



Kaurna Plains School

Annual Report

2014



Government of South Australia
Department for Education and
Child Development

1. CONTEXT

| | | | |
|---------------------|----------------------|-----------------------|-----------|
| School Name: | Kaurna Plains School | School Number: | 1792 |
| Principal: | Bronwyn Milera | Partnership | Elizabeth |

Kaurna Plains School was established in 1986, to provide a strong Aboriginal Cultural and academic focused curriculum for Aboriginal children. This was in response to widespread educational disadvantage, where retention levels and student achievement were not meeting state and national benchmarks.

Kaurna Plains Reception to Year 12 School encapsulates genuine cooperative partnership between school and community. The school reinforces and maintains feelings, knowledge and understandings about Aboriginality in order to develop in students a sense of pride, confidence and esteem as Aboriginal people. The school philosophy is of being united to empower students to be culturally strong, confident and successful and to ensure that parents and community members are an active part of the school.

The school values are *Cooperation, Organisation, Respect, Kindness and Acceptance (C.O.R.K.A.)*

2. REPORT FROM GOVERNING COUNCIL

Governing Council struggled to meet during the year and as a consequence, successfully met three times. A quorum could not be achieved at other times due to a range of unforeseen circumstances impacting upon parents, i.e. funerals, commitments, family and cultural issues etc. These members continue to support the school in other ways i.e. art project

3. 2014 HIGHLIGHTS

- ✓ First Lego League – Adelaide 2014 – 12th place in South Australia
- ✓ Secondary students Narungga Cultural Camp to Yorke Peninsula
- ✓ Establishment of Stephanie Alexander Kitchen Garden
- ✓ Redevelopment of the School Kitchen as a learning space
- ✓ Aboriginal Cultural Framework for Engagement and Wellbeing
- ✓ “Stop Look it will come to you” Aboriginal Cultural Program with Liz Tongerie and Elsa Kyriacou
- ✓ Combined School Sports Day including Elizabeth North and Elizabeth Vales Primary Schools
- ✓ Cultural competency training program with Klynton Wanganeen
- ✓ Ann Baker – Maths Research Project for Primary Teachers
- ✓ Implementation of Jolly Phonics Program
- ✓ Redevelopment of School oval
- ✓ Western Front Tour 13 April 2014 for 2 weeks – student and staff member represented KPS along with NASSPN representatives
- ✓ Literacy Coach funding
- ✓ Implementation of CUE Learning

4. SITE IMPROVEMENT PLANNING AND TARGETS

ABORIGINAL CULTURAL FRAMEWORK FOR ENGAGEMENT AND WELLBEING

Focus on culture and pride of students and their individual pathways. Consistent monitoring of students to attend school and experiential learning hands on, our management and focus on culture and pride of students will lift achievement and satisfaction through:

- Embedding Aboriginal Perspectives and Kaurua culture into the curriculum and engaging students in their learning
- Work towards closer links between families and the school
- Individually case manage students for future pathways
- School Community Partnership Agreement
- Implementing agreed policy and practices in regard to behaviour and attendance
- Student wellbeing
- Stephanie Alexander Kitchen Garden

NUMERACY

- Improve teaching and learning through the implementation of the Australian Curriculum
- Use data and assessment to program, plan, develop and action Individual Learning Plan (ILP's) within routine classroom practices
- Quicksmart
- Apply Ann Baker *Mathematician in Residence* training into programming and teaching
- Continue to connect with Math Hub groups for ongoing development

LITERACY

Whole school approach to improve student achievement in literacy by:

- Improve teaching and learning through reading comprehension strategies linked with the implementation of the Australian Curriculum
- Use data and assessment to program, plan, develop and action Individual Learning Plan (ILP's) within routine classroom practices
- Apply *Reading Comprehension and Language* professional development into programming and teaching
- Literacy Coach working with teachers for effective teaching
- Cue Learning – reading comprehension

4.1 Junior Primary and Early Years Scheme Funding

Early 2014, we upgraded resources to support the Jolly Phonics program. This has been a highly successful program in our school and has increased the spelling and phonological awareness skills of students in the Junior Primary.

CUE learning methodology was used to support the implementation of buddy reading across the school. This worked extremely well with the reception to year 2 class and the year 6/7 class reading together. We are continuing this program in 2015. The Junior Primary staff participated in the Ann Baker (mathematician in residence training) maths focus for student learning improvement. This training explored how to teach Maths in real life situations and how to make it relevant to children. Training was undertaken to explore how our school could create natural play spaces. Natural play spaces provide rich hands on experience and allow children to use their imagination and creativity. Our school has also seen this as an important part of developing our play based learning and social skills programs. "Play as the way" training was undertaken in 2014. This program encourages children to monitor their emotions and teach self-regulation skills through the use of games. Implementing this program will be a focus in 2015.

4.2 Better Schools Funding

The Better Schools Funding (\$23,709.00) was aligned with our site improvement priorities – Literacy, Numeracy and Aboriginal Cultural Framework for Engagement and Wellbeing focusing on the following:

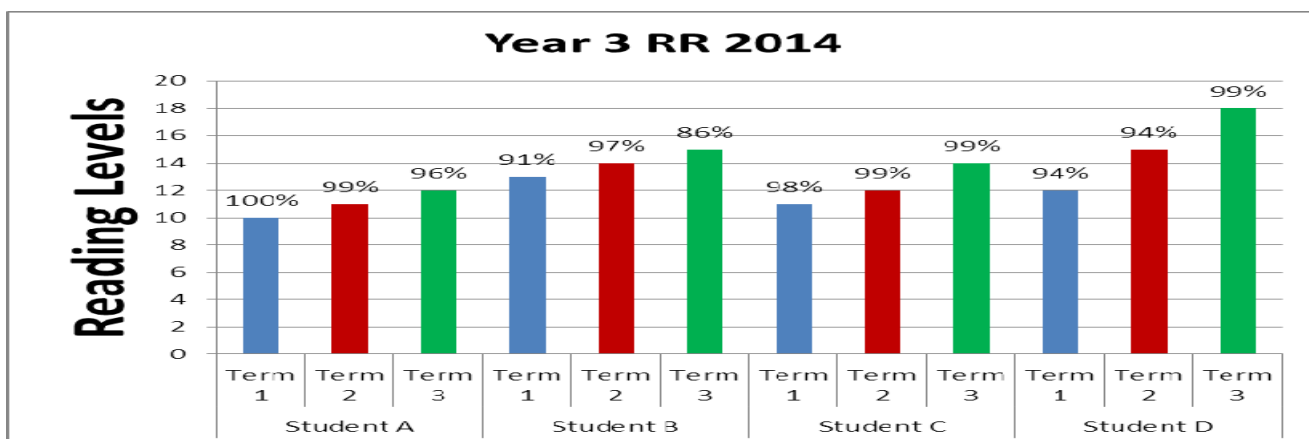
- ✓ Students not fully engaged in learning programs
- ✓ SACE achievement
- ✓ Developing pattern of non-attendance
- ✓ Showing signs of disengagement leading into student behavioral issues
- ✓ Seeking training pathway
- ✓ Learning issues including physical and emotional

Teachers identified and planned for individual students through Wave 2 interventions. SSO's supported classes to assist and mentor students in literacy by working in small groups or individually, as a result students learning outcomes improved. Staff engaged in targeted professional learning sessions to build their knowledge and learning capacity to differentiate curriculum. Social skills programs were developed and implemented during recess and lunch breaks by SSO staff. This included library time, gardening, play, reading to children, sportsmanship and getting along together games. The Reading Buddy Program not only assisted the literacy skills of the students but built a positive relationship with the students outside the classroom resulting in more attendance and motivation from the students. The SSO staff also undertook training in Quicksmart which targeted students and as a result their learning improved in Maths. In Senior Secondary, literacy data was analyzed regularly to program daily intervention undertaken by teaching staff. Meetings with the parent, student, teacher, Deputy Principal and ACEO occurred regularly to ensure a case management model monitored student learning outcomes. Career Pathway information sessions including SACE and VET opportunities occurred termly. As a result students and parents were provided with a clear direction via their timetable for Vet programs and their SACE patterns. As a result of this we have retained all our senior secondary students for 2015 and two year 12 students successfully achieved their SACE.

5. STUDENT ACHIEVEMENT

Running Records – Year 3

The graph for year 3 running record data demonstrates the individual growth for the students



EALD – Year 3

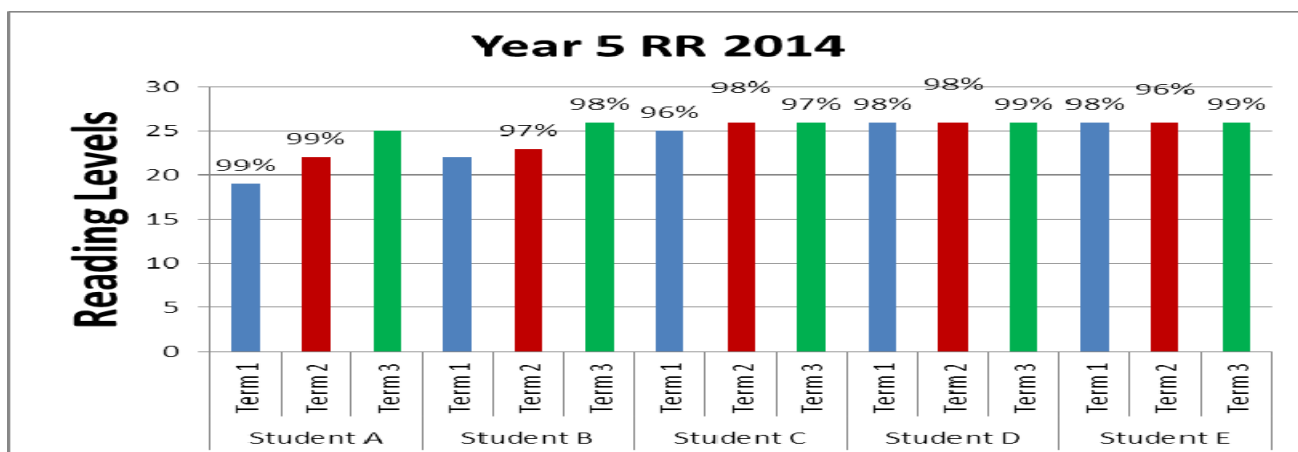
The data demonstrates how well the students are in writing for the appropriate text type: including structure, grammatical features, punctuation and modality of the text moving the language from a spoken state to a professional or text feature produced piece of writing.

The majority of students demonstrated a growth in their abilities to write the correct text type features.

| Student | Test Date | Rating |
|-----------|-----------|--------|
| Student A | 2013 | 4 |
| | 2014 | 4 |
| Student B | 2013 | 3 |
| | 2014 | 5 |
| Student C | 2013 | 3 |
| | 2014 | 4 |
| Student D | 2014 | 5 |

Running Records – Year 5

The graph demonstrates individual growth for the students.



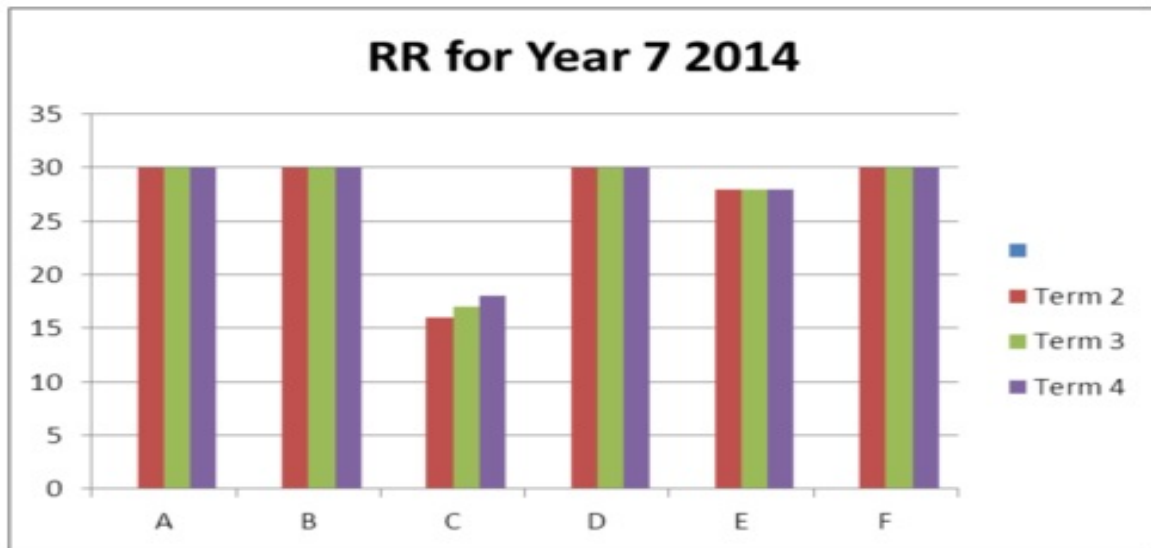
EALD Data – Year 5

The table demonstrates individual students have demonstrated growth in their writing samples through the year.

| Student | Test Date | Type | SubType | Rating | Rating Description | Test Year Level | Accuracy Other | Note |
|-----------|------------|-----------------------|-----------------------|--------|----------------------|-----------------|----------------|------|
| STUDENT A | 31/07/2013 | Language and Literacy | Language and Literacy | 6 | Lang and Lit Level 6 | | | EALD |
| | 11/04/2014 | Language and Literacy | Language and Literacy | 5 | Lang and Lit Level 5 | | | EALD |
| | 23/06/2014 | Language and Literacy | Language and Literacy | 7 | Lang and Lit Level 7 | | | EALD |
| | 1/08/2014 | Language and Literacy | Language and Literacy | 7 | Lang and Lit Level 7 | | | EALD |
| | 17/10/2014 | Language and Literacy | Language and Literacy | 7 | Lang and Lit Level 7 | | | EALD |
| STUDENT B | 11/04/2014 | Language and Literacy | Language and Literacy | 3 | Lang and Lit Level 3 | | | EALD |
| | 23/06/2014 | Language and Literacy | Language and Literacy | 4 | Lang and Lit Level 4 | | | EALD |
| | 1/08/2014 | Language and Literacy | Language and Literacy | 4 | Lang and Lit Level 4 | | | EALD |
| | 11/04/2014 | Language and Literacy | Language and Literacy | 4 | Lang and Lit Level 4 | | | EALD |
| STUDENT C | 25/06/2012 | Language and Literacy | Language and Literacy | 3 | Lang and Lit Level 3 | | | EALD |
| | 31/07/2013 | Language and Literacy | Language and Literacy | 5 | Lang and Lit Level 5 | | | EALD |
| | 11/04/2014 | Language and Literacy | Language and Literacy | 4 | Lang and Lit Level 4 | | | EALD |
| | 23/06/2014 | Language and Literacy | Language and Literacy | 5 | Lang and Lit Level 5 | | | EALD |
| | 1/08/2014 | Language and Literacy | Language and Literacy | 5 | Lang and Lit Level 5 | | | EALD |
| STUDENT D | 25/06/2012 | Language and Literacy | Language and Literacy | 3 | Lang and Lit Level 3 | | | EALD |
| | 31/07/2013 | Language and Literacy | Language and Literacy | 5 | Lang and Lit Level 5 | | | EALD |
| | 11/04/2014 | Language and Literacy | Language and Literacy | 5 | Lang and Lit Level 5 | | | EALD |
| | 23/06/2014 | Language and Literacy | Language and Literacy | 6 | Lang and Lit Level 6 | | | EALD |
| | 1/08/2014 | Language and Literacy | Language and Literacy | 7 | Lang and Lit Level 7 | | | EALD |
| | 17/10/2014 | Language and Literacy | Language and Literacy | 7 | Lang and Lit Level 7 | | | EALD |
| STUDENT E | 25/06/2012 | Language and Literacy | Language and Literacy | 4 | Lang and Lit Level 4 | | | EALD |
| | 31/07/2013 | Language and Literacy | Language and Literacy | 6 | Lang and Lit Level 6 | | | EALD |
| | 11/04/2014 | Language and Literacy | Language and Literacy | 6 | Lang and Lit Level 6 | | | EALD |
| | 23/06/2014 | Language and Literacy | Language and Literacy | 7 | Lang and Lit Level 7 | | | EALD |
| | 1/08/2014 | Language and Literacy | Language and Literacy | 7 | Lang and Lit Level 7 | | | EALD |
| STUDENT F | 25/06/2012 | Language and Literacy | Language and Literacy | 4 | Lang and Lit Level 4 | | | EALD |
| | 31/07/2013 | Language and Literacy | Language and Literacy | 6 | Lang and Lit Level 6 | | | EALD |
| | 11/04/2014 | Language and Literacy | Language and Literacy | 5 | Lang and Lit Level 5 | | | EALD |
| | 23/06/2014 | Language and Literacy | Language and Literacy | 5 | Lang and Lit Level 5 | | | EALD |
| | 1/08/2014 | Language and Literacy | Language and Literacy | 6 | Lang and Lit Level 6 | | | EALD |

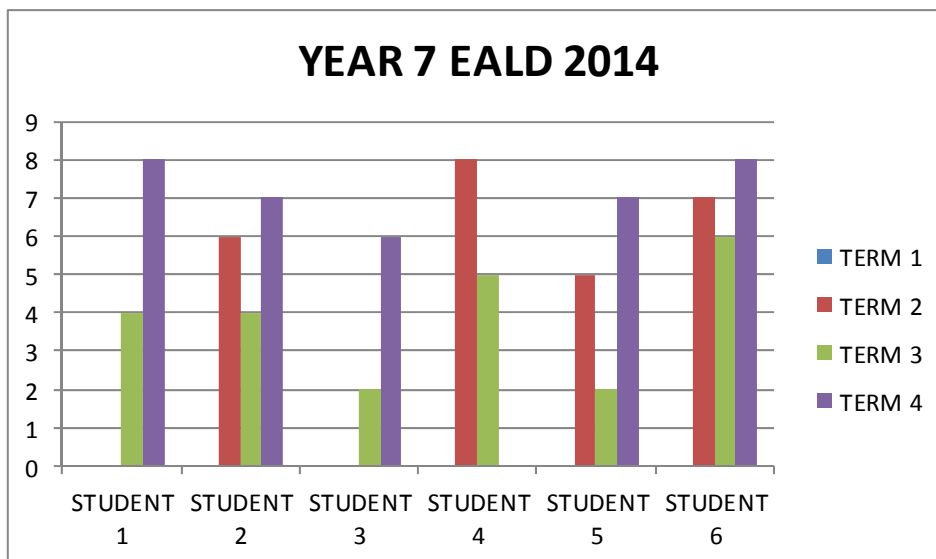
Running Records – Year 7

The graph demonstrates individual growth for these students.



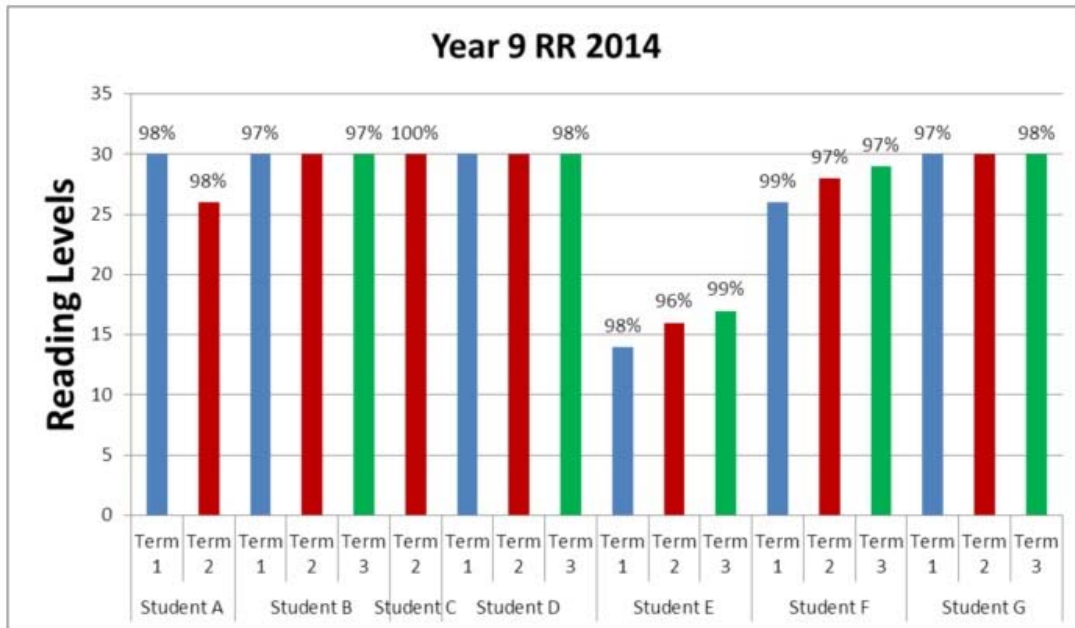
EALD data – Year 7

The graph demonstrates all individual students have excellent growth in their writing samples through the year.



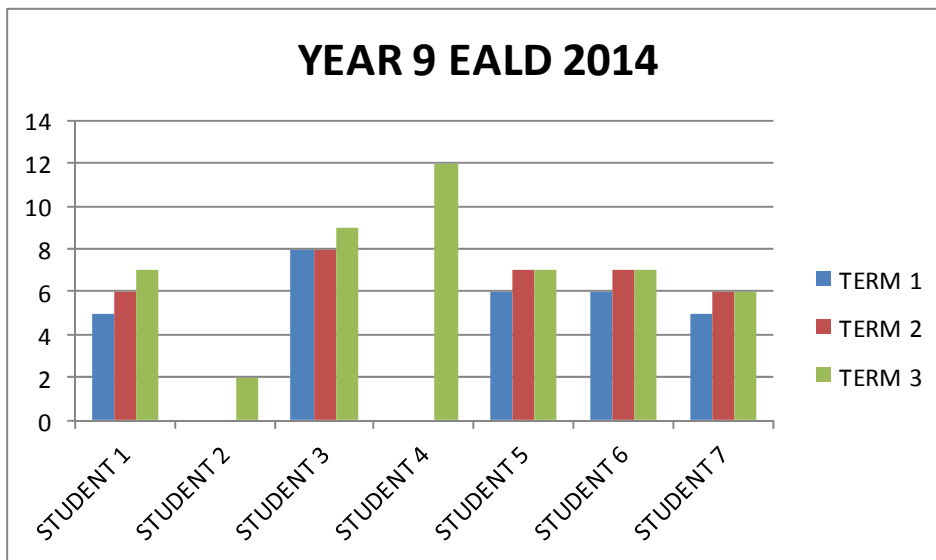
Running Records Data – Year 9

The graph demonstrates the individual growth for the students.



EALD Data – Year 9

The table demonstrates individual students have achieved excellent growth in their writing samples through the year.



5.1 NAPLAN

NAPLAN Year 3 – 2014 results:

- Numeracy – 1 student at proficiency band 1 and 2 students at proficiency band 2, *need to be achieving band 4.*
- Reading – all students at proficiency band 1.
- Writing – 1 student at proficiency band 1 and 1 student in band 2 and 1 student in band 3, *need to be achieving band 4*
- Grammar and Punctuation – 2 student at proficiency band1 and 1 student at proficiency band 2, *need to be achieving band 4*

Given our previous growth of data in EALD and Running Records our NAPLAN data indicates disappointment as this is compared with previous year level as this is not the same cohort as the other graph has tracked individual students. Also the NAPLAN data as discussed earlier not only is not tracking individuals but the number of students sitting the test is different for example in year 3 only 3 students sat the test compared to previous years. This is why as a school we analyse each student's data not a collective group to address our targets for the following year. We also have a lot of student movement, for example new students come into the school and previous students move on to other schools.

Student Proficiency Bands

Figure 1: Year 3 Proficiency Bands by Aspect

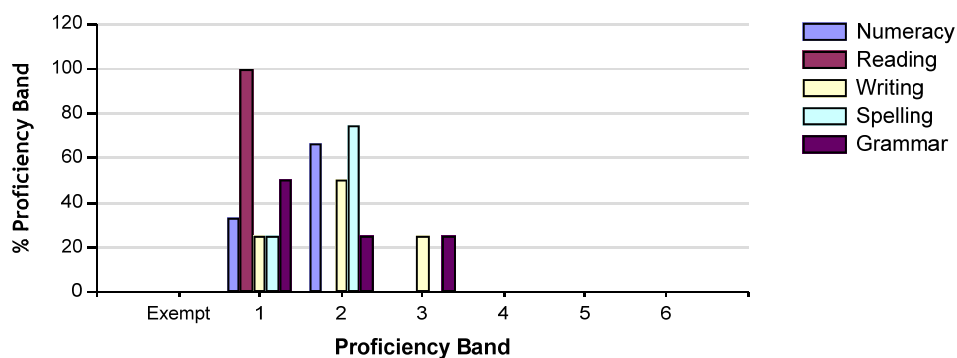


Table 1: Year 3 Proficiency Bands by Aspect

| % Proficiency Band by Test Aspect | Year 3 | | | | | | |
|-----------------------------------|--------|-------|------|------|---|---|---|
| | Exempt | 1 | 2 | 3 | 4 | 5 | 6 |
| Numeracy | | 33.3 | 66.7 | | | | |
| Reading | | 100.0 | | | | | |
| Writing | | 25.0 | 50.0 | 25.0 | | | |
| Spelling | | 25.0 | 75.0 | | | | |
| Grammar | | 50.0 | 25.0 | 25.0 | | | |

NAPLAN Year 5 – 2014 Results:

- Numeracy – 1 student achieved band 1, 2 students achieved proficiency band 3, 3 students achieved band 4, 2 students achieved band 5. Students need to be achieving band 6.
- Reading – 3 students achieved proficiency band 3 1 student achieved band 4 while 3 students achieved band 5. Students need to be achieving band 6
- Writing – 2 students achieved band 3, 2 students achieved band 4 and 3 students achieved band 5 – this was our best area of growth compared to 2013, however students need to be achieving band 6
- Spelling – 4 students achieved band 4 and 3 students achieved band 5 – this was our best area of growth compared to previous years, however students' needs to be achieving band 6 proficiency.

- Grammar and punctuation – 1 student achieved proficiency band 3, 5 students achieved band 4, while 1 student achieved band 5, students need to be achieving band 6

The results for the year 5 cohort were more consistent as they were a group that had not moved out of the school and had been at our site since junior primary.

Figure 2: Year 5 Proficiency Bands by Aspect

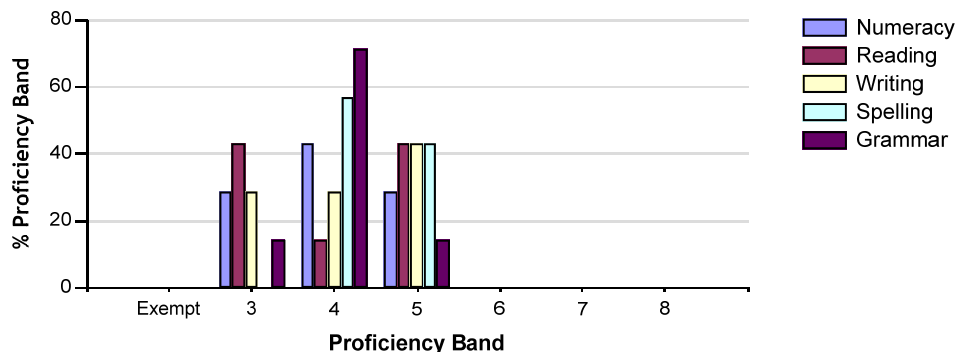


Table 2: Year 5 Proficiency Bands by Aspect

| % Proficiency Band by Test Aspect | Year 5 | | | | | | |
|-----------------------------------|--------|------|------|------|---|---|---|
| | Exempt | 3 | 4 | 5 | 6 | 7 | 8 |
| Numeracy | | 28.6 | 42.9 | 28.6 | | | |
| Reading | | 42.9 | 14.3 | 42.9 | | | |
| Writing | | 28.6 | 28.6 | 42.9 | | | |
| Spelling | | | 57.1 | 42.9 | | | |
| Grammar | | 14.3 | 71.4 | 14.3 | | | |

NAPLAN Year 7 – 2014 Results:

- Numeracy – 1 student achieved band 4, 2 students achieved band 5, 1 student achieved band 6 and 1 student achieved band 7. Students need to be achieving proficiency band 7 – **this was our best achievement by far compared to 2013 where all students only achieved band 4.**
- Reading – 1 student achieved band 4, 3 students achieved band 5 and **1 student achieved band 8.** Students need to achieve proficiency band 7 – **this is again better growth than the previous year.**
- Writing – 2 students achieved band 4, 1 student achieved band 5, 1 students achieved band 6 and **1 student achieved band 8.** Students need to achieve proficiency band 7 – in **2013 100% of students only achieved band 4.**
- Spelling – 2 students achieved band 4, 1 student achieved band 5, 1 student achieved band 6 and **1 student achieved band 9.** Students need to be achieving proficiency band 7 – **Again exceptional growth compared to 2013 Naplan data.**
- Grammar and Punctuation – 1 student achieved band 4, 3 students achieved band 5 and **1 student achieved band 9.** Students need to achieve proficiency band 7.
- Students in the Year 7 level were again a small cohort. However students in this cohort had excellent attendance at Naplan and improved in all areas of the testing – this can also be seen in the other data across the site. The Literacy Coach worked with this teacher closely on **Reading & Comprehension with Cue Learning.**

Figure 3: Year 7 Proficiency Bands by Aspect

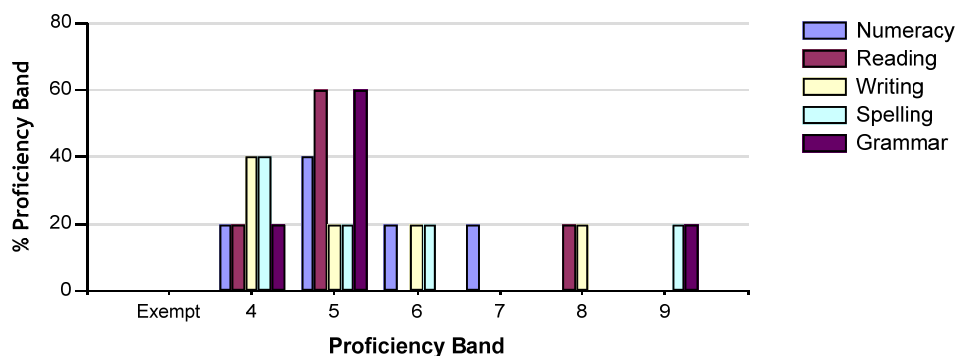


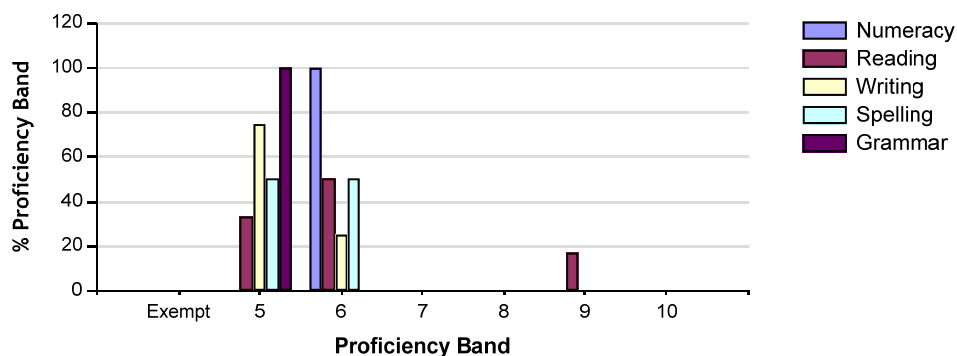
Table 3: Year 7 Proficiency Bands by Aspect

| % Proficiency Band by Test Aspect | Year 7 | | | | | | |
|-----------------------------------|--------|------|------|------|------|------|------|
| | Exempt | 4 | 5 | 6 | 7 | 8 | 9 |
| Numeracy | | 20.0 | 40.0 | 20.0 | 20.0 | | |
| Reading | | 20.0 | 60.0 | | | 20.0 | |
| Writing | | 40.0 | 20.0 | 20.0 | | 20.0 | |
| Spelling | | 40.0 | 20.0 | 20.0 | | | 20.0 |
| Grammar | | 20.0 | 60.0 | | | | 20.0 |

NAPLAN Year 9 – 2014 Results:

- Numeracy – 100% of students achieved proficiency band 6. Students need to be achieving proficiency band 8 – ***in 2013 students only achieved band 4 and a small group band 6, this is a great result.***
- Reading – 2 students achieved band 5 and 2 students achieved band 6. Students need to be achieving proficiency band 8. ***This was a disappointing result as in 2013 we had students meeting benchmark.***
- Writing – 3 students achieved band 5 and 1 student achieved band 6. Students need to be achieving proficiency band 8. ***This was a disappointing result as in 2013 we had students meeting benchmark.***
- Spelling – 2 students achieved band 5 and 2 students achieved band 6. Students need to be achieving proficiency band 8. ***This was a disappointing result as in 2013 we had students meeting benchmark.***
- Grammar and Punctuation – 100% of the students achieved band 5. Students need to be achieving proficiency band 8. ***There was a slight improvement in grammar and punctuation compared to 2013.***

The Naplan data was disappointing as the attendance was also poor for this cohort of students. Other data we collected however did indicate that the student throughout the year had demonstrated good individual growth based on their individual literacy needs. The PAT R data demonstrates the most growth of any year level; this was a result of the Literacy Coach working closely with the teacher on analyzing data and addressing the individual needs of each student.

Figure 4: Year 9 Proficiency Bands by Aspect**Table 4: Year 9 Proficiency Bands by Aspect**

| % Proficiency Band by Test Aspect | Year 9 | | | | | | |
|-----------------------------------|--------|-------|-------|---|---|---|----|
| | Exempt | 5 | 6 | 7 | 8 | 9 | 10 |
| Numeracy | | | 100.0 | | | | |
| Reading | | 33.3 | 50.0 | | | | |
| Writing | | 75.0 | 25.0 | | | | |
| Spelling | | 50.0 | 50.0 | | | | |
| Grammar | | 100.0 | | | | | |

5.2 Senior Secondary

STUDENT ACHIEVEMENT IN ALTERNATIVE PATHWAYS 2014

VET:

| CERTIFICATE | Number of Students | Completed Certificate | SBA /SBT | Returned to school | Apprenticeship | TAFE/Uni | Employment | Withdrawn | FLO Program | Seeking Employment | Other |
|------------------------------------|--------------------|-----------------------|----------|--------------------|----------------|----------|------------|-----------|-------------|--------------------|-------|
| Competences Auto Certificate 1 | 1 | | | 1 | | | | | | | |
| Certificate 1 Construction partial | 7 | 7 | | 7 | | | | | | | |
| First Aid Certificate | 7 | 7 | | 7 | | | | | 1 | | |
| Cert I Hair and Beauty | 1 | 1 | | | | 4 | | | | | |
| Work Experience | 7 | 7 | | 6 | | | | | 2 | | |
| TGSS Certificate 3 Construction | 1 | | | 1 | | | | | | | |
| Cert II Financial Services | 1 | | 1 | 1 | | 1 | | | | | |
| Cert II Warehouse | 5 | | | | | | | | | | |
| Cert II IT | 1 | | | | | | | | | | |
| ESD I | 2 | | | | | | | | | | |
| TOTAL | 12 | 12 | 1 | 12 | | 2 | | | 3 | | |

- students participated in VET courses, however, some participated in more than one course therefore the total is different.
- The tracking of VET students and record keeping has become more accurate.
- Data indicates that students from Yr. 10-12 participated in 5 different Industry areas.
- 11 students from Year 9-11 participated in Vet courses.
- Two Year 10 students successfully completed their PLP which included ESD 1.
- Some students did short courses that meant they did not complete the certificates but passed the competencies they participated in.
- 1 Student commenced a School Based Traineeship and completed at the end of 2014.
- KPS has low numbers of students and Data shows a high proportion of students participated in VET courses.

Year 12 Students Undertaking Vocational or Trade Training

In 2014 we had 2 student's complete year 12 and achieved their SACE successfully

6. STUDENT DATA

6.1 Attendance

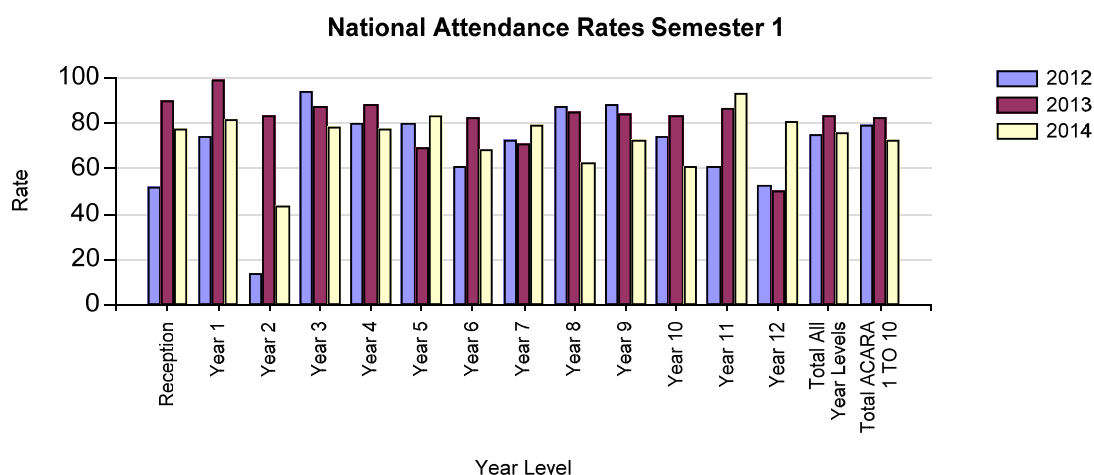


Table 12: Attendance by Year Level

| Attendance by Year Level | % Attendance | | |
|--------------------------|--------------|------|------|
| | 2012 | 2013 | 2014 |
| Reception | 52.0 | 90.2 | 77.7 |
| Year 1 | 74.6 | 99.0 | 81.8 |
| Year 2 | 13.6 | 83.7 | 43.7 |
| Year 3 | 94.3 | 87.2 | 78.5 |
| Year 4 | 80.1 | 88.3 | 78.1 |
| Year 5 | 80.4 | 69.7 | 83.6 |
| Year 6 | 61.5 | 82.9 | 68.2 |
| Year 7 | 72.8 | 70.9 | 79.6 |
| Year 8 | 87.2 | 85.5 | 63.2 |
| Year 9 | 88.2 | 84.6 | 72.8 |
| Year 10 | 74.4 | 83.5 | 61.3 |
| Year 11 | 61.5 | 86.8 | 93.5 |
| Year 12 | 53.2 | 50.4 | 81.2 |
| Total All Year Levels | 75.0 | 83.2 | 75.7 |
| Total ACARA 1 TO 10 | 79.0 | 82.3 | 72.5 |

Attendance was affected by siblings from a small number of families who were enrolled across other year levels (R, 1, 2, 3, 4 and 6). The following reasons for attendance to decrease: transiency, interstate visitors and Aboriginal Cultural diversity.

6.2 Destination

| Leave Reason | 2013 | | | |
|---------------------------|--------|-------|-------|-------|
| | School | | Index | DECD |
| | No | % | % | % |
| Employment | | | 1.7% | 3.0% |
| Interstate/Overseas | 17 | 39.5% | 9.6% | 10.1% |
| Other | | | 3.5% | 1.4% |
| Seeking Employment | | | 3.9% | 3.6% |
| Tertiary/TAFE/Training | 1 | 2.3% | 2.4% | 4.6% |
| Transfer to Non-Govt Schl | 1 | 2.3% | 4.4% | 9.7% |
| Transfer to SA Govt Schl | 21 | 48.8% | 54.8% | 47.4% |
| Unknown | 3 | 7.0% | 19.8% | 20.1% |

7. CLIENT OPINION

Unfortunately the client opinion surveys were not undertaken therefore we are not able to comment.

8. ACCOUNTABILITY

8.1 Behaviour Management

There has been an increase in violent suspensions due to changes in staffing therefore TRT's were replacing teaching staff, however were not experienced working in a category 1 school. Our school Counsellor transferred. Due to the small cohort, these suspensions relate to 3 male and 4 female students only.

Staff continued to implement our site's Aboriginal Cultural Framework for wellbeing and engagement; this will take into account Aboriginal perspectives across the curriculum and Aboriginal

Review of the student behavior management policy for classes and yard behavior was undertaken and this provided targeted professional learning for all staff, including beginning teachers in the SBM processes

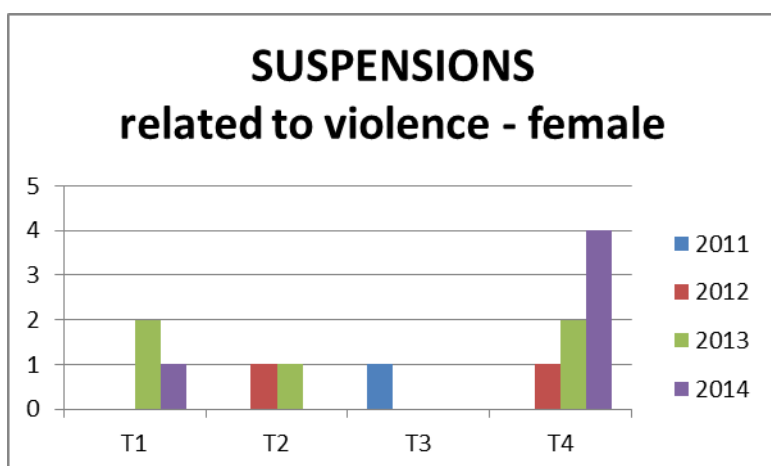
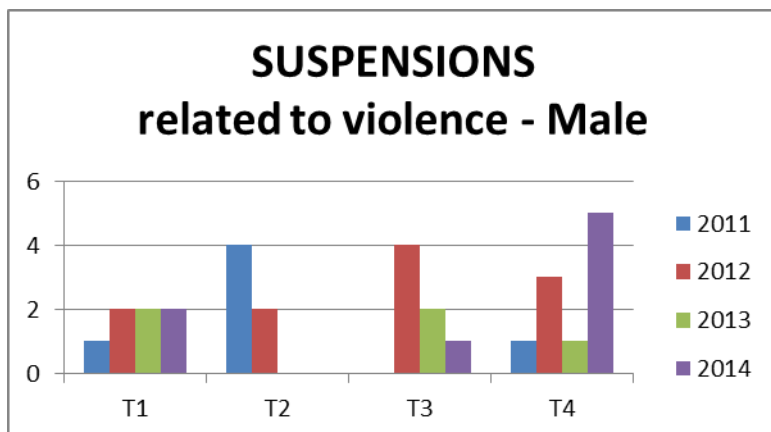
Number of Suspensions related to violence

MALES

| | T1 | T2 | T3 | T4 |
|------|----|----|----|----|
| 2011 | 1 | 4 | 0 | 1 |
| 2012 | 2 | 2 | 4 | 3 |
| 2013 | 2 | 0 | 2 | 1 |
| 2014 | 2 | 0 | 1 | 5 |

FEMALES

| | T1 | T2 | T3 | T4 |
|------|----|----|----|----|
| 2011 | 0 | 0 | 1 | 0 |
| 2012 | 0 | 1 | 0 | 1 |
| 2013 | 2 | 1 | 0 | 2 |
| 2014 | 1 | 0 | 0 | 4 |



8.2 Relevant History Screening (*formerly Criminal History Screening*)

The screening and suitability - child safety policy DECD 13/1696 was implemented as mandatory screening and suitability processes are followed prior to and during the engagement of persons within our site. These processes are applied for the protection of children and young people.

Appropriate register with records are kept and maintained that comply with the above policy. That all persons engaged with our site including Governing Council meet the screening and suitability requirements and these are monitored for compliance expectations. That performance management processes are undertaken including documentation and records are maintained.

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.

| Qualification Level | Number of Qualifications |
|------------------------------|--------------------------|
| Bachelor Degrees or Diplomas | 19 |
| Post Graduate Qualifications | 13 |

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

| Workforce Composition | Teaching Staff | | Non-Teaching Staff | |
|-----------------------|----------------|----------------|--------------------|----------------|
| | Indigenous | Non Indigenous | Indigenous | Non Indigenous |
| Full-time Equivalents | 2 | 8 | 3.48 | 3.88 |
| Persons | 2 | 8 | 4 | 5 |

9. FINANCIAL STATEMENT**Income by Funding Source**

| | Funding Source | Amount |
|---|----------------------|--------|
| 1 | Grants: State | 1675k |
| 2 | Grants: Commonwealth | 81k |
| 3 | Parent Contributions | 18k |
| 4 | Other | 28k |