



# **Meningie Area School**

## **Annual Report**

### **2015**



**Government of South Australia**  
Department for Education and  
Child Development

## 1. CONTEXT

Meningie Area School (MAS) is located 150 kilometers south east of Adelaide in the Murray and Mallee Region. Meningie is near the Coorong, on the south –eastern shores of Lake Albert, one of the Lower Lakes, at the end of the River Murray. The surrounding district and community were seriously affected by reductions in water flow and the drought. Dairying was the major industry: however, of the 42 dairies that were functional in 2006, only six remain operational. This has been a major factor in declining enrolments for the school.

There is a significant Aboriginal Ngarrindjeri population from Camp Coorong, from the township of Meningie and from the Raukkan Aboriginal Community, 45 kilometers away. The current percentage of ATSI students (37.5% in 2015) increased since the closure of Narrung School and the changes to Raukkan Aboriginal School in 2008. Students from Raukkan Aboriginal School transition to MAS in Year 6. Buses bring students to the school from as far as Salt Creek, 65 kilometers away.

The school caters for students from Reception to Year 12. The current enrolment is 181 students. The school has an ICSEA score of 854, and is classified as Category 2 on the DECD Index of Educational Disadvantage. The school population includes 4.6% Students with Disabilities, 44% students with English as an Additional Language or Dialect (EALD) and 1 student under the Guardianship of the Minister (GoM). Approximately 27% of students travel to school by bus.

The school's senior leadership team consists of a principal in the last year of her second tenure, a Deputy Principal and two Senior Leaders. Many teachers have been employed at Meningie Area School for over 10 years. Due to falling enrolments, they have been required to teach outside their area of initial training or specialization.

## 2. REPORT FROM GOVERNING COUNCIL

### CHAIRMAN'S REPORT

This has been an amazing opportunity for me. I feel very privileged to Chair Governing Council meetings and be part of a dedicated group with a clear focus on achieving the best possible results for students attending Meningie Area School. This role has allowed an insight into some of the "behind-the-scenes" work that occurs to enable the smooth running of this school.

We have a fantastic school that provides many opportunities to students thanks to devoted staff and a dedicated team led by Mrs Monica Williams. Some examples of our achievements include, but are not limited to:

- Student participation is encouraged through a whole-school Swimming Carnival and Athletics Carnival, with successful students going on to represent Meningie at Interschool. The Primary and Secondary Cross Country Events are offered to interested students; and participation in SAPSASA (South Australian Primary Schools Amateur Sports Association) and SSSSA (Secondary School Sports SA) is available across a wide variety of sports.
- Our spectacular location on Lake Albert allows for a very successful school sailing program. In April this year Meningie Area School and the Meningie Sailing Club did a wonderful job of hosting the 2015 SA Secondary Schools Team Sailing Racing Championship.
- We have an area of land adjacent to the school accommodating a vibrant Agricultural Studies program, giving students the chance to compete at the Royal Adelaide Show and for the second year in a row we achieved the "Most Professional School Exhibitor" award.
- The Connecting Spirits trip co-ordinated by our Deputy Principal Mr Mal Jurgs continues to provide students with a life changing experience and the chance to bring the school community closer to the RSL and wider community.
- There have been numerous other excursions providing students with a broader view on the world. From trips to the Coorong; aquatics and snorkelling camps; history excursions to the State Library; university visits for senior students, and a 'Clay Target Shooting Day' at the Lake Albert Gun Club - to name but a few!

- Eight of our students were acknowledged in the 'Just 2 Deadly Graduation' for Years 7 and 12. We are fortunate to have Isobell Koolmatrie as our Aboriginal Community Education Officer and her ongoing commitment is often commended at Governing Council meetings.
  - We are very proud of our Meningie Area School Band and Choir that allowed students to participate in the Primary Schools Music Festival at Murray Bridge.
  - Our commitment to be progressive in the area of Information and Communication Technology was demonstrated with the purchase of 3D Printers for the students.
  - In 2014, Meningie Area School boasted a 100% SACE completion - all students who had the potential to complete their SACE actually did.
  - We had a fantastic result from the Department of Education and Child Development's (DECD) External Review in 2015 - a government conducted review of our school which occurs every four years.
- Congratulations to everyone involved in these, and many other, achievements.

2015 sees the end of an era with Mrs Monica Williams vacating her role as Principal. Monica's link with Meningie Area School began in 1977 when she started as a Junior Primary teacher. In the early 90's she taught Middle School and became the first Middle School Coordinator. In 1998 Monica won the role as Deputy Principal and was Acting Principal for a period in 1999 and again in the beginning of 2000. We very briefly lost her from Meningie when she took on the role of Acting Principal at Tailem Bend Primary for the first half of 2001. Fortunately, she returned as Deputy Principal in the later half of that year. In 2006 Monica won the role of Principal and with the exception of leave in 2008 has retained that position.

Throughout all this, Monica - with her husband John - built a highly successful Aussie Red Dairy Cattle business. John has served as President of the National Aussie Red Society and has also represented Australia on a number of occasions on the International Red Breeds Committee. Together, they have built an international reputation for excellence in breeding Red Cattle that has seen them develop a network of contacts, now friends, from across the world.

When the Principal tenure came up this year Monica again displayed her professional, selfless, highly dignified manner, and made the tough decision to take leave and not re-apply for the role of Principal, sighting her own concerns around being able to give the 100% required by this job for the next five years. Monica has devoted an incredible part of her life to this school and has left her mark not only in bricks and mortar, but more importantly with the implementation of specialist programs that ensure students do not "slip-through-the-gaps". The budget for the school is carefully planned and spending allocated to ensure that teaching and staffing requirements can always be met. On behalf of the school community I would like to say thank you, but not farewell, and wish you all the very best for the future.

We have other staff members leaving us at the end of this year, Elyssa Kreher, Lorraine Williss, Coadette Low and Richard Oliver. Elyssa has been at Meningie Area School for eight years and was the driving force behind the amazing art installations that brighten up our school. Lorraine has been an SSO in many roles for over thirty years and is retiring at the end of 2015. Coadette has been involved with the Royal Adelaide Show Agricultural team and was instrumental in our winning "Most Professional School Exhibitor" award, and Richard is currently the inspirational teacher of our Year 4 class. We wish Elyssa, Lorraine, Coadette and Richard all the very best in their new endeavours.

An outgoing Principal of course meant this position needed to be filled and I am pleased to welcome Mr Iain Love to the new Principal role. I would encourage the community to extend a warm welcome, so please introduce yourselves, as I know Iain is very keen to engage with the wider Meningie community. Iain acknowledges how successful our school is and brings a new perspective and a wealth of experience from a wide range of local and international schools. His enthusiasm is fantastic as he works to get up to speed with Meningie Area School and at the same time winding up his role at Leigh Creek.

We are all thrilled to have Mr Mal Jurgs as Deputy Principal for the next five years. Mal went through the arduous application process for the Deputy Principal role and has won his position for five years. Mal is an integral member of our school and brings stability, continuity as well as a desire to make Meningie Area School the best it possibly can be.

Congratulations and thank you to our School Captains; Abbey Hood, Alex McPherson, Jessie Bland and Vice Captains; Brenda Baldock, Shania Weetra, Jemma Williams for representing the student body. I hope all students at this school can continue to have a voice and be prepared to present constructive ideas through their Captains to assist with positive change. A perfect example of this is a letter Governing Council received from the School Captains outlining their concerns around a particular toilet block. This resulted in some cosmetic improvements, but more significantly, their letter was useful in the drive for a whole school refurbishment and continues to be used in negotiations to date.

For the last ten years the leadership team has been working on having the school buildings upgraded. We can finally say that DECD have promised an upgrade of the school buildings, to occur as a staged approach, over the next five years. This is going to be a major undertaking, with consideration given to the community library, Nature Play areas, and an opportunity for a voluntary amalgamation with the Meningie Kindergarten. We have a great deal of work ahead of us in correctly planning, staging, and implementing the refurbishment while minimising the disruption to students. We are liaising with all potential stakeholders including the Coorong District Council, Libraries SA and the Meningie Kindergarten.

If voluntary amalgamation occurs between the School and Kindy, it would see a central education hub at the existing Meningie Area School site. The combined Governing Councils have worked exceptionally well together and it has been a pleasure and a privilege to be part of such a cohesive team.

This is my second year on the Meningie Area School Governing Council, and it has been a steep learning curve for me with big shoes to fill from the outgoing Chair Mr David Eckert. I would like to thank David and acknowledge the years of dedication that both he and Gwenda have contributed to this school.

On behalf of the greater school community I would like to thank: the leadership group Monica Williams, Mal Jurgs, Kathryn Hese, Kathy Quinn and Wendy Starling; the teaching staff; our ICT man Russell Starr, Bernie Ryan and the library staff; SSO's; administration staff and auxiliary staff for providing such a fantastic service to our children. I would like to thank the dedicated Governing Council members for their time and commitment, in particular retiring member Catherine Burnett for her continued work with Governing Council. Thank you also to the enthusiastic parents who revived PACCS and have brought a number of ideas to Governing Council already. Finally, I would like to thank my wife, Celia, for her wonderful support.

To the graduating students - CONGRATULATIONS! This completes another chapter of your life. I wish you every success for the future and hope that you grab every opportunity and give it your best shot. Enjoy life's challenges, appreciate the little victories and continue to "Seek Knowledge".

To all students at Meningie Area School, I encourage you to make the most of every opportunity this school has to offer. Appreciate the lengths that staff go to for all opportunities provided to you.

Finally, as I say to my own children every school morning: "Have fun; learn lots.

**Neville Kernick (Governing Council Chairperson 2015)**

### **3. 2015 HIGHLIGHTS**

- Parent Staff Acquaintance Night BBQ under the Junior School Shelter, Thursday 5<sup>th</sup> February
- Meningie Area School Swimming Carnival, Wednesday 11<sup>th</sup> February at the Coonalpyn pool won by Kungari (Swans)
- Meningie Area School Athletics held at the school. House Shield won by Kungari (Swans)
- Captain Induction Assembly
- Regional Team Sailing hosted by Meningie Area School held on Lake Albert.
- State Team Sailing Championships, held on Lake Albert, hosted jointly by Meningie Area School and the Meningie Sailing Club, 15<sup>th</sup> -18<sup>th</sup> April in conjunction with Yachting South Australia. Twenty four State, Independent and Catholic schools competed. (See Full Report following)

- Connecting Spirits Trip. Students and staff left for the Western Front Tuesday 7<sup>th</sup> April. (See Full Report following)
- Murraylands Band Thursday 4<sup>th</sup> June. Workshop at Murray Bridge North. Schools participating included Murray Bridge High School, Coomandook Area School, Murray Bridge South School, Mypolonga Primary School and Meningie Area School.
- Adelaide Show. 4-14<sup>th</sup> September. 'Best Presented Show Team' for the second consecutive year.
- Festival of Choirs – Wednesday 9<sup>th</sup> September at the Festival Centre Adelaide. Fifteen Year 5-7 students sang along with a 450 strong combined primary schools choir. The theme this year relating to the 100 year anniversary of the beginning of World War 1.
- External Review- Monday 21<sup>st</sup> –Wednesday 23<sup>rd</sup> - See details in Section 4.
- Remembrance Day. Students attended the community ceremony at the Meningie Memorial Park. Two of the school Captains representing the school laid a wreath, and two students who participated in "Connecting Spirits" 2016 laid a wreath on behalf of all those who have participated in the "Connecting Spirits" project over the past ten years.
- Murraylands Primary Schools' Music Festival. Tuesday 27<sup>th</sup> October Murray Bridge Town Hall. .
- Just 2 Deadly Awards Murray Bridge Town Hall. An annual event celebrating and acknowledging indigenous students in the Murray Bridge and Coorong Mallee schools of Year 7 students graduating to High School and of Year 12 students in completion of the SACE and or equivalent.
- Presentation Night Monday 7<sup>th</sup> December.
- Junior School Final Assembly Wednesday 9<sup>th</sup> December

## **Connecting Spirits 2015**

I recently travelled with the 5<sup>th</sup> Connecting Spirits trip which included 16 students; 5 from Meningie Area School, 7 from Findon High School, and 1 each from Mannum, Lameroo, Unity College, and Whyalla, and 16 adults, including teachers, parents, youth leaders and community members. We left Adelaide on the 7<sup>th</sup> April 2015 spending time in Singapore, Paris, the Somme region, Ieper, London and the Salisbury Plains area of England following the stories of men and women who fought for our country during World Wars 1 and 2.



*At the reburial of the 6 unknown British soldiers*



*Ready to lay the wreath at Menin Gate*

Highlights included attending the burial of 6 British soldiers whose remains were uncovered recently, the Dawn Service at Hyde Park Corner and the Anzac Day Service at Westminster Abbey (attended by the Queen), attending the Sutton Veny School's Anzac Day service on the 24<sup>th</sup> April, participating in the Last Post Ceremony at the Menin Gate in Ieper and the commemoration of Rufus Rigney at Harelbeke in Belgium. Everybody would have their own personal highlights to add to this list.



*At Westminster Abbey*

There was of course the normal emotional roller coaster as we shared many tears when commemorating our soldiers and telling their stories, and laughter when we were acting like tourists in Paris and London. To see more detail you can visit [www.connectingspirits.com.au](http://www.connectingspirits.com.au) to see the daily blog.

You may have also seen in local newspapers that there has been a link forged between Meningie and the village of Sutton Veny in England. This village is not much different in size to Meningie but is only about 5 kms from the nearest major town, Warminster. It has its own little parish school with just over 140 students from the equivalent of our year levels R – 6. During the First World War the village was part of the massive complex of training camps and other facilities on the Salisbury Plains. There was a hospital and a training school close by. When you look at the service records of Australian soldiers many mention the names Sutton Veny, along with Codford, Hurdcott and Larkhill; all small villages in the area. A number of these men got ill during training, or returned from the front with injuries or disease and some of them died as a result. In the churchyard next to the school there are 168 World War 1 burials including 143 Australians, 3 of whom were nurses. Perhaps the most touching part of the story is that quite a number of the dates on the headstones of these graves are after the 11<sup>th</sup> November 1918, the end of the war. Young men and women, having survived the war, were waiting to get a place on a ship home to Australia, only to catch the Spanish Flu that swept Europe in 1918 -1919. It is hard to imagine the grief their loved ones felt after believing that they had survived the war and would be returning home, only to receive a telegram saying they had died of the flu! On Anzac Day 1918 a local lad stole some flowers from his neighbours' gardens and laid them on the Australian graves. This has become a tradition and now every Anzac Day, the local school children bring flowers from home and work together to produce a posy for each of the 143 Australians in their churchyard. They then have a church service after which each child stands in front of the grave of an Australian and places a posy at the base of the headstone. This is a community event, not just a school event, and this year we had the privilege of sharing this. Our students helped each class make posies and spoke to the students about aspects of their lives at home. We then attended the service and then watched as they all lined up in the cemetery. This was one of the most moving experiences I have had, and with five Connecting Spirits trips, I have had a few. But this is not just a one-off thing. The whole school ethos revolves around the memory of the men and women from Australia who lived, and sometimes died in their town. Each class has the name of an Australian town or city, starting with the youngest in Albany, through Brisbane, Canberra, Darwin and Elliston to the oldest students in Geraldton. Activities across the curriculum and throughout the year are focussed on Australia. The Anzac Day service has occurred ever since the end of the war, but with the centenary celebrations starting last year many groups have become aware of it and have asked to be a part of the ceremony. However, only the Connecting Spirits project gets this honour. We have been visiting the school since 2010 due to the friendship between Julie Reece and a teacher at the school, Nicky Barnard. As a result of these visits, the Parish Council of Sutton Veny invited the Coorong District Council to form a link with them, which was officially made on Anzac Day this year.



Originally Findon and the Coorong Mallee schools were only going to combine for this one trip and then work toward sustaining two separate projects. However, after our return the Principal at Findon High School asked if we would consider keeping the project a combined one as she thought that the experience that her students gained by sharing with rural and Indigenous students added extra layers to the benefits of the trip. Doing this would ensure the ongoing viability of the project. We have decided to return to the original timetable of sending students in late November every second year. This means that the next trip will be in late 2016 and planning has already begun. We will be looking for expressions of interest from students in Years 9 – 11 this year later in the term.

**Mal Jurgs (Deputy Principal)**

*A picture speaks a thousand words...*

## **State School Sailing Championship At Meningie North Jetty**

Travellers passing through Meningie drove through a crowd centered on the Meningie North jetty area during the recent Secondary Schools Team racing championships. On the water an equally impressive sight saw 24 Pacer class dinghies lining up in groups of 6 to attack the start line with each team using 3 boats to get the best finishing combination. Public and private school teams came from as far away as Ceduna, Pt Lincoln, Kangaroo Island, Victor Harbour and Adelaide to try and win the top two positions enabling them to contest the National Titles in Brisbane.

Over 100 races were run culminating in a series of finals on Saturday in brisk sailing conditions. Days 1 and 2 saw relatively light winds however the last day's winds gave spectators what they had come to see with exciting racing throughout the day. The excellent venue was a huge part of the success with all schools settling in with sunshades on the elevated lake shore directly in front of competition. Team coaches were able to walk down the jetty to be right beside the sailing course because of the unique situation that Meningie can offer. Meningie ranks highly in the various school sailing venues around the state and the community should value and protect this outstanding asset for water sports.

The Meningie township rallied in support of the sailing club with the Lions group catering for a welcome BBQ and the Golf, Netball and Sailing clubs catering for 350 people on the Saturday presentation night. The Meningie Sailing Club and Meningie Area School, as hosts to the competition, would like to thank the community for its great support during this event.

**Vic Woolston**



*Sailors interchange crews at the recent championships at Meningie*

## **4. SITE IMPROVEMENT PLANNING AND TARGETS**

### **External Review**

A priority for the Department for Education and Child Development (DECD) is to improve the educational attainment and well-being of South Australia's children and young people.

The purpose of the External School Review is to support schools to raise achievement, sustain high performance and to provide quality assurance to build and sustain public confidence in DECD schools.

The overarching question is "How well does the school improve student achievement, growth, challenge, engagement and equity?"

This External Review has evaluated:

- The schools self-review processes and findings.
- The school's achievement data and processes over time.
- The outcomes of the meetings and the interviews with representatives from the school, and parents and students views about the school.

The External Review included an analysis of the school's key policies and procedures.

The support and cooperation provided by the staff and school community is acknowledged.  
The External Review was conducted by Liz Matheson, Review Officer and Steve Freeman, Review Principal.

The External Review report for Meningie Area School conducted in September 2015 can be found on the Meningie Area School website at [www.meningieas.sa.edu.au](http://www.meningieas.sa.edu.au) This report details the lines of inquiry that the panel focused on, in the five key area from the External School Review Framework.  
These are

1. Student Learning: How are students achieving over time?
2. Effective Teaching: How effectively are teachers supporting students in their learning?
3. Educational Leadership: How well does leadership facilitate the development of high quality curriculum planning and effective teaching?
4. School – Community Partnerships: To what extent does parent engagement with the school impact on student learning?
5. Improvement Agenda: How effective are the school's self-review processes in informing and shaping improvement?

### **The Outcomes of the External Review 2015**

Meningie Area School has demonstrated growth in students' learning outcomes in Years 3 and 5. The school tracks progress and uses data for intervention and planning. There is a strong professional culture focused on improvement.

The Principal will work with the Educational Director to implement the following Directions:

1. **Further** develop practices which utilize formative assessment feedback to ensure learning intentions are understood, and support is appropriately scaffolded and challenging, for the full range of learners.
2. **Strengthen** the opportunities for staff to develop their practices in assessment (formative and summative) and planning.
3. **Continue** to explore ways of promoting respectful and productive partnerships with parents of Aboriginal children and strengthen Aboriginal perspectives across the curriculum.
4. **Refine** the School Improvement Plan to ensure strategies are designed to achieve the desired lift in achievement, attendance and engagement and the impact of the actions can be measured and evaluated.

**Based on the school's current performance, Meningie Area School will be externally reviewed again in 2019.**

## 4.1 Junior Primary and Early Years Scheme Funding

The funding available through this scheme has enabled the site to focus on intervention strategies. Since 2011 Meningie Area School has been working consistently on oral language, aware that such is the foundation stone on which to build students' literacy and numeracy. This awareness has been informed by international research. The school's framework and instructional practices have been heavily influenced by that of Speech Pathologist with expertise in oral language (Oral Language Pie). Work within the school in establishing, supporting and embedding practice is that of a Lead Teacher (0.2)

Over time the document called "Mapping the R-3 Student Progress Against Targets" outlining assessment and planning expectations has been developed and refined.

The Junior School team, in collaboration with the Lead Teacher, has developed and documented the skills students need to achieve a "C" in English, Maths and Geography. Work in this area reflects DECD language and Literacy levels, Standards of Educational Achievement. The documents provide visual evidence of students' academic achievement and serve as a guide for discussion, reflection and review of student progress and inform future direction and planning.

## 4.2 Better Schools Funding

Better schools funding has been used as it was in 2014, as a consequence of self-review processes. Data showed that the intervention programs implemented are making a difference. The improvement in student learning in literacy and numeracy was evidenced through the 2015 External Review.

### MULTILIT

The program is managed by a trained MULTILIT Coordinator who works closely with an SSO, parents, the class room teacher and students. Selection into the program is rigorous and is inclusive of NAPLAN data PAT-R (comprehension), attendance and in consultation with both the classroom teacher and parents. A maximum of five students per term work through the program. The effectiveness of the program is reflected in parent anecdotal comments September 2015.

- *"That was the time she started to improve - and she has continued to improve since. She now has an attitude that she can do it and she can give it a go - that if she puts in the effort, she can see some results."* - **Parent 1**
- *"I wish he could have continued with the program for longer. His confidence in reading out loud improved. Now he reads more with his grandparents and also reads magazines and books on his own. He didn't do this before."* - **Parent 2.**
- *"X has a massive boost in confidence. He loves (MULTILIT) and talks about what he is doing a lot. He likes the challenge of going up the levels."* - **Parent 3**
- *"I am hopeful that X will have the opportunity to continue this program throughout the year and I look forward to watching him grow in literacy skills all thanks to the opportunity he has been given with the MULTILIT program."* - **Parent 4.**

### QUICKSMART

The Quicksmart Program at Meningie Area School is a numeracy intervention program for Year 5 and 6 students. The 6 - 8 students were identified at the beginning of the year using NAPLAN and PAT Maths data. A majority of the students scored in Stanine 2 or 3 for the testing in 2014.

The sessions run three times a week with School Support Officers; Mrs Wendy VanDenBrink and Karin Rebner, and teacher Anne Wright who are all trained to run Quicksmart.

Each session is for 2 students and runs for 30 minutes. The program includes explicit teaching of number facts, rote learning of those facts and speed and accuracy tasks.

Over the test period year students are expected to rise at a positive rate of at least approximate 8 points. The Quicksmart students improved at an average rate of 23.9 points on a growth of their 2013-1015 PATM Scaled scores.

The class group of current Year 6 students have moved from a group of having 14 out of 16 below benchmark in Year 4, to a group of having 6 out of 20 below benchmark. In this 6 two are new students and 2 are NEP (Negotiated Education Plan) students. The other 2 students are continuing to progress but not as quickly as the other members of the Year 6 cohort.

## **5. STUDENT ACHIEVEMENT**

### **RUNNING RECORDS**

#### **Running Records Broadband Levels**

DECD has established Literacy Reading Standards and also published Performance Indicators called 'Running Records Broadband Levels'. By the end of the year, students will achieve Running Record broadband levels:

- 9-11 for students in Reception
- 17-20 for students in Year 1
- 21-24 for students in Year 2

Students are assessed with Running Records to see where they are along the reading continuum. Data was collected for Years 1 and 2 in September, 2015, and the results summarized in a report from 'The Numeracy and Literacy Unit' in DECD. Some of the report's key points have been briefly summarized under the headings below.

#### **Students Reaching End of Year Targets (Broadband Reading Levels)**

Year 1 Students:

- Approximately 27% of our 15 Year 1 students achieved the DECD end of year broadband levels 17-20.
- Approximately 46% of our Year 1 students exceeded the DECD end of year expectations and achieved at the higher broadband levels 21-26.
- Two indigenous students were part of the Year 1 cohort. One student was below the end of year expectations and the other student successfully exceeded the end of year expectations by six levels.
- Approximately 73% of the 2015 Year 1 cohort are on track to achieve successful reading outcomes.

Year 2 Students:

- Approximately 44% of our 18 Year 2 students achieved the DECD end of year broadband levels 21-24.
- Approximately 28% of our Year 2 students exceeded the DECD end of year expectations and achieved at the higher broadband levels 25-26+.
- Five indigenous students were part of the Year 2 cohort. Two students were below the end of year expectations and one student achieved the end of year expectations. Two students exceeded the DECD end of year expectations and achieved at the higher broadband levels 25-26+.
- Approximately 72% of the 2015 Year 2 cohort are on track to achieve successful reading outcomes.

#### **Students Not Reaching End of Year Targets**

- Approximately 27% of our Year 1 students did not reach the end of year targets.
- Approximately 28% of our Year 2 students did not reach the end of year targets.

## Intervention Strategies

Students not reaching the end of year targets are known as our Red and Orange Argonauts and are being supported through intervention strategies such as:

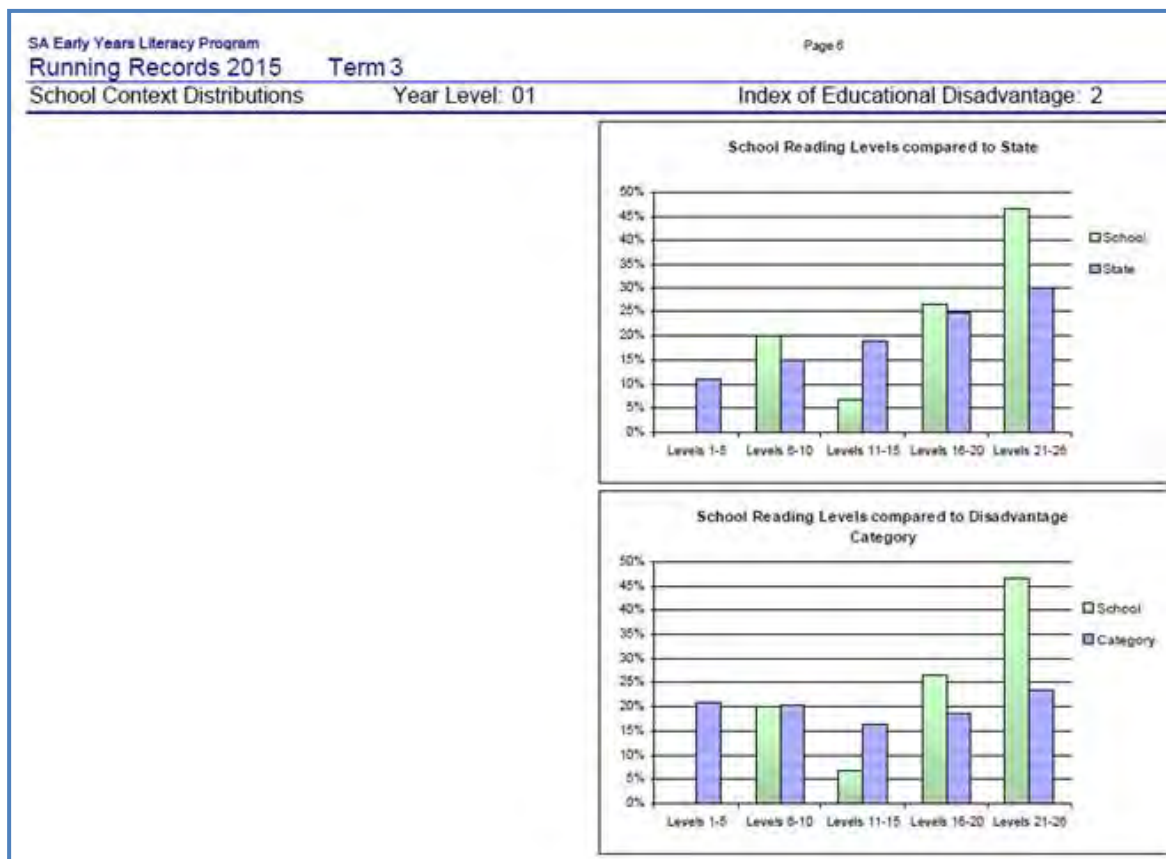
- Individualised and explicit instruction when reading to their teacher and an SSO.
- More frequent Running Records to track progress and change teaching approaches to match student needs.
- Small Guided Reading Groups that read more frequently to their teacher.
- EALD teacher, Barb Mann, working with small literacy groups, such as the Eagle Group, and also one on one with Indigenous students.
- Use of ITC resources such as Digital Books and 'StudyLadder' online.
- Daily reading to an older or more confident Reading Buddy.
- Connecting struggling readers to possible oral language problem areas and intervention resources, such as 'Blank's 4 Levels of Questions'. Building oral language competencies creates a bridge towards reading confidence.
- Special needs students supported through the Special Options Unit and teacher, Consuelo Torrealba, with a highly differentiated curriculum approach matched to each individual student's requirements.

## Teaching Resources

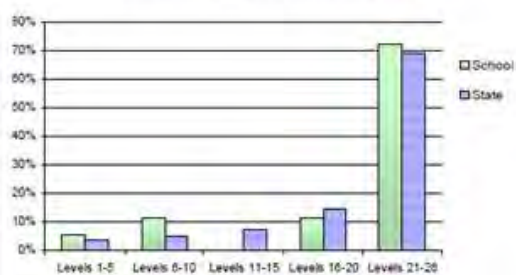
Throughout 2015, the R-4 Team has continued to improve our resources for reviewing, planning, assessment and intervention strategies, especially in the area of reading. This has been a process of dialogue, reflection, evidence based research and consensus reached about the most effective resources available to assist staff. Some of these tools are:

- DECD Draft Document: 'Standard of Education Achievement'
- 'Meningie Area School R-4 Literacy & Numeracy Benchmarks for Achievement at 'C' or Above'

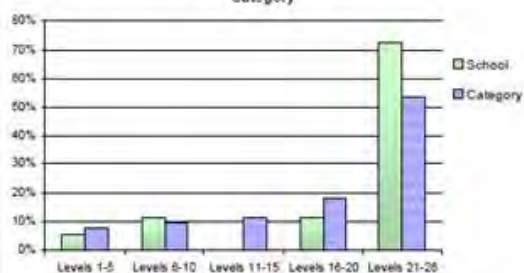
## Wendy Starling, R-4 Team Leader



School Reading Levels compared to State



School Reading Levels compared to Disadvantage Category



## 5.1 NAPLAN

General Summary (External School Review Report Meningie Area School 2015 page 4)

### READING:

How well students are achieving over time.

- In 2014, the reading results, as measured by NAPLAN, indicate that 75% of Year 3 students, 75% of Year 5 students, 54% of Year 7 students, and 47% of Year 9 students achieved the DECD Standard of Educational Achievement (SAR)
- This compares to an average of 68% for Year 3, 54% for Year 7 and 50% for Year 9 students achieving the SEA during the period 2008-2013. The school's achievement in 2014 was higher than the historical average achievement in Year 3 and 5 and the same or close to the historical achievement in Years 7 & 9. There has been an upward trend in Year 5 reading achievement for the past 3 years.
- In relation to students who achieved in the top two NAPLAN bands, 37.5% (i.e. 9 out of 24 students) were in Year 3, and 31% (i.e. 5 out of 16 students) were in Year 5. No students achieved in the upper two bands in Year 7, and 1 student (out of a total of 19) was in Year 9.
- In 2015, the growth in reading achievement from Year 3 to 5 showed that 57% of students made low progress compared with 0% making high progress. From Year 5-7, the percentage of students making low progress was 40% compared with 0% making high progress and from Year 7 to Year 9 the percentage making low progress was 42% compared with 17% making high progress. The expected high and low progress across South Australia is 25%.

### NUMERACY:

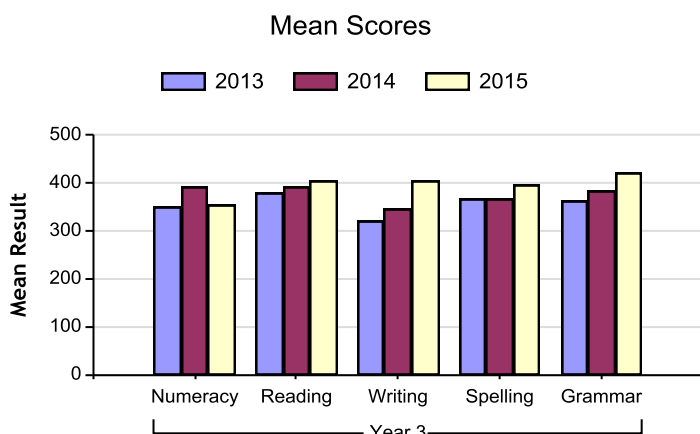
How well students are achieving over time.

- In 2014, the Numeracy results, as measured by NAPLAN, indicate that 79% of Year 3 students, 75% of Year 5 students, 38% of Year 7 students and 37% of Year 9 students achieved the DECD Standard of Educational Achievement (SEA).
- This compares to an average of 56% for year 3, 45% for Year 5, 48% for Year 7 and 48% for Year 9 students achieving the SEA during the period 2008-2013. The school's achievement in 2014 was higher than the historical average achievement in Years 3 and 5. There is a 3 year upward trend in Year 5 from 43% in 2012 to 75% in 2014.
- In relation to students who achieved in the top two NAPLAN bands, 25% were in Year 3 and 12.5% were in Year 5. One student achieved in the upper two bands in Year 7, and 0 students in Year 9.
- In 2015 the growth in Numeracy achievement from Years 3 to 5 showed that 14% of students made low progress compared with 29% making high progress. From Year 5 to 7, the percentage of students making low progress was 30% compared with 20% making high progress, and from Years 7 to 9 the percentage making low progress was 40% compared with 0% making high progress. The expected low and high progress across South Australia is 25%.

*"The school has been successful in supporting the majority of students to gain the foundational skills in reading, writing, and numeracy, and approximately 30% of students have achieved in the upper proficiency bands in Years 3 and 5. It is probable that the challenges facing teachers, particularly in year levels above Year 5 will be to meet the broad range of learners' skills, to challenge and stretch those students at the upper end and to continue to engage all the students within their classes"* (External Review, page 6)

## YEAR 3 MEAN SCORES

- Numeracy data more reflective of 2013, than 2014.

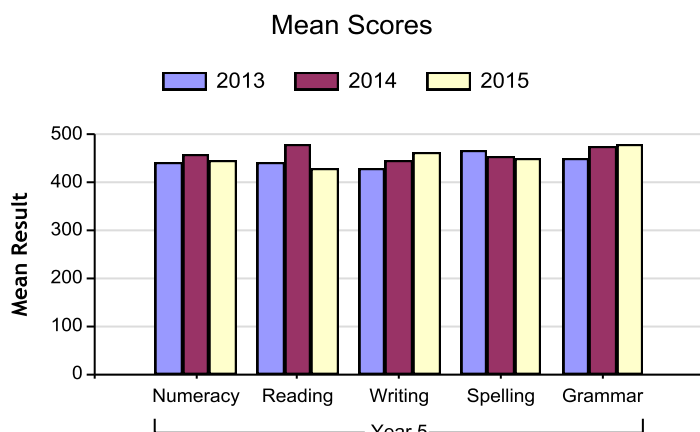


Mean Scores by Test Aspect	Year 3		
	2013	2014	2015
Numeracy	348.6	393.9	356.3
Reading	378.5	393.5	402.5
Writing	322.1	345.5	405.6
Spelling	365.9	367.4	397.2
Grammar	363.7	382.9	422.4

### Year 3 Mean Data Summary:

- Sound improvement 2013-2015, in Reading, Writing, Spelling and Grammar.
- Numeracy 2015, more reflective of 2013.

## YEAR 5 MEAN SCORES



Mean Scores by Test Aspect	Year 5		
	2013	2014	2015
Numeracy	443.8	458.1	448.4
Reading	444.1	478.0	430.9
Writing	428.6	445.6	462.0
Spelling	466.6	456.2	449.6
Grammar	448.9	474.0	480.6

### Year 5 Mean Data Summary:

- The students represented in Year 5, 2015 were in Year 3 class in 2013. From the mean data the following comparisons can be made.

**NUMERACY:  $448.4 - 348.6 = 99.8$**

**READING:  $430.9 - 378.5 = 52.4$**

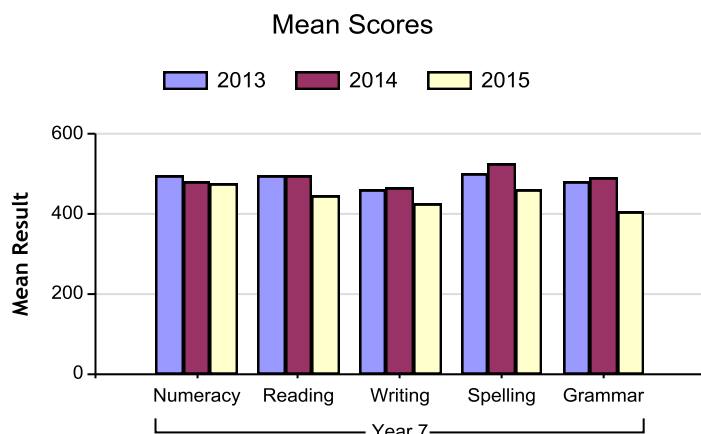
**WRITING:  $462.0 - 322.1 = 139.9$**

**SPELLING:  $449.6 - 365.9 = 83.7$**

**GRAMMAR:  $480.6 - 363.7 = 116.9$**

The expected growth in points between Years 3&5 is 78 points which is 1.5 Bands. Such growth reflects the commitment to improving student learning outcomes, through targeted intervention.

## YEAR 7 MEAN SCORES

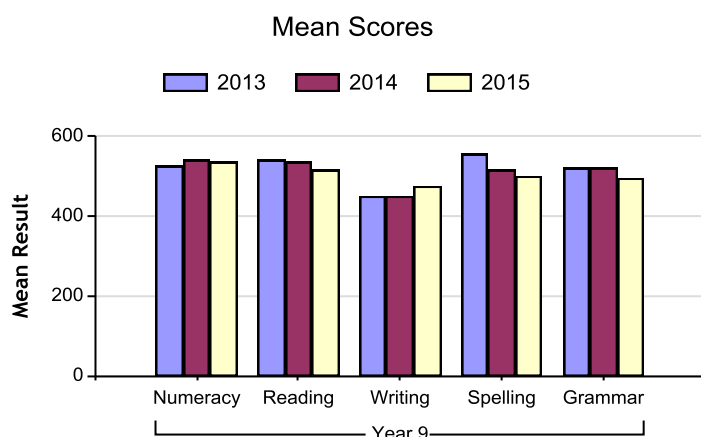


Mean Scores by Test Aspect	Year 7		
	2013	2014	2015
Numeracy	493.8	481.9	476.1
Reading	495.2	493.2	447.1
Writing	460.0	464.3	423.7
Spelling	501.3	524.0	459.3
Grammar	481.3	493.0	405.8

### Year 7 Mean Data Summary:

Of the sixteen students who sat the Year 7 NAPLAN test in 2015, only seven did so as students at Meningie Area School in 2013. Because of the changed nature of the group it is difficult to make valid comparisons between data in all test aspects.

## YEAR 9 MEAN SCORES



Mean Scores by Test Aspect	Year 9		
	2013	2014	2015
Numeracy	527.7	538.8	537.1
Reading	542.6	535.4	517.6
Writing	452.6	449.9	475.6
Spelling	554.3	517.7	500.6
Grammar	521.3	518.5	496.5

### Year 9 Mean Data Summary:

The expected growth between Year 7 & 9 is 39 points which is .75 of a band.

**NUMERACY:**  $537.1 - 493.8 = 43.3$

**READING:**  $517.6 - 495.2 = 22.4$

**WRITING:**  $475.6 - 460.0 = 15.6$

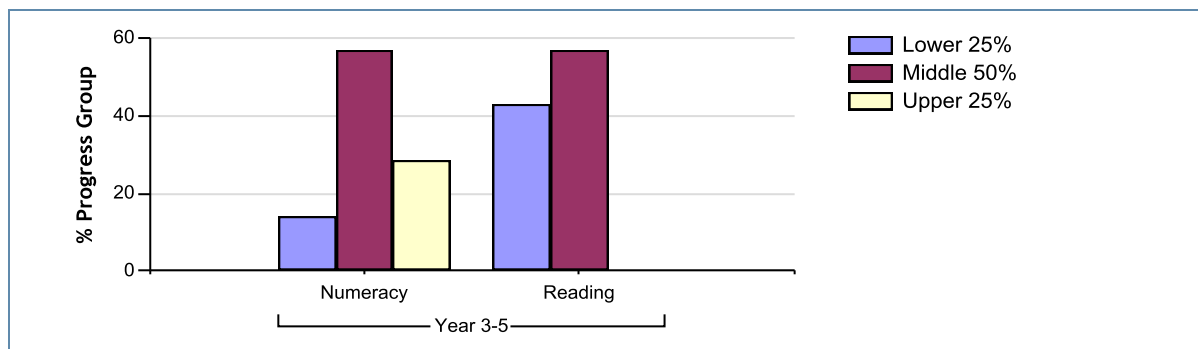
**SPELLING:**  $501.3 - 500.6 = 0.7$

**GRAMMAR:**  $496.5 - 481.3 = 15.2$

When attendance data is put together with this data, the impact that poor attendance has on overall site student achievement and the compounding effect that it then has over a number of years is evident.

## YEAR 3-5 GROWTH

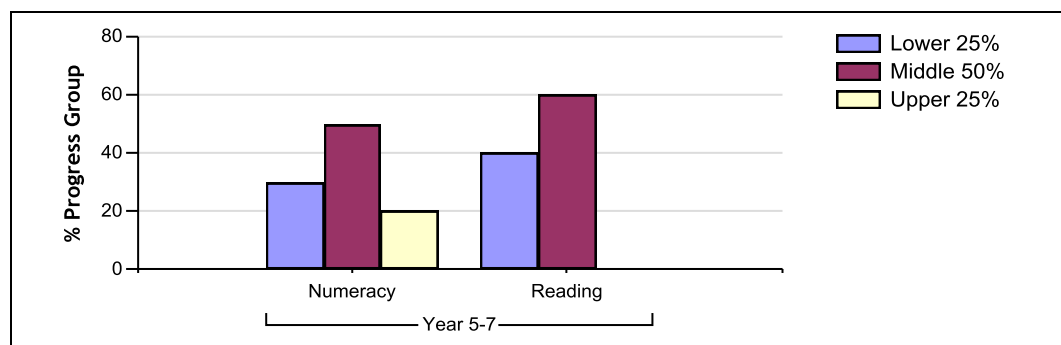
### NAPLAN School Growth: Year 3-5



Growth by Test Aspect	Year 3-5	
	Progress Group	Site
Numeracy	Lower 25%	14.3
	Middle 50%	57.1
	Upper 25%	28.6
Reading	Lower 25%	42.9
	Middle 50%	57.1
	Upper 25%	

## YEAR 5-7 GROWTH

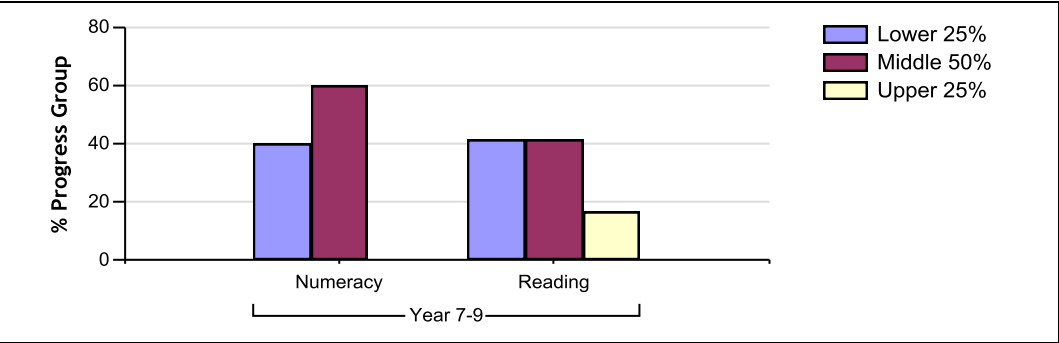
### NAPLAN School Growth: Year 5-7



Growth by Test Aspect	Year 5-7	
	Progress Group	Site
Numeracy	Lower 25%	30.0
	Middle 50%	50.0
	Upper 25%	20.0
Reading	Lower 25%	40.0
	Middle 50%	60.0
	Upper 25%	

YEAR 7-9 GROWTH

NAPLAN School Growth: Year 7-9



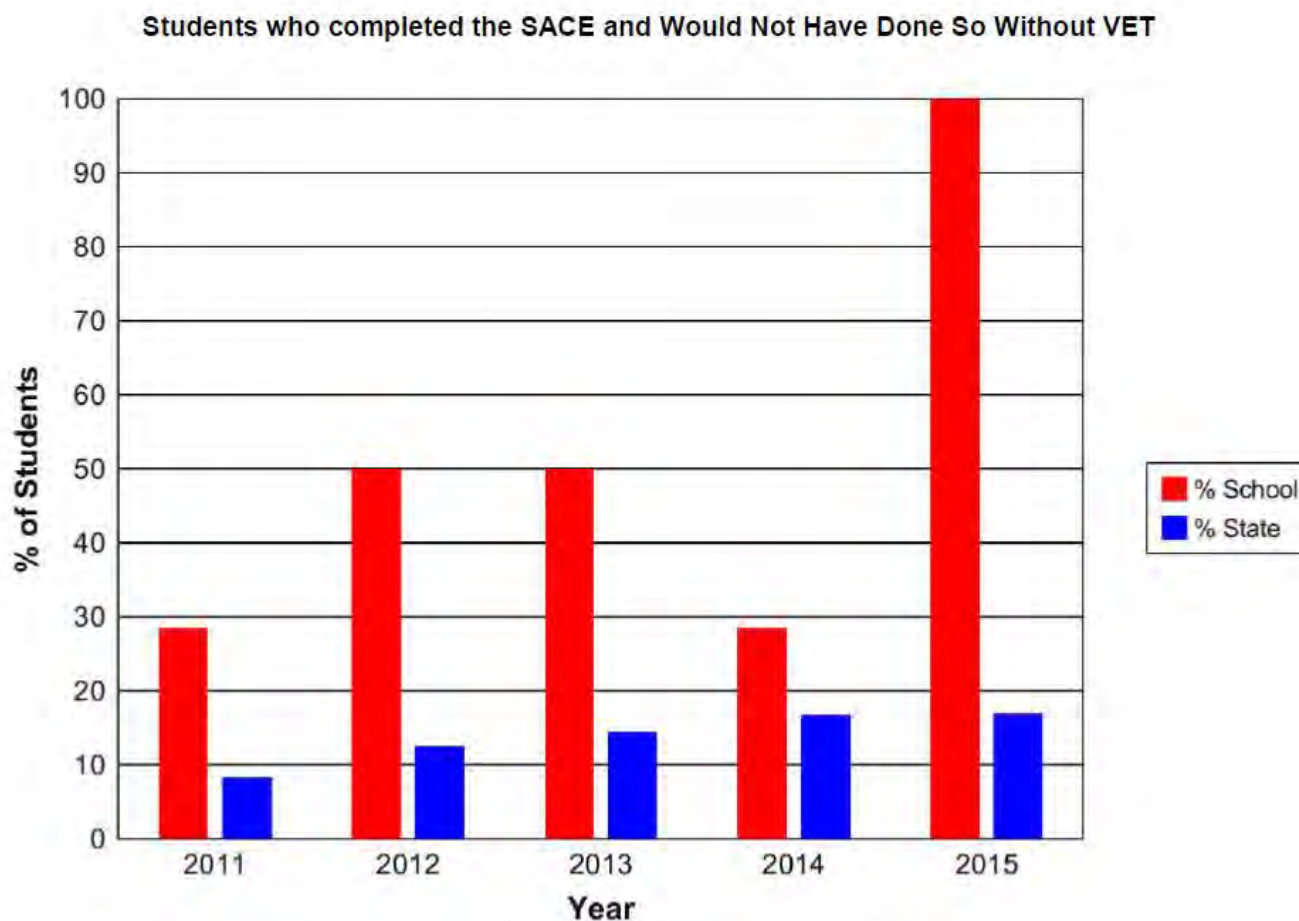
Growth by Test Aspect	Year 7-9	
	Progress Group	Site
Numeracy	Lower 25%	40.0
	Middle 50%	60.0
	Upper 25%	
Reading	Lower 25%	41.7
	Middle 50%	41.7
	Upper 25%	16.7

## 5.2 Senior Secondary

### Students in Year 12 Undertaking Vocational or Trade Training

This report provides information on the number and percentage of students who completed the SACE and would not have done so without gaining credits through the recognition arrangements for VET in the SACE

The % of Year 12 students using VET to complete their certificates is 100% - see below graph:



Year	Number of Students who completed the SACE using VET	% School	% State
2011	2	28.57%	8.33%
2012	5	50.00%	12.49%
2013	2	50.00%	14.57%
2014	2	28.57%	16.90%
2015	4	100.00%	16.97%

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

This report provides information on the percentage of students who completed the SACE in a particular year out of those identified by their enrolments as potential completers of the SACE.

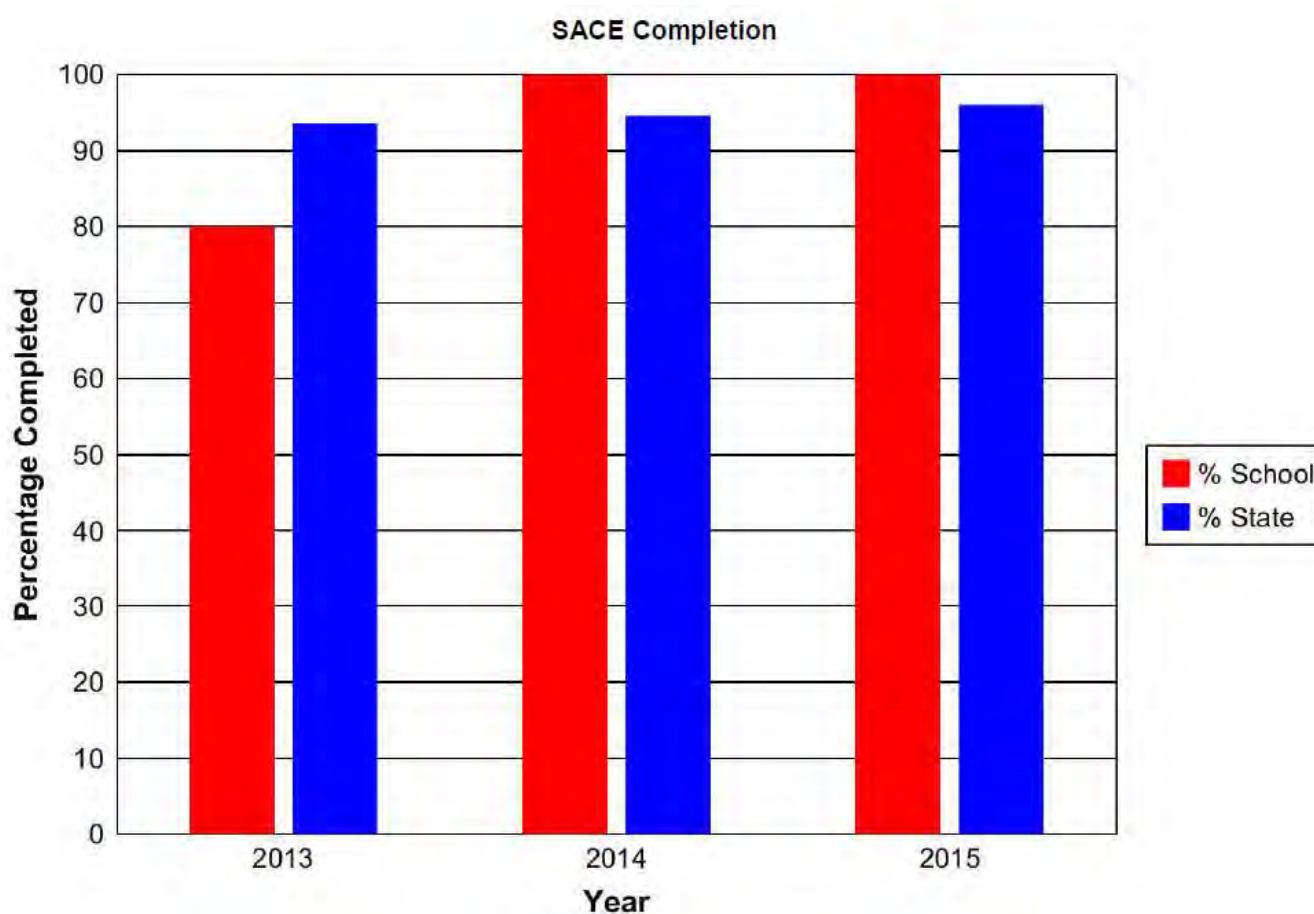
From 2011, a potential SACE completer can be defined as a student who is enrolled in or has a completed enrolment in the following:

- the Personal Learning Plan (or PLP modified) at Stage 1;
- at least 20 credits of an English subject at Stage 1 and/or Stage 2;
- at least 10 credits of a mathematics subject at Stage 1 and/or Stage 2;
- the Research Project (or Research Project Modified) at Stage 2;
- at least 60 credits in a Stage 2 subject;
- at least 200 credits in total, 150 of which may be gained through VET recognition arrangements.

Note: For NTCET potential completers, the following variations apply:

- 160 of the total 200 credits can be gained through VET recognition;
- the Research Project is not a compulsory subject.

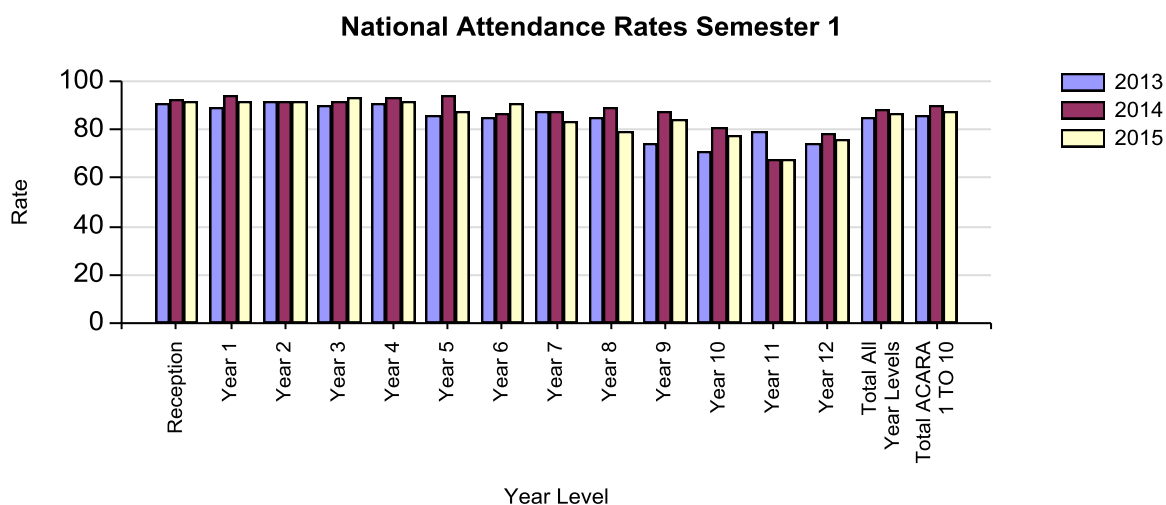
The % of Year 12 students completing SACE or equivalent is 100% - see graph below:



Year	Potential Completers (School)	Completers (School)	% School	% State
2013	5	4	80.00%	93.56%
2014	7	7	100.00%	94.54%
2015	4	4	100.00%	96.01%

## 6. STUDENT DATA

### 6.1 Attendance



Attendance by Year Level	% Attendance		
	2013	2014	2015
Reception	90.9	92.8	91.8
Year 1	89.3	93.9	91.9
Year 2	91.9	91.5	92.1
Year 3	89.9	91.5	93.6
Year 4	91.0	93.7	91.8
Year 5	86.3	94.0	87.7
Year 6	85.2	87.1	91.0
Year 7	88.0	87.2	83.3
Year 8	84.8	89.2	79.4
Year 9	74.4	87.2	84.2
Year 10	70.8	80.6	77.8
Year 11	79.3	67.7	67.9
Year 12	74.4	78.6	75.9
Total All Year Levels	85.4	88.7	87.0
Total ACARA 1 TO 10	85.9	90.1	87.8

Changing overall community attitudes to daily attendance is a challenge. The Twenty fourteen overall school improvement was an outstanding leap, and reflected the relentless work across the site in getting the message out to the community that attendance matters to maximise student improvement in learning outcomes.

The 2.3% drop overall is a significant negative shift in the current climate when the continuing and relentless focus nationally is that attendance makes a difference.

Attendance strategies 2015 included:

- Data in the school Newsletter showing weekly attendance across the site.
- Daily monitoring by homegroup teachers and the incorporation of age appropriate strategies and visuals and charts to track attendance.
- Regular articles in the newsletter, drawing comparisons between student achievement and attendance at school.
- Statements about attendance and that it matters on the large school community noticeboard.
- Footers on the school newsletter with wording to the effect that attendance matters.
- Information on individual student reports of Term attendance across the site.
- Regular phone calls to parents/ caregivers in relation to individual students' attendance and those at risk.
- Home visits, working with DECD and other agencies to support students and families with issues of poor attendance.
- Governing Council presentation of individual Perfect Attendance Certificates and the sponsorship of vouchers at each end of term assembly.
- Excellent and term perfect attendance linked to the House System , contributing to the overall House Trophy as presented at Presentation Night.

## 6.2 Destination

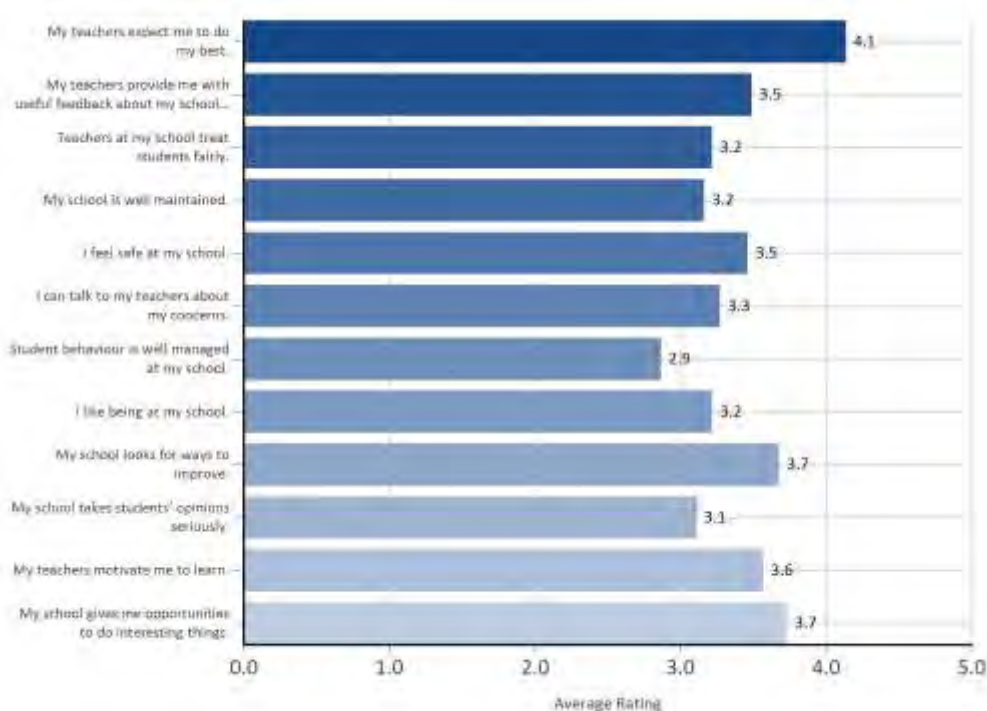
Leave Reason	2014			
	School		Index	DECD
	No	%	%	%
Employment	8	14.8%	3.4%	2.9%
Interstate/Overseas	4	7.4%	7.6%	9.5%
Other	1	1.9%	2.6%	1.4%
Seeking Employment	3	5.6%	5.7%	3.8%
Tertiary/TAFE/Training	4	7.4%	4.6%	3.6%
Transfer to Non-Govt Schl	10	18.5%	6.5%	9.8%
Transfer to SA Govt Schl	21	38.9%	53.3%	48.8%
Unknown	3	5.6%	16.2%	20.3%
Unknown (TG - Not Found)			0.0%	0.0%

## 7. CLIENT OPINION

### STAFF RESPONSE

Staff survey response 2015 was strong. From the collated data there is a strong culture within the school in relation to teaching and learning. Teachers have said looking for ways to improve, being supported in their work and good communication with parents and caregivers, along with good student behavior management rank most highly. These aspects have been consistently ranked over the years.

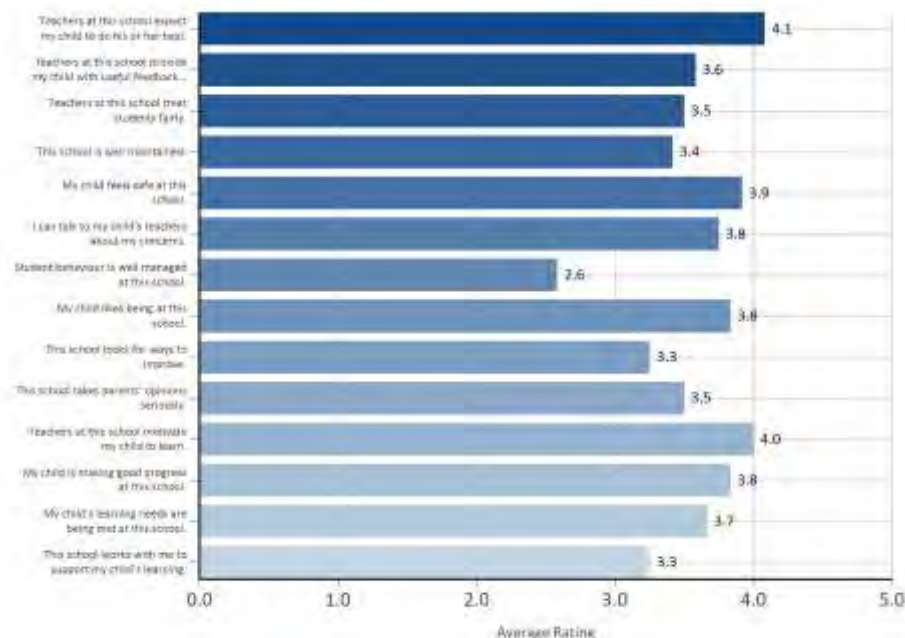
Once again it is unsurprising to see that the maintenance of the school rates (3.6). This reflects the aging DEMAC buildings that require consistent maintenance and is not a reflection of the well maintained grounds that have undergone a transformation over the last few years, reflecting pride in the school environment.



### STUDENT OPINION

This slide represents the collation of student data across the site from Years 5-11. In comparing the data to that of the last few years, there is a consistent pattern. In particular, students rate highly and consistently that teachers expect them to do their best, motivates students to learn and gives students opportunities to do interesting things.

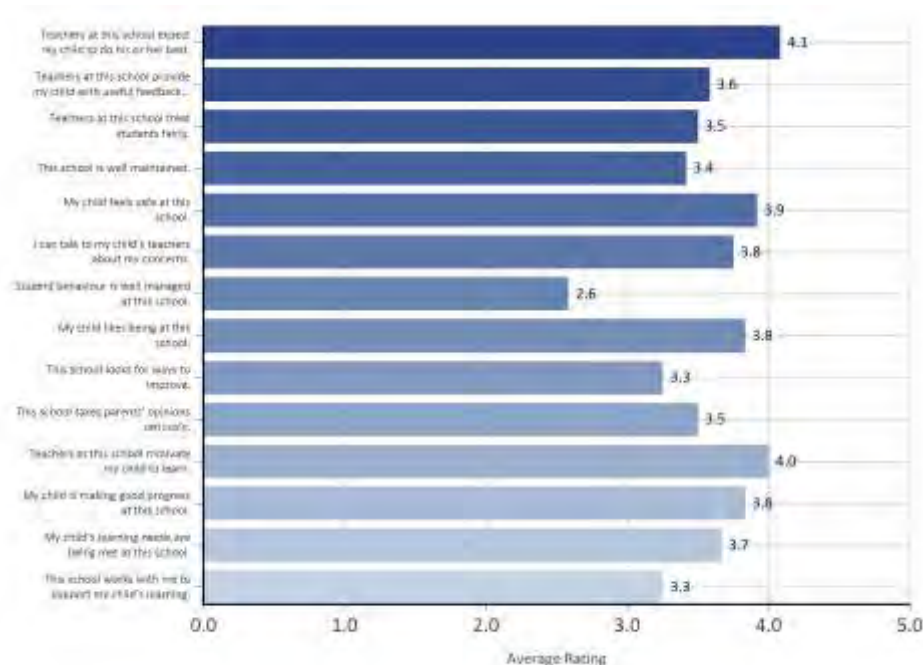
Over the years student opinion varies about how the school manages behavior. In 2015, this is represented a slight dip in data. (3.1)



Over the years student opinion varies about how the school manages behavior. In 2015, this is represented a slight dip in data. (3.1)

## PARENT RESPONSE

Parents were advised through the Newsletter, site SMS, and the school notice board inviting participation in the Annual Parent Survey. Unfortunately, as was the situation in 2014, few took the opportunity to do so. From the data, and in comparison with previous years there is a pattern of consistency in the responses. Being safe, students being expected to do their best, and working with staff who motivate them to learn were ranked highest by parents.



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

## 8. ACCOUNTABILITY

### 8.1 Behaviour Management

The site engaged in two Bully Audits 2015. Once in each semester and formally reported to Governing Council as is a DECD requirement, following findings from the Cossey Report into Child Protection.

The data represented relates to the second site Bully Audit as conducted over Week 5 and 6 of Term 4 as advised through Term 4 Newsletter.

The Bully Audit is a hard copy individual survey conducted across the school. At Reception /Year1 an SSO conducts the audit with each child individually, reading the questions and recording the student responses. From Year 2 the survey is conducted by the class teacher. The younger students in general complete the survey question by question under the direction of the class teacher. At Middle /Senior School the survey is conducted during home group and under the supervision of the Home Group teachers.

All responses are collated and data compiled by an SSO responsible for this Task. Data is forwarded to the Principal and shared with the Leadership team of, Deputy, Middle School, Senior School and Junior Focus Leader.

Data is then shared at sub-school meetings where issues, concerns and strategies are shared and developed.

Data relating to students identified as being bullied and or as being bullies is discussed sensitively with the appropriate teachers. Where necessary this is also shared with parents/caregivers. The information in both instances is of importance and enables us to develop appropriate and individual strategies .

Anti – Bullying strategies are a planned part of the Child Protection Curriculum scheduled at each year level and revisited across the year and throughout Pastoral Care sessions.

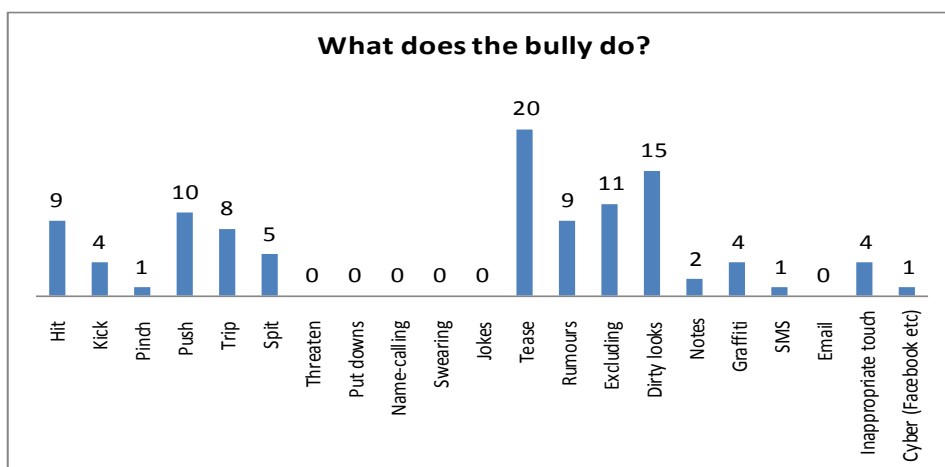
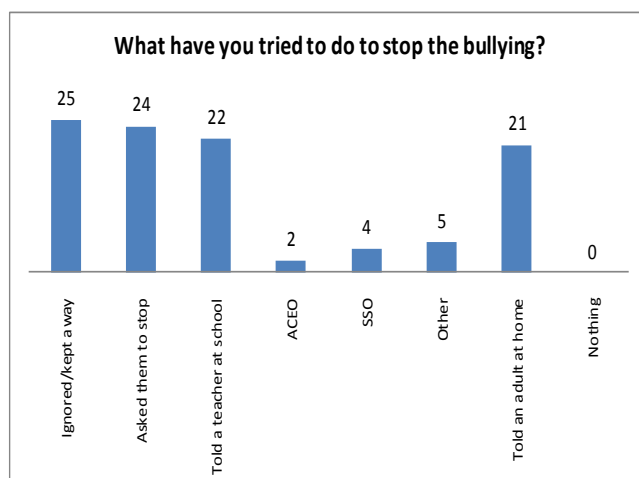
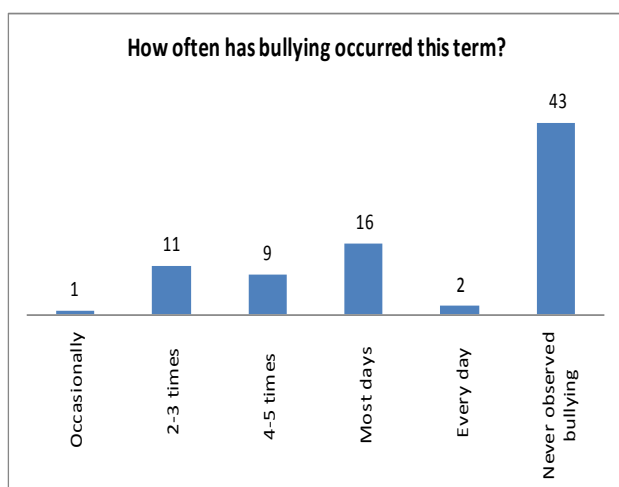
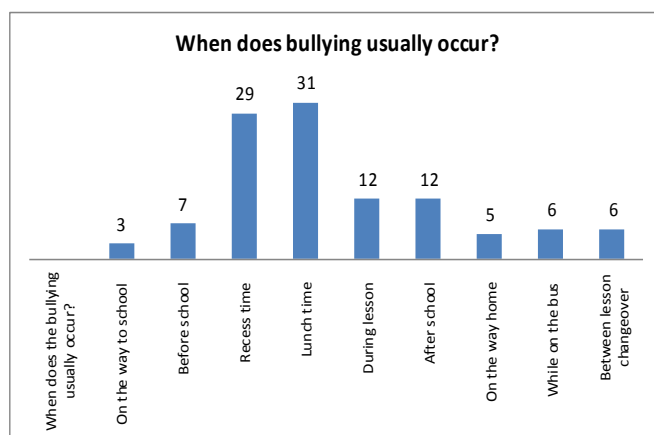
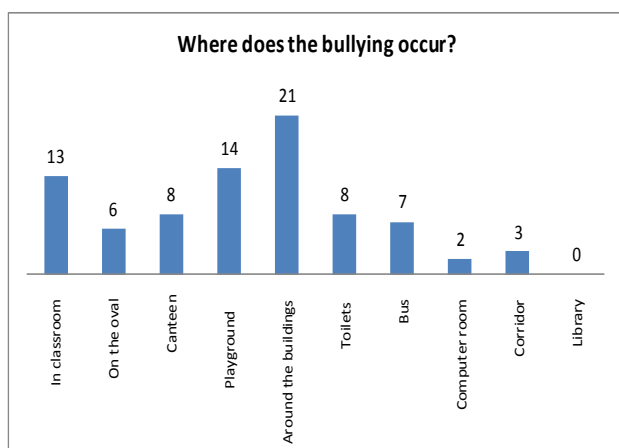
Student/Parent Teacher reports of bullying are taken seriously and responded to in a number of ways.

Students are taught to recognize what is not bullying, just as they are taught what is.

Data across the year levels is readily compared year to year making tracking of individual students possible.

Along with bullying staff deal with feuds.

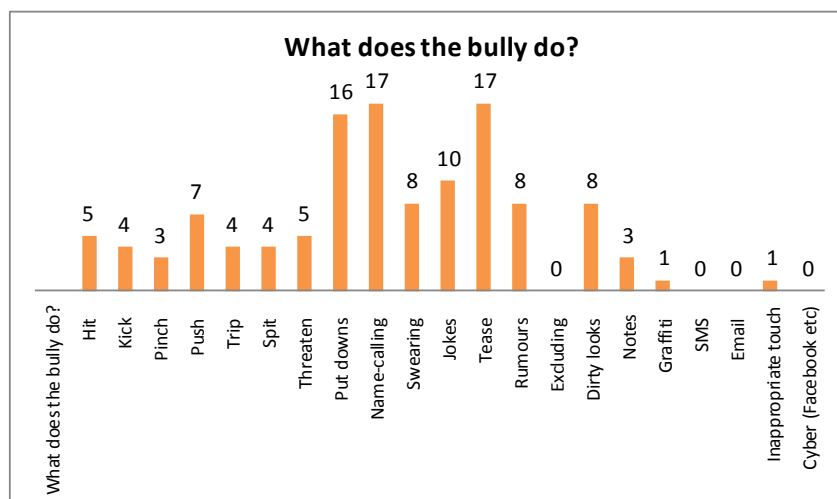
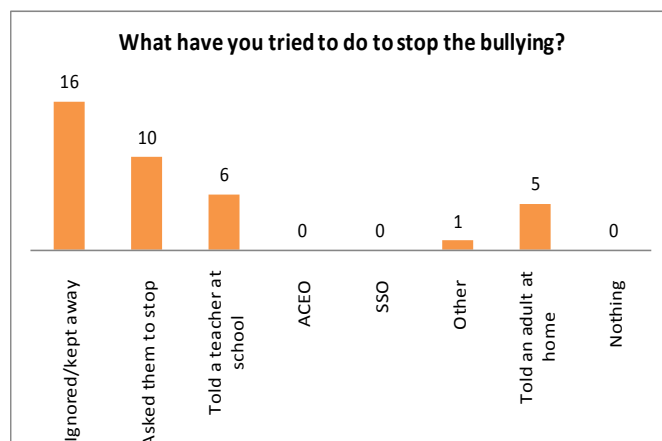
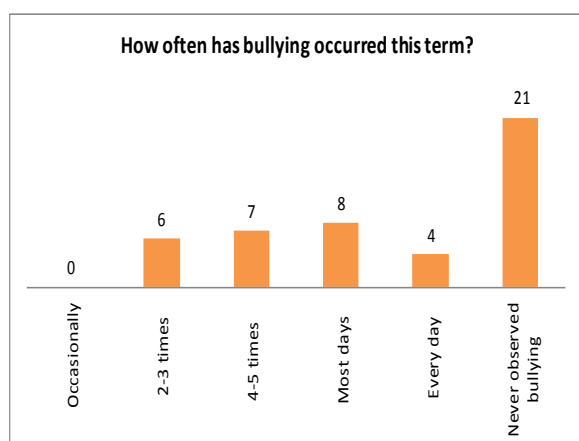
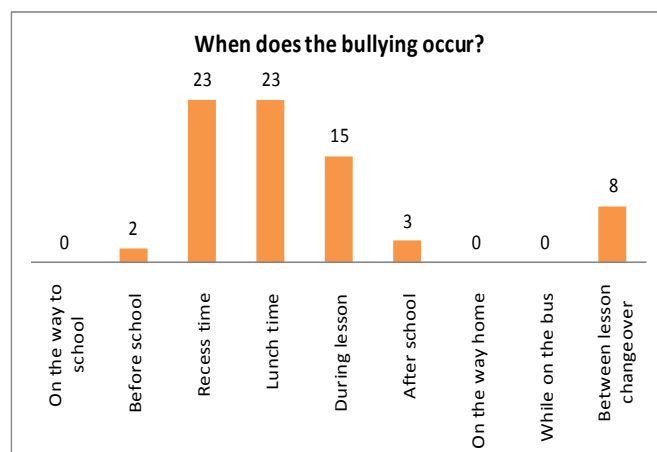
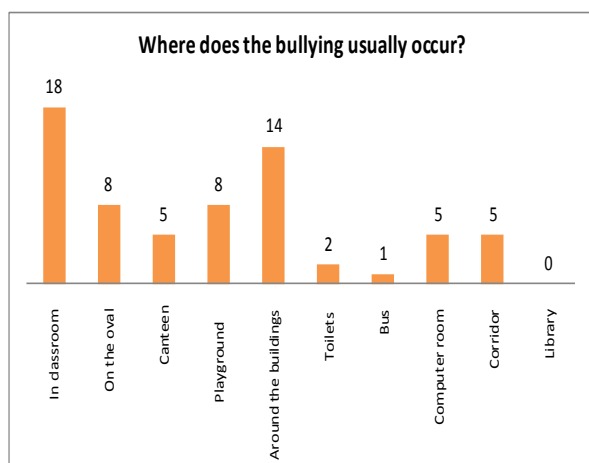
## 2015 BULLY AUDIT – JUNIOR SCHOOL YEARS: RECEPTION – YEAR 5/6



### Junior School Summary

- Junior School students identified seven individuals as bullies. The incidents of bullying ranged from 3-9 incidents.
- Eight students were identified by Junior School students as being bullied.
- Forty-three students said they had never seen bullying at Meningie Area School.
- Junior School students identified teasing, dirty looks, exclusion and pushing as the most obvious behaviours of bullies.
- When Bullying occurs it is mostly at recess and lunch and around the buildings.
- Most students have good strategies for dealing with Bullies.
  1. Ignore
  2. Ask to stop
  3. Tell a teacher
  4. Tell an adult at home.

## 2015 BULLY AUDIT – MIDDLE-SENIOR SCHOOL: YEARS 6/7 – 11



### Middle /Senior School Summary

- Twenty one students reported that they have never observed bullying in school.
- Name calling, teasing, put downs and jokes are the most significant characteristics of a Bully.
- No incidence of social media bullying was identified.
- The class room and around buildings was identified as where Bullies hide out.
- Recess and lunch times were identified as when most bullying occurred, as well as in lesson.
- Most students had good strategies for dealing with bullies.
  1. Ignored /kept a distance
  2. Asked the bully to stop
  3. Told a teacher.
  4. Told an adult at home

The External Review identified from questions asked of both students and adults that the incidence of bullying at Meningie Area School was seen as low and when it occurred, was well managed and that bullying was not a significant concern.

## 8.2 Relevant History Screening (*formerly Criminal History Screening*)

Meningie Area School ensures compliancy with the DECD Criminal History Screening. This includes employees, outsourced specialists, and volunteers.

All Governing Council members and any person wanting to work in a volunteer capacity have complied with the Criminal History Screening. The process in having all members of Governing Council approved was in 2015 exceedingly slow.

## 8.3 HUMAN RESOURCES - Workforce Data

### 8.3.1 Teacher Qualifications

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	30
Post Graduate Qualifications	9

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.

### 8.3.2 Workforce Composition including Indigenous staff

Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full-time Equivalents	1.00	15.50	1.00	11.82
Persons	1	17	1	15

## 9. FINANCIAL STATEMENT

### 1: MENINGIE AREA SCHOOL

General Ledger Profit and Loss for Prior Year, period 13

Account	Description	PTD Posting	YTD Posting
<b>GRANTS : DETE</b>			
R-CPD-6145	SPECIAL NEEDS - FURNITURE GRANT	0.00	4,200.00
R-CPD-6195	SPECIAL NEEDS - ESTABLISHMT GRANT	0.00	800.00
R-ZDS-6170-0002	STAFF - SALARY TRT	0.00	16,163.00
R-ZDS-6170-0003	STAFF - SSO SUP	1,138.00	6,826.00
R-ZZG-6142	GRANT-RECURRENT FUNDING	0.00	3,118,496.67
R-ZZG-6195-0006	GRANT - PIE ABORIGINAL GROUP	0.00	2,492.00
R-ZZH-6195-0001	GRANT - O.H.S. & W ELECTRICAL TEST	0.00	250.00
R-ZZS-6173	PC - SCHOOL CARD SURPLUS	0.00	439.51
<b>Total for GRANTS : DETE</b>		<b>1,138.00</b>	<b>3,149,667.18</b>
<b>GLOBAL BUDGET REVENUE</b>			
R-COQ-61491	PRIMARY AUST CURRICULUM STRATEGY	0.00	7,248.40
R-CPJ-6325	ICAN CMAD CASE MANAGEMENT	0.00	2,057.50
R-CPJ-63962	ICAN CASE MANAGEMENT GRANT	0.00	19,000.00
R-ZDS-65118	GB-TCH SUPPLEMENTATION	0.00	93,471.80
R-ZDS-65119	GB-SSO SUPPLEMENTATION	0.00	2,276.00
R-ZDS-65122	GB-MISC SUPPLEMENTATION	0.00	3,463.35
R-ZZH-61334	GB-FLU VACINATIONS	0.00	144.00
R-ZZK-61124	BETTER SCHOOLS AGREEMENT FUNDING	0.00	38,480.16
<b>Total for GLOBAL BUDGET REVENUE</b>		<b>0.00</b>	<b>166,141.21</b>
<b>GRANTS : COMMONWEALTH</b>			
R-CPT-6320	GRANT - APAS	0.00	11,000.00
R-ZOZ-6395-0001	GRANT - TRADE TRAINING CENTRE	0.00	8,000.00
<b>Total for GRANTS : COMMONWEALTH</b>		<b>0.00</b>	<b>19,000.00</b>
<b>PARENT CONTRIBUTION REVENUE</b>			
R-CTT-6482	TECH STUDIES - STUDENT REVENUE	0.00	686.55
R-CXE-6470-0002	EXC - CONNECTING SPIRITS	0.00	110.00
R-CXE-6470-0007	EXC - PE	0.00	590.90
R-CXE-6470-0008	EXC - SACE	0.00	72.73
R-CXE-6470-0014	EXC - A GILES	0.00	6.36
R-CXE-6470-0016	EXC - YR 6	0.00	946.91
R-CXE-6470-0019	EXC - YEAR 5	0.00	146.92
R-CXE-6470-0021	EXC - AQUATICS	0.00	660.00
R-CXE-6470-0022	EXC - TEAM SAILING	0.00	676.37
R-CXE-6470-0023	EXC - YEAR 9	0.00	1,262.59
R-CXE-6470-0025	EXC - MERINO CHALLENGE	0.00	594.55
R-CXE-6470-0027	EXC - CHOIR	0.00	545.38
R-CXE-6470-0029	EXC - CANBERRA TRIP	0.00	2,860.00
R-CXE-6470-0030	EXC - CONNECTING SPIRITS 2014	0.00	100.00
R-SGE-6484-0001	STEXP - SCHOLASTICS	0.00	1,467.00
R-ZOL-6480	COMM LIB - RECOVERY LOST BOOKS	0.00	22.73
R-ZON-6410	OPEN ACCESS - PARENT CONTRIBUTIONS	0.00	1,500.00
R-ZZS-6410-0001	PC - M & S C WHOLE SCHOOL	0.00	46,781.00
R-ZZS-6414	PC - SCHOOL MAGAZINE	0.00	602.61
R-ZZS-6480	PC - RECOVERY OF LOST BOOKS	0.00	134.55
<b>Total for PARENT CONTRIBUTION REVENUE</b>		<b>0.00</b>	<b>59,767.15</b>

## OTHER OPERATING REVENUE

R-CHO-6890	OUTDOOR ED - PACER BOAT HIRE	0.00	174.78
R-CSA-6890	AGRICULTURE - HEIFER PROJECT	0.00	9,356.44
R-CTT-6890	TECH STUDIES - OTHER REVENUE	0.00	249.88
R-SGR-6820-0001	SCHOOL CAPTAINS - GENERAL	0.00	405.41
R-SSG-6820-0002	SPORT - TEAM SAILING : FUNDRAISING	0.00	342.30
R-ZBA-6870-0001	SALES - BOOKROOM	0.00	13.60
R-ZBA-6870-0002	SALES - BOOKROOM-GST LINE	0.00	16.37
R-ZDC-6815	COUNCIL - DONATIONS	0.00	1,304.45
R-ZDS-6868	STAFF - SALARY REIMBURSEMENT	0.00	513.25
R-ZOL-6830	COMM LIB - HIRE OF EQUIPMENT	0.00	13.64
R-ZOL-6890-0002	COMM LIB - LOCAL PURCHASE	0.00	3,064.00
R-ZOL-6890-0003	COMM LIB - OPERATING	0.00	13,202.00
R-ZOL-6890-0004	COMM LIB - ADVERTISING	0.00	668.00
R-ZUU-6870-0001	US - SALES NEW UNIFORMS	0.00	6,156.71
R-ZUU-6870-0002	US - SALES SECONDHAND UNIFORMS	0.00	85.00
R-ZZF-6840	FACIL - HIRE OF FACILITIES	0.00	1,833.64
R-ZZP-6860	PRINT - PHOTOCOPY SALES	0.00	68.28
R-ZZP-6870	PRINT - PRINTING INTERNET LIBRARY	0.00	129.36
R-ZZR-6820-0001	FUND - GENERAL- CONNECTING SPIRITS	0.00	29.00
R-ZZS-6890	PC - MCM	0.00	18.18
R-ZZZ-6850	WS - INTEREST REVENUE	10.63	8,817.20
R-ZZZ-6890-0003	WS - GENERAL MISCELLANEOUS	0.00	2,423.34
R-ZZZ-6890-0009	WS - LAMINATING	0.00	1.50

<b>Total for OTHER OPERATING REVENUE</b>	<b>10.63</b>	<b>48,886.33</b>
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## RURAL OPERATING REVENUE

R-CSA-6530	AGRICULTURAL - AG MANAGEMENT REC	0.00	14,054.51
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<b>Total for RURAL OPERATING REVENUE</b>	<b>0.00</b>	<b>14,054.51</b>
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<b>Total Revenue</b>	<b>1,148.63</b>	<b>3,457,516.38</b>
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## SUPPLIES AND SERVICES

E-CAA-7121	ART - CONSUMABLES	0.00	3,641.92
E-CAA-7148	ART - MINOR EQUIPMENT	0.00	161.32
E-CAB-7121	DRAMA - CONSUMABLES	0.00	1,300.00
E-CAM-7108	MUSIC - TEXT BOOKS	0.00	2,011.64
E-CAM-7143	MUSIC - HIRE EQUIPMENT	0.00	10,609.09
E-CAM-7148	MUSIC - MINOR EQUIPMENT	0.00	879.09
E-CAP-7121	PHOTOGRAPHY - CONSUMABLES	0.00	479.09
E-CCG-7121-0023	GC - VET SCHOLARSHIP FUNDS K HESE	0.00	48.21
E-CCJ-7108	JNR SCHOOL - TEXT BOOKS	0.00	209.10
E-CCJ-7121	JNR SCHOOL - CONSUMABLES	0.00	180.16
E-CCJ-7148	JNR SCHOOL - MINOR EQUIPMENT	0.00	97.72
E-CCJ-7172	JNR SCHOOL - TEACHER RESOURCES	0.00	100.00
E-CCL-7121-0002	CLASSROOM - GILES CONSUMABLES	0.00	1,016.78
E-CCL-7121-0003	CLASSROOM - OLIVER CONSUMABLES	0.00	1,016.97
E-CCL-7121-0004	CLASSROOM - WILAMOWSKI CONSUMABLES	0.00	1,114.57
E-CCL-7121-0005	CLASSROOM - STARLING CONSUMABLES	0.00	1,165.25
E-CCL-7121-0006	CLASSROOM - WRIGHT CONSUMABLES	0.00	503.37
E-CCL-7121-0007	CLASSROOM - WOOLSTON CONS	0.00	1,117.05
E-CCM-7121	MIDD SCHOOL - CLASSES	0.00	816.91
E-CCM-7172	MIDD SCHOOL - ADMIN	0.00	149.27
E-CCN-7121	SNR SCHOOL - CONSUMABLES	0.00	480.95
E-CCR-7107	RES CENTRE - RC TEXTS	0.00	2,819.16
E-CCR-7121	RES CENTRE - CONSUMABLES	0.00	1,598.74
E-CCR-7172	RES CENTRE - RESOURCES	0.00	1,027.38
E-CCX-7184-0002	EXTRA CURR ACT - GENERAL EXPENSES	0.00	213.63
E-CEE-7108-0001	ENGLISH - TEXT BOOKS	0.00	1,085.56
E-CEE-7121-0001	ENGLISH - CONSUMABLES	0.00	204.73
E-CEE-7172-0001	ENGLISH - RESOURCES	0.00	394.00
E-CHE-7121	HOME EC - CONSUMABLES	0.00	2,940.50
E-CHE-7148	HOME EC - MINOR EQUIPMENT	0.00	919.97
E-CHO-7121	OUTDOOR ED - CONSUMABLES	0.00	480.22
E-CHO-7143	OUTDOOR ED - PACER BOAT HIRE	0.00	2,112.30
E-CHO-7148	OUTDOOR ED - MINOR EQUIPMENT	0.00	86.36
E-CHO-7178	OUTDOOR ED - TEAM SAILING	0.00	930.00
E-CHP-7121	PHYSICAL ED - CONSUMABLES	0.00	1,066.85
E-CHP-7148	PHYSICAL ED - MINOR EQUIPMENT	0.00	1,108.30
E-CHP-7172	PHYSICAL ED - RESOURCES	0.00	200.00
E-CLG-7121	GERMAN - CONSUMABLES	0.00	289.86
E-CMM-7108	MATHS - TEXT BOOKS	0.00	979.23
E-CMM-7121	MATHS - CONSUMABLES	0.00	120.00
E-CMM-7172	MATHS - RESOURCES	0.00	501.27
E-COQ-7121	PRIMARY AUST CURRICULUM STRAT	0.00	1,485.20
E-COV-7121	VET	0.00	14,787.32
E-COV-7184	VET - GENERAL EXPENSES	0.00	734.28
E-CPD-7121	SPECIAL NEEDS - CONSUMABLES	0.00	5,762.05
E-CPJ-7189-0001	ICAN CASE MANAGEMENT GRAN	0.00	16,333.33
E-CSA-7121	AGRICULTURE - CONSUMABLES	0.00	70.00
E-CSA-7169	AGRICULTURE - HEIFER PROJECT	0.00	3,080.46
E-CSA-7172	AGRICULTURE - RESOURCES	0.00	439.81
E-CSA-7178	AGRICULTURAL - EXPENSES	0.00	3,520.00
E-CSA-7600	AGRICULTURE - AG MANAGEMENT EXP	552.80	19,850.30
E-CSG-7121	SCIENCE - CONSUMABLES	0.00	825.67
E-CSG-7148	SCIENCE - MINOR EQUIPMENT	0.00	1,131.32
E-CSG-7172	SCIENCE - RESOURCES	0.00	414.51
E-CTT-7121	TECH STUDY - CONSUMABLES	0.00	1,233.70
E-CTT-7148	TECH STUDY - MINOR EQUIPMENT	0.00	857.78
E-CTT-7172	TECH STUDY - RESOURCES	0.00	211.53
E-CVA-7121	ABORIGINAL STUDIES - CONSUMABLES	0.00	191.37
E-CVS-7121	S & E - CONSUMABLES	0.00	160.07
E-CVS-7172	S & E - RESOURCES	0.00	465.80
E-SGR-7139-0001	SCHOOL CAPTAINS - GENERAL	0.00	72.73
E-SSG-7121-0001	SPORT - CONSUMABLES	0.00	919.76
E-SSG-7148-0001	SPORT - EQUIPMENT	0.00	1,915.78
E-ZBA-7166-0001	SALES - PURCHASES BOOKROOM	0.00	(1,843.85)
E-ZDC-7121	COUNCIL - CONSUMABLES	0.00	1,430.47
E-ZDC-7139-0001	COUNCIL - FUNDRAISE GENERAL	0.00	170.40
E-ZDC-7199	COUNCIL - EXPENSES	0.00	1,543.78
E-ZDM-7184	MANAGEMENT - GENERAL EXPENSES	0.00	318.18
E-ZOL-7106	COMM LIB - ADVERTISING	0.00	484.04
E-ZOL-7121	COMM LIB - OPERATING	0.00	16,448.47
E-ZOL-7172	COMM LIB - TOY LIBRARY	0.00	51.82
E-ZOL-7183	COMM LIB - PUBLIC LIBRARY ADVERTISI	0.00	422.39
E-ZOL-7184	COMM LIB - LOCAL PURCHASE	0.00	4,315.63
E-ZON-7121	OPEN ACCESS	0.00	1,270.00
E-ZOR-7139-0001	P & F CLUB - MINOR	0.00	624.80
E-ZOR-7139-0002	P & F CLUB - ABORIGINAL PARENT GROU	0.00	191.50

E-ZOZ-7128-0001	GRANTS COMM- TRADE TRAINING CENTRE	0.00	35,017.17
E-ZUU-7166-0001	US - NEW UNIFORMS	0.00	4,913.66
E-ZUU-7166-0003	US - SPORTS UNIFORMS	0.00	22.00
E-ZUU-7166-9000	US - COST OF GOODS SOLD	2,435.70	2,435.70
E-ZZD-7169-0001	SCH DEV PROJECTS - INTERV QUICKSMAR	0.00	6,236.03
E-ZZD-7169-0002	SCH DEV PROJECTS - SENIOR SCH COMPU	0.00	39,735.00
E-ZZD-7169-0003	SCH DEV PROJECTS - OHS HAZ SUB GROU	0.00	324.45
E-ZZD-7169-0004	SCH DEV PROJECTS - IT SMARTBOARD	0.00	5,261.00
E-ZZD-7169-0005	SCH DEV PROJECTS - IT SWITCHES	0.00	13,937.82
E-ZZD-7169-0006	SCH DEV PROJECTS - IT SPECIAL NEEDS	0.00	7,319.61
E-ZZD-7169-0007	SCH DEVPROJECTS - OUTSIDE AREAS	0.00	4,074.14
E-ZZD-7169-0008	SCH DEV PROJECTS - MOB CHEM SPILL K	0.00	2,700.00
E-ZZD-7169-0011	SCH DEV PROJECTS-TS OXY PRESURE REG	0.00	5,141.20
E-ZZD-7169-0012	SCH DEV PROJECTS - FLAMABLE CUPBOAR	0.00	2,063.64
E-ZZD-7169-0014	SCH DEV PROJECTS - POOL CHEM STORAG	0.00	27,403.00
E-ZZD-7169-0016	SCH DEV PROJECTS - NATURAL PLAYGROU	0.00	772.73
E-ZZF-7121-0001	FACIL - HALL GARDEN	0.00	94.50
E-ZZF-7121-0006	FACIL - POOL CONSUMABLES	0.00	2,072.97
E-ZZF-7140	FACIL - FURNITURE	0.00	1,424.50
E-ZZF-7169-0001	FACIL - R & M - GENERAL	4,190.47	12,092.03
E-ZZG-7121-0006	GWS - PIE ABORIGINAL: CONSUMABLES	0.00	415.99
E-ZZH-7121	WHS - CONSUMABLES	0.00	804.58
E-ZZI-7121	INFO SYSTEM - CONSUMABLES	210.00	15,315.22
E-ZZI-7169	INFO SYSTEM - R & M	0.00	3,807.31
E-ZZI-7172	INFO SYSTEM - RESOURCES	0.00	7,979.83
E-ZZF-7163-0001	PRINT - PAPER/CARD	0.00	3,007.41
E-ZZF-7163-0004	PRINT - EXTRA COPY CHARGE	0.00	2,360.33
E-ZZS-7199-0002	PC - INITIAL STATIONERY	0.00	2,552.17
E-ZZS-7199-0003	PC - SCHOOL MAGAZINE	0.00	988.49
E-ZZU-7199	BUS TRANSPORT	0.00	2,085.26
E-ZZZ-7121	WS - MANAGEMENT	0.00	4,420.22
E-ZZZ-7160	WS - POSTAGE	0.00	2,301.05
E-ZZZ-7199-0002	WS - FIRST AID	0.00	856.58
E-ZZZ-7199-0003	WS - GENERAL MISCELLANEOUS	0.00	195.45

<b>Total for SUPPLIES AND SERVICES</b>	<b>7,388.97</b>	<b>366,197.96</b>
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#### GLOBAL BUDGET EXPENSES

E-ZDM-75137	GB-CRIMINAL HISTORY CHECKS	0.00	68.15
E-ZDO-73133	GB-TELEPHONE CHARGES-RENTAL	0.00	1,581.04
E-ZDO-73134	GB-TELEPHONE CHARGES-LOCAL CALLS	0.00	1,583.72
E-ZDO-73135	GB-TELEPHONE CHARGES-STD CHARGES	0.00	291.58
E-ZDO-73136	GB-TELEPHONE CHARGES-MOBILE PHONES	0.00	91.48
E-ZDS-71111	GB-SAL/WAGES-TEACHERS	0.00	2,123,652.86
E-ZDS-71112	GB-SAL/WAGES-ANCILLARY	0.00	553,694.28
E-ZDS-71114	GB-SAL/WAGES-TRT	0.00	73,785.04
E-ZOB-73512	GB-SITE FUNDED WORKS	0.00	585.18
E-ZZF-73142	GB-ELECTRICITY EXPENSES	0.00	20,887.20
E-ZZF-73145	GB-RATES-WATER	0.00	1,176.60
E-ZZF-73146	GB-RATES-WATER USAGE	0.00	29,060.38
E-ZZF-73147	GB-RATES-SEWER	0.00	2,625.00
E-ZZF-73288	GB-WASTE DISPOSAL	0.00	580.00
E-ZZF-73511	GB-REPAIRS & MAINTENANCE	0.00	34,247.04
E-ZZI-75177	GB-MICROSOFT LICENCE RECHARGE	0.00	912.78

<b>Total for GLOBAL BUDGET EXPENSES</b>	<b>0.00</b>	<b>2,844,822.33</b>
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#### FACILITIES AND UTILITIES EXPENSES

E-ZZF-7205	FACIL - POOL MAINTENANCE	0.00	1,318.31
E-ZZF-7220	FACIL - CLEAN EXPENSE SCHOOL	0.00	1,283.79
E-ZZF-7225	FACIL - CLEANING ONGOING	0.00	51,338.89
E-ZZF-7226	FACIL - CLEANING PERIODIC	0.00	6,553.71
E-ZZF-7240	FACIL - ELECTRICITY COSTS	0.00	18,079.21
E-ZZF-7250-0001	FACIL - GROUNDS MAINT - GENERAL	68.57	5,895.18
E-ZZF-7260	FACIL - GAS COSTS SCHOOL	0.00	1,605.16
E-ZZF-7280	FACIL - WASTE DISPOSAL	0.00	4,312.71

<b>Total for FACILITIES AND UTILITIES EXPENSES</b>	<b>68.57</b>	<b>90,386.96</b>
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**FINANCIAL EXPENSES**

E-ZZZ-7410	WS - BANK CHARGES	137.76	924.75
<b>Total for FINANCIAL EXPENSES</b>		<b>137.76</b>	<b>924.75</b>

**EMPLOYEE EXPENSES**

E-COQ-7393	PRIMARY AUST CURRICULUM-TRT	0.00	8,494.96
E-CPT-7393	APAS- APAS JUNIOR SCHOOL	0.00	14,918.46
E-ZZT-7393	T & D - COSTS	0.00	5,892.38
<b>Total for EMPLOYEE EXPENSES</b>		<b>0.00</b>	<b>29,305.80</b>

**OTHER OPERATING EXPENSES**

E-ZZS-7625	PC - MGM BAD DEBTS	0.00	67.00
E-ZZZ-7630	WS - DOUBTFUL DEBTS CUSTOMERS	59.00	59.00
E-ZZZ-7660	WS - INTEREST EXPENSES	1.77	14.21
<b>Total for OTHER OPERATING EXPENSES</b>		<b>60.77</b>	<b>140.21</b>

**PARENT CONTRIBUTION EXPENSES**

E-CTT-7970	TECH STUDIES - STUDENT EXPENSES	0.00	1,767.63
E-CXE-7930-0002	EXC - CONNECTING SPIRITS	0.00	9,497.85
E-CXE-7930-0007	EXC - PE	0.00	590.90
E-CXE-7930-0008	EXC - SACE	0.00	213.64
E-CXE-7930-0016	EXC - YR 6	0.00	1,041.00
E-CXE-7930-0019	EXC - YEAR 5	0.00	115.41
E-CXE-7930-0021	EXC - AQUATICS	0.00	350.00
E-CXE-7930-0022	EXC - TEAM SAILING	0.00	544.00
E-CXE-7930-0023	EXC - YEAR 9	0.00	1,439.59
E-CXE-7930-0025	EXC - MERINO CHALLENGE	0.00	220.91
E-CXE-7930-0027	EXC - CHOIR	0.00	615.41
E-SGE-7940-0001	STEXP - SCHOLASTICS	0.00	2,092.00
<b>Total for PARENT CONTRIBUTION EXPENSES</b>		<b>0.00</b>	<b>18,488.34</b>

**DEPRECIATION AND AMORTISATION**

E-CAM-7530	MUSIC - DEPREC EQUIPMENT	378.77	378.77
E-CTT-7574	TECH STUDY - DEPREC MACHINERY	458.73	458.73
E-ZZF-7530	FACIL - DEPREC EQUIPMENT	2,435.80	2,435.80
E-ZZF-7552	FACIL - DEPREC VEHICLES TRACTOR	7,971.43	7,971.43
E-ZZF-7574	FACIL - DEPREC MACHINERY	1,624.80	1,624.80
E-ZZI-7544	INFO SYSTEM - DEPREC PERIPHERALS	1,416.64	1,416.64
E-ZZI-7548	INFO SYSTEM - DEPREC NETWORK HARDWA	4,131.95	4,131.95
E-ZZZ-7530	WHOLE SCHOOL - DEPRECIATION EQUIPME	2,416.67	2,416.67
<b>Total for DEPRECIATION AND AMORTISATION</b>		<b>20,834.79</b>	<b>20,834.79</b>

<b>Total Expenses</b>	<b>28,490.86</b>	<b>3,371,101.14</b>
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<b>Surplus or (Deficit) funds</b>	<b>(27,342.23)</b>	<b>86,415.24</b>
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