda Paul
- Respect – Amelia Han

As a community we recognised five senior students with a \$100 scholarship donation. The winners were as follows:

- Rotary awards – Nathan Farrugia, Caitlin Sneyders, Hylton Rust, Bianca Cogliandro, Veasna Gunawan
- Julia Gillard award – Abigail Dinan
- Mary Mackillop – Thalia Mack

The 2014 Leadership Team, staff, parents and students worked on our Insight SRC data story based on the school surveys completed by staff, senior community students and parents during term 3. Our story indicated perceptions such as:

1. The staff team:
  - has energy,
  - a strong positive tone,
  - a sense of purpose and expectation, and
  - an increased perception of strong leadership across the school.
2. The staff team are committed to quality teaching and are learning, recognising both internal and external experts are helping them as learners.
3. The staff team are excited by the learning culture, however there are some who are feeling overloaded with the fast pace expected at Stella Maris.
4. The staff team want to continue to be included in working through issues around student behaviour, curriculum implementation and timelines.
5. The students are confident and motivated and recognise that the teachers care for them.
6. The students want even more purposeful teaching and improved relationships with their peers.
7. The students are saying that management of classroom behaviour has improved.
8. The parents are saying that management of classroom behaviour has improved.
9. Both parents and students identified significant improvement in student management but are still concerned about bullying and harassment in our school.
10. The parents believe that both teachers and students want to be a part of the Stella community.

**From the data gathered there are priorities in for 2015 that will be built into our Annual Action Plan**

Maintain progress in:

- Social justice, from Staff/Parents/students
- Supportive leadership, from staff
- Clarity, from staff
- Appraisal and Recognition and Professional Growth, from staff

Improve progress in:

- Student safety, from Staff/Parents/students
- Managing classroom behaviour, from Staff/Parents/students
- Stimulating learning, from Staff/Parents/students
- Parent input, from parents

Implications gathered from our data story:

- to improve effective use of learning spaces
- to look to new areas to target peer connectedness
- to continue to develop expert teachers driving purposeful learning in a planned and effective way
- to improve communications with parents, including feedback to parents
- to establish clear consequences, both positive and negative to support school rules and student management
- to use data, for example NAPLAN, targets to focus our energy and resources

Thank you for entrusting us with your children. We have striven to be experts, to personalise learning, to create a place of positive learning for all and to work with you for the best of your child. We too are learners and continue to grow and improve. We will be even better next year!

## Priest's Report

Unavailable at this point in time

## School Education Board Report

Completed as part of the Laverton Catholic Education Community (LCEC) Parish Board

## Education in Faith

### Goals & Intended Outcomes

#### To enhance the school's Catholic identity.

- That individual and communal commitment to our Catholic Faith is enhanced through dialogue and recontextualising faith, religious education and daily life.

### Achievements

1. Ensured rich connections between Gospel Values, scripture and prayer are modelled through staff prayer, class and community prayer
2. Established that Community teams run staff prayer
3. Explored, raised awareness and made explicit, social justice within the whole community.
4. Provided professional learning and coaching for staff emphasising pedagogy (teacher behaviours) and planning in RE with a focus on the connections between prayer, gospel values and social justice
5. Engaged families in Liturgy and Sacraments
- 6.

### VALUE ADDED

For example: (please note numbers correspond to above achievements)

1. Built awareness of Gospel Values and expectation of using them throughout all Teaching & Learning for all staff
1. Set up prayer expectations linking Gospel Values, scripture and concept - used for staff prayer and classroom prayer
1. Enhanced presence of Gospel Values around school - visuals, in Mass, newsletter etc
1. Ran Prep family prayer night
2. Set up staff prayer to be run by communities
2. RE coach modelled the structure and set up of sacred space for prayer
3. Introduced a Social Justice component to the school newsletter
3. During Lent focussed on Caritas and our Gospel Values to build an awareness of social justice
4. Set up Religious Education Folder in a shared drive with Mass PP/keynote template and Guidelines and expectation for preparing Mass
4. Model various ways to plan a prayer
4. RE coach to book RE induction with Catholic Education Office
4. RE coach to attend RE network meeting
4. Update and purchase RE resources that help develop student and teachers understandings of prayer
4. Set up RE team and organise PL focusing on enhancing prayer in the classroom
4. Developed inquiry units, making links to RE concepts
4. Implemented new RE planners
4. Enrolled and supported non-accredited staff into RE accreditation
4. Sent parents invitations to Community masses and shared learning sessions
5. Ran Reconciliation Sacramental meeting/ Prayer Nights and LCEC Parent info session on sacraments
5. Planned and ran Reconciliation family night and service
5. Ran whole school Easter Liturgy - connected to scripture, prayer and reflection
5. Set up regular newsletter articles under Social Justice @ Stella and GIFT (Growing in Faith Together)

## Learning & Teaching

### Goals & Intended Outcomes

**To define, develop and implement a deep understanding of personalising learning and teaching.**

- That there is a consistent approach to the use of learning intention, success criteria and feedback for personalised learning
- That student outcome in English and Mathematics will improve.

### Achievements

1. Define, develop and implement ways teachers and students give and receive feedback to support learning.
2. Develop staff expertise to implement, analyse and drive learning and teaching through effective use of data to inform teaching and learning
3. Purchase and populate Student Performance Analyser (SPA) software with current data to track annual learning
4. Improve tracking and monitoring of all students' English and Mathematics levels from foundation to Year six.
5. Implement the Learning Framework in Number to inform early number learning from Foundation to Two
6. Prioritise an instructional focus and monitoring of Writing and Grammar & Punctuation in English.
7. Audit 'inquiry' units, build a scope and sequence and identify rich links to curriculum areas, including thinking and dispositions.

### STUDENT LEARNING OUTCOMES

We continue to maintain strong positive trends in Yr.3 and Yr.5 Naplan. Relative to our 4 year School Improvement targets:

#### Yr.3

Maths target is 75% of students to meet or exceed state mean. In 2013-14 we increased from 49% to 68%

English reading target is 80% of students to meet or exceed state mean. In 2013-14 we increased from 61% to 72%

English writing target is 80% of students to meet or exceed state mean. In 2013-14 we decreased from 70% to 63%

#### Yr.5

Maths target is 75% of students to meet or exceed state mean. In 2013-14 we increased from 32% to 54%

English reading target is 75% of students to meet or exceed state mean. In 2013-14 we increased from 39% to 49%

English writing target is 75% of students to meet or exceed state mean. In 2013-14 we increased from 49% to 60%

On the back of Naplan indicators and our own additional data, we identified the areas of writing, in English, and number, in Mathematics as curriculum foci to be targeted during staff professional learning in 2015.

## Student Wellbeing

### Goals & Intended Outcomes

**To improve the wellbeing of all students through engagement in learning and relationships**

- That engagement in social and emotional learning will empower students to develop a higher level of individual and communal responsibility for learning and behaviour.

### Achievements

1. Establish a sustainable leadership model for students F – 6.
2. Implement a cohesive student management plan with the support of Larmenier (a school which specialises in behaviour management strategies), a Coaching focus and SEL development.
3. Develop clear roles and responsibilities for the Wellbeing team and to be clearly articulated, including enhancing the friendship/lunchtime clubs.
4. Wellbeing team and student leaders Investigate and develop a common understanding of SEL including the key competencies: Self awareness, Self management, Social awareness, Responsible decision making and Relationship skills

### VALUE ADDED

For example: (please note numbers correspond to above achievements)

1. Drafted and developed a Student Leadership policy and procedure document
1. Student Leadership: elect 2014 Leaders
1. Student Leadership team attended leadership conference
2. All classes and whole school assemblies focussed on introduction of school rules
2. Staff and parents attended Larmenier, positive discipline follow up
2. Investigated and developed new student management procedures (reflection sheet and process)
3. Student wellbeing team met to establish draft roles and responsibilities document.
3. Student wellbeing team wrote and presented draft roles and responsibilities to Leadership team for discussion.

## STUDENT SATISFACTION

Insight SRC survey indicators	2014-2017 Target	2013	2014
	<b>Broad Improvement target - Student engagement</b> - Index 77%	student well-being index - 82.6 student well being aggregate indicator - 82.6	student well-being index - 80.9 student well being aggregate indicator - 80.9
	<b>Stimulating learning</b> - students 75/100	students 76	students 76
	<b>Classroom Behaviour</b> - students 70/100	students 37	students 46
	<b>Student Safety</b> - students 77/100	students 71	students 74

According to student perception using the Insight SRC data we have already out performed our initial four year targets in student well-being and stimulating learning and will plan to increase them further. We have improved our scores in classroom behaviour and student safety but have not achieved our target as yet.

- *A description of how non-attendance is managed by the school.* (mandated component of report)

**Absence is managed in the following manner:** The attendance roll is taken at the beginning of the day and following lunch break in the afternoon. Parents are expected to notify the office via email or phone that their child is absent. When concerns about a child's absence are raised the learning area teacher, the principal or a delegated member of staff makes contact with the family. In the event of the absence being termed 'At Risk' then as part of the Stella Maris Student Wellbeing process, the Principal or Student Well-being coach support the teacher in meeting with the family. A behaviour management plan is developed in consultation with the family, which may include goal setting, punitive action and/or counselling. The behaviour management plan is then managed as part of program support group (PSG) meetings. In extreme cases support may be sort from Catholic Education Melbourne or Family First Services.

## Leadership & Management

### Goals & Intended Outcomes

**To develop a staff culture characterised by clarity of a shared vision, high expectations, trust and a strong sense of teamwork.**

- That the four cultural pillars of staff climate: Empathy, Engagement, Learning and Clarity are continuously improving and in balance.

### Achievements

1. Consistently provide a context for staff in the School Improvement Plan (SIP) and the Annual Action Plan (AAP) by linking our actions to the documents. eg: Allocate staff meeting per term to explicitly align action to SIP/AAP
2. Implement effective strategies for communication that will enhance clarity and make explicit what is expected for clear actions and behaviours.
3. Investigating the Change2 (a process of facilitating school change) process and its implementation.
4. Unpack shared leadership and coaching culture, “what does this look like?”
5. Embed the **coaching culture** that is ‘coaching for personalised learning and quality teaching’ eg: training of staff, modelling, resourcing and school structures, develop shared understanding, Professional learning time to build understanding of ‘coaching’

For example: (please note numbers correspond to above achievements)

1. Ran two whole staff School Improvement Plan/Annual Action Plan Professional Learning Team meetings (PLT's)
1. Leadership team completed an audit and clarified actions in each sphere of the Annual Action Plan
2. Completed weekly intranet communications, including principal noticeboard, weekly schedule, socially Stella communications
2. Recorded Agendas' and minutes for weekly admin and leadership Team meetings
2. Distributed school newsletter, P&F newsletter, updated the Staff Handbook, completed POST Fun Day survey on 'survey monkey' and Term 1 Overview and newsletter on website
3. Run Change2 program with 9 staff, two parents and two senior students focussing on Information Communication Development for Personalised Learning.
4. Ran PLT's focusing on GROWTH Coaching model, 'smart strengths' and 'ways of working'.
4. Invited staff to break down their Annual Review Meetings goal with a coach
4. Wrote and distributed Termly P & F Newsletters
5. Ran leadership team days targeting 'Enneagram' and 'Coaching' learning
5. Steve booked coaches into Growth Coaching (GCI) Professional learning - Steve & Michele Phase 4, Nella, Bernadette & Marcia phase 1,2,3. Get To Know You Interviews
5. Coaches booked to coach individual staff during learning conversations, opportune moments and out of school time

**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING****DESCRIPTION OF PL UNDERTAKEN IN 2014**

Examples of Whole staff learning focused on:

- A positive approach to Student Management, including school rules, the language of choice and logical consequences.
- Coaching at Stella Maris using the GROWTH Coaching international framework.
- Information Communications and Technology in the development of personalised learning – prioritising the Google Apps for Education (GAPE) suite.
- Learning Framework in Number

Examples of small group staff learning focused on:

- Phase 1-4 GCI coaching training
- Assertive discipline
- Graduate teacher registration training and mentoring
- Religious Education accreditation
- Google Apps for Education
- Leading Personalised Learning
- Stephanie Alexanders Kitchen Garden program
- Feedback for improving classroom practice
- Return to work co-ordinator training
- Coaching for learning conversations
- Change2 facilitator training

Examples of individual staff learning focussed on:

- Mathematics Intervention training
- Christian Meditation in the classroom
- Social justice and Catholic identity
- Assisting students with hearing loss

Professional networks attended by staff included:

- Laverton Catholic Education Community
- Western Principals network
- Western Deputy Principal network
- Mathematics leadership Clusters
- English leaders cluster
- Reading Recovery teachers cluster
- Financial administration clusters

<b>NUMBER OF TEACHERS WHO PARTICIPATED IN PL</b>	<b>100%</b>
<b>AVERAGE EXPENDITURE PER TEACHER FOR PL</b>	<b>\$ 500</b>

## TEACHER SATISFACTION

Insight SRC survey indicators	2014-2017 targets	2013	2014
	<b>Broad Improvement Target - Staff climate</b> index 70%	staff 73.5	teaching climate 82.7
	<b>Supportive Leadership</b> staff 70/100	staff 79	staff 81
	<b>Role Clarity</b> - staff 70/100	clarity pillar - 21.7 staff 68	clarity pillar 39.5 staff 76
	<b>Teamwork, Engagement and Ownership</b> - staff 70/100	Engagement pillar - 40.5 teamwork 76 empowerment 66 ownership 75	Engagement pillar - 54 (primary comparison) teamwork 78 empowerment 75 ownership 85
	<b>Appraisal and recognition</b> staff 70/100	staff 62	staff 75
	<b>Professional Growth</b> - staff 70/100	staff 69	staff 80

During 2014, we had significant growth towards targets in all areas of staff indicators. We will aim to maintain behaviours that have increased scores to the level of set targets already, setting new targets where necessary. We will continue to work on structures, processes and behaviours that build clarity as a priority.

## School Community

### Goals & Intended Outcomes

#### To build a safe, stimulating and engaging environment

- That we utilise clear partnership links between parents, the students, the staff and broader community in building a safe, stimulating and engaging environment.

### Achievements

#### term.

1. Supported and promoted the activities of the parents and friends group to raise funds for our external environment.
2. Involved parents in the transformation of external environments to be safe and stimulating learning areas.
3. To sustain and further develop active involvement of parents in the learning areas by clarified the role and implementing the parent learning area representatives.
4. Provided further clarity and consistency to parents through the information in our newsletters, curriculum overviews, school website; and this will provide connection to vision, Catholic identity, teaching and learning.
5. Provided professional learning to build staff capacity to hold effective and timely conversations with parents.

We have had stable and effective P&F leadership who were committed to driving our fundraising efforts and developing the necessary clarity for subsequent teams to benefit from. Marlene and Louise have done an incredible job of bringing new members into the team, coaching and leading them with great confidence and purpose. We welcomed Cass, Inez, Narelle, Pauline and Simon at our last AGM, and during the year we farewelled Liza after three hard working and very generous years.

During the course of 2013-2014 there were a number of significant developments as a Parents and Friends team including an incredibly well organized, accessible and profitable Family Fun Day, ongoing events including mothers/fathers day, welcoming of new families etc, etc. There was a contribution of approximately \$42000 to the school, which included:

- Contribution of \$4500 towards the Outdoor Play Equipment loan.

Funds in excess of the loan have been utilized to:

- Build the farm structure to support the Stephanie Alexander Kitchen Garden program including fencing, garden beds, fruit trees, paths, arbour, decking, sleepers and animal enclosures.
- Concrete the central pathway and rear entrance area of the school.
- Concrete the pathway from the eastern entrance to the existing walkway.
- Plant new trees along the central pathway.
- Construct the native garden and rocks outside the middle community building.
- Construct the new garden at the beginning of the drop of zone.
- Plant new trees at different points around the boundaries of the school.
- Hire the required equipment to carry out the necessary works.
- Buying a variety of equipment to support the students to water, mulch, weed, etc around the school in a safe and effective manner

We finalised the Parents and Friends guidelines and now have a set of guidelines that will be distributed at the AGM and published as part of the newsletter next

We have established that the P&F team focus on Family Fun Day, Fundraising event group, Children's event group and Parent's event group. We have established a clear model of events and roles to support future involvement by parents. We established a sponsorship program to raise funds whilst supporting local business profiles in the community. We entrenched the regular P&F newsletter and the school newsletter as vehicles to play a central role in communication about P&F information. We had a lovely Christmas celebration together as thanks for efforts made and also as a chance to relax and celebrate together.

The relationship between the P&F and the staff has grown stronger. The profile of the positive contribution by the P&F has grown. The attractiveness of the P&F roles, whilst still requiring great generosity, are perceived to be more accessible and sustainable.

I thank Marlene and Louise as the executive, for their incredible efforts. Whilst needing to say goodbye due to the end of their time, I recognize that they have built a very positive and confident culture within the P&F. I could not have achieved the momentum we now have without their commitment and generosity.

In addition, thanks to the committee members. We were gifted with the contributions of Cass, Inez, Narelle, Pauline and Simon and many other parents, who brought positive attitudes and generous efforts to our P&F events, ably supported them.

I intend to continue to support the P&F team in the most positive form possible, staying in close and regular communication with members of the team but also entrusting them with a level of decision making that empowers them to make a significant and enjoyable contribution to our community, its financial health and the development of the school grounds.

I am encouraging and committing staff to have a presence when possible and actively support P&F efforts in the learning areas, during discussions with parents and in their general attitude and demeanour.

## PARENT SATISFACTION

Insight SRC survey data	2014-17 targets	2013	2014
	social justice - parents 75/100	parents 69	parents 80
	School Improvement - parents 73/100	parents 76	parents 74
	Parent Input - parents 73/100	parents 64	parents 66
	Classroom Behaviour - parents 70/100	parents 50	parents 47

During 2014 we made progress towards targets in social justice and Parent input. School improvement perceptions remained above the four-year target. Disappointingly, classroom behaviour perceptions, amongst parents, have dropped. Actions will be taken within the 2015 Annual Action Plan to increase the expected behaviours and increase perceptions. These will include but not be limited to:

- Building student input and responsibility for improving classroom behaviour
- Communication through whole school newsletters,
- Term newsletters from learning community teams
- Inviting parents into the learning spaces during learning times and
- Diligence in following up and contacting parents when issues arise

## Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH \$
Recurrent income	Tuition
School fees	0
Other fee income	208,695
Private income	117,664
State government recurrent grants	1,108,947
Australian government recurrent grants	3,171,678
Total recurrent income	4,606,984
Recurrent Expenditure	Tuition
Salaries; allowances and related expenses	3,060,600
Non salary expenses	749,594
Total recurrent expenditure	3,810,194
Capital income and expenditure	Tuition
Government capital grants	
Capital fees and levies	419,832
Other capital income	40,227
Total capital income	460,059
Total capital expenditure	156,122
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	8,499,617
Total closing balance	3,611,588

*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.

**Please note that school fees of approximately \$328,000 are quantified in Capital fees and levies as part of Government funding agreements.**

## Future Directions

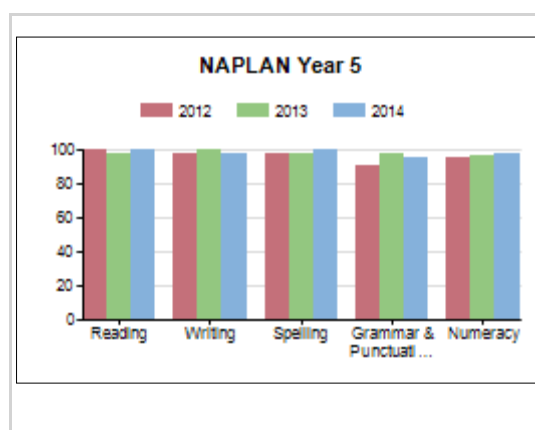
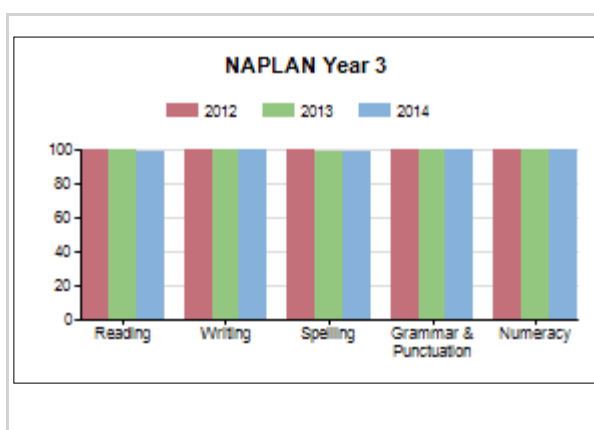
**We will continue to build a dynamic, engaging and inspiring Learning Environment through personalised learning that is customised by expert teachers.**

## VRQA Compliance Data

**E1391**
**Stella Maris Catholic Primary School, Point Cook West**

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2012 %	2013 %	2012–2013 Changes %	2014 %	2013–2014 Changes %
YR 03 Reading	100.0	100.0	0.0	98.6	-1.4
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	100.0	98.6	-1.4	98.6	0.0
YR 03 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	98.1	-1.9	100.0	1.9
YR 05 Writing	97.8	100.0	2.2	98.0	-2.0
YR 05 Spelling	97.7	98.1	0.4	100.0	1.9
YR 05 Grammar & Punctuation	90.9	98.1	7.2	96.0	-2.1
YR 05 Numeracy	95.6	96.3	0.7	98.0	1.7



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Year 1	94.65
Year 2	94.50
Year 3	95.71
Year 4	95.33
Year 5	95.71
Year 6	96.83
Overall average attendance	95.46

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	86.29%

STAFF RETENTION RATE	
Staff Retention Rate	80.56%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	7.14%
Graduate	10.71%
Certificate Graduate	3.57%
Degree Bachelor	67.86%
Diploma Advanced	25.00%
No Qualifications Listed	10.71%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	47
FTE Teaching Staff	45.550
Non-Teaching Staff (Head Count)	8
FTE Non-Teaching Staff	8.361
Indigenous Teaching Staff	0