



ANNUAL REPORT TO THE SCHOOL COMMUNITY

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Sacred heart Primary School
Yarrawonga

2018

REGISTERED SCHOOL NUMBER: 0401



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Contact Details

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Minimum Standards Attestation

I, Angela Gorman, attest that Sacred Heart Primary School 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 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

May 1 2019

Our School Vision



IDENTITY STATEMENT

*Sacred Heart is a welcoming and respectful Catholic learning community,
always faithful, in the spirit of the Mercy tradition.*

VISION

Sacred Heart strives to:

- Model and teach the teachings of Jesus in our relationships with each other,
our God and our world and to create a sense of hope and social justice.
- Offer a progressive curriculum, in the context of a contemporary society that meets the needs of each person.
- Establish an inclusive community where everyone feels valued and celebrated.
- Develop collaborative partnerships with parents, parish and the wider community.
- Foster a love of learning.
- Provide a child safe environment where all children have the right to be treated with
respect and will be protected from harm.

GRADUATE OUTCOMES

At Sacred Heart we endeavour to create graduates who will:

- Have a strong personal faith
- Are independent, self-directed learners
- Can make informed choices and use their initiative to solve problems
- Are resilient, confident and happy
- Are risk-takers
- Are able to lead with confidence
- Have high level skills in literacy and numeracy
- Can transfer their learning to the world in which they live
- Have social skills, are respectful, accepting and just
- Question and critique, use technology responsibly and competently

School Overview

Sacred Heart Primary School was established by the Sisters of Mercy in 1890 and has been providing a quality Catholic education to families of Yarrawonga and surrounding districts for more than 118 years. Sacred Heart Primary School is a proud contributor to the wider community of Yarrawonga and actively strives to enhance and support these vital links with community.

During 2014 the Sacred Heart School Community finally completed our building program and officially opened our new school in Woods Road, Yarrawonga. The school was officially opened by Mrs Sharman Stone, Federal Member for Murray and The Most Reverend Bishop Leslie Tomlinson; Bishop of Sandhurst.

Sacred Heart is a member of a local education system called Catholic Education Yarrawonga (CEY) and is made up of two schools; Sacred Heart Primary School and Sacred Heart Secondary College. Our role is to assist each campus in working together on common educational issues, policies and the future provision of Catholic Education in our region.

We believe that talents are not simply chanced upon – they should be positively looked for and developed and therefore we provide a wide range of learning experiences in order to give every child an opportunity to strive for their best. I believe Sacred Heart Primary School is a school of distinction – with great pride in its achievements, belief in its students and teaching staff, and a determination to encourage, support and drive to achieve potential.

Principal's Report

Sacred Heart continues to make a lasting impression on the lives of those who are associated with our beautiful school. Many of our successful outcomes are achieved because of the fantastic relationships forged between staff, children and their families. I am extremely proud of the endeavours of our community who work diligently to make our vision become a reality. I'.

I would like to express my thanks to the leadership team for the fabulous work you do. The business of leadership is full-on and at times gruelling. Sacred Hearts leadership continues to be optimistic and resilient, calm in crisis and energetic and positive at all times. This sets a wonderful tone for our school and models great leadership to our community.

As a school Principal, the quality of my staff and the potential we have for making a profound difference in the lives and the learning of the children in our care, has always been and continues to be of paramount importance to me. A key part of my role as Principal and as a member of our leadership team, is to continue to walk alongside, to lead, to model, to support and challenge each and every staff member to grow, both as people and as professionals. Our school relies on staff who are not only very good at what they do, but understand that students learn best, when they are working in a safe, respectful, supportive and creative learning environment. I feel very blessed indeed to work with the calibre of staff I have and as each term goes by, we are seeing the incredible fruits of all our planning, hard work and collaboration

Thank you to the school board. You are an excellent sounding board for all projects we have undertaken and your input and advice has always been valued. Your commitment and dedication to school and parish community of Sacred heart Yarrawonga is much appreciated.

I would also like to take this opportunity to thank and congratulate Mr Dean Carroll for on the wonderful work he has done over the past 6 year as Deputy Principal. Dean stood up to Leadership and the role of Deputy Principal when Sacred Heart transitioned from a very traditional campus to a very new, open learning environment. Moving a school is no easy task - and when staff and students are separated over two campuses it is very difficult to feel and operate as one school. School culture often plummets and requires strong leadership to rebuild, relearn and reignite.

Dean along with Paul Maher worked extremely hard to create a school environment that builds and nurtures positive relationships, a strong sense of belonging and inclusion which are essential for a positive school community to be able to grow and flourish. As I alluded to early this is a huge achievement and has built a very strong foundation for all as we move into the next phase of our school's strategic plan.

Finally, to Father Steve - thank you for level of trust you offer me to fulfil my role. You continued support and interest in our wonderful school and its community is much appreciated.

School Education Board Report

There goes another year in the life of our school children and for those of us on the board a moment to reflect on this years achievements. I have been on the board for three years now, with this being my first as board chair. Previous to this I had been on the P&F committee and I would implore parents who are considering either of these groups to please give it a go. It provides a valuable opportunity to work with and support the dedicated and highly motivated staff we are blessed with here at Sacred Heart Primary School.

Our year started with Arn and me attending the opening mass for the Principal and School Board Chair at St Mels in Shepparton. This was a really good opportunity to meet others and appreciate we are a part of a larger community and gave a unique opportunity start the year at a sharing the event with the Sacred Heart College Principal and the College Board Chair. A highlight during the evening was the very inspiring speaker Bart Walsh talking about his personal experience overcoming a very aggressive bone cancer as a child and subsequent lessons on resilience he has learnt along the way. He was a true example of a hope filled young person; educated at St Kieran's PS, then Galen College Wangaratta and on a number of occasions he referred to his teachers and school life as having a significant impact on his positive resilient attitude.

As a board we began the year with Gabby Downie (CEO Principal Consultant) who spoke to us about school board formation, the expectations and outcomes required of the board, which has guided us this year.

We had the fantastic opportunity to send a parent rep, Christine Martin, principal Arm Gorman and Teacher Dan Bolton to Santa Fe. This was a great opportunity for our school as it has provided those that participated with new perspectives and a deeper understanding of family engagement with school. Parent/family/community engagement continues to be an agenda item and we are working with good outcomes. There have been Parent and Community engagement forums and through these we have developed priority areas to work on into the New Year. Communication is currently the focus.

We have seen the start and completion of the Leadership Centre with the fortunate year 5 and 6s now installed in their new, purpose built surrounds. We are working with Jenny Kjar on the Landscape design.

Parking has been and will continue to be a hot topic and we have been supporting the work Arn and the staff has done to ensure the safety of our children particularly during the school build.

We are looking strategically at ways we might improve parking in and around our school.

As part of the child safe policy we have installed the Code of Conduct (for parents) and continue to review and endorse school policy as required.

I would like to acknowledge and thank P&F (parents and friends) committee for their time and work fundraising. They do a fantastic job raising finance and promoting the social fabric of our parent community.

I wish to thank my fellow Board members who give up their valuable time to be involved in another capacity for the advancement of our school. It is a privilege to work alongside you all.

Kind Regards, Amanda Mansfield

Education in Faith

Goals & Intended Outcomes

- Enrich Staff knowledge of Scripture & Spirituality
- Identify a process for teaching staff to obtain: Accreditation to Teach in a Catholic School
Accreditation to teach Religious Education

Achievements

Meditation is found in all religious traditions. In Christianity, it is the heart of the contemplative teaching of Jesus on prayer. One of the most significant developments in our school is in our use of Christian Meditation and the way in which our students and staff are embracing this form of prayer. Meditation, in the Christian tradition, is often called the prayer of the heart. Our set purpose at Sacred Heart has and continues to be helping children build a loving relationship with Jesus. Through Christian Meditation, our students have been afforded the opportunity to be silent and *experience God in the silence*. We now Meditate as a whole school on Tuesday and Wednesday mornings and staff gather once a week to meditate together

This Year we were able to send Jen Sagidak and Kate James on the Yingadi Immersion. Attending the immersion gave us (our School as well as Jen & Kate) the opportunity to not only deepen our understanding of 'Story' - the People, the Land and Spirit, but the privilege of immersing ourselves in the 'Sacredness' of this experience. In building our own personal capacities allows us to authentically embed appropriate activities and attitudes into our school culture that recognises the importance of the Aboriginal and ATSI communities to our past, present and future.

This year we have also had the privilege of Rev. Father Stephen Bohan lead 3 of our staff meetings deepening our understanding Church traditions and Scripture. The topics covered this year have been Sacraments, John's Gospel and the Story behind the Mass. Steve's knowledge has been a wonderful way to build our staffs collective understanding and also their confidence in their own knowledge of the daily rituals that take place in our school and church.

This year we have had 8 teachers taking part in Catholic Accreditation.

VALUE ADDED

- Liturgical Celebrations - Family, friends and parishioners continued to support the children at Masses and Reconciliation Liturgies that were held throughout the year. Sacrament Workshops, meetings and special Liturgies were also well supported by parents.
- Spirituality PD - facilitated by Fr Stephen Bohan
- Focus on social justice issues, responding in prayer and action to issues facing our own and wider communities.

- Continue to unpack Catholic Social Teaching during planning and then make connections with social justice actions in RE units.
- CARITAS Support: Project Compassion and CARITAS K's
- Staff accreditation – during the year 3 staff undertook study to become accredited to teach Religious Education
- RE network days
- Indigenous network days
- Fire Carrier Ceremony
- Participation in Reconciliations Mass
- Whole school meditation twice a week
- Staff Meditation once a week

Learning & Teaching

Goals & Intended Outcomes

- Embed a rigorous system of data collection and analysis where evidence is used to monitor and track improvements and progress for individual students and cohorts of students
- Strengthen whole school performance and learning culture. This culture to be characterised by high levels of collective efficacy, optimism, high expectations and success - **Pipeline**
- Preparation and participation in Learning and Teaching Review.

Achievements

As a school this year we have made a significant investment of time finances and professional learning in the development of our 3 'Learning Leaders'. The new leadership structure allows for the development of instructional leadership, greater alignment with learning and teaching and what we are trying to achieve through our strategic and annual action plans. A more systematic and approach to Learning and Teaching- has enabled greater consistency and accountability across all learning centres.

The School Learning and Teaching review took place in early August. The review was a great vehicle for us to evaluate practices and processes currently in place, assess their impact and identify priorities for the next school improvement cycle. Feedback from the review

"The panel thanks the leadership team for the comprehensive description of your learning and teaching journey. We feel privileged to have been invited into your thinking. The team modelled the culture of risk taking and looking critically and reflectively at your own work that you are developing in your staff. The panel would like to acknowledge the honesty of the leadership team and staff.

Thank you for the warm welcome and great hospitality. We appreciated the opportunity for a school tour with student leaders who were articulate, honest and welcoming. These student leaders knew and loved their school. The leadership and staff demonstrate a maturity in understanding the room for growth in relation to the chosen levels. With limited levels the school review instrument does not allow for the school to show their development since the previous review"

Much time has been dedicated to deepening our knowledge of curriculum in order to provide direction for what students learn. This has also been coupled with the implementation of the High Impact Teaching strategies. We know when teachers work together to improve their practice, students learn more. This simple yet powerful idea has been at the heart of our work this year. Time is set aside each Tuesday where teams of teachers collaborate and build collective responsibility for constantly improving their teaching practice and so student learning. One of the challenges for us has been the development of a shared understanding of what excellent practice looks like. While it will not look exactly the same in every classroom, there are some instructional practices that evidence suggests work well in most classrooms.

We have also dedicated much time and learning in developing our knowledge in analysing and using data to inform practice. We have refined our assessment schedule so ensure there is we are able to effectively track our student's growth and at the same time provide teachers with curriculum-relevant information Therefore helping teachers to see data as something that informs teaching and learning, rather than as a reflection of the capability of individual students and labelling.

This year also saw the change over from Students with Disability funding (SWD) to the National consistent collection of data. As a school, we have the obligation to ensure all students with a disability

are able to have access to all aspects of school life on the same basis as students without a disability. Nada Nolen and Janine Buerckner and all staff have put in an enormous amount of work to ensure appropriate adjustments and detailed evidence had been put in place.

STUDENT LEARNING OUTCOMES

Year 3 NAPLAN data saw a positive gain in students meeting National Minimum standards. With 100% of students meeting the standards in Numeracy and 95% + in all other areas of the assessment. We have seen gains in all areas of the Naplan assessment area over the past 3 years except Writing and grammar and Punctuation. This supports our Strategic plan with Writing being the key focus over the next couple of years.

Although the majority of our students are reaching the minimum standards, the areas of growth with writing, Grammar and Punctuation and Spelling showing a downward trend.

Pastoral Wellbeing

Goals & Intended Outcomes

- Develop and implement a whole school approach to a social and emotional curriculum which promotes positive feelings of wellbeing, resilience and connectedness
- Continue the ongoing development of the school as a vibrant learning community involving strong partnerships between the school, students, parents and the broader community
- Continue to develop a Child Safe culture.

Achievements

In response to our trip to Santa Fe much has taken place to as a school community we have worked hard in finding ways to engage with community. We held an open community forum led by school board Community Engagement Christine Martin where many organisations such as Yarrawonga Health, Rotary, Parents, Sporting clubs were present. George Otero facilitated conversations on how we can better our relationships beyond our school gate to improve the learning outcomes of students. We have also been part of many conversation and discussion where all 3 schools (Sacred Heart Primary, College and P-12) met to discuss how we can work together to ensure all children have access to a great education. We are proud of our achievements and future plans in building a Hope Filled Community where all parent, student and community feel connected

Students displaying challenging behaviours in school is not new, but the complexity of those problem behaviours tend to increase if the responses used are not effectively coordinated at a schoolwide level, and are not grounded in evidence based interventions. This year we have worked with Dan Petro, Behaviour Analyst. During his workshops, the PBIS team were provided with evidence based approaches to strengthen our skills in working with all students. We have seen much improvement in our student's behaviour and the consistency in our approach in dealing with behaviour.

Critical incident training was attended by Nada Nolan, Meegan McInness and Arn Gorman. In the aftermath of a serious event, schools are commonly overwhelmed by the strong emotional responses of the school community. It is essential for us to have a well- trained Critical Incident Management Team to enhance our school's capacity to respond to a difficult event, moving towards stabilisation and order, in a sensitive and pastoral way

2018 also saw the introduction of the Respectful Relationship Program. Respectful Relationships supports schools and early childhood settings to promote and model respect, positive attitudes and behaviours. It teaches our children how to build healthy relationships, resilience and confidence. Professional Learning was attended by Dean Carroll, Patrice Goldman and Kate James. Taking a whole-school approach is about embedding a culture of respect and equality across an entire school community, from our classrooms to staffroom, sporting fields, fetes and social events. This approach leads to positive impacts on students' academic outcomes, mental health, classroom behaviour, and relationships between teachers.

Nada Nolen also attend Season for Growth professional learning. This is an education program for children, who have experienced significant change or loss. The core intentions of the program are to assist in the development of resilience and emotional literacy to promote social and emotional wellbeing. The program is educational in nature and does not provide therapy.

Positive Partnerships professional learning was attended by Patrice Goldman and Nada Nolen. At Sacred Heart, we aim to foster productive relationships in support of students on the Autism spectrum, with a focus on working respectfully and appropriately with people from many diverse backgrounds. It provides practical ways to strengthen partnerships between parents and school staff and promote improved learning outcomes for students on the autism spectrum.

VALUE ADDED

- Dan Petro professional learning -Behavior Education
- John Mitchell Pastoral Wellbeing Ed. Officer CEO Sand)
- Regular visits from CEO speech pathologist working with individual students, parents, teachers and teacher assistance
- Regular program support meetings with parents, child and specialist staff
- Camps: Grade 4 Benalla, Grade 5 -Ballarat, Grade 6 – Canberra
- First Aide training
- Affirmation of our students, through Friday awards, continues to be a positive means of instilling values and respect
- Alternative play at lunch time
- Critical Incident training
- Seasons for Growth Program
- Whole school approach to Respectful Relationships
- Positive Partnership training
- Study Tour - Santa Fe New Mexico

STUDENT SATISFACTION

Pleasingly student feedback and surveys largely showed that the students felt connected, engaged and challenged in their learning. Again, the main concern for them was that some student behaviour in the classroom was impacting on some of their learning. This is an area that will be a focus with CEO support around behaviour management PD as we look to re- badge our PBIS systems around the school.

STUDENT ATTENDANCE

Classroom rolls are administered every morning and afternoon on SIMON. In the event a student's absence is registered and unexplained, a text message is immediately sent through to a student's parent or carer requesting them to account for the absence. If the text is not responded to, we will follow up with a phone call.

If students are absent on a frequent basis, the teacher would inform our Pastoral Wellbeing Leader who would then consult with the principal. In most cases this is to arrange a meeting with the parents, which usually results in support structures being introduced for students to attend school on a more regular basis. If unexplained absence still occurs.

Child Safe Standards

Goals and Intended Outcomes

- Sacred Heart has completed the VRQA compliance self-assessment and action
- Continue to implements our Child safe Policy, Code of Conduct, procedures for engaging volunteer

Achievements

Staff members were informed about their responsibilities in meeting the Child Safety standards. They participated in professional development sessions focusing on the need for our children to be safe, understanding Sacred Hearts Commitment to meeting all Child Safe Standards, understanding and signing the code of conduct, reviewing the requirements to report when they have deemed a child is not safe and procedures when making a mandatory report

Value Added

Life Ed Van

Updating of policy

Kevin Lawlor – professional development

Mandatory reporting professional Learning

Code of Conduct protocol for Staff, school Board and P&F

Leadership & Management

Goals & Intended Outcomes

- Enhance leadership capacity of staff
- Develop clarity and definition around governance structures, leadership roles and responsibilities within the school in order to have shared vision
- Develop an induction process for new staff.

Achievements

Effective catholic school leaders articulate the shared vision and values of the school in ways people (parents, students, community) can understand. We have worked hard to initiate and pursue relationships with others to further the learning opportunities for students and enhance the expertise and capacity of the school community.

This year we have appointed 3 learning Leaders - Xavier Kennedy, Matt Dwyer and Alison Stacey. The formation of our new leaders in 2018 saw a focus on:

- deepen pedagogical expertise
- increase capacity to lead teaching and learning to have a positive impact on student outcomes
- strengthen interpersonal skills
- develop management and leadership skill

We attended the Pipeline Leadership program to further develop our co-responsibility and co-accountability in leading learning and teaching at Sacred Heart. We all have the capacity to inspire and empower others - but it was essential this year for to collectively devote ourselves to personal growth and development as leaders.

As a leadership team, we have also engaged in the Aitsl leadership self-assessment tool. This enables us as a team to gage the strengths of individuals as well as the collective team. It also highlighted area we needed to engage in further learning. One of the areas for further development is around coaching and building capacity of all staff.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2018

Smart Spelling – Michelle Hutchison

Understanding Autism

Smart School – Alannah and Madeline Foundation

Hope Conference Wodonga

Respectful Relationships

Digital Safety - David Williams

Naplan Online training

Stepping Stones - Origo Education

Yingadi Immersion

Country Education Conference

Positive People, Positive people Solutions

Good Grief (Seasons for Growth)

Critical Incident training

Fountas and Pinnel Assessment and data

Pipeline Project

First Aide

Dan Petro x 6

Child safe

Study tour -Santa Fe New Mexico

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018

28

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$340

TEACHER SATISFACTION

Looking back on our goals from the last survey we wanted to improve our climate aggregate and this was achieved. We associate this growth to our new strategic plan and Leadership structure. We are continuing to sit in the 2nd quartile of the 4 pillars of the data - Clarity, Empathy, Learning and Engagement. Analysis across the areas showed relative balance between the percentile bars. Further improvement can be made in clarity and team based practices.

School Community

Goals & Intended Outcomes

- To intensify the capacity of our school community to respond to and enact the gospel values.
- To encourage and actively engage parents in partnerships about student learning.

Achievements

We have been successful in continuing to promote our school and look for opportunities to make connections with the wider community.

Our transition program from Kindergarten to year prep gave students ample time and opportunity to immerse themselves in the life of sacred heart before their formal schooling starts

Many whole community events are held with open invitations: Father's Day Breakfast, Dad's night, Grandparents Day, Information Evenings, Feast day of Sacred Heart, High Tea, Reconciliation Mass

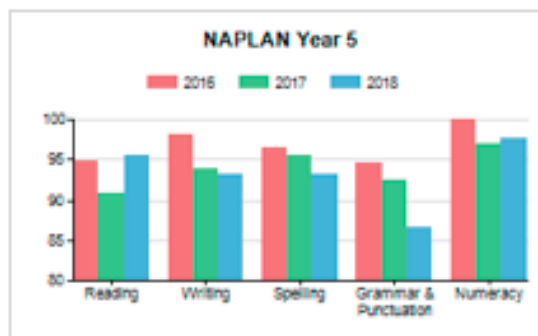
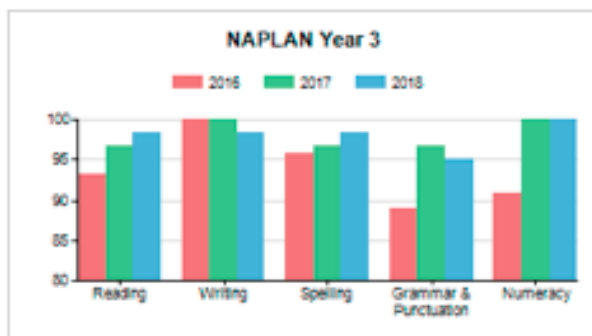
The School Board provided tremendous support throughout the year. The Board supported all operational and leadership aspects of the school and continued to focus on improving 'Parent & Community engagement' throughout the year. I thank the Board for their continued service to the school and the support they have given me and the Leadership and staff of the school.

The school has been blessed by the contributions and presence of the Parents and Friends (P&F) association throughout 2018. They have worked tirelessly to not only raise valuable funds for the school, but to provide opportunities and events which promote the friendly, caring, inviting and inclusive school environment

PARENT SATISFACTION

Working with the data gathered from school surveys, Insight SRC, Board Meetings, Parents Team meetings and PBIS sets student feedback we were able to reinforce establish an overall pleasing level of satisfaction for children, parents and staff. The concern about some student behaviour in the classroom identified in 2018 has had terrific growth acknowledge by parents in our 2018 data. Professional. We are received positively in our local community as a caring and value driven environment. Our school promotion continues to have a leading role in positively promoting our school in the local community and it is pleasing that many new families who enrol at our school are hearing very positive comments around the community.

School Performance Data Summary



E3012
Sacred Heart Primary School, Yarrawonga

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	89.1	96.7	7.6	95.1	-1.6
YR 03 Numeracy	90.9	100.0	9.1	100.0	0.0
YR 03 Reading	93.3	96.7	3.4	98.4	1.7
YR 03 Spelling	95.7	96.7	1.0	98.4	1.7
YR 03 Writing	100.0	100.0	0.0	98.4	-1.6
YR 05 Grammar & Punctuation	94.7	92.5	-2.2	86.7	-5.8
YR 05 Numeracy	100.0	97.0	-3.0	97.7	0.7
YR 05 Reading	94.8	90.9	-3.9	95.5	4.6
YR 05 Spelling	96.5	95.5	-1.0	93.3	-2.2
YR 05 Writing	98.2	94.0	-4.2	93.3	-0.7

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL		%
Y01		92.1
Y02		91.4
Y03		91.0
Y04		91.0
Y05		90.3
Y06		92.2
Overall average attendance		91.3

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	92.3%

STAFF RETENTION RATE	
Staff Retention Rate	73.7%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	3.1%
Graduate	18.8%
Graduate Certificate	0.0%
Bachelor Degree	96.9%
Advanced Diploma	18.8%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	38
Teaching Staff (FTE)	31.3
Non-Teaching Staff (Headcount)	17
Non-Teaching Staff (FTE)	10.9
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