

# ANNUAL REPORT TO THE SCHOOL COMMUNITY

2017

## ST BRENDAN'S PRIMARY SCHOOL LAKES ENTRANCE

REGISTERED SCHOOL NUMBER: 1581



## Contents

Contact Details .....	2
Minimum Standards Attestation .....	2
Our School Vision .....	3
School Overview.....	4
Principal's Report.....	5
Catholic Identity and Religious Education .....	6
Learning & Teaching .....	8
School Community & Student Wellbeing.....	11
Child Safe Standards .....	14
Leadership & Stewardship .....	16
VRQA Compliance Data .....	18

## Contact Details

<b>ADDRESS</b>	40 Golf Links Rd Lakes Entrance, Victoria 3909
<b>PRINCIPAL</b>	Matthew Hamer
<b>PARISH PRIEST</b>	Michael Willemsen
<b>SCHOOL ADVISORY BOARD CHAIR</b>	Kelly Hyslop
<b>TELEPHONE</b>	(03) 51552712
<b>EMAIL</b>	principal@lakesent.catholic.edu.au
<b>WEBSITE</b>	www.lakesent.catholic.edu.au
<b>ABN</b>	87 996 634 606
<b>E NUMBER</b>	E4024
<b>AUSTRALIAN GOVERNMENT EDUCATION ID</b> (Formerly known as DEEWR number)	986

## Minimum Standards Attestation

I, Matthew Hamer attest that St Brendan's 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)

20 May 2018

## Our School Vision

At St Brendan's Catholic Primary School, we are inspired by Saint Mary MacKillop who responded to the call of Jesus Christ by living out the Gospel. In light of this our community will be one where:

- our faith is reflected in our life and culture
- all are welcomed, supported and valued within a safe and secure environment
- we strive to achieve our potential in a dynamic and personalised learning environment

## Mission Statement

St Brendan's is a Catholic Primary School for the children of Lakes Entrance and surrounding areas.

- Our staff are committed to the evangelising mission of the parish and to the spiritual tradition of St Mary MacKillop and the Sisters of St Joseph.
- We recognise that all children reflect the image of God and we commit to helping them to achieve their potential.
- We provide a welcoming, supportive, safe and secure environment for all.
- Children's individual learning needs are addressed and they are able to prepare for their future within the twenty-first century and within the context of their Christian faith.



## School Overview

St Brendan's Catholic Primary School is situated at Lakes Entrance in East Gippsland and is attended by over 280 students from Lakes Entrance and the surrounding areas. It was established by the Josephite sisters who continue their strong involvement in the school. Saint Mary MacKillop's motto, *'Never see a need without doing something about it'*, has been adopted as the school's motto.

The school maintains a strong commitment to the core values of faith, community, respect and courage. As a Catholic school we strive to make every decision, action and interaction a reflection of our Catholic faith. Wellbeing and leadership are nurtured within a culture of personalised learning and care. Parents are welcome to contribute to school life and are encouraged to participate actively in their children's education.

Our commitment is to provide a learning environment where students are able to reach their potential in all areas of life through a faith based education. We have embraced contemporary learning and continue to develop aesthetically pleasing, flexible learning spaces where children are encouraged to be independent and engaged in purposeful learning.

Student potential is developed through participation in quality class and specialist programs. Intervention and student support programs assist children with specific learning needs. Students are inspired to participate in a broad range of extra-curricular and community service activities.

Performance and Development Culture is a focus for all staff members who work collaboratively and share responsibility for the wellbeing and development of all students. Teams work together and engage students in a program that continues to evolve, addresses students' individual needs and celebrates their achievements.





## Principal's Report

In 2017, St Brendan's Primary School further strengthened our partnership with neighbouring schools and the Catholic Education Office of Sale to improve outcomes for our students. We worked closely with leading educator, Deb Sukarna to develop our teaching in the area of writing with the goal, 'that our students are adventurous writers, empowered to confidently communicate their thinking'. The strategies we employed to work towards this goal transcended across all learning areas so that increased student progress was evident throughout the curriculum.

Our Priest in Residence, Father Anthony Phillips continued to be an outstanding role model of faith. His presence around school was consistent and always welcomed as his connection with staff and students was highly valued. Father Anthony has a goal to connect our Parish community with that of our school community and our school worked to invite Parishioners to our Masses and community events. Our students also took part in choir at Mass on Sundays and our parents worked to improve the grounds around the church. Overall we witnessed greater interaction between both parties.

Early in the year our community experienced the loss of a student and a parent of the school to cancer. This was an emotional time and a time where our community grew closer together as we supported families and those most effected in their time of need. As difficult a period it was, I felt immensely proud to be a part of such a loving environment.



## Catholic Identity and Religious Education

### Goals & Intended Outcomes

Building on the work done in 2016, to introduce and build familiarisation with the Sale Diocese's Revised Curriculum, the focus in 2017 was to ensure the further development of our teachers' expertise in developing quality Religious Education Inquiries that are engaging and that support and challenge the children's learning and faith development. Teaching staff were encouraged to engage in the process of continual personal learning over the course of the year.

### Achievements

Our direction in 2017, was once again largely directed by the work of the Learning and Teaching Network.

Clarity of focus and purpose were key motivators behind all work undertaken at staff PLTs. All Religious Education Professional Learning Team meetings began with a learning intention and several success criteria. This helped ensure that the purpose and expectations of the sessions were clearly understood. The staff were guided to take small, incremental steps in developing their planning skills. In particular, they focused on understanding and using the Theological Development Frameworks for each Strand of the curriculum. We explored the use of pre-assessments that were directly linked to the Level Descriptions and the Marg Carswell Scripture Process was revisited, as a means of presenting scripture at a deeper level. Towards the end of the year, the staff further developed their understanding of the Religious Education curriculum by working in teams to help develop our 2018 Scope and Sequence.

Clarity of focus and purpose was also promoted in the structure of our Professional Learning Team meetings and Staff meetings. Tuesday nights were dedicated to a longer PLT session, focused solely on a curriculum area, including Religious Education approximately twice a term. The following Wednesday session was set aside for follow up planning from the Tuesday session. This proved to be an effective and efficient means of making professional learning purposeful and targeted.

The development of meaningful prayer experiences continued to be a core focus. Year levels were asked to use term prayer planners to help ensure variety and regularity of prayer in the classrooms. We continued to build on our Monday morning whole-school prayer sessions and staff prayer. Our Liturgy Committee worked to develop their leadership skills by leading prayer sessions in the classrooms. There was an emphasis on recontextualisation in our Advent whole-school prayer sessions. Staff were challenged to find ways to link the Jesse tree scriptures with our present day culture by thinking, 'Who are the people waiting for God today?' Prayer sessions were presented in a rich and varied manner.

**VALUE ADDED**

2017 was a challenging year emotionally for our entire school community, with the loss of a Prep child and a young mother. As a Catholic community living out its faith, it was inevitable that we did our best to offer practical, emotional and spiritual support for the families affected. Meals were provided regularly, children participated in the Seasons For Growth program and support at funerals was organised.

Ash Wednesday Mass was again prepared by the school, for both the school and wider parish community. Our Sacramental program was supported by our parishioners, as they received letters from the candidates at Sunday Mass and committed to pray for these children. Sacramental reflection days continued offsite, at a local camp run by the Uniting Church. Other experiences included Easter and Christmas liturgies and performances, Mother's Day Mass, Mary MacKillop Day activities and Graduation Mass.





## Learning & Teaching

### Goals & Intended Outcomes

- Assessment shows improved learning for all students particularly in English and Mathematics.
- Learners understand the purpose of their learning and articulate how they learn.

### Achievements

#### Numeracy

In 2017, the numeracy leader continued to attend the Teaching and Learning Network meetings on a regular basis. During Professional Learning Team (PLT) meetings, the numeracy leader continued to guide, assist and support the staff in gaining greater knowledge of how to effectively use the Victorian Curriculum Learning Progressions. The leader also created a Google Mathematics Community for all staff to be connected via the Internet. Staff used this community to share resources and professional learning.

Staff became more aware of the importance of mathematical learning pre-requisites and now understand that the Victorian Curriculum is a learning continuum. Students need to be placed on this continuum to ascertain individual learning needs.

So students can be accurately placed on the learning continuum, teachers set students a pre-test prior to teaching a new concept. Before moving onto a new concept, teachers then set a post-test to ensure students grasped the concept taught. These tests were used to guide and inform teaching.

Staff members continued to teach using a 'Whole, Part, Whole' approach when structuring mathematics lessons. This approach allowed teachers to focus on explicitly teaching small groups at point of need, while differentiating learning activities for the remainder of the class. An important part of this teaching method was to ensure students understood the Learning Intention of each lesson and the Success Criteria associated with it.

To encourage the use of technology within our mathematics lessons, the school purchased Mathletics licenses for students in grades two and above. This interactive program was used to develop greater independence while practising skills at each student's point of need. The school also purchased coding resources, such as Blue Bots, Bee Bots, Sphero's, robotic mice, and a Cubetto to enhance mathematical thinking and problem solving.

All classrooms were allocated a 'Maths Trolley'. These trollies contained a mixture of maths resources, such as dice, counters, number lines, MAB blocks, calculators etc, for easy access and continual use by staff and students.

## Literacy

In 2017, our goal was to continue to improve students writing outcomes across the school.

During this year we looked at the importance of collecting and analysing data, with baseline and end-line writing assessments. This was done with the purpose of tracking student progress in writing with results being plotted on the writing progression. This evidence was then used to target improvements in student learning, with planning across the school, in writing, being more explicit and targeted to student point of need.

Staff were provided with time to collaboratively plan lessons to increase student engagement in writing. Staff were encouraged to analyse student data at their planning sessions to ensure collective teacher efficacy. High expectations and standards were set for published writing which ensured students had multiple opportunities to publish 'for authentic purposes' across the year.

Our Writer's Notebook continued to be a focus across the school, with students being able to identify and write for a purpose. Our PLT's were targeted around the structures of Writer's Notebook, which include, mini lesson, conference groups, links to grammar and spelling, writing exemplars and resource boxes to support students writing independently. In collaboration, staff came up with non-negotiables for how Writer's Notebook will be implemented in our school and how it looks in each classroom. These non-negotiables ensured there was a progression of learning, consistency, whole/part/whole teaching structure and shared language across the school.

As a leadership team, a decision was made to link professional learning on Tuesday night meetings to our planning sessions on Wednesday nights, to allow teachers to plan collaboratively in two teams, F-2, 3- 6, with the purpose to implement professional learning from the previous night. A Google community for English was established for teachers to share resources, professional learning and maintain expectations. Professional readings were sourced and distributed to staff, on best practice and evidence based approaches to teaching and learning.



## STUDENT LEARNING OUTCOMES

NAPLAN data from 2017 indicated student progress in many areas, but significantly in the growth of students from Year 3 (2015) to Year 5 (2017). Growth was most notable in students from the 10<sup>th</sup> to 75<sup>th</sup> percentile in reading and numeracy. Most students of this cohort showed progress that indicated growth greater than that expected in two years. The difference of growth from the St Brendan's School mean in 2015 to 2017 was far greater than the State mean.

The table featured below relates the significant growth across all tested areas.

	READING			WRITING			SPELLING			GRAMMAR & PUNCTUATION			NUMERACY		
	2015	2017	Diff	2015	2017	Diff	2015	2017	Diff	2015	2017	Diff	2015	2017	Diff
National Mean	426	N/A	N/A	416	N/A	N/A	409	N/A	N/A	433	N/A	N/A	398	N/A	N/A
State Mean	441	516	75	432	486	54	420	504	84	444	506	62	411	503	92
School Mean	400	501	101	376	456	80	375	481	106	344	483	139	351	475	124
No. of Students (School)	40	38	-2	42	37	-5	42	38	-4	42	38	-4	41	38	-3
Matched School Mean #	418	499	81	386	457	71	391	480	89	365	483	118	362	476	114
No. of students Matched		33			34			35			35			34	
% Matched		87%			92%			92%			92%			90%	



## School Community & Student Wellbeing

### Goals & Intended Outcomes

- To develop a community where positive relationships are nurtured to support learning.
- Students are socially connected and form positive relationships with teachers and peers.

There is a common understanding of what cooperative learning is at St Brendan's School.

- Students feel happy and safe at school.
- Parents are equipped to support the wellbeing of their children and themselves.
- Parents will approach the school with confidence at all times.

### Achievements

St Brendan's school community works together to ensure that all families are supported and feel welcome. The school community works together so that each student's needs are attended to. At the beginning of the year, parents and carers were invited to an information session which outlined the curriculum and class organisation for the coming year. This was followed by a barbecue and a social gathering for all families. The attendance was high and very positive feedback was received.

Collaborative Conferences were held in Terms 1, 2 and 4. Parents and their child met with the teacher to set goals for the coming term. Each child was able to present to their parents some of the work that they had been doing in class. Parents received a written report regarding their child's progress in June and December. Teachers made themselves available to meet with parents, at other times, when the need arose. A class newsletter was sent out each term to keep parents informed about the curriculum that was being covered.

Friday assemblies were held fortnightly and were run by the Year 6 school leaders. Attendance at assemblies was generally quite good. At each assembly, a class presented prayer or an item. Three students from each class received an award. The parents of the students were rung beforehand and most parents were able to attend to see their child receive the award.

Teachers attended a variety of professional development days to further their knowledge and to cater for specific needs of the children. The knowledge that they gained was then shared with staff at Professional Learning Team meetings.

Students, families and staff had the opportunity to participate in a variety of school and community events. Events such as the Mother's Day, Father's Day, Grandparents' Day and Walk to School Day brought many families to the school, providing an opportunity for them to spend special time with their children in their school environment. It was also an opportunity for the students to show how they valued these special people in their lives.

The St Brendan's community continued to provide a meal for families in need or those going through busy times. Staff, parishioners and families took turns to make these meals. The food was gladly welcomed by those families in need.

The Social and Emotional element of the curriculum is covered by a variety of lessons and activities, for example, The Can Do It! program, Bounce Back and bullying prevention lessons. There is explicit teaching of cooperative learning strategies and skills across all areas of the



curriculum. Through professional and collegial learning, teachers gained further understanding of these skills.

A variety of lunch time activities were held to cater for various students' needs. The Prep/6 Buddy Program helps to make the new students to our school feel welcome and safe. Passion Projects for selected students continued to take place.

We continued with having Class Representatives and Friendship Lists to enable a more personalised sharing of knowledge and the ability to invite parents to the various school activities.

We continued to employ a counsellor to help individual students and their families deal with the challenges they may face in their lives. Outside agencies were sought if these challenges were greater than our expertise.

### **Student Non-Attendance**

Generally attendance at school is quite good. If a child was away for two or more days without an explanation, the families were contacted. Attendance was recorded on the mid-year and end of year report. At times, transport to school was organised to help families in need.





## VALUE ADDED

Many and varied activities were undertaken by students, staff and families. For example:

- Parent/child/teacher Collaborative Conferences
- Parent Information Sessions
- Professional learning for staff
- Mother's Day and Father's Day celebrations
- Walk to School Day, followed by breakfast and then an aerobics sessions coordinated by the local council
- NAIDOC Day celebrations
- ANZAC Day and Remembrance Day
- Incursions and excursions
- Junior Rotary
- Meals on Wheels
- Easter Plays
- Student led activities at recess and lunchtime
- Recycling Swap Meets
- Drama Lessons
- Sydney Opera Presentation
- Anti-Bullying Performance – School Performance Tour group
- Various Sporting opportunities
- Stephanie Alexander Kitchen/Garden Experience

## STUDENT SATISFACTION

Students at St Brendan's Primary School show pride in their school and this is particularly recognisable at times like sports carnivals, camps, excursions and other events where the community is involved. Members of the community regularly comment on the manners of our students and the way they conduct themselves. It is always heart-warming to see how our older students embrace the concept of buddies by caring for younger students.

Insight SRC survey data expressed the students eagerness to learn, their confidence in school teachers and they acknowledged the school's focus on literacy and numeracy.

## PARENT SATISFACTION

Insight SRC Survey data from 2017, indicated the St Brendan's Primary School parent body felt there was a strong partnership between school and parents. Parents indicated they had the opportunity to be heard and contribute to the direction of the school. They valued our focus on school improvement and on improving student progress through providing a stimulating learning environment. The data also indicated that parents recognised teacher morale was high.

## Child Safe Standards

### Goals and Intended Outcomes

- To meet and exceed Child Safety legislation providing the safest possible environment for our students to learn.
- To embed a culturally driven approach to child protection and safety

### Achievements

During 2017, our school worked together with our stakeholders; the school board, parents, staff, students, parish and the Catholic Education Office of Sale to meet and exceed Child Safety Requirements. There was great rigour in the process as consultation took place to write policy and procedural documents. We then focused on education and communication to our community in how we intended to put these expectations into practice.

The work we began in 2017 continues to be refined. Below are examples of our achievements for the year:

- The development of our Child Safety Code of Conduct was drawn up by our school staff, Learning Support Officers, Teachers, Administration Staff, School Leaders and the School Board. The Code of Conduct is signed by any person who signs into our school and describes what our school considers acceptable and unacceptable behaviours in relation to child safety. The St Brendan's Parish used our Code of Conduct as a base to develop their own.
- Our school continued to recognise 'Á Day for Daniel' coordinated by the Daniel Morcombe Foundation. On this day teachers conduct a series of lessons targeting the education of keeping children safe from abuse and risk of harm. The sessions are very interactive and equip children with strategies to help keep them safe.
- At the beginning of the year, 'Helper Workshops' were conducted by the school principal to induct all helpers of our school. The workshops outlined our school child safety expectations while instructing helpers of strategies to use when assisting school activities.
- All contractors and volunteers at St Brendan's PS are required to hold a Working With Children's Check and this expectation was enforced through inductions to the school.
- We regularly communicated changes and expectations of child safety procedures through our school newsletter and the school website [www.lakesent.catholic.edu.au](http://www.lakesent.catholic.edu.au) displays current policies and procedures including our Anti-Bullying Policy and the Parent Code of Conduct.
- Our approach to teaching about Social and Emotional Health included scheduled Bullying Prevention lessons where students met in multi-aged groups to participate in bullying prevention activities. Role playing at assemblies played a big part in educating students in the strategies to deal with incidents of bullying behaviour.

- St Brendan's staff regularly took part in training to inform them of changes to child safety legislation or to consolidate knowledge of reporting expectations. All teaching staff completed the Mandatory Reporting online module and school leaders participated in Diocesan Inductions informing of new government legislation.
- St Brendan's conducted regular Evacuation and Lockdown Drills. Our site was maintained and inspected to comply with Essential Safety Measures
- At the completion of the work we conducted in 2017, St Brendan's Primary School participated in the feedback procedure conducted by the VRQA regarding the Child Safety Standards implementation in schools. We were able to have our work validated while contributing to the quality of the process.



## Leadership & Stewardship

### Goals & Intended Outcomes

- To support teachers to take responsibility for changes in practice to improve the performance of students and to use evidence to monitor their effectiveness
- Develop a school culture of high expectations and trust
- Provide feedback in forms that guide next steps in staff learning

### Achievements

In 2017, our school leadership team drew up the above goals as a means of our instructional vision. Our school leadership team comprising of Principal, Deputy Principal, Religious Education Leader, Numeracy Leader and two Literacy Leaders met regularly throughout each term to set and review targets. Our vision included developing the leadership capacity of staff and students. Below are some of our achievements:

- Our two Literacy Leaders began their Master of Clinical Teaching degrees and used their knowledge of best practice teaching to run Professional Learning Team meetings. These meetings took on greater direction and rigour as teachers were trained in how to analyse data, to plot students on the progression of learning and to develop best teaching practice through collegial planning.
- St Brendan's Primary School leaders attended the diocesan led Learning and Teaching Network meetings where they were guided on how to develop and lead the implementation and best practice to teaching and learning.
- Our school participated in the Insight SRC Survey to work towards school improvement. On analysing the data we reviewed our practice to ensure greater communication took place between all faculties of the school to improve on the role clarity of our staff.
- The 2017 Student Leaders comprised of School Captains, an Indigenous School Captain, House Captains, Social Justice Leaders, Events Leaders and Faith Leaders. The student leaders facilitated and conducted numerous assemblies, activities, events and Masses throughout the year. There was a real teaching emphasis so that these events were student led and they had the purpose of improving the lives of others. The Year Six students conducted daily activities at recess and lunchtime where they coached and taught younger students to get along and have fun. The student leaders were instrumental in fundraising for organisations such as Caritas and the Leukaemia Foundation.
- St Brendan's Primary School facilitated the Reconciliation Celebration for 2017 which catered for other schools in our area. Members of the local indigenous community worked with the staff and students of St Brendan's to prepare an engaging day that educated our community about moving forward as a diverse and inclusive community.
- All students participated in camps, excursions and leadership training days to reiterate the core values of St Brendan's Primary School. We involved our community to assist us in bringing up young people who care for their community and their environment.

**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING****DESCRIPTION OF PL UNDERTAKEN IN 2017**

- Two Writer's Notebook Workshops with Deb Sukarna
- Two Days of teaching instruction and teacher briefing
- Sue Larkey Autism Workshops
- Sue Larkey Autism On Line Modules
- Master of Clinical Teaching Units
- Learning and Teaching Network Meetings
- Collective meetings focused on writing
- CPR Updates
- First Aid Updates
- Colourful Semantics Spelling Workshops
- Primary Connections Workshop
- External Reviewer Training
- Love 'n' Reilly Spelling Training
- Religious Education Reflection Led by Sr Rose Duffy
- Mathletics and Clickview online training
- Religious Education leader Conference
- GCPPA Principal Conference
- Administration Officer training
- Change 2 Training
- External Reviewer Training
- Stephanie Alexander Kitchen/Garden Experience Training

**NUMBER OF TEACHERS WHO PARTICIPATED IN PL****20****AVERAGE EXPENDITURE PER TEACHER FOR PL****\$ 1035.00****TEACHER SATISFACTION**

St Brendan's Primary School is blessed with committed teachers who support each other and work towards common goals. In 2017, Insight Survey data showed an increase in individual and staff morale across all areas surveyed including; Supportive Leadership, Role Clarity, Team Based Practice and Teaching and Learning. The four pillars of culture that research has proven to drive staff wellbeing, engagement and performance are; Empathy (Supportive Leadership), Clarity (Role Clarity), Engagement (Teamwork, Empowerment, Ownership), Learning (Appraisal & Recognition, Professional Growth) all of which showed significant growth.

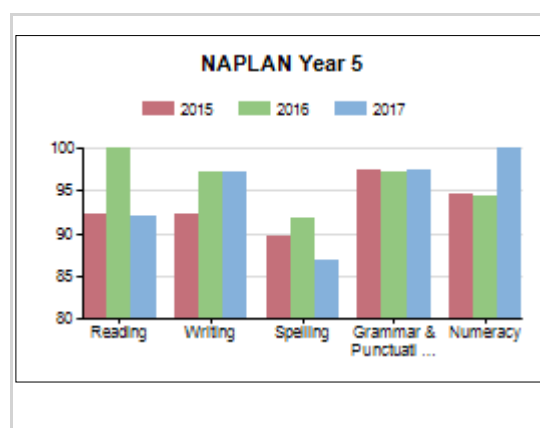
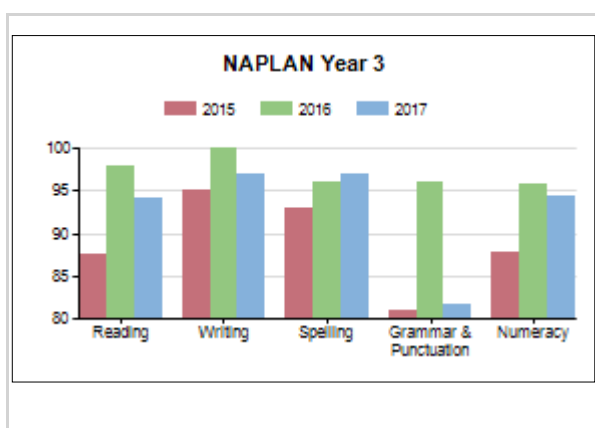
After review of the data our school staff discussed areas for development and we looked at improving Role Clarity and Communication even though results had grown. Our group made decisions together and we have developed school agreements to maintain best practice.



## VRQA Compliance Data

<b>E4024</b> <b>St Brendan's School, Lakes Entrance</b>
--

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2015 %	2016 %	2015 - 2016 Changes %	2017 %	2016 - 2017 Changes %
YR 03 Grammar & Punctuation	81.0	96.0	15.0	81.8	-14.2
YR 03 Numeracy	87.8	95.9	8.1	94.4	-1.5
YR 03 Reading	87.5	98.0	10.5	94.1	-3.9
YR 03 Spelling	92.9	96.0	3.1	97.0	1.0
YR 03 Writing	95.2	100.0	4.8	97.0	-3.0
YR 05 Grammar & Punctuation	97.4	97.2	-0.2	97.4	0.2
YR 05 Numeracy	94.7	94.4	-0.3	100.0	5.6
YR 05 Reading	92.3	100.0	7.7	92.1	-7.9
YR 05 Spelling	89.7	91.7	2.0	86.8	-4.9
YR 05 Writing	92.3	97.2	4.9	97.3	0.1



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y1	88.71
Y2	91.25
Y3	87.07
Y4	92.82
Y5	89.79
Y6	92.31
Overall average attendance	90.33

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	90.76%

STAFF RETENTION RATE	
Staff Retention Rate	85.00%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	5.26%
Graduate	26.32%
Certificate Graduate	0.00%
Degree Bachelor	63.16%
Diploma Advanced	5.26%
No Qualifications Listed	15.79%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	20
FTE Teaching Staff	17.300
Non-Teaching Staff (Head Count)	23
FTE Non-Teaching Staff	19.403
Indigenous Teaching Staff	1