

# Naracoorte South Primary School

## Annual Report 2013

Item	Description
Org No	0936
Full Name	Naracoorte South Primary School
Street Address	Cedar Avenue, Naracoorte SA 5271
Postal Address	PO Box 746, Naracoorte SA 5271
Phone	(08) 8762 2977
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Email	dl.0936.Admin@schools.sa.edu.au
Site Leader	Mrs Anna Young
Type	Primary Education
Designation	Reception to Year 7
Index Of Disadvantage	5
Region Name	Limestone Coast
Local Government Area	Naracoorte and Lucindale (DC)
State Electorate	MacKillop
Federal Electorate	Barker
Latitude	36.972690
Longitude	140.746742
GPOkm	339
Opened	16 September 1963

Anna Young  
Principal

Anna Russell  
Chairperson

Frank Mittiga  
Educational Director



## Context

<b>School Name:</b>	Naracoorte South Primary School	<b>School Number:</b>	0936
<b>Principal:</b>	Anna Young	<b>Region:</b>	Limestone Coast

## CONTEXT

Naracoorte South Primary School is characterized by its inclusive ethos. People matter here. The school community embraces the challenges inherent in its diversity, valuing and supporting one another to be the best that they can be. Over many years the school enrolment has reflected several languages other than English. A feature of the school is its strong parent governance. Open communication, with participation in decision making and goal setting are the responsibility of all stakeholders. Students are valued for who they are and what they bring to their learning. Academic achievement and student wellbeing is the business of all employees in partnership with families. This school is recognized for its focus in Science, with a Science Laboratory facilitated by Industry partner, Scientist Dan Newson. The partnership is an example of the school's innovative and sustainable practices in collaboration with local agencies and businesses. The Environmental Enclosure is where students produce vegetables, herbs and eggs for sale and use in the school canteen. The enclosure has developed to include propagation of native flora to re-vegetate the school's 4.5 hectares of natural scrub. Physical Education and Music along with History and Social Sciences are delivered by specialist subject teachers. Whole school agreements in Literacy and Numeracy aided by a Coach, assists in monitoring the achievement of all students. Naracoorte South Primary School has received national recognition for its whole site model with systematic data collection and subsequent teaching cycles to deliver curriculum. The school is renowned for its profile of quality staff, where many teachers are recent recipients of state and regional awards in education. All SSOs who work with students have either completed or are enrolled in Certificate III or IV Education Support. Succession planning, professional learning opportunities and mentoring colleagues are priorities at NSPS, with the result that several aspirational leaders now lead schools in their own right. Graduate teachers flourish, providing reciprocal learning partnerships with Step 9 and AST2 experienced teachers. Prudent resource allocation, accurate financial management with regular review, enables the carrying forward of a class above allocation- resulting in the average class size of 20 in Junior Primary and 24 in Primary.

## 2013 Highlights

2013 was a rewarding year with children engaged in active learning and improvement plans evolving. A highlight was the **Open Day** coinciding with our '**Celebrating 50 Years of Education**' Re-union. This event, with a year of planning led by Rosalie Masters, was a resounding success in which current students and staff enthralled their visitors with the curriculum changes, memorabilia and events held throughout a the weekend. The Venn diagram, marked out on the main oval for the generations of students, parents, staff and governing council members, was a novel way in which to 'call the roll'. Our Science Laboratory was officially 'opened' at this time.

The **Science Resource Centre** is an asset enabling the school to have a science focus. To establish an educational partnership with a practicing scientist across the primary years is remarkable. Dan's guidance in the plan, design, features and resources incorporated in the science laboratory, aligns with the 'engage, enquire, explore, experiment, enjoy and excite' philosophy of the Australian curriculum. It was a highlight to have Dan leading science lessons during the school's official open day.

In **Literacy** we once again had a National **Partnership Coach**. This additional resource greatly benefited newly appointed staff in the take up of Agreed Practices such as the Daily 5, assessment for teaching with specific text types across the school, data collection and analysis, and, targets in Reading while emerging into similar structures in the teaching of Mathematics. Staff worked towards their goal of developing a site Spelling / Word Work Scope and Sequence.

**Bop and Bounce**- an emergent literacy program runs every Thursday morning by one of our teachers, for pre-schoolers. In the session toddlers get to move to music, share a story and learn rhythm. Families also make their initial connection with the school through an extremely positive experience.

This year saw the commencement of a **School Band**. Under the guidance of Geoff Stephens and Geoff Trevenen from the Instrumental Music unit, a class of Year 5/6 students learnt to read music, play either a wood, wind or brass instrument, work together as a team, and, to present several pieces at the end of year school Concert in the Nararcoorte Town Hall over two nights.

**Governing Council** is an amazingly well informed, interested and active group, with council members convening these areas- Education, Parent Club, Finance, Fundraising and Sport. Members were actively involved in the curriculum initiatives and projects to benefit and enhance learning environments. Teacher reports to council provide a thorough insight into curriculum and learning, which in turn assists all to keep attention on the purpose of this school- students and their learning.

### Report from Governing Council

Governing Council met 8 times this year and was involved in the decision making process that effected the whole school community. The Governing Council has been informed of the progress of the school priorities via Principal, Deputy & staff reports. Staff reported in-depth on the learning processes taking place in the classroom and other school initiatives.

Name	Position	Meetings Attended	Name	Position	Meetings Attended
Anna Russell	Chairperson	4	Cheryl Kramm	Finance Officer	5
Darren Maney	Vice Chairperson	7	Troy Henschke	Parent Representative Facilities Convener	8
Deb Henschke	Secretary	8	Dan Newson	Parent Representative Education Convener	7
Bec Henschke	Treasurer	6	Belle Baker	Parent Representative Parent club Convener	5
Anna Young	Principal	4	Anthony Flynn	Parent Representative Sports Convener	5
Tyrone Stapleton	Acting Principal T2	1	Lisa Grady	Parent Representative Fundraising Convener	8
Felicity Slotegraaf	Acting Deputy Principal T1 & 2	3	Brett Pope	Parent Representative	6
Kirsty Lush	Deputy Principal T3 & 4	3	Cathy Romer	Parent Representative Canteen Convener	3
Kara Lang	Staff Representative T2-4	5	Gayle Ellis	Parent Representative	0
Cathie Biggins	Staff Representative T1	1	John Flynn	Community Representative	3
Jenna Newman	Staff Representative	7			

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The governing Council sub committee's highlights for this year are:

### **Education Committee**

- Renovated the upstairs room for Science and Environmental studies
- Introduced living displays into the new science centre
- Started work on planning the new propagation centre
- Purchased new microscopes for science room with interactive white board
- Purchased new Tablets for use with portable microscopes
- Stared work on the Black Cockatoo Project

### **Facilities**

- Working Bees throughout the year were well attended & it was great to see new faces at each one. We are looking to implement a program for Working Bees where we have 1 a term & although open to everyone to attend we are looking to ask people to attend based on their surname.
- A great turnout for the September Working Bee along with the hard work of Brain Kay enabled us to have the grounds in exceptional condition for the Open Day & the School's 50th Anniversary Celebrations.
- Students & staff & along with the help of Dean & Hazel Baker have put in numerous hours in replanting garden beds & installing some new watering systems around the school.
- Work is underway to develop the propagation centre under guidance from Dan Newson & Kara Lang. We expect the base to be laid in the coming weeks & construction to begin with the help of some local builders.
- The front oval was dethatched in the first week of March which will have the oval in a much better condition for the upcoming sports day. Dethatching is a process to remove the "sponginess" of the grass where dead roots & grass is removed from the surface which enables to grass to grow stronger & become more resistant to weed growth.

### **Fundraising**

- Wonderful support from the whole community enabling us to provide valuable resources through:
  - Easter raffle
  - Walk-a-thon
  - Crazy Camel calendars for Christmas presents
  - Lunch specials
  - Orphan Lambs

### **Sports**

- Sports Day was as usual a resounding success involving the whole school community.
- Focus for the year has been getting more children actively participating in a variety of sports.
- Cricket numbers are good.
- Football is still struggling for numbers.
- The golf clinics generated a lot of interest and students are looking forward to the upcoming clinic in Term 2.
- Netball this year saw combined NSPS & Sunrise teams which saw some comradeship between the two schools.
- Ex student, Lachie Neal's Fremantle's jumper is framed and on display in the foyer.
- Actively encouraging more students to ride bikes to school. This will be further facilitated by the Ride Safe Program in Term 2.

### **Parent Club**

- Parent Club was inactive this year, but is off to a fantastic start for 2014 with lots of interest in the parent sessions organised by Lisa Grady.

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Kids in Charge (KIC) give a report at each meeting, keeping Governing Council informed of what is happening at a student level.

Other highlights:

- The 50<sup>th</sup> celebrations brought students, staff and family together from afar. What a splendid weekend to showcase our school, especially the opening of the “Science Sustainability Centre.
- Cara Maney and Tracy Ebert taking on Bounce & Bop to extend the minds of young toddlers.
- Ending the year with another showcase of star studded concert.

**Anna Russell**  
**Governing Council Chairperson**

### Report from the Principal

‘Opportunity’ is the word that comes to mind when I reflect on 2013. You can see it in the new school uniform, adopted fully this year and instigated by our Kids In Charge of 2011. You can see opportunities taken in the facility improvements within the school. Amongst these are the new Science Sustainability Centre, continued upgrade of e-learning and digital technology, refurbishment of the front office and library areas, the Aboriginal health garden, student managed garden beds, development of the native flora propagation facility, and, the stone wall commemorating 50 years of education.

Opportunity is evident in learning too. Teachers with high moral purpose and a professional commitment are working hard to fulfill all the demands of the nation-wide curriculum. Learning is now about the ‘thinking, questioning, big ideas and problem solving’ that students need in order to apply their literacy and numeracy skills in different contexts. There is some urgency about the need for social responsibility. Children must be mindful of cause and effect and that their choices now are the pathways toward future sustainability and prosperity. The establishment of a burgeoning School Band is another example of an opportunity taken in order to deepen quality learning and fulfillment.

Opportunity is apparent in the leadership of parents in governance. The school community has reached out to establish partnerships with agencies and industry. Finances are expediently directed within decision making processes which are clearly transparent to all. Successful management of the school canteen has repaid an outstanding debt held prior to 2006. With governing council’s vision and purpose, the former Narkindie Park has been razed. Parent led committees have achieved an amazing fund raising total, an educational science facility unparalleled in primary schools, and, grounds that show high involvement from families at working bees. The Open Day along with the 50 Years of Education celebrations gave opportunity for wonderment at educational change, and, fellowship over many generations of past and present people having links to this great school.

I take this opportunity to say thank you to each and every person, who in voluntary or paid capacity, has contributed to the wellbeing and education of our dynamic and diverse young learners. Enjoy this magazine, which shows snippets of learning by every student, over 2013

### Site Improvement Planning

The school’s **Operational Plan** and **Site Improvement Plan** continued to provide the framework for our work. At the commencement of the year, staff participated in reviewing aspects of the SIP, to ascertain progress made or not and to re-set targets. The school has self-

managing Professional Learning Communities (PLC s) in Science, Literacy Mathematics and Public Relations, all of which are priorities in the SIP. All of staff inclusive of teachers and SSOs is committed to one of the PLCs which have responsibility for agendas and minutes, PD and resource allocation. The PLCs meet on a three weekly basis. The PLCs are required to provide professional readings and to facilitate their learning and work with all colleagues. This occurs at whole of staff meetings again on a 3 weekly basis, with the 3rd week being set aside for year level meetings. In this way responsibility is shared in obtaining a deeper level of learning, sharing, assessment and moderation of work. A weekly administrative meeting is held prior to school, with agenda and minutes to keep all employees advised and informed of organizational management.

The Diaf Review along with planned and targeted PD enabled ongoing improvements in teacher understanding and delivery of learning. For example use of the Tfel Review tools, PALL Peer observation Audit, Performance Development Plans with inquiry questions:

What is my practice telling me?

Why is it showing me this?

What will I do about it?

all helped to establish a culture of accountability and ownership for what we say and do at Naracoorte South Primary School.

## LITERACY AND NUMERACY

In 2013 Naracoorte South Primary hosted Observation Days for many colleagues from schools across the Limestone Coast. Visiting teachers had opportunity to see our Agreed Practices in Literacy (and some in Numeracy) in action. Visitors observed the Big 6 of Reading being delivered through The Daily 5, which teachers implement , namely, Oral Language, Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension , to meet the agreed target in the Literacy Intervention Plan which is that all Wave 1 and Wave 2 students' reading age match their chronological age. Whole staff PD enables a common language use so that any learning conversation provides coherency for students and parents. Progress made against the targets set, were met for Wave 1 and 2 students.

These whole school Agreed Practices enabled teachers to plan the ways that reading and writing are taught, when these are taught and when data collection points are scheduled to inform individual learning needs.

Teachers have taught and assessed using the Australian Curriculum in English and Mathematics with improved accountability. Professional learning days, using the Tfel Compass and teacher Professional Standards assist with tracking performance development. Participation in Professional Learning Communities across the Naracoorte Cluster also enhanced working knowledge of the Australian Curriculum.

Parent evenings were held in which the Literacy Coach and colleagues presented the agreed approach used in Mathematics. Children in the Early Years 'coached' their parents at these evenings to enable their understanding of hands on mathematics. PD with Ann Baker in Mathematics has guided teacher pedagogy.

### DATA COLLECTON Agreed Practices in Literacy and Numeracy include:

TERM 1	TERM 2	TERM 3	TERM 4	
<ul style="list-style-type: none"> <li>• 1 Text type</li> <li>• Running Records- all students</li> <li>• SENA</li> </ul>	<ul style="list-style-type: none"> <li>• 1 Text Type</li> </ul>	<ul style="list-style-type: none"> <li>• 1 Text Type</li> <li>• Running Records – all students</li> <li>• SENA</li> </ul>	<ul style="list-style-type: none"> <li>• 1 Text Type</li> </ul>	EARLY

- Sounds and associated assessment outlined in the document guide are completed throughout the year

<ul style="list-style-type: none"> <li>• 1 Text Type</li> <li>• Running Records on all</li> <li>• Maths for Learning Inclusion on Designated students</li> </ul>	<ul style="list-style-type: none"> <li>• 1 Text Type</li> </ul>	<ul style="list-style-type: none"> <li>• 1 Text Type</li> <li>• Running Records- more than 6 months behind</li> <li>• Maths for Learning Inclusion- on designated students if required</li> <li>• PAT- R Years 3, 5, 7</li> </ul>	<ul style="list-style-type: none"> <li>• 1 Text Type</li> </ul>	MIDDLE
<ul style="list-style-type: none"> <li>• 1 Text Type</li> <li>• Running Records on all</li> </ul>	<ul style="list-style-type: none"> <li>• 1 Text Type</li> </ul>	<ul style="list-style-type: none"> <li>• 1 Text Type</li> <li>• Running Records- more than 6 months behind</li> <li>• Scaffolding numeracy in the Middle Years- Band 3-4 below</li> <li>• PAT-R Years 3, 5, 7</li> </ul>	<ul style="list-style-type: none"> <li>• 1 Text Type</li> <li>• PAT-M-PLUS</li> </ul>	UPPER

- Pre and post assessment for Mathematics topics are through written tests, observations of individual, group work and paly based activities

## EALD

In order to cater for the needs of students who speak a language(s) other than English, teachers track learning then assign Levels (formerly scales). Two or three written pieces of writing on differing text types along with Oral language assessments are used to assign accurate EALD levels. Beyond the whole class program, every week students were grouped then provided intensive support with and EALD trained teacher. All EALD students in Years 3, 5 and 7 achieved above the NAPLAN national minimum standards in Reading. Their written grammar and punctuation results were another story.

## SCIENCE

As referred to earlier in this report NSPS has implemented a Science focus within the primary setting. Class teachers are required to teach Science while utilizing the expertise of the Industry partner Dan Newson. The Science Resource Centre has 'hands on science' as the theme, with various live species which students are responsible for keeping and raising. The Science Resource Centre has an amazing array of equipment including an interactive whiteboard operated by a microscope with 400x magnification. The governing council together with staff volunteered time and skills in revamping a former art room, painting and installing aspects of the equipment in readiness for the school's annual Open Day.

Science week is an occasion where all students grouped R to 7, rotate through various activities with each teacher. Morning quizzes are collated as classes compete to be awarded either the junior or primary science shield.

### Sustainability

Linking to the Science Centre is the Environmental Enclosure and attached Natural Scrub. Students with assistance from NRM and local citizens have collected seeds to propagate to extend the flora required for our Red Tailed Black Cockatoo, whose habitat is in the school's 4.5 hectare Natural Scrub. In the Environmental Enclosure, students keep hens which they raised through incubated eggs, vegetables and herbs. This produce is for sale as well as being utilized through the school's Canteen.

## WELLBEING

Student and staff wellbeing is a priority. Student voice is valued with many opportunities for leadership and participation in various roles/ committees such as Kids in Charge, Environmental and Garden Groups, Sports House Captains, Buddy Bench Monitors, Peer Mediators, Lunch Time and End of Year Concerts. The physical environment is student friendly as is the atmosphere on entering the school buildings. Class audits enable students to identify peers who are good role

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models, and those who cause them anxiety. Staff take responsibility for connecting with at risk students. Student Matters is a regular item on the staff meeting agenda. Breaky Club and issuing Stand like Stone vouchers are just some of the ways in which children in need are supported. Staff self-selects Mentor Partnerships, a reciprocal structure to deepen connections and to enhance the psychological health and professionalism of all adults here.

## **FACILITIES**

This year major works included the upgrading of catwalks on the main building's second story, so that preventative maintenance could be carried out on air conditioners. New water pipes have replaced the initial underground system which was corroded and leaking. Internally, the front office, foyer and resource areas have each been repainted and re-carpeted, with some furnishings and furniture also undertaken.

Governing council held productive working bees, pruning, weeding, sweeping, gutter cleaning and drain clearing, spreading garden and playground bark chips, repairing boundary fences, and, bringing the grounds up to scratch prior to Sports and Open Days. The Gardening group with assistance from the CPSW Micheal Becroft continued with the installation of in-ground watering systems to garden beds.

The appointment of Keith Terry as Manager of IT saw the operating to high speed internet. This enables an entire class to utilize programs such as Reading Eggs. Video can be streamed and conferencing over the waters too! Every aspect of our Computing room has been brought into consistency, so that it user friendly and efficient. New computers have either been installed in or replaced the aged sets in classrooms.

## **Student Achievement**

In 2013 English, Mathematics, Science and HASS History were taught, assessed and reported against in relation to the Australian Curriculum. For remaining subjects the SACSA outcomes were used. As a result of Professional Learning days for teachers in History and Mathematics, the Australian Curriculum is becoming familiar and understood.

As a site we report to parents every term. In Term 1 Three Way Conferences are convened in which the student shares their learning goals, achievements and areas for improvement. In Terms 2 and 4, written reports from the teachers are issued. In Term 3 a Conference can be requested by the student, parent or teacher. Building a partnership is essential in which communication through additional formal meetings, diary notes, phone calls, and informal conversations occur on need.

## **RUNNING RECORDS**

In every Year level Running Records are used by teachers as a diagnostic tool. Together with the Reading Standards developed for use in the Limestone Coast, the school target is that every student can read and comprehend at their chronological age. Ensuring that 'best fit' books are selected by every student is required. The Daily 5 also assists students to acquire the Big 6 - Oral Language, Phonics, Phonemic Awareness, Fluency, Vocabulary and Comprehension. It is expected that students experience an extensive range of text types for reading and writing purposes.

## **PREMIERS READING CHALLENGE**

The target set of 100% participation was not reached. On analysis it was evident that with the appointment of teachers in 2 classes after the year commenced, data was not entered as required. Nevertheless, all other classes had between 85% and 100% participation. The premier's Reading Challenge is a way to engage parents in hearing Reading at home. The school is grateful to volunteers who assisted with the program here, where support from home was not forthcoming.

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## ADDITIONAL TESTS

Amongst the range of formative assessments a range of additional data is gathered. Many related to the Big 6 of Reading and include:

- Phonological Awareness
- Phonemic Awareness
- Letter- Sound Knowledge
- Vocabulary
- Fluency Comprehension
- One minute reads
- SEA for Reception students
- WRAP
- On line PAT-R
- On line PAT-M
- Guidance Assessments- referrals for identified students

These data sets are recorded and referenced between teachers throughout the year as well as when students progress through the years and into the secondary sector.

## NAPLAN

### OVERVIEW

It was pleasing that the significant majority of students in Year 3, 5 and 7 achieved at or above the national minimum standards in each area of Literacy and Numeracy.

The greatest progress however was at Year 5 with the percentage of students achieving at or above the national minimum standard increasing in all literacy components tested. To address the areas of need exposed, PAT-R, PAT-M, and Diagnostic Spelling test results are used to inform the schools agreed practices which provide direction for teaching and learning. PD was provided by the Literacy Coach to train staff in the interpretation and application of PAT-R testing. It is anticipated that similar will occur in PAT-M in 2014.

### YEAR 3 LITERACY AND NUMERACY

For this year level, Numeracy and Spelling were stand out areas of difficulty for our students, with 79% achieving at or below the minimum standard. A slight gain is evident from 2011 when it was at 94% of students at or below minimum standard. This data is commensurate with what we know about the starting points of children as they enroll at our school. We map development of children and so we are fully aware that many in our cohort are vulnerable in a minimum of one domain. This informs the starting points and assessments that are necessary to prepare children 'for learning'. The improvements made therefore, from Year 3 to Year 5 Naplan results are most meaningful.

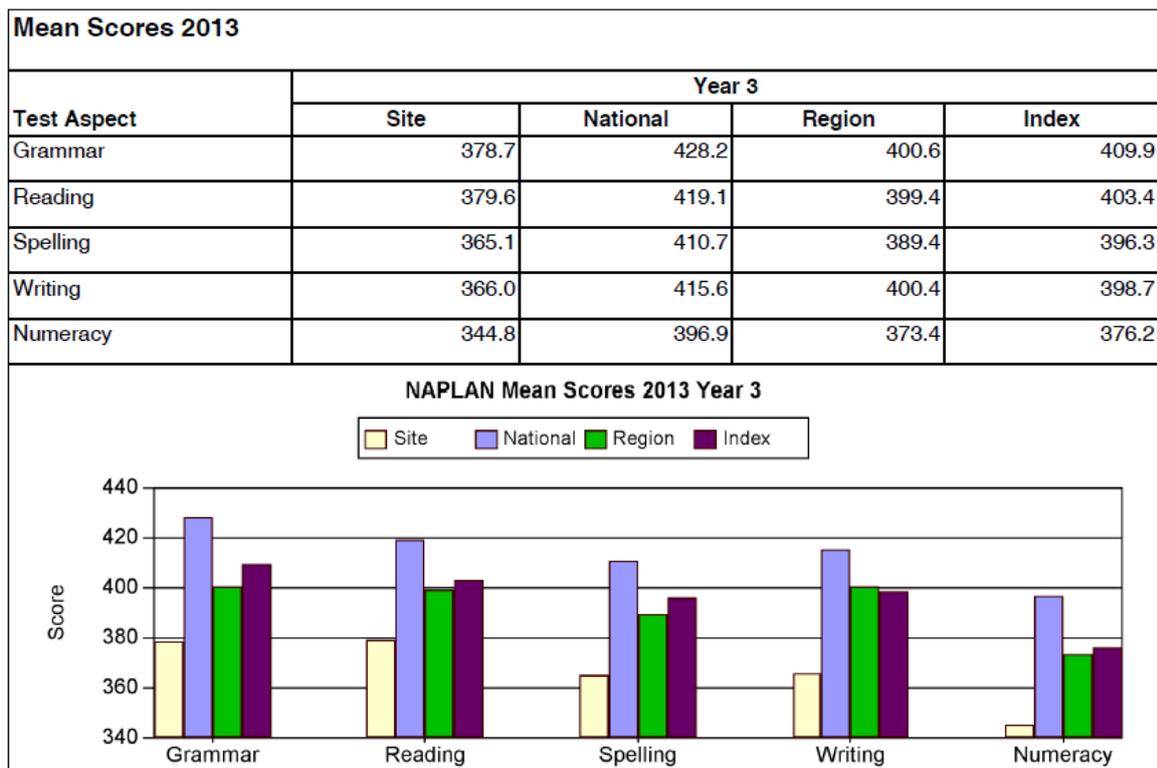
In working towards improvement, in Term 4, a diagnostic test was issued for all students from Years 2 to Year 7. It assisted teachers to identify gaps in students' spelling skills and knowledge. In particular, gaps in students' phonetic skill development. The diagnostic evidence informs teaching foci for 2014.

The data below indicates that at Year 3 some students found the persuasive text genre difficult. An emphasis on grammar, vocabulary and spelling will need to be targeted in 2014 agreed practices document too. Daily 5 practices at Reception, Years 1 and 2 include the early introduction of the Big 6 of reading. Being heard to read, reading to a partner, reading to self, writing and vocabulary extension occurs for every child every day. Phonemic awareness, syllabification, rhyming and patterns are explored, emphasizing these with word building into word families. Word walls, vocabulary posters on thematic topics along with visual procedures demonstrating then sequencing of text types and their construction are all utilized. Assessment schedules include pre-test, followed by a teaching cycle then post testing is an agreed practice

from which results are collated and analyzed. From this, identified students at risk are supported with small group or individualized interventions.

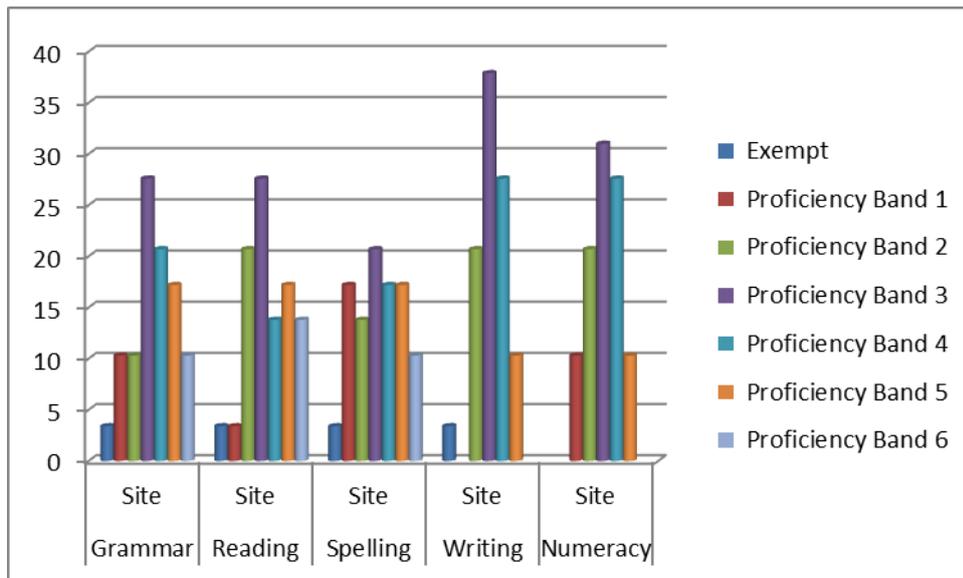
In Numeracy 90% of the Year 3 cohort achieved the National Minimum Standard. There are many teaching points to come from the data in the areas of shape, measurement and chance and data.

Patterning and simple fractions also require some explicit targeting. In particular, identifying symmetry of shapes and design, and, counting collections and identifying half were of some concern. Students fared better in questions around number and using money.



### YEAR 3

Proficiency Band	Grammar	Reading	Spelling	Writing	Numeracy
	Site	Site	Site	Site	Site
Exempt	3.4	3.4	3.4	3.4	
Proficiency Band 1	10.3	3.4	17.2		10.3
Proficiency Band 2	10.3	20.7	13.8	20.7	20.7
Proficiency Band 3	27.6	27.6	20.7	37.9	31
Proficiency Band 4	20.7	13.8	17.2	27.6	27.6
Proficiency Band 5	17.2	17.2	17.2	10.3	10.3
Proficiency Band 6	10.3	13.8	10.3		

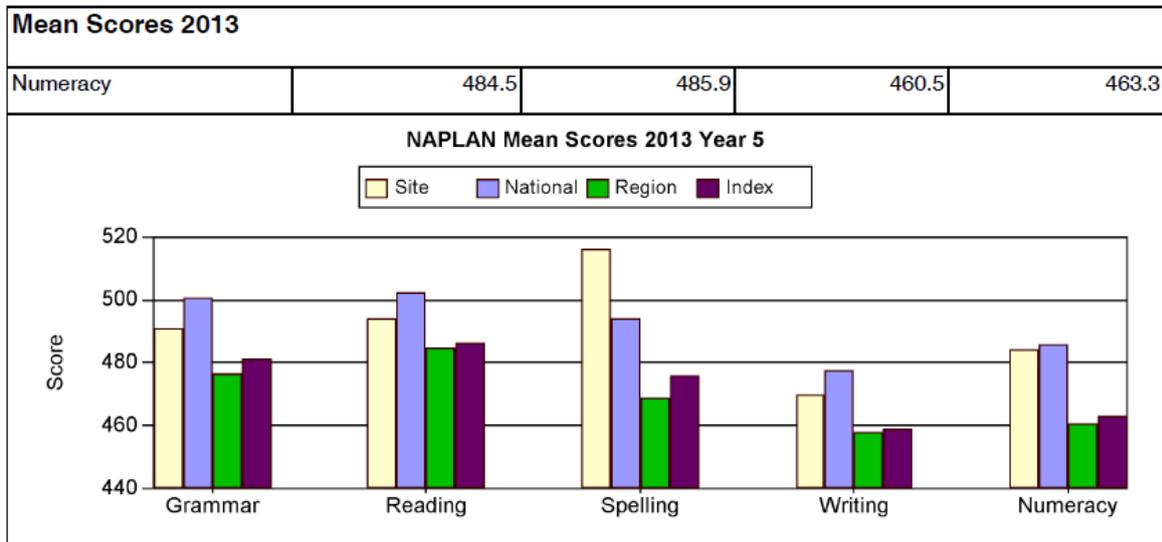


### YEAR 5 LITERACY AND NUMERACY

Overall Year 5 students achieved soundly in the aspects of Reading, Writing, Spelling, Grammar and Punctuation and Numeracy, with the greater percentages of students in the higher proficiency bands. As in previous years in Reading, understanding inferred meaning within a text and responding to emotive texts was challenging for 39% of students who achieved in Bands 3, 4 and 5. Locating stated information within a text also requires improvement. Naplan results indicated that our students require explicit instruction to improve skills in aspects of grammar and punctuation. Strategies used include daily reading aloud to a partner, listening to a partner, play and choral reading with a focus in poetry which all assisted improved fluency of reading. Expression and phrasing, smoothness and pace are considered also. Nevertheless, the Year 5 cohort received mean scores above both the national, region and the state's mean scores in Spelling and were comparable to the national Numeracy mean score.

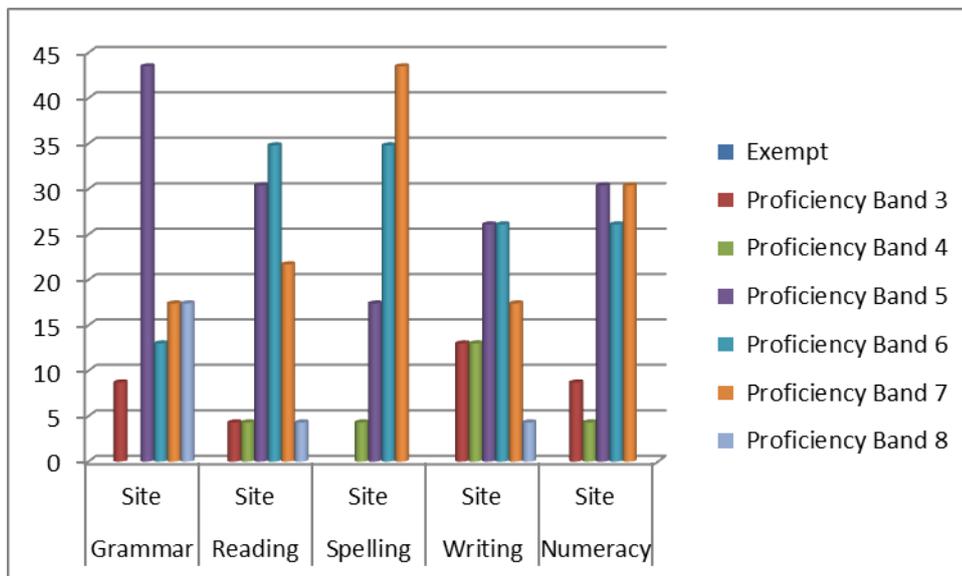
91% of Year 5 students achieved the Numeracy National Minimum Standard, the best result in three years. Students outperformed the nation in several questions, including those around ordering and comparing fractions, identifying angles, analyzing patterns and estimating the division of a large number. There were only a few concerns, such as using perimeter to solve a problem and calculating different fractions. 27% of our Year 5 students showed high progress when compared with students regionally and nationally having a similar ability in numeracy.

Test Aspect	Year 5			
	Site	National	Region	Index
Grammar	491.0	500.8	476.7	481.0
Reading	493.9	502.2	485.1	486.5
Spelling	516.2	494.0	469.1	475.9
Writing	470.1	477.8	458.2	458.8



## YEAR 5

Proficiency Band	Grammar	Reading	Spelling	Writing	Numeracy
	Site	Site	Site	Site	Site
Exempt					
Proficiency Band 3	8.7	4.3		13	8.7
Proficiency Band 4		4.3	4.3	13	4.3
Proficiency Band 5	43.5	30.4	17.4	26.1	30.4
Proficiency Band 6	13	34.8	34.8	26.1	26.1
Proficiency Band 7	17.4	21.7	43.5	17.4	30.4
Proficiency Band 8	17.4	4.3		4.3	



## YEAR 7 LITERACY AND NUMERACY

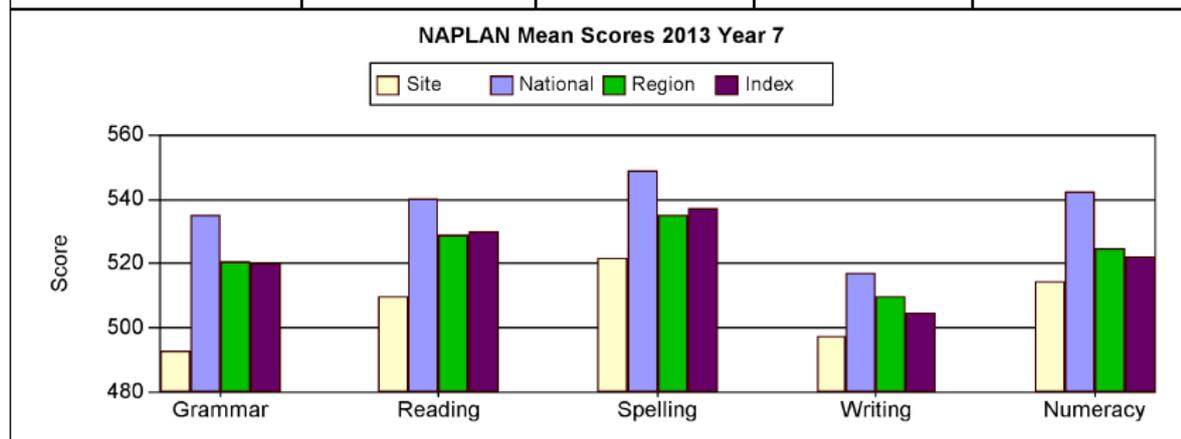
At Year 7 Literacy results were quite varied. In comparison to 2012, the number of students achieving at or below the national minimum standard was slightly down. For the 2013 cohort Writing was the most problematic area tested, in which grammar for a minority of students was challenging. During the year Reading age levels were prescribed from Running Records (which is a diagnostic assessment) by the class teachers. Across the curriculum the specific reading demands

of each subject area were identified to support learners. Gathering baseline data by brainstorming students' prior knowledge and then comparing the progress made at the end of topics was one strategy used.

PAT-R tests were conducted to assess reading skills. These highlighted the Year 7 cohorts' skill lack in reading comprehension. They require further work in retrieving directly stated information, interpreting explicit information and, interpreting by making inferences.

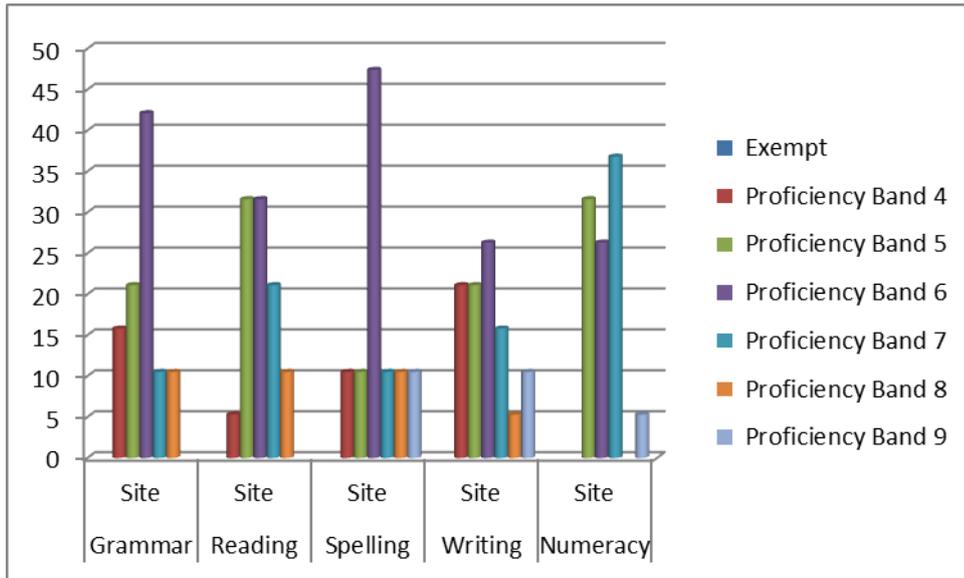
While our cohort fell below the national average, in Numeracy Year 7 results were pleasing with 100% of students achieving national minimum standard for the second year in a row. Students excelled in questions requiring them to calculate time from a speed and a distance, estimate division problems using numbers in millions and solve a problem by portioning a quantity. Areas for improvement include working with fractions to solve a problem, algebraic equations and using a pie chart to summarize data. 38% of Year 7s made high progress, compared to a national average of 25%.

Test Aspect	Year 7			
	Site	National	Region	Index
Grammar	492.6	535.4	520.9	520.0
Reading	509.9	540.4	529.0	530.0
Spelling	521.8	549.2	535.2	537.0
Writing	497.3	516.9	509.7	504.9
Numeracy	514.3	542.2	525.0	522.5

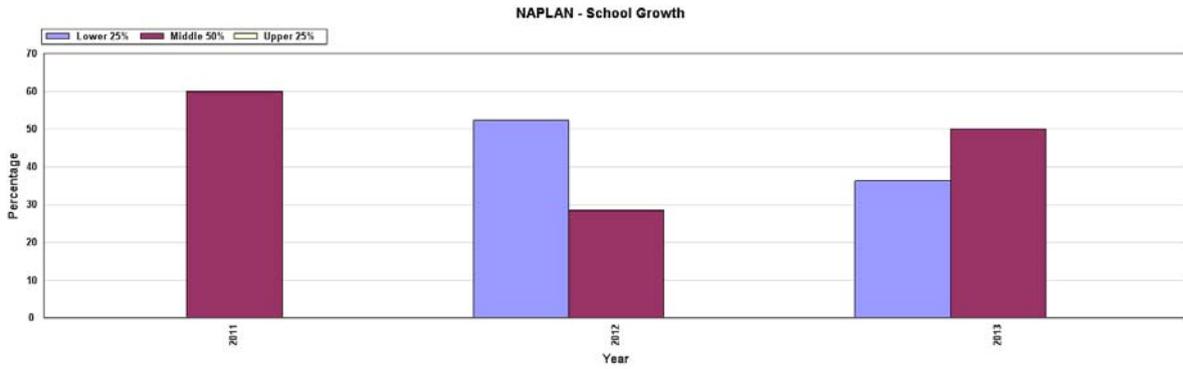


## Year 7

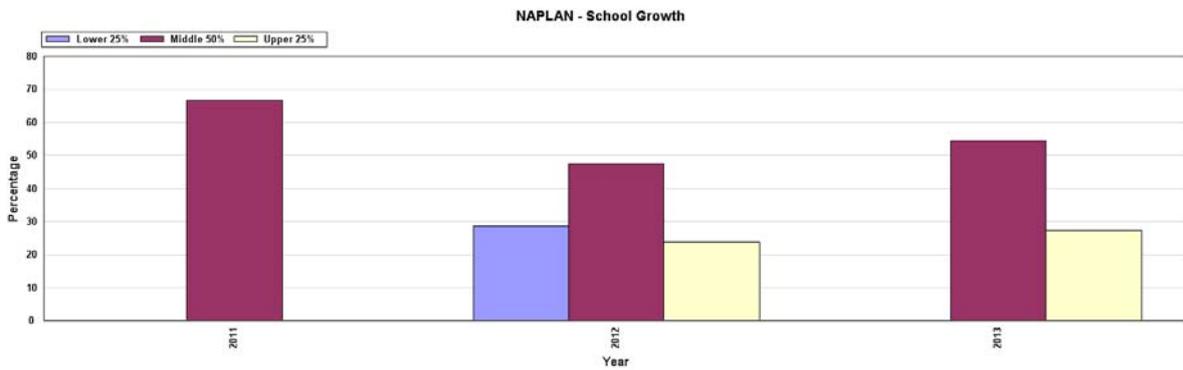
Proficiency Band	Grammar	Reading	Spelling	Writing	Numeracy
	Site	Site	Site	Site	Site
Exempt					
Proficiency Band 4	15.8	5.3	10.5	21.1	
Proficiency Band 5	21.1	31.6	10.5	21.1	31.6
Proficiency Band 6	42.1	31.6	47.4	26.3	26.3
Proficiency Band 7	10.5	21.1	10.5	15.8	36.8
Proficiency Band 8	10.5	10.5	10.5	5.3	
Proficiency Band 9			10.5	10.5	5.3



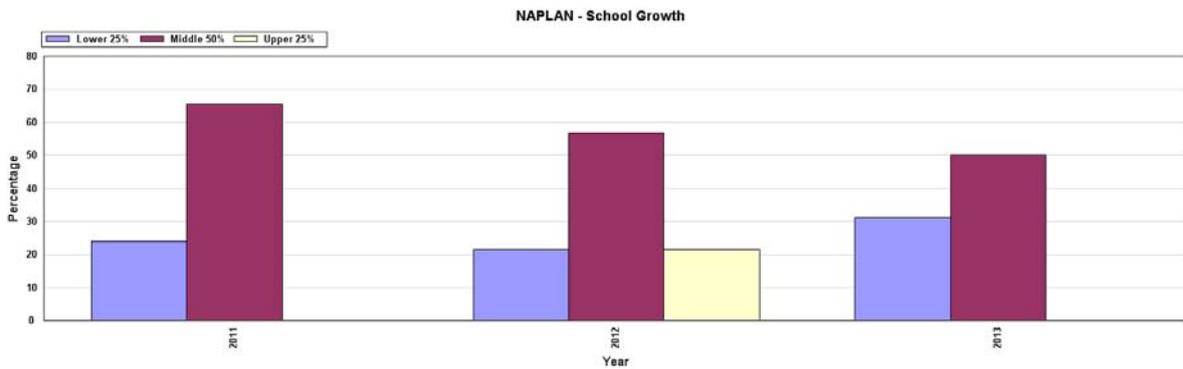
### NAPLAN 3-5 Growth Reading



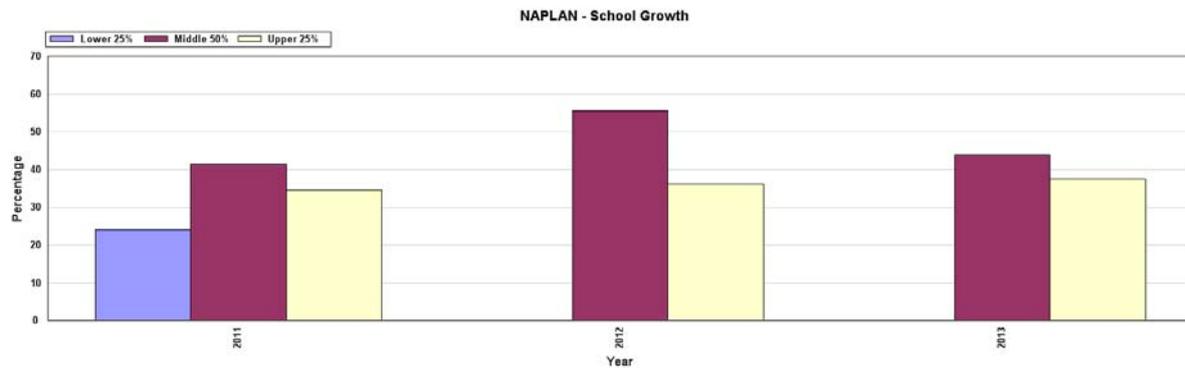
### NAPLAN 3-5 Growth Numeracy



### NAPLAN 5-7 Growth Reading



## NAPLAN 5-7 Growth Numeracy



## Student Data

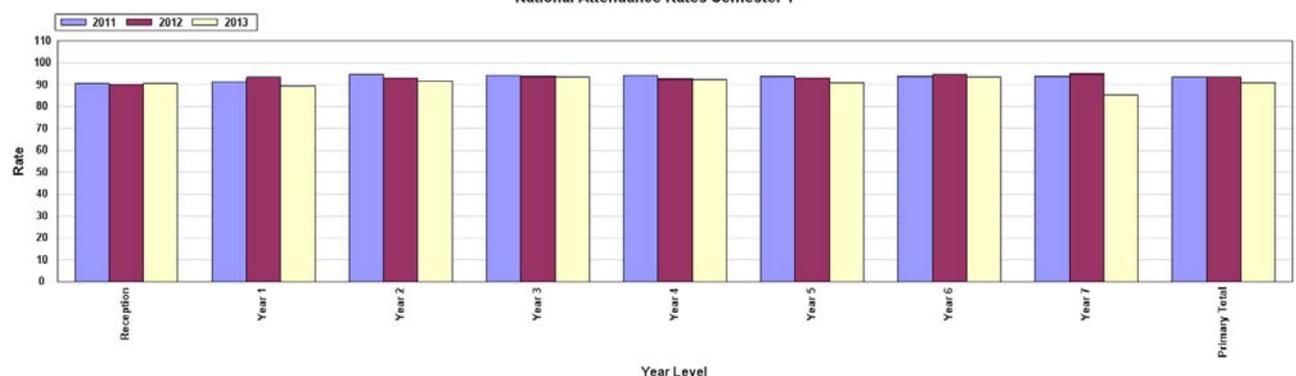
### Attendance

We have an Attendance and Engagement Plan which includes many strategies supporting regular student attendance. In 2013 the trend with student absence is similar to 2012 for all but Year 7 where a decline from 91% to 85.3% is evident. This resulted in the site not meeting an attendance target of 94%. Instead the whole school attendance is 91%. Analysis shows the main factors at Year 7 were due to a combination of 3 factors. 2 students were on recommended leave for 6 months to visit their countries of birth; an aboriginal student who had enrolled with us during the previous year, moved to another town yet did not enroll for some time, despite follow up from both sites. Another student identified and being supported as at risk with emotional/ mental health concerns, had many absent Mondays, particularly towards the end of 2013. The school continues to strive for 100% attendance, maximizing learning opportunities and minimizing late arrivals to school. Whenever a student arrives late, they are required to sign in at the Front Office and to record a reason for their lateness. A family is being monitored and steps taken to address their notorious lateness. In end of year written Student Reports, EDSAS printouts indicating a student's days absent and late, are attached. Students, who attend every day of the term, are acknowledged at an end of term school assembly.

### Year level Attendance rates 2013

RE	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Prim	Total
90.4	89.4	91.6	93.5	92.4	90.8	93.5	85.3	91	91

### National Attendance Rates Semester 1



## Destination

While student mobility continues to feature at Naracoorte South, the total enrolment remains stable, as other students come in- some families as sponsored refugees. Over the year a number of families moved, most often for reasons of social hardship, and, in a few instances in relation to parent work. One student moved interstate, two students moved across town now living nearer to Naracoorte Primary.

### Intended Destination

Leave Reason	2012				
	School		Region	Index	DECD
	No	%	%	%	%
Employment			5.6%	3.8%	2.9%
Interstate/Overseas	1	1.5%	11.8%	9.2%	9.1%
Other			1.0%	1.1%	2.3%
Seeking Employment			3.4%	2.3%	3.3%
Tertiary/TAFE/Training			2.1%	4.6%	4.2%
Transfer to Non-Govt Schl	2	2.9%	8.3%	11.7%	9.8%
Transfer to SA Govt Schl	65	95.6%	47.6%	46.4%	48.0%
Unknown			20.1%	20.9%	20.4%

## Behaviour Management

### Wellbeing

At Naracoorte South Primary school employee and volunteer Induction procedures include familiarization with the DECD Code of Ethics. Aspects of these are re-visited periodically as the site leader includes them as agenda items at staff meetings. A range of policies including the site's Conduct Code, Grievance Procedure, Parent Complaints, Anti- Bullying, Performance Management, Protective Practices for staff, Risk Assessments, and, Decision-Making Policies, each serve to provide clarity about values and conduct standards held, the responsibilities within our work with students, as well as the processes and documentation required when serving within this site/ DECD.

Student safety and well-being is paramount as indicated by professional learning delivered for staff during the year to include:

- Child Protection Curriculum
- Responding to Problem Sexual Behaviour involving Children and Young People
- Updating RAN on-line training
- Calmer Classrooms – a guide to working with traumatized children
- Restorative Justice Practices- revisit
- Basis Emergency Life Support (BELS)
- Suicide Postvention Guidelines
- Suspension and Exclusion information



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For some year levels aspects of their learning has included curriculum with either on site or personnel from support agencies to include:

- Child Protection Curriculum
- Crime prevention education
- With our Eyes Open- Drug Strategy
- Safer and Calmer classrooms
- Sexual Health and Reproduction Years 5 & 6
- Class Audits- based on students' opinions of peers behaviours

### **Restorative Justice in Action**

Naracoorte South Primary School has a Whole School Policy of Restorative Justice, using a 4 Step Reminder System in all classes including lessons provided by NIT and Relieving Teachers. It is expected that students engage and participate positively in class, the grounds and wider. Students who make consistently good choices and show consistent effort are recognized and rewarded.

Examples are

- making good behaviour choices
- characteristics such as thinking, trying, working, sharing, solving, succeeding, participating, engaging, complying, creating, reviewing
- being responsible, trustworthy, reliable, thoughtful, kind, generous, encouraging, independent, confident, resilient, courageous, mindful, hopeful, caring

These attributes are built upon and developed.

When a child makes a poor choice, such as continually not listening to and following instructions, or, distracting others and so disrupting learning or teaching, the 4 step reminder procedure is in place.

In each step the student records their actions on a small card. The first is accompanied by a teacher's verbal reminder, the second with a verbal warning while little is said for the next two. This process is important as the student has an opportunity to stop, think and to start to self-regulate and reform their actions. Should this not happen, the student is then asked to leave the learning environment and go to the Thinking Area adjacent to the Front Administration office. Depending on the success of the student's reflection time in this area, along with a written plan to 'make good', which is on a green form that is discussed then signed by the student and the teacher, the child returns to class. The green form is taken home by the student for the parent to see and sign, then is returned. The data is entered then into EDSAS.

Staff believes that learning safe and trustworthy behavior is best achieved when children are involved in reflecting on choices made, being accountable for those choices, and, taking part in restoring themselves when a poor choice prevails. As you will note later in this report under the Parent Opinion Survey, some parents surveyed prefer a 'punative' reaction when helping children to learn socially appropriate behaviour. Educating adults in this regard and to the recommendations from the Cossey Report will continue to be foci in 2014.

The data collected from 2009 up until 2011 indicates a decline in actual suspensions from 8 to nil. This would indicate that the Restorative Justice practices in place are seeing more students take responsibility for their behavior choices.

In 2013 a number of senior primary aged students continued to push boundaries. For one of these students an alternative learning program was introduced in Term 4, in order that the student was not excluded as per DECD policy. The goal for this student was a successful transition to secondary school- which happened. Front office personnel with the leader team work incredibly hard to ensure that students with mental health issues causing social/emotional ineptness are supported, as is apparent from the data showing the number of students supported

## Behaviour Incidents

Year Level	2009			2010			2011			Change	
	M	F	T	M	F	T	M	F	T	2009-2010	2010-2011
Year 3	2		2							-2	
Year 5	4		4	1	2	3				-1	-3
Year 6	1		1							-1	
Year 7	1		1							-1	
Total	8		8	1	2	3				-5	-3

through the Restorative Thinking Area process. Patterns can be discerned with particular students, in particular classes and for specific days/lessons.

## 2013 EDSAS ENTRY BEHAVIOUR DATA

Time out - in classroom	2
Time out – Restorative Thinking Area	317
Take Home	11
Internal Suspension	9
Suspension	4
Alternative in school program	1
Exclusion	0
TOTAL	344

## Client Opinion

### PARENT OPINION SURVEY

Parents who responded to the school survey did so anonymously and on-line. There was an evenly spread response from parents across all year levels. The results were collated independently of the site, graphed and returned for inclusion in this report. Overall, parents are extremely pleased with the teachers, the learning programs and supports their children receive. 100% of parents who participated in the survey indicated that teachers expect their child to do their best at school.

100% of parents who did the survey said that they could talk to their child's teacher about their concerns.

100% confirmed that their child liked this school.

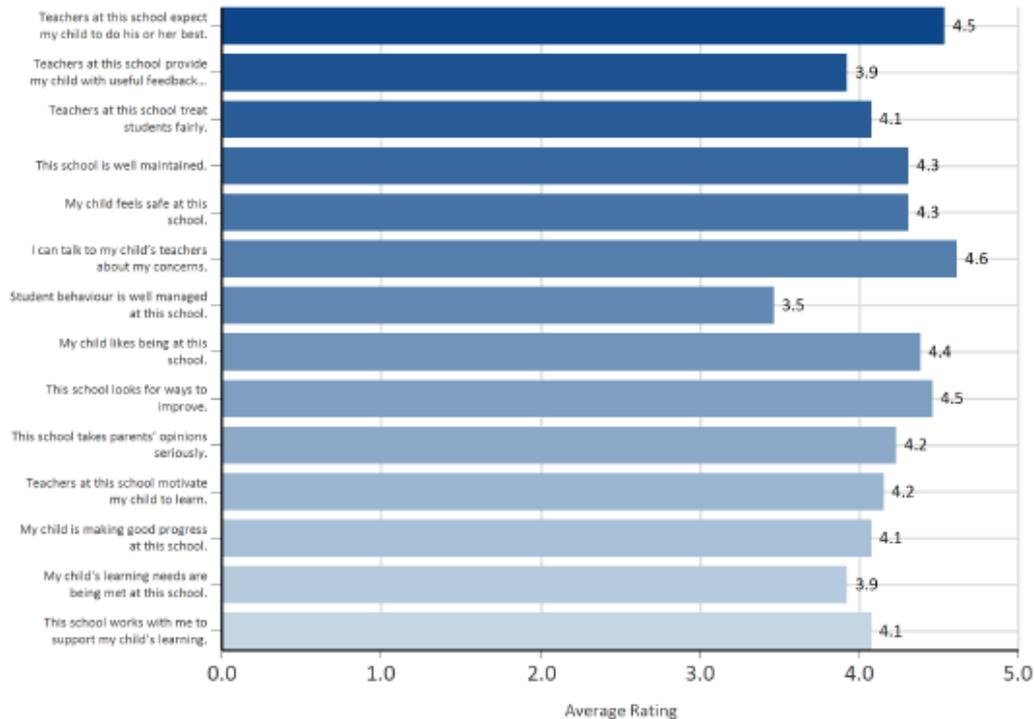
100% agree that the school looks at ways to improve.

Of those surveyed, 3 parents disagreed that student behavior is well managed while the remainder believed that it is managed well. 8% believed that the school is not well maintained.

Two parents felt that feedback provided by teachers about their child's work was not useful.

1 . Please rate the items below

Rating	Score
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1



### STAFF OPINION SURVEY

Staff took the opportunity to respond to this survey which again was confidentially completed on-line and collated externally.

100% of staff responding agreed that at this school teachers expect children to do their best.

100% of staff affirmed that teachers provide students with useful feedback about their school work.

100% of staff agreed that students are treated fairly.

100% of staff responded that students are able to talk to teachers about concerns.

100% of staff said that parents can talk to teachers about their concerns.

100% of staff agreed that this school looks for ways to improve.

100% of staff said that teachers motivate students to learn.

100% of staff affirmed that the learning needs of students are being met.

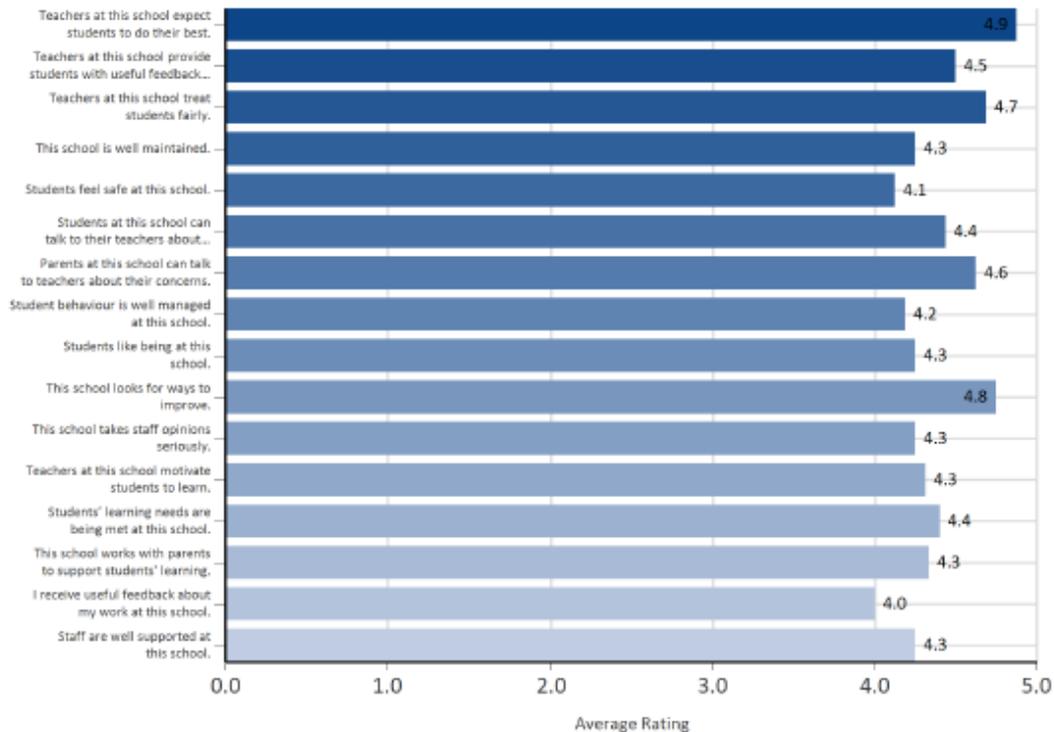
Three staff neither agreed nor disagreed that all students felt safe at this school.

Some staff, with the governing council is of the opinion that 15 permanent grounds hours per week should see the grounds better maintained.

There was consensus that the school takes staff opinions seriously.

1 . Please rate the items below

Rating	Score
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1



### STUDENT OPINION SURVEY

Students did the survey on-line and once again their externally collated opinions show some similar trends as do the parent and staff opinions.

100% students believe that teachers do their best for students.

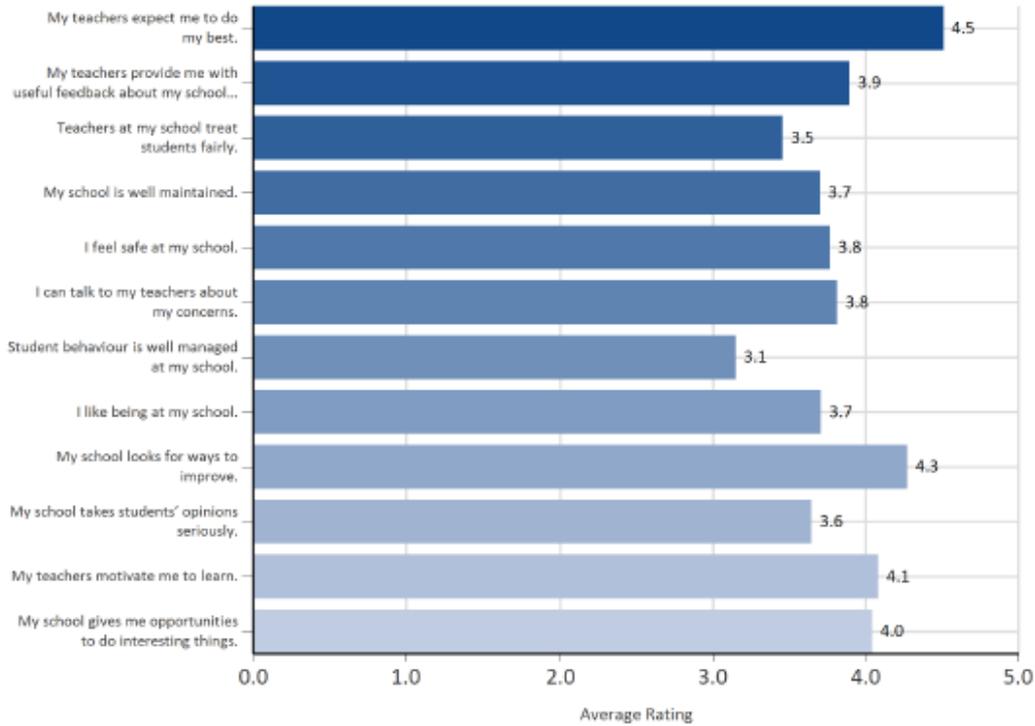
100% responded that the school looks for ways to improve.

100% said that teachers motivate students to learn.

4 children disagreed that they like school, while 6 said that their opinions are not taken seriously, and 3, that they did not always feel safe at school. 8 recorded their disagreement that students are treated fairly. The 9 students who disagreed that student behavior is well managed, were in a senior class in which a student was put on an alternative learning program, for repeated refusal to work combined with repeated instances of threatening the good order of the classroom.

**1 . Please rate the items below**

Rating	Score
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1



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

**Accountability**

**Staff**

**Teacher Qualifications**

All teachers at this school are qualified and registered with the SA Teachers Registration Board. The totals represent a count of all qualifications that have been recorded against Valeo. Qualifications are counted for both teaching and non-teaching staff that were active or paid as at 2/08/13. Any certificate level qualifications are not counted as they are not required for the purpose of this report

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	20
Post Graduate Qualifications	6

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

Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full-time Equivalents	0.0	12.50	0.0	4.72
Persons	0	16	0.0	8

The profile taken in August excludes employees on four or more continuous weeks leave, or, who are temporary relieving teachers. Teaching staff are those who spend the majority of their contact time with students. Non-teaching staff includes school service officers, Aboriginal Education workers and grounds persons, in the site where they have most hours if across sites.

## Financial Statement

### Income by Funding Source

	Funding Source	Amount
1	Grants: State	1,971,714.22
2	Grants: Commonwealth	18,547.00
3	Parent Contributions	59,425.89
4	Other	50,888.37

### Profit & Loss Statement

General Ledger Profit and Loss for Prior Year, period 13

Account	Description	PTD Posting	YTD Posting
<b>REVENUE</b>			
R-ZZM-6196	MAINTENANCE - REVENUE	0.00	18,547.00
<b>Total for REVENUE</b>		<b>0.00</b>	<b>18,547.00</b>
<b>GRANTS : DETE</b>			
R-ZDS-6170	STAFF - SALARY CONVERSION	0.00	2,060.00
R-ZZG-6195	GRANTS - OTHER DEPT	0.00	415.00
<b>Total for GRANTS : DETE</b>		<b>0.00</b>	<b>2,475.00</b>
<b>GLOBAL BUDGET REVENUE</b>			
R-CPT-6320	REV ITAS FUNDING DO NOT USE	0.00	750.00
R-CPT-6321	ICAN CMAD CASE MANAGEMENT	0.00	750.00
R-ZDS-65118	GB-TCH SUPPLEMENTATION	0.00	49,046.90
R-ZDS-65119	GB-SSO SUPPLEMENTATION	0.00	25,103.52
R-ZOQ-6346	ILNNP GRANTS	0.00	45,305.00
R-ZZF-61571	GB-BREAKDOWN MAINTENANCE REIMB	0.00	10,181.34
R-ZZG-6142	GRANT - RECURRENT FUNDING	0.00	1,838,279.02
R-ZZH-61334	GB-FLU VACINATIONS	0.00	336.00
<b>Total for GLOBAL BUDGET REVENUE</b>		<b>0.00</b>	<b>1,969,751.78</b>
<b>OTHER STATE GOVERNMENT GRANTS</b>			
R-ZDS-6168	STAFF - SALARY SSO'S	1,144.00	4,794.02
<b>Total for OTHER STATE GOVERNMENT GRANTS</b>		<b>1,144.00</b>	<b>4,794.02</b>

PARENT CONTRIBUTION REVENUE

R-CAH-6485	CHOIR - STUDENT FEES	0.00	360.00
R-CAH-6486	CHOIR REVENUE- TICKET SALES	0.00	1,030.00
R-COS-6410	SPECIAL ED - STUDENT FEES SWIMMING	0.00	719.09
R-CXC-6460	CAMP REVENUE	0.00	(220.00)
R-SGE-6484	GENERAL	0.00	5,684.15
R-SGE-6488	COMPETITIONS	0.00	212.00
R-SSG-6410	SPORT - STUDENT FEES	0.00	1,058.00
R-ZZS-6410	FEE - MATERIAL & SERVICE CHARGE	(51,562.00)	50,582.65
Total for PARENT CONTRIBUTION REVENUE		(51,562.00)	59,425.89

OTHER OPERATING REVENUE

R-CAH-6890	CHOIR - OTHER REVENUE	0.00	150.00
R-CEL-6815	LITERACY - DONATIONS	0.00	85.05
R-CMM-6890	MATHS - OTHER REVENUE	0.00	18.18
R-SPS-6890	STUDENT SERVICES - OTHER INCOME	0.00	650.00
R-SSQ-6815	REV NCTE LAKE SWIM PROG (LINDY B)	0.00	970.90
R-ZDM-6865	MANAGEMENT - RECOVERIES & RECOUPS	0.00	74.25
R-ZDO-6895	COMMUNICATIONS - REVENUE	0.00	47.48
R-ZOR-6820	P & F CLUB - FUNDRAISING	0.00	325.50
R-ZOS-6890	SAPSASA -OTHER REVENUE	0.00	60.00
R-ZUU-6870	US - SALE OF GOODS	0.00	10,046.43
R-ZZF-6830	FACIL - HIRE OF EQUIPMENT	0.00	10.00
R-ZZF-6840	FACIL - HIRE OF FACILITIES	0.00	1,475.00
R-ZZF-6890	FACIL - OTHER INCOME	0.00	118.14
R-ZZF-6815	PRINTING / PHOTOCOPY - DONATION	0.00	470.00
R-ZZF-6860	PRINT - PHOTOCOPY SALES	0.00	45.45
R-ZZR-6820	SCHOOL - FUNDRAISING	0.00	18,533.10
R-ZZT-6890	T&D STAFF	0.00	1,037.50
R-ZZZ-6815	WS - DONATIONS	0.00	5,045.58
R-ZZZ-6850	WS - INTEREST REVENUE	6.78	9,090.46
R-ZZZ-6890	OTHER OPERATING REVENUE	0.00	2,635.35
Total for OTHER OPERATING REVENUE		6.78	50,888.37

RURAL OPERATING REVENUE

R-CSA-6520	REVENUE - AGRICULTURAL SCIENCE	0.00	376.00
R-CSA-6550	POULTRY SALES	0.00	396.40
Total for RURAL OPERATING REVENUE		0.00	772.40

Total Revenue (50,411.22) 2,106,654.46

SUPPLIES AND SERVICES

E-CAH-7121	CHOIR	0.00	1,328.00
E-CAH-7184	CHOIR - LEVY	0.00	1,152.00
E-CAM-7121	MUSIC - CONSUMABLES	0.00	299.32
E-CAM-7172	MUSIC - RESOURCES	0.00	482.20
E-CAN-7148	MUSIC ENSEMBLE - MINOR EQUIPMENT	0.00	2,940.07
E-CCI-7121	NIT - CONSUMABLES	0.00	452.02
E-CCL-7121	CLASSROOM - CONSUMABLES	0.00	7,055.95
E-CCL-7181	BOOKLIST - STATIONERY	0.00	11,078.88
E-CCR-7121	RES CENTRE - CONSUMABLES	0.00	207.95
E-CCR-7172	RES CENTRE - MAINTENANCE (STOR/COV)	0.00	749.98
E-CCR-7184	RES CENTRE - TEACHER REF	0.00	133.29
E-CCR-7199	RES CENTRE - LIBRARY	0.00	1,456.87
E-CCY-7184	SCHOOL COUNSELLOR PRIORITIES	0.00	193.52
E-CEL-7121	LITERACY - CONSUMABLES	0.00	85.05
E-CEL-7184	LITERACY - SCHOOL PRIORITY EXPENSES	0.00	9,230.69
E-CES-7121	ESL	0.00	38.50
E-CHD-7121	BREKKY FOR THE BRAIN	0.00	161.49
E-CHP-7142	PE - NCTE LAKE SWIM PROG (LINDY B)	0.00	379.71

E-CHP-7148	PHYSICAL ED - MINOR EQUIPMENT	0.00	3,473.17
E-CHP-7172	PHYSICAL ED - RESOURCES	0.00	1,695.00
E-CHP-7184	PHYSICAL ED - GENERAL EXPENSES	0.00	1,173.56
E-CLA-7172	ABORIGINAL - RESOURCES	0.00	290.81
E-CMM-7184	NUMERACY - SCHOOL PRIORITY EXPENSES	0.00	4,929.06
E-COQ-7184	PACS - GENERAL EXPENSES	0.00	3,811.17
E-COS-7121	SPECIAL ED - CONSUMABLES	0.00	32.59
E-COS-7148	SPECIAL ED - EQUIPMENT	0.00	1,893.28
E-COS-7172	SPECIAL ED - RESOURCES	0.00	775.01
E-COS-7199	SPECIAL EDUCATION - SWIMMING	0.00	763.00
E-CPL-7121	LAP	0.00	167.98
E-CSA-7121	EXP - AG SCIENCE CONSUMABLE	0.00	1,875.01
E-CSG-7121	SCIENCE - SCHOOL PRIORITY CONSUMABL	0.00	344.24
E-CSG-7139	SCIENCE - FUNDRAISING EXPENSES	0.00	3,434.79
E-CSG-7148	SCIENCE - MINOR EQUIPMENT	0.00	5,899.79
E-CTE-7172	TECHNOLOGY - RESOURCES	0.00	316.09
E-CVN-7121	ASIAN EDUCATION - CONSUMABLES	0.00	42.65
E-CVS-7172	S & E - RESOURCES	0.00	223.07
E-CVV-7199	ENVIRONMENTAL STUDIES	0.00	842.50
E-SGR-7184	K.I.C. - GENERAL EXPENSES	0.00	680.14
E-SPS-7184	STUDENT WELLBEING - EXPENSES	0.00	1,247.73
E-ZDC-7121	COUNCIL - CONSUMABLES	0.00	572.53
E-ZDM-7184	DEPUTY PRINCIPAL FUND	0.00	360.83
E-ZDP-7184	PRINCIPAL MANAGEMENT FUND	0.00	862.95
E-ZDS-7121	STAFF - CONSUMABLES	0.00	2,112.26
E-ZOR-7139	P & F CLUB - FUNDRAISING	0.00	175.07
E-ZOS-7184	SAPSASA - GENERAL EXPENSES	0.00	60.00
E-ZOK-7121	STATE - CONSUMABLES	0.00	2,425.00
E-ZOZ-7184	GRANTS COMMONWEALTH - EXPENSES	0.00	972.40
E-ZSU-7184	DROUGHT ASSISTANCE - EXPENSES	0.00	1,118.35
E-ZUU-7166	US - C.O.G.S.	(554.49)	7,060.30
E-ZZA-7121	FIRST AID - CONSUMABLES	0.00	518.54
E-ZZF-7140	FACILITIES - FURNITURE	0.00	2,823.06
E-ZZF-7142	FACIL - HIRE FACILITIES HALL	0.00	(70.00)
E-ZZF-7148	FACIL	0.00	4,183.65
E-ZZF-7193	FACIL - TOILETRIES SCHOOL	0.00	2,318.20
E-ZZH-7121	O.H.S. & W. - CONSUMABLES	0.00	2,207.44
E-ZZH-7172	O.H.S. & W. - RESOURCES	0.00	66.97
E-ZZH-7184	O.H.S. & W. - GENERAL EXPENSES	0.00	639.31
E-ZZI-7144	IT INFRASTRUCTURE PURCHASES/UPGRADE	0.00	20,213.26
E-ZZI-7148	INFO SYSTEM - MINOR EQUIPMENT	0.00	2,512.31
E-ZZI-7169	INFO SYSTEM - R & M	0.00	1,121.14
E-ZZI-7176	INFO SYSTEM - SOFTWARE	0.00	2,305.53
E-ZZI-7192	INFO SYSTEM - EDUCONNECT CHARGES	0.00	2,153.68
E-ZZP-7164	PHOTOCOPY/PRINT - EXPENSES	0.00	13,055.43
E-ZZR-7121	FUNDRAISING - CONSUMABLES	1,920.00	6,271.56
E-ZZR-7139	SCHOOL FUNDRAISING - EXPENSES	0.00	257.67
E-ZZR-7199	FUNDRAISING - INCURRED EXPENSES	0.00	7,726.00
E-ZZT-7184	T & D - GENERAL EXPENSES	0.00	6,478.41
E-ZZU-7109	LINK BUS CHARGES	0.00	4,312.00
E-ZZU-7121	BUS - CONSUMABLES	0.00	600.00
E-ZZY-7121	SECURITY - EXPENSES	0.00	946.50
E-ZZZ-7106	WS - ADVERTISING / PUBLIC RELATIONS	0.00	1,322.58
E-ZZZ-7136	WS - FREIGHT INWARDS	0.00	2,120.19
E-ZZZ-7160	WS - POSTAGE	0.00	857.78
E-ZZZ-7199	WS - OTHER EXPENSES	0.27	4,228.17

Total for SUPPLIES AND SERVICES		1,365.78	176,225.20
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GLOBAL BUDGET EXPENSES

E-ZDO-73133	GB-TELEPHONE CHARGES-RENTAL	0.00	1,027.13
E-ZDO-73134	GB-TELEPHONE CHARGES-LOCAL CALLS	0.00	1,182.97
E-ZDO-73135	GB-TELEPHONE CHARGES-STD CHARGES	0.00	198.36
E-ZDO-73136	GB-TELEPHONE CHARGES-MOBILE PHONES	0.00	149.64
E-ZDS-71111	GB-SAL/WAGES-TEACHERS	0.00	1,424,472.08
E-ZDS-71112	GB-SAL/WAGES-ANCILLARY	0.00	307,947.13
E-ZDS-71114	GB-SAL/WAGES-TRT	0.00	19,090.00
E-ZDS-71116	GB-SAL/WAGES-HPI	0.00	2,061.03
E-ZZF-73142	GB-ELECTRICITY EXPENSES	0.00	49,258.72

E-ZZF-73145	GB-RATES-WATER	0.00	302.90
E-ZZF-73146	GB-RATES-WATER USAGE	0.00	7,040.77
E-ZZF-73147	GB-RATES-SEWER	0.00	3,733.28
E-ZZF-73288	GB-WASTE DISPOSAL	0.00	4,111.93
E-ZZF-73511	GB-REPAIRS & MAINTENANCE	0.00	4,639.37
Total for GLOBAL BUDGET EXPENSES		0.00	1,825,215.31
<b>FACILITIES AND UTILITIES EXPENSES</b>			
E-ZZB-7206	BUILDING EDUCATION REVOLUTION	0.00	6,333.19
E-ZZF-7206	FACILITIES - EXPENSES	0.00	13,771.16
E-ZZF-7210	FACIL - BUILDING MAINTENANCE	0.00	2,324.29
E-ZZF-7225	FACIL - CLEANING ONGOING	0.00	47,997.88
E-ZZF-7250	FACIL - GROUNDS MAINTENANCE	0.00	5,657.64
E-ZZF-7260	FACIL - GAS COSTS SCHOOL	0.00	316.25
E-ZZM-7210	EXPENSES - MAINTENANCE FUNDING	0.00	32,945.92
Total for FACILITIES AND UTILITIES EXPENSES		0.00	109,346.33
<b>FINANCIAL EXPENSES</b>			
E-ZZZ-7410	WS - BANK CHARGES	18.93	279.40
Total for FINANCIAL EXPENSES		18.93	279.40
<b>EMPLOYEE EXPENSES</b>			
E-ZDS-7335	STAFF - SALARIES	0.00	550.00
E-ZZG-7393	GWS - T & D	0.00	415.00
Total for EMPLOYEE EXPENSES		0.00	965.00
<b>OTHER OPERATING EXPENSES</b>			
E-ZZZ-7620	WS - BAD DEBT EXPENSES CUSTOMERS	0.00	633.00
E-ZZZ-7630	WS - DOUBTFUL DEBTS CUSTOMERS	(1,466.86)	(1,466.86)
Total for OTHER OPERATING EXPENSES		(1,466.86)	(833.86)
<b>PARENT CONTRIBUTION EXPENSES</b>			
E-CXE-7930	EXCURSION EXPENSES	(300.00)	10,429.04
E-SGE-7920	COMPETITIONS	0.00	212.00
E-SGE-7940	GENERAL	(560.00)	5,830.61
Total for PARENT CONTRIBUTION EXPENSES		(860.00)	16,471.65
<b>DEPRECIATION AND AMORTISATION</b>			
E-ZOZ-7514	DEP EXPENSE SOLAR SYSTEMS	1,603.95	1,603.95
E-ZZF-7530	FACIL - DEPREC EQUIPMENT	1,509.09	1,509.09
E-ZZP-7530	DEPRECIATION EQUIPMENT GENERAL	3,343.87	3,343.87
Total for DEPRECIATION AND AMORTISATION		6,456.91	6,456.91
Total Expenses		5,514.76	2,134,125.94
Surplus or (Deficit) funds		(55,925.98)	(27,471.48)