

2025 annual report to the Community

Challa Gardens Primary School and Challa Gardens Preschool

Challa Gardens Primary School number: 714

Challa Gardens Preschool number: 1716

Partnership: Inner West



School principal:

Pina Fitzharris

Signature

Date of endorsement:

25/03/2026



Government
of South Australia
Department for Education

Context Statement

Challa Gardens Primary School caters for students from R-6. At the time of this report, the enrolment in 2025 is 251. Challa Gardens Primary School is classified as Category 4 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 10% Aboriginal students, 10% students with disabilities, 28% students with English as an additional language or dialect (EALD) funded background, 1% children/young people in care. Further information about the school is available on the school's website (including its context statement), as well as the My School website.

Information about Challa Gardens Preschool is available on the centres website, as well as the Australian Childrens Education and Care Quality Authority (ACECQA) website.

Data Source: Department for Education data holdings from Mid census captured in AUGUST 2025.

Governing Council Report

The Challa Gardens Primary School Governing Council is proud to reflect on a highly successful and enriching 2025, a year that has strengthened our school's commitment to inclusion, community connection, and continuous improvement. Throughout the year, we have witnessed the school community come together to celebrate diversity, enhance learning environments, and support the growth and wellbeing of every child.

A significant highlight of 2025 has been the vibrant celebration of our culturally diverse community. Events such as our Lunar New Year celebration and EID festivities provided meaningful opportunities for students, families, and staff to share traditions, stories, and experiences. These events not only celebrated culture but fostered a deep sense of belonging and respect across our school. In addition, our involvement in Fringe events brought creativity and the arts into our school after hours.

The Governing Council acknowledges the continued growth of our Inclusive Education program, particularly the increase in Disability Unit classes and enrolments. This expansion reflects our strong commitment to ensuring every child has access to high-quality, inclusive education. We are proud of the way staff have embraced this growth, creating supportive, responsive learning environments that cater to diverse needs and promote equity and participation for all students.

2025 has also seen significant improvements to our school facilities. The upgrade of the school gym has enhanced opportunities for physical education, wellbeing programs, and whole-school events. Additionally, the introduction of new student furniture, carpet and blinds in both Junior Primary and Middle Primary classrooms has created more flexible, comfortable, and contemporary learning environments that support collaboration, independence, and student engagement.

While we celebrate these achievements, we also take a moment to acknowledge and honour the dedicated educators and School Services Officers (SSOs) – Tracy, Elizabeth and Sonya who retired at the end of 2025. Their years of commitment, care, and contribution have had a lasting impact on of students and families within our community. We thank them for their service and the legacy they leave behind at Challa Gardens.

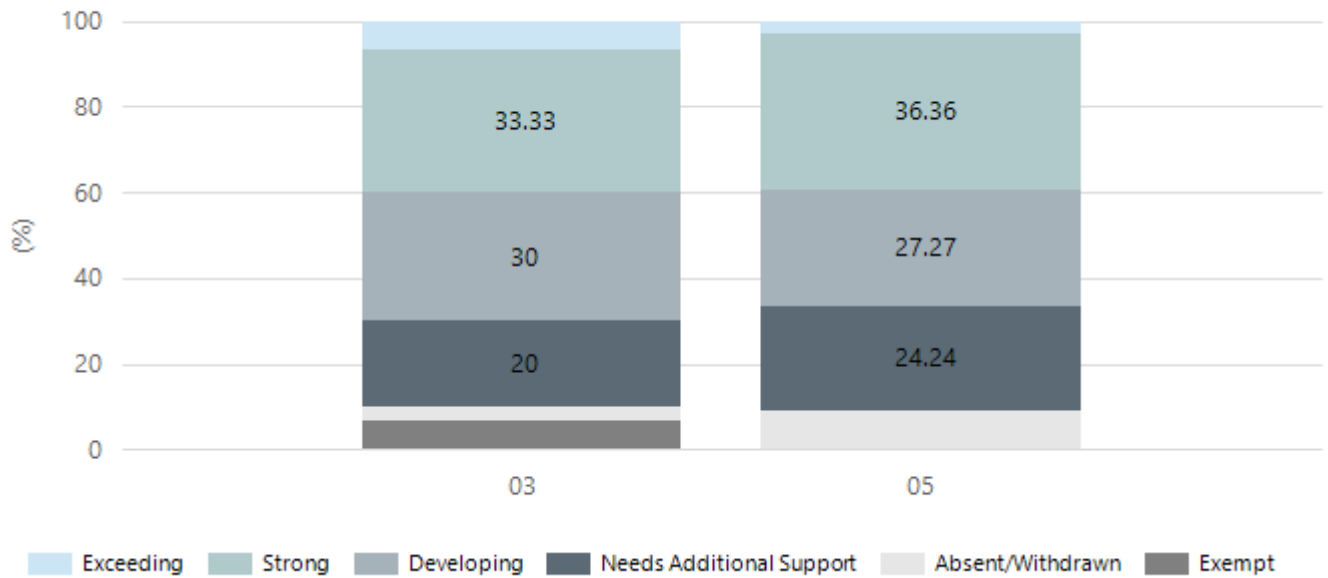
As a Governing Council, we are incredibly proud of the collective efforts of staff, students, and families in making 2025 such a successful year. We look forward to continuing this strong momentum into the future, building on our shared vision of a connected, inclusive, and thriving school community.

Performance Summary

NAPLAN Proficiency

In 2023 the Australian Curriculum, Assessment and Reporting Authority (ACARA) - a Commonwealth Independent statutory authority - announced changes to NAPLAN performance reporting. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.

Numeracy



Year Level	03	05
Exceeding	2	1
Strong	10	12
Developing	9	9
Needs Additional Support	6	8
Absent/Withdrawn	1	3
Exempt	2	
Total	30	33

Data Source: Department for Education Assessment Data Holdings, 2025. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

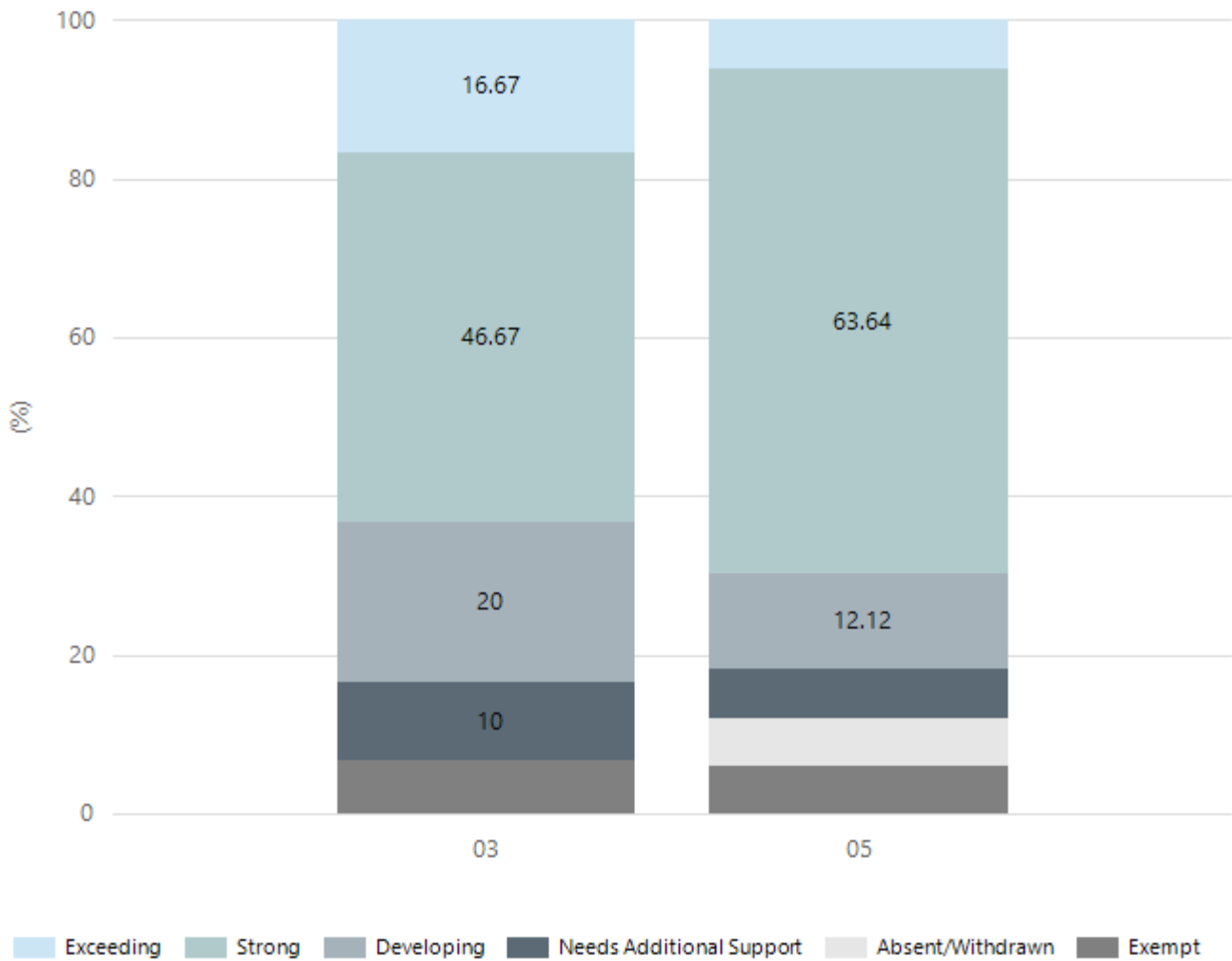
Numeracy Data Analysis – Year 3 and Year 5

The 2025 Numeracy data for Year 3 and Year 5 highlights both areas of strength and opportunities for targeted improvement across the school.

In Year 3, the largest proportion of students achieved within the *Strong* band (33.33%), followed by *Developing* (30%). A smaller group of students (20%) were identified as *Needs Additional Support*, indicating that while many students are demonstrating sound understanding, there remains a cohort requiring targeted intervention. A small percentage of students achieved in the *Exceeding* band, reflecting emerging high achievement within the cohort.

In Year 5, there is a slight increase in students achieving in the *Strong* band (36.36%), suggesting positive progression as students move through the school. However, there is also an increase in the proportion of students identified as *Needs Additional Support* (24.24%), which is an area of concern and highlights the need for continued focus on differentiated teaching and intervention strategies. The percentage of students in the *Developing* band remains relatively consistent between Year 3 and Year 5, indicating steady but not accelerated growth for a portion of learners.

Reading



Year Level	03	05
Exceeding	5	2
Strong	14	21
Developing	6	4
Needs Additional Support	3	2
Absent/Withdrawn		2
Exempt	2	2
Total	30	33

Data Source: Department for Education Assessment Data Holdings, 2025. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

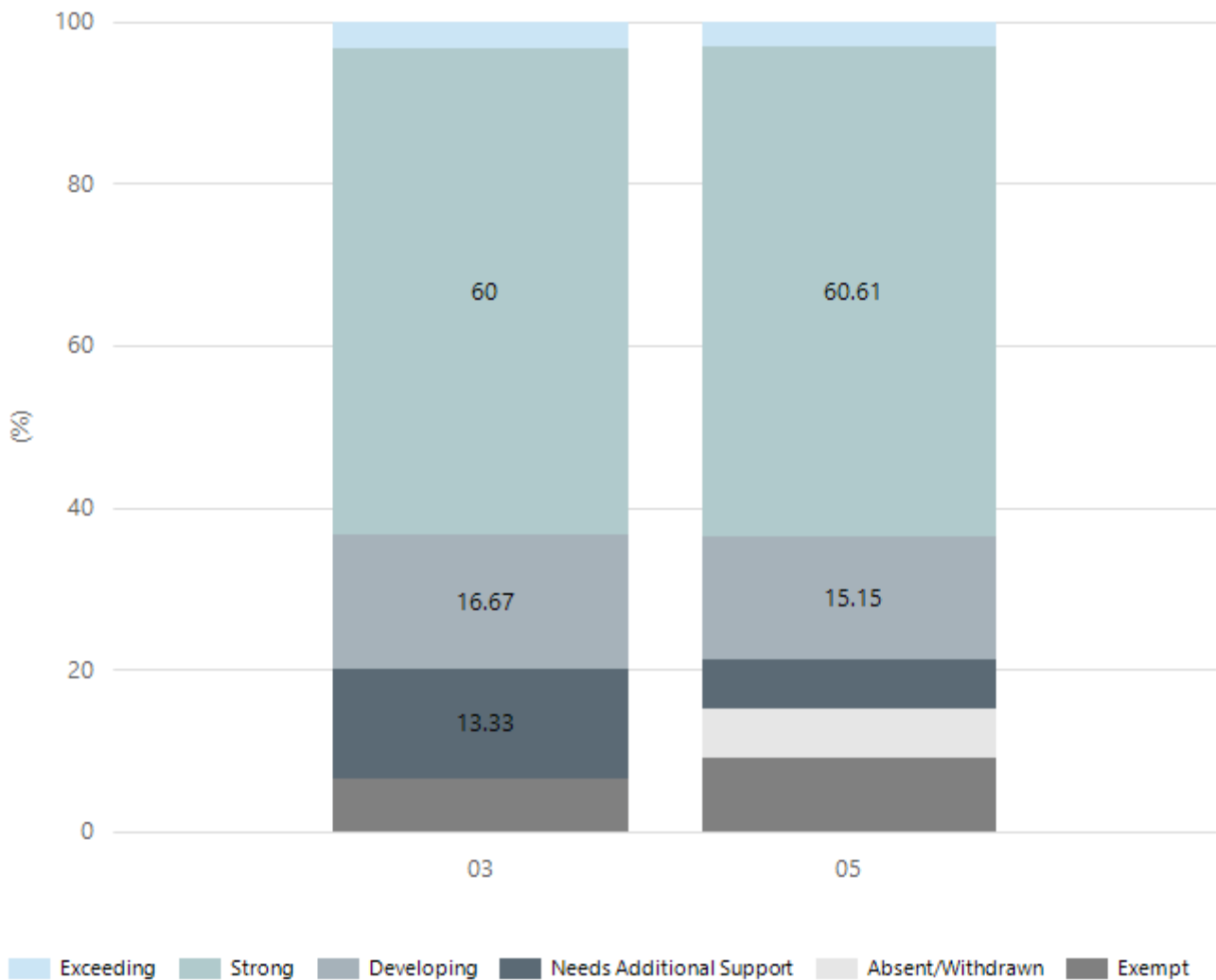
Reading Data Analysis – Year 3 and Year 5

The 2025 Reading data for Year 3 and Year 5 demonstrates strong literacy outcomes across both cohorts, with a clear trend of improvement as students' progress through the year levels.

In Year 3, the majority of students are achieving within the *Strong* band (46.67%), with an additional 16.67% of students achieving in the *Exceeding* band. This indicates that over half of the cohort is performing at or above expected levels. A smaller proportion of students are in the *Developing* (20%) and *Needs Additional Support* (10%) bands, highlighting a group of learners who require continued targeted support to strengthen foundational reading skills.

In Year 5, there is a notable increase in student achievement within the *Strong* band (63.64%), demonstrating significant growth as students move through the school. While the proportion of students in the *Exceeding* band (approximately 6%) is lower than in Year 3, the overall distribution suggests that a large majority of students are achieving at expected levels. Importantly, there is a reduction in students identified as *Developing* (12.12%) and *Needs Additional Support*, indicating positive progress and the impact of targeted teaching strategies.

Writing



Year Level	03	05
Exceeding	1	1
Strong	18	20
Developing	5	5
Needs Additional Support	4	2
Absent/Withdrawn		2
Exempt	2	3
Total	30	33

Data Source: Department for Education Assessment Data Holdings, 2025. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

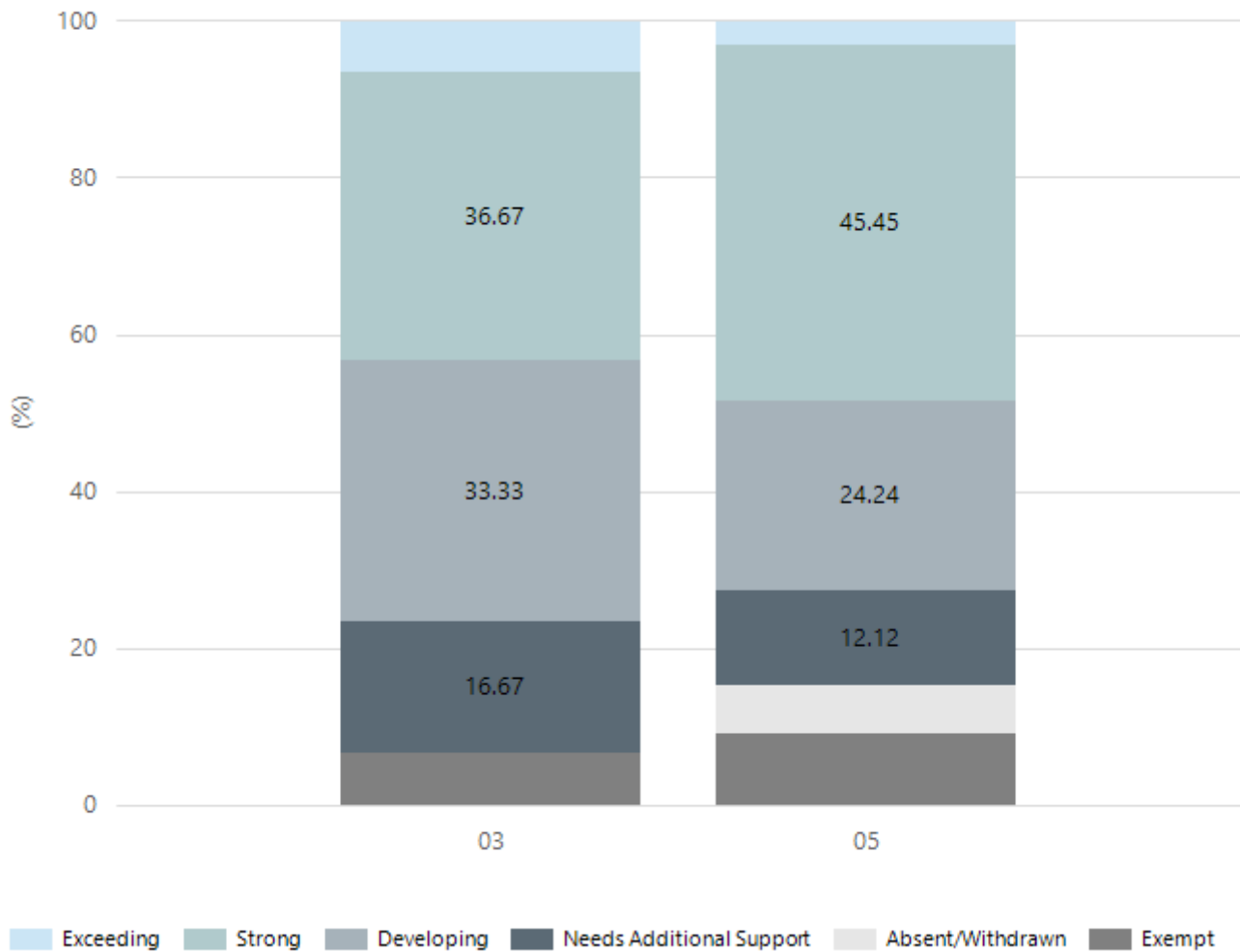
Writing Data Analysis – Year 3 and Year 5

The 2025 Writing data for Year 3 and Year 5 demonstrates consistent achievement across both cohorts, with a strong majority of students performing at expected levels.

In Year 3, 60% of students achieved within the *Strong* band, indicating that most students are meeting expected writing standards. A smaller proportion of students achieved in the *Exceeding* band, suggesting that while high achievement is present, there is an opportunity to further extend students' writing skills. Students in the *Developing* (16.67%) and *Needs Additional Support* (13.33%) bands highlight a group requiring continued targeted support, particularly in foundational writing skills such as structure, vocabulary, and sentence formation.

In Year 5, a similar pattern is evident, with 60.61% of students achieving in the *Strong* band. This consistency suggests sustained progress in writing as students move through the school. There is a slight reduction in the proportion of students requiring *Needs Additional Support*, indicating positive impact from intervention and classroom differentiation. However, the percentage of students achieving in the *Exceeding* band remains low, highlighting an area for future focus in extending high-achieving writers.

Grammar



Year Level	03	05
Exceeding	2	1
Strong	11	15
Developing	10	8
Needs Additional Support	5	4
Absent/Withdrawn		2
Exempt	2	3
Total	30	33

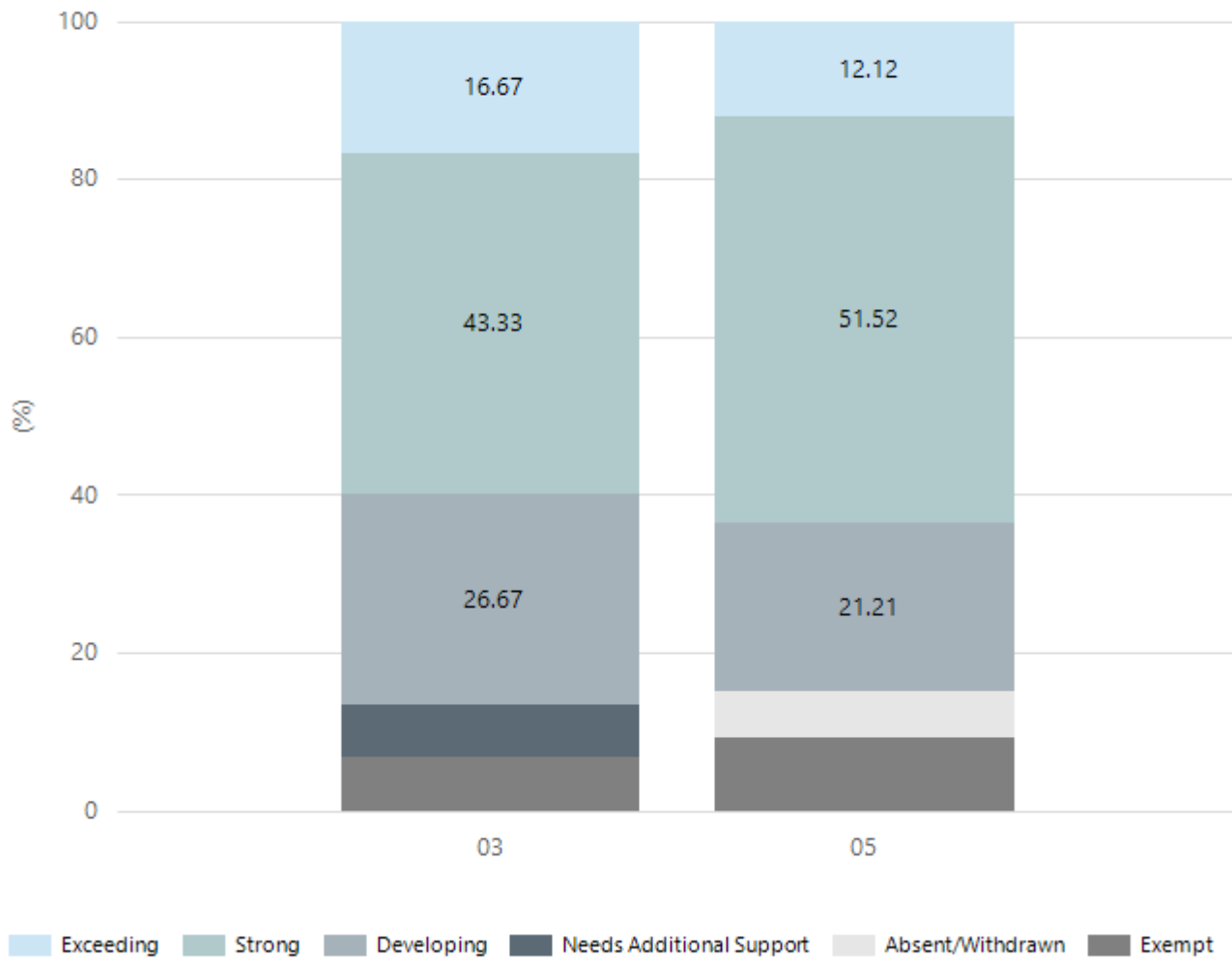
Data Source: Department for Education Assessment Data Holdings, 2025. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

The 2025 Grammar data for Year 3 and Year 5 demonstrates steady improvement in student understanding of language conventions, with positive growth evident as students' progress through the year levels.

In Year 3, 36.67% of students achieved within the *Strong* band, while 33.33% were identified in the *Developing* band. This indicates that while a number of students are meeting expected standards, a significant proportion are still consolidating their understanding of grammar concepts. Additionally, 16.67% of students were identified as *Needs Additional Support*, highlighting the need for continued targeted teaching in foundational grammar skills such as sentence structure, punctuation, and language conventions.

In Year 5, there is a clear improvement, with 45.45% of students achieving in the *Strong* band. There is also a reduction in students within the *Developing* (24.24%) and *Needs Additional Support* (12.12%) bands, suggesting that teaching strategies and interventions are supporting student progress over time. While a small number of students achieved in the *Exceeding* band, this remains an area for further development.

Spelling



Year Level	03	05
Exceeding	5	4
Strong	13	17
Developing	8	7
Needs Additional Support	2	
Absent/Withdrawn		2
Exempt	2	3
Total	30	33

The 2025 Spelling data for Year 3 and Year 5 indicates strong student achievement, with clear evidence of growth as students progress through the school.

In Year 3, 43.33% of students achieved within the *Strong* band, with a further 16.67% achieving in the *Exceeding* band. This demonstrates that the majority of students are performing at or above expected levels in spelling. However, 26.67% of students are in the *Developing* band, indicating a need for continued consolidation of spelling patterns, phonics knowledge, and word structures. A small proportion of students (6.67%) are identified as *Needs Additional Support*, highlighting a targeted group requiring intervention.

In Year 5, there is a noticeable improvement, with 51.52% of students achieving in the *Strong* band. While the proportion of students in the *Exceeding* band (12.12%) is slightly lower than in Year 3, the overall data reflects a strong cohort with the majority achieving expected standards. Importantly, there are no students identified in the *Needs Additional Support* category, indicating significant progress and the effectiveness of teaching and intervention strategies. The percentage of students in the *Developing* band has also reduced, further demonstrating positive growth.

SUMMARY:

Analysis of the 2025 literacy data across Reading, Writing, Grammar and Spelling highlights a consistent pattern of strong achievement for the majority of students, alongside a clear need to continue targeted support for students requiring additional assistance and extension for higher-achieving learners. In response, Challa Gardens Primary School has strengthened its whole-school approach to literacy through the implementation of consistent, evidence-informed practices from Reception to Year 6.

A key focus has been the adoption of the Department for Education (DfE) Spelling program, explicit phonic programme and targeted reading programme ensuring a consistent and structured approach to these areas across all year levels. This has supported improved outcomes and contributed to a shared language and understanding of literacy development among staff and students.

To further support student progress, 2026 the school will revisit Tier 3 intervention model, to ensure a targeted and responsive approach to literacy learning. High-quality, differentiated classroom teaching (Tier 1) is complemented by small group interventions (Tier 2) and intensive, individualised support (Tier 3) for students identified as requiring additional assistance. This multi-tiered approach will enable early identification of need, timely intervention, and ongoing monitoring of student progress.

Annual Report – Marningka Unit 2025

The Marningka Unit has experienced significant growth and achievement throughout 2025. Expanding from one class in 2024 to three classes by mid-year has allowed us to support a greater number of students and provide a more dynamic learning environment. Our current staffing consists of three full-time teachers, two full-time SSO's, and two part-time SSO's, all of whom contribute a diverse range of skills and expertise, creating a positive and enriching environment for our students.

Looking ahead to 2026, the Unit will welcome the addition of a coordinator to further enhance management and to facilitate the provision of Negotiated Individual Time (NIT) for staff planning and workload management.

This year, we commenced implementation of the ABLES framework to ensure the educational needs of our students are met effectively. The ABLES curriculum emphasises individualised, needs-based learning across key areas, including social skills, communication, literacy, numeracy, health and physical education, as well as emotional wellbeing. In 2026, we will continue to refine and expand our approach by introducing a play-based learning program with a dedicated focus on one-to-one teacher-student instruction, thereby ensuring truly personalised learning programs for each student.

Collaboration with the Department's Sensory and Regulation Team has been a highlight this year, enhancing staff capacity to identify triggers for students and to utilise sensory tools that support self-regulation. This professional journey will continue into 2026, as we design innovative classroom spaces and develop individual sensory toolkits, furthering our commitment to supporting sensory and regulatory needs. In addition, we have applied for a grant to fund the purchase of sensory resources and regulation tools tailored to our students' needs.

Facilities developments during 2025 include:

- Completion of our third and final classroom during the Term 3 break. This new facility, equipped with a kitchenette, soundproof walls, plumbing, and electrical upgrades, offers an inviting learning environment for our youngest students.
- Construction of the disability toilet facilities has been slower than anticipated; however, completion is expected by the end of April 2026. These new amenities will allow us to better support students with physical disabilities and will include an inbuilt change table and accessible toilets with safety rails.
- We were successful in securing a grant for an upgrade of the Unit's playground. Planned improvements include the installation of soft-fall ground coverings, as well as the addition of a built-in trampoline and spinner. We anticipate these enhancements will be approved and completed in 2026.

The Marningka Unit continues to celebrate notable milestones and achievements. Some heartwarming highlights from 2025 include:

- Increased use of sign language, with students utilising key signs to communicate their needs and preferences.
- Students experiencing significant communication breakthroughs, including first words and expanded vocabularies.
- Diverse and creative demonstrations of learning success by students in mathematics and literacy.

We look forward to an even more exciting and productive year ahead, continuing to grow and achieve alongside our students and their families.

Peita Backhouse
Marningka Inclusion Coordinator

Challa Gardens Preschool

In 2025, Challa Gardens Preschool experienced a number of significant highlights that strengthened both our educational practice and community connections. A key focus across the year was the intentional implementation of self-regulation strategies to support children's social and emotional development. Educators engaged in targeted professional learning to deepen their understanding of self-regulation, including participation in training aligned with whole-site priorities. This professional learning strengthened staff capacity to recognise, respond to, and support children's diverse regulation needs.

As a result, educators embedded consistent strategies across the preschool, including the introduction of calm, safe spaces where children can regulate and reset, and the use of the Zones of Regulation to build children's awareness of their emotions and develop appropriate strategies to manage them. Educators also began using a self-regulation profile tool to better understand individual children's needs, allowing for more intentional planning and targeted support. This consistent, informed approach has supported children to build resilience, develop emotional vocabulary, and engage more successfully in learning.

Throughout the year, educators also enriched the program by incorporating a broader range of cultural activities and resources, ensuring that the diversity of our community was meaningfully reflected and celebrated within the learning environment. Strengthening partnerships with families remained a priority, with the preschool undertaking a consultation process with families and the governing council to collaboratively develop a shared philosophy statement. This process ensured that the values, beliefs, and aspirations of our community were embedded within our guiding practices.

In addition, 2025 marked a significant moment as we farewellled Tracy, a highly respected and valued educator who dedicated over 10 years to the preschool. Tracy's commitment, knowledge, and relationships with children, families, and staff have left a lasting legacy within our community.

Preschool Attendance

	Term 1	Term 3
2022 centre	68.3%	78.6%
2023 centre	86.2%	66%
2024 centre	83.7%	75.3%
2025 centre	71.9%	75%

Based on preschool sessions attended during a two-week reference period in Term 1 and Term 3. The table represents the proportion of hours attended out of total hours enrolled (booked). Data Source: Department for Education attendance data.

School Attendance

Year Level	2023	2024	2025
Reception	73.1%	85.7%	89.8%
Year 01	82.4%	80.3%	85.0%
Year 02	82.4%	89.0%	86.0%
Year 03	83.5%	87.6%	90.1%
Year 04	85.2%	87.8%	89.7%
Year 05	85.7%	84.8%	84.4%
Year 06	85.9%	90.1%	83.6%
Primary Other	58.4%	80.5%	83.2%
Total	82.3%	86.4%	86.9%

Data Source: Department for Education Attendance Data, Semester 1 Report 2025. A blank cell indicates there we no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to undertake further study at Year 12.

Attendance Comment

In South Australia, preschool attendance is not compulsory, but it is strongly encouraged. Preschool gives children the best opportunity to develop skills, which prepare them for school. These benefits include establishing positive routines and habits, friendships and connections as well as developing communication, problem-solving and creative skills.

In South Australia, all children and young people must be in school from 6 years to 16 years old. They must attend a government or non-government school full time. From age 16 to 17 however, young people must attend school or an approved learning program (such as an apprenticeship, traineeship, accredited course or university). Schools and parents must encourage and support students to come to school every day. Parents and caregivers must make sure their child is enrolled in a school, and attends school all day and everyday it is open, unless a child is sick or has an approved exemption. Teachers and leaders actively follow up when a student misses school, including recording all absences and non-attendance. All schools in South Australia have local attendance procedures governed under the Education and Children's Services Regulations 2020.

In alignment with the Department for Education's attendance policy, Challa Gardens Primary School remains committed to fostering a culture of regular attendance, recognising its critical role in enhancing student learning, wellbeing, and future success. The policy underscores the compulsory nature of education and the shared responsibility among educators, parents, and the community to ensure consistent school attendance. By implementing targeted strategies and interventions, we aim to address barriers to attendance and support students in achieving their full potential. Our efforts are guided by the department's framework, which promotes early engagement and continuous monitoring to improve attendance outcomes. Through collaboration and a whole-school approach, we strive to create an inclusive environment that values and supports every student's educational journey. Each Week 5 and 10 of term, data is collected about families are contacted to work together on an attendance improvement plan if their child is below 80%.

Wellbeing and Engagement.

In 2025, our commitment to student wellbeing remained a central focus, underpinning all aspects of teaching and learning. We continued to strengthen a whole-school approach that supports every student to feel safe, connected and ready to learn.

A key element of this work has been the implementation of the *Zones of Regulation* framework across classrooms. This has provided students with a shared language to identify and communicate their emotions, while developing self-regulation strategies. Staff have embedded consistent practices to support students in recognising their feelings and selecting appropriate tools to return to a state where they are ready for learning. Each classroom has continued to set up their calm spaces and work with students to ensure they understand how they can access the space and support. Wave 2 and 3 strategies have been implemented to support students who are need extra support with regulation.

Our approach has also been guided by trauma-informed practices, recognising the impact that adverse experiences can have on a child's ability to engage and succeed at school. Staff have prioritised building strong, predictable and supportive relationships with students, creating classroom environments that emphasise safety, trust and belonging. Professional learning has supported staff to respond with empathy, consistency and understanding. Staff have continued to work on building strategies from the Berry Street model and ensuring that that each staff is following our whole school agreements.

The Wellbeing Committee has played a key role in driving this work, regularly analysing Wellbeing and Engagement Collection (WEC) data to identify trends, strengths and areas for growth. This data-informed approach has enabled the school to target supports, refine strategies and respond proactively to student needs. Insights from the WEC have guided whole-school priorities and informed ongoing staff professional learning and classroom practices. In 2025 the committee decided to focus on our persistence and resilience data and started looking at ways that we could further enhance this mindset with our students.

Student voice has been another important focus this year. We have actively created opportunities for students to share their perspectives, contribute to decision-making, and influence their learning environments. Through class discussions, surveys and leadership opportunities, students have been empowered to express their needs and ideas, fostering a sense of ownership and agency within the school community.

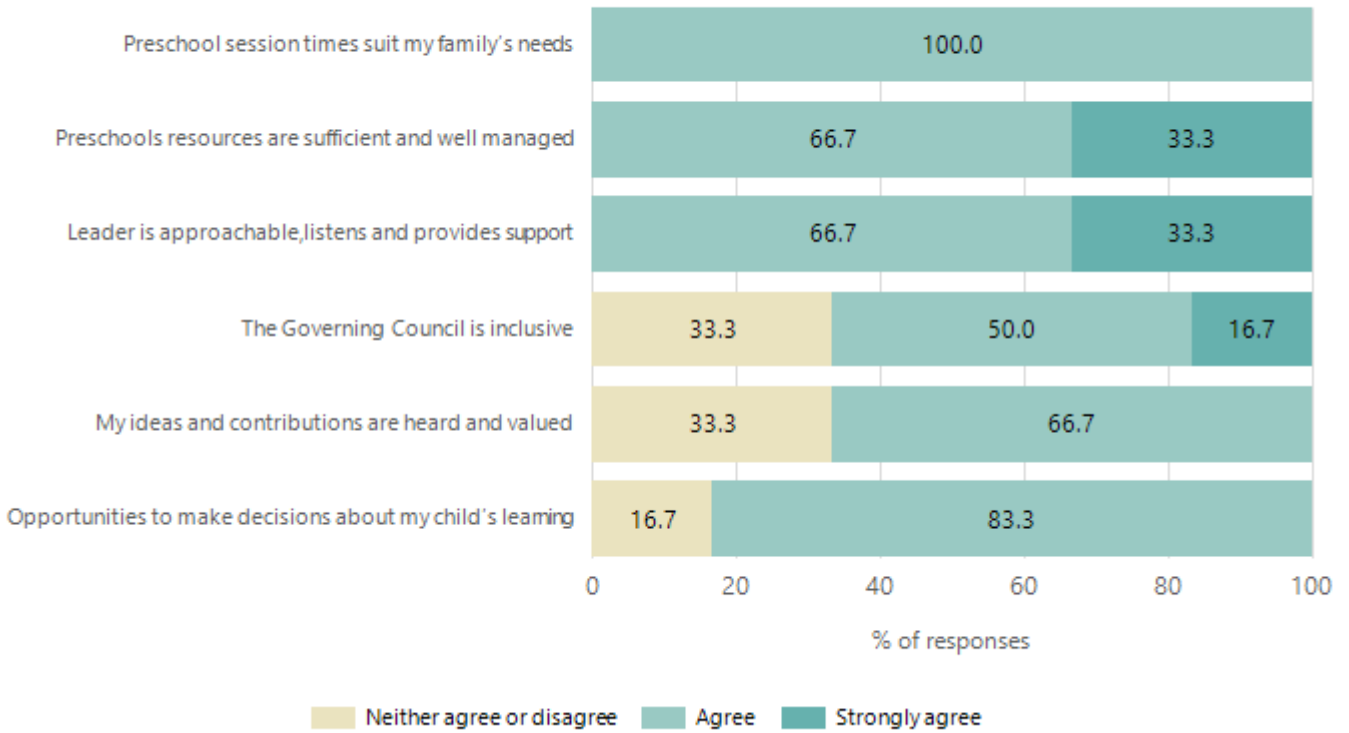
Together, these approaches have contributed to a positive and inclusive school culture, where wellbeing is seen as a shared responsibility and a foundation for student success

Melissa Matto

Wellbeing Coordinator

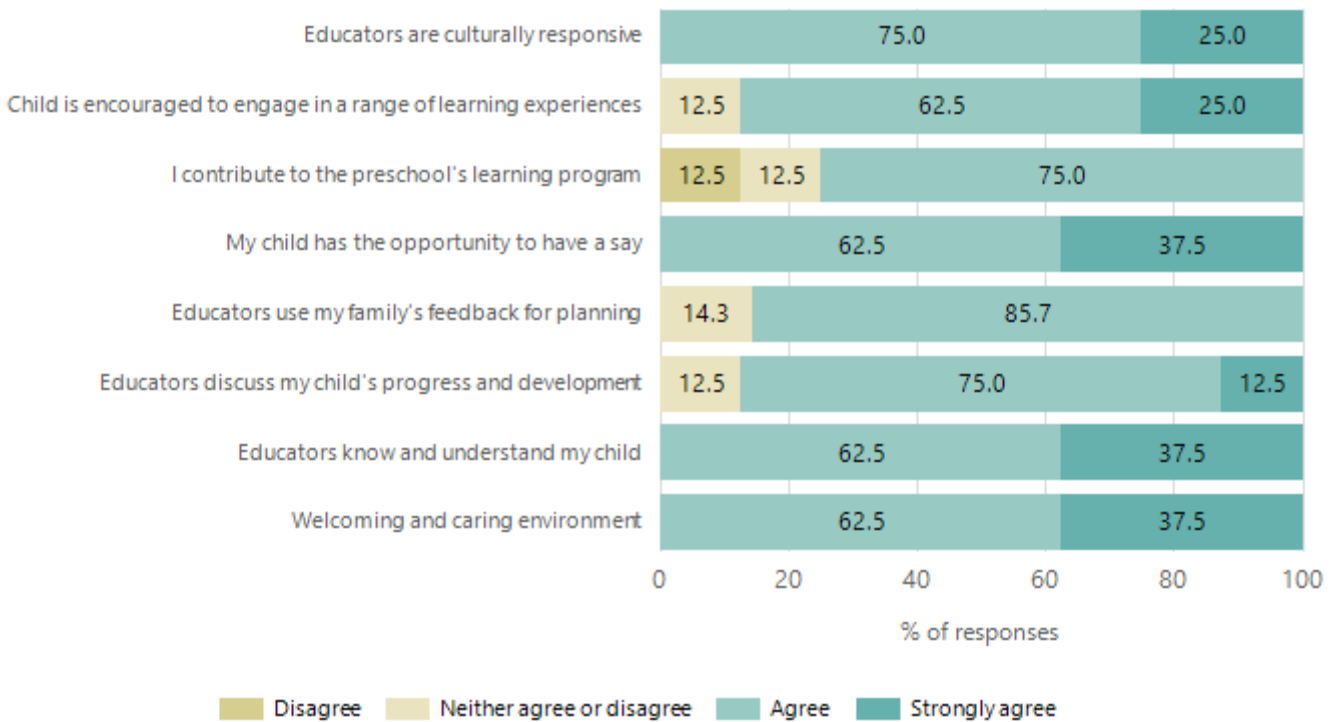
Preschool Family Opinion Survey

Governance, Leadership and Management



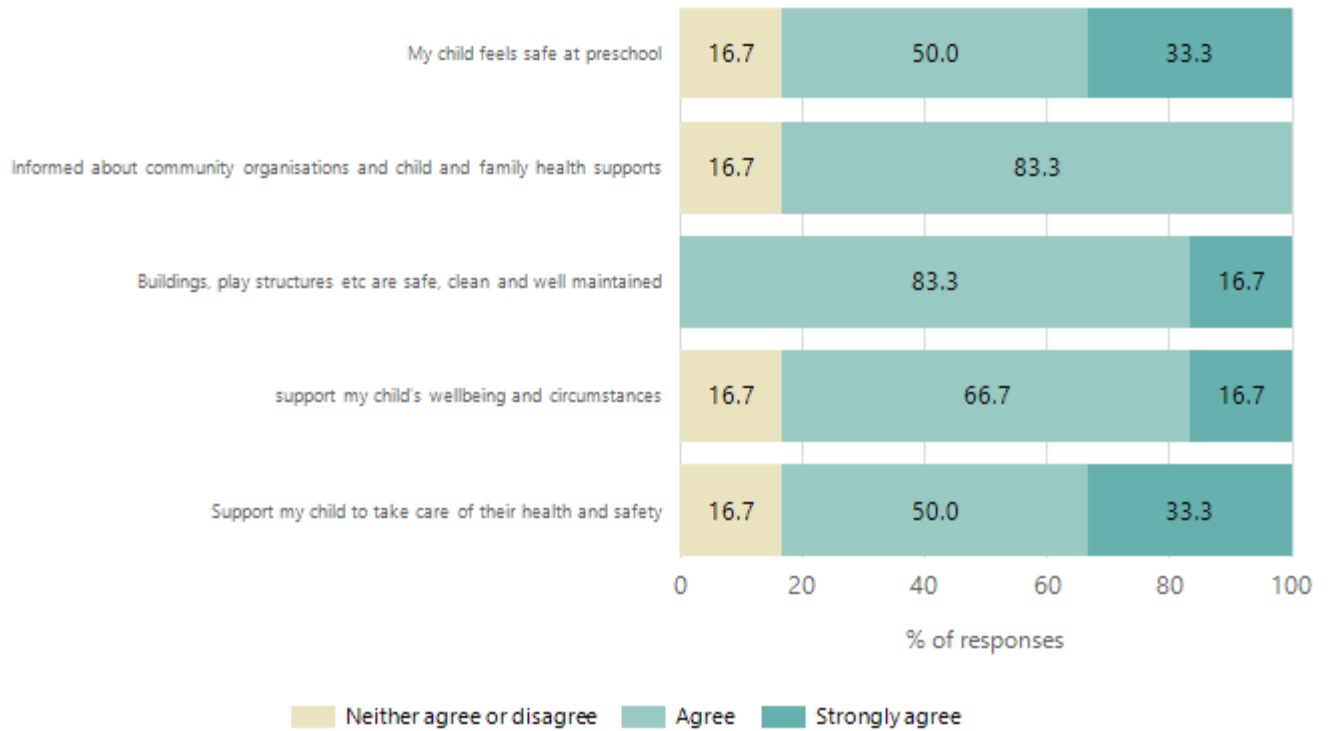
Data Source: 2025 Department for Education Preschool Family Opinions Survey, Term 3 2025.

Quality of Teaching and Learning



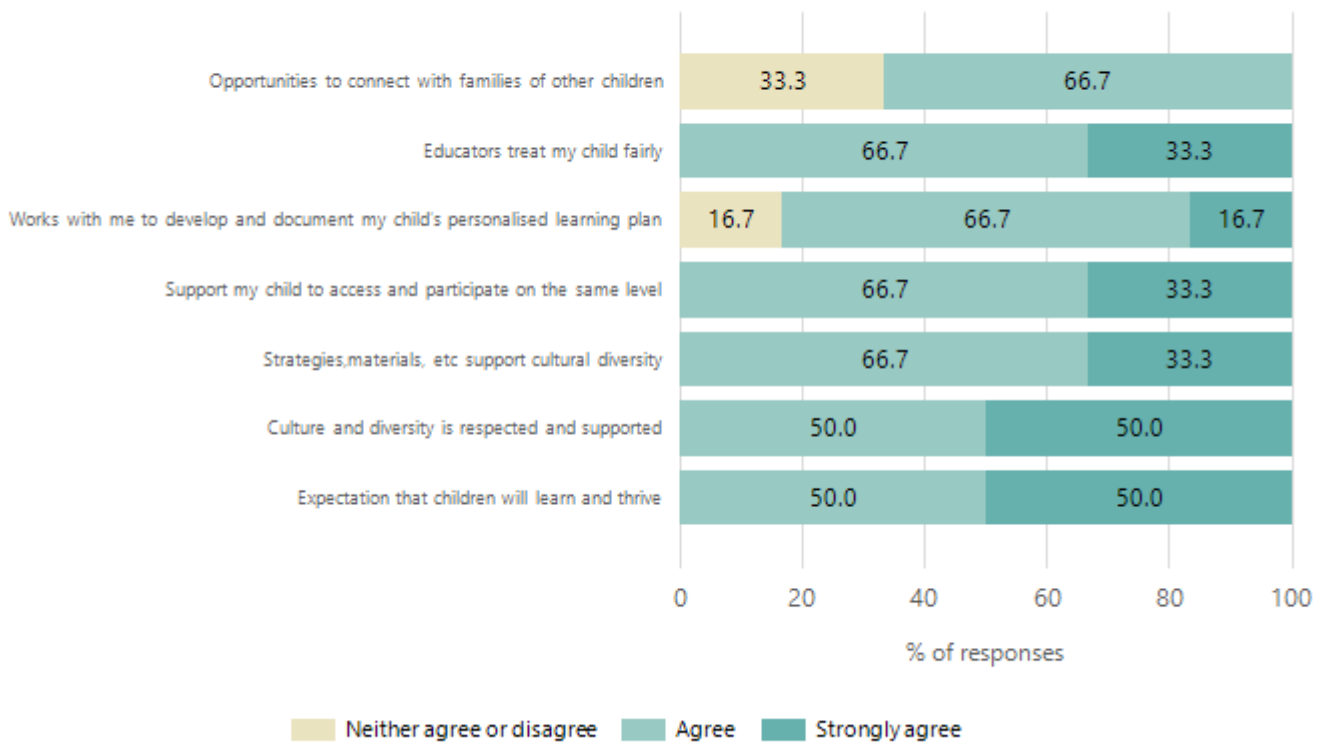
Data Source: 2025 Department for Education Preschool Family Opinions Survey, Term 3 2025.

Safety, Health and Wellbeing



Data Source: 2025 Department for Education Preschool Family Opinions Survey, Term 3 2025.

Support and Inclusion



Data Source: 2025 Department for Education Preschool Family Opinions Survey, Term 3 2025.

The 2025 Preschool Parent Survey reflects highly positive feedback across all areas, highlighting strong family satisfaction with the quality of education, leadership, and inclusive practices at Challa Gardens Preschool.

In **Governance, Leadership and Management**, families reported very high levels of confidence in the preschool, with 100% of respondents indicating that session times meet their family's needs. Families also strongly agreed that the leader is approachable, supportive, and responsive, and that resources are well managed. Importantly, families feel their voices are heard and valued, and that they are provided with meaningful opportunities to contribute to decision-making about their child's learning.

In the area of **Quality Teaching and Learning**, feedback was overwhelmingly positive. Families recognised educators as culturally responsive and noted that children are encouraged to engage in a wide range of learning experiences. A strong majority of families indicated that educators know and understand their child, provide opportunities for children to have a voice, and use family feedback to inform planning. This reflects a collaborative and responsive approach to teaching and learning.

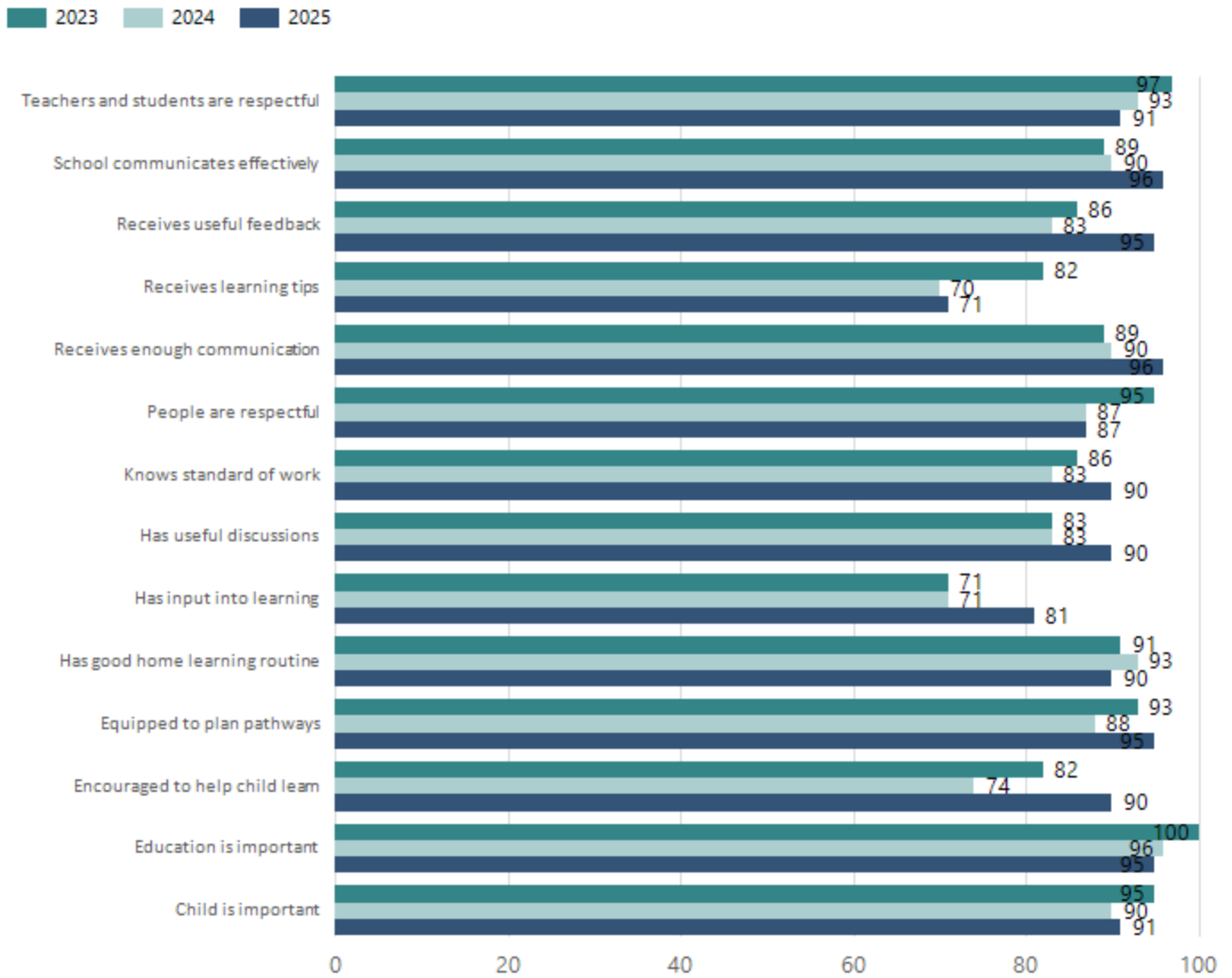
Feedback related to **Safety, Health and Wellbeing** indicates that families feel confident in the preschool's ability to provide a safe, supportive, and well-maintained environment. Families reported that their children feel safe and that educators actively support their wellbeing. The preschool was also recognised for effectively sharing information about community supports and promoting children's understanding of health and safety.

In **Support and Inclusion**, families expressed strong agreement that educators treat children fairly, respect and value cultural diversity, and hold high expectations for all learners. Families acknowledged that children are supported to access and participate in learning, and that personalised learning plans are developed in partnership with families. Opportunities to connect with other families were identified as an area for further strengthening.

Overall, the survey results demonstrate a strong, inclusive, and collaborative preschool community where families feel welcomed, respected, and engaged. The feedback will continue to inform ongoing improvement, particularly in strengthening family connections and ensuring all voices are represented within the preschool community.

School Parent Opinion Survey Results

Proportion of agree/strongly agree response(%)



Data Source: 2025 Department for Education Parent Opinions Survey, Term 3 2025.

Analysis of the proportion of *agree/strongly agree* responses from 2023 to 2025 demonstrates consistently high levels of parent satisfaction across all areas, with several notable improvements over time.

Overall, the data reflects a strong and sustained positive perception of Challa Gardens Primary School, particularly in the areas of communication, relationships, and support for learning. In 2025, there were significant increases in key areas including:

- **School communicates effectively** (96%), showing a continued improvement from previous years
- **Receives useful feedback** (95%), indicating strengthened communication around student progress
- **Receives enough communication** (96%), highlighting consistency and clarity in information sharing
- **Encouraged to help child learn** (90%), demonstrating improved engagement of families in learning

Positive trends are also evident in:

- **Knows standard of work** (90%) and **Has useful discussions** (90%), reflecting increased clarity around learning expectations and stronger home-school partnerships
- **Has input into learning** (81%), showing growth in student voice and family involvement
- **Equipped to plan pathways** (95%), indicating increased confidence in supporting children's future learning

Areas that have remained consistently strong include:

- **Teachers and students are respectful** (91%)
- **People are respectful** (87%)
- **Education is important** (95%)
- **Child is important** (91%)

These results highlight a strong school culture built on respect, communication, and high expectations.

A small area for continued monitoring is **receiving learning tips**, which, while still positive, shows a slight decline compared to previous years. This presents an opportunity to further strengthen the sharing of practical strategies to support learning at home.

Also, the introduction of a designated leader to manage and oversee One Plans has strengthened the quality and consistency of personalised learning across the school. This approach has supported teachers to deepen their understanding of individual student learning needs through clearer guidance, regular monitoring, and collaborative planning processes. As a result, teachers are more confident in setting targeted goals and implementing appropriate strategies to support student progress. Importantly, this model has also enhanced the role of parents and students within the One Plan process, ensuring their voices are actively sought, valued, and embedded in planning. Strengthened communication and shared ownership have led to more meaningful feedback, resulting in plans that are responsive, inclusive, and better aligned to each child's learning journey.

Destination Schools

Feeder Schools (Site number - Name)	2023	2024	2025
0714 - Challa Gardens Primary School	95.7%	82.4%	48.2%
9999 - Unknown	4.4%	15.7%	51.8%

Note: The data is collected in term 3. It does not reflect actual schools enrolled in by existing preschool children. A blank cell indicates there was no data for students enrolled.

Data Source: Department for Education Destination Data Report, 2025.

Intended Destination

Leave Reason	Number	%
IS - INTERSTATE	26	84.0%
OV - LEFT SA FOR OVERSEAS	2	6.0%
U - UNKNOWN	3	10.0%

Data Source: Department for Education Destination Data Report, 2025. Data extract term 3 2025. Data shows recorded destinations for students that left the school in the previous year. Data is uploaded by schools in term 3 and may not reflect final or total figures at time of report creation.

Highest 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's degrees or Diplomas	16
Postgraduate Qualifications	6

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2025. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

Workforce composition including indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	18.8	0.0	10.7
Persons	0.0	22.0	0.0	15.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2025.

Please note: Data includes staff who are actively employed and on extended paid leave. "Indigenous category" is self-reported by staff in the system.

Financial Statement

Funding Source	Amount
Grants: State	\$4419364.56
Grants: Commonwealth	
Parent Contributions	School Card \$31,800 Materials and Services \$33,000
Fund Raising	\$8,000
Other	

Data Source: School supplied data.