

ANNUAL REPORT TO THE SCHOOL COMMUNITY

St Brendan's Catholic Primary School
Lakes Entrance

2018

REGISTERED SCHOOL NUMBER: 1581



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Contact Details

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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 2017 (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 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

May 9 2019

Governing Authority Report

Report from the Chief Executive Officer of Diocese of Sale Catholic Education Ltd will be inserted.

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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

2018 was a particularly productive year at St Brendan's Catholic Primary School in many ways. Most pleasing was the progress of our students. Our school's assessment schedule indicated pleasing growth in Literacy and Numeracy across all year levels and NAPLAN results confirmed our analysis of student data. Our teacher's knowledge of the Victorian Curriculum and use of effective teaching strategies to cater for learning diversity made a significant difference in the classroom.

We celebrated many worthwhile community events during the year. Our families rallied together to produce a St Brendan's School fete that catered for the town's visitors during the Melbourne Cup weekend. The feedback on the fete was overwhelmingly positive and the money raised will provide for better resources for our children. Later in the year we held our Grandparents Afternoon which incorporated an Open Day and Family Barbecue. We had well over 450 people attend this event and the pride in our school was certainly the main feature of the afternoon.

While a majority of our families at St Brendan's are not Catholic, the ethos of our school is strong and the Catholic values we teach have everyone's support. At morning prayer each Monday, staff modelled prayer and taught about our Catholic identity. Students then began the week thinking about the values which help them to be the best person they can be. We began a Whole School Approach to Positive Behaviour Support which is taught in classrooms and ensures all staff share the same expectations across the school. This strategy has enhanced our consistency to school wide behaviour and has sent very positive messages to our children. The result is St Brendan's Primary School has happy and confident students.



Catholic Identity and Religious Education

Goals & Intended Outcomes

- For teachers to explore and use the principles of Catholic Social Teaching, as a means of recontextualising the teachings of Jesus into our contemporary context and in so doing, encouraging a post critical belief stance within our students, staff and school community.
- For teachers to explore and create effective and varied assessments, that reflect a sound understanding of the Religious Education Curriculum and that will lead to sequences of learning that are focused and explicit in meeting students' needs.

Achievements

- Throughout the course of 2018, our teaching staff continued to work to develop their knowledge of the revised Religious Education Curriculum, *To Live in Christ Jesus*. Although this had been the focus in previous years, we wanted to ensure that the staff have a thorough understanding of all Strands and Lens and their 'through lines', as is expected of other curriculum areas. Professional Learning Team (PLT) meetings, therefore, focussed on exploring the relevant Strand for each term. From this work, teachers began to create pre-assessments that were more targeted. They also made initial attempts at developing a Seesaw post – one of our main reporting tools – that show the progression of learning, to help educate our parent community. All of this was a precursor to further work next year, on developing differentiation in our religious education planners.
- Another focus was on developing a better understanding and implementation of Inquiry as the preferred means of developing teaching sequences. Work was done to help teachers focus on creating rich tasks. Teachers shared some of their more successful ideas, which affirmed their efforts and also gave inspiration to others.
- Catholic Social Teaching was at the core of all Inquiries in Term One. Teachers and students, from Foundation to Year 6, explored each of the CST Principles; what they mean, their importance to the core of the Catholic faith and how they can be put into action. Information was also shared with the parent community through the school newsletter.
- Marg Carswell's Composite Approach to teaching Scripture was revisited and teachers worked to develop rich scripture lessons that incorporated elements of recontextualisation. Teacher's planning showed some good evidence of this practice.
- Dialogue and recontextualisation continued to be core concepts that teachers practiced weaving into their planning. At PLTs, the term, 'hermeneutics' was also briefly introduced and it has been pleasing to hear different teachers using some of this language in general conversation about religious education. Conversations have been rich and have shown that there is a good basic understanding of the path we are taking.

VALUE ADDED

- Andrew Chinn, the well-known religious music composer and performer inspired, excited and affirmed our children during a visit in Term Three.
- Our whole-school Easter experience consisted of stations set up around the school. These were organised by every class, each representing one of the Catholic Social Teaching principles and incorporating music, prayer, scripture, role-play and video.
- Our Sacramental program continued to evolve, in an attempt to engage parents and their children in meaningful conversation.
- School Masses celebrated traditional feast days, as well as shining a light on current social issues, such as refugees.



Learning & Teaching

Goals & Intended Outcomes

- Our numeracy goal for 2018 was to improve the students' fundamental knowledge and application of skills in place value.
- Our literacy goal, in line with the Collective initiative, was to continue to improve students reading outcomes across the school.

Achievements in Numeracy

- In 2018, the numeracy leader continued to attend the Teaching and Learning Network meetings as well as the Collective meetings, on a regular basis. These meetings were conducted by the Catholic Diocese of Sale with the aim of addressing the need of improving student results in the area of Place Value. Educational Officers from the CEO discussed the importance of using collective efficacy, targeted teaching and evidence based teaching strategies to support the needs of individual students in our school. Ideas and strategies gained from these sessions were used to guide our Professional Learning Team (PLT) meetings at a school level.
- During the PLT meetings, the numeracy leader continued to inform, assist and support the staff in gaining greater knowledge of how to effectively use the Victorian Curriculum Learning Progressions.
- After studying our NAPLAN data, we identified that within each classroom the variability of student academic achievement could span over four to five levels.
- Teachers gained a better understanding of catering to the needs of all students within their classroom by using their class MAI (Mathematics Assessment Interview), NAPLAN and PAT Math data to accurately place their students on the Victorian Curriculum continuum to ascertain individual learning needs. Teachers implemented pre and post tests before and after teaching a concept to ensure students grasped a concept before moving onto the next one.
- To map our whole school MAI data, a 'Maths Data Wall' was developed. The information recorded on this digital wall was used to guide our teaching and reflect on our teaching practices.
- 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 all students from foundation to grade six. This interactive program was used to develop greater independence while practising skills at each student's point of need. The school also introduced the use coding resources, such as Blue Bots, Bee Bots, Spheros, robotic mice, and a Cubettos to enhance mathematical thinking and problem solving.
- All classrooms have 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.

Achievements in Literacy

- The year began by continuing to unpack our NAPLAN reading data, assisting staff to identify gaps in student learning by plotting student data on the Victorian Curriculum learning progressions. This highlighted each student's individual needs, with a particular focus placed on students in the 75th and 90th percentile. From analysing student assessment data a set of diocesan prerequisites were established to support teacher pedagogical knowledge. This was further linked to the implementation of the Big 5 Framework for reading, which we unpacked in great detail throughout our PLT cycles, to ensure staff have the foundational knowledge essential for students to be successful readers.
- As a leadership team and in consultation with staff, a decision was made to keep the existing PLT cycle of Tuesday and Wednesday nights. However building on this plan to better suit our collaborative way of planning we decided to make all teaching staff plan in the same space to promote our teacher collective efficacy. Through this planning cycle each curriculum area is allocated a specific block of time, for example Literacy four weeks. This allowed staff the time to embed the knowledge gained, implement the changes in planning and share their practices. To further assist teachers in planning, we introduced the Learning and Teaching cycle over the course of the year, targeting each component of; plan, teach, assess and review. This was to ensure teachers are using data to drive their planning and are reflecting on their teaching practices.
- A whole school visual data wall for Fountas and Pinnell baseline assessment results was created with the idea of sitting with this data at the planning table. Our initiative for displaying whole school data on an interactive format, is evolving all the time as we strive for school improvement and strategies that lead us to best practice.

STUDENT LEARNING OUTCOMES

In 2018, our NAPLAN data indicated growth in both year 3 and 5 for all assessment areas. Most pleasing was the data indicated that between 2016 to 2018 students' growth across the percentiles showed consistent improvements greater than the expected two years. Their growth significantly outweighed that of the state across all percentiles, 10th, 25th, 50th, 75th and 90th which indicates our teachers have an eye for the variability in their classrooms and are differentiating teaching and tasks to meet the needs of every child.



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**

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.
- A class newsletter was sent out at the beginning of each term to keep parents informed about the curriculum that was being covered. 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. Teachers made themselves available to meet with parents, at other times, when the need arose.
- This was the first year that we used Seesaw as our reporting platform. Regular posts were sent to parents showing the work the children had done. Often there was a rubric attached to show which level the child was working at and what they needed to do to achieve the next level. All areas of the curriculum were covered in these posts. In June and December, parents received a paper copy showing at which progression point their child was working at.
- Friday assemblies were held fortnightly and were run by the Year Six 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. At the end of each term, a Golden Honour Card assembly was held. Awards were given to children who had maintained a high standard throughout the whole term. Parents were also informed beforehand about the awards. These assemblies were very well attended.
- We have Yellow Cards which are on the spot awards. All staff are able to fill out cards which were then signed and presented to the child by the Principal or Deputy Principal.
- Students, families and staff had the opportunity to participate in a variety of school and community events. Events such as Mother's Day Mass, Father's Day Barbecue, Grandparents' Afternoon 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 meals for families in need or those going through busy times. Staff, parishioners and families took turns to make these meals, making it possible to help at least three different families each week. 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 You 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. In partnership with the CEO of Sale we began to explore the Whole School Approach to Positive Behaviour Support (WSAPBS). This approach will form the basis of our Social and Emotional Learning in 2019.
- 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.
- A variety of lunch time activities were held to cater for various students' needs. The Foundation/Six 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 to employ a counsellor to help individual students and their families deal with the challenges they may face in their lives. During the second half of the year we employed another person who specifically deals with mindfulness and anxiety. Outside agencies were sought if these challenges were greater than our expertise.
- Playgroup sessions are held each Friday for pre-schoolers from the community. The focus was on music and movement. It gave parents of young children the opportunity to meet and socialise with others in similar circumstances.
- Many cultural activities were attended by the indigenous children. Each child was able to take a friend to join in the activities as well. The aim of these activities was belonging and connecting with culture.



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, Father's Day and Grandparent'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 and Christmas Plays
- Student led activities at recess and lunchtime
- Australian Opera Presentation
- Stephanie Alexander Kitchen/Garden Experience

STUDENT SATISFACTION

Insight SRC data indicates that the children like school and feel connected to it. Most students feel that the teaching is effective and the learning is stimulating.

STUDENT ATTENDANCE

An electronic version of the roll was taken each morning and then adjusted throughout the day if there were late comers or early leavers. Parents are expected to contact the school verbally, a written note or through the Skoolbag App to explain their child's absence.

A phone call was made by the office staff if there was a student away with an unexplained absence and the principal followed up any absences of concern.

PARENT SATISFACTION

The Insight SRC data shows that parents see their children enjoying the learning they do at school. They feel that teachers deliver classes which are interesting and enjoyable for their child and that they are passionate about what they do. Parents feel that their children have positive relationships with their peers. Parents have indicated that their child is not being subjected to harassment or bullying at school but some behaviour in the classroom may be disrupting their child's ability to learn. Adopting the WSAPBS will, hopefully, address this issue.

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

The work we began in 2017 continues to be refined and developed. Below are examples of our achievements for the 2018 school year:

- All adults who entered our school for a meeting, who came to volunteer or to work with children are required to sign our school's Child Safety Code of Conduct which details our schools expectations of behaviour. Employees and volunteers and contractors were also required to sit an induction with our school principal. All employees, volunteers and contractors must hold a current VIT registration or Working With Children's Check.
- In 2018, our school continued to recognise Á Day for Daniel coordinated by the Daniel Morcombe Foundation. On this day staff and students wore an item of red to raise awareness of the need for vigilance around child safety. Teachers conducted a series of lessons targeting the education of keeping children safe ranging from road safety to stranger danger. The sessions were 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's child safety expectations while instructing helpers of strategies to use when assisting school activities.
- St Brendan's Catholic Primary School enjoys a strong relationship with the education department of the Bairnsdale Police Force. Senior Sergeant Toni Redshaw visited each of our year levels to conduct cyber safety sessions with our students. Toni also stayed on to run a workshop for parents about cyber safety and the changes to law involving children.
- We regularly communicated changes and expectations of child safety procedures through our school newsletter and the school website www.lakesent.catholic.edu.au displays current policies and procedures including our Anti-Bullying Policy and the Parent Code of Conduct.
- 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 the Disability Standards for Education eLearning course.
- St Brendan's conducted regular Evacuation and Lockdown Drills. Our site was maintained and inspected to comply with Essential Safety Measures
- Our school began teaching the Whole School Approach to Positive Behaviour Support program which involved our community developing our three Rs; Respect for Self, Respect for Others and Responsibility for All Your Actions. Through an organised and

consistent whole school approach to teaching these concepts we aim to provide a safer school environment.

- Our leadership students were involved in developing a Child Friendly Child Safety Policy. These leaders created this child friendly version of the policy in consultation with other students. The policy is posted on our notice board at the front of the school and we will revisit the document with every year group each year and will update where necessary so that all students have access to this message.
- Child safety discussions took place at every fortnightly staff meeting where we looked to improve practice and consider the wellbeing of all our students. Termly, School Advisory Committee meetings also aimed to develop school policy to provide the safest possible learning environment in which our students could flourish.



Leadership

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 2018, our leadership team worked in partnership with the Catholic Identity, Leadership, Learning and Teaching team from the Catholic Education Office of Sale. With their direction based on the Diocesan Agenda we worked together using research and data to lead our school through an improvement focus. We aimed to support our staff and students through our reform agenda using our Instructional Vision stated in the goals above. Below are some of our achievements:

- 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 leadership team met regularly each term to consider the message from the network meetings and devise the implementation of the concept for our school.
- Our two Literacy Leaders completed their Master of Clinical Teaching degrees and used their knowledge of best practice teaching to run Professional Learning Team meetings. Our learning leaders developed a cycle of Professional Learning Team meetings and planning time to educate our staff on best practice and to provide quality planning time to plan for and enact quality teaching. This new process enabled our teachers to embed new initiatives.
- Our school participated in the Insight SRC Survey to work towards school improvement. This has become an annual survey conducted with staff, parents and students. On analysing the data we concentrated our message to staff and supported them in their teaching to further improve role clarity. We improved communication by conducting brief but efficient meetings with each faculty of the school.
- In 2018, we were very proud to acknowledge that all our Year Six students chose to take on a leadership role. At the beginning of the year our school voted in School Captains, an Indigenous School Captain and House Captains. At the conclusion of the elections, all other students then chose to lead our school in three areas; Faith Leadership, Social Justice Leadership and Events Leadership. Each of these roles required that students gave their time to enhancing the lives of others through fund raising, leading assemblies and events, peer tutoring and mentoring.
- St Brendan's Primary School value the life experience school camps can offer and we see these events as providing the next steps in our students' independence. Camps and excursions also provide opportunities to teach life skills such as confidence, persistence and resilience which aid in developing our students into confident leaders of the future.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2018**

- Autism Workshops
- Sue Larkey Autism OnLine Modules
- Understanding Dyslexia Online Modules
- Master of Clinical Teaching Units
- Learning and Teaching Network Meetings
- Collective meetings focused on Literacy and Numeracy
- CPR Updates
- First Aid Updates including Anaphylaxis and Asthma training
- Charles Lovitt Numeracy Day 'Inspiring our students to learn with a more rich open-ended investigative style'
- External Reviewer Training
- Love 'n' Reilly Spelling Training
- Religious Education Reflection Led by Chris Monahan
- Mathletics and Clickview online training
- Religious Education Leader Conference
- GCPA Principal Conference
- Administration Officer training
- Whole School Approach To Positive Behaviour Support Workshops and Training
- External Reviewer Training
- Stephanie Alexander Kitchen/Garden Experience Training

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018

20

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1020.00

TEACHER SATISFACTION

Through data supplied by the 2018 Insight SRC Survey, St Brendan's Catholic Primary School staff indicated their consistently strong view that our school has a focus on whole school improvement. Our staff responded that they are increasingly confident in 'Adaptive behaviours', meaning the team is more equipped to modify strategies to manage new or unusual situations. In their approach to work, staff indicated they are more prepared to try new ideas and be flexible. Staff also indicated greater confidence in the work of the Collective.

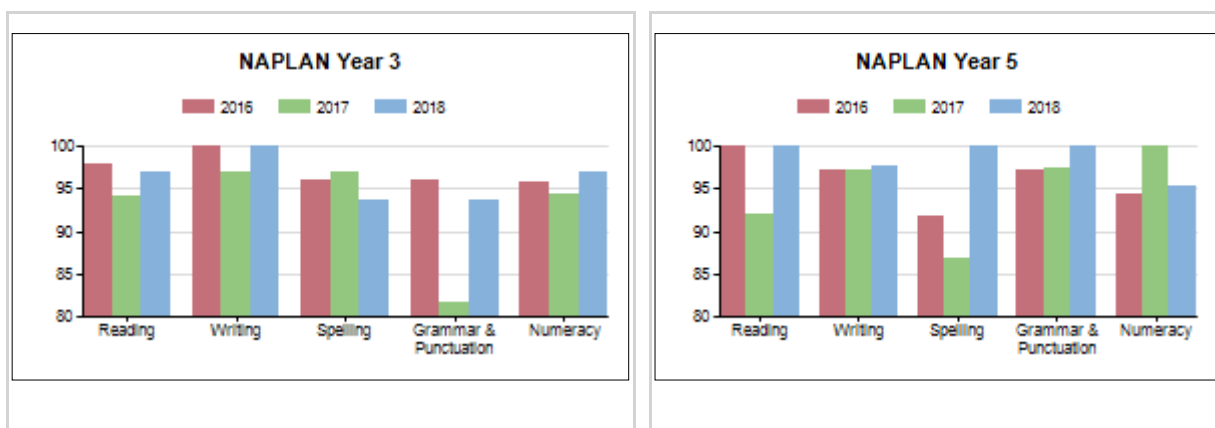
School Performance Data Summary

E4024

St Brendan's School, Lakes Entrance

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	96.0	81.8	-14.2	93.8	12.0
YR 03 Numeracy	95.9	94.4	-1.5	97.0	2.6
YR 03 Reading	98.0	94.1	-3.9	97.0	2.9
YR 03 Spelling	96.0	97.0	1.0	93.8	-3.3
YR 03 Writing	100.0	97.0	-3.0	100.0	3.0
YR 05 Grammar & Punctuation	97.2	97.4	0.2	100.0	2.6
YR 05 Numeracy	94.4	100.0	5.6	95.3	-4.7
YR 05 Reading	100.0	92.1	-7.9	100.0	7.9
YR 05 Spelling	91.7	86.8	-4.9	100.0	13.2
YR 05 Writing	97.2	97.3	0.1	97.7	0.4



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	89.6
Y02	89.9
Y03	90.3
Y04	89.1
Y05	91.3
Y06	93.6
Overall average attendance	90.6

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	96.5%

STAFF RETENTION RATE	
Staff Retention Rate	90.0%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	10.0%
Graduate	25.0%
Graduate Certificate	0.0%
Bachelor Degree	60.0%
Advanced Diploma	5.0%
No Qualifications Listed	15.0%

STAFF COMPOSITION	
Principal Class (Headcount)	1
Teaching Staff (Headcount)	21
Teaching Staff (FTE)	16.7
Non-Teaching Staff (Headcount)	23
Non-Teaching Staff (FTE)	18.6
Indigenous Teaching Staff (Headcount)	1

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au