ANNUAL REPORT

TO THE SCHOOL COMMUNITY

OUR LADY OF PERPETUAL HELP RINGWOOD

2019

REGISTERED SCHOOL NUMBER: 1342

Contents

Contact Details

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Minimum Standards Attestation

I, Adrian Scutt, attest that Our Lady of Perpetual Help, Ringwood, 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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

14th May 2020

Our School Vision

'Growing together, in faith, for the future.'

At Our Lady's Ringwood, the individual is encouraged to develop as a whole person, with Catholic values as the foundation of all learning.

- ❖ We aspire to support each individual's faith journey through teaching and modelling Catholic faith, tradition, ethos and values.

- ❖ We aspire to provide a supportive, inclusive environment where everyone feels safe and valued.

- ❖ We aspire to celebrate and encourage a supportive relationship between parish, school and the wider community.

- ❖ We aspire to develop individual and collective leadership skills through positive example and active support.

- ❖ We aspire to provide an optimum learning environment, which engages and stimulates individuals on their journey as life-long learners.

- ❖ We aspire to be proactive towards social justice issues by living out the Gospel values of love, compassion, justice and truth, where the dignity of the human person is respected.

School Overview

Our Lady's School is part of the wider Parish community of Our Lady of Perpetual Help, Ringwood. Our Parish Priest, Fr Anthony Doran, has been very involved in school life, supportive of the staff, students and families, and done much to enrich our parish and school life. The following provides some general information about the school composition in 2019.

Our enrolment at the August Census was 281, slightly below our August 2018 figure of 299. In 2019, we arranged our students in fourteen groupings, as follows: two ✕ Prep, four ✕ 1/2 (Junior), four ✕ 3/4 (Middle) and four ✕ 5/6 (Senior) classes. The average class size was 21 students.

- Our Lady's had a staff of 35, with twelve full-time and twenty three part-time staff. Our Positions of Leadership, in addition to our Principal and Deputy Principal, included leaders of Religious Education, English, Mathematics, Learning and Teaching, Student Wellbeing, Digital Technologies (ICT) and Learning Diversity.

- We provided Specialist classes in **LOTE – Italian, Performing Arts, Visual Arts, Physical Education** and **S.T.E.M.** Students had the option of learning an instrument through a private company whose teachers attend during school hours.

- In line with our School Improvement Plan (2017-2020), our Key Improvement Strategies are as follows:

- *Embed the faith life inquiry approach in R.E. to assist students to make more explicit links between the message of Jesus, the Religious Education program and their daily lives*

- *Further develop and embed whole school understanding of contemporary learning and teaching*

- *Continue to build teacher capacity to implement high quality, targeted teaching based on the rigorous and consistent use of student data*

- *Develop a whole school practice for Social and Emotional Learning and continue to embed social skills across the curriculum*

- *Further develop staff capacity to involve parents as partners in their child's learning journey*

- *Develop and embed effective collaboration and consultation processes across the school*

Principal's Report

It was a pleasure to once again lead the school community as Principal in 2019. Following a year of school review 2016, in which we devised a new School Improvement Plan for 2017-2020, we continued with the implementation of a number of new initiatives and set new directions to work towards achieving our goals. I was once again fortunate to have the full support of our Parish Priest, Fr Anthony Doran, the staff and parent community.

Our Lady's School is a caring Catholic community with many families selecting the school based on our Catholic ethos and values, reputation within the local community and our size, where all children and staff have the opportunity to get to know each other.

As a Catholic community, we provide the opportunity for the children to know and experience Jesus in their lives - through the Religious Education program, which is the focal point of the curriculum, and through our personal commitment to living the message shared by Jesus in the Gospels. As such, we see our role as building on the foundation, which parents have laid for their child's spiritual, physical, social, emotional and intellectual development.

During the year we continued to focus on `collaborative learning', building on our work with an Education Consultant that focused on working in teams, setting protocols and maximising the potential of our flexible learning spaces. All staff were committed to working in flexible spaces across all Levels. We also implemented facilitated planning, with school leaders supporting Level Teams with analysis of student data to inform teaching and learning. The whole school focused on the use of student data as a means for creating differentiated learning opportunities.

During the 2019 year, we have offered many opportunities for the students to engage in rich, deep learning, linked to the curriculum and the real world. Many memorable moments include the Sacramental celebrations for the Catholic students in Level Three, Four and Six and our whole School Production.

The indicators of achievement and satisfaction with the school are identified through the following spheres of school life. Our continuing aim is to focus on living out our Vision of 'Growing together, in faith, for the future' through all facets of school life.

Adrian Scutt

Principal

Education in Faith

Goals & Intended Outcomes

- *To grow as a living Catholic community, strengthening students' relationship with Christ and enabling them to experience the Faith in a way that is meaningful and inspiring in today's world.*

- *That student understanding of and engagement with the Catholic faith and tradition is deepened, visible and connected to real life*

Achievements

In 2019 there was a continued focus on 'Providing opportunities for staff to explore and dialogue around the Renewed Religious Education Curriculum Framework'.

- Through Concept Based Learning teachers were able to authentically integrate the Religious Education Curriculum with the Learning Concepts for 2019; Belonging, Sustainability, Creativity and Responsibility.

- Staff meetings focused on mapping units against the Religious Education Framework. Teachers used the RE standards to plan for cohesive and scaffolded learning. When planning teachers referred to the Framework and document the relevant standards and descriptors. The learning schema from Horizons of Hope, assessment and moderation in Religious Education have been priorities for meetings.

- Four Religious Education Networks were held in 2019, exploring approaches to collaborative curriculum design and the development of a collective understanding of pedagogy of encounter.

- The establishment of learning teams including a Religious Education Team. Staff were allocated to one of the following teams: DigiTech, Well Being, EAL and Religious Education. The Religious Education team is comprised of a representative from each level. One Team Meeting was held per term.

- The RELs led discussions concerning the Religious Education Policy, the Education in Faith component of the Annual Action Plan and collaborated on a Prayer scope and sequence.

- Meditation continues twice a week with a focus on the Gospel of the Week, Sacraments or special feast days.This is an embedded practive within the school and is run by the level six student leaers.

- A whole school approach to the Sacraments was also initiated. All students from prep to year six were exposed to the Sacraments. This was seen as an opportunity for all children to develop their understanding of the Sacraments at an age appropriate level, an opportunity to encounter and deepen their knowledge of the Sacraments earlier in their faith education.

- The RELs assisted the Middle and Senior Levels in planning for the Sacrament of Reconciliation, Eucharist and Confirmation. Parent evenings were conducted for these Sacraments with Fr Tony Doran providing adult faith development on these evenings.

- Student attendance at Parish weekday masses continued, in addition to the beginning of the year Mass, Feast Day Masses, End of the Year Mass and Graduation Mass.

- We continue to grow as 'a living catholic community' as we provide many experiences of faith development for the students at Our Lady's School.

VALUE ADDED

CEMSIS Data – Catholic Identity (% as positive):

Data from Staff Surveys indicated that they value the importance of prayer at school (88%) and the extent to which the Catholic Church's liturgical season is woven throughout the school year (88%).

Data from Parent Surveys indicated a belief that a great deal of emphasis is placed on the Catholic ethos of the school (97%) and the extent to which religious belief in general is emphasised at school (94%).

Data from the Student Surveys was positive in regards to the extent that the Catholic Church's celebrations and traditions, such as prayer, social justice, Sacraments and Mass, are an important part of school life (73%).

Learning & Teaching

Goals & Intended Outcomes

- *To maximise student achievement in a contemporary learning environment in which each student is supported and empowered to be a confident and successful learner*

- *That student outcomes in Mathematics improve*

- *That student outcomes in Reading and Writing improve*

- *That student engagement in learning improves*

Achievements

- Facilitated teacher planning with a focus on the collection and analysis of data, specifically in English and Mathematics.

- Implementation of Data Walls, Case Management sessions and Learning Walks based on the professional learning provided by Dr Lyn Sharratt.

- The analysis of data enabled teachers to set specific goals for children, with targeted teaching for students as teachers set tasks at the zone of proximal development.

- Staff focus on deepening their knowledge of the Victorian Curriculum for effective planning and implementation of appropriate pedagogy (teaching practices).

- The implementation of rubrics to monitor student learning across the curriculum.

- A Professional Learning initiative called Phonics in Context, facilitated by the CEM and David Hornsby.

- A continued focus on the elements of Concept Based Learning, studying the big idea in a variety of learning areas, including Religious Education.

- Learning Concepts for 2019; Belonging, Sustainability, Creativity and Responsibility.

- A whole School Production with a focus on Creativity at all Levels.

- The Middle Level Team were involved in a Professional Learning program called 'Reading To Learn' to further build on their knowledge of this strategy to deepen student reading comprehension and to embed and sustain our practices.

- The Year 3-6 teachers continued to be involved in the Literacy Assessment Project (LAP) through the University of Melbourne and the CEM. This project provided access to online reading comprehension assessments, to specifically identify foci for student learning to tracking student progress in reading comprehension.

- Staff Professional Development in a Regional 'Learning Collaborative - Cohort 2' with a focus in Mathematics.

- Staff Professional Development in 'Enabling Conditions for Growing Mathematical Mindsets'.

- Staff Professional Development in 'Building Capabilities with STEM Skills and Dispositions'.

- Student use of a variety of technological resources including whiteboards, ipads, chromebooks and computers. This included access to various online programs (e.g. Sunshine Online and Reading Eggs subscriptions) as well as having the opportunity to delve deep into literature through our well-resourced collection of books.

- Students took up 'The Challenge' by participating in the 2019 Victorian Premiers' Reading Challenge and were encouraged to discover the joys of reading.

- The induction of parents through the `Classroom Helpers' Course (Learning About Literacy).

- The use of `Essential Assessment' (EA), an online tool for teachers to use to assess and analyse outcomes in all three domains of the Victorian Mathematics Curriculum.

- School Leader attendance at relevant CEM Regional Network Meetings

- Analysis of NAPLAN results to identify patterns of growth within the data.

- The addition of new Chromebooks at the beginning of the year enabled 2:1 device use. This means that two students could work collaboratively using one device.

- Prep and Junior students continued to learn the new Digital Technologies curriculum and in particular coding, using robotic devices (BeeBots) throughout their learning in English, Mathematics and Science.

- Middle and Senior students used technology in a variety of ways with encoding and decoding, block coding (visual programming) using Spheros (robotics) and Scratch (MIT online coding). These students were also introduced to 3D software (TinkerCAD) to develop their spatial reasoning along with realisation of product development in STEM sessions.

- Introduction of Hapara to the Middle and Senior students, a learning management system that allows teachers and students to connect their learning digitally.

VALUE ADDED

CEMSIS Data – (% as positive):

Data from Staff Surveys indicated a positive perception in regards to overall School Climate (77%) and the ability to collaborate effectively in teams (76%).

Data from Parent Surveys indicated a positive perception in regards to overall School Climate (parent perception of the social and learning climate of the school - 92%) and how well the teachers meet their child's needs (79%).

Data from the Student Surveys was positive in regards to their belief about the extent to which teachers encourage them to do their best (80%), the teachers high expectations of them (82%) and the importance they place on themselves to do well in school (90%).

Student Wellbeing

Goals & Intended Outcomes

- *To further develop a school environment which fosters a sense of belonging and inclusion and empowers students to be responsible, confident and resilient members of the school community*

- *That students' sense of wellbeing and 'connectedness' is strengthened*

Achievements

- Continued with the implementation of School Wide Positive Behaviour Support (SWPBS). SWPBS is an approach to assist our school to improve social behaviour and academic outcomes for our students. The interventions are evidence based, with a focus on data-based decision making.

- Developed staff understanding and implementation of the Personal and Social Capability (Victorian Curriculum)

- Peaceful Kids Intervention Program replaced the Triple R program from previous years, an 8 session program designed by Georgina Manning from Peaceful Kids.

- SEL is embedded in all that we do at Our Lady's, but it is also taught through specific lessons with the 'You Can Do It! Program being consistently used across the school. This program is supplemented by other practices and resources such as Circle Time, Kimochis and Values education.

- Attendance at Professional Learning for Student Wellbeing Leaders.

- The introduction of 'Be You' as a whole school practice and philosophy to support students and families.

- The SRC is an avenue for students to share their ideas and have a voice within our school. The SRC have assisted with making decisions and planning for fundraising events to support our nominated social justice projects.

- Austin School professional learning for staff with a focus on Managing Trauma & Challenging Behaviour in the Primary Classroom.

- Our EAL / Refugee Support teacher continued to plan 'Tuesday Meetings' to create a weekly time to come together with our EAL families. The meetings have been a time to inform, share and discuss information about school and family life in Australia.

VALUE ADDED

CEMSIS Data – (% as positive):

Data from Staff Surveys indicated that they believe that students are supportive in their interactions with one another (88%) and are enthusiastic about being at school (88%).

Data from Parent Surveys indicated a positive perception in regards to the extent to which their child enjoys going to school (94%) and the extent to which the school values the diversity of children's backgrounds (88%).

Data from the Student Surveys was positive in regards to School Belonging (the extent to which they feel valued as members of the community - 73%) and Learning Disposition (students' mindsets about themselves as learners - 76%).
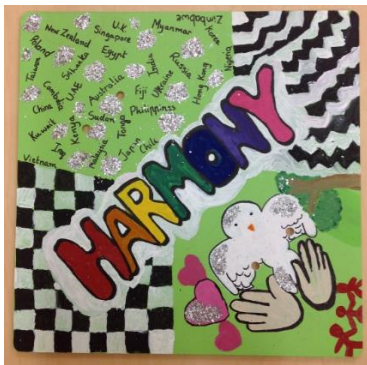
Child Safe Standards

Goals and Intended Outcomes

The care, safety and wellbeing of children and young people is a central and fundamental responsibility of Catholic education. ***At Our Lady's we are committed to promoting the safety, wellbeing and inclusion of all children.*** With CECV, we are committed to strengthened practice for the protection of children in line with the Victorian Government child safety reforms.

To create and maintain a child safe organisation, we are committed to implementing:

- strategies to embed an organisational culture of child safety, including through effective leadership arrangements
- a child safe policy with a commitment to child safety
- a code of conduct that establishes clear expectations for appropriate behaviour with children
- screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel
- processes for responding to and reporting suspected child abuse
- strategies to identify and reduce or remove risks of child abuse
- strategies to promote the participation and empowerment of children

Achievements

With the introduction of the Ministerial Order No. 870, there has been considerable focus to ensure that we are compliant with the Child Safe Standards. In working towards compliance, we completed the following:

- Updated our Child Safety Policy, using the CECV template as a guide

- Inducted new staff and parents, introducing the Code of Conduct and Parent Volunteer Form, and provided a copy to the new families in our school community.

- Incorporated the acknowledgement of our Code of Conduct when signing in as a school visitor, parent helper or contractor.

- Designated Professional Learning Team Meetings and time on School Closure days to develop policies, raise awareness and participate in relevant training.

- Annual review of the PROTECT document with staff, which is centred around Identifying and responding to all forms of abuse in Victorian schools.

- Regular consultation with the community through the Parents' Association, Fete Committee, Parish and school newsletters.

- Introduction to the Child Safe Standards, including policies and practices, at our Prep Parent Information Evening.

- Introduction of new processes for parent helpers, including updating our WWCC register and completion of Volunteer Application Form for all child connected work.

- Engaged with the Parish Child Safety Officer to ensure our Child Safety policies and procedures were aligned, particularly in regards to Parish and School initiatives and events.

- Implementation of new processes for the employment of staff, in line with the new CECV guidelines.

- Many aspects of the eSmart framework, of which we are in the implementation phase, also align closely with the Child Safe Standards.

- Reviewed other relevant policies as part of the Child Safety standards.

Leadership & Management

Goals & Intended Outcomes

- *To further develop a positive team culture characterised by a shared vision, active staff engagement and a focus on continuous improvement*

- *That there is a responsive team environment which encourages and supports empowerment and collaboration.*

Achievements

During 2019, the following achievements contributed to the Leadership and Management area:

- Continued to implement our School Improvement Plan (SIP - 2017-2020) based on our Self Reflection Report and recommendations from our School Reviewer, Mrs Rhonda Geary.

- Preparation for School Review in 2020 commenced in late 2019, with a School Review scheduled for Term Two.

- Facilitated data planning was introduced at all Level Planning Meetings, with the English and Maths Leaders assisting the teachers in identifying individual student learning needs. This led to explicit teaching through the use of focus groups and differentiated learning through the use of rich learning tasks.

- The School Leadership team met on a fortnightly basis to monitor the implementation of the Annual Action Plan, with regular support from the CEM Eastern Region Office (Principal Consultant, Learning and Teaching Advisor and Religious Education Advisor).

- The Parish Priest and Principal met on a weekly basis. The Parish Priest was also present for all Prep Interviews and the interview process for new teaching staff.

- Completion of the Annual CEM Surveys provided excellent information regarding the attitudes of parents, students and staff toward the key aspects of school life (the five spheres).

- Annual Review Meetings for all staff, meeting with the Principal to explore their personal professional development plans, to review the year, affirm their achievements, establish goals and plan future professional development.

- Allocated time for planning (whole school and level) for the term ahead. This planning involves Level teams meeting with curriculum leaders to plan the delivery of curriculum for the following term.

- School Tours for prospective parents, including evening tours. This again proved very popular and positive.

- Resources were purchased to maintain the delivery of all school programs, including an ongoing financial commitment to purchasing ICT resources in the use of Google Apps For Education (GAFE) technologies.

- Excellent communication of all staff matters is maintained via Weekly Staff Briefings, minutes of meetings and an online Google calendar of school activities.

- The promotion of the `Flexibuzz' app as a main form of communication, to further enhance communication between parents and the school. Parents are able to record absences, contact staff and check the school calendar via the app. The school is also able to 'push' notifications to parents to inform them of upcoming events.

- The introduction of CareMonkey, a digital platform / portal for medical and permissions forms. Our CareMonkey administration team carried out data transfers and set up a new system to alleviate completing medical forms for every excursion that occurs at school. All parents/caregivers were asked to create a digital profile so they share student information with the school that is relevant for the safety and wellbeing of the child. This allows the parents to control the information shared with the school on a regular basis.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

All staff participate in professional learning, both internal and external. Internal Professional Learning Team meetings include Religious Education, Literacy, Mathematics, Digital Technologies, Student Wellbeing, Student Services, English as an Additional Language and policy review.

Our whole school days (school closure days) had the following foci:

Term 1 – First Aid and Emergency Management
Term 2 – Religious Education; exploring the different Faiths within our school community
Term 3 –Dr Lyn Sharratt based work on Data Walls and Parameters for School Improvement.
Term 4 – Digital Technologies / STEM

Specific professional learning occurs in First Aid / CPR, anaphylaxis, asthma and emergency procedures annually. Other professional learning occurs based on the staff member's Professional Learning Plan.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019	27
AVERAGE EXPENDITURE PER TEACHER FOR PL	$2700

VALUE ADDED

CEMSIS Data – (% as positive):

Data from Staff Surveys indicated a positive response in regards to staff – leadership relations (72%).

Data from Parent Surveys indicated a positive perception in regards to the approachability of the Principal (100%) and the approachability of the staff (91%).

Data from the Student Surveys was positive in regards to opportunities for leadership with the school, such as a Student Council (94%).

School Community

Goals & Intended Outcomes

- *To strengthen community partnerships which enhance parent engagement in student learning*

- *That parents will be more actively engaged in their child's learning*

Achievements

- Social and fundraising activities organised through the Parents' Association raised a significant amount of additional funds for the school's needs, including a Chocolate Drive, after school BBQs and a Disco for the children.

- The Parents' Association ran a hugely successful Mother's Day stall in May and Father's Day Breakfast in September.

- The Parish and School Fete is our greatest example of our community spirit. The profits greatly assist the Parish/school by providing for specific projects or equipment for the students.

- Our Choir performed at the School Fete and other community events.

- Parents are always welcome at our Monday morning Flag Raising Service and weekly Friday afternoon Assembly, where students share their learning, with regular parent attendance.

- Parents are always invited to be involved in curriculum based, social and fundraising activities.

- The Newsletter provided regular information about all programs within the school. During each term, the Levels, Specialists and those responsible for certain key areas reported about the focus/development in that area.

- Teachers provided a Newsletter for parents each term outlining the topics to be covered and key events.

- Parents were invited to share their expertise through Inquiry Learning units.

- Parent Education evenings were provided in a number of areas including the Sacramental Programs, Learning about Literacy (Classroom Helpers) Course, Collaborative Learning and Religious Education.

- Parents assist in various ways ~ Parents' Association events, Classroom Helpers, Interschool Sport, Excursion Helpers, Fete, etc.

VALUE ADDED

CEMSIS Data – (% as positive):

Data from Parent Surveys indicated a positive perception in regards to communicating with the school (100%), feeling a sense of belonging with the school community (94%) and the extent to which they feel welcome (94%).

Future Directions

In 2020, we will continue to implement our new School Improvement Plan for 2017-2020, with goals within the following five spheres:

Education in Faith:

To grow as a living Catholic community, strengthening students' relationship with Christ and enabling them to experience the Faith in a way that is meaningful and inspiring in today's world.

Learning and Teaching:

To maximise student achievement in a contemporary learning environment in which each student is supported and empowered to be a confident and successful learner

Student Wellbeing:

To further develop a school environment which fosters a sense of belonging and inclusion and empowers students to be responsible, confident and resilient members of the school community

School Community:

To strengthen community partnerships which enhance parent engagement in student learning

Leadership and Management:

To further develop a positive team culture characterised by a shared vision, active staff engagement and a focus on continuous improvement

School Performance Data Summary

The School Performance Summary reports on data in the following areas:

E1132
Our Lady of Perpetual Help School, Ringwood

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	**2017 %**	**2018 %**	**2017 - 2018 Changes %**	**2019 %**	**2018 - 2019 Changes %**
YR 03 Grammar & Punctuation	97.5	97.1	-0.4	97.9	0.8
YR 03 Numeracy	100.0	97.1	-2.9	95.7	-1.4
YR 03 Reading	100.0	97.2	-2.8	100.0	2.8
YR 03 Spelling	100.0	94.1	-5.9	100.0	5.9
YR 03 Writing	100.0	97.1	-2.9	100.0	2.9
YR 05 Grammar & Punctuation	97.6	87.8	-9.8	100.0	12.2
YR 05 Numeracy	97.7	100.0	2.3	100.0	0.0
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	97.6	97.6	0.0	100.0	2.4
YR 05 Writing	95.2	92.7	-2.5	100.0	7.3

NAPLAN Year 3

NAPLAN Year 5
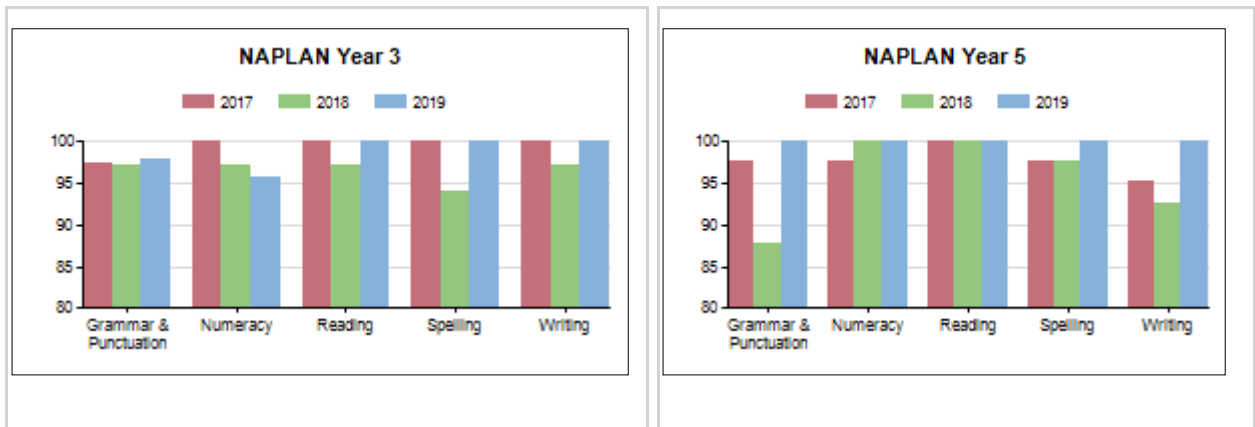
YEAR 3

Most students in Year 3 are above the National Standard (minimum standard), with a slight increase in percentage of students from 2018. These scores have fluctuated over a three year period, with a significant increase in all areas, with the exception of Numeracy, from 2018 to 2019.

YEAR 5

All students in Year 5 are above the National Standard (minimum standard).

The most pleasing gains from 2018 have been in the areas of Grammar and Punctuation, Spelling and Writing.

It also extremely pleasing to have maintained the significant gains from 2018 in the areas of Numeracy and Reading, with pleasing Growth data from Year 3 to Year 5 for the 2019 Year 5 Cohort of students.

The Leadership Team, with the support of CEM, have analysed our 2019 NAPLAN data to inform our Learning and Teaching actions for 2020.

STUDENT ATTENDANCE

If a student is absent from school without notification, parents are contacted on the day of absence to ascertain the reason. Significant non-attendance is recorded on the Semester Report and via Program Support Group meetings or phone calls from the Principal.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	93.9
Y02	94.0
Y03	94.2
Y04	94.2
Y05	93.3
Y06	94.5
Overall average attendance	94.0

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	90.1%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	91.7%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	24.0%

Graduate	24.0%
Graduate Certificate	8.0%
Bachelor Degree	92.0%
Advanced Diploma	24.0%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	26
Teaching Staff (FTE)	20.6
Non-Teaching Staff (Headcount)	8
Non-Teaching Staff (FTE)	6.8
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*