

ANNUAL REPORT TO THE SCHOOL COMMUNITY

2017

**DON BOSCO PRIMARY SCHOOL
NARRE WARREN**

REGISTERED SCHOOL NUMBER: 1832



Primary School

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Contact Details

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Minimum Standards Attestation

I, Mark Linden, attest that Don Bosco Catholic Primary School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA.
- Australian Government accountability requirements related to the 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth).

25 May 2018

Our School Vision

Mission Statement

Don Bosco Primary School is a Catholic primary school for the children of Our Lady Help of Christians Parish, Narre Warren. Our staff are committed to the evangelizing mission of the church and to the spiritual tradition of Don Bosco.

Inspired by St John Bosco's belief to be a sign and bearer of God's love to the young and to assist young people to grow and mature as good Christians and ethical, global citizens.

The school is committed to creating an environment characterized by a sense of welcome, a spirit of faith, dynamic learning, and engaged social interaction for its multicultural community.

Vision Statement

At Don Bosco, we are striving to create a school community where:

- a love of Christ and a love of one another is fostered and experienced through daily actions and nurtured through prayer and the Sacramental life of a Catholic community.
- responsible, reflective, confident learners are actively engaged in a learning environment that supports and encourages collaboration and critical-thinking.
- an inclusive learning environment fosters individualism, respects and celebrates diversity and promotes positive relationships and resilience.

School Overview

Don Bosco Primary School is a Catholic school for girls and boys in classes from Foundation to Year 6. Don Bosco is one of three parish primary schools in the Narre Warren parish and was officially opened in 1982 by the then Bishop of Sale, Bishop Eric D'Arcy.

The staff at Don Bosco strives to develop caring and professional relationships with every student at the school so that the children can experience an enjoyable, challenging and educational curriculum in a safe environment.

In 2017, the school had an enrolment of 381 students in 17 classrooms and over 30 staff members. Areas taught by Specialist teachers were Physical Education, Ethics & Literature and Music in all classes, Visual Art in Foundation to Year 2 and French in Years 3-6.

Other programs included Levelled Literacy Intervention, Extending Mathematical Understanding (Years 1-6) and Language and Numeracy Special Needs Learning.

Official staff Positions of Leadership included a Level Leaders for Juniors, Middles & Seniors. The school leadership positions also included a Deputy Principal/Learning & Teaching, Deputy Principal/Religious Education Leader/Wellbeing, Level Coordinators and ICT Leader.

Extra-curricular activities included a camp in Years 5/6, Interschool sport (Summer / Winter), Swimming program, Athletics day, Cross country, Seasons for Growth, multi-age Care Groups, Garden Club, Lunchtime Club, Buddies Program, Choir, Liturgical Movement, Art Club, Instrumental Program and an inaugural Visual Arts Showcase.

The school is one of the oldest primary schools in the Narre Warren area and has a rich history of community involvement. It places a strong emphasis on the pastoral care of the students and educating the 'whole child' in accordance with the teachings and traditions of the Catholic church.

Principal's Report

The 2017 school year was the final year of the School Development Plan 2014-2017. The Diocese of Sale implemented a new School Improvement Framework – School Review in line with the Diocesan Strategic Plan 2016 – 2020. A School Review process was implemented throughout the year and involved input from staff, students and parents. A major part of the process was the analysis of school-based data, NAPLAN data, Insight SRC data and ESCIP data. VRQA compliance checks were also carried out as part of the School Review process. A Strategic Improvement Plan: 2018-2021 was developed, as part of the School Review process, and presented to staff and the Catholic Education Office Diocese of Sale.

Throughout the year, further work was done of developing understandings of the new Victorian Curriculum and the revised Religious Education Curriculum: *To Live in Christ Jesus*. Staff continued to participate in the Diocesan initiatives of the Teaching and Learning Networks and Collectives as a means of developing staff capacity and alignment to Diocesan Strategic Plan.

The Teaching and Learning Networks provided a focus for leadership teams to depth their knowledge and understanding of the Diocesan strategic vision and provide a starting point for professional conversation with all staff. These conversations were used to focus on further developing understanding of the Victorian Curriculum and the use of assessment data to plan for the learning needs of all students.

The Collectives provided an opportunity for schools in the diocese to support one another in a particular focus area. Don Bosco continued working with St. Michael's, Berwick; St. Clare's, Officer and St. Brigid's, Officer in a change project that focused on developing teacher efficacy in mathematics.

Building work on Our Lady Help of Christians Parish refurbishment project continued throughout the year. The church relocated to the school hall for all Parish weekend Masses. The coordination between parish and school was very effective and I wish to thank Fr. Brendan, the staff, parents and children for all their support and understanding.

Catholic Identity and Religious Education

Goals & Intended Outcomes

Our Catholic faith is evident, taught, lived and celebrated.

- Students see a clear connection between Catholic Social Teaching and actions
- Students develop their understanding of prayer
- Students will become more engaged in learning about scripture and therefore have a deeper understanding and knowledge

Achievements

To begin the school year, Don Bosco staff joined the staff from the two other parish schools, Mary Mackillop and Trinity, to celebrate Mass at Mary Mackillop Primary School Hall. The Mass was planned and prepared by the staff at Mary Mackillop Primary School. Lize Privetera, the Mary Mackillop Religious Education Leader presented each school with a copy of the book *The Tale of the Three*, which had been used as a reflection during the Mass. During the homily, Fr Brendan asked the teachers to reflect on their vocation as Catholic school teachers. As a display of commitment to the parish, the staff of all three schools were presented to the parish at a Commissioning Mass on Sunday 19th February.

The Don Bosco school community celebrated the beginning of the school year with a Mass for the Feast of St John Bosco on Wednesday 8th February in the school hall. The theme for the Mass was 'Serve the Lord with Gladness' - the Don Bosco School motto. Staff, students, parents and friends joined together to pray for a happy and successful school year. New staff were presented with a Bible as a welcome gift. All staff were presented with a prayer cloth, candle and praying cross for their classroom prayer tables.

In March, Alice Youlden, from the Catholic Education Office, worked with the Religious Education Leader, Lisa Piasente, to look at the data from the Enhancing Catholic Schools Identity, which was undertaken in 2016. The data showed that there is an increasing trend toward recontextualisation among students and staff. Students still have a high literal belief and therefore staff need to consider how to move students from a literal belief to a Post-Critical belief. Therefore, staff formation during the year was based on the recontextualisation of scripture. The Catholic Education Office Religious Education team facilitated a day on 9th June with Rosemary Prosser continuing her presentation from the previous year, this time focusing on the New Testament. During the second semester staff formation focused on Catholic Social Teaching which links into the strand Christian Life and Catholic Social Teaching, from the new Diocese Religious Education Curriculum, *To Live in Christ Jesus*. The day was facilitated by Religious Education Leader, Lisa Piasente, and looked at what Catholic Social Teaching is, why it is important and how it links in with our mission in the world. Staff were given the chance to peruse online resources, such as the Caritas website, during the last session and work in groups to ascertain how they can incorporate Catholic Social Teaching into their Religious Education Planning.

Throughout the year, the Religious Education Leader has worked with teachers during Religious Education Professional Learning Teams to further develop their knowledge of the curriculum *To Live in Christ Jesus* and help with planning Religious Education units of work.

During the year, the students have celebrated Mass with their own classes, with the school community and with the parish community. Due to the church refurbishment Masses were either held in the school hall (whole school Masses and feast days with the parish) or in classrooms. Classroom Masses were held on Tuesday afternoons. The classroom teachers and students planned the Masses with students taking major roles with writing prayers, choosing readings, choosing songs and role-playing the Gospel. Parent attendance was high for classroom Masses throughout the year. Stacey Linden continued to facilitate the Liturgical Movement training which culminated in presentations during the communion reflection at whole school Masses and liturgies during the year. The Don Bosco choir, led by Miss Stefania Gatt, led the school in singing hymns during school Masses. The students in Year 3 - 6 were given the opportunity to take part in individual reconciliation with either Fr Brendan or Fr James. The students in P-2 participated in Forgiveness Services based on the theme "The Loving Father".

Teachers from all levels supported the parish in preparing the students to receive the sacraments by facilitating two workshops in each sacrament. The Junior Level teachers facilitated the First Reconciliation workshops, the Middle Level teachers facilitated the First Eucharist workshops and the Senior Level teachers facilitated the Confirmation workshops. Students preparing for the Sacrament of Confirmation attended a Confirmation Reflection Day held at St Francis Xavier College on 21st September. The Don Bosco students were joined with students from the two other parish primary school - Trinity and Mary Mackillop as well as students from government schools - all of whom were preparing for the sacrament and enrolled in the sacramental program. The Year 9 students facilitated the day supported by teachers of the college. Bishop Patrick O'Regan attended the Reflection Day and spoke to the students about his vocation. After he spoke to the students he gave them the opportunity to ask him questions. The Religious Education Leader was joined by Hannah Parrett, a Senior teacher, in supervising and supporting the students for the day.

Links were made with Catholic Social Teaching through fundraising efforts throughout the year. Each term there was a focus. These included:

- Project Compassion (Lent)
- Annual St Vincent de Paul Winter Appeal (Feast of the Sacred Heart)
- Red Day fundraiser (Royal Children's Hospital - September)
- Crazy Sock Day to raise funds for World Mission Month in October

As well as the term fundraising focus the students contributed to charities such as the Returned Soldier's League through the Anzac Day Appeal and Remembrance Day.

The school year ended with each level presenting an Advent liturgy during the assemblies throughout the weeks of Advent. The End of Year Mass on the 14th December celebrated the end of the year with the theme "Thank you God". Later that evening, the Grade 6 students and their families celebrated the end of their primary schooling with a Graduation Mass.

VALUE ADDED

- All classes attending feast day Masses
- All classes planning own individual class Mass
- Middle and Senior students taking part in individual reconciliation
- All staff taking some part in the Parish Sacramental program
- School Choir leading singing at Mass
- Project Compassion (Lent)
- Annual St Vincent de Paul Winter Appeal (Feast of the Sacred Heart)
- Red Day fundraiser (Royal Children's Hospital - September)
- Crazy Sock Day to raise funds for World Mission Month in October

Learning & Teaching

Goals & Intended Outcomes

The learning environment empowers independence and confidence.

- Students utilise the skills of critical thinking and problem solving.
- Students will reflect on their learning to foster and promote action.
- Students will become more independent in their learning.

Achievements

Literacy continued to be a major focus in 2017 with every class committed to teaching a minimum of 110 minutes of Literacy per day including two teaching sessions of explicit instruction in Guided Reading.

The Victorian Curriculum and understanding the progression of learning in Reading and Viewing, Writing, Speaking and Listening across the primary levels continued to drive teacher planning and supplement the focus of Staff Meetings and Professional Learning Teams and designated school professional learning days.

The Literacy Assessment Schedule was implemented at every level, teachers supplied with a Fountas and Pinnell Benchmarking kit and a Literacy Continuum book to help guide them in reading benchmarking and differentiated teaching based on data from assessments.

School wide Literacy data was the driving focus of Professional Learning Teams in deciding what evidence-based practices were necessary to improve student outcomes. These included the use of small group tuition, using graphic organisers, reciprocal reading in the Senior Levels and the use of questioning based on probing students understanding of reading within, about and beyond the text. Moderation on student writing skills took place at each level in order to determine student capacity and develop teacher awareness of the progression of learning in writing.

Fountas and Pinnell Levelled Literacy Intervention was introduced to students in Grade 1 and Grade 2 to help build reading capacity. This Program was run by Karen Goodall and Margaret Di Giulio, both attending Webinars throughout the year in instruction in the Program.

Numeracy continued as major focus in 2017. Data was gathered on every student through the Mathematics Assessment Interview at the beginning of the year. This Mathematics Assessment Interview data was then the focus of the Professional Learning Teams throughout 2017 with the shift to a clinical teaching approach of evidence, intervention and evaluation based on the focus areas identified by the MAI data. This helped build teacher capacity in identifying areas of need and the implementation of teaching strategies to help improve student outcomes. Professional Learning Teams were facilitated by Connie Mannix and Margaret Di Giulio.

The Victorian Curriculum continued to be a focus at Staff Meetings with the unpacking of the content descriptors across the mathematical strands, helping build teacher understanding of learning outcomes across the levels.

The agreed Numeracy block was adhered to with a minimum of 60 minutes per day dedicated to numeracy instruction and learning at every level. The Extending Mathematical Understanding Program continued to be taught to at risk students from Grade 1 – 6 with Connie Mannix and Helen Dowling teaching the Program.

Students that are more able were supported through a range of activities such as Australian Mathematics Competition and Tournament of Minds. The Australian Mathematics Competition was, once again, offered to all students with 16% of student population participating and 92% of these receiving a Distinction, Credit or Proficiency award. The Tournament of Minds was offered to students from Year 3 to Year 6 on recommendation from class teachers. Both students and parents reporting a high degree of satisfaction with these initiatives.

STUDENT LEARNING OUTCOMES

The National Benchmark data indicates that the programs we are implementing are effective in assisting students achieve successful results across the school. Small variations in results from year to year can occur if children are absent during national testing programs, or when children with special and particular learning needs participate in such programs.

All students in Years 5 were at the expected level in writing and grammar & punctuation. The trend over the last three years has been that most students in Years 3 and 5 were at the expected levels in reading, writing, spelling, grammar & punctuation and numeracy.

Whilst these results are a source of pride for the school and students, the school remains committed to continuing to provide support for teachers to further develop educational, challenging and engaging programs for the continued benefit of all students.

This will continue to be a focus of both professional development opportunities and Professional Learning Teams

School Community & Student Wellbeing

Goals & Intended Outcomes

Wellbeing is the responsibility of everyone in our school community.

- There is a whole school understanding of what wellbeing is.
- There is a consistent approach in our expectation of behaviours across the school community.
- Consistent approach to well-being that caters for individual needs.

Achievements

During the year, the students took part in Care Groups. These groups are multi-age and give the chance for students to build on their social skills by meeting other children within the school community that they might not otherwise know. Once each term the students met with a particular theme or purpose in mind. In Term 1, students met to celebrate Harmony Day. They spoke about their cultural background and completed activities based on the diverse cultures within the school community. In Term 2, the students had a Circle Time Care Group. In Term 3, the focus was on sport and focused on teamwork and cooperation. In Term 4, the students made Christmas decorations together as their Care Group focus.

As well as the Care Groups, the Foundation and Year 6 students met once per week for the Buddies program. This program helped the younger students get to know an older student and the older students learnt the skills needed when helping and working with the younger students.

There is an expectation that classes include a Circle Time and/or Class Meeting session into their weekly timetable. This has given the opportunity for students to voice their opinions on events and goings-on in the school ground and classroom that affect them.

Don Bosco Primary School was one of the first schools in the Diocese to take part in professional learning in the area of Whole School Approach to Positive Behaviour Support. In Term 3, a half-day Professional Learning session on wellbeing and Whole School Approach to Positive Behaviour Support was facilitated by Lisa Piasente with support from Sarah Fiddes from the Catholic Education Office. The session focused on the importance of having consistent language and expectations among staff and students. Discussion took place on the process to implement the Whole School Approach to Positive Behaviour Support with a team of teachers driving the implementation.

In August a Positive Behaviour Support Team was formed, consisting of the Deputy Principals, Lisa Piasente and Margaret Di Giulio and a teacher from each level with varied experience, who spent a day together with Anne Speekman from the Catholic Education Office and decided on the focus for the Whole School Approach to Positive Behaviour Support - School Wide Expectations. The team worked with students, staff and parents in forming a set of expectations based on the charism of Don Bosco - to be compassionate, to be inclusive, to be courageous and to be safe.

Teachers worked with students in their classrooms. Leadership worked with parents through the Education Board. The statements will form part of the classroom and playground expectations for students in 2018. The Positive Behaviour Support Team also suggested that the words chosen from the charism of Don Bosco be the basis for school assembly awards.

The following extract from the Don Bosco P.S.'s "Student Attendance Policy" describes how non-attendance is managed by the school.

Implementation

- All enrolled students are required to attend school unless reasonable and valid grounds exist for them to be absent.
- The principal has a responsibility to ensure that attendance records are maintained and monitored at school.
- Teachers are to record all student absences in both the morning and the afternoon, using prescribed format for the marking of rolls. (See Electronic Roll Procedures)
- The classroom teacher / secretary contacts the family if a recurring pattern of absences is evident, for example, the student is absent on Mondays 3 weeks in a row or more than two consecutive school days.
- The classroom teacher will contact parents of students with high levels of unexplained or unapproved absences, with the view to developing and implementing strategies to minimise absences.
- The principal has a further responsibility to ensure that unexplained absences are investigated, and that high levels of absenteeism are adequately explained.
- The principal will contact parents of students with high levels of unexplained or unapproved absences, with the view to developing and implementing strategies to minimise absences.
- Student attendance and absence figures will appear on student half year and end of year reports.
- Aggregated student attendance data is reported to System and Government authorities as required. In addition, it is reported to the wider community each year as part of the annual report.

[\(Don Bosco P.S. Student Attendance Policy, 2015\)](#)

VALUE ADDED

- Care group cross age activities held once a term including Red Day raising funds for Royal Children's Hospital
- The gardening club supported by Environmental Captains
- Lunch time club supported by Community Captains
- Art club supported by Arts Captains
- Morning Choir including performances at Fountain Gate
- Mother's Day and Father's Day stalls organised by the P & F
- Footy day and hot dog day
- The Seasons for Growth program
- Harmony Day
- Book Week character parade & Book Stall
- Family picnic at the end of year, including carols

STUDENT SATISFACTION

The Insight Survey process provided a tangible process for students to provide direct feedback about the school and its programs. Through the Insight Survey, general sentiment from students indicated a high result in the extent to which students feel:

- they belong and enjoy attending school
- they have a positive perception of their ability as a student.
- motivated to achieve and learn
- teachers listen and understand students' needs and assist with student learning
- teachers deliver their teaching in planned and effective ways

PARENT SATISFACTION

The Insight Survey process provided a tangible process for parents to provide direct feedback about the school and its programs. Feedback through the Insight Survey indicates that parents value the educational programs and feel that the programs are addressing the needs of their children. Parents were also quite positive about the climate of the school and in particular find their children enjoying and wanting to be part of the learning at school.

Child Safe Standards

Goals and Intended Outcomes

Don Bosco Primary School is committed to child protection strategies and procedures to ensure the care, safety and protection of all children.

- All school staff, volunteers and contractors will report child safety issues in line with legislated reporting obligations.
- School community members will work respectfully and collaboratively with families and communities.
- Don Bosco employees are informed of child safety and protection and are expected to be self-aware and adhere to their professional obligations and responsibilities.
- All allegations will receive a prompt response and be clearly documented.
- Don Bosco Primary School will display the poster outlining the Four Critical Actions in Schools in accessible and strategic areas of the school.

Achievements

During 2017, Child Safety procedures were strengthened across the school community to ensure a Child Safe culture was embedded.

Child Safe policies including Child Protection & Safety, Working With Children Check, Visitors and Volunteers and Pastoral Care were reviewed with all staff at the beginning of the year and as part of staff induction processes.

A greater emphasis on Working With Children Checks being required by all volunteers within the school continues to be communicated to parents regularly through the school newsletter. Parent information sessions were conducted throughout the year for all volunteers as part of their induction to a Child Safe community.

Employment practices are in line with CECV Guidelines for the Employment of Staff in Catholic Schools and

All teachers have completed the Mandatory Reporting eLearning module and all staff have been briefed on processes for responding to and reporting suspected child abuse. This briefing included providing all staff with an information folder and documentation templates. This briefing is repeated on an annual basis and included in Staff Handbook. Information about this process is also provided on the school website.

Child Safety issues were made an ongoing agenda item at all staff meetings.

Strategies to promote the participation and empowerment of children has been strengthened through the Wellbeing program with a greater emphasis on the use of Circle Time, class meetings and units from the Bounce Back program. Student feedback through Insight SRC is being used to monitor progress in this area.

Leadership & Stewardship

Goals & Intended Outcomes

Leadership is valued, promoted and nurtured.

- There is a whole school understanding of leadership.
- Leadership is developed.
- Building a culture of collaboration and teamwork
- Ongoing focus on equipment and facilities for contemporary learning

Achievements

Leadership roles for students included the School Captains, House Captains, Arts Captains, Environment Captains and Community Captains.

The School Captains were given prominent roles in the weekly assemblies and school liturgies, as well as greeting visitors to Don Bosco and representing the school community at various school gatherings and celebrations.

The House Captains had a major role in the school Cross Country event and school Athletics carnival at Casey Fields. They also had responsibility for welcoming visiting sporting groups to our school and assisting and leading various sporting teams.

In 2017, a student suggested initiative saw the introduction of a Visual Arts Showcase. The Arts Captains worked with staff in preparation for the display of visual arts throughout the whole school.

The Environment Captains worked with staff in promoting and managing our school environment, making people aware of their responsibilities. They led teams of gardeners who planted seeds, grew vegetables (chard, peas, beetroot, carrots), weeded and cleaned the yard. They also promoted sustainable practices within the school with posters about rubbish, recycling and energy use.

The Community Captains were involved in weekly assemblies, greeting grades and visitors as they arrived and leading the school in prayer. They also represented the school, along with the School Captains, in the annual Student Leadership Mass in Sale.

The Foundation/Senior “Buddy” program continued to ensure every senior student had the opportunity to develop their own leadership skills by providing support for the Foundation students in a variety of contexts.

In Term Four, Year 5 students were once again provided with a leadership development day that including discussions regarding ways to further understand and be prepared for the leadership opportunities for the following year. A key aspect of this was understanding the role that all Year 6 students played in being effective role models.

Students also provided assistance in the administration of the weekly “Don Bosco Caring Kids” awards, which also celebrated and encouraged the development and articulation of the aspirational values of the school learning community.

With the continued support of the Parent & Friends Committee, ongoing upgrading of school facilities was maintained. A major outlay has been the ongoing funding of the Mathematics program for all students, the purchase of a Friendship Bench and the support and contribution to The Royal Children's Hospital through Red Day. Their efforts and contribution over the year has been greatly appreciated. I would also like to thank the Parent & Friends Committee for their wonderful organisation and donating their time generously to the school.

With the School Master Plan completed in 2016, progress was made on scope of works to be completed and the staging of the Master plan. The Advisory Board was consulted in the process and provided input in regards to the scope of works and the identification of priority areas. Financial viability was organised through the Catholic Education Office for a tendering process in early 2018. Stage 1 building works will commence in 2018 after the completion of Parish refurbishment project.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2017

- Diocese of Sale - Teaching & Learning Network
- Collectives - Numeracy
- Graduate Induction
- Office Administration - SAS
- Child Safety
- Levelled Literacy Intervention
- Mathematics Learning Progressions
- EMU continuing contact
- Students with Disabilities (SWD) guidelines
- CPR certificate
- Religious Education Leadership
- Enhancing Catholic School Identity
- Teaching the Sacraments
- RE Accreditation Course
- Whole school spirituality day
- Change2
- School Improvement Framework Cycle – Review process & Data analysis
- Digital Technologies
- OHS- School Leaders
- First Aid
- Masters of Clinical Teaching

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

30

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1009

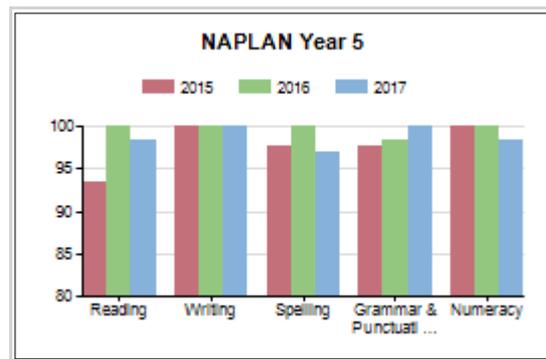
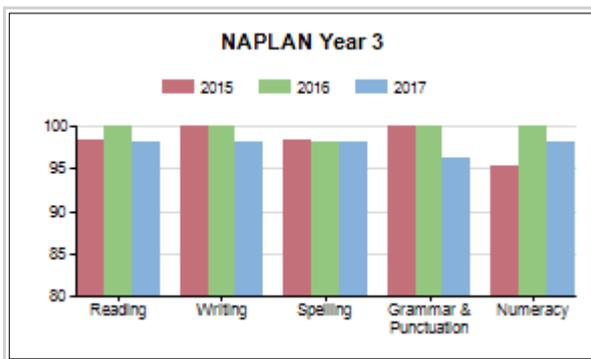
TEACHER SATISFACTION

The Insight Survey process provided a tangible process for staff to provide direct feedback about the school and its programs. Through the Insight Survey general sentiment from staff was positive in regards to being enthusiastic and having a sense of pride in their work. Staff were also quite positive about the learning environment and in particular found that children were motivated to learn and connected to their peers.

VRQA Compliance Data

E4033 Don Bosco School, Narre Warren

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2015 %	2016 %	2015 - 2016 Changes %	2017 %	2016 - 2017 Changes %
YR 03 Grammar & Punctuation	100.0	100.0	0.0	96.3	-3.7
YR 03 Numeracy	95.4	100.0	4.6	98.2	-1.8
YR 03 Reading	98.5	100.0	1.5	98.1	-1.9
YR 03 Spelling	98.4	98.2	-0.2	98.1	-0.1
YR 03 Writing	100.0	100.0	0.0	98.1	-1.9
YR 05 Grammar & Punctuation	97.8	98.4	0.6	100.0	1.6
YR 05 Numeracy	100.0	100.0	0.0	98.5	-1.5
YR 05 Reading	93.5	100.0	6.5	98.5	-1.5
YR 05 Spelling	97.8	100.0	2.2	96.9	-3.1
YR 05 Writing	100.0	100.0	0.0	100.0	0.0



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y1	89.18
Y2	93.43
Y3	92.43
Y4	92.04
Y5	91.86
Y6	92.36
Overall average attendance	91.88

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	93.6%

STAFF RETENTION RATE	
Staff Retention Rate	78.57%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	19.23%
Graduate	34.62%
Certificate Graduate	3.85%
Degree Bachelor	73.08%
Diploma Advanced	42.31%
No Qualifications Listed	3.85%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	35
FTE Teaching Staff	29.861
Non-Teaching Staff (Head Count)	12
FTE Non-Teaching Staff	8.590
Indigenous Teaching Staff	0