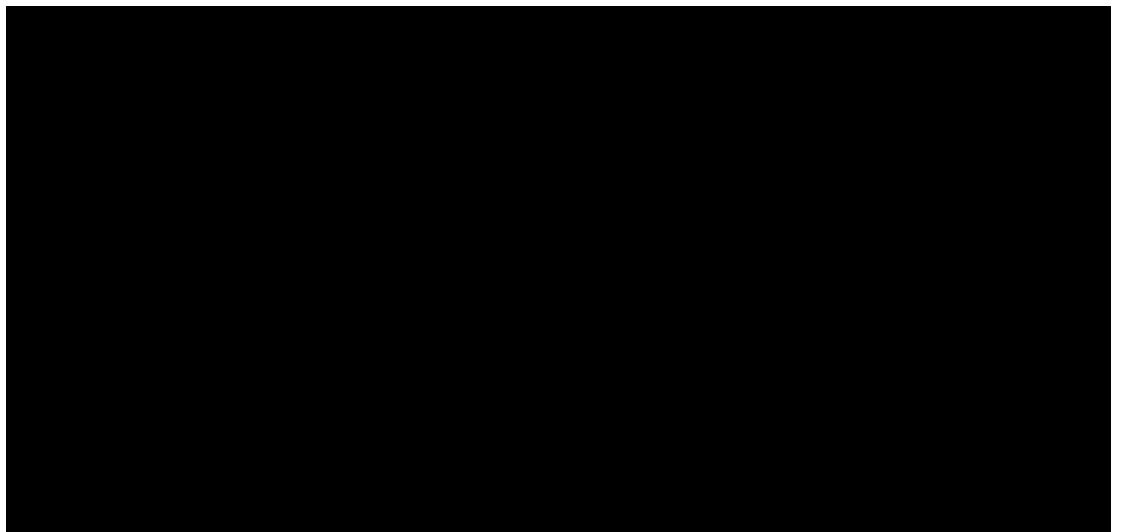


STURT STREET COMMUNITY SCHOOL



ANNUAL REPORT – 2009



2009 ANNUAL REPORT

INTRODUCTION

The Global Economic Recession and Swine Flu are emotive reminders that the increasing global integration of economy and the free flow of ideas and people are turning the world into a global village. "The challenge is preparing our students as global citizens who can live together peacefully and work prosperously across multiple cultures." Professor Yong Zhao, 2007.

Sturt Street Community School, a unique Birth to year 7 site, proudly located in the south west corner of Adelaide's Central Business District (CBD) is nestled within a village of heritage houses, businesses, artists' workshops and support agencies for the homeless. The eclectic nature of the surrounding community with its immediate connection to the busy CBD provides unlimited opportunities for accessing facilities, resources and for utilizing local expertise and skills to engage our children in authentic learning. In 2009 we have indeed capitalised on these resources and we take great pleasure in presenting the Annual Report.

Pat Cardone
Principal

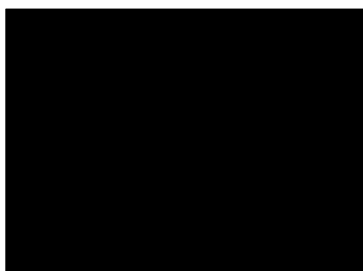
Nadine Lambert
Chairperson

Anne-Marie Shin
Early Years Director

Kate Kenny
OSHC Director

COMMUNITY CELEBRATION

The Big Bazaar in November was a vibrant community celebration of the official opening of the refurbished O'Brien Street warehouse. The German, Greek and Chinese Language students who use Sturt Street Community School facilities on weekends, all presented plays, dance, Taekwondo and cultural songs. They joined with our School Choir to entertain the crowds throughout the day. Minister Jane Lomax-Smith and Mr Theo Maras, national president of the Greek Orthodox Community of SA, unveiled the plaque. The purchase of the warehouse and its subsequent redevelopment was a strategic step towards providing flexible community facilities and services. We now have a welcoming library resource centre with an interactive whiteboard and wireless technology for laptop computers. Bi-fold doors allow separation from the carpeted library to the vinyl area which is used for our visual arts program, dance and drama lessons. Students reap produce from our herb and vegetable patch and use the new kitchen for cooking. It has been extensively used during elective programs and hands on Greek lessons about food. This area is also a base for the Out of School Hours Care Program which is a vital component of our school. The upstairs level provides a spacious planning and meeting area for Early Learning Centre and Out of School Hours Care staff.



Another strategic intent was the establishment of an office and reception area for Child and Family Services. Each Tuesday morning nurse Trena Moore facilitates sessions for first time mothers. The program runs for 5 weeks and to date 8 programs have been held. As many of the mothers have transferred from interstate or overseas they have found the support network valuable and some continue to meet at other venues. Individual appointments for any parent with a young child are held during Tuesday afternoons.

We will soon be analysing the results of the Australian Early Development Index (AEDI), a questionnaire completed for every Reception child by their teacher. This information can be used to determine what other services may be provided for families in the CBD and our school community. There is wider community involvement at our site: Staff are committed to mentoring and developing the skills of trainees. St Mary's students visited our site as part of their learning about Child Development.

Their visits were focussed around aspects of child development such as children's play, nutrition and safety. Students had the opportunity to take part in the program and also to observe our staff and examine our policies.

We hosted practicums for student teachers from UniSA and students studying their Masters of Teaching at Flinders University, a community practicum by students from the Speech Pathology course at Flinders University and practicums for students in the Occupational Therapy course who offered experiences to support children's fine and gross motor development in the Preschool Room. Students undertaking research in Occupational Therapy surveyed parents and developed a resource to help parents be aware of how they could help children's motor development through offering "Tummy time to" infants to build their trunk control.

THE ARTS

Lorenzo Malaguzzi, founder of Reggio Emilia Schools in Italy speaks of The Hundred Languages of Children. It is "the recognition that the human species has the privilege of expressing itself through plurality of languages, that every language has the right to be fully developed and that each child is the constructor and co-author of these languages." At Sturt Street Community School we have deliberately invested in ongoing partnerships with Patch Theatre Company, Kismet Drama, Aboriginal artist Pilawuk, instrumental piano and guitar teachers Jan McAskill and David Oliver, and local artists Robyn Henwood, Helen Lawry and Kathleen Patitissas to provide ongoing opportunities for children to explore their 100 languages. During the year other experts were invited to share techniques in cartoon drawing and photography.

The Art Exhibition launched at the O'Brien Street Opening showed children's experiences with still life drawing, collage, origami and silk painting. We intend the Exhibition to become part of the school's culture and have already booked the South West Community Centre in October for the event.

This year the Choir expanded to include both a Junior and Senior Choir. We are fortunate to have talented staff members Judy Crisp and Miriam Jacob to lead their training each week. A highlight was when the Senior Choir performed at the Ridleyton Home for the Aged. It was very moving watching the responses to the singing and how gently and respectfully the children interacted with the elderly as we walked around the rooms.

When students are involved in decision making their learning outcomes are far more successful. In response to a request from SRC we invited a dance teacher to develop several energetic, creative routines with senior classes. They enjoyed the program so much that we have booked Footsteps Company for all classes next year.

A drama group facilitated by Kismet Drama was established to help school children develop self confidence, reduce anxiety and have fun acting out scenarios. Kismet also worked with the Friday Play Group parents and Early Learning Centre children to develop skills in movement. These programs were an outstanding success and we intend to continue the groups next year.

Written reports are only one way of documenting student achievement. The performing Arts Showcase in December was a new event to demonstrate student learning during percussion music lessons, choir, drama and dance. It provided a wonderful opportunity for parents to see learning in action and for children to celebrate their accomplishments.

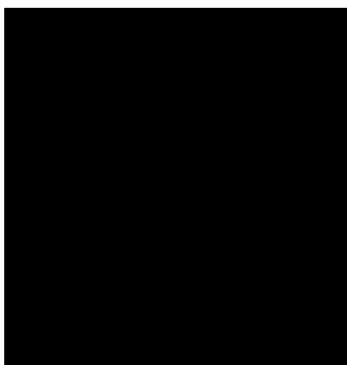


SPORT

A restricted site means utilising other venues in the CBD so Sports Day was held in the South Parklands. It was a culmination of the Athletics, Football and Soccer skills sessions facilitated by independent coaches from Little Athletics, Sturt Football Club, the Crows and the Adelaide Soccer Club throughout the year. Several of the coaches attended the Sports Day to encourage and coach children at each station. In 2010 we will hold a twilight event involving the Early Learning Centre and Preschool where the focus will be on gymnastics and dance.

Federal funding for the Active After School programs continues to be a great success. Each term 60 students have been introduced to different sport or skill programs.

This year we commenced our first Under 9 Mixed Netball Team which plays at Marleston on Friday evenings. The Kanga Cricket Team which plays on Saturdays at Goodwood continues to improve and the Year 2-6 Soccer Team which plays on Sundays at Unley has won more games. Children in Junior Primary had the chance to learn Tee Ball skills after school. We could not field any of these sports without parents and grandparents volunteering their time to coach, manage and transport the teams to venues. Thank you to all for investing in our future athletes.



If we truly value the significant influence of all people involved in a child’s development then the Site Improvement Plan of an integrated school needs to reflect all those stakeholders. This year we trialed a new format for documenting “Improvement at Sturt Street Community School.”

The Early Learning Centre, the Out of School Hours Care, Preschool and School leadership analysed and discussed achievement data, recommendations from staff, feedback from parent and student surveys and identified core priorities for improvement across the entire site. Each staff team then discussed and identified more specific goals, strategies and evidential data for achieving outcomes.

These were also discussed with members of Governing Council, the Education Committee, the ELC Advisory Committee and the OSHC Advisory Committee.

Learning, Care and Achievement focussed on:-

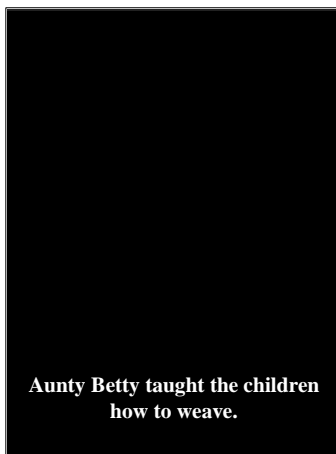
- Building capacity of early childhood educators and the quality of programs
- Improving pedagogy for engagement
- Strengthening partnerships with families

Learning Care and Wellbeing focussed on:-

- Effective transitions
- Improving outcomes for Aboriginal students
- Respectful relationships

While we believe it is a more visible and cohesive way of working together where all staff can articulate the Core Priorities we need to review the number of priorities and how to effectively report progress through the Annual Report.

**Valuing our children..
Building their future.**



Aunty Betty taught the children how to weave.



LEARNING, CARE AND ACHIEVEMENT

Site priority: Building capacity of Early Childhood Educators and the quality of programs.

Context

It is a challenge for all early childhood settings to make careful decisions about assessment of learning. It is our goal to provide children with holistic learning experiences where we assess the nature of their learning by observation in the context that the learning takes place and then use the Developmental Learning outcomes to describe the nature of that learning in learning stories or in the Pre-school summative report. Parents have been supportive about the quality of information they receive from summative reports. The Developmental Learning outcomes are broad outcomes which are not designed to be used to quantify children's learning.

We have chosen to provide some focussed learning data on some aspects of learning that have been shown to be significant in future learning.

Preschool Literacy Learning

The 2 aspects of learning that we have chosen to highlight are phonological awareness and oral retell. These provide information about literacy learning that may not be able to be easily assessed from contextual learning, and which are considered as significant to future success in literacy learning.

Phonological awareness:

During Terms 3 and 4, we initiated assessment of children's phonemic awareness for children beginning school the following term. We used the Gail Gillon phonological awareness screening tools for Pre-school children, which assess children's ability to identify rhyming words and to identify the beginning sounds in words. The ability to hear sounds in words is a positive indicator of later success in reading.

The majority of children who were identified as needing support with hearing sounds in words were children also learning English as a second language and/or having some difficulties with articulation of speech sounds.

	Needs support	Developing	Well established
Rhyme detection	12%	42%	46%
Initial sound identification	23%	23%	54%

As a result of this assessment we have been able to provide information to children's parents and the next school so that assistance can be provided for children who need support in this area.

We have also planned a program that is used in our general Pre-school program to highlight rhyming words and sounds in words, this enables us to support children learning English as a second language and children with speech difficulties, as well as to ensure that all children have exposure to experiences that will help the development of this important skill.

Oral Retell:

The ability to retell a familiar story shows a range of oral language skills including children's understanding of the story, their development of grammar e.g. sentence structure and their developing vocabulary. Children also show their enjoyment and interest in stories and their developing knowledge of books and text. All children who have completed 12 months of pre-school during this year have been able to retell a familiar story using simple sentences and most children were also able to answer questions about the story. Some children who had language difficulties were able to answer literal questions or to label pictures in the story but had difficulty in making predictions or inferences about the story. Next year we hope to use the English as a second language scales to support further assessment of children's language when they retell a story so that we can see which aspects of language development that children are confident in and which aspects require support. As for the phonological awareness learning data, children with English as a second language and children receiving speech pathology support, also needed support and practise at retelling stories.

Preschool Numeracy Learning

The Pre-school teaching staff took part in the professional learning on the Big Ideas in Number as part of the school and therefore there has been focus on supporting children to 'Trust the count' – through experiences of making and using different arrangements to show different quantities i.e. to show how 5 objects can be arranged in a variety of ways – but that the count is always 5. These experiences have been offered throughout the different programme topics – e.g. counting tadpoles, frogs, silkworms, moths in a recent focus on 'Change'.

All children who have completed 12 months of pre-school during this year have been able to count objects accurately to at least 20, most have been able to quickly assess the number of objects in a random grouping to five and several have been able to quickly add groups together by holding the number of the first group in their head, while counting on the number of the second group.

Children have also been very interested to learn how to count to 5 in many different languages and also how to write numerals to 10 and beyond. This is just one area of numeracy learning, however it has been a useful focus this year which children have been keen to pursue and which will impact on other areas of their mathematical learning.

Preschool Social Learning

Social learning is in a constant state of development, not only in childhood, but throughout life. As such it is not useful to quantify its achievement, but rather to highlight significant aspects of focus during the year. During 2009, social learning has focussed on developing teachers' ability to use puppets to replay scenarios of social problem solving that teach children strategies for solving their own problems. This has been a successful strategy as indicated when we have observed many children using social language learned through the puppets to resolve their own issues, to speak up for other children and to make up their own stories. Parents have also provided feedback about the positive impact of the puppet teaching on children's learning. This is a strategy that will be continued and developed in 2010.

School Literacy Learning

At Sturt Street Community School we have a dedicated morning Literacy Block. During this time we develop oral language skills and staff explicitly teach reading, comprehension, viewing, critical analysis and writing skills. The collection and interrogation of data provides us with information of student progress and identifies areas that require further development. Standardised tests in spelling and reading as well as testing of phonemic awareness and writing proficiency using the ESL Scales are administered at the beginning of Term 1. A Students at Risk (STAR) Committee then examines the results and recommends intervention and extension programs.

In 2009 we invested in additional staff working with students during the literacy block. The intervention team included English as Second Language teachers, a teacher to work with aboriginal students, an Early Years teacher, and a School Services Officer (SSO) to work with children with disabilities and learning difficulties.

Intervention programs:

The programme for new receptions and students at risk included early reading strategies with a focus on sight word recognition and alphabet knowledge. This worked really well for those students who just needed extra time and support, while working with peers of a similar literacy skill level.

The students were very motivated to learn and practise sight words at home and it helped to improve their confidence and reading fluency.

The primary teachers had identified students who were disengaged and often disruptive when writing in class. These students worked with the support teacher, in a separate teaching space, four mornings a week during writing lessons. The classroom teachers and the support teacher planned together and communicated student learning needs and achievements. The same writing genres and curriculum content was covered with each group.

Learning was scaffolded with explicit teaching, some ideas were presented verbally or as a whole group task, and extra support and practice time was given for writing. Students continued to work on final products in class with their peers and classroom teacher in later sessions.

Outcomes:

- Students who were particularly disengaged with little or no confidence to write needed some initial one on one support to overcome their learning difficulties and fear of failure. This wasn't possible with this model.
- Two students improved dramatically during the term to become motivated and independent writers. Other students began to learn how to plan and use their plan to write in more than one genre.

Recommendations for 2010:

- Continue to reduce the student/staff ratio during the literacy learning block utilising expertise of the ESL teachers and SSO to provide 1:1 support.
- Focus on genres used in Science and explicitly teach the language functions of these texts.
- Trial the ESL Progress Report to map oral language of selected reception children and plan for teaching focus.
- Assign ESL Scales to all students at the beginning of the year and use this to program for language improvement.

Extension programs:

Teachers identified students with needs in extension and thinking challenges. Over two terms they worked with a support teacher to produce a children's magazine. The focus was on higher order thinking and the social skills of working cooperatively and respecting the ideas and opinions of others. We developed an interest and skill base with students reflecting on their own skills and then producing a group list. Students were given the opportunity to practise and create a piece of work in their own area of interest or skill.

The students then produced a page for the children's magazine. Students with skills in writing, graphic design and computing used their skills to help publish the magazine. The magazine was sold to other students to help cover the cost of production.

Outcomes:

- Most students were highly motivated to produce their most creative ideas for the magazine.
- The students had opportunities to work cooperatively through the sharing of equipment, taking turns, listening and responding to each others ideas and the physical task of putting the magazine together. Each piece of work was valued by entry into the magazine.
- Through the long term nature of the project, the students recognised their varying skills and learned to encourage each other.

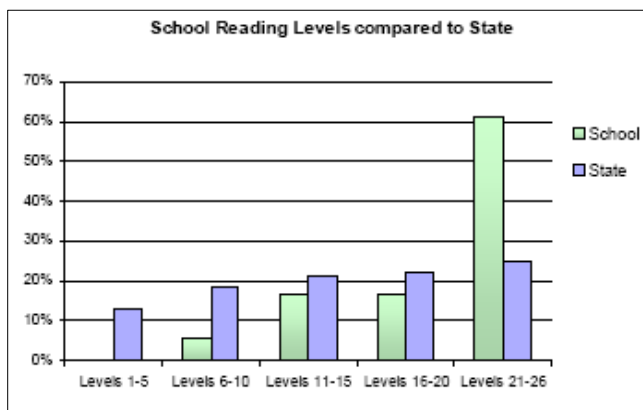
School Literacy Achievement

Junior Primary teachers collect and analyse Running Records data every term and in Term 3 the Year 1 and Year 2 data is forwarded to DECS. Across the cluster (Parkside, Gilles Street and SSCS) we discussed expectations of what children might achieve after four terms of Reception, at the end of Year 1 and Year 2. Setting higher target levels will be a focus for 2010.

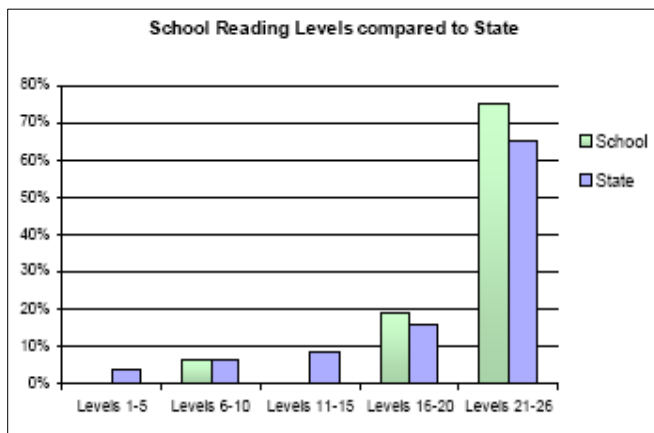
Running records data shows that 60% of SSCS Year 1 children have achieved at the highest levels 21-26 compared to 25% across the state.

The investment in additional teacher time and intervention programs may have a direct correlation to these excellent literacy outcomes.

YEAR 1 RUNNING RECORDS



YEAR 2 RUNNING RECORDS



75% of these Year 2 students achieved Level 21+26. In 2008, 30% of these students achieved Level 16-20. Effectively another 45% had made significant improvement.

School Entry Assessment - SEA

Reception children are assessed on the SEA scales after completing 10 weeks at school. Data is collected under the 5 stages of development: Awareness, Exploration, Inquiry, Utilisation and Application. The progress of all children in Reception is tracked using SEA in Term 1 and again in Term 4. At Sturt Street Community School we also track the progress of children in their last term of Preschool. This provides useful information for planning intervention support for individuals.

We expect that children attain the Application level in Year 2. (Standard 1 outcomes)

2009	Awareness	Exploration	Inquiry	Utilisation	Application
Speaking and Listening					
Preschool		33.3%	55.6%	11.1%	
Reception	6.25%	0%	31.25%	50.0%	6.25%

This data shows that 56.25% of Reception children have or are close to achieving Standard 1 outcomes.

SACSA – English

English learning outcomes for every child are documented continuously using SEA or SACSA. We provide data to DECS on Year 1 – 6 student SACSA achievement during Term 3. We expect students to reach Standard 1 by the end of Year 2, Standard 2 by the end of Year 4 and Standard 3 by the end of Year 6. The table shows % of students who achieved the standard or above.

Data from SACSA % Students Achieving Standard in Term 3.

	Standard 1	Standard 2	Standard 3
Year 2	83.33%		
Year 3	100%	25%	
Year 4	100%	90.91%	
Year 5	100%	85.71%	
Year 6	100%	100%	100%

NAPLAN -Literacy

National Assessment Program - Literacy and Numeracy is now a permanent part of our learning landscape. Previously the students in Years 3, 5, 7 and 9 sat SA Literacy and Numeracy tests which reflected the outcomes in South Australian Curriculum Standards and Accountability Framework (SACSA). With the introduction of National tests, our challenge is to create a culture that maximizes its positive potential for influencing the learning outcomes of children. The Year 3 results signal that our Literacy scores in reading, writing, grammar and punctuation continue to improve. Spelling is an area for improvement with this cohort.

When examining individual scores we have identified that the focus needs to be on transient aboriginal students. The documenting of Individual Learning Plans with parents is critical for student learner improvement together with attendance at school.

In Year 5 several students did not achieve the writing benchmark. Although one student has an identified learning difficulty, dyslexia, developing writing skills will be a focus in 2010. We are employing an additional experienced ESL teacher to specifically work with Primary classes to explicitly teach language functions, work with class teachers to moderate student texts using the ESL Scales and to document achievement of all students. With a Regional Science focus the genres and language of Science will provide a context for literacy learning.

2009 NAPLAN YEAR 3 LITERACY RESULTS

School Mean Scores – Proficiency band and % of students who achieved National Minimum Standard (NMS)						
Component	Mean Score		Mean Score as Proficiency Band		% of Students who Achieved the NMS	
	2008	2009	2008	2009	2008	2009
Reading	437	506.8	5	6	81.8	91.7
Writing	437.8	438.3	5	5	100	90.9
Spelling	430.3	398.7	5	4	100	83.3
Grammar and Punctuation	445.1	471.8	5	5	100	91.7

2009 NAPLAN YEAR 5 LITERACY RESULTS

School Mean Scores – Proficiency band and % of students who achieved National Minimum Standard (NMS)						
Component	Mean Score		Mean Score as Proficiency Band		% of Students who Achieved the NMS	
	2008	2009	2008	2009	2008	2009
Reading		538.9		7		100
Writing		449.6		5		57.1
Spelling		478.9		6		85.7
Grammar and Punctuation		543		7		85.7

Estimated standardised student progress between 2007 and 2009 Literacy and Numeracy Tests				
Progress	Reading		Numeracy	
	School	All students	School	All students
Low		25%	29%	25%
Medium	71%	50%	57%	50%
Upper	29%	25%	14%	25%

Site Priority: Improving Pedagogy for Engagement.

Early Learning Centre

Throughout 2009, we have focussed on supporting professional learning about engagement. We have used the Involvement scale in the Reflect, Respect, Relate curriculum document to analyse video observations of children in the different areas of the centre in order to better understand their involvement and to plan for further learning. Sharing observations from the different age groups also leads to better understanding of children across our site and a sharing of staff expertise. We have also used the concepts of involvement, wellbeing and active learning environment to create a model for our revised Children's Program policy. The model shows the link of the group program to the individual learning program and supports us to have a coherent framework from which to plan for children's learning in the different child care contexts within our centre.



The Preschool Room team completed their involvement in the SACSA inquiry project through the Eastern Region of DECS in 2009. Through this project, the team changed the way it programmed for children from ages 3-5 to an inquiry based approach built around very broad inclusive concepts and questions. This approach enabled staff to include children's interests and wonderings, while also shaping important concepts and learning processes in a balanced way. Parents have been very supportive of this change of focus and because we work with a "Big idea" across a term, there are many opportunities for involvement. Another initiative that has arisen from this approach to programming has been small group excursions using the local community. By working with small groups in local easily accessible excursions, it has been possible to really focus on children's ideas and quality experiences. Examples of excursions that have supported learning are: a visit to a local architect after he had been to our centre to appraise children's models of houses and homes; a visit to the Town hall, courts, market, doctors and Wirranindi in the south parklands in the focus on community. We have expanded these excursions to include mixed age group excursions with children from across the ELC in small groups, also creating opportunities for low key enjoyable excursions where the emphasis is on building relationships.

Recommendations for 2010:

- Staff from the age 0-3 teams will have opportunities to be involved in the East district SACSA inquiry project on Engaging Young Minds. This will continue staff learning on pedagogy and engagement. Further staff development offered through the Infant Mental Health Association will also be supported, with a focus on emotional wellbeing and supporting families.
- Introduction of the National Early Years Framework. We will take a similar approach to this year, where we will use whole staff meeting time to share practice across the different age groups in our interpretation and use of this new curriculum resource.
- Cross age peer interaction with senior students from the school. Through a shared unit on homes and design facilitated by the Teacher Librarian in 2009, children from the pre-school had the opportunity to work with students in years 4, 5, 6 to read information text and to share the models they had made. This association continued in informal opportunities such as senior students coming to teach the Pre-school children particular skills e.g. dance.
- Develop the outdoor areas in both the 0-3 year old and 3-5 outdoor learning areas. We will seek parent ideas and involvement as well as observing how children currently use the space and what else could be possible. A major challenge will be to work within the site environmental plan to work around areas of past contamination in a safe way. Our goal is to make more flexible learning areas and offer more interest through the natural environment and natural materials.

School

Since 2007 we have focussed on Mathematics and developed deeper understandings on space and measurement. We have engaged students through authentic mathematical projects, problem solving and sharing mathematical learning through ICT. While the continuation of developing literacy, language and numeracy skills will provide a strong foundation for all students' learning, competency in the use of Information Communication Technologies (Technacy) and the critical analysis of information are powerful skills for their future. Knowing how to do things in the 21st Century will be essential for a successful life. Students will need enquiring minds to problem solve issues that we haven't yet identified. The quality of educators is strongly linked to the quality of learning outcomes.

Staff recommended that in 2009 we go deeper into mathematical learning through a research based project, focus on moderating student work and assessment tasks and further develop students ICT skills to access mathematics learning sites and demonstrate learning.

Big Ideas in Number Project - 2009

The school was successful in an application for inclusion in the Numeracy Professional Learning Program Model B - Big Ideas In Number. This meant a commitment to improving learner outcomes in the Number strand of Mathematics in particular. A lead teacher was allocated to plan and present workshops and lead ongoing school initiatives in Mathematics as required for the project. SSO time was committed for developing resources.

The Lead teacher attended training days and worked with staff to plan directions for the project at our site. We began with a focus on developing a deeper understanding of the first big idea in number "Trusting the Count." A school Numeracy Improvement Plan was developed for 2009.

Throughout the year, staff were released to attend Professor Di Siemon 'Big Ideas in Number' professional development sessions on Trusting the Count, Place Value, Multiplicative Thinking and Partitioning.

Other PD sessions were Numeracy and ICTs, Scootle workshops and a Numeracy Coordinator network day with Professor Doug Clarke.

Assessment and data collection

Staff collected base line data and completed surveys and assessments of student's skills and attitudes toward learning in mathematics.

Teachers used recommended diagnostic tools to assess students learning around Trusting the Count and Place Value.

We conducted Action Research on 3 identified at risk students per class, used the diagnostic tool, targeted learning and reassessed in eight weeks.

All Early Years students assessed had improved scores in subitising over the eight week period. This meant improvement in instant (2 second or less) recognition of collections to twenty.

The three Reception students seen to be at risk improved their score in 3 or more sections of the diagnostic tool.

A year one student showed marked improvement in all sections of the assessment tool and a year two student who already had strategies for subitising to ten, improved in the more complex section of subitising to twenty.

For year 4/5/6 students, teachers collected baseline data on Multiplicative Thinking and information about attitudes toward learning in Mathematics.

The equivalent Multiplicative Thinking assessment will be given again in 2010.

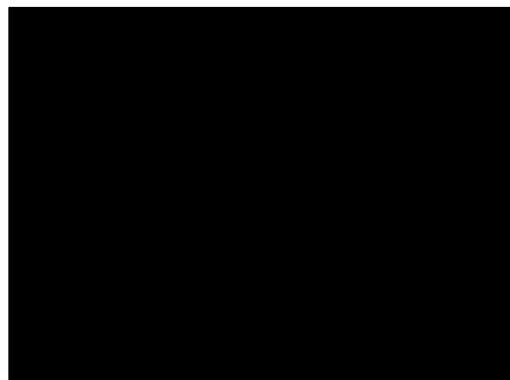
Over a two term period, the biggest attitudinal shift was in the score of Year 4/5/6 students who enjoy learning mathematics.

80% of Term 4 students agreed or strongly agreed that they enjoy learning mathematics, while in Term 2, 68.4% agreed.

In Term 4, 73.3% of students agreed they always try hard in mathematics compared to 68.4% in Term 2.

Only 46.6% of students agreed they were good at maths in Term 4 compared to 57.87% in Term 2.

In Term 4, 73.3% of students agreed that, 'In my class Mathematics learning is important' compared to 78.9% in Term 2.



Outcomes:

- Student surveys indicated improved student confidence, participation and enjoyment in mathematics lessons and their use of numeracy skills across the curriculum.
- Positive feedback through the Parent Opinion Survey mentioned that parents valued the Numeracy parent workshop on The Big Ideas in Number and staff communication about Literacy and Numeracy programmes through acquaintance night presentations, ongoing discussion and Term curriculum overviews.
- Developing teaching strategies which cater for student needs across skill levels. This was particularly necessary for some older students with poor engagement and needs in filling the gaps in their understanding of early concepts. It was also important for challenging younger students with skills in more complex concepts.
- Through examining and questioning our practice, trial and sharing ideas from PD sessions we have developed models which have been successful in improving student engagement.
- Resources for Diagnostic tools were put together in packages by an SSO and processed for distribution into each teaching space.
- Increased use of ICT across areas of study included accessing Scootle and developing electronic resources in Numeracy.

Recommendations for 2010:

- Continue with a Co-ordinator position in Numeracy
- Look more closely at NAPLAN data to analyse how the words and number fit together.
- Use our knowledge of 'Big Ideas' to analyse other student achievement data around numeracy.
- Develop real life tasks with business enterprise and community involvement.
- Take up the Primary Maths Association maths challenge.
- Continue with discussion, brainstorming and sharing ideas across the site; Early Learning Centre, Pre-school and School.
- Investigate options for students gifted in mathematics - competitions or 'Mathletics'.
- Continue with the purchase of resources, storage and equitable access.

School Mathematics Achievement

We document learning outcomes for every child using the SACSA Standards. We provide data to DECS in Term 3 and expect students to reach Standard 1 by the end of Year 2, Standard 2 by the end of Year 4 and Standard 3 by the end of Year 6. The table shows % of students who achieved the standard or above by the end of Term 3. Please note that students may have achieved the next standard by end of Term 4.

SACSA Standards - % students achieving standard

	Standard 1	Standard 2	Standard 3
Year 2	63.64%		
Year 3	100%		
Year 4	100%	100%	
Year 5	100%	85.71%	
Year 6	100%	100%	100%

School Entry Assessment (SEA)

Due to the specific focus on number through the Big Ideas in Number project we have collated data on that strand which can be used to measure progress of cohorts of children and provide useful information for planning intervention support for individuals.

2009				Standard 1 (Yr 2)	
NUMBER	Awareness	Exploration	Inquiry	Utilisation	Application
Preschool		22.2%	77.8%		
Reception		6.2%	31.25%	62.5%	

This data show that children are achieving well above expectations for their age group.

2009 NAPLAN YEAR 3 NUMERACY RESULTS

The Numeracy Mean score improved slightly. Students who did not achieve the national benchmark had a recognised learning difficulty or were transient. Staff identified some areas for immediate teaching focus including subtraction of 2 digit numbers and 2D shape. In 2010 we aim to progress the mean score into band 5.

School Mean Scores – Proficiency band and % of students who achieved National Minimum Standard (NMS)						
	Mean Score		Mean Score as Proficiency Band		% of Students who Achieved the NMS	
	2008	2009	2008	2009	2008	2009
Numeracy	390.9	401	4	4	100	83.3

2009 NAPLAN YEAR 5 NUMERACY RESULTS

The tests were conducted in May. Seven students participated and all students achieved the national minimum benchmark or above. Staff however identified several areas including problem-solving, 3D objects and fractions as a learning focus in 2009.

School Mean Scores – Proficiency band and % of students who achieved National Minimum Standard (NMS)						
	Mean Score		Mean Score as Proficiency Band		% of Students who Achieved the NMS	
	2008	2009	2008	2009	2008	2009
Numeracy		482.5		6		100

LEARNING CARE AND ACHIEVEMENT in OSHC

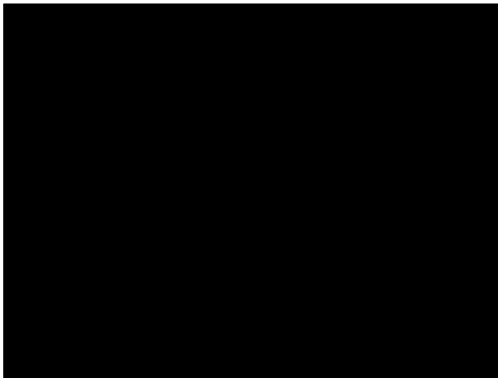
Site priority -Building capacity of Early Childhood Educators & the quality of programs.

The team values and recognises the individual strengths and talents of each individual staff member and actively utilises these within the service programs.

Our aim is to adopt a strength based practice to all, and to continue to work proactively and respectfully at all times.

The OSHC Director and Assistant Director will actively facilitate the process of performance monitoring, and aid individual staff to identify specific Training and Development (T&D) opportunities that would most benefit their own needs.

The OSHC & Vacation care service aims to retain its staff teams, in order to ensure continuity of care and standards.



Site priority - Improving Pedagogy for Engagement

In terms of encouraging OSHC staff to actively seek out and attend relevant and current T&D that will enable them to fulfil their role in the service more effectively, there are a number of ways that we have facilitated this process such as:

Allocating a part of the OSHC budget to help staff with the costs of T&D.

- Through appropriate role modelling by the Director and Assistant Director.
- Through active and timely discussions including a weekly staff meetings.
- Through the sharing of any current readings and periodicals (placed in staff reading basket).
- The Director has identified that upcoming staff training to be scheduled for early 2010 are to be:
 - Food Safety training & Handling.
 - OHS &W training.

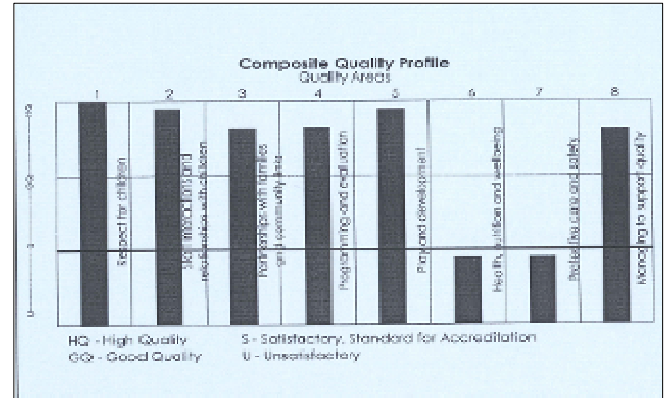
Site priority - Strengthening Partnerships with Families.

Information is being exchanged more successfully on a daily basis between the school reception and the OSHC service in regards to bookings, cancellations etc.

In 2010 we will prepare OSHC 'flyers' to be kept in a prominent place at the front reception area and used to promote the OSHC & Vacation Care service to families and the wider community.

OUT OF SCHOOL HOURS CARE ACCREDITATION

A good to high quality standard was achieved in 6 out of 8 areas. National Childcare Accreditation Council (NCAC) has provided direction as to how to meet the necessary standards in the remaining two areas. OSHC staff have developed an action plan to ensure successful accreditation during the next validation visit.



LEARNING CARE AND WELLBEING

Site priority: Improving outcomes for Aboriginal Children.

Early Learning Centre

Supporting Aboriginal children continues to be a priority across the ELC. During 2009, 7 children have been enrolled in the ELC on a regular basis and 2 children have received emergency child care during a time of family crisis. 1 child has left the service due to moving house and 1 child has made a successful transition to a school in their local community. All children currently at the centre are making progress in their development including a child with special needs who has recently enrolled. Communication with parents regarding children's needs occurs through the individual learning plan, which helps us share goals and strategies to build a consistent approach for children.

Access to our services, for some families, has been enabled through special child care benefit or through other fee support for Pre-school families. Three children are accessing early entry to Pre-school, which is proving of great benefit and these children are showing the development of many skills e.g. in writing, drawing and using language which are equivalent to their four year old peers.

Inclusive curriculum is another way in which our centre supports learning for Aboriginal children and creates a learning environment where Aboriginal culture is an integral part of the curriculum. We have also enjoyed an ongoing relationship with the Aboriginal artist Pilawuk, who has again visited the Pre-school to create a shared artwork using children's ideas for a story banner. Children who were in the Kindy room last year remembered Pilawuk's involvement and this is building a rich tradition of story telling and social learning.

School

SSCS is participating in the DECS Aboriginal Strategy, Cultural Studies Project with one of our teachers writing and trialling curriculum materials. Each class has been involved in the trial which will continue in 2010. While the role of the Aboriginal Community Education Officer is no longer focussed on individual student support, six Aboriginal students have benefited from additional teacher support during small group reading and writing sessions. Support also included targeted intervention in numeracy work - Trusting the Count using ICTs and using cross age/peer tutoring to develop confidence and learning by teaching a skill to someone else. Later assessment using Trusting the Count and Place value diagnostic tools showed improvement in scores and confidence to explain strategies.

OSHC

Staff believe that advertising the service to indigenous families needs continued work. We need to research the most appropriate and beneficial ways of approaching families in order to actively encourage them to utilise our services during school times and Vacation Care. The OSHC service subsidises the accounts of our indigenous families through utilising an Adelaide City Council grant. The provision of Healthy snacks and Active After School programs are beneficial to all.

Site priority: Effective Transitions

Early Learning Centre

Children make transitions from home to Child-care/Pre-school, from Rosella room to Lorikeet room (0–18 months); from Lorikeet room to Kindy room (18 months to 2 years), from the Happy Feet (3½ to 4 years) program to Pre-school program and from Pre-school to school. Some of these transitions involve more change than others and some children and families need more support during transition than others. In 2009, transitions for children have been successful, with children making good adjustments to settling into care and parents feeling that the transition visits offered good opportunity for helping children and themselves become accustomed to our centre. Children have also adjusted well when moving rooms within the centre. We aim to make this a seamless process for children where the emphasis on continuity and flexibility is seen to support children to feel positive about the move.

The timing of transitions are planned through discussion at Team leader meetings, and then supported through staff communication with families.

Parent feedback suggests that our endeavour to lessen formality in helping children have smooth transitions may not be fulfilling parents' needs for information about the staff, routines and structures of the different rooms. We therefore need to formalise our approach to offering parents' information at transition – making this a time for a parent/carer interview and a more formal introduction to the staff, routines and structures of the next room.

School

Transitions from pre-school to school within our site have been smooth due to several factors: flexibility in offering more informal visiting times during Pre-school sessions; staff from the school and pre-school visiting each other's settings; sharing learning activities and outcomes throughout the year; Reception teachers visiting each child while they are in Preschool.

OSHC

Staff believe that the “meet and greet” with the school Principal in the term prior to the child starting school has been successful. This has presented OSHC staff the opportunity to be introduced to the child and family and has also allowed families the time for a site tour, and to be able to be more informed about the OSHC service as a whole. The OSHC “reminder” list has been working reasonably well. School staff are now aware of which children need to be reminded to come through to ASC. This list can be altered during the course of a day, should there be a need to do so.

One of the OSHC staff team has been positioned at the reception class at the end of the school day to assist the younger or less confident children to ASC. Some of the teachers have instigated a “buddy” system whereby a fellow student will accept the responsibility to assist a newer child through to OSHC.

Site priority: Strengthening Partnerships with Families

Early Learning Centre

We aim to build a culture where all parents feel welcome and involved in our centre. It can be challenging to find the balance of both formal and informal opportunities for involvement and also for parents and staff to have a shared perception about what kinds of involvement could be fostered. It is clear from the feedback from the Parent survey that there is a high level of satisfaction in the services provided by the ELC.

There are opportunities for improvement in parent/staff partnership and greater understanding about how this is to be achieved.

In 2008, the ELC held a very successful parent/ staff shared information evening about supporting children's behaviour, over 40 parents attended along with the majority of our staff team.

In 2009, we held another shared session about supporting children's language development, however only had 3 parents and 2 staff members attending. The topic, language development, had been suggested by parents in a survey following the session on behaviour. We need to find out more about the topics, and suitable times/days to support future planning for parent sessions.

Many parents feel that they are well informed about children's development from informal sharing opportunities with staff. However other parents would appreciate more formal opportunities.

We therefore need to offer formal opportunities at structured times e.g. transitions to support a balance of opportunities.

Staff in the Lorikeet room promote the monthly calendar as an opportunity to communicate with parents about experiences to be offered so that parents can be involved and also help their children's involvement e.g. by bringing along things of interest – however maybe this opportunity is not well understood by parents as an avenue by which they can be involved.

Small group excursions have been an avenue for parents to share involvement in their child's learning which could be further developed in 2010.

School

A focus in 2009 was on improving access to information through a series of brochures, updating the transition and information pack and designing a new website. The website design and content was in partnership with parent, John Ruciak. It is a work in progress as we aim to empower each class teacher, ELC and OSHC leader to post news independently.

Recommendations for 2010 include updating student and parent user ICT agreements as safe social networking will be critical for students enjoying their online experiences and becoming responsible digital citizens.

ELC and Pre-school Parent Survey.

Average scores are as follows on a six point scale.

	2009
Quality of Teaching	5.45
Learning Outcomes	5.20
Student Reporting	5.22
General Environment	5.35
Customer Responsiveness	5.35
Community	4.66
General Satisfaction	5.44

Strengths

- We have been extremely happy. Our child is enthusiastic and interested in the activities. It has been an amazing intro to pre-school.
- The teaching programs at the centre are very interesting. My child learns lots from these programs Change, houses and from attending school excursions.
- We are very pleased with the program. We can see that our daughter is gaining a lot educationally and socially. We are impressed with the structure of the program as well as the skill and warmth of the staff.
- She loves it and has a wonderful relationship with all her teachers.
- I am very happy with the quality and variety of food my child gets at the centre.
- I am very impressed with the staff.
- Excellent child care very caring and friendly workers. My son enjoys child care and often talks about activities and the workers in a positive way.

Improvements:

- I think the baby room could be bigger and the outside space could have more mystery.
- I would like to see more one on one meetings e.g. twice per year with carers/teachers to discuss the children's development and what we can do as parents to continue their learning journey.
- Smaller room numbers.
- There needs to be another space for the younger children in the Over 2s to have various times of the day - time away from the older children.
- Would like more room / policy information to be provided on transition.

School Vision and Parent Opinion Survey

With school enrolments increasing rapidly and issues of available space, Governing Council initiated discussions to strategically plan the future of SSCS.

Several questions were posed to the community.

What do you love about the school?

What do you hate?

What are the possibilities?

What things to do are critical?

The information gathered through focus groups will be used in conjunction with the Parent Opinion Survey to document a Strategic Plan 2010 – 2015.

School Parent Opinion Survey

	2008	2009
Quality of Teaching	5.25	5.40
Learning Outcomes	4.94	5.11
Student Reporting	4.99	4.90
General Environment	5.42	5.44
Customer Responsiveness	5.37	5.40
Community	5.29	5.41
General Satisfaction	5.10	5.44

Strengths:

- Size and welcoming nature. Location. Social inclusiveness and diversity. Good academic and continuous best practice approach.
- School is small school & my child feels like an individual. Staff knows all children. Not much behavioural issues. It's a safe school for my child to attend. I love the fact the arts are promoted & my child has opportunity to be involved in Patch etc.
- Very organised - future planning.

Improvements:

- Access to large playing grounds and sports facilities. More male teachers for gender balance.
- School reports are too brief. I couldn't find enough information as what I can do to help my child to improve. Parking space difficult to find sometimes.
- Provide/teach languages - other than Greek.

Future possibilities:

- Limited by size and facilities. Any opportunity to expand space & facilities. Ability to resource and increase for individual children's learning needs e.g. further build on their strengths. Ability to network with other parents in same class – etc.

- Would like to see contemporary teaching practices. The school garden to be enlarged and incorporated more into the classroom.

Student Survey (a sample of responses)

What do you love about the school? We Love...

- Active After schools
- Choir
- Friendly environment
- Not many bullies in our school
- Interesting books in the library
- Plants in garden
- Recycling system
- Play time, break times
- Schools history
- We are all close – we know each other

What would you like to change in the school?

- Divide the playground in two – one for bigger ones and one for smaller students.
- A bigger school bus
- Music lessons for older kids.
- Renovate toilets to make a restroom

What would you like to see created in the yard?

- More things and playground equipment for older children.
- More drinking taps
- Full basket ball court
- Chook yard and pond

What activities would you like to do?

- Singing and dancing
- Gymnastics/ calisthenics
- Science classes
- New language class: French, German, Russian etc



2009 Student Representative Council

Psychological Health & Hazard Survey

Ten teaching and support staff responded to a number of questions under the following headings:

- Supportive Leadership
- Role Clarity
- Co-worker Interaction
- Participative Decision Making
- Goal Alignment
- Appraisal and Recognition
- Employee Development
- Work Demands
- Individual Morale/Distress
- Group Morale/Distress

In 2009 we developed a site priority - Respectful Relationships to focus on Co-worker Interaction,

Appraisal and Recognition.

A summary of the survey scores reflecting improvement are shown as a % of positive responses.

92% said Co-worker Interaction had improved significantly. 70% said Appraisal and Recognition had improved significantly.

Work Demands in education and care continue to increase. Only 60% of respondents were able to positively manage work demands. A small, integrated site often means less people to do all the work so we are more reliant on volunteers, community and parents to assist.

Site priority: Respectful Relationships

Developing effective communication, conflict resolution and problem solving are important skills for anyone working with people in a human service such as child care and education. We have used whole staff meeting times to support these skills through use of role play and scenarios to share strategies and reinforce messages about clear and professional communication.

Positive developments in this area have included staff visiting different rooms across the site to broaden children's experiences and at the same time learning more and appreciating the different areas and staff expertise in the site, the mixed age group excursions which will be further developed next year, and situations where issues raised have been worked through professionally using processes that focus on our practice and service to children rather than personal differences. This will be an ongoing theme in our professional learning due to the number of people in our service and the importance of working relationships to the positive learning culture across the site. As we continue to learn how to appreciate and manage diverse views with our colleagues, we will also continue to learn how to appreciate and manage diverse views within our parent community.

OSHC staff felt that consistent strategies re: behaviour guidance with children in terms of following the same procedures and practices that the school follows has been beneficial. This offers more clarity and understanding to the children, which then is more empowering to them in terms of managing their own behaviour.

Consistency between OSHC staff has been improving, as well as the increased communications between the school, staff and the OSHC staff. This has proven very useful e.g. if there has been an incident regarding any individual child, and something that could well influence the child's mood and frame of mind, then that is communicated between OSHC and school.

SCHOOL ENROLMENT

Specific Population Enrolment 2008-2009								
	School %		Region %		DECS %		Index %	
	08	09	08	09	08	09	08	09
ATSI	2.7	1.8	1.3	1.3	4.7	4.9	2.4	2.7
NESB	23.0	20.4	20.9	20.3	10.1	10.2	5.6	5.9
ESL	35.4	33.6	26.3	25.0	12.8	12.8	6.8	7.0
Disabilities	4.4	3.5	3.8	3.9	9.0	9.1	9.2	9.3
School Card	11.5	13.3	17.9	17.9	28.9	28.5	25.4	25.0

On Census day in August only two Aboriginal students were enrolled. In Sturt Street there is Aboriginal Pathways Housing where families may be accommodated for 6 – 12 months. During the year the numbers fluctuate which are not reflected in the Census. In 2009 thirteen indigenous children were enrolled.

ENROLMENT BY YEAR LEVEL

	2007			2008			2009			Change	
	M	F	T	M	F	T	M	F	T	2007 - 2008	2008 - 2009
Reception	20.0	24.0	44.0	17.0	22.0	39.0	14.0	18.0	32.0	-5.0	-7.0
Year 1	7.0	10.0	17.0	11.0	18.0	29.0	11.0	15.0	26.0	12.0	-3.0
Year 2	6.0	10.0	16.0	9.0	10.0	19.0	8.0	16.0	24.0	3.0	5.0
Year 3	7.0	5.0	12.0	4.0	8.0	12.0	4.0	7.0	11.0	0	-1.0
Year 4	0	1.0	1.0	5.0	7.0	12.0	3.0	8.0	11.0	11.0	-1.0
Year 5	0	0	0	0	2.0	2.0	2.0	5.0	7.0	2.0	5.0
Year 6	0	0	0	0	0	0	1.0	1.0	2.0	0	2.0
Total	40.0	50.0	90.0	46.0	67.0	113.0	43.0	70.0	113.0	23.0	0

The male/female ratio in some classes needs to be considered for programs in 2010.

STUDENT ATTENDANCE

(Rates for each year level and whole school)

Year Level	2009
	School
Reception	94.0
Year 1	94.2
Year 2	93.2
Year 3	93.7
Year 4	92.5
Year 5	88.5
Year 6	89.1
Primary Total	93.2
Total All Year Levels	93.2

Early Learning Centre Enrolments

Early Learning Centre enrolments	Term 1	Term 2	Term 3	Term 4
Child care enrolments				
Under 18 months (Rosella)	17	15	14	16
18 months - 2 years (Lorikeet)	6	6	4	9
Over 2 years (Lorikeet)	39	39	34	34
Happy Feet (3 1/2 - 4 years)	15	17	14	15
Pre-school LDC	26	27	29	30
TOTAL	103	104	95	104
Pre-school DECS	41	40	41	43

STAFF ATTENDANCE

Teaching staff attendance for 2009 was 97.36% and the average number of days absent for sick leave or care leave was 6.5 days.

STAFF RETENTION

Total teaching allocation for 2009 was 9.74 full time equivalent salaries dispersed as Principal, Early Years Director, 10 full or part time teaching staff supporting the preschool program, six R-6 classes and programs including music, art, English as Second Language (ESL), special education, library and Greek language. The majority of staff are permanent while temporary staff ensure the school has sufficient flexibility to meet changing needs. Staff retention rate is at 62.5%.

STAFF QUALIFICATIONS

All staff fulfil legislative requirements for full registration to teach in South Australia with a minimum three year diploma qualification in education, including mandatory training in child protection practices, First Aid and Responding to Abuse and Neglect.

We are indeed a learning community where staff have undertaken ongoing professional development. This year, staff member Jo Fahey was awarded a PhD in Early Childhood – Socio Dramatic Play, Anne-Marie Shin commenced a Masters in Education, Miriam Jacob undertook studies in Teaching English as a Second Language, Deb Colagiovanni commenced Disability Work Program, Certificate 111 in Government (SSO) and Sally Newman completed an EDSAS SSS Short Course.

TEACHER PROFESSIONAL DEVELOPMENT

Staff took 30 days for professional learning, committee work, and release for professional duties such as data collection or preparing student reports, or for DECS requirements such as curriculum writing or selection panels. A total of \$11,221 was spent on professional development for the Achievement priorities of Literacy and Numeracy and Wellbeing priorities.

Budgetary Position - Budget Area Details

Opening Balance: 298,109

Opening Balance: 298,109

INCOME	CURRENT MONTH - Dec			YEAR TO DATE - 2009			END OF YEAR FORECAST		
	Budget	Actuals	Variance	Budget	Actuals	Variance	Budget for	Estimated	Variance
(Variance = Actuals - Budget)	\$	\$	\$	\$	\$	\$	\$	\$	\$
Resource Entitlement Funding	86,725	85,776	(949)	1,127,386	1,129,568	2,182	1,127,368	1,129,568	2,182
Fund Raising Revenue	554	200	(354)	9,650	18,115	8,465	9,650	18,115	8,465
Other Income Sources	1,042	1,733	692	22,400	26,801	4,401	22,400	26,801	4,401
Parent Contributions	3,324	2,353	(971)	43,936	38,654	(5,282)	43,936	38,654	(5,282)
P21 Accrued (\$ into SASIF)	2,500	(2,316)	(4,816)	30,000	11,476	(18,524)	30,000	11,476	(18,524)
International Students	0	0	0	9,000	13,200	4,200	9,000	13,200	4,200
BER National School Pride	0	0	0	75,000	37,500	(37,500)	75,00	37,500	(37,500)
TOTAL INCOME	94,145	87,747	(6,398)	1,317,372	1,275,314	(42,058)	1,317,372	1,275,314	(42,058)

EXPENDITURE	CURRENT MONTH - Dec			YEAR TO DATE - 2009			END OF YEAR FORECAST		
	Budget	Actuals	Variance	Budget	Actuals	Variance	Budget for	Estimated	Variance
(Variance = Budget - Actuals)	\$	\$	\$	\$	\$	\$	\$	\$	\$
Admin Expenditure	1,522	5,054	(3,532)	18,650	24,218	5,568	18,266	24,218	5,568
Curriculum Maintenance	4,998	5,607	(609)	66,913	47,436	(22,477)	66,913	47,436	(22,477)
Facilities Expenditure	1,038	1,058	(19)	13,700	35,784	22,084	13,700	35,784	(22,084)
Learning Plans	950	328	622	11,400	11,680	280	11,400	11,680	280
Other Expenditure	1,123	1,656	(533)	14,600	15,904	1,304	14,600	15,904	1,304
Salaries	88,383	78,393	9,990	1,094,807	1,028,140	(66,667)	1,094,807	1,028,140	(66,667)
Site Funded Expenditure	2,923	0	2,923	38,000	15,148	(22,852)	38,000	15,148	(22,852)
Utilities Expenditure	7,527	8,743	(1,217)	91,867	120,105	28,238	91,867	120,105	28,238
Non Budget Accounts	972	2,224	(1,253)	11,660	11,731	71	11,660	11,731	71
Unused Accounts	1,095	949	146	14,230	6,873	(7,357)	14,230	6,873	(7,357)
Fund Raising Expenses	179	0	179	2,150	3,220	1,070	2,150	3,220	1,070
BER National School Pride	19,000	15,567	(3,433)	75,000	76,336	(1,336)	75,000	76,336	(1,336)
TOTAL EXPENDITURE	129,710	119,579	(10,131)	1,455,977	1,396,575	(59,402)	1,455,977	1,396,575	(59,402)

NET TOTAL	(35,565)	(31,832)	3,773	(138,605)	(121,261)	17,344	(138,605)	(121,261)	17,344
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Cancelled Cheque Adjustment: 1,784

Closing Balance YTD 178,632

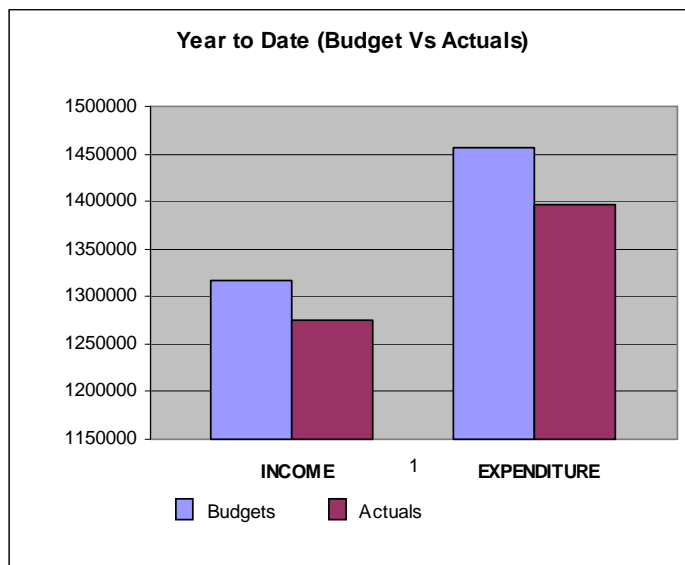
Closing Balance Forecast: 178,632

FUNDS AVAILABLE RECONCILIATION

\$

Cash at Bank	(817)	200,733
Add All Investments	210,550	
Add P21 Accrued	2,315	
Add Prepayments	1,300	
Add Receivables	30,593	
Less Payables	4,585	
Less Liabilities – Short Term	2593	
Less Liabilities - GST	(3,292)	
Less Committed Investments	0	
Closing Balance:	231,055	

Purchase Order Commitments	17,382
Liabilities - Long Term	0
Reserves	100,000



THANK YOU

We take this opportunity to thank our highly skilled and dedicated staff, members of Governing Council and Committees, volunteers, the Greek Orthodox Community of SA Inc, South West Residents, Kiwanis and Patch Theatre Company.

GOVERNING COUNCIL

Nadine Lambert (Chairperson)	Bengy Paolo
Tom Barnwell– Treasurer	Adam Myott
Pat Cardone	Wendy Riemens
Judith Crisp	Nicole Spencer
Emma Kingsford-Smith	Leesa Vlahos
Anne Marie Shin	Andrew Stathopoulos

EARLY YEARS TEAM

Anne-Marie Shin (Early Years Director)	Poh Keng Low
Jillian Richardson (Assistant Director)	Raji Krishnamoorthy
Susanna Asunsolo	Lyn Langtry
Bianca Barnett	Natalie Lewondowski
Jenny Charles	Claire Roach
Gillian Curnow	Megan Steele
Lucy Fergie	Barbro Stranz
Deana Frangos	Amy Vajcer
Leah Gasson	Caroline Van Mierlo
Brenda Graham	
Catherine Hodgins	

PRESCHOOL TEAM

Joanne Fahey
Silvana Bajic
Mardi Matthew

SCHOOL TEAM

Pat Cardone (Principal)	Alanna Murphy
Phil Allen	Sally Newman
Gail Brunger	Kathleen Patitsas
Debb Colagiovanni	Michael Scoles
Judith Crisp	Nicole Scrivener
Miriam Jacob	Kerri Southwell
Susan Langton	Kathy Xanthis
Lyn Long	

OSHC TEAM

Kate Kenny (Director)	Evan Hudson
Carole Wigglesworth (Assistant Director)	Nola Routoula
Austin Brandon	Natalie Shallow
Luke Ceko	Annalisa Condo