



GAWLER HIGH SCHOOL
Established 1907

Gawler High School Annual Report 2011



Government of South Australia

Department for Education and
Child Development

Context

School Name:	Gawler High School	School Number:	0774
Principal:	Greg Harvey	Region:	Barossa

Gawler High School has a proud and long history of providing public education to Gawler and its surrounds since 1907. It is now part of the Barossa Education region and is also a member of the Northern Adelaide State Secondary Schools Alliance (NASSSA).

Gawler High is located at the entrance of the Barossa Valley and draws on a large catchment that is serviced by train services from the Northern Suburbs, and around 40% of the school population comes on contract buses services from outlying areas to the west including Angle Vale, Virginia, Lewiston, Two Wells, Buckland Park and Kangaroo Flat. Gawler High is also serviced by five Gawler public primary schools that make up a student population of 850.

In 2011 the breakdown of the student population had 790 enrolments in day programs, 63 in Flexible Learning Options (FLO) and 24 secondary District Special class students in middle and senior years. The Aboriginal student population has steadily increased over the past 5 years to 54 enrolments. Our ESL numbers remained steady with around 34 students. We have 120 students on Negotiated Education Plans (NEP) who are supported by the Learning support team and our special learning centre. Gawler High School has around 35% on school card and is categorised as Index of Disadvantage 4.

Over the past four years the school has been involved in the Educational Works 2 program to establish a Birth to Year 12 School on our site, finally passed through the State Parliament and through the Tendering process a building contractor was selected. Work commenced in term 4 of 2011 with a projected completion of December 2012. The project involves the building of a Children's centre, new reception to grade 6 classroom blocks and an activity hall. Along with this is new play and landscaping, establishing a new oval, large covered outside learning area, refurbishment of the secondary resource centre and a renovated administration area. The site of the new development was on Gawler Highs Agricultural learning site, which meant the establishment of a new Agriculture Learning centre. This will feature Covered Animal Barn, potting, machinery and steer sheds, shade houses, new garden areas, paddocks, orchard and viticulture area. It is planned to hand over this area to the school at the end of term 1 2012.

Another aspect of student participation is in the area of sustainable practices. We have both Green and recycling crews actively involved in recycling projects and water retention programs. We collect the majority of storm water either in the tank farms or our school developed wetlands. The wetlands project is now in its fifth year and will provide students from all year levels a wonderful environmental resource

2011 Highlights

This year we saw many new Curriculum initiatives come to fruition particularly in the area of Information Technology. In 2010 much of the planning and preparatory work was completed to allow the school through the Digital Education Revolution (DER) funding to be implemented by the development of the infrastructure of cabling, switches and the roll out of a wireless network. Over 450 lap tops were distribute to our learning areas across the school, along with the existing 200 desktop computers allowing the school to reach its target of 1:1 computers for students from year 9 to year 12.

Laptops were distributed through 'Lapcaddies;' which are large mobile trolleys that allow easy access, security, transportability and recharging of the devices. Along with this the school has installed Interactive Whiteboards throughout the curriculum areas to support 21st century learning.

Another key strategy was the introduction of a Student Management System called 'Daymap'. Each staff member was issued a laptop to allow for the use of Daymap. The program has many levels of use for staff, students and parents and we will be rolling these out over the next 12 months. At present the program is web based and provides lesson by lesson attendance. The system has a SMS communication function as well, which provides for staff to provide feedback on the overall picture of student progress, strengths and weaknesses. Students will be able to access homework assignments, assessments tasks through the program. So far staff, have embraced the early trialling and with further training and exposure we can further utilise this management system.

We also saw the completion of work on the Technology Studies Trade Training Centre. Work focussed on the redevelopment and upgrading of the Metal Fabrication area, established of new storage areas, ventilated spray booths and new electrical and mechanical upgrades as well as new equipment and tools to allow students the opportunity to work towards higher level certificate courses in construction and metal technology.

Staff, parents and students have continued to contribute to the planning and implementation of the new Birth to Year 12 School. It has been a long journey since this project was proposed in 2008, but now we are seeing this project coming together. The budget of around \$14 million has been approved through State Cabinet and the Public Works Committee and has now gone to tender. We are expecting work to commence this term on the new Agricultural learning area. Once completed work can then commence on the building of the Children's centre, Reception to Year 2, Year 3 to Year 6 and activity hall buildings. The last stage of this project is the redevelopment of the existing Administration area of Gawler High School and Resource Centre. The completion date is for the start of the 2013 school year.

Groups of parents and staff have been busy working on options of the new school name, uniform, curriculum structures and leadership models.

Throughout the year there have been many outstanding achievements by students both within the school and community. Activities are varied from fundraising, to community

performances, sporting achievements and academic endeavours. I would like to highlight some of these wonderful achievements:

- Our 2010 Dux of the school was Nathan Young. He also was awarded an Adelaide University Principal's Scholarship. This prestigious award is for students achieving a Tertiary Entrance Score of over 95. Nathan is studying Engineering at Adelaide.
- Our first two Hickinbotham Scholarship winners were announced at our 2010 presentation assembly. Danni-Lee Jocey-Prior and Stevan Stanojevic were our first recipients. The Gawler High School Foundation President, Bob Congden along with Mrs Vagnarelli from the Hickinbotham group presented the awards.
- Kayla Gaskin and Simone White participated in the International Women's Day Centenary Celebrations debate hosted by the Zonta Club of Gawler and the Town Council of Gawler.
- Our Masterchef series continued this year with many aspiring chefs being tutored by Warwick Fox. The eventual winner was Nicole Barry with Scott Rathman runner up.
- Sports day continues to be a highlight of the sporting calendar. There was once again great support and participation of students at each year level and dressing in their team colours. This year 'Murray House' were the winners, which was a big turn around from 2010 when they came fourth.
- The Green Crew and Recycling team continue to make an impact on sustainable practice at the school. Many students belong to these groups and not only make a major contribution to the school environment but also possible funding through recycling programs for a range of initiatives including yard furniture and tree planting. These teams have greatly assisted the wetlands development through planting and weed reduction programs.

We have had many outstanding sporting achievements from our students this year with many making state teams and even participating in International events.

- Amelia Burghardt, a year 12 student, recently completed the Women's Youth and Junior World Boxing Championship in Turkey. Amelia has been able to rise to this level of skill and ability in boxing and continue to achieve academically. Amelia has won an array of awards this year including, Female Boxer of the Year and a Youth Sports Award.
- Ebony Mclean on her selection in the State U/17 Softball team.
- Jessica Walker-Smith on her selection in the South Australian U/18 Australian Rules team.
- Chelsea Grace in the State U/17 Girls Volleyball team.
- Jemma Lee on her selection to compete in the Australian Athletes with Disabilities National Competition.
- Stevan Stanojevic on his selection to compete in the State U/18 Rugby Union team and also for inclusion in the Australian U/18 team and squad which will be going to Wales in first term next year.
- Cameron Rudge competed at the National Athletics Championship in December and won medals in high jump and triple jump at the State Championships
- Jarad Field (year 11) on being awarded an Australian Defence Technical Scholarship
- Year 11 Drama students performed "Think before you Click" for the Education Departments Cyber Bullying Conference. Gawler High was the only South Australian School chosen to perform and they put the message across that bullying can happen not only in school, but in the workplace and community and it is not OK to put up with it. They received positive responses from the conference delegates on the play.
- Codey Napper and David Earl were selected to represent our School at a School's reception hosted by the Governor of South Australia, His Excellency, Rear Admiral Kevin Scarce AO, CSC, RANR at Government House.

In 2011 the School's two Special classes have continued their busy schedule of learning activities. The middle year's class has been busy across the whole curriculum doing lots of fun hands on activities in Science, the Arts and society and environment. The senior Class has been deeply focused on working towards their Modified SACE. In Society and Culture they have learnt about voting, how parliament works and organised an Australian Citizenship Affirmation ceremony. All the students have actively participated in school activities including the SRC, Sports day, Splash day and basketball carnivals.

Throughout 2011 we have continued to provide many pathways for our students. We have engaged over 166 students (yrs 10 -12) in VET training, with 41 students achieving Certificate 1, 2 & 3 qualifications. Along with this 8 students participated in School based apprenticeships which were at certificate 3 level.

For the first time students could count their VET towards SACE completion and 7 students used VET to achieve SACE completion who would previously not have completed their SACE. Along with this another 26 students completed SACE and studied VET.

Those who completed their 12 years of study were also successful in achieving their goals. Our top ATAR scorers were Kayla Gaskin, Samantha Dorries, Leila Thornhill, Simone White, Codey Napper, Kara Burgan and David Earl. They, along with many others received first round offers to University through SATAC; in fact of the 58 who applied, 24 received first round offers of 29 who applied, and 19 students out of 21 received first round offers to TAFE.

Samatha Dorries was awarded a University of Adelaide Principals' Scholarship.

In 2011 we had over 70 students engaged in Flexible learning Options. Most of these students were at year 10 and 11 level. These students were case managed and completed a range of courses both Vocational and in developing Literacy and Numeracy skills to allow them the opportunity to progress to employment or further learning opportunities

Gawler High School Foundation

The Foundation under the leadership of Mr Bob Congdon has provided great support for our students and the School. The Foundation now in its 4th year and has attracted support from Old Scholars and friends of the school. As a result the Foundation is now providing a range of scholarships for students at different year levels.

One new scholarship announced in 2010 is the "Alan Hickinbotham Busary", this is awarded to two students who are entering the SACE years and the 2011 recipients of this award were Ashleigh Clark and Jess Mensforth. I would like to thank the kind donation from the Hickinbotham family and their presence at our Annual Awards presentation to present it to these two worthy students.

Aboriginal Education

Aboriginal Education continued to be a focus at Gawler High. In 2010 we further strengthened our support for Aboriginal Students by strengthening our Aboriginal Education team, with Wally Aguis (Aboriginal Community Education Officer), Deb Nottle (Aboriginal

Education teacher), Janet Elliott (team leader) and Darshita Vyas (APAS tutoring) in working with students to improve learning outcomes particularly in the areas of Literacy and Numeracy. Gawler High ATSI students at year 9 performed above state averages in the NAPLAN testing of Literacy and Numeracy.

A highlight of the year was the end of year presentation which acknowledged the achievements of our Aboriginal students.

Governing Council

I would also take this opportunity to thank the members of the Governing Council for their commitment to the School and their contribution to School development. I would particularly like to thank Neil Gosden for his work as Chairperson of the Governing Council and Sarah Ninnies in chairing the Financial Advisory group, Tracey Hodge for her work as secretary, along with the Governing Council members who worked on the different committees and support in fundraising and school activities.

I would once again acknowledge the efforts of our staff in providing the many opportunities and activities for our students to experience, learn and engage in.

Greg Harvey

Principal

Report from Governing Council

As in previous years we began with the BBQ for the year 8 Meet the Teacher night, this was followed by the school community Annual General Meeting in late March. Following the AGM the first meeting of Governing Council was held to elect and fill positions.

Committees of canteen, uniform, grounds and finance are formed; and report back to the Governing Council, they continue to meet, keeping everyone informed, bringing issues and concerns for further discussion and action.

There were some interesting challenges for the year of 2011, the school community and DECS completed the approvals to begin construction of a Birth –Year 12 school and was turned into a construction site impacting teachers, students, buses and parents. This will continue throughout 2012 with completion planned for January 2013.

Hard work over the last 8 years by the local member for light Tony Piccolo and Governing Council saw Gawler High School secure land on Adelaide Road to maintain a highly visible location for future development.

Governing Councilors reviewed the following policies and procedures during the year

- School Budget and expenditure
- Material & Service Charge payment
- Renewing the Christian Pastoral Support Worker position
- Reviewing proposals and designs for the super school
- Traffic management associated with school development

The year finished with the Year 12 Graduation and Award presentation to celebrate the successes of individuals achieved in 2011. These awards were to students showing future leadership potential in all areas of businesses and sport. These awards were supported by local communities like Rotary, GHS Foundation and local business.

I would like to thank all members of the Governing Council, staff and students for your support and work throughout the year. It was a pleasure to work with everyone associated with the school from local council, teachers, business and support staff, through to parents of students.

Neil Gosden

Chairperson Governing Council

Site Improvement Planning

Our major focus in 2011 was on Literacy. Data collected from a range of sources, both from NAPLAN testing at Year 7 & 9 as well as school testing provided us with the evidence of the need to further develop strategies to further enhance our students reading, writing and comprehension skills.

We continued to focus on Literacy for Training and Development last year including our student free days was in this area. Also we appointed a Coordinator with a role of managing Literacy across the Curriculum.

Our Site improvement Plan also focused on Student engagement, attendance and Senior Secondary achievement.

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Student Achievement

NAPLAN

NAPLAN results for students who attended Year 9 at Gawler High School in 2011 were analysed and used by our teachers to inform practice. We looked at what is working and what needs to be reviewed and re evaluated in the areas of Literacy and Numeracy teaching and learning. We used the results as an indication of where we need to focus more teaching resources and where we can have conversations about teaching for effective learning.

The NAPLAN test for 2011 was conducted over a three day period between the 10th and the 12th May and focused on basic literacy and numeracy components of the curriculum. Year 9 students at Gawler High completed the test. They had already experienced a similar test in Primary School in years 3, 5 and 7. Students in secondary School are expected to attain a minimum of the Band 5 result. An average Year 9 student should achieve between Band 6 and band 7. Generally the year 9 student results for 2011 compared favourably with the results of students for the past three years.

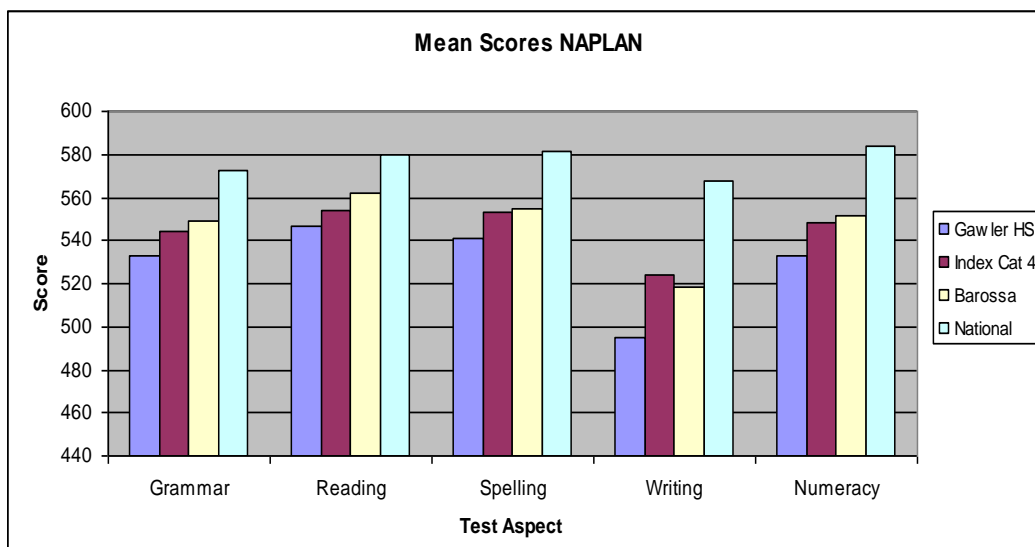
The student achievement in the writing assessment was a little below previous years results but this was because the task had changed from a narrative piece of writing to a persuasive piece of writing and the scale used to mark the task could not be equated to the scale used from 2008 – 2010. Improving student writing skills is still a school priority and will be a focus for all teaching areas across the curriculum in 2012. The NAPLAN results, for Literacy, highlight that students in the lower level bands need improved literacy skills in reading, writing, spelling and grammar. In 2011 our students reading proficiency improved slightly and this could be as a direct result of the value put on reading in our English classes and the teachers' encouragement of activities such as the Premier's Reading Challenge.

In Numeracy our students in the lower achievement levels need to move up from Band 5 where they are marginally below DECD and the Barossa schools results. Students at Gawler High achieving in the middle bands are comparable to the results achieved by the other Barossa schools and DECD.

However we do have less high achievers than the other two areas and we must develop strategies to move some of our middle bands students to a higher level.

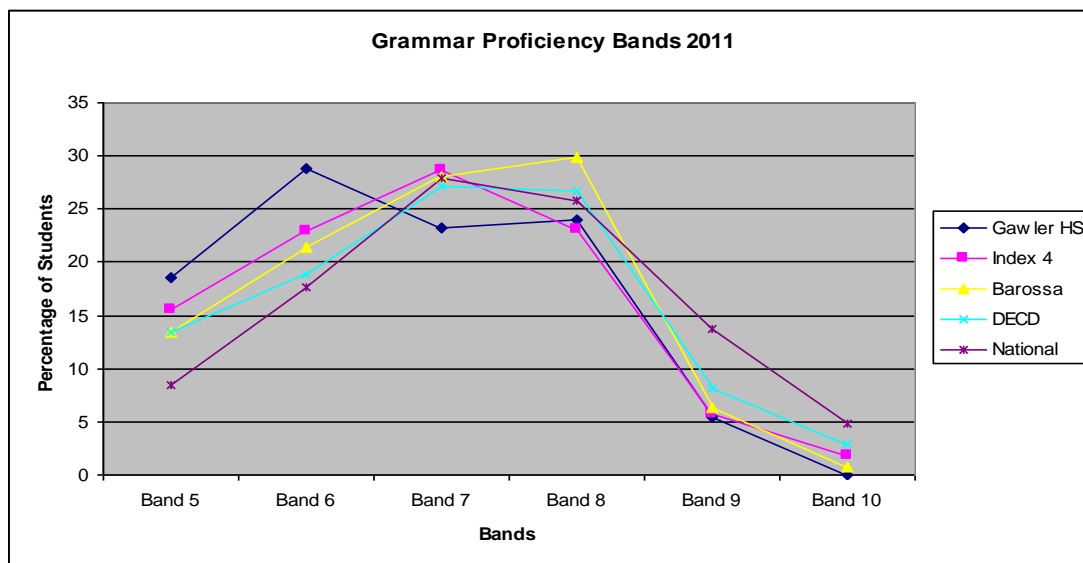
So overall our student results were comparable to the other DECS & the Barossa Schools and we have maintained consistent figures in most areas for the last few years. However there is still room for improvement in moving all students upwards in the Bands and this is obviously our aim in both Literacy and Numeracy.

A summary of the site results are compared against ,Category 4 Index of Disadvantage DECD schools, Barossa Region DECD Schools and all National school results. Gawler High School is currently a Category 4 school and our results include a large cohort of NEP students who complete all testing on the same basis as mainstream students.



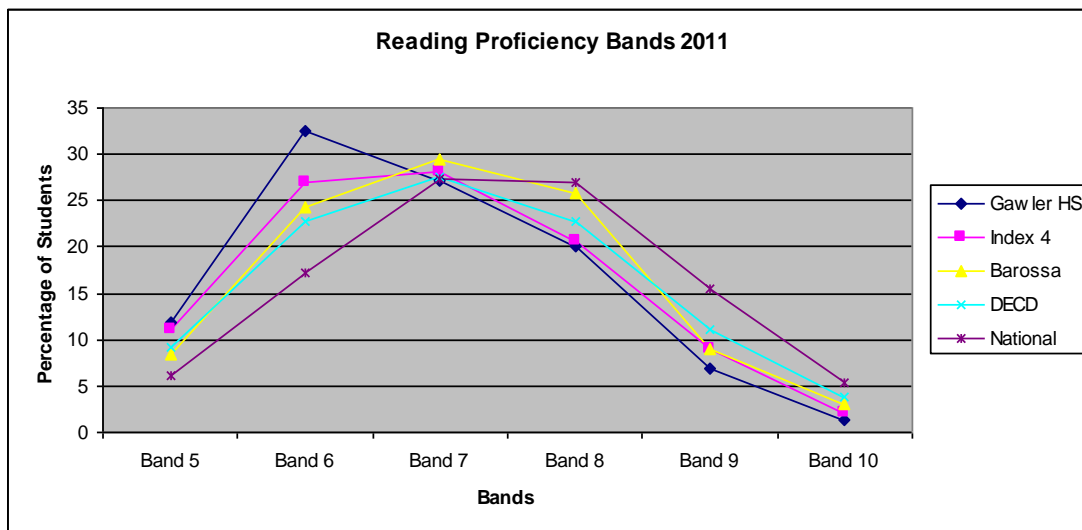
An analysis of the individual testing genres gives a better indication of how Gawler High School students are performing against specific Band levels within the testing process.

Grammar



A significant number of our students are grouped in Bands 6 to 8, notably in Band 8 we are superior to other Category 4 DECD schools and are nearly equivalent to National and DECD schools. The main focus has been to progress the number of Band 6 students.

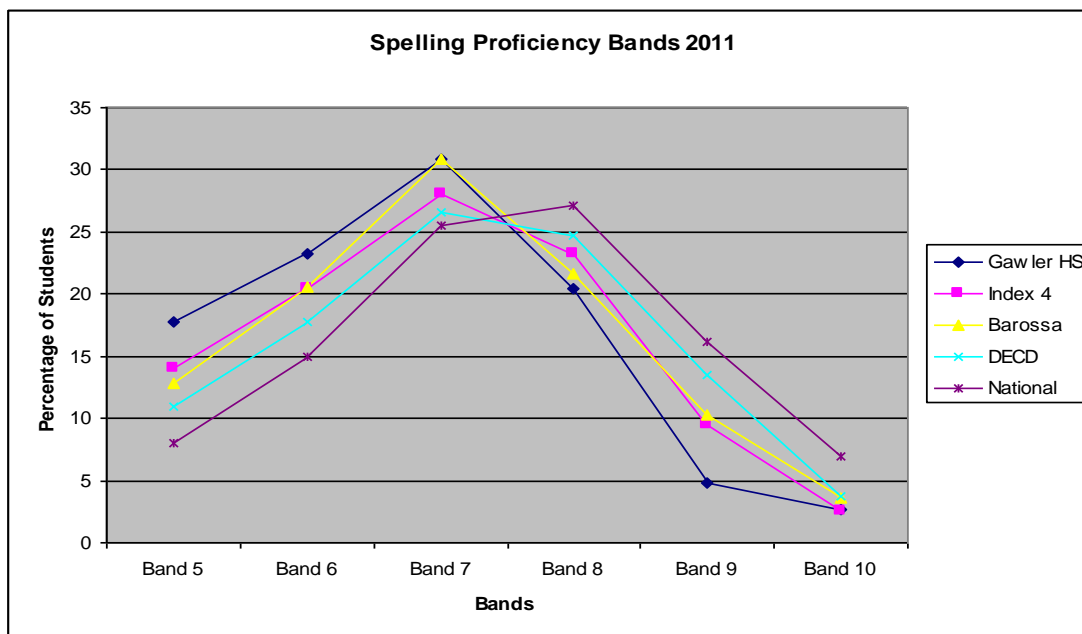
Reading



In this genre the site is over represented in Band 6 but is comparative with all other sites in Bands 5 & 7 and again just below the averages in Bands 9 & 10.

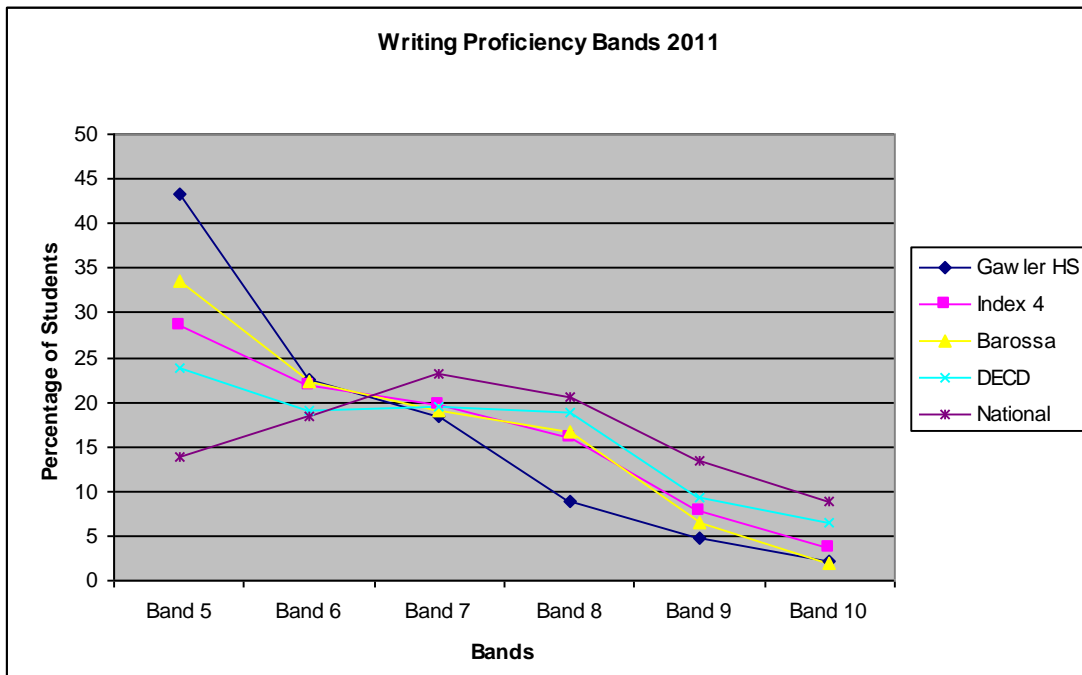
There has been a sustained emphasis in literacy reading across the site and there are some pleasing results from higher order thinking students.

Spelling



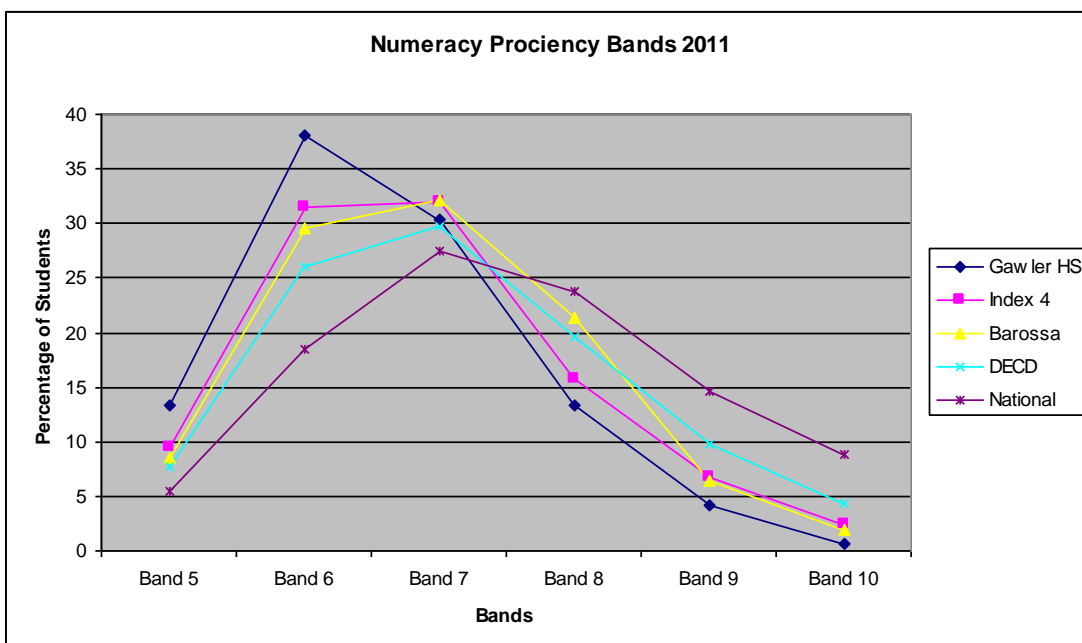
In this genre the majority of our students are performing in Band 7, comparative to all other schools. In fact our results follow the same statistical trends. However too many students are represented in Band 5 which remains a specific focus to progress these results across all faculty areas in the site.

Writing



Writing remains a major focus at the site and every opportunity across all year levels is maximised to improve student performance. Too many students appear in Band 5 but it should also be noted that the site reflects the results of the majority of schools in the Band 6 & 7 groups. This area remains a priority and programs are constantly being developed and monitored to ensure progression of all students in writing skills.

Numeracy



Whilst the site reflects the statistical trends of all schools a significant number of Band 6 results highlight the ongoing need to maintain a sharp focus in this area.

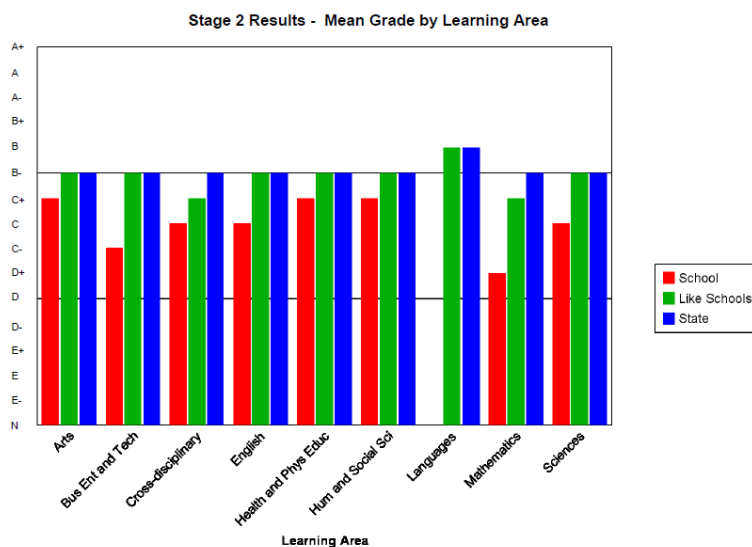
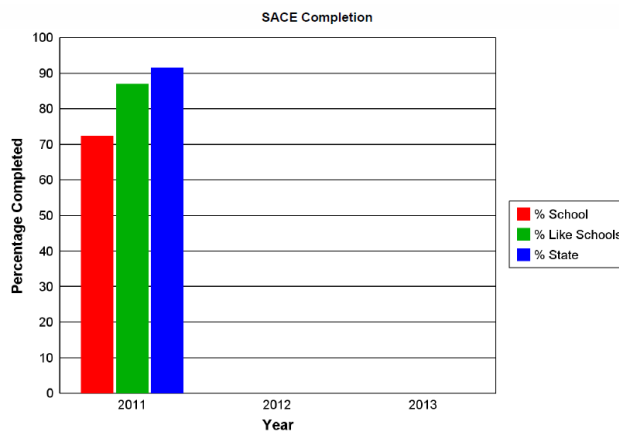
Again the site is comparative with all other schools in the centre of Band 7 results but the level of high achievers is less than other sites. The site continues to develop new programs and monitors results in Year 8 performance to identify and curriculum deficiencies or skill levels.

Senior Secondary

Students in Year 12 Attaining a Year 12 Certificate or Equivalent VET Qualification

Stage 2 students in 2011 were the first students to complete their schooling under the guidelines of the revised SACE.

- In 2011 there were 79 potential SACE completers, while 58 actually completed their SACE. The Mean Subject Grade for Stage 2 students was a 'C', while the mean Australian Tertiary Admission Rank (ATAR) was 53.79. The top ATAR scores were 88.35 (without bonus points added).
- There was an increase in the percentage of students who achieved a 'C' grade, while there was a reduction in the percentage of students who received grades in the 'D' and 'E' grade bands.
- Of the SACE completers, 37 students gained an ATAR to be used for university entry, while 47 students gained a TAFE selection score which is required for entry into some TAFE courses.
- There were 30 students who applied for university entrance using their ATAR score and 25 received offers. There were also 16 students who applied for TAFE and all 16 received places in their chosen courses.



VET DATA

This year 166 students were involved in various VET courses and were able to achieve nationally accredited competencies, ranging from 10-70 SACE credits.

COURSES OFFERED

Certificate I

Certificate I in Automotive
Certificate I Community Services (Work Preparation)
Certificate I in General Construction
Certificate I in Engineering
Certificate I in Horticulture
Certificate I in Hospitality (Gawler 15)
Certificate I in Racing (Stablehand)
Hairdressing & Beauty Therapy

Inhouse

Certificate I in Information Technology (Year 10)
Certificate I in Engineering (CAD) Year 11 & 12
Certificate I in Furnishing Yr 11 & 12
Certificate I in Construction Yr 11 & 12

Certificate II

Certificate II in Airbrushing
Certificate II in Automotive (Vehicle Servicing)
Certificate II in Community Services
Certificate II in Community Services
Certificate II in Construction
Certificate II in Hairdressing (TAFE)
Certificate II in Horticulture
Certificate II in Hospitality (Kitchen Operations)
Certificate II in Make-up Services
Certificate II in Nail Technology

Certificate III

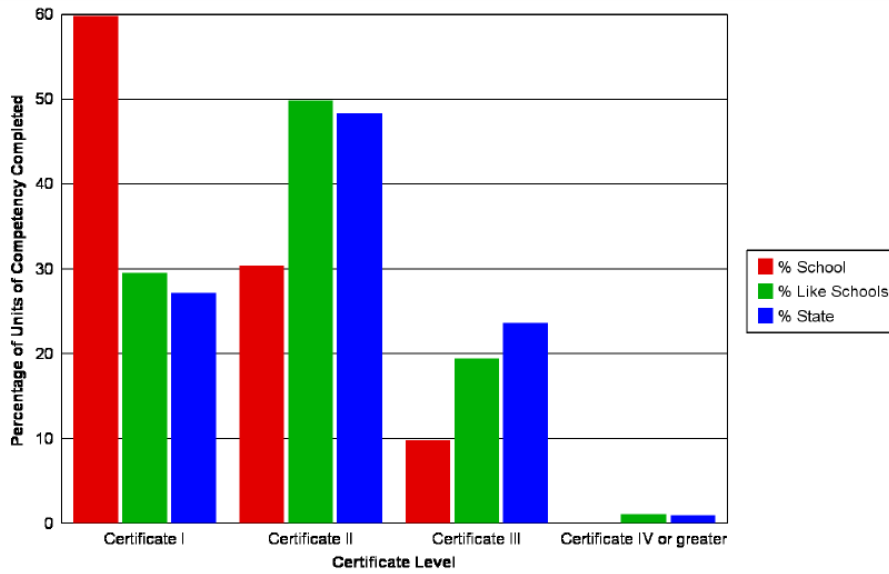
Certificate III in Aged Care
Certificate III in Automotive Mechanical
Certificate III in Business
Certificate III in Children's Services

ASBA – School Based Apprenticeships & Traineeships

4 Certificate II in Retail
1 Certificate III in Hospitality
2 Certificate II in Automotive Sales
1 Certificate III in Wall & Ceiling Lining
1 Certificate III in Food Processing (Retail Bakery)

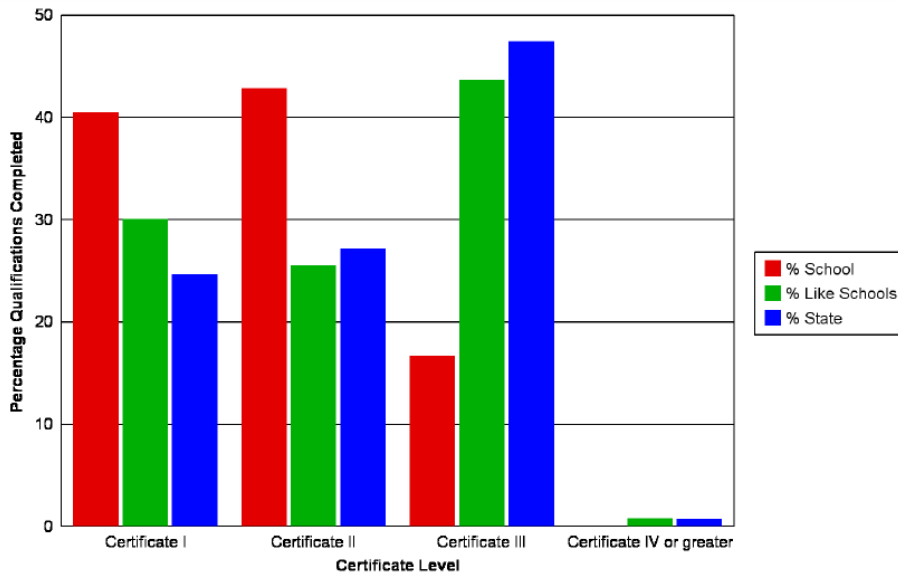


VET Units of Competency Completed - by Certificate Level



Certificate Level	Total Number of Students with Completed Units of Competency	Total Number of Units of Competency	% School	% Like Schools	% State
Certificate I	112	645	59.83%	29.58%	27.11%
Certificate II	45	327	30.33%	49.87%	48.30%
Certificate III	9	106	9.83%	19.41%	23.61%
Certificate IV or greater	0	0	0.00%	1.14%	0.97%
Total	166	1,078	100.00%	100.00%	100.00%

VET Qualifications Completed - by Certificate Level



Certificate Level	Total Number of Students with Completed VET Qualifications	Number of Qualifications Completed	% School	% Like Schools	% State
Certificate I	16	17	40.48%	30.04%	24.68%
Certificate II	18	18	42.86%	25.51%	27.16%
Certificate III	7	7	16.67%	43.62%	47.43%
Certificate IV or greater	0	0	0.00%	0.82%	0.73%
Total	41	42	100.00%	100.00%	100.00%

7 students who completed the SACE would not have done so without VET
 26 students completed the SACE with VET
 41 students completed VET qualifications

Gawler 15 Regional Hospitality Program

Outcomes

2010 Program

6 Regional students, 18 GHS & FLO students

Outcomes:

employment outcomes

- 7 employed in Hospitality Industry
- 1 employed in Automotive Industry
- 1 employed in Retail
- 1 apprenticeship

3 re-engaged into education

7 returning to complete Certificate II in Hospitality
 2 SBNA—Certificate III in Hospitality
 2 advised to seek alternative pathways

2011 Program

18 Regional students, 15 GHS & FLO students,
 2 GHS students

Outcomes:

Employment outcomes:

- 3 employed full time
- 7 Part time work
- 2 apprenticeship
- 1 traineeship

1 moved to Victoria

9 returning Certificate I & II

3 TGSS - Certificate III in Hospitality (TAFE SA)

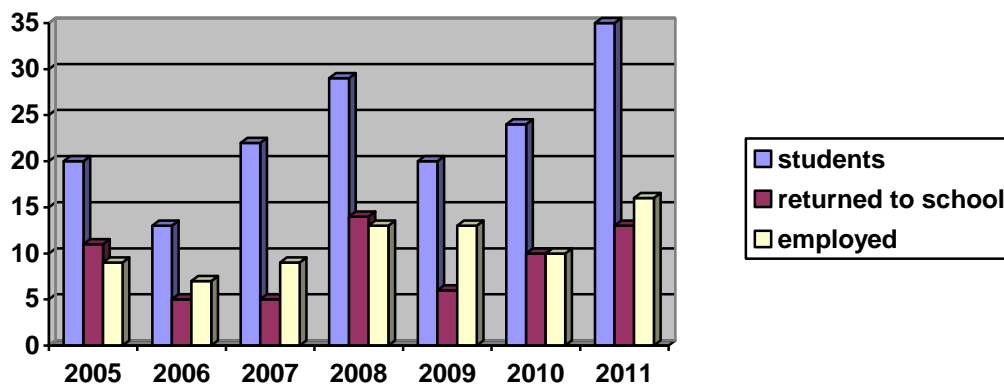
1 Re-engaged into education

6 Unknown

2 withdrew



INDICATION OF OUTCOMES 2005-2011



Attendance

During the 2011 school year at Gawler High School we have moved to a new web based student management system called Daymap.

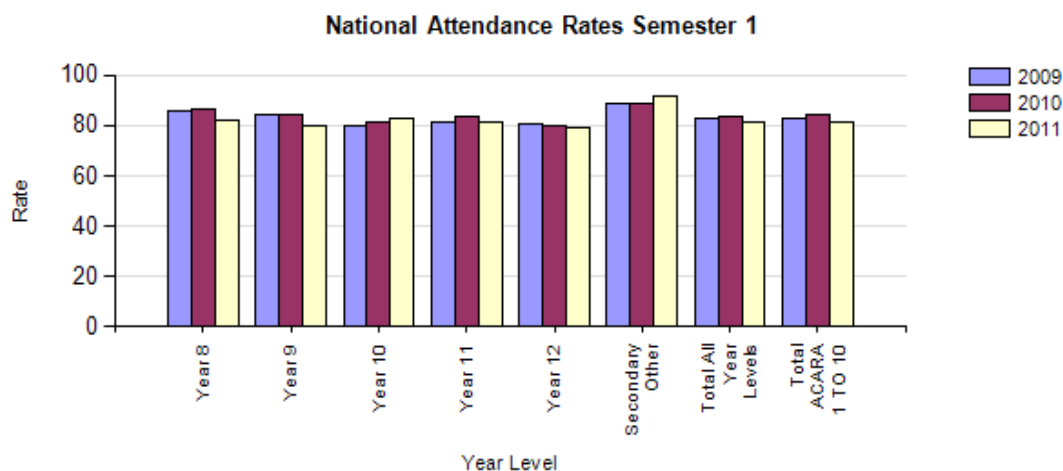
This, along with a laptop allocation for each teacher, has enabled student attendance to be marked electronically and immediately for each lesson.

Along with this improvement and the introduction of a SMS system to notify parents on the day when their child is absent, the efficiency of our recording of student attendance has improved. The school attendance data however indicates that from 2010 – 2011 our student attendance has not improved across the school. The data shows a decrease in attendance. This data is from the first semester of 2011 when we first introduced the electronic marking. From the checking we have done we found there were some issues with transfers of data from Markbook to EDSAS in the first term. We also found that recording attendances for year 12 students when they had late morning starts also affected the data. We believe that these factors would see the attendance on a par with 2010. Attendance of ATSI students has improved by 10% in 2011 data. The work of the Aboriginal Education Team in supporting and liaising with the families has contributed to the improvement. The other important factor around attendance is that we now record each lessons attendance to the Markbook system; provide teachers with all attendance records of each student in their care groups. Patterns of non attendance are identified immediately.

The number of explained absences has increased and the number of unexplained absences has decreased which is a direct response to our new recording system. We are now more accurate in recording reasons for student absences but we now have to put into place processes to follow up on students who do not bring explanations. Our SMS system is one way to contact home and home care teachers must be more aware of the necessary follow up for students who are sick but do not notify the school of the illness. Unexplained absences can also be generated by students who arrive late and do not follow school processes.

Systems for recording work experience\ excursions\out of school programs and suspensions are still in the trial stage and when they have been refined and staff responsibilities clearly documented our attendance data will be more accurate. During 2011 we have re evaluated our processes and staff responsibilities several times with the aim of improving our recording of attendance data. Communication and staff induction will continue to happen to keep all informed.

Improved student attendance and therefore improved engagement and learning are key elements of the Gawler High school site improvement plan.

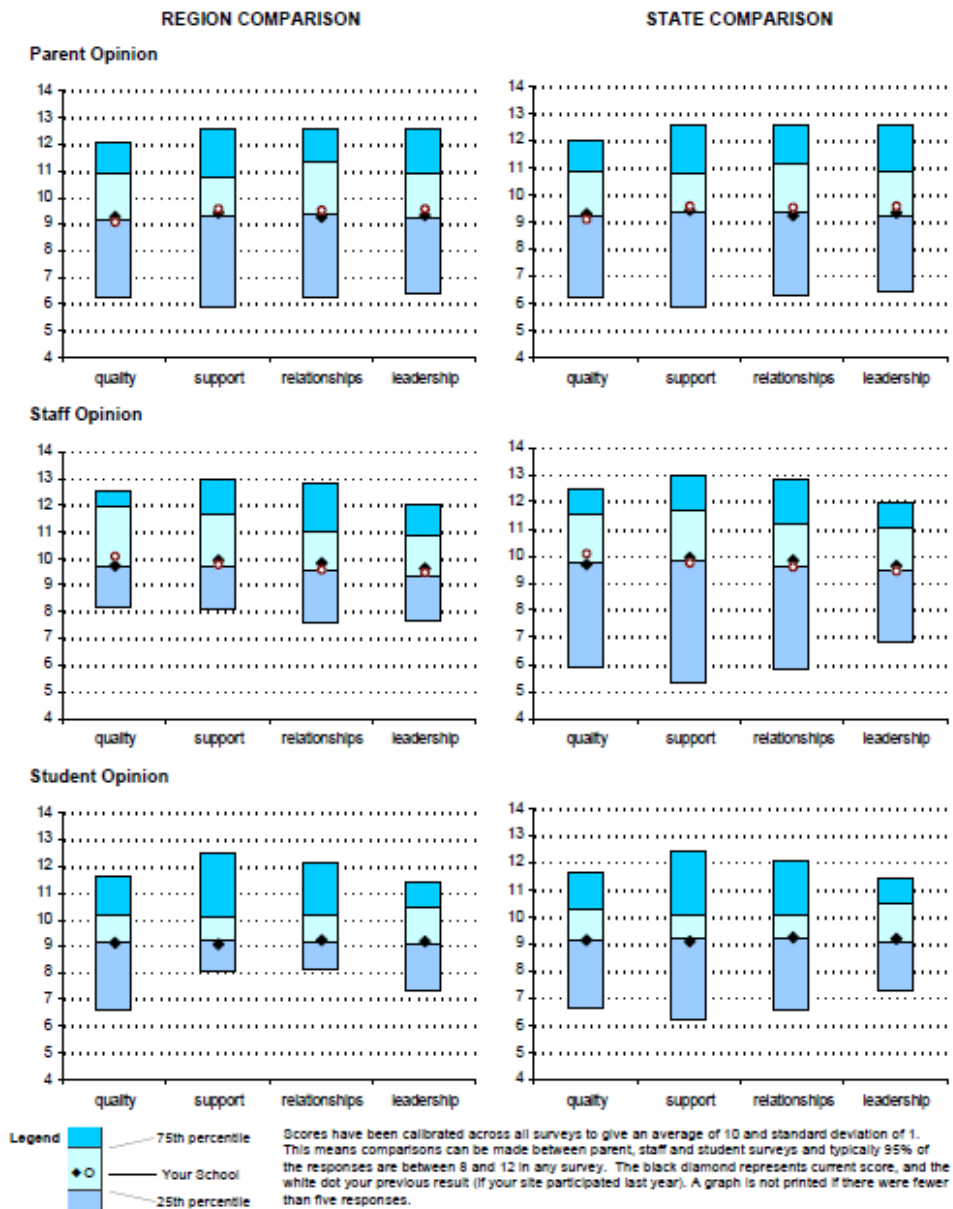


Client Opinion

DECS Parent, Student and Staff Opinion Survey - 2011

0774 Gawler High School

Comparison of Aggregated School Opinion to Region and State Values (top 25%, middle 50%, lower 25%)



The number of parent responses was once again low. However the opinion of parents was about teachers improving communication with the families over their children’s progress and achievement. There was also a feeling of greater involvement parents in contributing to school development and planning. Students were also asking for greater feedback from staff on their progress and more varied learning tasks. The students had issues with how some students treat the school and environment and indicated a need for more activities during school breaks. Student voice was identified as an important issue and their role in school planning and decision making. Staff opinion also centered around communication between each other and the leadership. They indicated a need for improved performance development and training opportunities. They also wanted staff to have higher expectations of student achievement and improved engagement of students in learning tasks.

Staff

Teacher Qualifications

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Graduate Degrees or Diplomas	127
Post Graduate Qualifications	37

Please note: Staff that have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce Composition including Indigenous staff

Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full-time Equivalents	0.00	116.94	4.00	40.60
Persons	0	120	4	48

Financial Statement

Income by Funding Source

	Funding Source	Amount
1	Grants: State	54,193.06
2	Grants: Commonwealth (+ 100,000 BER)	172,543.54
3	Parent Contributions	266,722.58
4	Other	204.55