



Karoonda Area School and Karoonda Preschool

2021 annual report to the community

Karoonda Area School Number: 0756

Karoonda Preschool Number: 1589

Partnership: Coorong & Mallee

Signature

School principal:

Mr Mike Clark

Governing council chair:

Ms Skye Hayes

Date of endorsement:

18 March 2022



Government
of South Australia

Department for Education

Context and highlights for the combined site

Once again the school year commenced under the shadow of COVID-19. It impacted a number of activities and learning opportunities which needed to be postponed or in extreme circumstances cancelled. The impact of the restrictions upon visitors to the site was felt by staff and students alike, which resulted in the need to be creative to overcome or address these circumstances.

Staff and students demonstrated their resilience and persistence despite COVID-19 to achieve many positive outcomes across a range of areas. Quality education programs continued to be provided for students, as well as many extra-curricula activities which deepened and broadened knowledge.

Our enrolments continued to remain reasonably stable, as we are in an area where the population is fairly settled. We have continued to attract students from slightly outside of our zone which has led to us maintaining our enrolments. KAS commenced the Year with 8 Pre-School students and 131 Year Reception to Twelve students.

Our extra-curricula and school community events were impacted initially, however many of these were able to occur in some form. Obviously this led to highly intense workloads at times due condensed available time.

Camps, Farm Fair, Choir, Children's University, Sports Day, Presentation Night, Mini-Show Day, Swimming Lessons, Interschool Sports Competitions were all able to occur within limited time-frames.

We did have some achievements which warrant recognition:

- * For the second year in a row our Tech Girls Teams demonstrated their ingenuity and problem solving capacities to successfully win state and regional awards.

- * Our two Lego League teams once again took all before them. Both teams were selected to represent South Australia at the National Championships with one team WINNING a National Award but both teams represented themselves, KAS and their state with distinction.

- * Our Agri-Futures Program, for the second year demonstrated the creativity and ingenuity of our students to identify issues which presented in agricultural industries and possible solutions to address these. These were presented to a national audience.

- * Our Arts Showcase which celebrated visual and performing arts but also provided an opportunity for some of our students to demonstrate their learning and creativity with technology.

- * Once again the Children's University Program allowed our students to get credit for the many community based activities they are involved in.

Obviously there were many 'Academic' achievements as well. Our Site Improvement Plan Targets continued to largely be met. Outstanding NAPLAN and SACE Results continue to be a feature of Karoonda Area School. Of particular note on an individual basis was the achievement of Raine Watts who achieved an ATAR of 98.05 and also achieving two merits in SACE Stage 2 subjects, a testament to his dedication and level of effort.

Other significant facility achievements were:

- * Replacement of the Air Conditioning Units in the main building.

- * Repairs after our second flooding incident in two years.

- * Final completion of pool works

- * Construction of a new storage shed in spare parts play area.

Being the second year of major disruption around flooding and COVID-19 these achievements are even more meritorious.

Governing council report

As with last year, the teachers and staff at Karoonda Area School demonstrated great resilience in the face of adversity with the continual challenges presented by COVID-19 and the flooding that happened for the second time in as many years. The school also utilised technology in new ways to help families remain connected with the school.

Despite such challenges, it is evident that students continue to be well supported by the Karoonda Area School community with the achievement of excellent academic results in both the junior and senior schools and the continued achievement of the goals within the Site Improvement Plan.

Many students also embraced the opportunities provided through other endeavours. Most notably, a big congratulations the Tech Girls team who took out the state award for the second year in a row for designing an app to support the community, along with the Lego League Comets who received a national award for demonstrating Core Values.

Students also demonstrated their breadth of skills through representation for numerous sports and participation in Children's University, as well as various agricultural competitions at the national and state level.

It was also exciting to see students move out of the classroom to take their first water safety lessons in the new swimming pool. This great new facility has been well utilised by both the school and the wider Karoonda community.

I would like to thank each of the governing council representatives for their continued efforts in supporting the school with passion and dedication to ensuring our students have the best opportunities for education. The additional challenges of the year meant that we continued to experiment with technology, which is not always an easy task in a regional area! Our representatives all bring different skills and views to the table and have contributed significantly to Karoonda Area School.

On behalf of governing council, I would like to thank Mike Clark for his strong leadership in cultivating a school with inspiring educators and engaged students. I would also like to thank the teachers and support staff who challenge their students and give them opportunities to reach their full potential throughout the year.

Skye Hayes
Governing Council Chairperson

School quality improvement planning

Karoonda Area School has completed its three year planning cycle 2019-2021. During the course of this plan eight of the nine targets were hit as laid out in the plan. Essentially three year levels had data analysed over this period to determine the effectiveness of strategies being utilised.

Some of the strategies used included:

- * Smaller class sizes for the Junior Primary Classes (up to the conclusion of 2020)
- * The introduction and monitoring of Intervention Programs
- * Setting high expectations for all year levels....being clear and consistent about what high achievements was.
- * Regular counselling of students in relation to their goals and support as to how these could be achieved.
- * Publicly celebrating success of achievements in areas other than sport.
- * Where possible involving parents in the education process.
- * Increasing teacher capacity through targeted Training and Development.
- * Utilising the PDP process to focus staff on their identified areas for improvement and to support them through this.
- * The explicitness of goals pertaining to students in different areas of the school.....an expectation of high achievement.
- * Regular reporting to parents through the Newsletter and the Governing Council through their meetings, as to how we were progressing as a school towards achieving our priorities. Maintaining a public focus!

Many other strategies were utilised and this is just a small sample of those which we believed were impactful.

As a consequence of our review processes it has been determined that Writing Improvement and Numeracy need to be the focus of the 2022-2024 Site Improvement Plan. Realistic but ambitious targets have been set over each of the three years as a consequence of data analysis of the cohorts. It is expected that a focus of all lessons will be the communication of explicit learning intentions and success criteria.

As a small school we face the issue of teachers often working in relative isolation. Hopefully with a change in the public health situation we will be able to return to collaborating with 'like teachers' across the partnership to increase knowledge and skills.

NB: In 2021 the school undertook its five yearly Education Standards Board Assessment and demonstrated that it is a safe school which complies with all regulations and delivers a quality educational program.

Preschool quality improvement planning

In contrast to the the school, the Pre-School has a yearly PQIP. This is often developed prior to the new cohort's needs being immediately apparent. As a consequence this at times needs to be modified during the course of Term 1 as the needs of the students become understood. What became evident after the students had arrived at Pre-School was the need for some speech support for individual students. The need was established as a consequence of visits by the Speech Pathologist. The delivery of the recommended program was provided as a result of financial support from the school. Unfortunately funds provided for the Pre-School were not sufficient to allow this.

Our Goal as identified in the PQIP was: To support children's ability to co-construct meaning and reflect on their learning in increasingly complex ways.

We utilised a variety of resources and strategies to assist in the development of this goal but primarily we focused upon intentionally documenting and reflecting upon children's learning. The subsequent discussions/joint reflection with the learner allowed the children to identify areas of strength and perhaps new learning. These artefacts allowed the educator to consider planned learning activities to promote future learning.

Highlighted Actions Were:

- * Educator increased her knowledge of utilising an inquiry based approach through the usage of the Literacy Guidebook, Jane Lemon Training and Development Sessions, professional discussions with other Pre-School teachers and utilisation of LDAR Resources.
- * The exploration of effective methods for documenting and monitoring teaching and learning progress. Methods used included digital records (film, photo etc), individual journals and various artefacts which the children produced.
- * To research/develop a plan to introduce a floorbook which increased shared reflection and modelled reflection and where to next. ECA hub webinars supported this together with Clare Warden resources.
- * To share learning with families and provide opportunities for learning input. We utilised Child Profile questionnaires, Pre-School Newsletters, the Pre-School Facebook page, individual discussions with parents and some of the other actions mentioned above.

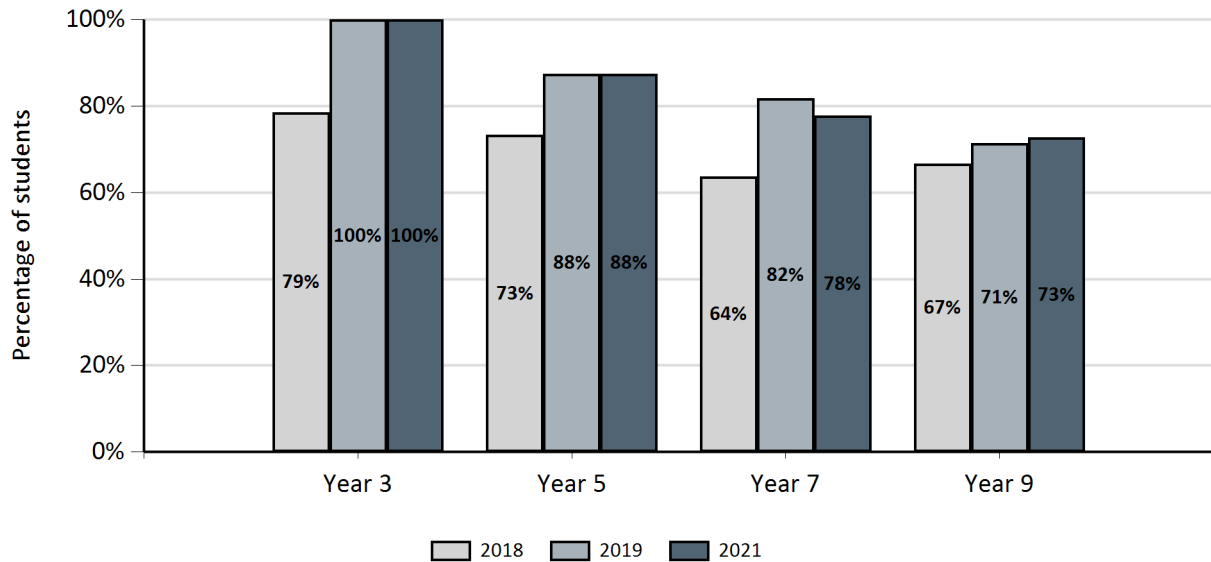
2021 was another challenging year for the Karoonda Pre-School Community, where COVID-19 impacted on our ability in some areas. However our learners made excellent progress and the transition visits indicate that most students will be immediately very successful in their transition into the KAS Reception Class. A challenging but successful year.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

Reading

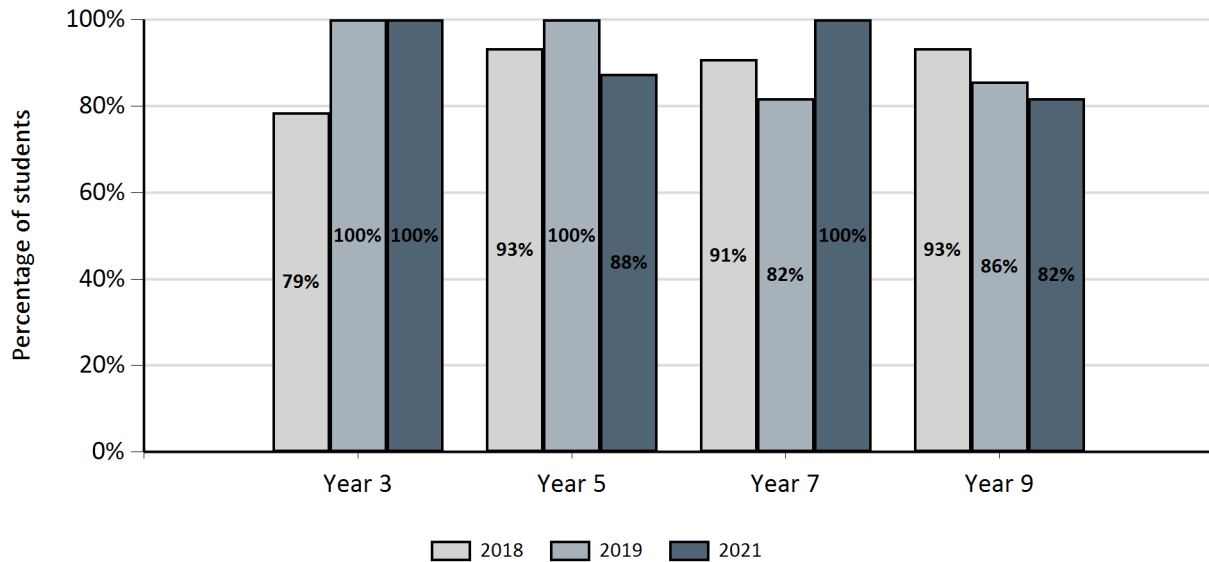


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN progress

The data below represents the growth of students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	*	*	60%	34%
Middle progress group	75%	67%	*	48%
Lower progress group	*	*	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	*	67%	*	34%
Middle progress group	*	*	60%	48%
Lower progress group	*	*	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2021	14	14	7	7	50%	50%
Year 3 2019-2021 Average	11.5	11.5	5.0	6.0	43%	52%
Year 5 2021	8	8	2	3	25%	38%
Year 5 2019-2021 Average	8.0	8.0	1.5	2.0	19%	25%
Year 7 2021	9	9	0	5	0%	56%
Year 7 2019-2021 Average	10.0	10.0	0.5	4.0	5%	40%
Year 9 2021	11	11	2	2	18%	18%
Year 9 2019-2021 Average	9.0	9.0	1.0	1.5	11%	17%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

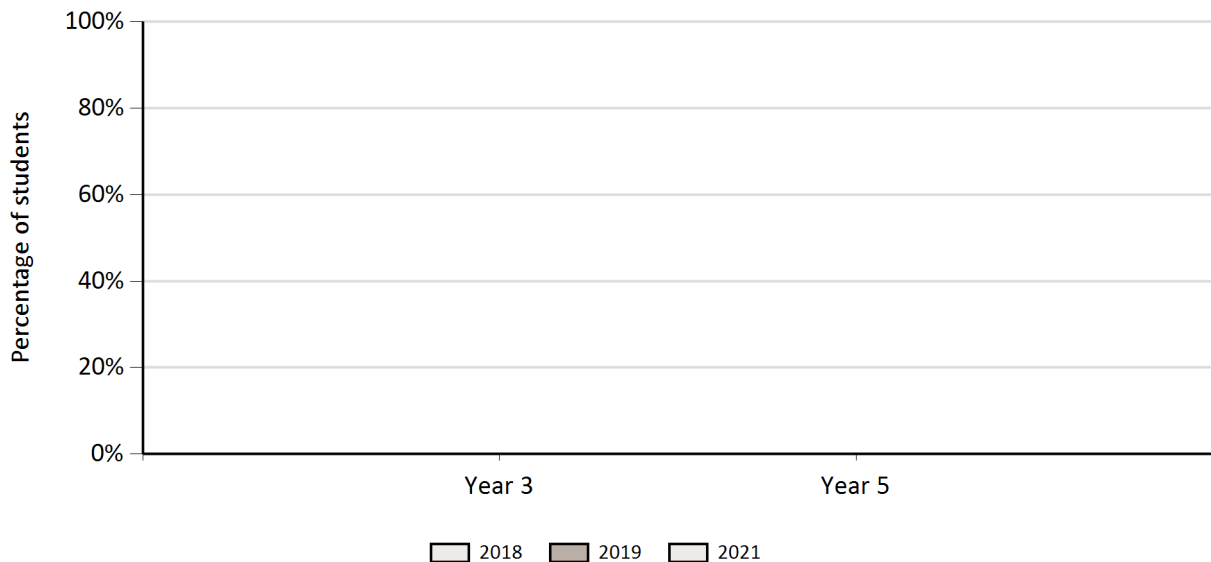
[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading



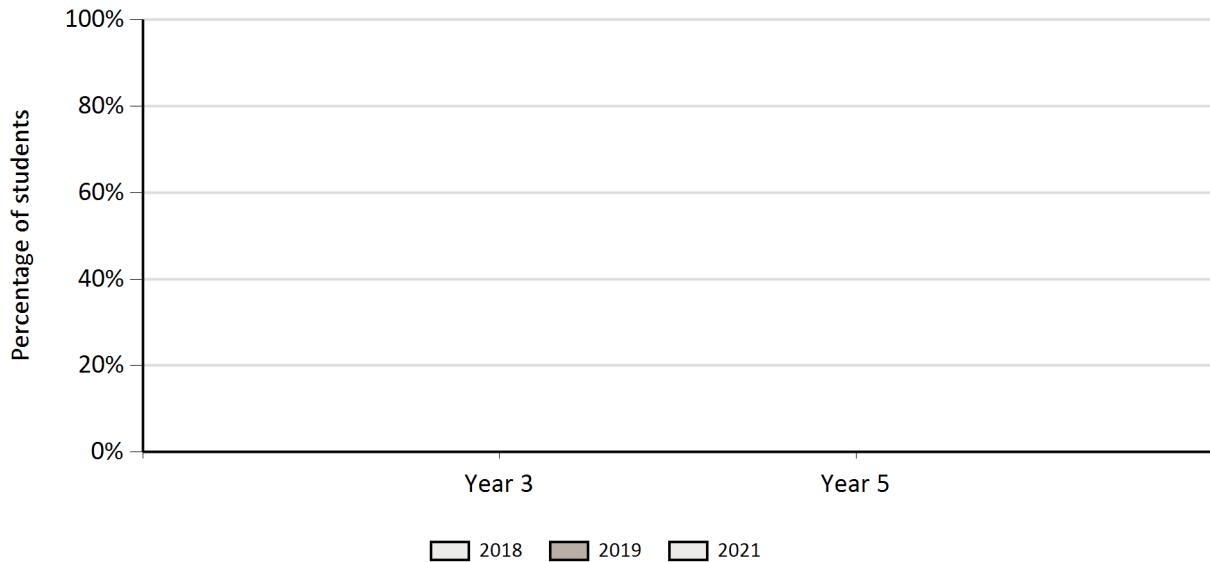
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	State (average)
Upper progress group	*	25%
Middle progress group	*	49%
Lower progress group	*	26%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Data only includes results for Aboriginal students.

Numeracy

NAPLAN progression	Year 3-5	State (average)
Upper progress group	*	22%
Middle progress group	*	51%
Lower progress group	*	27%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Data only includes results for Aboriginal students.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*
Year 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*
Year 9 2021	*	*	*	*	*	*
Year 9 2019-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2021: Data Informed Planning

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

All four students were provided with additional support to further their progress. This took the form of SSO Support for emotional and academic learning.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

All students met SEA and averaged Grades at or above a 'C' Grade, with many 'B' Grades or higher achieved.....these grades were borne out through external assessments such as PAT, Running Records etc. Our Aboriginal Learners are viewed as being successfully academically within the Karoonda context. Our Governing Council Chair-Person is a parent of three of these students.

South Australian Certificate of Education - SACE

SACE Stage 2 Grades – Percentage of grades that are C- or above for attempted SACE subjects (SEA)

2018	2019	2020	2021
100%	100%	100%	100%

SACE Stage 2 grade distribution

Grade	2018	2019	2020	2021
A+	*	0%	*	5%
A	*	22%	*	5%
A-	*	17%	*	14%
B+	*	22%	*	0%
B	*	13%	*	27%
B-	*	13%	*	10%
C+	*	9%	*	0%
C	*	4%	*	10%
C-	*	0%	*	0%
D+	*	0%	*	0%
D	*	0%	*	0%
D-	*	0%	*	0%
E+	*	0%	*	0%
E	*	0%	*	0%
E-	*	0%	*	0%
N	*	0%	*	0%

Data Source: SACE Schools Data reports, extracted February 2021

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE in October that year

2018	2019	2020	2021
*	100%	*	88%

Data Source: SACE Schools Data reports, extracted February 2021

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2018	2019	2020	2017
Percentage of year 12 students undertaking vocational training or trade training	25%	20%	33%	60%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	100%	100%	100%	89%

2021
28%
88%

School performance comment

Karoonda Area School has once again demonstrated that it provides a quality educational program for its students. Our SIP set some ambitious but high targets, the vast majority of which were met.

1. Year 3 Reading Target for NAPLAN, 50% to achieve high band with 85% achieving SEA.

Target achieved with 100% achieving SEA.

2. Year 5 PATM Target was that 85% to achieve SEA with 55% achieving high band.

Target partially met, SEA achieved but one student short in high band.

3. SACE Target was for 18% of grades achieved to be A- or higher.

Target achieved with 24% of Grades being A- or higher.

Other NAPLAN Results:

The 2021 NAPLAN Results were particularly pleasing. A comparison of results over the previous 8 Years (records available) showed that the 2021 results were the highest recorded in 10 of the 16 assessed areas. Of particular significance was the progress of the Year 9 group in progressing their reading and the Year 7 group in progressing their numeracy. The other pleasing result occurred in Year 7 Numeracy where 56% of students achieved high band results. The results also showed that in 6 out of 8 areas the results were better than in 2019. Obviously these results can vary from cohort to cohort but the overall trend score relating to school improvement shows that the school's result has trended upward for the last 3 to 4 years.

Not evident in this data is the NAPLAN Writing Result, whilst it was very good it did score lower than all other areas, hence it will be a priority within the next Site Improvement Plan.

Other SACE Results:

The 2021 SACE results were very pleasing!

90% of Grades were at a B- level or higher, with 100% being at at least a C . High expectations were set and this cohort of students worked hard to achieve their goals. All graduating Year 12 students were either employed upon graduation or accepted to undertake further education at a tertiary level. Students are encouraged to follow their passion at Year 11 and 12 level, with open access opportunities being provided to all students wishing to study subjects not able to be provided at KAS through the Open Access College.

Running Records:

Whilst Running Records are potentially being phased out by the Department results were still recorded for 2021.

Our Year 2 results were pleasing with all students (100%) meeting SEA with 69% of Year 1 students achieving SEA at the same time. The Year 1 group had previously been identified as a cohort who required extra support, as a consequence the Initialit Program was implemented as a new initiative in 2021. Preliminary results have shown that this program is having a positive impact.

Student Well Being:

The Annual Student Well Being Survey was conducted in 2021. The results showed that the majority of students were positive about their schooling and the support they receive. The survey results were slightly down in some areas in particular those which could be linked with connectedness. COVID-19 is a possible explanation for this due to the cancellation of some school and community events.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2018 centre	96.2%	86.0%	94.9%	95.3%
2019 centre	97.9%	94.9%	66.0%	89.1%
2020 centre	90.0%		90.6%	96.8%
2021 centre	97.2%	98.8%	91.9%	80.5%
2018 state	90.8%	88.4%	88.0%	88.2%
2019 state	90.8%	88.2%	86.9%	87.6%
2020 state	89.8%	73.0%	86.3%	87.0%
2021 state	88.6%	86.5%	88.4%	85.0%

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy.

Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

*Note: Term 2 2020 data may not be available for all preschools.

School attendance

Year level	2018	2019	2020	2021
Reception	88.9%	91.3%	88.0%	93.2%
Year 1	89.8%	91.1%	88.7%	91.4%
Year 2	93.9%	94.9%	90.2%	92.9%
Year 3	91.8%	94.7%	87.1%	92.9%
Year 4	93.8%	93.2%	94.4%	90.8%
Year 5	94.3%	92.0%	90.3%	92.5%
Year 6	89.9%	95.7%	93.0%	91.8%
Year 7	91.0%	92.0%	93.2%	92.3%
Year 8	89.0%	96.9%	92.0%	94.5%
Year 9	92.2%	96.4%	92.1%	81.6%
Year 10	84.5%	89.4%	92.8%	88.9%
Year 11	89.5%	89.8%	79.6%	93.1%
Year 12	91.2%	92.5%	91.0%	86.5%
Total	91.1%	93.0%	90.1%	91.0%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Attendance was slightly below the long term average. As a consequence of COVID-19 we had instances where parents have expressed a concern around a student's or a vulnerable family member's health and have chosen to keep their children home for a period. Where possible the school and class teacher have supported students in this situation. This certainly had an impact on our attendance rate as absences were for longer periods of time than those that would have been normal around illness.

As a remote country school we also experience absenteeism as a consequence of the lack of services available in Karoonda and at Murray Bridge. Many of families need to travel to Adelaide to access these specialist services and as most of our students travel to school by bus it is difficult for parents to arrange before and after school supervision for their children. As a consequence, often the whole family travels to Adelaide etc resulting in increased absenteeism.

A final group which contributes to this data is a very small group of disengaged students in the year 9/10 cohort. These students despite our best efforts do not see the value of schooling, they are looking towards employment.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2018	8	8	8	9
2019	10	10	10	11
2020	8	N/A	8	7
2021	8	8	8	8

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.

Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.

Term 2 2020 data may not be available for all preschools.

Behaviour support comment

The vast majority of Karoonda Area School Students abide by the school's behaviour code. Numbers of total behaviour incidents were down in comparison to previous years. Obviously the cohorts of students impacts on this but also continuity of staffing. With only one new staff member in 2021 the staff/student relationships were largely previously established. Karoonda experiences few instances of inappropriate behaviour in comparison with many schools.

There were however a total of 5 suspensions which was disappointing, 4 students were responsible for these transgressions. The pleasing aspect was that three of the four students learned from these transgressions with no repeat occurring. Students identified through behaviour incidents and 'Bully Audits' were included as part of the 'Whats the Buzz' program in an effort to provide them with other strategies.

Parent opinion survey summary

A Formal Parent Opinion Survey was not conducted.

Governing Council Members act as strong conduits to the community with issues being identified and dealt with regularly.

The school has a culture of addressing concerns or issues expeditiously and as they arise. The many, many positive comments on the School Facebook page are reflective of how the school is held by the vast majority of parents/community members.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2018	2019	2020	2021
756 - Karoonda Area School	100.0%	100.0%	100.0%	100.0%

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.

Data Source: Site Performance Reporting System (SPER), Term 3 2021 collection.

Intended destination from School

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	4	40.0%
PE - PAID EMPLOYMENT IN SA	2	20.0%
PT - ATTENDING PRIVATE TRAINING INSTITUTE IN SA	1	10.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	2	20.0%
VE - ATTENDING VOCATIONAL EDUCATION in SA e.g (TAFE)	1	10.0%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

Destination comment

All children from the Pre-School transitioned successfully into Karoonda Area School. At the conclusion of 2021, 6 secondary students transferred to a school in Murray Bridge.

Relevant history screening

All staff, bus drivers, volunteers, coaches etc have met their requirements in relation to mandatory police checks, working with children checks, Reporting Abuse and Neglect Training etc. Records are kept of this, within the school's administration area.

Qualifications held by the teaching workforce and workforce composition

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	20
Post Graduate Qualifications	3

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who 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

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	13.4	0.0	5.5
Persons	0	15	0	8

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Financial statement

Funding Source	Amount
Grants: State	\$2,676,775
Grants: Commonwealth	\$0
Parent Contributions	\$64,902
Fund Raising	\$17,822
Other	\$0

Data Source: Education Department School Administration System (EDSAS).