



ANNUAL REPORT TO THE SCHOOL COMMUNITY

St. Francis Xavier Primary School
BALLARAT EAST Ltd.

2018



REGISTERED SCHOOL NUMBER: 981

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Contact Details

| | |
|----------------------------|--|
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Minimum Standards Attestation

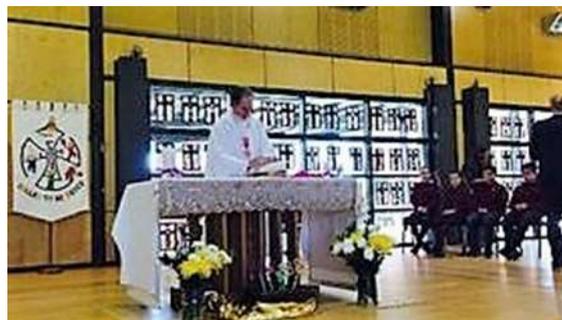
I, Paul Bissinella attest that St. Francis Xavier Primary School, Ballarat East Ltd is compliant with:

- 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)*

05/052019

Our School Vision

Called to action through Gospel values and Mercy tradition we will enrich thinking, expand horizons and pursue excellence!



Our School Mission

Through our ardent and all-encompassing Mercy work at St Francis Xavier Primary School, we will engender a passion for learning, respect and an ability to live in harmony with God's creation.

Charged with the ministry of our vision statement we are committed to the following core values:

1. Mercy
2. Respect
3. Compassion
4. Excellence
5. Justice

"Mercy not only bestows benefits, but receives and pardons again and again." Catherine McAuley

Central to the mission of St. Francis Xavier Primary School is an unequivocal commitment to fostering the dignity, self-esteem and integrity of children and young people and providing them with a safe, supportive and enriching environment to develop spiritually, physically, intellectually, emotionally and socially.



School Overview

St. Francis Xavier Primary School is a Catholic school that operates under the co-governance of the Institute of Sisters of Mercy of Australia and Papua New Guinea and the Catholic Diocese of Ballarat. It has a rich tradition of providing quality education and care for children from the City of Ballarat and surrounding districts.

St. Francis Xavier Primary School has built a learning environment founded on fundamental values such as love, respect, forgiveness and trust, drawing on the inspiration and example of the Sisters of Mercy.

The learning environment at St. Francis Xavier Primary School truly supports the academic growth of all children. Our school offers a quality learning environment, with many specialist areas, including Visual Art, Performing Arts, Music and LANGUAGES (JAPANESE). A comprehensive Environmental Education program immerses students in their role as custodians of the land on which we live.

St. Francis Xavier Primary School draws on the research and development of the Catholic Education Commission of Victoria. This research and development has been at the forefront of successful developments in Literacy and Numeracy education.

St Francis Xavier Primary School has a current enrolment of 393 children operating as 18 class groups. Attendance records for all students are kept and on average, student attendance rate for 2018 was **93.20%**

It is the policy of St. Francis Xavier Primary School that children's learning is the core that drives the choices made when structuring authentic learning experiences for them. Learning and teaching will occur in an atmosphere that promotes spirituality, moral confidence, ethics and emotional intelligence in the relationships between students, staff and parents. This will be built on relationships that support and challenge all members of the Learning Community.

Children have the opportunity to take responsibility for their learning, and to utilise appropriate learning technologies to support their learning. Parents are valued as active participants in the education process.

Each class at St. Francis Xavier Primary School works proactively and creatively to deal with the management of student behaviour. A range of support services from the Catholic Education Office and local agencies are accessed to support the physical, social, emotional and academic needs of children.

St. Francis Xavier Primary School is a caring community made up of people from a range of family, social and religious backgrounds. This caring community positively acts to serve the needs of each family.

St. Francis Xavier Primary School structures fees and levies to ensure that the maximum benefit is gained for each child from every dollar spent.

A whole staff approach to dealing with school issues ensures that every effort is made for each child to enjoy success as they grow and develop within our supportive school community.

St. Francis Xavier's Motto is Omnia Cum Deo – ALL WITH GOD

Catholic School Culture

Goals & Intended Outcomes

2018 Key Improvement Strategies

- Align key understandings and Doctrinal Content of Religious Education with Environmental Education. Invite Staff to explore connections and tie this explicitly into Awakenings Units, when relevant.
- Revisit Shared Christian Praxis, which is part of Awakenings Planning Tool.
- Reporting and Assessment in Religious Education: Scope and Sequence for Units and Outcomes.

St. Francis Xavier is a faith community. It has an important role to play in the faith lives of the children within its care. The presence of God is celebrated in the everyday relationships we form. These relationships are based on honesty and respect. A sense of wonder of the world and each other is fostered as students are helped to understand God as a loving and integral part of their lives.

Achievements

1. Planned for RE units, embedding the use of 'The Composite Model' and a 'Backward Design' approach to develop rich assessment tasks, incorporated within the Shared Christian Praxis.
2. Collaborated and planned RE units with Theology and Scripture underpinning the learning.
3. Conducted audits of each unit completed, to highlight which of the Five Movements of the Shared Christian Praxis have been taught and how the conceptual understandings were achieved.
4. We have identified the corporal and spiritual works of Mercy through investigating the works of ISMAPNG (Institute of The Sisters of Mercy Papua New Guinea).
5. Developed a unit of work to understand and celebrate the Sisters of Mercy and Catherine MacAuley.
6. Recognised and celebrated significant days that are important to the St Francis Xavier Community – through Liturgy (Mercy Day, St Francis Xavier Feast and Mary Mackillop).
7. Invited the school and Parish community to participate in liturgies and other faith experiences.
8. Presented the families with a variety knowledge through different forums, regarding the religious nature of the school, in particular the Sacramental Programme.
9. Provided formal and informal prayer for families to participate in, by creating a prayer space for families to access online.
10. Opened up the Chapel for parents to access and have invited families to attend and participate within liturgy.

VALUE ADDED

Activities related to the additional curricular and extra-curricular activities that St Francis Xavier offers which 'add value' to the faith education of our students were:

- Purchase of contemporary resources for teaching of RE
- High quality of classroom prayer
- Staff endeavour to value all members of school community through words and actions

Dedication and passion of RE Leader for faith development within the school community.

Community Engagement

Goals & Intended Outcomes

2018 Key Improvement Strategies

- Explore ways that parents and the wider community can feel more connected to the school and have opportunities to have input into the school.
- Include parents in the development of the school's understanding and practice of contemporary learning activities.
- Further expand opportunities for parents to understand and participate in student learning activities
- Promotion of key groups within the school community, including School Board and P&F.

We know that a positive, nurturing, and encouraging home-school relationship is essential in children reaching their potential with confidence. We take great care to foster this partnership from the moment a child enrolls and becomes a member of our St. Francis Xavier family. The education of each of our students is a partnership between staff, parents and students.

Achievements

We believe that through the following practices we have given all stakeholders of the school the opportunity to be part of the children's learning and development ie. (Spiritual, academic, physical and emotional)

1. Class information nights where parents can readily understand what is expected throughout the year and ask questions
2. Parent classroom helpers-high participation especially in the junior area of the school
3. Opening and closing school year Masses
4. Athletic days-extremely well supported by the wider community which enables these events to be both enjoyable and sustainable
5. Parent/Teacher Interviews-giving parents and teachers a valuable time to look at the strengths and needs of the children and set goals for future learning
6. School Assemblies-high participation of the wider community as we celebrate the achievements of students throughout the week
7. School camps-parents are very supportive of their time and expertise to make these a significant part of their child's life
8. School Camps where community resources are utilised
9. New School Website that gives relevant and up to date information about the school and highlights the events that make our school special
10. School Newsletters and classroom newsletters that highlight and inform parents about the happenings at school and the learning that is taking place
11. Many activities have been held which have led to parents being involved in the life of the school through the Environmental Sustainability program.
12. Being a Wrapper Free school is also involving parents in supporting and continuing the learning programs already underway.

PARENT SATISFACTION

The following anecdotal evidence was gathered from conversations with parents and from their communication with the school:

- Reflective writing in newsletters
- Individual level meetings regarding expectations at beginning of the new year
- Involvement in sporting events
- Involvement in class reading programs
- Book Fair
- Whole school concert
- Level of care for children who are unwell at school
- Appreciation of online booking for parent teacher conferences
- Empathy for families and children
- Pastoral care of all within community by all within community families
- Sense of welcome within the community
- Support each other
- Friendliness

Leadership & Stewardship

Goals & Intended Outcomes

2018 Key Improvement Strategies

- Build the capacity of the leadership team
 - Embed a culture of professional inquiry and dialogue led by the middle leaders
- That a strong performance and development culture is evident
 - Establish an agreed approach to recognition, feedback and professional learning based on contemporary practice.
 - Implement a regime of goal setting and reflective thinking
 - That there is a raised level of affirmation resulting in staff confidence in their own capabilities.

Leadership is about winning over 'hearts and minds' and inspiring the whole school community to work together creatively so that we create a synergy that allows us to exceed our dreams and achieve more than we thought we were capable of.

To develop culture, we need to "connect parents, teachers and students morally to each other and to their responsibilities as defined by shared purposes." (Sergiovanni, 1996:83).

As a Leadership Team our fundamental purpose is to lead and manage the school effectively.

Management is about putting appropriate structures in place and making sure that they work, so that the school runs efficiently.

Achievements

1. Agreed on a set of behaviours and documented them into a staff code of practice
School structure and systems enabled staff to participate in professional development that improves teacher efficacy
The school has create a shared understanding of the purpose and use of assessment FOR, AS and OF learning
2. Recent and engaging Information and Communication Technologies are embed as an effective learning and teaching tool.
3. We have explored shared leadership and our Year Group Leaders now play a significant role in our leadership structure.
4. The leadership team has raised the profile and use of data throughout the school to monitor progress and inform our teaching and learning practice. There is a sense of ownership of achievement and results by all staff.
5. Established and developed an e-Vision and implementation team to plan and support learning in the classroom.
6. The school is regularly engaged in assessing the capacity and adequacy of facilities and resources linked to whole school needs and enrolment trends.
7. The school will continue to develop & refine the School Improvement Framework, develop annual Action Plan, review capital development plans, use components of Performance and Development Framework as basis of ARMS meetings, conduct weekly Staff and PLC meetings in numeracy and literacy, prepare annual budget and reports for School Board and participate in OHS in servicing and audits

The school's leadership team continued to meet weekly throughout 2018. A focus of this group was to align Staff Meeting agendas and Professional Learning team agendas with the school's action plan,

ensuring that adequate time was devoted to focused discussion and workshops in relation to priorities designated for 2018. The school's action plan was regularly revisited at these meetings and discussion and checks were done to ensure we maintained our stated areas of focus.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2018

In 2018, staff took part in a range of on-site and off-site professional learning activities in the areas of:

- Religious Education
- Literacy
- Response to Intervention
- Numeracy
- Student Wellbeing
- Victorian Curriculum
- Assessment & Reporting
- ICT
- LANGUAGES (JAPANESE)
- Environmental Education
- Leading for Learning
- First Aid Training / Anaphylaxis
- University of Melbourne Network of Schools (UMNOS) Project

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018

29

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$936

TEACHER SATISFACTION

The following anecdotal evidence was gathered from conversations with staff and from observation of their behaviour:

- Working with other staff members / team work
- Enjoyment of workplace and colleagues
- Connectedness of staff / praying together and supporting each other
- Feeling affirmed
- Sharing of advice and experiences
- Personal reward and satisfaction
- Plentiful resources
- Privilege to work with the children
- Prayerful, reflective moments spent together
- Celebration of faith through sacraments, liturgies and mass
- Thoughtfulness shown
- Working with staff who share same values
- Celebrating together the joys and sorrows and personal support
- Positive staff relationships
- Strong friendships between staff

Learning & Teaching

Goals & Intended Outcomes

2018 Key Improvement Strategies

- Commit to improving teacher efficacy and student learning – thorough and explicit pedagogy leading to deeper teacher understandings. Develop a SFX Teaching and Learning Policy based on Best Practice.
- Build the capacity of staff to use Learning Technologies to enrich the curriculum and support student engagement.
- Develop a shared understanding and valuing of the use of data to monitor, plan and direct student

At St. Francis Xavier we are committed to excellence in learning and teaching – we recognise that students come to St. Francis Xavier to learn. One of our major goals is to make this learning experience interesting, challenging, relevant, practical, exciting and fun-filled. Therefore our teaching should focus on the creation of student experiences that encourage learning and relate to real-life experiences. The most effective teaching is that which facilitates students to be actively engaged in learning whilst catering for the learning styles of all students. We also have an obligation to provide our staff with high quality opportunities to develop their learning and teaching practice. We offer many opportunities for teachers to further develop their teaching and share their practice.

Achievements

1. OLSEL leaders have attended workshops to support them to maintain the initiative throughout the school.
2. Staff are using consistent planning tools to implement OLSEL F-2, 3-6.
3. Staff are providing opportunities for oral language within the Literacy block and other subject domains.
4. Staff are attending Network Cluster Meetings to continue to support their implementation of OLSEL F-6
5. Staff are using Stepping Stones F-6.
6. Staff have received continued support through ongoing Professional Development to aid the implementation of Stepping Stones.
7. Whole school implementation of annual assessment schedule
8. Numeracy and literacy were identified as a priority in the curriculum and sufficient time was allocated and ‘support given’ for assistance.
9. Review of the Learning Journal philosophy and process.
10. Data was used to inform planning to consolidate and challenge all students’ learning
11. Learning Intentions were displayed for every key lesson in every classroom everyday as part of our Success Criteria
12. Implementation of the approach of “I do, we do, you do” across F-6.
13. F-2 have implemented the Phonics Program ‘Get Reading Right’
14. The school has implemented the Spelling Mastery program successfully Year 2-6

STUDENT LEARNING OUTCOMES

Students in Year 3 and Year 5 across Australia participated in the National Assessment Program – Literacy and Numeracy (NAPLAN) in 2018. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and aspects of Numeracy. The test provides a measure of student performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for, numeracy and literacy (reading writing, grammar, punctuation and spelling). These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards.

Year Three:

- Reading: Results indicate that 98.2% of students reached minimum standards in 2017 and increased to **100%** in 2018.
- Writing: Results indicate that 98.2% of our students reached minimum standards in 2017 and increased to **100%** in 2018.
- Spelling: 96.4 % of students met minimum standards in spelling in 2017 and decreased to **92.3%** in 2018.
- Grammar and Punctuation: 96.4 % of students met minimum standards in grammar and punctuation in 2017 and decreased to **94.2%** in 2018.
- Numeracy: Results indicate that 100% of our students reached minimum standards in 2017 and decreased to **98.1%** in 2018.

Year Five:

- Reading: Results indicate that 100% of our students reached minimum standards in 2017 and decreased to **95.8%** in 2018.
- Writing: Results indicate that 100% of our students reached minimum standards in 2015 and decreased to **97.8%** in 2018.
- Spelling: Results indicate that 97.9% of students met minimum standards in spelling in 2017 and increased to **100%** in 2018.
- Grammar and Punctuation: Results indicate that 97.9 % of our students reached minimum standards in 2017 and also achieved **97.9%** in 2018.
- Numeracy: Results indicate that 100% of our students reached minimum standards in 2017 and also achieved **100%** in 2018.

The percentage of students achieving at or above these national minimum standards are reported in the table on P. 16:

Wellbeing

Goals & Intended Outcomes

2018 Key Improvement Strategies

- Identify and develop a whole school understanding of the relationship between learning and student wellbeing
- To develop the social and emotional capabilities that children require in order to be successful in school.
- To develop the capacity for children to eliminate difficulties that may constitute barriers to their learning and well-being.

Whole school well-being is seen as vital to sustaining an engaged learning community. Well-being is measured by healthy relationships throughout the school community and much work has been done and is still continuing to ensure there is a strong level of care and respect for each person within the community.

Achievements

1. Using the provided Kids Matter material to develop that the interests of the children are paramount.
2. Leadership to schedule regular meetings for Strategic Focus Group.
3. Learning Support Officers in the yard-supports teachers and helps reduce the amount of incidences in the yard.
4. All staff being prepared to make a connection with the children.
5. School commitment to student's wellbeing by having a Wellbeing Coordinator.
6. Updating of resources – both teacher references and classroom resources.
7. Victorian Curriculum – cross curriculum links with Interpersonal Development.
8. Transition Programs for Year 6 students by secondary schools.
9. Transition Program for our new Prep children.
10. Personal Development Program in Year 5 & 6 during Term 2 run by our Class Teachers with up to date information.

VALUE ADDED

During 2018 the school continued to further develop the five key elements of the School Improvement Framework: Catholic School Culture, School Community, Learning & Teaching, Student Wellbeing and Leadership & Management. St. Francis Xavier continues to provide excellent learning experiences for all children that encourages personal growth and an overall development.

Excellent programs in Environmental Education, Physical Education, The Arts and LANGUAGES (JAPANESE) allow all children the opportunity to express themselves as learners in creative and exciting ways. Personal and interpersonal learning continues to be very strong both in and out of the classroom.

STUDENT SATISFACTION

The following anecdotal evidence was gathered from conversations with students and from their communication with the teachers.

- School incursions and excursions were valued
- Great excitement surrounding their whole school concert
- Students express a positive regard for their teachers and their school to parents and outside community
- Happy children
- Strong relationships with other children
- Supportive parents

STUDENT ATTENDANCE

Regular attendance at school is essential if students are to maximise their potential. The school, in partnership with parents are responsible for promoting the regular attendance of students. Parents are responsible for the regular attendance of their children, and are required to report absences of their children from the school promptly to the school and taking measures to resolve attendance issues involving their children.

School staff, as part of their duty of care, monitor part and whole day absences. They maintain accurate records of student attendance, follow up unexplained absences through written or verbal communication, and provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance. The school has had no truancy issues in 2018.

Child Safe Standards

Goals and Intended Outcomes

St. Francis Xavier Primary School continues to hold the care, safety and wellbeing of students as a central and fundamental responsibility of our school. Our commitment is drawn from an inherent belief in the teaching and the mission of the gospel. St. Francis Xavier acknowledges that creating a child-safe environment is a dynamic process that involves active participation and a shared responsibility from all within the school community.

Throughout 2018-2019, our school has sought to further embed its child safety strategies through the ongoing review and implementation of policies and practices. Professional boundaries have been reinforced with all staff members and volunteers, as has obligations regarding the protection and reporting of allegations or disclosures of abuse.

Achievements

The actions undertaken by the school to comply with the above standards included:

The embedding of policies and commitments into everyday practice

- Child Safety Standards remains a regular agenda item at School Board meetings where the school's child safety strategy, risk management processes and their effectiveness are reviewed.
- Staff participate in regular briefings and presentations on the school's Child Safety Strategy with a focus on classroom and student's management, duty of care, and reporting requirements.

Training of teachers, non-teaching staff and volunteers

- All teaching & nonteaching staff members participate in annual Child Safety Standards 'refresher training' and are required to read and sign the school's Child Safety Code of Conduct annually.
- Volunteers are provided with regular briefings on acceptable behaviours and are required to read and sign the school's Child Safety Code of Conduct every time they enter the school site.
- Staff members have completed the Victorian Department of Education and Training's on-line Mandatory Reporting module.

The participation & empowerment of students

- The school's Child Safety Action Plan focused primarily on the promotion and participation of student empowerment. Providing students with a voice is critical in ensuring their well-being and safety. Education about healthy and respectful relationships and the development of resilience through participation in BraveHearts, Cyber Safety and our Social & Emotional Learning Program played a fundamental role in achieving this outcome. This culminated in the development of a 'Child Friendly Code of Conduct' developed and review by the Student Representative Council (SRC) and communicated to students via relevant learning opportunities and made available to the broader school community via the school website.

Consultation with the community

- St. Francis Xavier continues to actively engage the school community in all aspects of Child Safety. Briefing sessions have been held with members of the school community to further disseminate requirements of Child Safety Standards, the school's Code of Conduct and its expectations of those who intend to participate in 'Child Connected Work'.

- The school's Child Safety Strategy is communicated to new members of the school community at enrolment, with ongoing briefings facilitated via parent information nights, the school newsletter and website.

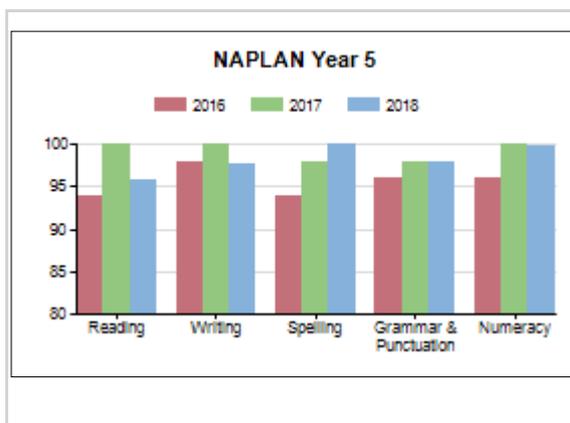
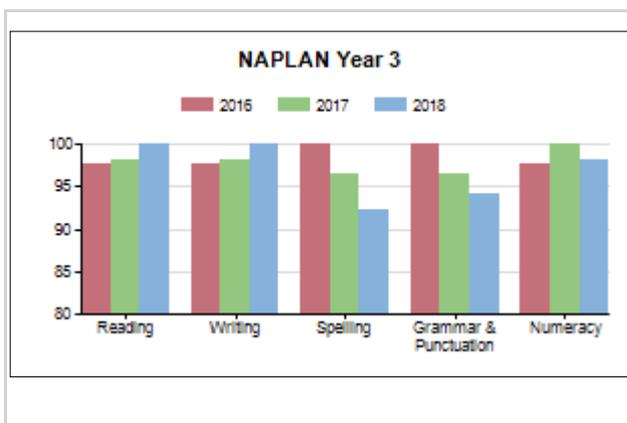
Human Resource Practices

- St. Francis Xavier continues to implement robust Human Resource practices to ensure the suitability of any staff member or volunteer permitted to participate in 'Child Connected Works'.
- To achieve this the school implements rigorous screening processes which have a child safety focus and include:
 - Position advertisements
 - Position descriptions
 - Referee Checks
 - Key Performance Indicators have a Child Safety focus
 - Victorian Institute of Teaching Registration (VIT)
 - Working With Children Checks & National Criminal Record Checks
 - Screening of Casual Relief Teachers, Contractors and Volunteers.

St. Francis Xavier remains committed to ensuring the well-being and safety of all students under its care by actively implementing, reviewing and improving its child safety strategy.

School Performance Data Summary

| PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS | | | | | |
|--|-----------|-----------|-----------------------------|-----------|-----------------------------|
| NAPLAN TESTS | 2016 % | 2017 % | 2016 - 2017 Changes % | 2018 % | 2017 - 2018 Changes % |
| YR 03 Grammar & Punctuation | 100.0 | 96.4 | -3.6 | 94.2 | -2.2 |
| YR 03 Numeracy | 97.7 | 100.0 | 2.3 | 98.1 | -1.9 |
| YR 03 Reading | 97.8 | 98.2 | 0.4 | 100.0 | 1.8 |
| YR 03 Spelling | 100.0 | 96.4 | -3.6 | 92.3 | -4.1 |
| YR 03 Writing | 97.7 | 98.2 | 0.5 | 100.0 | 1.8 |
| | | | | | |
| YR 05 Grammar & Punctuation | 96.0 | 97.9 | 1.9 | 97.9 | 0.0 |
| YR 05 Numeracy | 96.0 | 100.0 | 4.0 | 100.0 | 0.0 |
| YR 05 Reading | 94.0 | 100.0 | 6.0 | 95.8 | -4.2 |
| YR 05 Spelling | 94.0 | 97.9 | 3.9 | 100.0 | 2.1 |
| YR 05 Writing | 98.0 | 100.0 | 2.0 | 97.8 | -2.2 |
| | | | | | |



| AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL | % |
|---|------|
| Y01 | 91.2 |
| Y02 | 93.4 |
| Y03 | 92.5 |
| Y04 | 91.2 |
| Y05 | 93.4 |
| Y06 | 92.0 |
| Overall average attendance | 92.3 |

| TEACHING STAFF ATTENDANCE RATE | |
|--------------------------------|-------|
| Teaching Staff Attendance Rate | 93.2% |

| STAFF RETENTION RATE | |
|----------------------|-------|
| Staff Retention Rate | 92.6% |

| TEACHER QUALIFICATIONS | |
|--------------------------|-------|
| Doctorate | 0.0% |
| Masters | 7.7% |
| Graduate | 15.4% |
| Graduate Certificate | 19.2% |
| Bachelor Degree | 84.6% |
| Advanced Diploma | 38.5% |
| No Qualifications Listed | 3.8% |

| STAFF COMPOSITION | |
|---------------------------------------|------|
| Principal Class (Headcount) | 2 |
| Teaching Staff (Headcount) | 27 |
| Teaching Staff (FTE) | 22.4 |
| Non-Teaching Staff (Headcount) | 20 |
| Non-Teaching Staff (FTE) | 11.9 |
| Indigenous Teaching Staff (Headcount) | 0 |

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