



# Crafers Primary School

## Annual Report

### 2015



**Government of South Australia**

Department for Education and  
Child Development

## 1. CONTEXT

<b>School Name:</b>	Crafers Primary School	<b>School Number:</b>	0107
<b>Principal:</b>	Ms Chris Minear	<b>Partnership</b>	Mount Lofty

Crafers Primary School is located in the Adelaide Hills. The school prides itself in its high quality learning program and the ability to provide a range of extra –curricula activities. There is a strong sense of community with a very active parent body.

During term 2 and 3 of 2015 the Principal Chris Minear, took up the role of Literacy and Numeracy Results Plus coordinator for the Mount Lofty Partnership and was replaced by Mr Stuart Knox.

## 2. REPORT FROM GOVERNING COUNCIL

### **CRAFERS PRIMARY SCHOOL GOVERNING COUNCIL CHAIRPERSON'S REPORT: AGM 23 FEBRUARY 2016**

In providing this my second Annual Report, I would like to begin by thanking all members of the School community for their support of the School, staff, students and the Governing Council during this past year. It is a strong sense of community engagement and responsibility that makes Crafers Primary School more than a place of learning, creating an environment that gives all of our children confidence that all here are committed to their care and wellbeing and development as well-rounded individuals and citizens. The Annual General Meeting is a time when we as parents step up to formalise our commitment to the School through membership of Council and its Committees, so it is most appropriate for me to thank now those who have elected to join or continue serving on Governing Council.

This is also a time to reflect on the contribution of Chris Minear, John Nielsen and staff. Their professionalism, diligence and care are always evident, and we are fortunate to have such a dedicated team steering our children through this important time of their lives. We have the considerable benefit of many of the School's staff being with us for a long period, giving us an enviable stability of knowledge and experience. Nowhere is this exemplified better than with Mike Pappin, whose retirement after many years at Crafers marked a milestone in 2015. I note too the contribution made to the School by Stuart Knox, the relieving Principal during Chris Minear's secondment to regional duties for part of 2015. Stuart's 'fresh eyes' provided Council and staff with an opportunity to reflect on the School's strengths and opportunities for building on those.

This past year has seen a number of new challenges and opportunities for the leadership team and Council. These include: consolidation of the OSHC service, now an important contributor to family wellbeing and convenience; implementation of the Children's University program, which saw enrolment of 76 students and the graduation of 54; the complete overhaul of the School website, which should be launched in the next few weeks; and not least, the more effective engagement of Council in, and understanding of, the process of developing the principle learning framework that the School works to, the Site Improvement Plan.

2015 also saw Council, staff and students collaborate in the promotion and consolidation of the core qualities that we wish our children to be imbued with during their time at Crafers and carry forward into secondary education. The process by which these qualities – Love Of Learning, Connection With The World, Belief In Myself, Valuing Of Knowledge – were defined, was a wonderful example of co-operative work across the whole School community.

We need look no further than the record enrolment level in 2016 for evidence of the regard in which the school is held. The 2015 School survey showed a high level of satisfaction amongst the School community, although Council and staff will continue to respond to individual issues and concerns identified in that survey. Of particular focus, as always, is the physical and emotional wellbeing of children in the School's care, and the

way in which staff and parents create positive attitudes and outcomes that highlight the value of respect for others and personal resilience.

Council resolved late last year that the School should seek DECD support for it becoming one of several music-focus campuses. We look forward to success in this, our strong music program having already brought much joy and many new skills and experiences to a large proportion of our students, due not just to the enthusiasm and innovation of our staff and in-School teachers but also to Catherine Butcher's vision for the School orchestra and string ensembles.

The efforts of volunteers drawn from the parent body were again strongly evident in the life of the School in 2015. The management of the school's budget and finances benefited greatly from the input of our retiring Treasurer, Alan Morichaud, and I pay tribute to Alan here for his thorough and diligent contribution. The uniform shop in its new home, OSHC with its now well-established vacation program, the canteen – always striving to deliver good food and value, the new website content, improvements to grounds and facilities, our fundraising and community-building effort, and the many concerns of the School Development Committee: all derived their success from the breadth and depth of knowledge and commitment brought to bear by parents who gave their time voluntarily either directly or through Council.

On behalf of all at the School, I express my sincere thanks to those who retire from Council this year: Alan Morichaud as already mentioned, Alex Lewis and Bonnie Yates. My thanks go also to Sonia Harvey for her work as Vice-Chair and to Kylie Hopkins for her fine support as Secretary. It is a sign of very healthy governance that this year, as in 2015, there are likely to be more nominations for Council positions than there are vacancies. This is not the case in all schools. For those who serve on Crafers Primary School Governing Council and its sub-Committees, the rewards are there to be seen in the daily life of our 'great little school'.

Colin Koch AM  
Chairperson

### 3. 2015 HIGHLIGHTS

In 2014 there was an extensive consultation process with the Governing Council, students and staff to develop a set of student's qualities for Crafers Primary School. These were

1. Love of Learning
2. Value Knowledge
3. Connection with the world
4. Belief in Myself

In 2015 each term classes explored the meaning of the qualities. The Love of Learning was celebrated with all students involved in learning circus tricks. This activity highlighted the skills to be a strong learner.

A strong transition program was developed with the Stirling District Kindergarten with the Kindergarten students visiting the school each term and participating in play activities with the reception students.

In term four the school students visited the kindergarten.

The school had its first involvement with the Children's University and in November 65 students graduated at Bonython Hall. A special activity was the formation of the knitting group conducted by Mrs Mc Gregor. The knitting club continues but their first project was knitting poppies for ANZAC day which were displayed at the Stirling Library.

There were three successful camps with year 3 to 5 students attending the Aldinga campsite with a focus on developing an understanding of indigenous culture. The year 6 and 7 students participated in the aquatics program at Port Vincent.

The instrumental music program continued to expand with ----- students learning a musical instrument. Thanks to the hard work of Catherine Butcher the school band continues to grow and perform each week at the assembly. There were several well attended music concerts throughout the year.

Using Greek mythology as a theme the senior students showcased their acting skills at a highly attended performance.

The year 7 leadership team organized several whole school events with the school disco being a highlight.

The schools engagement in the Pedal Prix competition continues to grow with the team being involved for the first time in the Loxton event.

#### 4. SITE IMPROVEMENT PLANNING AND TARGETS

##### Literacy

Principal Outcome:

Teachers implement a consistent approach to literacy, which is accessible to all students providing improved learning outcomes.

- All teachers were engaged in professional learning about the teaching of Spelling. The use of Jolly Phonics and Jolly Grammar as tools to improve both Spelling and Grammar results. All teachers used these programmes as teaching strategies combined with the four domains of an effective spelling program.
- All teachers are familiar with the standardised testing process and use the results to plan and program.
- All teachers involved with and utilised intervention processes for individual students.
- Whole school literacy agreement mandated that all teachers will use Jolly Phonics and Jolly Grammar, that the proof reading and editing kit be used and that data be used to inform teaching and learning.

Target 1

- To increase the percentage of students who achieved in upper proficiency bands in all literacy areas of the 2015 NAPLAN testing: This target was achieved

Upper Proficiency Bands						
	Year 3		Year 5		Year 7	
	2014	2015	2014	2015	2014	2015
<b>Reading</b>	43.9	<b>48.9</b>	41.3	<b>47.6</b>	41.6	<b>50.0</b>
<b>Writing</b>	19.1	<b>39.5</b>	6.8	<b>19.0</b>	15.4	<b>35.0</b>
<b>Spelling</b>	31.0	<b>33.9</b>	37.9	<b>38.1</b>	26.9	<b>50.0</b>
<b>Grammar</b>	47.7	<b>63.6</b>	31.3	<b>45.3</b>	36.1	<b>45.0</b>

Target 2

- 90% of students achieve the DECD Standard Education Achievement (SEA)  
90% of students did not reach DECD SEA levels of achievement; however, over 90% of students met the national minimum standards as defined by the Commonwealth in the NAPLAN testing schedule. The DECD SEA standards were introduced in 2015.

92% of Year 2 students achieved SEA in Running Records, with an 83% achievement in year 1.

The percentage achievement against SEA in 2015:

Standard Education Achievements			
	Year 3	Year 5	Year 7
Reading	91.7%	87.7%	90.0%
Writing	97.7%	88.1%	75.0%
Spelling	100%	95.2%	85.0%
Grammar	89.3%	83.3%	95.0%

Numeracy

Principal Outcome:

Teachers implement a consistent approach to numeracy, which is accessible to all students and provides strong foundation skills in the junior years upon which to build proficiencies and problem solving.

- Teachers practised methodologies, which reflected understanding of mathematical development.
- Teachers engaged in productive planning with groups to reflect understanding of learning needs in numeracy.
- Teachers used data to inform teaching and learning.
- NAPLAN testing indicated strongly that there was improvement from year 3 to year 7, but that year 3 and 5 skills need to be further developed, especially in the area of problem solving. This was substantiated by results from PAT-M. Although the Year 7 results were very sound, there is still the issue of problem solving.
- The Quick Smart intervention program was used with students in year 6 and 7 and the testing indicated improvement in understanding and automaticity for these students.
- Whole school agreement related to Maths is still in the developmental stage with completion scheduled for 2016.

Target 1

- To increase the percentage of students who achieved in upper proficiency bands in Numeracy areas of the 2015 NAPLAN testing: This target was not achieved in year 3 and 5 however an exceptionally pleasing result occurred in year 7.

	Year 3		Year 5		Year 7	
	2014	2015	2014	2015	2014	2015
<b>Numeracy</b>	43.6	34.1	44.8	39.0	27.3	<b>60.0</b>

#### Target 2

- 90% of students achieve the DECD Standard Education Achievement (SEA)

This was achieved in year 7 and further work needs to continue for the school to achieve this target in year 3 and 7.

	Year 3	Year 5	Year 7
<b>Numeracy</b>	84.4	88.8	<b>95.0</b>

### Teaching and Learning

Principal Outcome:

Teachers' teaching and pedagogy reflects understanding of current theory establishing a learning environment which is accessible to all students.

- Through staff meeting learning groups, teachers provided evidence of working with a learning improvement agenda.
- Teachers were involved with performance management meetings which focussed on differentiation.
- Professional learning took place in:
  - Thinking and Learning conference. (whole staff)
  - Jolly Phonics and Grammar training. (whole staff)
  - Positive Education training. (whole staff)
  - Science Teaching with Martin Westall. (whole staff)
- All teachers worked with a sharing and acceptance of feedback.

### Student Well-being

Principal Outcome:

Teachers establish classroom organisations and structures which support resilient learners and restorative practices.

- Student Qualities developed in 2014 were explicitly used in teaching and learning.

- Teachers were engaged with data sets to assist programing and planning in relation to lessons regarding acceptable behaviours.
- Anti-bullying and student well-being audits were analysed and planned responses implemented.
- All teachers were involved with Positive Education training.
- Student Qualities were adopted by the whole school community.
- School community supported students to be successful participants of the Children’s University.
- Teachers provided evidence of lessons taught using Positive Education and Play is the Way as foundation understandings.

#### 4.1 Junior Primary Years Scheme Funding

The school received \$63,441.00 as part of the Junior Primary and Early Years Scheme. This funding was used to reduce the class size and to enhance programs that targeted the needs of young students. These programs included the Reading Buddies (a before school program where older students listen to younger students read to increase reading mileage), co-ordination program targeting reception and year one students and the expansion of the play based program to cater for the single intake policy.

#### 4.2 Better Schools Funding

##### Better Schools Funding:

Better Schools Funding was \$10 933, which was used to purchase SSO time to support the administration of the QUICKSMART Maths program. QUICKSMART is a structured computer program, administered under strict control to help students improve automaticity in the arithmetic processes. The administration needs consistency, hence the employment of an SSO to implement and monitor this program. The QUICKSMART program is identified as an intervention and raw scores are identified as ‘Before Intervention’ and ‘Post Intervention’. Using raw score data, students in 2015 performed as follows:

Student ID, Male/Female, Year Level	Before Intervention	Post Intervention
6908, M, 7	23	22
6902, M, 7	18	25
6903, M, 7	32	37
6905, F, 7	24	23
6904, M, 7	24	31
6906, F, 7	23	26
6366, M, 7	14	18
6370, M, 7	20	23
6659, M, 7	13	27
6660, M, 6	14	22
16661, F, 7	10	17
6663, F, 6	26	22

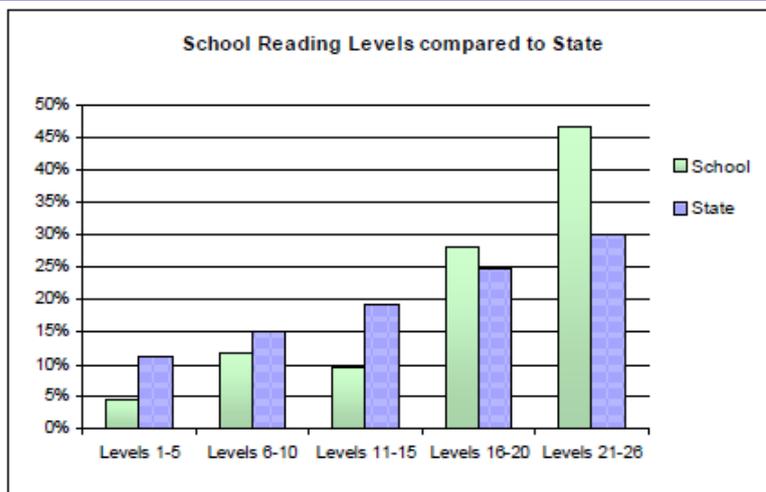
From this graph it can be seen that 75% of students made improvement in their raw scores post intervention. Students who did not make improvement remained around their pre intervention score, with one student having a 4 point difference in the raw scores.

## 5. STUDENT ACHIEVEMENT

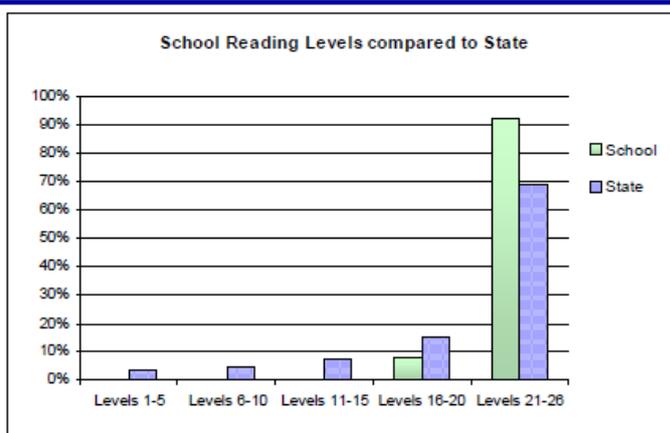
### Reading

The implementation of Early Years reading programs have become more consistent across the classes with all teachers using the same sight words and consistent implementation of explicit reading strategies. In 2015 teachers began to use the electronic format of running records with a varying amount of success. This program when effectively used supports teachers to identify the next learning step. To enhance the tracking of students reading progress beyond level 30, the school introduced the use of Fontis and Pinnell reading levels for primary students. This was very much an awareness raising year for teachers and in 2016 will be expanded.

### YEAR 1



### YEAR 2



Early Years Reading levels continue to be above both state and level of disadvantage. The Early Years team continue to strive to develop common practices based on recent research.

All students work is evaluated and graded from A-E and reported to parents twice a year. This assessment is greatly valued by the community as it informs parents of students' achievements and the evidence of their day to day learning. The A-E grades for English, Maths and Science are below.

Intervention successes include;

- Identified students with dyslexia were involved in the intense Multi- lit program. The success of this intervention was very pleasing with clear improvement in standardised reading results. With several students being diagnosed with dyslexia it is intended that this program will be expanded in 2016.
- Classroom support for identifying students who require short term timely intervention identified by classroom teachers and supported by School Support officers
- Middle Years Quicksmart math supported through Better schools funding - Results above.
- The continual development of One Plans for identified students and clear negotiated short term goals and clear processes to track student growth. Teachers capacity to write and implement these programs was supported by professional learning.

### Distribution of A – E grades:

ACARA A-E Compliance

Learning Area:		English				
Year Level	A	B	C	D	E	Total
1	7	18	12	4	1	43
2	7	22	21	4	0	54
3	3	11	12	3	1	30
4	1	11	14	2	0	28
5	8	14	17	3	0	42
6	8	15	8	3	0	34
7	6	2	10	0	0	18
Learning Area:		Maths				
Year Level	A	B	C	D	E	Total
1	8	18	10	5	1	43
2	8	17	29	0	0	54
3	2	15	11	1	1	30
4	2	10	15	1	0	28
5	10	12	8	2	0	42
6	7	14	13	0	0	34
7	3	6	9	0	0	18
Learning Area:		Maths				
Year Level	A	B	C	D	E	Total
1	0	23	19	0	0	43
2	7	24	21	2	0	54
3	0	14	16	0	0	30
4	0	10	18	0	0	28
5	7	16	19	0	0	42
6	5	13	16	0	0	34
7	3	5	10	0	0	18

## 5.1 NAPLAN

The school NAPLAN results maintained a trend of very strong results at a year 7 level and less overall success at the younger year levels. It was pleasing to have an increase in the number of students achieving at the higher band levels. Teachers have been learning how to design tasks to develop deeper thinking and as this work continues it is hoped the number of students in the higher bands will continue to increase.

		Year 3	Year 5	Year 7
Reading	Crafrers Primary	440.1	528.1	580.2
	DECD	408.6	481.3	534.2
	Adelaide Hills	435.6	508.7	555.0
	Index of Disadvantage	448.8	520.6	566.8
	National	425.8	498.2	545.9

NAPLAN reading maen school results indicated that our students did significantly better than schools in a similar level of disadvantage at year 5 and 7. While results in year 2 running records continue to be very strong this is not reflected in the NAPLAN results for year 3. Teachers believe there is a need to increase the volume of text students need to read at one time to better prepare for this type of testing.

		Year 3	Year 5	Year 7
Writing	Crafrers Primary	411.1	487.1	553.6
	DECD	392.5	455.2	499.2
	Adelaide Hills	408.2	475.5	512.6
	Index of Disadvantage	423.2	485.5	537.8
	National	416.3	478.1	510.5

Close examination of writing across the school indicated the two areas of concern were vocabulary and punctuation. A challenge for our school is to support more students to achieve in the higher bands through vocabulary work and writing more complex sentences.

		Year 3	Year 5	Year 7
Spelling	Crafrers Primary	419.2	508.1	557.5
	DECD	396.0	483.1	533.9
	Adelaide Hills	405.4	499.4	543.9
	Index of Disadvantage	427.3	512.0	563.5
	National	409.2	498.1	546.4

		Year 3	Year 5	Year 7
Grammar	Crafrers Primary	444.6	535.3	581.3
	DECD	408.9	483.4	526.5
	Adelaide Hills	437.6	512.0	547.7
	Index of Disadvantage	451.9	523.5	565.2
	National	432.7	503.8	541.3

Spelling was identified as an area of concern in 2014. Programs introduced during 2015 have not yet impacted on Spelling and Grammar results.

**Year 3 NAPLAN RESULTS**

The year 3 results although stronger than in 2014 the writing result was below the level of disadvantage. Of concern with the writing result is the low number of students achieving in the highest band.

Figure 4: Year 3 Mean Scores

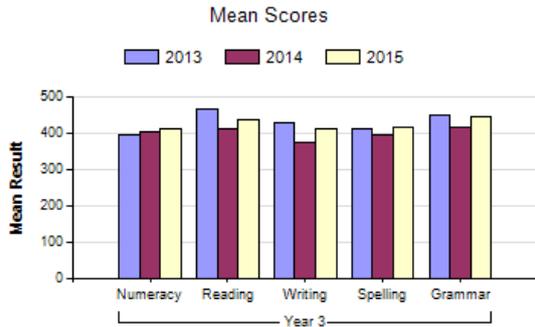
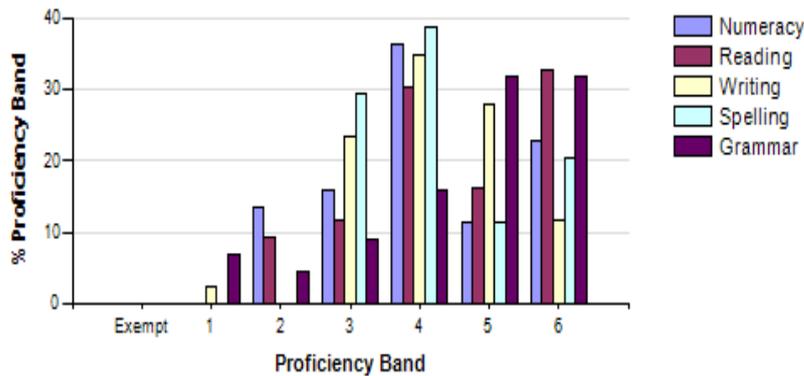


Figure 1: Year 3 Proficiency Bands by Aspect



The Year 5 NAPLAN results indicate mean scores were above the level of disadvantage scores in all subject areas. There was a very strong level of growth in numeracy from year 3 to 5. Of concern was the low number of students achieving in the higher bands in writing and spelling.

Figure 5: Year 5 Mean Scores

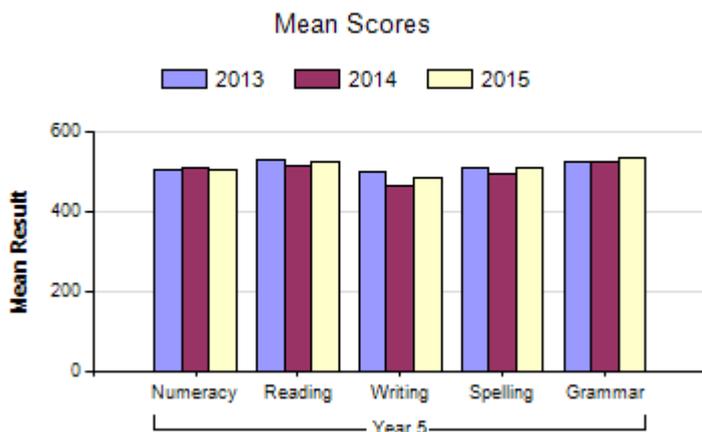
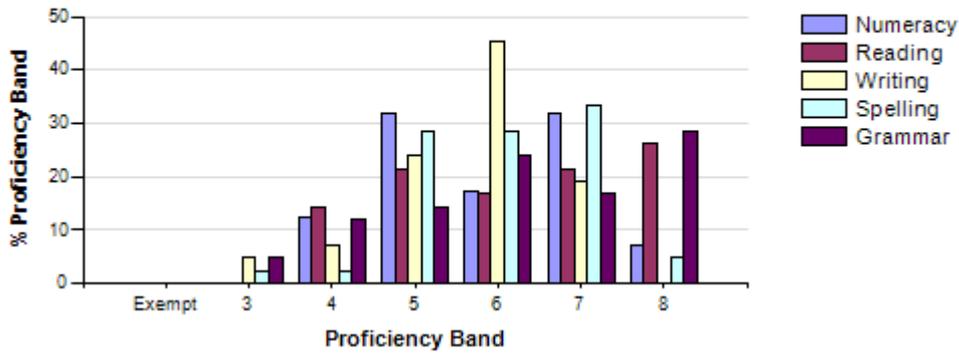
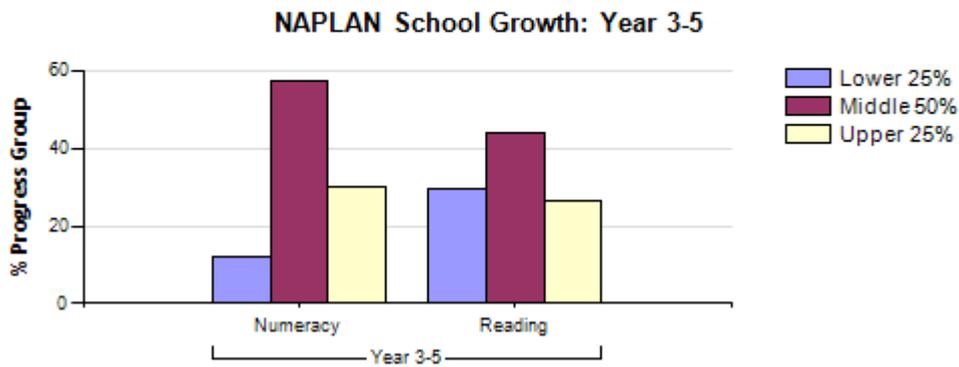


Figure 2: Year 5 Proficiency Bands by Aspect



Growth

Figure 7: Year 3-5 Growth



Year 7 NAPLAN Results

Figure 6: Year 7 Mean Scores

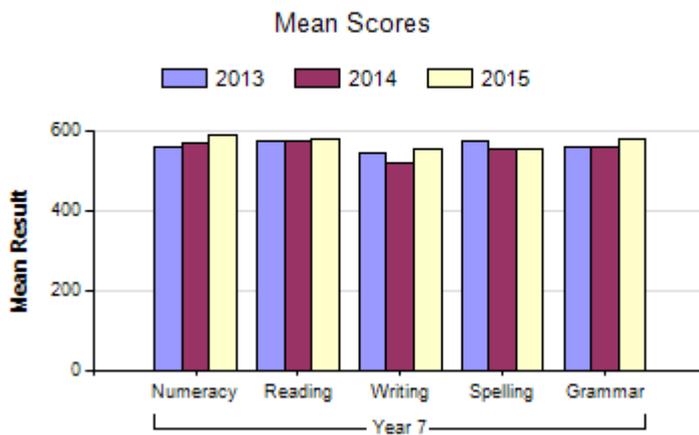


Figure 3: Year 7 Proficiency Bands by Aspect

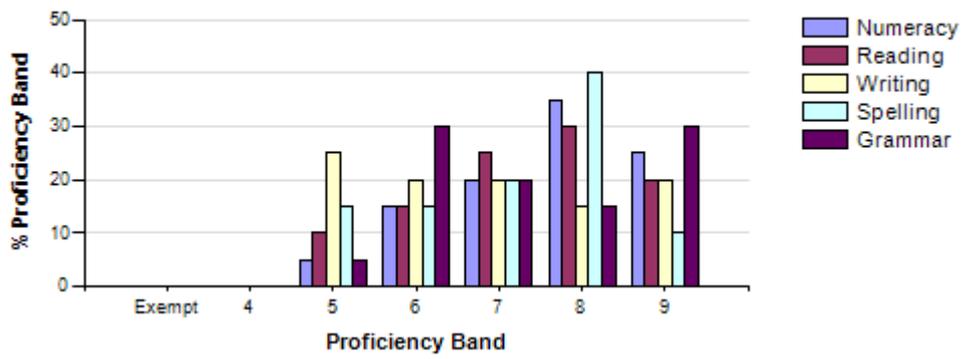
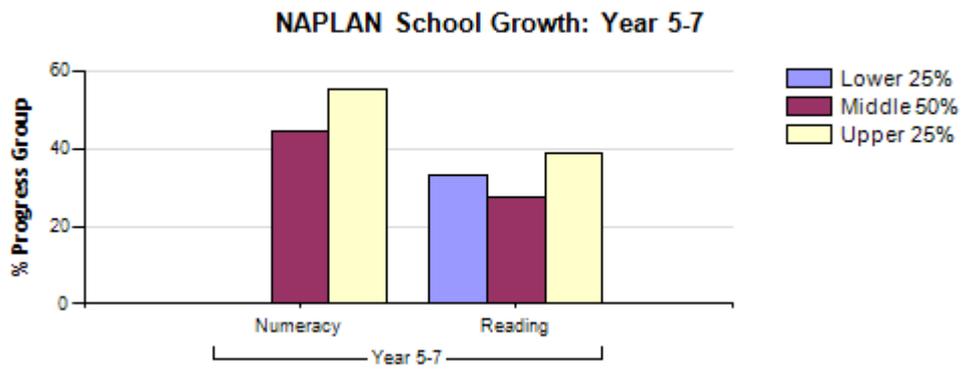


Figure 8: Year 5-7 Growth



## 6. STUDENT DATA

### 6.1 Attendance

The school attendance rate continues to be strong. Many families continue to have holidays during the school term; however, the community is quick to apply for exemptions.

**Table 9: Attendance by Year Level**

Attendance by Year Level	% Attendance		
	2013	2014	2015
Reception	93.6	93.6	94.6
Year 1	95.8	93.0	94.8
Year 2	96.6	95.8	92.9
Year 3	95.3	96.3	94.4
Year 4	95.2	94.0	95.7
Year 5	94.3	93.9	92.6
Year 6	93.9	93.4	94.7
Year 7	94.8	93.4	93.6
Total All Year Levels	95.1	94.4	94.2
Total ACARA 1 TO 10	95.2	94.5	94.1

## 6.2 Destination

Table 10: Intended Destination

Leave Reason	2014			
	School		Index	DECD
	No	%	%	%
Employment			0.5%	2.9%
Interstate/Overseas			12.4%	9.5%
Other			0.3%	1.4%
Seeking Employment			0.9%	3.8%
Tertiary/TAFE/Training			0.5%	3.6%
Transfer to Non-Govt Schl	22	50.0%	17.4%	9.8%
Transfer to SA Govt Schl	21	47.7%	42.7%	48.8%
Unknown	1	2.3%	25.3%	20.3%
Unknown (TG - Not Found)				0.0%

## 7. CLIENT OPINION

### Parent:

The Governing Council each year disseminates a survey to parents. The headings for this questionnaire include: Rate of Learning Experience, Quality of Teaching, Variety of Curriculum, Extra-Curricular Opportunities, Communication with Parents, School Facilities and Sense of 'Caring Community'

The rating of the learning experience was slightly lower than in previous years and is most likely attributed to changes in classes. There were also several concerns about lack of consistency in the homework set and the use of diaries. These concerns will be addressed in 2016.

There were some concerns about communication however it is anticipated that the new website will address these concerns.

The survey once again showed very strong satisfaction with "sense of Caring Community and Extra Curricula Opportunities.

### Student:

The ACER Social-Emotional Wellbeing survey highlighted that our students want to do well at school and that they are optimistic about their future. Many students, especially in Year 7, disagreed with the statement 'I think about planning my time so that I get all my work done.' As a result of this data, teachers will explore with students how to help them self-manage their time better. The school is

also going to continue to build on students' understanding of growth mindsets to change their language from 'I can't do this' when faced with a challenge to 'I can't do this yet' and persist with a difficult task

I want to do my very best in my schoolwork.

	Year 3 boys	Year 3 girls	Year 4 boys	Year 4 girls	Year 5 boys	Year 5 girls	Year 6 boys	Year 6 girls	Year 7 boys	Year 7 girls
Overall Agreement - Your School	94%	92%	87%	92%	93%	96%	100%	93%	100%	100%
Overall Agreement - All Schools	91%	96%	90%	96%	90%	97%	91%	96%	91%	95%

When I grow up I will have a good life.

	Year 3 boys	Year 3 girls	Year 4 boys	Year 4 girls	Year 5 boys	Year 5 girls	Year 6 boys	Year 6 girls	Year 7 boys	Year 7 girls
Overall Agreement - Your School	93%	96%	100%	100%	93%	93%	100%	100%	92%	100%
Overall Agreement - All Schools	79%	82%	88%	90%	83%	90%	86%	91%	86%	87%

I think about planning my time so that I get all my work done.

	Year 3 boys	Year 3 girls	Year 4 boys	Year 4 girls	Year 5 boys	Year 5 girls	Year 6 boys	Year 6 girls	Year 7 boys	Year 7 girls
Overall Agreement - Your School	94%	81%	50%	75%	79%	73%	62%	73%	54%	50%
Overall Agreement - All Schools	72%	81%	64%	75%	70%	75%	69%	76%	67%	71%

When I don't understand something, I think 'I can't do this.'

	Year 3 boys	Year 3 girls	Year 4 boys	Year 4 girls	Year 5 boys	Year 5 girls	Year 6 boys	Year 6 girls	Year 7 boys	Year 7 girls
Overall Agreement - Your School	38%	32%	53%	67%	21%	48%	36%	40%	23%	40%
Overall Agreement - All Schools	39%	37%	43%	44%	38%	35%	31%	32%	32%	27%

**Teacher:**

**Teacher/Staff satisfaction data:**

Teacher/staff satisfaction was surveyed across 11 areas, being:

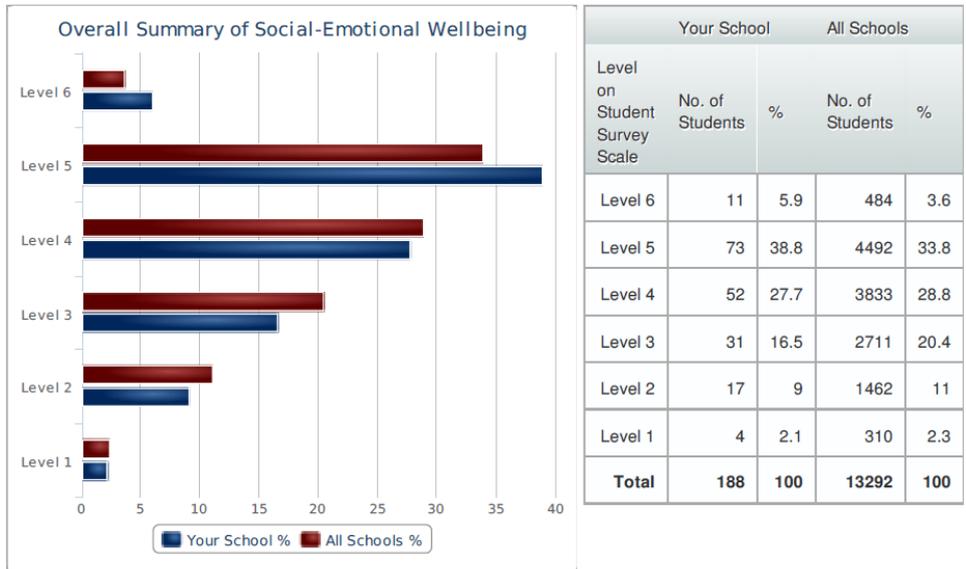
Supportive Leadership, Role Clarity, Co-worker Interaction, Participative decision making, Goal alignment, Appraisal and Recognition, Employee Development, Work Demands, Individual Morale/Distress, Group Morale/Distress, Other which includes support at times of psychological vulnerability, psychological hazards and reporting.

Across most areas there was high agreement; however, in terms of leadership conveying a clear vision and goals there were three staff members who had no opinion or were not sure on this matter.

My School website: <http://www.myschool.edu.au/>

**8. ACCOUNTABILITY**

**8.1 Behaviour Management**



Comparison of distribution of Student SEW at your school against the national sample (Primary Survey)

In Term 4, the Year 3-7 students completed the ACER Social-Emotional Wellbeing survey. The results were compared to the previous year’s results and demonstrated that there was an increase of 3.5% of our students in the very high levels of social-emotional wellbeing and that we continue to rate above national average as a school. 72.4% of the 188 students surveyed had high levels of social-emotional wellbeing which is a slight increase in the results of 70.8% in 2014. The survey highlighted that our students want to do well at school and are optimistic about their future. One area that we are going to be exploring with students is how to help them self-manage their time as this was an area that students felt that they could improve.

**I get picked on by others.**

Never	Once in a while	Pretty often	Very often	Total
31.10% 51	46.34% 76	13.41% 22	9.15% 15	164

**I like to help others who are being harassed.**

Never ▾	Once in a while ▾	Pretty often ▾	Very often ▾	Total ▾
3.05% 5	19.51% 32	46.34% 76	31.10% 51	164

Crafrs Primary School is continuing to promote respectful relationships between students. In 2015 data was gathered in a Junior Primary and a Primary survey to explore the instances of pro-social behaviours and bullying. The surveys demonstrated that there are a number of children that identify as having strong pro-social behaviour skills such as helping their peers when they observe harassment or bullying. It also showed that there is a group of students who feel that they “get picked on” by other students in the yard on a regular basis. This bullying data was also replicated in the Middle Years Development Instrument (MDI) and in the parent survey. Respectful behaviour is an area that the school is focusing on in 2016. We are implementing a way of recording negative behaviours when they are reported to teachers and acting according to our Anti-Bullying Policy. This will enable students the opportunity to learn the appropriate social behaviours and restore positive relationships with their peers. Teachers are going to use the Anti-Bullying Policy and the Behaviour Development Code as teaching tools within their classrooms to help encourage pro-social behaviours and to equip students with the skills and language to address concerns in an appropriate manner.

## 8.2 Relevant History Screening

Group	Actions/Records	Checking Process
Teachers	HRS Eduportal	Principal checks teacher registration current
Ancillary Staff	Apply for DCSI clearance. Not employed till cleared	Principal checks and ensures clearances are current.
Parent Volunteers/Governing Council	Apply for DCSI clearance. Information kept on school register	Check by allocated SSO
Instrumental Music Teachers	Documented evidence of current DSCI clearance. Register kept	Checked by Deputy Principal

## 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	34
Post Graduate Qualifications	12

**8.3.2 Workforce Composition including Indigenous staff**

Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full-time Equivalents	1.0	14.2	0	4.68
Persons	1	17	0	7

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

	Funding Source	Amount
1	Grants: State	\$44077.11
2	Grants: Commonwealth	
3	Parent Contributions	\$199418.43
4	Other	\$64,458.42