Seaford 6 – 12 School is the only purpose built Middle and Senior School in South Australia. It was designed and built to maximise learning outcomes for students and caters for learners primarily from Years 7 – 12.

The Middle School houses four teaching and learning communities:

- Boon Boona
- Nashwauk
- Tigress
- Tingara

Each learning community is led by a Senior Leader who works with a team of teachers and students within the community. This structure maximizes the potential for strong, positive relationships to support your child’s learning.

The senior school comprises students in year 10, 11 and 12 and enables easy access to specialist facilities and areas.

Students with multiple and physical disabilities are catered for in our Seawinds Unit.

In partnership with the Onkaparinga Council we have a shared Library and Recreation Centre.

Seaford 6-12 School Values

- Learning
- Responsibility
- Respect
- Happiness
- Friendship

Our work is underpinned by the belief that:

- students need safe conditions to learn
- intelligence is fluid – with this belief is the understanding that targeted and strategic intervention will result in increased skill level
- students will grow in an environment of high expectation.

Student welfare programs (Pathways & Futures) are a strong part of our whole school Pastoral Care program. This program covers content such as Cyber bullying, Mind Matters program, Sexual Health and Relationship Education (SHARE) and Child Protection. The school is an International Baccalaureate (IB) school which provides curriculum at an international standard. The program the school is undertaking in IB is the Middle Years Program.
2012 Highlights

2012 saw the introduction of new systems, processes and programs across the school in response to learning needs. Staff changes early in the year provided opportunities for a modified leadership structure to enable a dedicated focus on improvement across the school.

The beliefs underpinning our work and forming the foundation of reform centred upon three key aspects:

1. Students need safe conditions to learn
2. Intelligence is fluid – with this belief is the understanding that targeted and strategic intervention will result in increased skill level
3. Students will grow in an environment of high expectation

Below is a summary of reform undertaken throughout 2012:

- Re-alignment of leadership roles to focus on maximising learning conditions and school culture and to include teaching.
- New Learning Support program
- Employment of a Speech Pathologist
- Gifted program 7-10 beginning 2013
- Separated Year 7 and 8 cohorts beginning 2013
- Student at Risk program that has resulted in a restructure of the FLO program and refocused learning as the centre for engagement
- Introduction of DayMap Learner Management System
- Introduction of SMS messaging and late arrival of students strategy
- Introduction of consistent responses for inappropriate behaviours
- Early stages of the introduction of a new school uniform to build school culture and address inappropriate current school uniform (i.e short shorts for girls, hooded jumpers)
- Re-introduction of a Year Book
- Commitment to teachers teaching in areas of expertise in 2013
- Grouping of students in middle school for Maths and English based on need in 2013
- Introduction of accelerated Literacy and Science at Year 10 – compulsory in 2013
- Introduction of advanced Mathematics at Year 10 – elective in 2013
- Employment of Professor Martin Westwell to work with staff throughout 2013 focusing on engagement through pedagogy
- Refinement of student leadership to build sense of community responsibility, student voice and student leadership skills
- Partnership with Onkaparinga Council in development of 20 Year Vision
- Learner Wellbeing Policy, processes and learning strategy in place in line with Cosi Report recommendations
- Refinement and skill development in Moodle, review of iChat, 1-2-1, computer systems and use
- Full audit and asset plan for renewal of grounds and facilities
- Employment of a designer to begin process of re-branding the school and the development of updated documents including a Prospectus
Impact – Key Points

• SAPOL have reported a decrease in the crime rate of juveniles in the Seaford area in the past four months
• Measurable improvement in attendance across school
• Now impacting on behaviour choices of students within the school
• Some students who had disengaged from school are re-engaging with mainstream

Report from Governing Council

It has been an ongoing honour to chair the Governing Council meetings at Seaford 6-12 School.

I find the staff a pleasure to be involved with; they are dedicated, committed and with the important focus on continued developments for the students and their futures – in education, employment, life and community respect and involvements.

Thank you to our Governing Council for their work and commitment throughout 2012:

• Paul Cameron Chairperson
• Terry Lynch Deputy Chairperson
• John Hill Member for Kaurna
• Amanda Rishworth Member for Kingston
• John Gunn Rep City of Onkaparinga
• Cezanne Green Principal
• Andrew Russell Deputy Principal
• Tony Parsons Staff Rep
• Pam Pix Staff Rep
• Marion MacKenzie Staff Rep
• Neil Majewski Staff Rep
• Merridee Dangerfield Parent Rep
• Liz vandenBrink Parent Rep
• Kim Wreyford Parent Rep
• Tina Seymour Parent Rep
• Joshua Yeend Student Rep

A number of changes in school leadership occurred during the year with new leaders settling into their roles exceptionally well and fulfilling the requirements for the school’s numerous agendas for student development and progress.

Major Decisions and Achievements:

The Seaford 6-12 School values of Respect, Responsibility, Happiness, Friendship and Learning; as part of the Bullying & Harassment Policy develops thinking and respect: “Because we care and we can control what happens.”
• The Learner Wellbeing Working Party conducted reviews of several surveys to include questions on cyber bullying. The surveys improved in a positive manner.

• Planning sessions on cyber bullying are achieving desired outcomes – and SRC involvements.

• Meetings with a curriculum focus to map wellbeing against PFP programs and Child Safe Curriculum for Drug Strategy and safe driving. Thanks again to SAPOL for continued involvement and support of our school.

• The VET program continues to achieve great numbers of students taking part, including the introduction of some new courses.

• Lunch-time sport and volleyball again provided students with meaningful experiences.

• The implementation of consistent behaviour responses, coupled with a commitment to students wearing uniform and appropriate shoes, has continued our positive reputation.

• Students who wore the new blazers and represented Seaford 6-12 School at the Anzac Day celebrations said they felt really proud – a great improvement in respect for our ‘Diggers’ sacrifices.

• The Korean students visit - and ALL those involved – and the numbers at their farewell.

• The installation of 110 solar panels will impact on cost reductions and environmental considerations to the students and the community. A demonstration of ‘forward thinking’.

Significant focus was given to raising attendance rates of students in the district and the following targets have been set for achievements over current Adelaide South figures of 89.5%:

• 2014 – 93%

• 2016 – 96%

The SRC are to be congratulated for a variety of achievements:

• Approval of uniform changes (already discussed and organised into a plan of action)

• The up-and-coming Odd Socks Day to raise funds.

• A range of fundraising activities

• Partnership with the Onkaparinga Council in working towards our 20-year vision.

Congratulations to Seaford 6-12 School ‘Inspirational teacher’, Sandra Greenan and finally congratulations to all staff at Seaford 6-12 School; you all make us proud of you and your achievements for the future of our students and our reputation.

Terry Lynch

Chairperson Governing Council
Site Improvement Planning

2013 Site Improvement Plan

2013 sees a new site improvement plan that puts learning at the heart of our work.

1. Every child achieves their potential
   We will strive to:
   - cultivate a high standard of learning and achievement within a context of individual capacity in Literacy and Numeracy

2. Excellence in care and education
   We will continue to:
   - improve outcomes through quality teaching
   - build positive relationships with and between young people
   - support young people in their transitions
   - support teachers and leaders in implementing the SACE, Australian Curriculum and IBMYP
   - transform the learning environment to make best use of emerging technologies

3. Connect with communities
   Strengthen engagement with families and the wider community through:
   - services relevant to young people and their futures.
   - parents as partners in care and education
   - working within our local community in partnership to maximize learning
   - build a positive school culture

4. A successful and sustainable organization.
   Responsive to the needs of staff and students. We will:
   - develop creative and effective leadership and accountability at all levels
   - tailor professional learning
   - actively promote sustainable business practices to support educational outcomes

This plan reflects and embodies our vision, guides our strategic actions and helps us measure the achievement of our targets

It is sharp, simple, reflects DECD and Regional Priorities, is centred on learning and has been developed by the staff at Seaford 6-12 School.
Student Leadership

2012 saw a change in the structure and operation of the Student Representative Council (SRC). Rather than the previous structure of having representatives from each Care Group, we now have all students who are interested in making positive whole school change in the group. This change was made to ensure all members are enthusiastic to attend meetings and allowed the group to make good progress in Semester 2.

The group created a survey with the 4 questions of (1) What is going well at Seaford 6-12? (2) What could be improved? (3) What are the questions? (4) What are the issues and ideas? From these surveys we were able to collect the following data.

**What is Going Well at Seaford 6-12 School**

![Bar graph showing what is going well at Seaford 6-12 School]

**What Could be Improved at Seaford 6-12 School**

![Bar graph showing what could be improved at Seaford 6-12 School]
This Data was used to determine focus areas for school improvement and led to the creation of 7 project teams in the area of:

1. Harassment, Bullying, Mental Health
2. School Appearance & Grounds
3. Lunchtime Events
4. Fundraising
5. Uniform
6. Learning and Teaching
7. Community Involvement & Events

Student leadership also participated in the following activities in 2012:

• Working with the Onkaparinga Council on its 20-year vision for the Seaford Centre.
• Young Leadership Conferences to boost leadership skills in all students and help them to become more effective leaders.
• Mind Matters training and sessions to give students skills and knowledge in promoting student wellbeing.
• Working with primary school students in their transition into high school.
• Community and school fundraisers
• The lunchtime sport program.

A Focus on Learning

In 2012, we worked closely with our DECD Support Services team in order to support students at risk in terms of learning, behavior, attendance, engagement and well being. The key Southern Region personnel involved were an Interagency Student Behaviour Coordinator, two Educational Psychologists, a Speech Pathologist, an Aboriginal Inclusion Officer, a Social Worker (at times) and an Attendance Counsellor.

We met, as a team, twice per term and also consulted as the need arose. The Speech Pathologist was also on site one day per week.

19 students were verified with a learning disability. This has allowed for Negotiated Education Plans to be developed and has provided extra funding for individual student learning intervention and support.

Gifted Education at Seaford 6-12 School 2012

In 2012 Seaford 6-12 School underwent a significant review of identification and provisions for gifted learners. The outcome of this review has been a new identification process that began with the testing of the entire middle school cohort with the Jenkins Non Verbal Test. This is a test of a student's non-verbal reasoning skills and gives an indication of students that may have high intellectual potential. As a result of this testing 66 middle school students were identified as potentially being intellectually gifted. The new enrolments for 2013 were also assessed upon transition and enrolment and a further 21 students were identified. A second wave of identification was then carried out using identification checklists completed by teaching staff that had the opportunity to observe students.

The graphs below demonstrate the number of students identified as intellectual gifted at each year level and across Years 6-9. Students are considered potentially gifted at a Stanine of 7 or above.
Year 6 Jenkins Non Verbal Test Stanine Results 2012

Year 7 Jenkins Non Verbal Test Stanine Results 2012
Year 8 Jenkins Non Verbal Test Stanine Results 2012

Year 9 Jenkins Non Verbal Test Stanine Results 2012
Middle School Jenkins Non Verbal Test: Stanine Results 2012

Student Proficiency Bands

Figure 1: Year 7 Proficiency Bands by Aspect
Table 1: Year 7 Proficiency Bands by Aspect

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exempt</td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
</tr>
</tbody>
</table>

Figure 2: Year 9 Proficiency Bands by Aspect

Table 2: Year 9 Proficiency Bands by Aspect

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exempt</td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
</tr>
</tbody>
</table>

Results indicate that our student % in the ‘at’ or ‘below’ benchmark are below the National, State and Local area scores. As a school we have implemented a number of strategies to support explicit literacy and numeracy learning that will ultimately raise our scores into the middle and upper bands, thus shifting our distribution curve back into the normal range.
Table 3: Year 7% of students in each range indicated below:

<table>
<thead>
<tr>
<th>Test Aspect</th>
<th>Lower Range (%)</th>
<th>Middle Range (%)</th>
<th>Higher Range (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>46.1</td>
<td>46.1</td>
<td>7.9</td>
</tr>
<tr>
<td>Reading</td>
<td>29</td>
<td>55</td>
<td>16</td>
</tr>
<tr>
<td>Writing</td>
<td>62.1</td>
<td>32</td>
<td>5.9</td>
</tr>
<tr>
<td>Spelling</td>
<td>31.0</td>
<td>60.2</td>
<td>8.7</td>
</tr>
<tr>
<td>Grammar</td>
<td>28.2</td>
<td>58.3</td>
<td>13.6</td>
</tr>
</tbody>
</table>

Grouping students for English and Mathematics (from 2013) will support the opportunity for targeted and explicit literacy and numeracy intervention. Separating our year 7 and year 8 cohorts will minimize the range of needs and will ultimately support student learning. Quick Smart Literacy and writing groups have been established to provide additional literacy support for our students.

Table 4: Year 9 - % of students in each range indicated below:

<table>
<thead>
<tr>
<th>Test Aspect</th>
<th>Lower Range (%)</th>
<th>Middle Range (%)</th>
<th>Higher Range (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>47.7</td>
<td>47.7</td>
<td>4.6</td>
</tr>
<tr>
<td>Reading</td>
<td>43.6</td>
<td>50.3</td>
<td>6.1</td>
</tr>
<tr>
<td>Writing</td>
<td>66.5</td>
<td>30</td>
<td>3.5</td>
</tr>
<tr>
<td>Spelling</td>
<td>34</td>
<td>51.7</td>
<td>14.2</td>
</tr>
<tr>
<td>Grammar</td>
<td>44</td>
<td>50.3</td>
<td>5.6</td>
</tr>
</tbody>
</table>

Writing presents as the greatest need at year 9. Groupings in English and Maths and learning intervention for students with learning difficulties and disabilities will further support growth in all aspects of literacy and numeracy. The introduction of a numeracy coach (beginning 2013) will enable targeted support for teachers of Mathematics and across all learning areas.
QuickSmart Literacy Program

Analysis:

Whilst only 73% of QuickSmart participants showed improvement after the program it is important to note that the remaining students maintained their Vocabulary level and only one student showed a lower Comprehension score on the post test (of 1 mark only). In comparison all of the students in the comparison group that did not show improvement had scored a lower post-test score than their original score, in some cases a significantly lower score. It is clear in the data that the QuickSmart program has tangible benefits in improving vocabulary and comprehension skills in its participants.

QuickSmart Literacy Program: PAT-R Result Comparisons

<table>
<thead>
<tr>
<th>Number of students who showed improved PAT-R Results</th>
<th>Improvement</th>
<th>No Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>QuickSmart</td>
<td>Comparison Group</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Comprehension</td>
<td>8</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% of students that showed improved PAT-R results</th>
<th>Vocabulary</th>
<th>Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>QuickSmart</td>
<td>Comparison Group</td>
</tr>
<tr>
<td>Improvement</td>
<td>73</td>
<td>70</td>
</tr>
<tr>
<td>No Improvement</td>
<td>27</td>
<td>30</td>
</tr>
</tbody>
</table>

QuickSmart Literacy Program: PAT-R Result Comparisons
Senior Secondary

2012 SACE Statistics

In 2012 we had 69 potential SACE completers; of these 57 students, or 82.61% (figure 1 below), gained their SACE.

It was pleasing to note that returning students, eight (8) in Year 13+ in 2012, experienced an 87.5% (7) successful conclusion to their studies, whilst 12.5% (1) student is still to complete SACE. Another success this year is a 100% success rate for our Indigenous students attempting SACE completion.

Student results over all subjects covered all performance levels; (figure 2 below), shows a bi-modal result, with a peak in the B band, and a second spike in the C performance standard. 23 A’s were received by students, with some receiving more than one A.
The majority of students wishing to go on to Tertiary studies achieved their goal, with our top Australian Tertiary Admission Ranking (ATAR) being 86.65. The school’s average ATAR was 55.44, and the top five students ranged from 75.25 to 86.65.

It was also pleasing to note that some students gained entry to University through sitting the University entrance exam, and the SATAC exam.

Students in Year 12 Undertaking Vocational or Trade Training

2012 saw the strong, long-term upward trend in the Year 12 participation rate in VET programs continue to reach a new record high of 92% with a significant number of students (over 10%) doing more than 1 VET course (see Graph 1 below). This year I have also included the very pleasing participation rates for the 2 other senior year levels.

Students in Year 12 Attaining a Year 12 Certificate or Equivalent VET Qualification

2012 saw the introduction of the new state government ‘Skills for All’ initiative where SACE students are guaranteed government-funded training called TGSS (Training Guarantee for SACE students). For this first year we had 5 Year 12’s and 2 Year 11’s undertake a TGSS and we were pleased with this outcome. Also this year we saw an increase (to 32) of the Year 12 students completing a full Certificate course (see Graph 2 below). As a result of this healthy trend, less students in 2012 (78) participated in a VET Short Course; while those doing an Australian School-based Apprenticeship (ASBA) remained stable at 13.
There was another major and encouraging highlight this year in the vocational learning area and that was the large number of senior students (39) undertaking a high-level Certificate III; 13 ASBA’s, 13 Children’s Services, 4 Nursing Pathways and 9 participating in a variety of other Certificate III programs.

Finally, the participation rate of males to females does not show a significant difference – Females 47% to Males 53%, whereas the number of students doing higher level VET Certificates (II and III) has increased markedly:

- **Certificate I:** 37%
- **Certificate II:** 39%
- **Certificate III:** 24%

### Student Data

#### Attendance

Figure 1: Attendance by year level

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 6</td>
<td>88.5</td>
<td>85.5</td>
<td>93.8</td>
</tr>
<tr>
<td>Year 7</td>
<td>92.7</td>
<td>91.3</td>
<td>91.1</td>
</tr>
<tr>
<td>Primary Other</td>
<td>95.6</td>
<td></td>
<td>99.0</td>
</tr>
<tr>
<td>Year 8</td>
<td>90.3</td>
<td>90.2</td>
<td>91.1</td>
</tr>
<tr>
<td>Year 9</td>
<td>89.0</td>
<td>88.0</td>
<td>89.6</td>
</tr>
<tr>
<td>Year 10</td>
<td>86.8</td>
<td>85.1</td>
<td>88.3</td>
</tr>
<tr>
<td>Year 11</td>
<td>83.0</td>
<td>82.9</td>
<td>85.5</td>
</tr>
<tr>
<td>Year 12</td>
<td>87.8</td>
<td>84.3</td>
<td>87.2</td>
</tr>
<tr>
<td>Secondary Other</td>
<td>91.5</td>
<td>87.5</td>
<td>88.9</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>88.3</td>
<td>86.9</td>
<td>88.8</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>89.6</td>
<td>88.4</td>
<td>90.0</td>
</tr>
</tbody>
</table>

The student attendance rate improved slightly for most year levels in 2012, with the Year 6 and 10 students demonstrating the most significant change. Year 11 and 12 student rates were lower than 2011 and improving whole school attendance will be a key focus for the school in 2013.

Throughout the year, attendance management and processes have been analysed and reviewed, and new structures and procedures have been put in place since Term 3. This has included an Attendance Policy for families and staff to adhere to, as well as a more consistent and manageable process for staff in regards to following up absences. A ‘Catch-up Club’ for students who are late to school has been another initiative developed this year. We have seen an increase in the number of students arriving on time, as well as students’ attitudes and behaviours around punctuality starting to change. We are excited to continue working with these strategies and improving whole school attendance in the future.
### Destination Activities of Students in 2012 (Post Compulsory)

**Completers** = Students who attained SACE or Certificate 2 Qualifications

**Leavers** = Students who have left school without SACE or Certificate 2

**Sample Size:**
- 2011=42 interviewed
- 2012=43 interviewed

For the second year in 2012, Seaford 6-12 School was apart of the Southern Suburbs Transition Research Project. DECD sourced a private company Colmar Brunton to design and implement an instrument to survey the post school destination of school leavers beyond compulsion who were divided into two groups as defined above.

The study was completed through telephone interviews during April then followed up six months later in September with a further interview. Respondents are able to have multiple responses to the same question e.g. “What are you currently doing?” a respondent may answer “studying at TAFE” whilst “looking for a traineeship/apprenticeship”
Significant changes in 2012 from 2011 have occurred in the number of respondents saying they are either employed or looking for employment (39% are in full time employment >36 hrs/week, 52% in casual employment). Of those employed in full time work the majority are in sales or community and personal service (waiter, carer, hairdresser etc.). 88% also state they are looking for full time work possibly in a different industry. Perhaps they are seeking a traineeship or apprenticeship as evidenced by the increase in this category.

Numbers of respondents going to university is constant but some increase in those studying at TAFE or other institutions. Also volunteering and travelling have both increased.

The data also gives valuable insights into students attitudes about why they left school, what would have influenced them to stay at school and the degree of satisfaction by the respondents of the career pathways offered by the school and career education at school.

In the School 2013 will again be part of this project.
**Client Opinion**

**Analysis of Parent Opinion Survey**

The data shows positive results. Parents identified relationships with school personnel and communication as well as support of learning as the most positive aspects within the Parent Opinion Survey. The employment of a Speech Pathologist, the introduction of a gifted learning program and revised processes for learning support are attributed to these results.

The survey aspect, Support for Learning is focused on their child’s motivation to learn, receiving support for any special needs and a sense of pride in their child’s achievements.

Quality Teaching and Learning and Leadership and Decision Making rated 4 out of a potential 5 which is very pleasing.

Parents show high satisfaction in relation to having confidence in how the school is managed, that there is effective educational leadership, that the school is always looking for ways to improve and that their children have opportunities to participate in decisions about their education.

![Parent Opinion Survey 2012](image)

**Analysis of our Student Opinion Surveys**

The results of our Student Opinion Survey has formed the basis of several key aspects of reform to be implemented in 2013. The key area for improvement, identified by our students, centred on aspects of student leadership and decision-making. A restructure of our SRC for 2013 will enable greater student voice, students working together in focus groups and a partnership with the Youth Empowerment Program and will result in greater student voice and decision-making in 2013.

Our recently implemented learner well being strategy and bullying and harassment audit has provided us with detailed information about relationships and communication across the school and a team of teachers and community members are working together to implement processes to address these concerns.
Our partnership with Professor Martin Westwell and the removal of iChat from all computers will impact positively on student engagement and pedagogy and hence enable us to improve quality teaching and learning.

### 2012 Psychological Health Survey

In 2012 we conducted the DECD Psychological Health Survey with our teachers and ancillary staff. This survey measures the satisfaction levels of our teachers and ancillary staff against a number of categories. The graph shows data from 2012 alone as the data from previous years included different questions making comparison difficult. The 2012 data shows that 90% of teachers are clear about their roles and responsibility, 81% of staff members identify leaders and their interaction with leaders as supportive. Those that ranked at 70% - 79% satisfaction rate are still very pleasing as this is a significant number of staff members who show satisfaction. These survey aspects include; decision making, work demands, goal alignment, appraisal and recognition. Overall the 2012 data shows positive results despite significant staff and process change across the school.

---

**Student Opinion Survey 2012**

<table>
<thead>
<tr>
<th>Category</th>
<th>Average Rating</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Teaching &amp; Learning</td>
<td>3.46</td>
<td>3.61</td>
</tr>
<tr>
<td>Support of Learning</td>
<td></td>
<td>3.99</td>
</tr>
<tr>
<td>Relationships &amp; Communication</td>
<td></td>
<td>3.80</td>
</tr>
<tr>
<td>Leadership &amp; Decision-Making</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Staff Psychological Health Data 2012**

[Data table with percentages]
Staff

Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>124</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>32</td>
</tr>
</tbody>
</table>

Please note: Staff that have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce Composition including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>1.00</td>
<td>56.80</td>
</tr>
<tr>
<td>Persons</td>
<td>1</td>
<td>60</td>
</tr>
</tbody>
</table>

Financial Statement

See attached document