Klemzig Primary School
and Centre For Hearing Impaired
0898 1317 7080

Annual Report 2014
HIGHLIGHTS OF THE YEAR

The major highlight of the year was the completion of the capital works project which provided over $7 million worth of improvements to our school.

The redevelopment was officially opened in November by Hon. Jennifer Rankine, Minister for Education and Child Development.

Other highlights of the year include:

- The continued academic success and achievement of our students, particularly in Numeracy. Our test results indicate a progression of growth over the past three years. This progress was recognised by the Minister for Education and Children’s Services in a media release in which she commended our school for achieving 100% of Klemzig year 3 students, 92% of year 5s and 96% of year 7s scoring at or above the national standard in Numeracy.
- The appointment of our Numeracy coach to support teachers to provide the best possible learning programs in Numeracy.
- The continuation of the Quicksmart Numeracy Program to boost the learning of many children in mathematics.
- Having two Artists in Residence work with two classes to produce spectacular works of art on the wall of the new building – combining sculpture and poetry.
- Winning the South Australian Model Solar Boat Competition, and receiving awards for best design and best use of recycled materials.
- Our singing and singing choirs’ performances at the Festival of Music.
- The continuation of weekly violin and cello lessons.
- Collaborative work with Klemzig Kindergarten and Windsor Gardens Vocational College.
- A successful Junior Primary Show Day.
- Participation and success in academic competitions.
- Successful participation in interschool sport competitions.
- A high percentage of students completing the Premier’s Reading Challenge.
- A festive and celebratory School Concert.
- Recognition of the work of all volunteers and in particular, Kirsty Uren, this year’s recipient of the Minister for Education Volunteering Award.
- The continuation of our very popular Active After School program.

We look forward to an exciting year in 2015 in which we will make good use of our wonderful new facilities.

ENROLMENTS

The introduction this year of the Single Starting Day for all Reception students has had an impact on enrolments this year – with only a small number of new reception students starting at the beginning of the year.

Our junior primary mid-year enrolment figures over the past 10 years are as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolments</th>
</tr>
</thead>
<tbody>
<tr>
<td>04</td>
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<tr>
<td>05</td>
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<td>12</td>
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<td>13</td>
<td>71</td>
</tr>
<tr>
<td>14</td>
<td>201</td>
</tr>
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</table>

Our total enrolments for each term over the past 9 years were:

<table>
<thead>
<tr>
<th>TERM</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
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<td>194</td>
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<td>199</td>
<td>230</td>
<td>242</td>
<td>250</td>
<td>279</td>
<td>273</td>
<td>272</td>
<td>258</td>
<td>209</td>
</tr>
</tbody>
</table>

BILINGUAL PROGRAM

2014 saw the final stages of the purpose built site completed. The Butterfly Wing extension provided acoustically treated rooms to the latest standards with provision for the integrated classes. Each double room has interactive white boards at each end, sound field systems at both ends, specifically build cupboards to house additional equipment needed by students with wheelchairs etc., low windows to provide additional vision and withdrawal spaces for small group work. The
Learning Street in the middle of the building is used for individual, small group and large groups to work in. It was hugely beneficial to have all these elements of the Bilingual Program housed together for the first time. It enabled the sharing of programs and resources. The speech room supports the valuable speech program, which is an integral part of the Bilingual program where students are supported by Kim Adams our Speech Pathologist and students from Flinders University.

For the first time in many years **five Bilingual classes** for 20 Deaf and hard of hearing students overflowed the originally planned building into the upstairs classrooms. Our enrolment expectations were exceeded.

**Teachers of the Deaf** continued to obtain additional qualifications to enable them to work in the bilingual classes. These include Masters in Deaf Education through Macquarie University, TAFE Auslan Certificates and NAATI Interpreter qualifications.

**Professional Development** in Deaf Education has been provided at school, state wide and interstate. 9 staff attended the biannual Bilingual Symposium and conference on Deaf cognition in Sydney. Other conferences related to hearing impairment and speech were attended locally. All Centres for Hearing Impaired combined for a training day in the January school holidays. Klemzig CHI had a Linguist in Residence in December to train and assist us in expressive language assessments in Auslan. It is planned to continue this in 2015.

**The Auslan Bilingual Preschool** had an exciting year in their new room and the garden was finally finished (which was one of the last things to happen in the project). We completed the new outside play area with the purchase of new equipment. The preschool was well attended with 14 children spread over the sessions reaching our maximum of 10 per session. Applications to enrol are processed through the state wide Preschool Special Option Panel. The preschool curriculum is the Early Years Learning Framework for Australia as in all other preschools. Our program however has a very strong focus on language development through play. Throughout the year the children were filmed at the beginning and end of each term to assess their language development. Much of the program is themed around a focus book.

**Community Auslan Classes** continued throughout the year for parents and community members on Thursday mornings.

**The Auslan LOTE program** supports the bilingual program by providing a language with which everyone can communicate with each other. Each year, Deaf Studies is incorporated to further our cultural understandings. Students continue to receive 2 x 45 minute lessons per week.

**The Signing Choir** has maintained its popularity with the children. We provide a Junior Primary and an Upper Primary Choir. The children were again guest artists and also performed the National Anthem at eight performances of the Public Primary School’s Music Festival. They also performed at a variety of other functions. E.g. Tutti Choir performances, Carols at Colley Reserve.

**Deaf Club** provided an opportunity for the Deaf and hard of hearing students to get together once a week and learn and socialise with the other children of different ages in their first languages - either English or Auslan. The club is organised by our Deaf School Support Officers and also serves to provide Deaf Studies for this unique group of children.
ATTENDANCE

The table below shows attendance for the last 7 years. During 2014, 991 absences were due to exemptions for students to travel overseas with their families (21% of absences). If these figures were removed from the data the average attendance for the year would increase by 2.3% to 91.4%.

Attendance is monitored regularly and a range of measures are put into place to improve student attendance across the school. These include:

- Communicating with families to discuss the reasons for student absences and working with individual families to investigate ways to improve attendance.
- Setting attendance targets for individual students.
- Daily checks of students and follow ups with families.
- Referrals to agencies and support services.
- Consulting with the Regional Attendance Counsellor and Student Inclusion Officer.

<table>
<thead>
<tr>
<th>TERM</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>YEAR</th>
</tr>
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<tbody>
<tr>
<td>2008</td>
<td>92.9%</td>
<td>91.4%</td>
<td>90.6%</td>
<td>88.9%</td>
<td>90.9%</td>
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<tr>
<td>2009</td>
<td>93.0%</td>
<td>91.6%</td>
<td>91.1%</td>
<td>89.6%</td>
<td>91.3%</td>
</tr>
<tr>
<td>2010</td>
<td>92.9%</td>
<td>90.7%</td>
<td>88.4%</td>
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<td>90.5%</td>
</tr>
<tr>
<td>2011</td>
<td>92.0%</td>
<td>89.6%</td>
<td>90.6%</td>
<td>89.7%</td>
<td>90.5%</td>
</tr>
<tr>
<td>2012</td>
<td>92.2%</td>
<td>91.2%</td>
<td>90.2%</td>
<td>90.2%</td>
<td>90.5%</td>
</tr>
<tr>
<td>2013</td>
<td>92.3%</td>
<td>91.7%</td>
<td>90.2%</td>
<td>88.9%</td>
<td>90.7%</td>
</tr>
<tr>
<td>2014</td>
<td>90.3%</td>
<td>90.1%</td>
<td>88.6%</td>
<td>87.2%</td>
<td>89.1%</td>
</tr>
</tbody>
</table>

ICT AND LEARNING

Our bilingual program continues to expand. Now, five of our nine classes are bilingual. The expansion has necessitated the purchase of three new interactive whiteboards and soundfield systems for classrooms to be used in 2015.

In addition to the classrooms in Butterfly Wing, Galah Gully will be used as a bilingual classroom in 2015. This room has had the walls treated with a sound absorbent wall lining to reduce the noise level in the room, allowing the students who are hard of hearing to make maximum use of their hearing aids.

Throughout the year, our staff continued to participate in ICT training; developing the knowledge and skills needed to make maximum use of the new interactive whiteboards.

This year, a further three teachers completed XO laptop training. Making the school eligible to purchase a further 100 laptops at only $100 each. These computers continue to be used with younger students while the older students have access to the Windows tablets.

Our application for a Technology for inclusion grant was successful. The grant allowed the school to purchase two new ipads and accessories for use in the bilingual classes.

As a result of being a finalist in the DECS New Media Competition, Klemzig won an ipad air and sufficient funds to set up the media room with a green screen and lighting which will allow student to make their own movies and staff to produce Auslan literacy resources.

Our very clever staff and students also won the best junior primary film in the Adelaide Kids Film Festival. Each student won a selfie stick and the school received a $100 JB Hi-Fi voucher.

Community members who attended the end of year concert, the Quiz Night in August or any of the assemblies since then will be aware that a data projector, large data screen, and new sound system have been purchased for the gym. All classes have been making maximum use of the equipment to make assemblies and presentations visually engaging and accessible to all students.

A CULTURE OF SUCCESS.

“Successful Start”.

2014 began with the welcoming of the new Assistant Principal to fill the position left when Meredith Scotney-Turbill retired at the end of 2013. The year focused on the promotion and development of activities to promote the social, emotional and behavioural expectations and responsibilities of school life. Some of the activities and discussions included:

- Friendships
- Ways to solve conflict.
- What are bullying and harassment and ways to seek help?
- Establishment of class rules and responsibilities
- Healthy eating.
- Looking at how the brain works and the impact of trauma and stress on students and positive strategies to develop positive learning outcomes.
PBL – Positive Behaviour for Learning.
The PBL system continued to be implemented by all staff. The students have continued to work toward higher targets with the “catching of “positive behaviours. Many of our students have exceeded their target of 100 ‘GOTCHA’S” and have worked consistently towards improving their previous achievements each term.

The electronic ‘CLASS DOJO’ that was trialled in 2012 as an alternative version of Gotcha’s, has continued to work successfully in the older classes and has been trialled by other staff and classes.

The consistency in which all staff have supported our reward program and followed through with class and yard consequences for inappropriate behaviours has continued to reduce our number of incidents of violence or threatened violence leading to a further decrease in Take Homes and Suspensions. The number of reported incidents of Bullying has continued to decrease from 2013 to 2014. Continual reflection in staff meetings and pupil free days involving our class and yard practices throughout the year has resulted in new ideas for the yard and classes to encourage more positive play and building stronger relationships between staff and students and as a result more positive outcomes for students experiencing difficulty.

Active After Schools Program.
We have been able to continue this year with our Active After Schools program. This year our activities included: dance, multi skills and martial arts.

The programs were organised so that similar year levels could participate in one particular activity and each term a different year level was offered a new activity.

A huge thank you to the coaches, staff and SSO’s that continued to assist every week to support the students and thank you to the canteen who provided the healthy snack. Unfortunately at the end of 2014 Active After Schools Program ended to be replaced with a new program to start around the middle of the year in 2015.

Student Voice and Kids Council.
Our Klemzig ‘Kids Council’ continued to operate throughout the year. This year the separate Jp and Primary Kids Councils were joined together to make a single council group. This worked very successfully as the older students were excellent role models for the younger students. Every class nominated two reps that took on the responsibility for two terms. The students were trained in student leadership and seen as responsible role models of our school and were given a voice in many of the projects happening around the school.

Aboriginal & Torres Strait Island Students and Families.
Aboriginal students and their Learning continue to be a priority at Klemzig Primary school. The Aboriginal Education Teacher and Aboriginal Community Education Officer worked together over the year to ensure that students and families were supported to improve student attendance and student literacy and numeracy levels. The Aboriginal Education teacher and the ACEO, through classroom support and small group activities, supported the students in many ways. We organised a successful Reconciliation Week in Term 2 and Aboriginal Cultural Week in Term 3. Many of the staff contributed their ideas and activities to both days to make the days very memorable.

Breakfast Club
A great beginning to every day with the Klemzig Primary School Breakfast Club having a larger number of volunteers to help each morning. ‘Kick Start for Kids’ was a huge asset to the mornings with their weekly online ordering and delivery service for breakfast supplies. This allowed us to provide a range of breakfast options and as a result the number of students attending our breakfast club doubled.

NATIONAL TEST RESULTS
Across the range of tests conducted in May, in 97.6.1% of individual tests our students (excluding students with disabilities) achieved at or above the National minimum standard. This is significantly higher than our 2013 result (93.1) and maintains significant improvement on previous years (94.2% in 2012, 89.3% in 2011, 91.5% in 2010, 92.6% in 2009 and 84.9% in 2008).

We are especially proud of the achievements of 15 of our students who scored in the highest possible band in one or more of the National Literacy and Numeracy tests (17in 201, 15 in 2012, 11 in 2011, 10 in 2010, 7 in 2009 and 5 in 2008).

The following tables show our school’s growth in the average mean scores in each aspect of the NAPLAN tests over the past three years.

<table>
<thead>
<tr>
<th>Mean Scores by Test Aspect</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>375.2</td>
<td>372.6</td>
<td>393.4</td>
</tr>
<tr>
<td>Reading</td>
<td>425.7</td>
<td>401.2</td>
<td>413.3</td>
</tr>
<tr>
<td>Writing</td>
<td>388.0</td>
<td>365.1</td>
<td>401.1</td>
</tr>
<tr>
<td>Spelling</td>
<td>427.7</td>
<td>408.4</td>
<td>424.7</td>
</tr>
<tr>
<td>Grammar</td>
<td>416.8</td>
<td>421.5</td>
<td>423.5</td>
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</tbody>
</table>
### Mean Scores by Test Aspect

#### Year 5
<table>
<thead>
<tr>
<th>Aspect</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>448.2</td>
<td>439.0</td>
<td>445.1</td>
</tr>
<tr>
<td>Reading</td>
<td>466.9</td>
<td>473.8</td>
<td>474.0</td>
</tr>
<tr>
<td>Writing</td>
<td>462.8</td>
<td>481.2</td>
<td>454.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>474.9</td>
<td>491.6</td>
<td>500.5</td>
</tr>
<tr>
<td>Grammar</td>
<td>457.8</td>
<td>479.1</td>
<td>475.7</td>
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</table>

#### Year 7
<table>
<thead>
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<th>Aspect</th>
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<tr>
<td>Numeracy</td>
<td>476.7</td>
<td>486.3</td>
<td>499.2</td>
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<td>Reading</td>
<td>496.3</td>
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<td>520.7</td>
</tr>
<tr>
<td>Writing</td>
<td>491.1</td>
<td>499.3</td>
<td>428.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>509.5</td>
<td>527.9</td>
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<tr>
<td>Grammar</td>
<td>504.6</td>
<td>484.2</td>
<td>518.6</td>
</tr>
</tbody>
</table>

In nearly all areas there has been significant improvement over the past three years.

**LITERACY A STRONG FOCUS AT KLEMZIG**

In 2014, teachers participated in a range of professional development to improve their knowledge and skills in teaching and assessing reading.

Twice each term, the Literacy Facilitators ran literacy workshops for the School Support Officers (SSO), building the knowledge and skills necessary for them to work effectively with students involved in the Reading Support Program which has been operating successfully for two years now.

Teaching staff continually monitor the reading and comprehension skills of all students. Formal reading assessments are carried out seven times per year on all students until they reach an independent reading level. Data collected allows us to carefully track the progress of every student.
The following graphs show our reading levels for year 1 and year 2 students compared to the state average.

**YEAR ONE**

![Graph showing reading levels comparison for Year One students.]

**YEAR TWO**

![Graph showing reading levels comparison for Year Two students.]

The percentage of students learning English as a Second Language or Dialect is 54%.

Many of these students enter our school with beginning English skills so we provide additional learning support through our ESL teacher and bilingual school support officer. As a result of this support, 74% of our ESL students progressed by one or more levels on the ESL scale, which is a measure of English achievement for ESL learners.

In 2014, we had 7 students studying an additional language after school hours at ethnic schools. By studying a language these students are enriching the cultural and linguistic knowledge of their backgrounds and contributing to the cultural diversity of our school community. Our ESL teacher, Cula Nowecki, continued her work with class teachers of Reception to year 3 classes to support and improve their Literacy teaching.

In May, our year 3, 5 and 7 students participated in the National Assessment Program – Literacy and Numeracy (NAPLAN).

The following graphs show the percentage of students who achieved the DECD Education Achievement Standard. This data includes students with disabilities. Our results show a general trend of improvement over the past 5 years. We use more specific data from these tests to examine which areas of the curriculum our students perform best at and which areas we need to re-focus on.

**YEAR 3 PERCENTAGE OF STUDENTS AT EDUCATION ACHIEVEMENT STANDARD**

![Graph showing percentage of students at Education Achievement Standard for Year 3.]

**YEAR 5 PERCENTAGE OF STUDENTS AT EDUCATION ACHIEVEMENT STANDARD**

![Graph showing percentage of students at Education Achievement Standard for Year 5.]

**YEAR 7 PERCENTAGE OF STUDENTS AT EDUCATION ACHIEVEMENT STANDARD**

![Graph showing percentage of students at Education Achievement Standard for Year 7.]

These graphs show positive trends of improvement over time.
SPEECH PATHOLOGY PROGRAM

This year, we continued the partnership with Flinders University Speech Pathology Department to maintain our clinic for speech pathology students, supervised by our Speech Pathologist, Kim Adams. During terms 1 & 2 we had 6 students involved and during terms 3 & 4 we had 4 students involved. These students were able to support the school program by offering the following types of service:

- Assessment of speech, language and/or literacy skills
- Individual sessions with a focus on specific and agreed goals
- Small group sessions around literacy or social skills
- Provision of specific programs for SSOs/parents/volunteers to carry out
- Information for teachers
- Development of rhyming books for use with new receptions

In addition, we had 2 volunteer speech pathology students who supported students with speech and language goals. Kim concentrated on working with students who use Auslan as their main language while the speech pathology students worked with all the other children.

Some of the work that was achieved on the 2 days per week that students were here included:

- 94% of Deaf students receiving therapy sessions and making remarkable gains in literacy and language skills
- 21 mainstream students receiving individual services.
- All reception and year 1 students were screened for their phonological awareness development. Those who required support attended small groups to work on these skills with most students no longer requiring our support.
- One small group focussed on social skills. The outcome of these groups was a lower incidence of problems with friendships and outside play times.

From the survey of 2013 we endeavoured to include the following and will continue this in 2015:

- Updating parents more regularly on their child’s development during individual sessions
- Providing more workshops/information for staff
- Filming individual sessions to share the ideas and skills with class teachers/parents

Once again we asked for feedback from the children in the school who had received service with an overwhelmingly positive result.

Our partnership with Flinders University will continue in 2015 and we are certainly looking forward to what might be achieved with 6 students coming in Terms 1 & 2 and working within classes more.

NUMERACY

In 2014 we were granted funding from a National Partnerships Project to continue building our numeracy skills across years 4-7. We appointed a Numeracy Coach who focused on the following:

- Gathering data on the students maths skills and attitudes to maths
- Working with teachers to use the data with NAPLaN results to know the individual learning needs of students in their class
- Discussion and working with teachers around new ways to deliver the curriculum
- Finding resources that match the problem solving approach we are using.
- Oversight of the maths professional development for 8 of our teachers.
- Identification of specific children to attend the QuickSmart maths support program and admin support of the program
- Attendance at training sessions offered through the National Partnerships Project.
- Development of the Maths Ambassadors project in conjunction with a very keen group of students.
- Development of a whole school numeracy agreement.
• Development of our Instagram account documenting maths across the school. Check it out at klemzigps.

This focus has enabled the staff to question the learning that has occurred in the past and to look for ways in which we can improve on this into the future. Our aim in 2014 was to build on teacher expertise and follow the progress of the students over the course of the year as we implement new strategies. The data we accessed was from NAPLaN in 2013 and 2014 and PATMaths scores indicated the following trends:

• Student participation rates in the Numeracy section of NAPLaN are statistically consistent at 90%.
• In 2014 we were particularly successful with our NAPLAN results with the Minister for Education using our school as a means of sharing these results with the state.
• Student progress between tests is on par with national figures.
• PatMaths data has given us another perspective. At all year levels (3-6) we are aiming to increase the number of students achieving the upper levels. To achieve the upper levels students must be confident of their basic number facts and be able to solve a range of problems creatively. Our results reflect the current trend across South Australia which shows that the focus on developing problem solving skills worthwhile.

The QuickSmart support program has continued to be incredibly successful. Mel Kelsey and the students have worked incredibly hard and over the year the students have grown in confidence, speed and accuracy, becoming independent learners.

This was highlighted recently when a parent commented that their child had attempted a maths test at the beginning of the year with confidence and had done extremely well.

• Maths bombing the school – designing posters that recorded the maths that happens in different parts of the school.
• Running a very successful Quiz for R-3 students.
• Tutoring R/1 students.

In particular the school community should thank a very dedicated but small core group of year 3, 4 and 5 students who carried out most of the work.

GOVERNING COUNCIL
Our Governing Council worked collaboratively to support the school community in a range of areas, including:

• Management of the OSHC program.
• Overseeing finance and the budget.
• Approval of the Materials and Services charge for 2015.
• Organisation and involvement of fundraising activities.
• Organisation of facilities upgrades, including a working bee to prepare the new garden at the front of the school.

We also had the support of dedicated and committed volunteers who worked tirelessly to support our school in a range of areas, including management of our uniform shop, helping in the canteen, supporting student learning in classrooms, helping on excursions, improvement of the school grounds and raising funds to improve school facilities. The parent club and governing council members have been the core of this dedicated group of parents.

OPINION SURVEYS
Students, staff and parents were surveyed in term 4. The surveys were based on the national opinion surveys, but were provided to participants on paper. Responses were received from 53 parents. 18 staff and 87 students (years 4 – 7).

The responses indicate that:

• Over 80% of parents believe that teachers at Klemzig expect their child to do their best. This is an improvement on previous survey data which showed that this was an area that we needed to focus on.
• Over 80% of parents believe that the school looks at ways to improve.
• Over 80% of parents believe their child is making good progress at this school.
• 100% of staff feel that students and parents can talk to teachers about their concerns.
• Over 80% of staff believe that the school looks at ways to improve.

The Maths Ambassadors program was amazingly successful. We had 30 students who delivered the following outcomes:
89% of students believe that teachers at our school expect them to do their best.
76% of students believe that teachers at this school motivate them to learn.
The majority of students, parents and staff agreed that learning Auslan would benefit students in the future and that the bilingual program benefits both Deaf and hearing students.

FINANCES IN SOUND POSITION

In 2014 we received the following funding from a range of sources. The figure for Parent Contributions includes the materials and Services charge as well as money paid for uniforms, excursions, performances and swimming.

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
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<tbody>
<tr>
<td>1 Grants: State</td>
<td>$3,512,637</td>
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<td>2 Grants: Commonwealth</td>
<td>$8,136</td>
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<td>3 Parent Contributions</td>
<td>$62,767</td>
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<tr>
<td>4 Other</td>
<td>$60,202</td>
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Our end of year balance was $457,317. We still have expenses associated with the new building work to be paid in 2014.

WORKFORCE INFORMATION

Teacher Qualifications

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
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<td>Bachelor Degrees or Diplomas</td>
<td>28</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>7</td>
</tr>
</tbody>
</table>

Workforce Composition

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Employees</td>
<td>6.90</td>
<td>21.70</td>
<td>0.74</td>
<td>10.04</td>
</tr>
<tr>
<td>Part-time</td>
<td>0</td>
<td>24</td>
<td>1</td>
<td>16</td>
</tr>
</tbody>
</table>