1. CONTEXT

**School Name:** Seaford Rise Primary  
**School Number:** 1855

Disability Unit  
5473

**Principal:** Yannoula Michael  
**Partnership:** River Hub

In 2015 enrolment numbers at Seaford Rise Primary School reached 466 students. Over the last five years our numbers have increased and this trend appears to be continuing particularly with new housing developments commencing. There were 6% ATSI students, 2.1% NESB students, 1% ESL students, 7.5% students with Disabilities and 36% School Card. In 2015 we started our Disability Unit and during the year the building was being built. The building was not completed until the end of 2015.

Teaching and learning is guided by the Australian Curriculum delivered through the International Baccalaureate (IB) and Teaching for Effective Learning (TfEL) frameworks. These frameworks are used to inform the continual improvement of pedagogical practice. Seaford Rise Primary School is an accredited Global Peace School with Save the Children Australia, with the support of the United Nations.

2. REPORT FROM GOVERNING COUNCIL

Chairpersons Report 2015

It’s that time of year again where I reflect on the past 12 months at Seaford Rise Primary School. And as usual I love reporting on some of the amazing things we have achieved and some of the awesome people we have involved with our school.

Finally our Disability Unit is completed and ready for students to start at the beginning of Term 1 2016. (It is about 12 months late but better late than never!) It has been fantastic to see the new students from these units joining our school and I am looking forward to them utilising the new building and to continue to be an important part of the Seaford Rise Primary School Community.

We have also had a successful start with our new OHSC service with numbers before and after school slowly increasing over the year. Unfortunately the Vacation Care Program was not as successful and was not run over the December/January holidays. As a committee we are in consultation with Camp Australia to try and rectify this situation. We will definitely keep families informed.

I am looking forward to another busy year and once again a big Thank You to all the Committee Members and also the Teachers, Support Staff and other Volunteers for all their time and effort throughout the year – our school could not function without you!

Jackie McCormack

Chairperson
### 3. 2015 HIGHLIGHTS

There were many highlights in 2015 and we have attached a pictorial collage of some of these. The most significant highlight for 2015 was our successful participation in the annual statewide Maths Challenge conducted by the Primary Maths Association. We had ten state awards, two highly commended awards and outstanding school award. The Minister Susan Close presented the awards at a special ceremony.

### 4. SITE IMPROVEMENT PLANNING AND TARGETS

The key priorities and targets established for 2015 were:

<table>
<thead>
<tr>
<th>Priorities</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner achievement</td>
<td>• School achievement data shows improved literacy and numeracy learning outcomes for each student</td>
</tr>
<tr>
<td>• Literacy and Numeracy</td>
<td>• Increase in the number of students achieving growth in NAPLAN tests</td>
</tr>
<tr>
<td>o To develop high expectations that result in continuous growth towards and beyond DECD Standards in Literacy and Numeracy for each learner</td>
<td>• Teachers using the National Professional Standards for Teachers, TfEL and IB</td>
</tr>
<tr>
<td>• To further develop teacher pedagogy to improve learning outcomes/achievement for all students and to develop resilient learners through a growth mindset</td>
<td>• Linking the IB Learner Profile with growth mindset</td>
</tr>
<tr>
<td>Learner engagement and wellbeing</td>
<td>• Teaching staff can describe appropriate classroom practice and tracking development of students in literacy and numeracy</td>
</tr>
<tr>
<td>• Learners are positively engaged in their learning and school life</td>
<td>• Attendance rate of 93% and reduce number of unexplained absences</td>
</tr>
<tr>
<td>• Improvement in student attendance that supports growth in student learning</td>
<td></td>
</tr>
<tr>
<td>Community connections</td>
<td>• Improvement in attendance rate, reduction of lateness</td>
</tr>
<tr>
<td>• Support of positive attitude to learning and to attendance at school</td>
<td>• Strengthen community connectedness</td>
</tr>
</tbody>
</table>

In 2015 we had an external school review and the following directions were identified for us to work on and be included as part of the 2016 school improvement plan –

- Increasing the proportions of students meeting the DECD Standard of Education Achievement
- Providing structured opportunities for ongoing collaboration and reflection focused on student work samples and assessment results
- Support, stretch and challenge all students by providing time to analyse achievement and growth data
- Regular and strategic self review processes
- School Improvement team to include wider R-7 staff representation

Our priorities and targets are ongoing and we are continuously working on improving learning outcomes for all students and improving our practices and processes.
4.1 Junior Primary and Early Years Scheme Funding

We have used the funding for extra teacher to keep class sizes small. This has enabled teachers to better support students through differentiated learning catering for each student.

4.2 Better Schools Funding

Better Schools Funding was used to implement the Reading Rockets Levelled Literacy Intervention program. Please refer to the report from the Reading Support Teacher in the student achievement section of this report.

5. STUDENT ACHIEVEMENT

Intervention Programs 2015

Alongside the learning support program for identified Students with Disabilities, Seaford Rise Primary School operates intervention programs from year 1 to 6 for students with learning difficulties. These focus on building literacy and numeracy skills to an age appropriate level. The specific programs are described below.

All the programs work to enhance the development of automaticity. Students with learning difficulties are slowed down by their lack of automaticity with lower-order academic skills such as recall of basic number facts, phonological awareness and word recognition. To gain automaticity, students work through highly-structured routines with repetitive tasks and engaging learning games. Brief assessments provide immediate feedback to both the student and tutor. Individuals’ recording of results and discussion of strategies to improve is a significant aspect of the programs.

Students are selected following testing using PAT-R, PAT-M, St Lucia Reading test, Fountas and Pinnell Reading Assessments, and classroom teacher input. The ACER Pat tests are conducted annually in September and the other tests, at the conclusion of the program to measure growth.

The Alternate Reading Program

This year an alternate reading program was designed around Jolly Phonic reading books to match our focus year 3/4 students’ ability level based on the instructional reading level achieved at the end of 2014. It is structured around the reading of Jolly Phonic word lists (containing particular reading rule to assist with decoding skills), deconstruction of texts (learning grammar and word study), and explicit teaching of comprehension strategies. Students build knowledge of the aspects of fluency and learn to self/peer assess with a rubric descriptor. Students work with a tutor in a group of four outside the classroom four times a week.

In 2015, 22 students in years 3 & 4 participated. Results from pre and post tests are shown on the graphs below. Although only three students met or surpassed DECD expected reading levels, all students showed positive growth ranging from 2 to 12 reading levels.
**Quicksmart Literacy**

This structured program has a focus aimed at improving students' speed of word recognition, reading fluency, and comprehension skills. Activities students work on are based around a set of words which are connected through a piece of text. The tutor works with a pair of students, who are similar level, three times a week for 30 minutes each session.

In 2015, 9 students in years 5&6 participated with another 5 students being used for comparison data. Results from pre- and post-program tests are shown on the graphs. Positive growth was achieved by four of the participants. Four students have reached or surpassed the DECD identified target for their year level.
Quicksmart Numeracy

Again, this is a structured program aiming to boost students' speed and accuracy with number work. Problem solving strategies are also a focus. The aim is to increase students' strategy use and improve their automatic recall of basic number facts across all four operations. In 2015, seven students from year 5, with five comparison students, participated. Positive growth over the seven month duration was experienced by eleven of the twelve students. Based on the DECD targets for PAT-M testing at year 5, one student closed the gap. As seen in the graph three students were less than 2 points from meeting expectations.
Reading Support Teacher 2015

During the year, the focus has been on assessing students and analysing data to determine each student’s reading capabilities and strategies and identifying those in need of greater support to reach year level expectations.

Staff consolidated their position of the importance of reading for student learning within with a Whole School Literacy Agreement which is to be securely timetabled in 2016 to enable school consistency with approach and methodology.

All R-7 Staff have undertaken Running Records training which specifically designed to support staff in the identification of key strengths and areas for development in reading and comprehension for each child in the school.

The continued use of the “Scorelink” data collection programme and the introduction of student data wall has helped us to easily highlight student capabilities and has been a supportive resource for staff.

This year student reading support was extended across the school to include students in year 1 and 2 with the introduction of a new Intervention Programme.

“Rockets Reading “ Levelled Literacy Intervention 2015

This intervention programme continued from its introduction in 2014 to support early year’s students with their reading. This programme was extended to incorporate students in year 1 as in 2014 the year 2 students were the targeted group. A second intervention system was purchased to cater for the expanding programme and a decision was made in late 2015 to add a third kit to support years 3-5.

Results for 2015 from “Rocket Reading” Forty-four year 2 and year 1 students whose reading achievements from the “at risk” category were identified through testing and teacher input to take part in the intensive daily programme.

Three Groups of “Reading Rockets” in 2015 with students withdrawn from 8 classes to work in small groups ably coordinated by a trained staff member. Parent support was sought to support the programme process. Students had 30 minute daily sessions with follow up home practice and reinforcing activities. 23 out of the 44 students involved in Rocket Reading Programme reached their year level expectations after earlier being identified as at risk students.
2015 Group 'B' Rocket Reading Year 1 & 2 Students
14 Weeks

PRE LLI READER LEVEL 9 11 13 13 8 7 7 5 5 6 6 4 4 5 7 6
POST LLI READER LEVEL 15 17 21 21 21 21 17 15 15 13 15 12 10 7 13 10
GROWTH 6 6 8 8 13 14 10 10 10 7 9 8 6 2 6 4

2015 Group 'C' Rocket Reading Year 1 & 2 Students
8 Weeks

PRE LLI READER LEVEL 9 11 7 16 2 2 6 4 4 7 13 13 6 6 5 6 4 4 3
POST LLI READER LEVEL 21 18 20 25 5 3 13 13 17 19 17 9 6 6 6 7 3
GROWTH 12 7 13 9 3 1 7 9 13 10 6 4 3 3 1 3 2 3 0
**Year 3**

**Numeracy** - 53 students sat for the test and 6 students did not achieve the national benchmark, 13 students achieved the national benchmark (Band 2) and 35 students achieved above the national benchmark (20 at Band 3, 9 at Band 4, 5 at Band 5 and 1 at Band 6). The State benchmark is set one band higher than the national benchmark, making Band 3 the state level.

**Reading** – 55 students sat for the test and 5 students did not achieve the national benchmark, 3 students achieved the national benchmark (Band 2) and 47 students achieved above the national benchmark (15 at Band 3, 16 at Band 4, 9 at Band 5 and 7 at Band 6).

**Writing** - 55 students sat for the test and 4 students did not achieve the national benchmark, 10 students achieved the national benchmark (Band 2) and 41 students achieved above the national benchmark (20 at Band 3, 12 at Band 4, 9 at Band 5).

**Grammar** – 55 students sat for the test and 9 students did not achieve the national benchmark, 7 students achieved the national benchmark (Band 2) and 39 students achieved above the national benchmark (6 at Band 3, 15 at Band 4, 12 at Band 5 and 6 at Band 6).

**Spelling** – 55 students sat for the test and 4 students did not achieve the benchmark, 13 students achieved the national benchmark (Band 2) and 38 students achieved above the national benchmark (8 at Band 3, 15 at Band 4, 8 at Band 5 and 7 at Band 6).
Year 5

**Numeracy** - 59 students sat for the test and 5 students did not achieve the national benchmark, 19 students achieved the national benchmark (Band 4) and 35 students achieved above the national benchmark (22 at Band 5, 10 at Band 6, and 3 at Band 7). The State benchmark is set one band higher than the national benchmark, making Band 5 the state level.

**Reading** - 59 students sat for the test and 4 students did not achieve the national benchmark, 17 students achieved the national benchmark (Band 4) and 38 students achieved above the benchmark (21 at Band 5, 8 at Band 6, 8 at Band 7 and 1 at Band 8).

**Writing** - 60 students sat for the test and 9 students did not achieve the national benchmark, 12 students achieved the national benchmark (Band 4) and 39 students achieved above the national benchmark (25 at Band 5, 14 at Band 6).

**Grammar** - 60 students sat for the test and 11 students did not achieve the national benchmark, 7 students achieved the national benchmark (Band 4) and 42 students achieved above the national benchmark (22 at Band 5, 16 at Band 6, and 4 at Band 7).

**Spelling** - 60 students sat for the test and 7 students did not achieve the national benchmark, 14 students achieved the national benchmark (Band 4) and 39 students achieved above the national benchmark (15 at Band 5, 14 at Band 6, and 10 at Band 7).
Year 7

**Numeracy** - 18 students sat for the test and 0 students did not achieve the national benchmark, 9 students achieved the national benchmark (Band 5) and 9 students achieved above the national benchmark (4 at Band 6, 4 at Band 7 and 1 at Band 8). The State benchmark is set one band higher than the national benchmark, making Band 6 the state level.

**Reading** – 18 students sat for the test and 1 student did not achieve the national benchmark, 4 students achieved the national benchmark (Band 5) and 13 students achieved above the national benchmark (6 at Band 6, 5 at Band 7, 1 at Band 8 and 1 at Band 9).

**Writing** - 18 students sat for the test and 6 students did not achieve the national benchmark, 2 students achieved the national benchmark (Band 5) and 10 students achieved above the national benchmark (8 at Band 6, 1 at Band 7, and 1 at Band 8).

**Grammar** - 18 students sat for the test and 2 students did not achieve the national benchmark, 5 students achieved the national benchmark (Band 5) and 18 students achieved above the national benchmark (6 at Band 6, 5 at Band 7).

**Spelling** - 18 students sat for the test and 3 students did not achieve the national benchmark, 2 students achieved the national benchmark (Band 5) and 13 students achieved above the national benchmark (5 at Band 6, 5 at Band 7, 2 at Band 8 and 1 at Band 9).
Figure 7: Year 3-5 Growth

NAPLAN School Growth: Year 3-5

Table 7: Year 3-5 Growth

<table>
<thead>
<tr>
<th>Growth by Test Aspect</th>
<th>Year 3-5</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Progress Group</td>
<td>Site</td>
</tr>
<tr>
<td>Numeracy</td>
<td>Lower 25%</td>
<td>32.7</td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
<td>49.1</td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
<td>18.2</td>
</tr>
<tr>
<td>Reading</td>
<td>Lower 25%</td>
<td>30.9</td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
<td>56.4</td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
<td>12.7</td>
</tr>
</tbody>
</table>

Figure 8: Year 5-7 Growth

NAPLAN School Growth: Year 5-7

Table 8: Year 5-7 Growth

<table>
<thead>
<tr>
<th>Growth by Test Aspect</th>
<th>Year 5-7</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Progress Group</td>
<td>Site</td>
</tr>
<tr>
<td>Numeracy</td>
<td>Lower 25%</td>
<td>18.8</td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
<td>68.8</td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
<td>12.5</td>
</tr>
<tr>
<td>Reading</td>
<td>Lower 25%</td>
<td>25.0</td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
<td>43.8</td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
<td>31.3</td>
</tr>
</tbody>
</table>
6. STUDENT DATA

6.1 Attendance

Throughout 2015 we had a combined focus in trying to improve our attendance rate to attain the DECD target rates. Class teachers focused on decreasing the unexplained absences and increasing the amount of days attended at school. The leadership team have been working with teachers and families to establish the message of high importance of attendance. We have posted many articles in newsletters about attendance and worked with individual families to support them. As represented in the table, SRPS attained 90.3% attendance rate down slightly (-0.1%) from 2014.

Figure 9: Attendance by Year Level

Table 9: Attendance by Year Level

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>% Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Reception</td>
<td>89.2</td>
</tr>
<tr>
<td>Year 1</td>
<td>90.1</td>
</tr>
<tr>
<td>Year 2</td>
<td>91.5</td>
</tr>
<tr>
<td>Year 3</td>
<td>92.2</td>
</tr>
<tr>
<td>Year 4</td>
<td>92.6</td>
</tr>
<tr>
<td>Year 5</td>
<td>90.0</td>
</tr>
<tr>
<td>Year 6</td>
<td>91.4</td>
</tr>
<tr>
<td>Year 7</td>
<td>91.1</td>
</tr>
<tr>
<td>Primary Other</td>
<td></td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>91.0</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>91.4</td>
</tr>
</tbody>
</table>
6.2 Destination

Table 10: Intended Destination

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>2014</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Index</td>
</tr>
<tr>
<td>Employment</td>
<td>3.5%</td>
<td>2.9%</td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>6.0%</td>
<td>10.5%</td>
</tr>
<tr>
<td>Other</td>
<td>0.5%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>4.1%</td>
<td>3.8%</td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td>4.0%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
<td>19.7%</td>
<td>9.8%</td>
</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
<td>71.8%</td>
<td>46.0%</td>
</tr>
<tr>
<td>Unknown</td>
<td>2.6%</td>
<td>21.6%</td>
</tr>
<tr>
<td>Unknown (TG - Not Found)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. CLIENT OPINION

Parents
Satisfaction survey

The number of parents responding to the school's request to participate in the DECD Parent Satisfaction survey for SRPS is typically very low. In 2015 the leadership team put a process in place to obtain parent/carer data while attending the annual school sports carnival. Sixty-nine responses were lodged. The following conclusions were drawn from the data obtained through this process.

Parent level of overall satisfaction with SRPS April 2015
Parents were asked to rate their satisfaction with the school on a scale of 0-10 where 0 is very dissatisfied, 10 is very satisfied. Fifty-one (74%) of the responses received were above 70%, 22 of these responses (32%) were 90% or above.

When asked to nominate a strength of the school, the following data were obtained:

![Parent identified strengths of SRPS April 2015](image)

When parents were asked to nominate an opportunity for improvement of the school, the following data were obtained:

![Parent identified opportunities for improvement for SRPS April 2015](image)

Governing Council and staff will explore these areas further in 2016.

**Students**

*Dream Believe Achieve Reflections*

Reflection using the school’s motto *Dream, Believe, Achieve* as a lens for continuous improvement. This was facilitated using sticky notes. Affinity Diagrams were constructed using the student responses on sticky notes to identify the major themes emerging.

The main themes identified by students in their reflections are summarised below.
Dream - ‘What do you want to know/be able to do/learn/understand?’ The main themes were:
- Friends and friendships
- Learning and understanding (relating to literacy, numeracy and other subject areas)
- Improving
- School achievements
- Future job/work-going to university/after school ambitions
- Happiness
- Music
- More languages
- Be a better inquirer

Believe - ‘How does the teacher/class/school help you to learn?’ The main themes were:
- The teacher explaining things well
- Teachers who encourage (push) us
- Teachers who give us a voice
- Teachers who make it fun

Believe - ‘What good things does the school do for you and your learning?’
- Support when we need help with learning
- Technology - XO laptops and computers help us
- Building knowledge from our level
- The school values/rules
- Quicksmart helps me
- Small groups help me
- School ground improvements
- Support (families, difficulties, friends)
- Fitness
- Encourages you.

Believe - ‘What do you believe the school needs to do?’ The major opportunities for improvement identified by students were:
- Safety issues (e.g. running on the playground)
- Fitness/sports equipment
- More adult support.

Achieve - students were asked to name something they were proud of, had achieved, or could do now that they could not do at the start of the year. The main themes identified were:
- Literacy improvement
- Numeracy improvement
- Social improvements
- Physical improvements to the school
- Behaviour improvements
- Learner profile improvements
- Participating in the school concert
· Coming to school
· Winning competitions, medals and certificates, the Premiers Maths Challenge
· Confidence
· Using technology
· SRC and leadership roles
· Learning
· Risk taking
· Friendships
· Overcoming anxiety

These confirm the school is positively perceived by students. The opportunities for improvement identified through this process were further explored by the leadership team and staff and used to inform the improvement planning and efforts of the school. SRC will continue to explore some of the main ideas.

Staff

Dream Believe Achieve Reflections

Staff were asked to reflect using the Dream, Believe, Achieve frame. For Dream staff were asked ‘What are your dreams for classroom, professional, personal?’ The major themes identified were:
- Changing work context
- Maintaining my current work context
- Getting work
- Work/life balance
- Developing/improving my skills
- Numeracy and literacy
- Mentoring
- Leadership

A second question asked under the Dream frame was ‘What are your dreams for the school?’ The major themes identified were:
- Collaboration
- A whole school approach
- Communication
- Attendance

For Believe staff were asked to identify ‘How do you believe the school works with you?’ The major themes that emerged were:
- Cooperation
- Supportive
- Leadership
- Buddy class
- Successes are celebrated
- Caring
- Fun environment
- Shared goals

A second question in this Believe frame asked ‘What do you believe the school was working towards?’ The major themes identified were:
- Improving literacy and numeracy
- IB / Australian Curriculum
- Differentiated learning
- Improved student outcomes
- R-7ness
- Reading levels
For **Achieve** staff were asked to list their achievements. The major themes identified were:

- XO training
- Settling in
- Reporting
- Library running
- Confidence
- T&D
- Working with others
- Facing challenges
- Daily 5
- IB PYP
- Collaboration
- Travel
- Personal achievements
- Differentiation
- Improved teaching
- ICT.

When asked to add the achievements of their class/classes, the major themes were:

- Improved literacy
- Resilience
- Confidence of individuals
- Whole school events
- Being respectful
- IB
- Concert
- Class collaboration
- Fundraisers
- XO’s
- Maths challenges
- Peace

These data confirm the school is positively perceived by staff. The opportunities for improvement identified through this process were further explored by the leadership team and used to inform the improvement planning and efforts of the school.

*My School* website


### 8. ACCOUNTABILITY

#### 8.1 Behaviour Management

We aim to catch the positive behaviours of students, catching students doing the right thing and using the Values Awards as the reward for those behaviours. We focus all behaviours on our school values of Respect, Responsibility, Learning, Honesty, Friendliness and Cooperation. In 2015 we had our first students attain their Gold Medal, and our first student to receive the Platinum Medal likely in term one 2016.

In correlation with the increase in Values Awards we are seeing a decrease in negative behaviours especially high level behaviours. As in previous years there is a strong focus on the building of relationships between students/teachers, students/students, this starts in the first two weeks with Sails to Success and continues throughout the year. Evidence based research informs our practices that when strong positive relationships are formed students want to do the right thing.

As we move forward we would like to be more explicit and ensure clarity about ‘What is Bullying?’ ‘What is Harassment?’ and ‘What is someone being mean?’ Along with this knowledge we have a commitment to empowering students with the skills to handle the inappropriate behaviours of others.
8.2 Relevant History Screening

DCSI Screening procedures Seaifold Rise Primary School for volunteers.

Applicant completes application for DCSI screening and attaches identity evidence which is verified by Principal. The applicant pays $15.00 for processing.

The application is sent to DCSI for verification. A verification email is sent to Finance Officer and the applicant. Finance Officer enters details of approval on a spreadsheet and enters into EDSAS.

Volunteers at school in class, canteen or library no longer need verification unless assisting on excursions or camps.

8.3 HUMAN RESOURCES - Workforce Data

8.3.1 Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>50</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>14</td>
</tr>
</tbody>
</table>

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.

8.3.2 Workforce Composition including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0.00</td>
<td>25.50</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>28</td>
</tr>
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</table>

9. FINANCIAL STATEMENT

Income by Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>$4,805.51</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>$14,279.52</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>$153,076.13</td>
</tr>
<tr>
<td>4 Other</td>
<td>$33,956.37</td>
</tr>
</tbody>
</table>