



GAWLER HIGH SCHOOL

Established 1907

A history of achievement. A future of potential.



2009 - ANNUAL REPORT

Gawler High School**Location Number 0774****ANNUAL REPORT VERIFICATION**

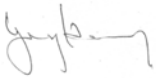
This Annual Report provides the community and the Chief Executive, Department of Education and Children's Services with important information on aspects of the operation of our school.

Copies of the report will be made available to:

- The Chief Executive
- The school community
- All members of the Governing Council
- The District Director

The annual report is one significant way in which our school meets accountability requirements.

This report is signed below by the Principal and the Chairperson of the Governing Council to signify that it represents an accurate account of the operations of the school and that it complies with the requirements for the preparation of annual reports.



Greg Harvey
Principal



Angela Macfarlane
Chairperson, Governing Council

Contextual Statement

Gawler High School provides a range of learning opportunities which allow students to make the transition into University, TAFE, apprenticeships, traineeships and employment. It is located between the urban area of Munno Para and the Barossa Valley, however, its students primarily come from the town of Gawler and its rural surrounds.

The school's priorities are student well being and engagement, literacy and numeracy and sustainability. There is a focus on building partnerships between students, parents and staff.

The learning program includes subjects and extra-curricula opportunities within the areas of English, Mathematics, Science, Society and Environment, Health, Indonesian, Information and Computer Technology, Physical Education, Technology Studies and Visual and Performing Arts.

Gawler House, a community partnerships facility and our Trade Training Centre allow us to deliver a range of Vocational Education and Training (VET) programs including Hospitality and Construction Technology.

A special class provides inclusive pathways for students with learning disabilities to meet their individual learning needs.

The school provides hands on agricultural education with a focus on sustainable practices in horticulture, land and water management. Extensive wetlands have recently been established from which, teaching and learning curriculum are developing.

FROM THE PRINCIPAL

2009 has become one of the most significant years in Gawler High School's long history. The school community, along with Evanston Pre-School and Evanston Primary, voted to support a motion for the development of Gawler High School into a Birth to Year 12 School on the current site that incorporates a Children's Centre.

This will be a major change in the makeup of our school and mirrors how the school may have looked in 1907 when the secondary component was added to Gawler Primary, however the new development will provide the best possible educational facilities and curriculum for all students. The proposed Children's Centre will deliver a range of allied health and educational services to the community. Evanston Pre and Primary School have both been part of a transition for students into Gawler High since 1964.

I would like to thank the work of the Governing Council over the past two years in their work in shaping the educational brief for this project and their commitment in achieving a \$14 million Educational facility for our community.

With the redevelopment of the Arts, Music and Home Economics area, we have seen the demolition of the original buildings established in the early 60's after moving from the Lyndoch Hill road site. These works totalling \$3.6 million are the most significant change to the schools footprint since its establishment at Barnet Road. We are all looking forward to moving into the new buildings in 2010.

Other developments have included the re-roofing of the Learning support area and construction of a new cover for the court yard in this building, \$200,000 School Pride projects, the \$600,000 Trade Training Centre works in Technical Studies and upgrading of the school Canteen.

Sustainability is a major focus in our school and we have seen the next phase completed in the Wetlands project. This involved the planting of thousands of water plants by members of the Sustainability Team, Green Crew and Community Organisations. We were also successful in achieving another State Government grant of \$10,000 for terrestrial planting, which will occur in 2010. Good winter and spring rains have seen the plants prosper and the wetlands fill.

The Green Crew have also played an important role in recycling strategies in the school. These included the provision of recycle bins around the school and another successful application to establish a recycling centre which was officially opened recently.

This report allows me to provide you with a reminder of the many activities and achievements that students and staff have been involved in throughout the year.

Activities are varied from fundraising, to community performances, sporting achievements and academic endeavour. I would like to highlight some of the wonderful achievements of Gawler High School students in 2009.

- After the devastating bushfires in Victoria during February, our students held fundraising activities and raised over \$1,200 to support the ravaged schools in the fire zones
- Well over \$1,000 was raised on Sports day due to the efforts of Damon Field, Alex Stanojevic, Joshua Simmonds and Lindsay Brooks who participated in the Worlds Greatest Share for the Leukemia Foundation
- Leighton Earl (2008 graduate) received a University of Adelaide, South Australian Principal Scholarship. This is a prestigious award for students receiving a Tertiary Entrance Score over 90 points
- Matthew Harmati was named the Mallala Young Citizen of the Year at the Mallala Australia Day Award Celebration
- Adam Jones was selected to represent South Australia in the National School Sport Cricket Championships
- Joshua Waldhuter represented South Australia in National U/16 Australian Rules Championships. South Australia made the Grand Final which was played on AFL Grand Final Day
- Luke Tryfopoulos, Captained the South Australian U/15 Rugby side at the Australian Championships
- Amanda Lippasaar and Cameron Edson were part of the Youth Parliament which was made up of youth from around the State
- Shannon Trezise for his efforts in providing a strong student voice at Governing Council meetings
- Jessica Renaglia participated at the International Womens Day celebrations. Jessica joined students from both Xavier and Trinity College to debate against three prominent women from Gawler at the celebrations
- Green Crew – I would like to thank these members Matthew Harmati, Jessica Renaglia, Ryan Allen and Shannon Trezise for the many hours of time that they dedicated to establishing and promoting the Green Crew within the school and wider community.
- Tim Dickinson, Kirsty Dugan, Bonny Deverell and Anthony Snow who received Industry Placement Scholarships in the Grow Smart Careers in Science program.

Throughout 2009 we have continued to provide many pathways for our students. We have engaged over 212 students (yrs 10 -12) in VET training, with 26 achieving Certificate 1 and 20 students Certificate 2 qualifications. Along with this 15 students participated in School based apprenticeships.

Those who completed their 12 years of study were also successful in achieving their goals. Our top scorers were Jake Thornhill, Stacey Hughes, Helen Hollow and Vathana Mayalagan. They, along with many others received first round offers to University through SATAC; in fact of the 24 who applied, 21 received offers and 13 students out of 15 received first round offers to TAFE. Overall the results showed an improvement in A and B grades but there were slightly more students in the D and E zone. We achieved 70% completion rate of the SACE Certificate

In 2009 we had over 40 students engaged in Flexible learning Options. Most of these students were at year 10 and 11 level. These students were case managed and completed a range of courses both Vocational and in developing Literacy and Numeracy skills to allow them the opportunity to progress to employment or further learning opportunities

We also gained approval to expand our offerings to students with disabilities. In 2008 we opened our first District Special Class and in 2010 we will have both a Middle years and a Senior Special class.

Aboriginal Education continued to be a focus at Gawler High. In 2009 we further strengthened our support for Aboriginal Students by establishing a learning support area and strengthening our Aboriginal Education team, with Eddie Hocking (Aboriginal Community Education Officer), Deb Nottle (Aboriginal Education teacher) and Janet Elliott (team leader) is working with students to improve learning outcomes. A highlight of the year was the end of year presentation which acknowledged the achievements of our Aboriginal students.

I would also take this opportunity to thank the members of the Governing Council for their commitment to the School and their contribution to School development. I would particularly like to thank Angela McFarlane for her work as Chairperson of the Governing Council and Neil Gosden in chairing the Financial Advisory group, Annette Caddies and Tracey Hodge for their secretarial work, and also all the members who worked on the different committees throughout the year.

Two of our member's children have finished year 12 in 2009 and are retiring from the Council and would like to acknowledge their contributions. Annette Caddies has served on the Governing Council for many years and as secretary for the majority of that time and Sean Barby for the past 5 years

Once again I would like to acknowledge the efforts of staff in providing activities and experiences that our students can engage in and learn from.

I look forward to 2010 in continuing to move into a new era of history at Gawler High School and the many and exciting projects and initiatives that this will bring.

I commend this Annual Report to you as a wonderful record of Gawler High School 2009

Greg Harvey

Principal

IDENTIFICATION OF IMPROVEMENT PRIORITIES IN THE SITE LEARNING PLAN

Site learning Plan Priorities

The identified focus of our Site Learning Plan occurs across 6 strategic areas.

- Aboriginal Education
- Wellbeing
- Literacy
- Senior Secondary (New SACE)
- Sustainability

ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS

37 – 45 Aboriginal and Torres Strait Islander(ATSI) students were enrolled at Gawler High School throughout the year. (47% increase from 2008 and 247% increase from 2006)

Year 8 has 8 students (2 students via The Enter for Success Program)

Year 9 has 9 students

Year 10 has 7 students.

Year 11 has 8 students.

FLO has 8 students

Special Class has 1 student.

There were no Year 12 or 13 students.

11 NEP. 3 GOM

STAFF

The Aboriginal Education Staff consisted of;

Aboriginal Education Teacher (AET)at 0.4 is employed to support ATSI students with their literacy and numeracy.

The Student Counsellor is Coordinator of Aboriginal Education.

Aboriginal Community Education Officer is employed full time.

All staff have action plans and regularly meet.

STUDENT INVOLVEMENT

ATSI students participated in an excursion to Careers Expo at Adelaide Show Grounds with the Aboriginal Education Staff. Each Student invited a non Aboriginal student friend to join them. The outcomes were that students had the opportunity to get professional advice on careers and were exposed to a variety of career pathways.

ATSI students also participated in an ATSI Careers Expo at West Beach.

ATSI students and their families attended an ATSI Presentation at the end of the year to recognise and celebrate ATSI achievement. Each student also invited a staff member who had supported them during the year. The presentation was run by students. The outcomes are

Students feel comfortable and confident in participating.

The school community recognises their achievements.

Students are encouraged to strive for their best including attendance, work output and showing potential.

ATSI students were involved in a number of extracurricular activities including school sport, drama productions, School choir, Green Crew and Student Voice.

INTERVENTION AND SUPPORT STRATEGIES

Aboriginal Education Room was established and is used by staff, students, parents and the community.

Transition- Year 7 ATSI students are visited by The Aboriginal Education Team at their Primary schools where they are spoken to individually and information is obtained from AECO/Teacher that resulted in a successful transition.

Career and Subject Counselling-All students and their parents are supported by The Student Counsellor in their subject choices for the following year.

All ATSI students have an ILP which are negotiated and reviewed regularly by the Home Care teacher and supported by The Aboriginal Education Team. IEP for GOM student. NEP for students with disabilities.

The Aboriginal Education Team worked collaborative with community agencies to support ATSI students with wellbeing and career pathways. (Two Year 10 and one Year 9 student who wanted to leave in term 3 because of poor results and attendance enrolled in the Work About Program and completed VET modules in Term 4. They successfully transitioned back to school in 2010. One student has been accepted into the Gawler 15 program and the other 2 students have been accepted into VET programs.

AET supported ATSI students with their literacy and numeracy.

ACEO was available for support and liaison with parents, students and community.

Aboriginal Student Presentation recognised and celebrated ATSI student success. Major awards (sponsored by the school) for the year were given to individual ATSI students for Achievement (11A, 6B, 2 C,) Consistency (5 days absence for the year) 2X Encouragement (Term 1 2A,2B,3C, Term 4 3A,2B,2C) (NEP student. Term 1 3UG, 1A,1B,2C. Term 4 1UG,1A,2B,3C)

All Year 11 ATSI s achieved units in VET and SACE. (One ATSI student won the school award for most successful VET student in 2009.)

FLO students.

7 were case managed by SYC. 1 was case managed by Mission Australia. 3 transitioned back to other school.s. 2 students completed work experience program. 1 participated in community program. 2 started to engage with their case manager.

RETENTION AND PATHWAYS FOR 2009

Year 8	Year 9	Year 10	Year 11
5 promoted to Year 9	5 promoted to year 10	1 FLO	2 FLO students.
1 moved to the country.	2 transferred interstate.	1 left for further study.	3 promoted to Year 12.
2FLO students.	2 FLO students	5 promoted to Year 11	
		2 student VET pathways at GHS	
FLO Students		Special Class	
3students continued as FLO		1 student continued in Special Class.	
3 students transferred to adult education.			

Sustainability Report

Gawler High School has continued to make a commitment to improving sustainable practices in the areas of water and energy usage, recycling, and curriculum development.

The Sustainability Team has updated their sustainability action plan for the school which has detailed priorities, strategies and targets.

The school has continued to foster and support the student Green Crew group, who were involved in recycling projects, fundraising, and planting projects. They also contributed to the purchase cost of two paper shredders to enable us to further reduce the waste products which leave the school.

Learning areas, in particular science, have continued to create links with primary schools that are keen to be involved in the wetlands project and science students have been involved in the Waterwatch program. Through the science coordinator, Bob Woodbury, links have been made with revegetation projects at Mount Crawford and the Gawler area.

The construction of the wetlands has been completed, resulting in a landscape with an excellent potential for development.

Some 8000 aquatic plants have been propagated by Employ SA and the Salisbury Council. These plants were planted out by different groups of students from our school, Gawler service clubs and the Northern Resource management Board.

As part of our sustainability initiatives, we have successfully obtained funding from KESAB for the construction of a trailer and shed to facilitate our recycling program. This project was completed during term 3. Students involved in the Green Crew now have regular recycling projects within the school. An extra 30 collection bins were purchased and placed next to existing rubbish bins. There has been a concerted effort re-educate students about recycling of cans, plastics and cardboard. Green Crew students have rostered collections of recycled materials from the school yard and as a result of this we will be able to more accurately monitor recycling and waste streams from the school site.

By the end of 2009, it is hoped that nearly all of the storm water collected, will be stored on site and our waste stream will be considerably reduced.



Literacy

In 2009 language rich subjects particularly English and Studies of Society developed strategies to improve our Literacy levels. This will allow us to prepare for a full school approach in 2010.

English

Intervention and Support

What will we do to ensure success?

- At year 8 all students through ACER national outcome standardised Testing in spelling, comprehension and narrative writing (moderated against NAPLAN narrative rubric year 7)
- Common writing tasks in years 8-10 moderated against SACSAP and NAPLAN data
 - Establish classes based on literacy needs as identified
 - In class support for NEP, ESL, Indigenous Study
 - Purchase resources specific to data indicated needs
 - Regular mapping of students and moderation
 - Teacher time for T&D to do so

Improvement Planning

What more do we need to do?

Where to from here?

- Constant review of student outcomes-monitoring and reacting
- Recognise need for specific Literacy intervention in years 8,9,10
- Resource development to improve student learning in identified weak areas-Grammar Reading Factual texts. Ability to draw conclusions from data
- Need stability in staffing-turn over of staff very high

Standards

What are we aiming to achieve?

- Improvement in Grammar and spelling
- Improve attendance and encourage student commitment-near enough is good enough
- Work towards national standards
- Improve student attitudes to book work/care of environment

Target Resources

Grammar tests-Grammar matters too
-Mastering words
-Excel Grammar 7-10
ACER tests year 8
T&D time for staff re moderation Years 8-10
New SACE preparation

Performance Reporting

Who will we inform and how?

- Annual Report
- Website for ICAS comp and other events
- Report to parents verbal and written
- Progress report to students-verbal and written
- Celebrating Success Assemblies

Studies of Society

Literacy and Numeracy

Initiatives in the area of literacy and numeracy within the SOSE faculty have related to improving training and development for teachers in these areas. Over Terms 3 and 4, The SOSE faculty compiled a list of learning activities which were already being completed in SOSE classes which focussed on improving student's literacy skills. A number of writing scaffolds which allow students to improve writing skills were made available to all SOSE teachers.

The faculty then completed some professional development in literacy and numeracy. As a faculty, teachers examined the 2009 summary NAPLAN data results. Several of the NAPLAN outcomes were identified as those that could be explicitly taught in SOSE lessons. Teachers developed an awareness of the areas which students were performing more poorly in. As a faculty, an action plan was developed for further teacher training and development to occur in 2010.

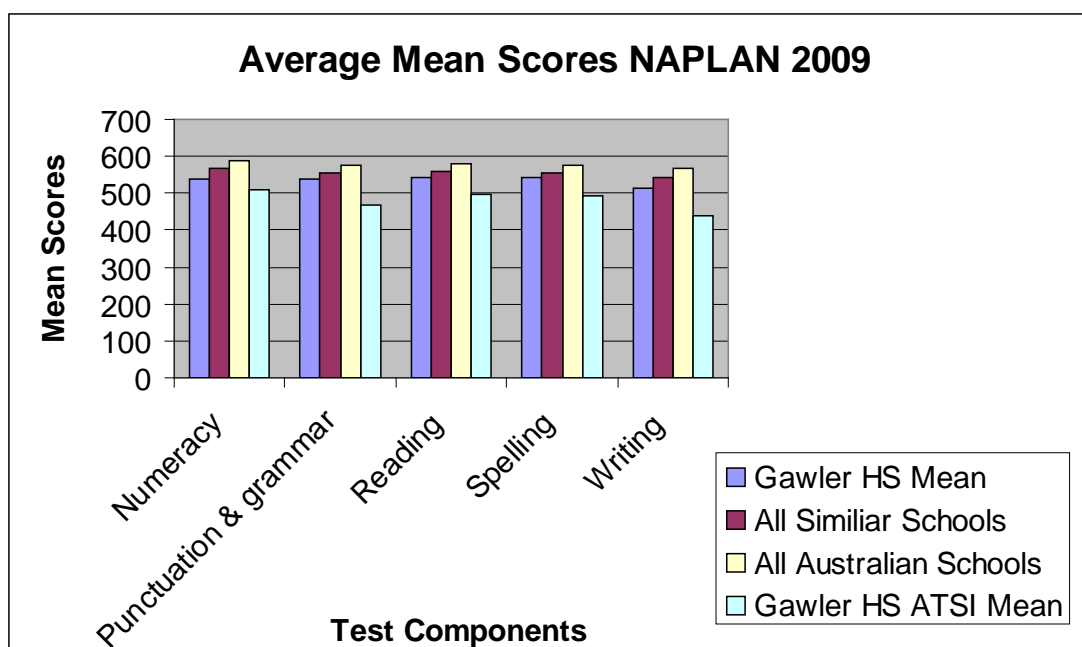
ANALYSIS OF SITE AND STUDENT PERFORMANCE

2009 Analysis of Site and Student Performance

NAPLAN-National Assessment Program for Numeracy & Literacy

The NAPLAN results for Gawler High School for 2009 as with many other schools throughout Australia have been the focus of community enquiry and are the basic tool of reference for the Federal Government My School website. The results are also used extensively by schools and Regional Offices of DECS to identify and modify curriculum delivery in specific areas both geographically and curriculum based.

The tests are conducted over a number of days and focus on basic literacy & numeracy components of the curriculum. The tests are conducted at Years 3, 5, 7 & 9 with students assessed and their progress monitored from one year level to the next. Secondary schools assess only once at Year 9 and students are expected to attain a minimum of the Band 5 result as progress from Year 7. This is the minimum but an average student should achieve between the ranges of Band 6 to Band 7 for their age group. Whilst Gawler High School has a number of students in the Band 5 range it should be noted that no students have recorded scores below this bench mark. In 2009 the focus is far greater with all Australian schools using the testing process. This now gives educators the ability to compare specific schools against other South Australian schools but also other schools throughout Australia. Whilst South Australia has led the way nationally in the past with a continuous structure of assessment programs at Years 3, 5, 7 & 9 the overall results for the state were not as good as the major eastern states. However the data analysis in 2009 provided a significant array of statistical and curricula information. This allows specific sites to address and improve student learning. Whilst Gawler High School was not as high in its average mean scores for all students across the disciplines it did maintain a sound base to develop improvements in the future with specific programs to address the problem areas. Gawler High School maintains a lower variability in the mean scores recorded which indicates that our student's scores are more reliable and has a lesser range of variability across the year level. The curriculum faculties of English & Mathematics have both instigated remedial programs at Year 8 to address the common errors identified in the assessment.

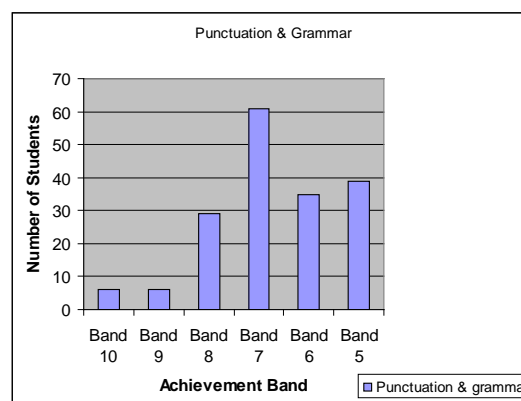
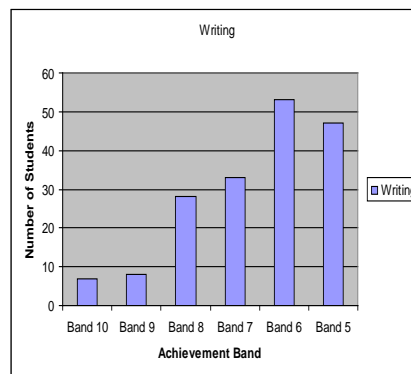
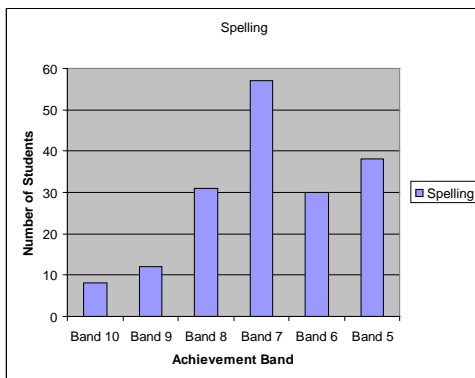
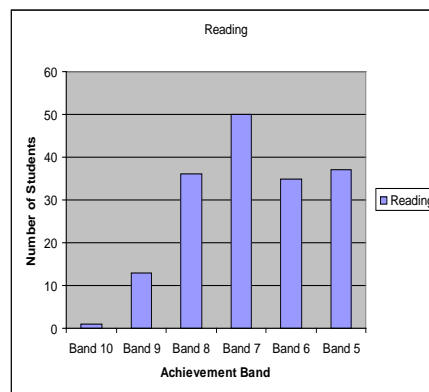
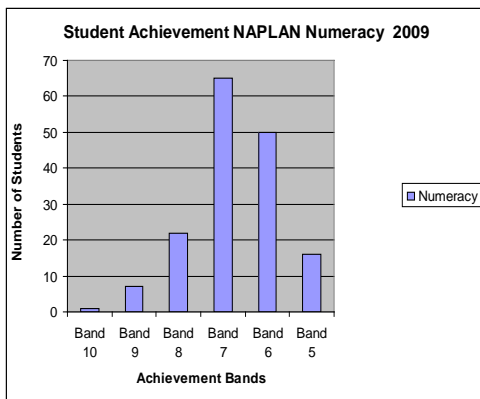


Gawler High School has a significant indigenous enrolment of students across all year levels and has addressed various issues in relation to successful learning outcomes in this group. It is very pleasing to note that our indigenous students who participated in the 2009 NAPLAN assessment have performed well in relation to all students and to National data results. They continue to record a significantly reduced variability of those scores in relation to all indigenous students in South Australia. The site has in place an Aboriginal Education program to mentor and assist students and the success of this program has contributed

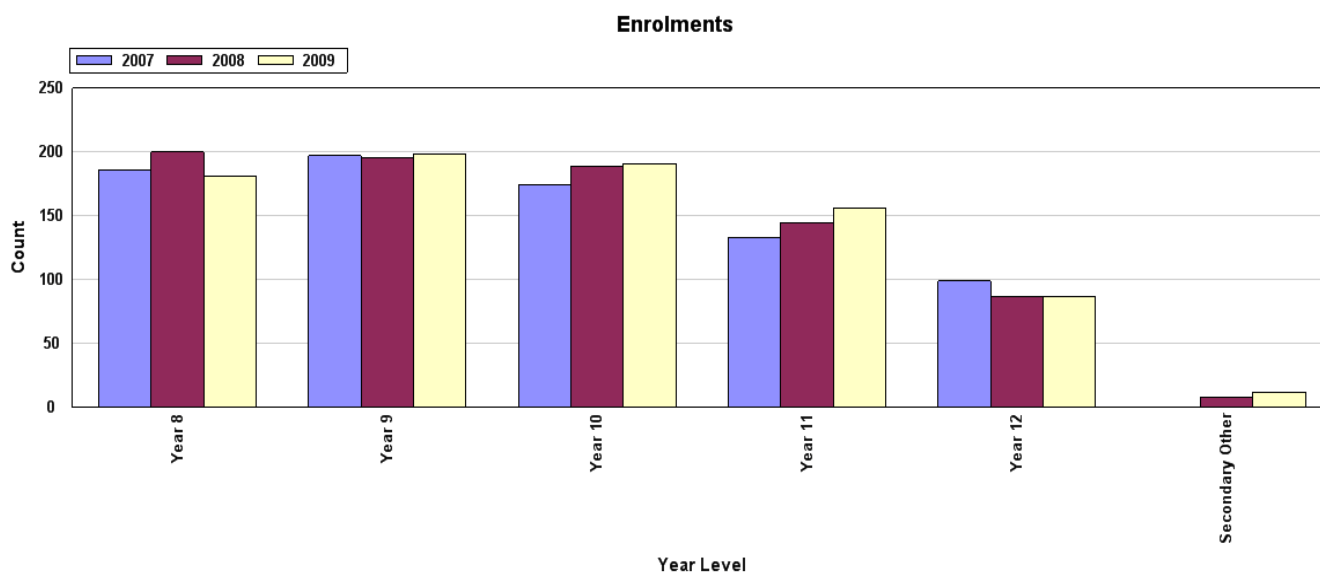
to the pleasing results in this group whilst the enrolment of ATSI students continues to expand across all year levels.

An analysis of the site results for achievement for students in particular areas of literacy and numeracy indicate that over 90% of our students have achieved Band 6 or higher in numeracy. Results for Punctuation & Grammar, Reading & Spelling indicate 80% of our students have achieved Band 6 or higher. Whilst these results can be improved there are a significant number of students in these curriculum areas who have achieved at Band 7 & higher displaying advanced skills in these scores. Writing is lower with only 75% of the students achieving Band 6 or higher but again a significant number of students achieving scores in the Band 9 & 10 area.

Literacy is a School Priority and is being addressed across all Year levels and integrated into all areas of the curriculum and improved achievement is expected in 2010 and beyond.



Enrolment



Year Level	2007			2008			2009			Change	
	M	F	T	M	F	T	M	F	T	2007 - 2008	2008 - 2009
Year 8	101	85	186	113	87	200	89	92	181	14	-19
Year 9	103	94	197	101	94	195	113	85	198	-2	3
Year 10	97	77	174	98	91	189	99	92	191	15	2
Year 11	66	67.2	133	76	68.8	145	85	71	156	11.6	11.2
Year 12	48.2	50.6	98.8	37.2	49.4	86.6	44.4	42.8	87.2	-12.2	0.6
Secondary Other	0	0	0	3	5	8	8	4	12	8	4
Total	415	374	789	428	395	823	438	387	825	34.4	1.8

The enrolment has continued to grow over the past three years. In real terms the mean enrolment is nearly 80 more than in 2006. Growth has been more significant at year 9, 10 and 11. This has been due to more housing estates in the Gawler region and a significant enrolment of students from non-government schools. This figure is almost double the state average.

The year 8 enrolment dropped in 2009, and will continue to fall into 2010. The data of student enrolments from the Barossa primary schools show a significant fall in year 6 & 7 students (120 less students in year 7 from 07- 09).

We also saw an increase in the number of students with disabilities and ATSI students. The increase in identified students with disabilities was 3% higher than in DECS schools and the Barossa. In 2009 we had over 110 identified students with disabilities

Our senior numbers in year 10 and 11 have consolidated due to the extension of pathway programs both through our regional VET and other short term options. The provision of FLO has allowed up to 55 students who previously were at risk of disengaging from school, to be case managed and participate in a personal program to meet their needs and re-engage in learning.

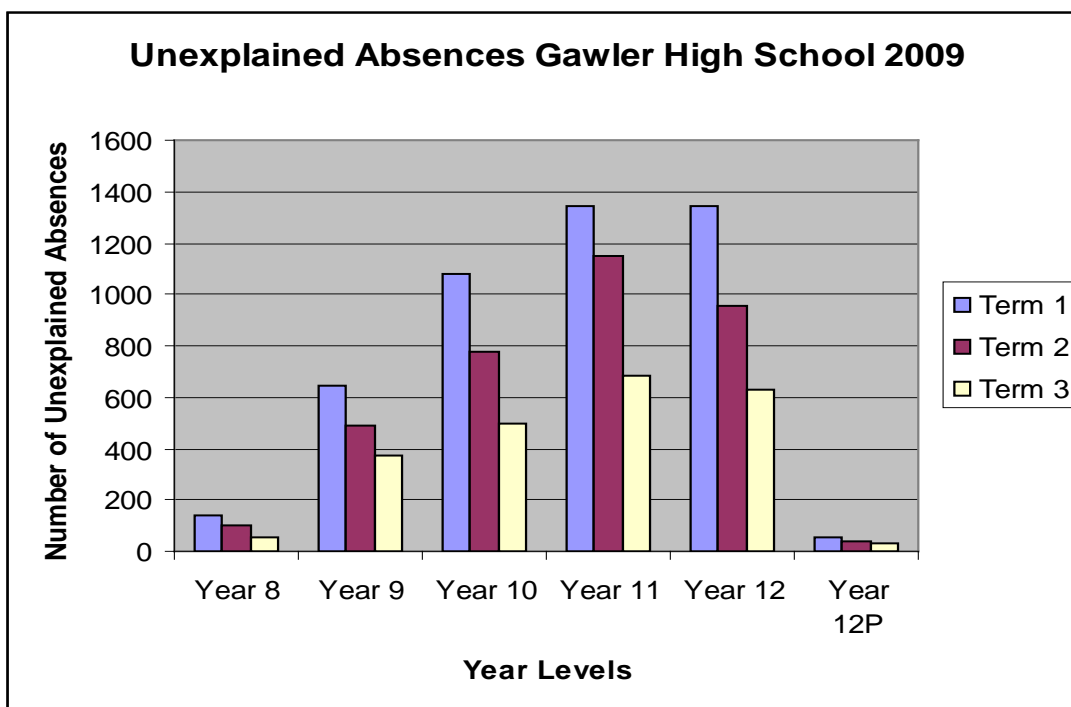
The year 12 numbers have decreased over the past 5 years as a direct result of being able to provide these students with suitable pathways to further vocational training and employment.

Attendance

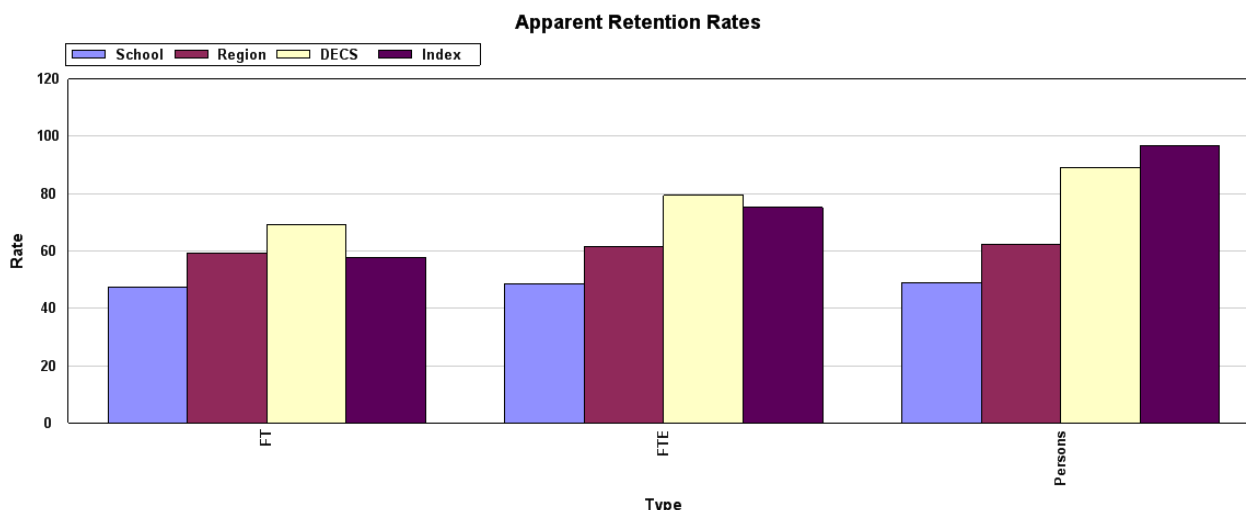
Improved student attendance and learning engagement are key elements of the Gawler High School Site priorities. Problems related to attendance have been examined and prior high record number of student absences indicated a possible truant problem which directly impacted on learning outcomes. These absences are defined as unexplained and can be for a variety of reasons including late arrival and failure to sign in, sickness without notification, family, work experience and suspensions.

As a direct result of this study a research group, the Attendance Working Party, focussed on the large number of unexplained absences amongst Gawler High School students. A range of results indicated administrative clerical, Student, Teacher Homecare and family carer attention to detail had contributed to the number of absences. A series of procedures and clerical checks were implemented to address this problem at the site along with the introduction of a Text Message system to parents, MGM, which alerted parents daily of a students non attendance at school. This message would be sent after completion of all morning rolls and has the provision for parents and caregivers to reply direct to advise of sickness, family or other absences. Subsequently it also quickly identified students who were truanting which supported the parents in ensuring their children attended school as required.

As a direct result of the review by the Attendance Working Party and the introduction of the MGM Text system there has been a significant change in the number of unexplained absences. The table below illustrates that in Term 1 there were no Attendance Working party initiatives in place and the MGM Text system had not yet been trialled. In Term 2 both the Working Party initiatives and the MGM Text system had been implemented and subsequently in Term 3 the results indicate a significant decline in unexplained absences at the site.



Retention

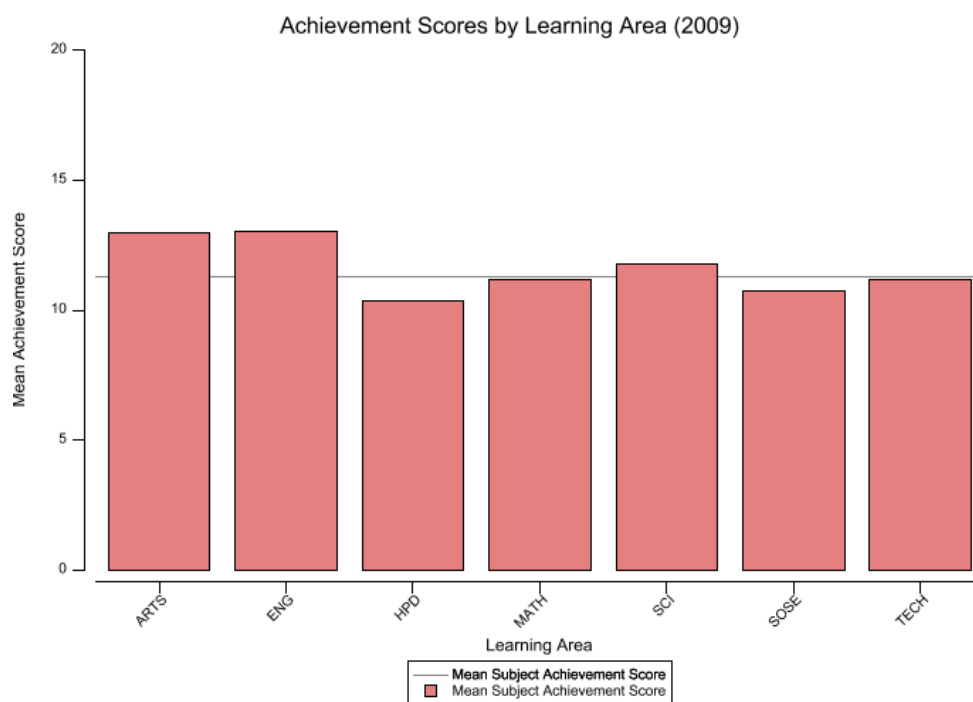


Year Level	Type	2007			2008			2009			2009	
		School	Region	DECS	School	Region	DECS	Index	School	Region	DECS	Index
Yr 8 to 12	Full-time	55.9	63	64	46	56.9	64.7	53.9	47.5	59.2	69.1	57.7
	FTE	58.1	65.6	74.5	49.2	60.7	75.3	73.3	48.6	61.5	79.5	75.2
	Persons	58.8	66.6	83.4	50.6	62.2	84.6	93.6	48.9	62.4	89.2	96.6
Yr 8 to 10	Full-time	97.2	99.8	100.4	97.9	97.3	100.7	100.1	102.7	98	102.5	97.9
	FTE	96.9	99.6	100.7	97.9	97.3	100.8	100.4	102.7	98	102.6	97.9
	Persons	96.7	99.6	100.8	97.9	97.3	100.9	100.9	102.7	98	102.6	98
Yr 9 to 12	Full-time	57.6	62.7	64.9	46	57.6	65.2	54.5	48.6	58.1	69.5	59.3
	FTE	59.7	65.3	75.5	49.2	61.5	75.9	74.2	49.7	60.4	80	77.3
	Persons	60.2	66.3	84.5	50.6	63.1	85.2	94.7	50	61.3	89.6	99.2
Yr 10 to 12	Full-time	54.3	62.4	65.7	49.4	59	66	57.2	48.9	59.3	68.9	60.3
	FTE	56.1	64.9	76.1	52.7	62.9	76.7	77.8	50.1	61.7	79	78.5
	Persons	56.5	65.7	85	53.9	64.4	86	99.1	50.6	62.7	88.4	100.9

The percentage of students retained from year 9 to year 12 has shown an improvement in the past year; however this is still well below the Regions and State levels. The improvement can be attributed to the mentoring program in the senior year levels and the number of students engaged in FLO, Vet and School based apprenticeships. I believe without these programs the retention levels would have dropped even further over the past two years. Our year 8 to year 10 retention is at or above State and regional levels. More students are now looking for a range of learning and employment pathways at 16 years of age. Now the education leaving age is 17 the formal process of exemptions has increased, providing us with more accurate data on student destinations.

In 2009 actual enrolments kept pace with leavers, particularly at year 8,9,&10. There appeared to be greater transiency in catchment areas of Gawler High.

SENIOR SECONDARY ACHIEVEMENT



Learning Area	Number of students	Mean Subject Achievement Score
ARTS	23	12.96
ENG	439	13.03
HPD	74	10.34
MATH	23	11.17
SCI	47	11.79
SOSE	75	10.75
TECH	59	11.17

Overall

Learning Area	Number of students	Mean Subject Achievement Score
*	340	11.31

Enrolments were down by 5.5% in 2009 compared with 2008 in SACE however, there was notable improvement in the subject score in the Arts, Maths and Technology with English and Science scoring above the State mean.

In 2009 there were 75 potential completers and 52 completed their SACE. Of these 24 students applied for university and 21 received offers. There were 15 students who applied for TAFE and 13 received places in their chosen course. The other two students re-enrolled at GHS in 2010. There were 4 other students who chose to return to school in 2010 to improve their score to gain access to university in 2011.

Senior School Mentoring Program 2009

The Secondary School Mentoring program has been in operation at GHS for several years. It targets Year11 and Year 12 students who are considered to be at risk of not completing the SACE.

There were two support teachers, one for each year level. They each worked with the identified students on a one to one basis, providing a range of strategies to the students with the aim to improving their learning outcomes. Students could move in and out of the program as negotiated with the Mentor. Mentors assisted

students in clarifying assignment requirements, negotiating deadlines and due dates, skills in editing drafts and general time management and application.

Students were identified as being at risk based on subject grades, attendance, and attitude towards learning.

Ten Year 11 students were involved throughout the year.

- 1 received an apprenticeship
- 2 left school
- 7 returned in 2010

Twelve Year 12 students were involved throughout the year.

- 4 applied for and received tertiary placement
- 2 returned to school in 2010
- 6 entered the workforce/ further study options

VET DATA

This year 210 students were involved in various VET courses and were able to achieve nationally accredited competencies, SACE units ranging from 2 – 7 and their Certificates of Qualification. Their success would not have been possible without the support of our school community, training providers, youth services, local councils, local businesses and other industry groups.

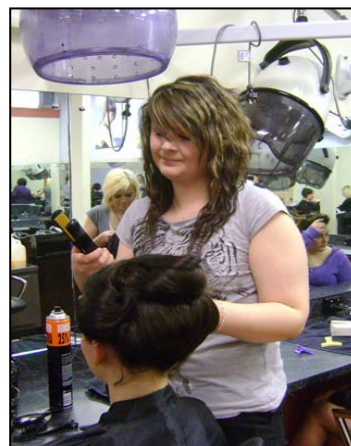
We were able to promote VET as an integral part of the school curriculum by organising induction sessions for all staff, students and parents to raise their awareness of VET pathways. During these sessions Regional VET course booklets were distributed and selection criteria, along with clear expectations were outlined. This was followed by counselling sessions, interviews with students and their parents and the completion of enrolment documents.

We are also able to provide structured workplace learning (SWL) which is outsourced to a private company. The Coordinator of this Company looks after the students induction, Occupational Health & Safety, bullying and harassment issues at the workplace. Students are also asked to complete a log of their workplace learning and the skills achieved by them.

The VET Coordinator also works closely with the Regional Apprentice Broker and the Coordinator of the Career Development Centre, who in turn help the students to make some informed decisions regarding their future pathways and Australian School-Based Apprenticeships (ASBA's).



*Hairdressing students
preparing for their
Graduation Ceremony*



COURSES OFFERED

Certificate I in Animal Studies - 2 students completed

Certificate I in Automotive - 5 students completed, 6 students continuing and they will receive their Certificate in July

- 1 Apprenticeship

Certificate II in Broadcasting & Multimedia - 1 student withdrew

Certificate II in Community Services (Child care focus) - Year 2: 1 students completed; Year 1: 6 students continuing to complete Certificate in 2nd Year

Certificate I Electrotechnology - 1 student completed

Certificate I in Engineering - 1 student did not complete but gained employment

Certificate I in Furnishing (Furniture Making) - 1 student completed

Certificate I in General Construction - 1 student withdrew and received Certificate of Attainment

Certificate II in Hairdressing (TAFE) - 8 students out of 8 completed;- 2nd year – 4 students completed 2 apprenticeships

1 student changed her career to retail in a pharmacy

Certificate II in Hairdressing (Shermans) - 1 students completed – offered apprenticeship

Certificate I in Horticulture - 1 student completed Certificate of Attainment, 1 apprenticeship

Certificate I in Hospitality (Gawler 15) - 8 GHS students completed, 11 Regional students completed, 1 student withdrew

Certificate I in Hospitality (Sfera's) - 2 students completed

Certificate II in MultiMedia - 1 student withdrew

Certificate II in Music Industry (Foundation) - 1 student completed

Certificate I & 2 in Racing (Stable hand) - 1 student completed

ASBA – School Based Apprenticeships & Traineeships

1 Horticulture, 1 Automotive Sales, 10 Retail, 1 Painting & Decorating, 1 Racing, 2 Hospitality

Inhouse

Certificate II in Information Technology (Year 10) - 16 students completed

Certificate II in Information Technology (Year 11) - 16 students completed

Certificate II in Information Technology (Stage 2) – 6 students completed

Certificate I in Engineering (CAD) - Year 11 – 3 students completed competencies, Year 12 – 5 students completed competencies

Certificate I in Hospitality - 9 students completed

Certificate I in Furnishing - Yr 11 – 11 continuing, Yr 12 – 12 passed 6 competencies (1 passed 5 competencies, 1 withdrew)

Certificate I in General Construction - Yr 12 – 9 passed 10 competencies, 1 returned to school, Yr 11 – 11 continuing



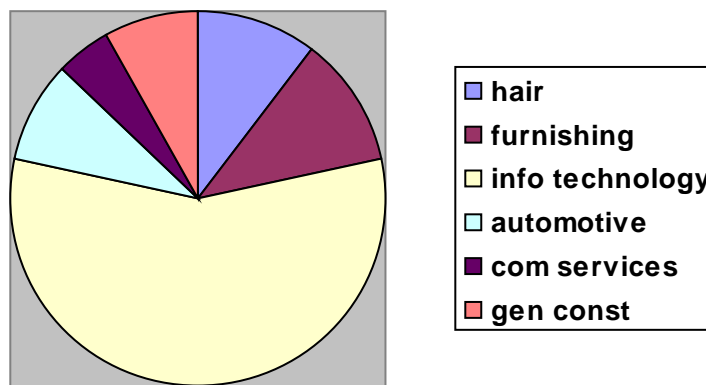
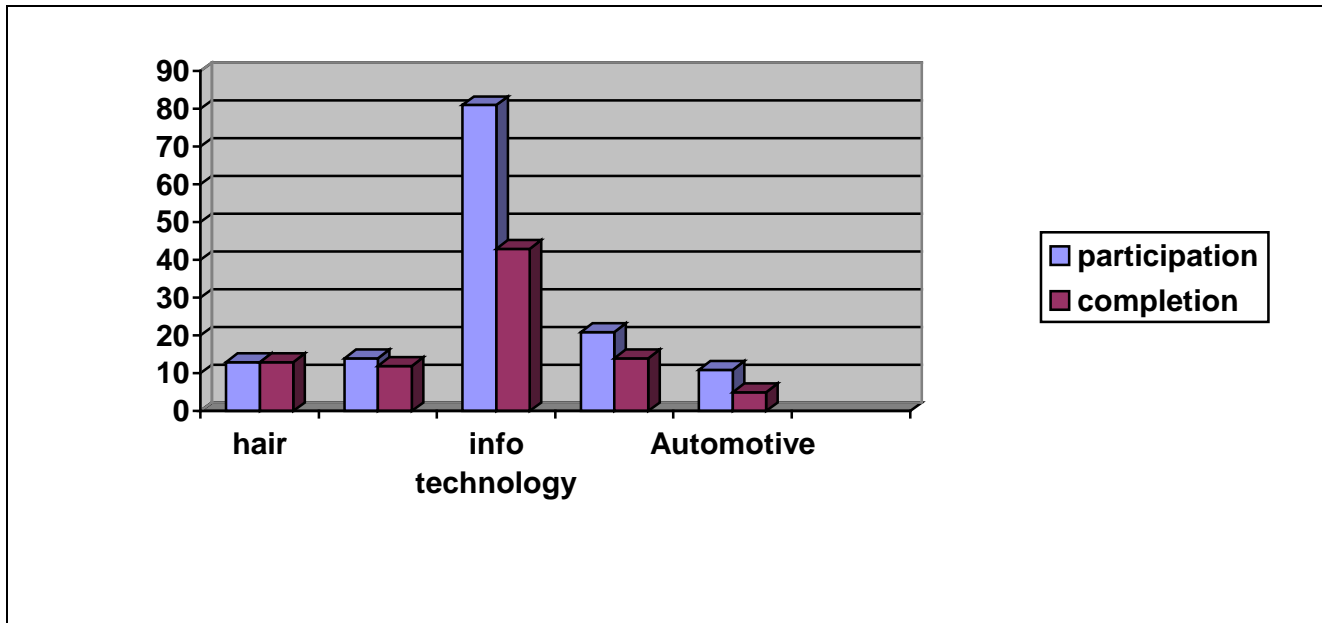
Year 12 General Construction students



80% (39 out of 48) Year 12 students received VET certificates.

This comprised of: - Community Services (Child Care) 1; Hairdressing 4; Information Technology 6; CAD 5; General Construction 9; Furnishing 12 ; Hospitality 1; Automotive 1

VET courses	Participants	Completing	Success in %
Animal Studies	2	2	100
Automotive	11	5	45
Broadcasting & Multimedia	1	-	100
Community Services (Child Care)	7	7	100
Electrotechnology	1	1	100
Furnishing	1	1	100
Engineering CAD	10	8	80
Furniture	14	12	86
Gawler 15 Hospitality	29	27	93
Hairdressing	9	9	100
Horticulture	2	1	50
Hospitality	20	11	55
Information Technology Yr 10	27	16	59
Information Technology VET	34	16	47
Information Technology (Stage 2)	11	6	54
General Construction	10	9	90
Racing	1	1	100
Music Industry	1	1	100



LEARNING FOR THE COMMUNITY

GAWLER 15

PROGRAM TITLE:

GAWLER 15

TARGET GROUP:

15 – 18 year old youth not involved in learning or earning

FOCUS OF PROGRAM:

Hands on accredited Hospitality training

OUTCOMES FOR STUDENTS: **5 accredited SACE units**

This program is approved by the Minister for Education & Children's Services and supported by the Northern ICAN Management Committee and the GHS.

THE 'GAWLER 15' PROGRAM

Gawler 15 is locally based, accredited hospitality training for young people, 15-18 years, who were disengaged from learning or earning. The program was instigated by local businesses because of a skills shortage in a burgeoning tourism area: businesses were willing to support workplace visits and placements.

PROGRAM AIMS

The program aims to provide 15 young people aged 15-18 who are not currently engaged in education, employment or who are at risk of leaving school, with a 'hands-on' local training option that will provide a future educational, training or employment pathway.

The program runs for 2 days a week in two separate groups. One group caters to the needs of the Regional VET students from surrounding schools. The 2nd group especially caters to FLO students from Gawler High, other Northern Schools and the community.

The program operates from Gawler House Enterprise Centre (GHEC) which is an integral part of Gawler High School. Young people have access to school's counsellors and a youth worker to assist with their personal well being.

The qualified staff provides the training in Hospitality and the basic Literacy and Numeracy skills. The GHEC Coordinator oversees and manages the program and also looks after the professional development of staff. The Coordinator also provides students of Gawler 15 varied career options through Certificate I, II & III VET courses, in addition to case-managing Gawler 15 FLO students.

PARTNERS

The 'Gawler 15' program evolved from the community's need to have a locally based hospitality training and educational option program for disengaged at-risk young people aged 15-18 years.

Local industry, local service providers and young people called for this program to be developed as a potential engagement or re-engagement point for young people in the area.

The following businesses, organisations and community groups were involved in the development of this project and have provided the following support to young people, via the Gawler House Enterprise Centre.

- **Gawler High School**
Project Management, financial support, in-kind support, consultation, research, data collection and analysis, qualified staff to provide the Hospitality training, Literacy and Numeracy skills, personal professional career counselling, organisation of structured work placements.
- **Town of Gawler Youth Services & Gawler Youth Workers Network (Inc)**
Consultation, research, data analysis, in-kind support in placements (2005-06) only.
- **TAFE SA & Tauondi College**
Information, Hospitality training and support
- **Local Businesses**
Structured work placements eg The Gawler Branch of Westpac Bank came on board with the U-thinc group and presented the students with a cheque of \$500 on their Graduation Day, towards the furniture of their Common Room. Students of Gawler 15 were involved in two catering functions hosted by Westpac.

2009 Gawler 15

Graduation Day



BACKGROUND

Surveys of young people, local businesses and service providers identified the need for hands-on hospitality training. However, no affordable local training options existed and lack of transport made access to the nearest suitable TAFE training facility, 44 kms away, too difficult.

ICAN brokered some key partnerships and provided initial funding to build a catering kitchen in GHEC.

These young people face barriers such as:

- No opportunity to try a few training modules with hands-on workplace practice within an industry, without committing to an expensive course
- No agency in the region which delivers this type of program as their core business or which is sustainable once program and community partnerships are established
- No access to transport, with the closest TAFE training organisation requiring a 2 hour journey each way by public transport.

In addition:

- Local community requested that this program be delivered to meet the needs of their clients and local industry
- Hospitality (Kitchen Operations) is identified as a skills shortage area. As such, this area of study is an option available to most high schools in the area.

The pilot program was successful in achieving \$40,000 in funding from the Northern ICAN. These funds assisted in the establishment of a community catering kitchen and counselling facilities at the Gawler House



Enterprise Centre.



*Deputy Prime Minister Julia Gillard, Commissioner for Social Inclusion South Australia Monsignor Cappo, Minister of Education Dr Lomax-Smith Member for Light Mr Tony Piccolo, visiting Gawler 15 in April 2009.
Hosts: Principal Gawler High School Mr Greg Harvey & Futures Connect/Enterprise Coordinator Ms Vineeta Dogra,*

The program provides:

- workplace experience, without committing to an expensive course
- Sustainability, with participating agencies delivering components as core business and consolidated program and community partnerships
- Training in response to an identified skills shortage in Hospitality (Kitchen Operations) which meets the needs of the local business and industry community who requested the program
- Local access to training: access to transport for these young people is a major barrier, with the closest TAFE training organisation requiring a 2 hour journey each way by public transport
- The program also includes personal and professional development, collaboratively developed by young people and businesses, which included work preparation, workplace visits and resume writing.

Because the program demonstrated such successful outcomes, it was expanded to offer a broader range of career pathways, including Horticulture, Hair & Beauty, Carpentry and Joinery, Business, General Construction, Automotive Child Care & Aged Care. This model continues to be offered to FLO (Flexible Learning Options) enrolled students and the Regional VET students.



Outcomes for Students

The program provides an opportunity for each student to gain 5 SACE accredited units which is an exceptional outcome.

- 3 SACE units after completion of their Certificate I Hospitality (Kitchen Operations (Nationally accredited competencies and the qualification)
- 1 SACE unit – Basic Literacy skills (Vocational Literacy)
- 1 SACE unit – Basic Numeracy skills (Vocational Maths)

Personal and Professional Development is collaboratively developed by young people, local businesses, their Coordinator and the staff.

This includes:

- Work preparation, resume writing, accessing a range of resources to compile a personal job file.
- Group tasks to develop confidence in Workplace Learning situations
- Assessment tasks aids them to gain competencies (spoken, multimedia or written modes)
- The investigative projects give them skills to research the changing nature of work and trends in employment
- One-to-one case management (personal and professional well being).



Structured Workplace Learning

Two weeks at an established Hospitality facility which gives them confidence in their skills and abilities and provides them an opportunity for an employment outcome.

Catering Experience

Gawler 15 caters for three large communities and a few small scale school and community functions.



Excursions

Young people run their small business in a simulated environment and they visit various large hospitality establishments like Hilton Hotel, the Convention Centre, Cafes and even the markets.

These visits give them a wide range of skills and experiences of the industry.



KEY LESSONS

- Young people were motivated to engage in the flexible training options, as the learning was interesting, relevant and included real experiences, and they could see the local career pathways that might result.
- Work placements and community referrals for students were assured because formal partnerships enabled strong communication, coordination and shared understandings between community stakeholders.
- Case management was critical to support students' attendance and personal issues. Training had to accommodate low literacy levels because these young people had formerly been disengaged from school learning for an extended period.

SUSTAINABILITY

ICAN and the GHS partnership support the new DECS Flexible Learning Option enrolment strategy and the Regional VET program through Northern Futures Inc, enables the Gawler 15 program to be sustainable as an ongoing functional supportive program of training and transition to employment that has the full support of the local community.

The additional programs of G15 opened to all VET students of Northern Adelaide Secondary Schools further adds to the sustainability of the program.

DESTINATION – Gawler 15 students 2005 – 2009

- **Foundation group of 12 students, 2005**

Referred by agencies, surrounding schools and job networks

Outcomes:

- 9 gained full time employment at local businesses
- 3 returned to school (fee for service).

- **Beginning of an additional Gawler 15 – Indigenous Gawler 15 Hospitality Program 1, 2006**
8 students referred by the Playford Council – an evidence of sustainability

100% positive outcome - All re-engaged in school and 4 got part-time employment.

- **Gawler 15 Hospitality Program 2, 2006**

13 students participated

4 at risk students from surrounding schools (Fee for service program)

5 off campus enrolments

4 students from GHS who were non-attenders.

Outcomes:

- 5 students enrolled back in GHS to continue their Year 10 and 11
- 2 moved into full time employment in their family business
- 2 students went interstate to work in the Hospitality industry
- 3 are working at local businesses
- 1 students' destination in unknown.

- **Gawler 15 Hospitality Program 3, 2007**

14 students participated in Regional program and 8 students from GHS FLO program.

Outcomes:

- 13 students completed Certificate I in Hospitality (Kitchen Operations)
- 5 re-engaged in Year 12 studies in 2008
- 9 employment outcomes in varied industries

- **Gawler 15 Hospitality Program 4, 2008**

18 regional and 11 GHS FLO students participated

Outcomes:

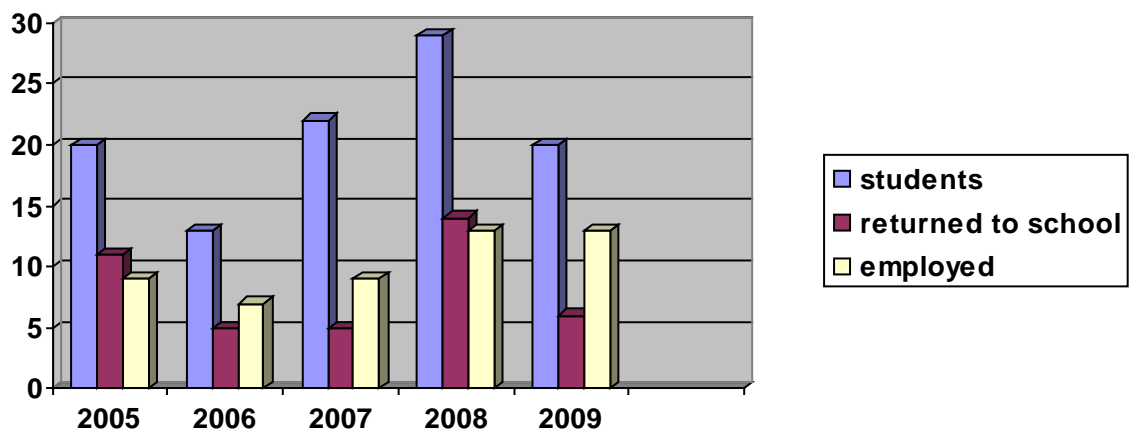
- 13 employment outcomes
- 14 re-engaged into education
- 3 traineeships
- 2 students partial completion of Certificate I in Hospitality

- **Gawler 15 Hospitality Program 5, 2009**
12 regional, 4 GHS FLO, 4 GHS students participated

Outcomes:

- 13 Employment outcomes
- 6 Re-engaged into education
- 1 Partial completion
- 1 withdrawn

INDICATION OF OUTCOMES 2005-2009

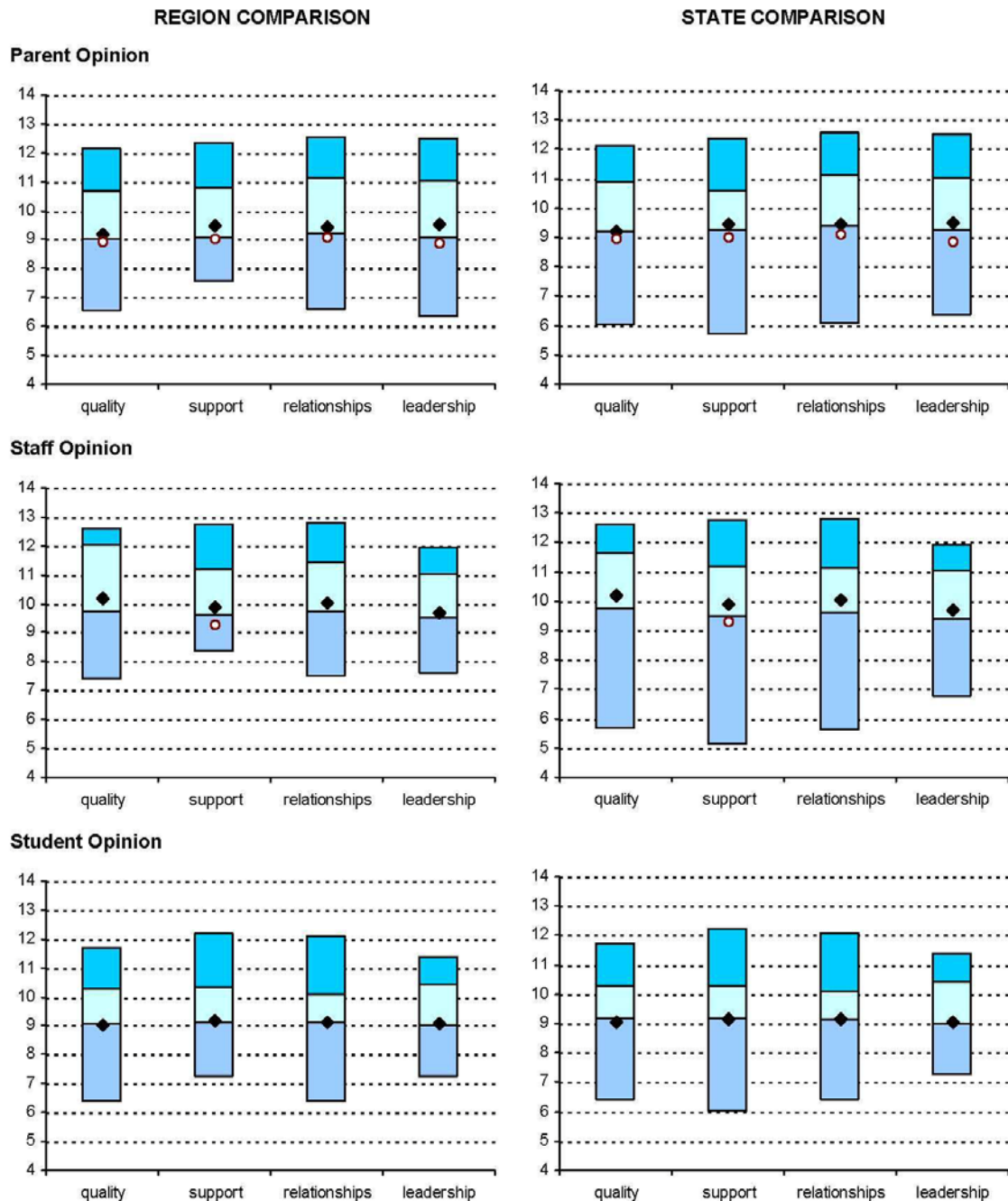


Gawler House

DECS Parent, Student and Staff Opinion Survey - 2009

0774 Gawler High School

Comparison of Aggregated School Opinion to Region and State Values (top 25%, middle 50%, lower 25%)



Opinion Survey

The school took part in central DECS surveying processes and the number of responses was low from parents and also less than a third of staff responded to the survey.

Teaching Staff Attendance and Retention

Retention

The retention level of staff continued to remain high particularly with permanent teachers. In 2009 permanent retention was 98% compared with 94% and over the past three years. Of the permanent staff one retired and another promoted to a new site after being here for 12 years. Our contract percentage was down slightly on 2008, however 9 temporary staff were able to gain contracts in 2009. The total retention was 87% compared to 85% in 2008.

Of the 52 permanent staff over 77% have been at Gawler High for 5 years or more

Attendance

The staff attendance rate in 2009 was around 95%. This was similar to previous years. There was a significant increase in paid sick leave during term 2 and 3. This was due to the onset of winter and the influenza season. Swine flu also took its toll during 2009 and contributed to higher paid sick leave. Unpaid sick leave dropped considerably compared to 2008 (159) to 13.

Teacher Qualifications

All teachers at Gawler High School hold qualifications required for registration in South Australia. Gawler High staffing is extremely stable. The following is a breakdown of the percentage of teacher qualifications held by teachers at the school. A number of our teaching staff hold multiple qualifications in education.

➤ 2%	Doctoral degrees	➤ 49%	Diplomas
➤ 9%	Masters degrees	➤ 30%	Graduate Diplomas
➤ 79%	Bachelor degrees	➤ 4%	Graduate Certificates

Expenditure and teacher participation in professional learning

In 2009 all staff accessed some aspect of professional development and many of the workshops/training costs were supplemented by funds from our Professional Development Budget of \$13,000.

Two Pupil Free days were held that all staff attended. One day was organised through the NASSSA Schools and staff moved to several sites to access a wide variety of training that ranged from strategies to work with difficult students to information regarding the New SACE. In September the whole staff participated in the mandatory – Responding to Abuse and Neglect (half day training) and then members of faculty areas met to work on programming for the New SACE.

A major focus in 2009 was on the New SACE, particularly the PLP and Stage 1 curriculum areas. Gawler High was allocated \$19,179 to allow all staff adequate access to training. We also received \$8421 for developing a pilot program for the Research Project in the New SACE.

All staff completed their out of hours T & D and these hours were focused on developing their skills in relation to their classroom teaching as well as the Site Learning Plans.

At Gawler High School we offered professional development workshops on Restorative Justice Practices and targeted staff also attended Workshops on Restorative Conferencing. Workshops were also offered to all staff to increase their Information Technology skills. First Aid Training was also offered to staff at our site.

INCENTIVES / PROGRAMS

Learning Support

In 2009 there were 100 students on Negotiated Education Plans at Gawler High School, an increase of 26 from 2008. 26 of these students were in Year 8, 21 in Year 9, 14 in Year 10, 9 in Year 11 and 7 in their final year of secondary school, Year 12. There were 11 undertaking Flexible Learning Options program and 12 students from Years 8 and 9 in the special class. The learning support staff consisted of a Co-ordinator plus 2 teaching staff and 4 SSO's.

Of the 7 Year 12 students 6 of these students successfully completed their SACE graduating in November. Of these six graduating students, three received offers for further education for 2010; one gained full time employment and two returned to Gawler High School to improve their results for further study.

The learning support team goals were consistent with the school priorities and formed the basis of our action plan for the year. Our key priority was student wellbeing and being able to provide a positive and engaging environment for all our students with disabilities. To foster wellbeing and increase engagement we would regularly celebrate successes and recognising achievements by students with disabilities. An example of this is the participation in the Students with Disabilities state basketball carnival and the medal presentation ceremony celebrating their undefeated efforts and certificate presentations at the end of both semesters. A focus for the coming year is keeping students with disabilities safe and competent internet users and we successfully applied for a grant for \$5000.00 for cyber safety project for 2010.

Another key focus is on sustainability. The team have worked to embed into the Special Class curriculum units of work on wetlands, endangered species, environmental issues and recycling. Many of the students with disabilities are members of the school Green Crew and Recycling Crew with their involvement integrated into Community Studies units of work.

Towards the end of 2009 planning was underway for the establishment of a second special class for senior students and for the implementation of the New SACE. The second class was approved and a second Special Class teacher appointed for the beginning of the 2010 year. Staff attended professional training for both the Cross Disciplinary subjects and the Modified SACE subjects.

Flexible Learning Options an alternate enrolment for disengaged students

This alternative enrolment process continued to become more popular with students who are not motivated /or are disinclined to participate in mainstream school, for a variety of reasons. Staff members from Service to Youth Council case managed approx 40 of our students in 2009 and many of these students who were difficult for us to engage in learning are now returning to mainstream schooling for some subjects. Case management of these students continued with their re entry into mainstream schooling.

Some students were case managed at Gawler House and were involved in the Gawler 15 program. Both programs have been successful in re engaging students and having them focus on a life pathway goal. The majority of students reported enjoying the program and this is borne out by their regular attendance at the various programmes. In 2010 Anglicare is also providing case management for our FLO students and our numbers have increased to 65 participating students.

Restorative Practices Program

Restorative practices and processed were used throughout 2009 by the staff members trained in the previous year.

At year 9, student conferences were incorporated into the suspension process where students could benefit from working through their concerns around long standing disputes/arguments. Year 9 was targeted because the Assistant Principal who had oversight of this year level was a trained conference facilitator. To bring about a change in student behaviour and perceptions more staff members need to be trained in this process. In

2009 professional development in this area was difficult to access for a variety of reasons. Also during 2009 the trained conference facilitators that were also Year Level Managers moved on to other roles. The Year Level Managers for years 8, 9, & 10 in 2010 are to access training early in 2010 and will stay in their year level positions for two years. This will enable them to maximize the use of their training in restorative practices.

During 2010 anecdotal feedback from students will be collected and quantities data as to numbers of reported harassment incidents will be analysed.

SOCIETY AND ENVIRONMENT

LITERACY AND NUMERACY

Initiatives in the area of literacy and numeracy within the SOSE faculty have related to improving training and development for teachers in these areas. Over Terms 3 and 4, The SOSE faculty compiled a list of learning activities which were already being completed in SOSE classes which focussed on improving student's literacy skills. A number of writing scaffolds which allow students to improve writing skills were made available to all SOSE teachers.

The faculty then completed some professional development in literacy and numeracy. As a faculty, teachers examined the 2009 summary NAPLAN data results. Several of the NAPLAN outcomes were identified as those that could be explicitly taught in SOSE lessons. Teachers developed an awareness of the areas which students were performing more poorly in. As a faculty, an action plan was developed for further teacher training and development to occur in 2010.

Sustainability

Students in years 8-10 learnt about a range of environmental and sustainable issues as part of the SOSE curriculum.

Teachers have modelled sustainable behaviour by increasing using E-Learning to reduce paper usage. Many of the SOSE teachers used a Moodle to make copies of assignments and resources available to students. This reduced paper wastage.

New SACE

All SOSE teachers attended a days Training and Development in one or more New SACE Stage 1 subjects. Teachers discussed what they had learnt at the sessions with other members from the faculty.

ICT

In 2009 the main focus of ICT was on maintaining new programs put in place in 2008 whilst the E Learning Coordinator was on leave. Kevin Rudd's Education Revolution was underway and many meetings were held to establish where we would place our allocation of 145 computers, which would bring our ratio of computers available to students in Year 9 - 12 to 2:1. This ratio is on track to increase to 1:1 in 2011. To allow this growth, our network infrastructure will need to be upgraded, and the school was visited by auditors in 2009 whom have provided us with a "solution" that will meet Standard Infrastructure Architecture requirements.

HEALTH AND PERSONAL DEVELOPMENT

Well Being

- **School Sports Day re-introduced**

Event involved the whole school community [students, staff, support staff and parents]

Interaction amongst students and students was high with friendly rivalry between the Houses.

Interaction between students and staff was generally friendly and positive as many were in different roles and in a flexible environment. Events like the staff-student relay entertained everyone.

Students took leadership roles as House Leaders increasing positive relationships with staff and respect from a wider range of their peers.

- **Master Chef**

This project was cross-curriculum and across year levels. Several teaching and support staff were involved in the planning. Students were 'chefs', photographers and reporters.

Clear evidence of students supporting each other was visible throughout the project.

- During the preparation sessions students would share skill knowledge
- Students shared recipes [including a semi-final recipe]
- Students shared ingredients when an accompanying small tossed salad was needed at plating time
- Evaluation of food dishes was given to peers by all students
- Photographers and reporters were included in the tasting section of sessions

Students explored skill with members of the community.

- Janette and Jacque shared their photography and reporting skills with students
- Chefs involved some students in their demonstrations
- Chefs taught students skills of food preparation and plating
- Chefs shared career pathways with students

Staff were very interested in the project. Several commented on a regular basis about discussion they had with their home care students who were participants in the competition. A few staff were able to come to the Master Chef Class sessions.

Members of the wider community were kept informed of events weekly through the support of the local paper.

Literacy

Some discussion has been around the need for work in this area along with a need for greater testing to encourage the focus of retaining information and using terminology. Topic will be on-going and an agenda item for faculty meetings.

Sustainability

We have continued the following practices;

- Paper recycling box in the staff office.
- Recycling Yellow Bin in the kitchens for jars, cans, milk cartons etc.
- Food scrape are collected and taken to Agriculture for the Chickens.
- Include a packaging topic in the year 8 course with a focus on recycling.
- Investigating possible native plants for the wetlands that will produce ingredients to include in Home Economic units of study. [Food and Culture]

MATHEMATICS

This year has seen some modifications to our class structures in Maths.

In year 8 we rearranged classes in Term 2 to better cater for student needs. We then had two advanced Maths classes at Year 8 level and were able to provide more challenging work for these classes. Other students were also better catered for by us focussing on particular topics and mathematical skills and providing extra help where it was most appropriate.

Duncan Kennington took a group of 4 students to the Maths Let's Do It maths evenings in Adelaide.

Year 8 classes all had lessons in the Computer rooms where they developed skills in the use of the program Excel. This enables them to work towards attaining certificate 1 in IT.

At year 9 and 10 level we continued to provide classes at different ability levels.

All Stage 1 students completed at least one unit of Mathematics with many choosing to do two or more units to prepare them well for future study or employment.

At Stage 2 we had a Maths Applications, Maths Studies and for the first time an Integrated Maths class.

We supported two in-service teachers.

In line with our school priorities for 2009, we have sought to make Mathematics relevant and interesting for students at Gawler High School by linking Mathematical skills to real life applications, and focussing on practical Mathematics in particular for those students who struggle with the abstract nature of some topics.

Our results at Stage 1 have been slightly better this year with less RNMs than in the previous year. Also on a positive note, we will begin 2010 with 2 Mathematical Applications classes at Stage 2, and an Integrated Maths class which is one more year 12 class than last year.

Australian Mathematics Competition

In July, a number of students took part in the Australian Maths Competition and all students who participated received a certificate. This competition provides opportunities for students to demonstrate their problem solving skills and compete against other students throughout Australia.

Tutoring

Again we greatly appreciated the voluntary tutoring provided by Mr Peter Barry, a member of the local community. Mr Barry tutored two Year 12 Maths Studies students for about two hours a week throughout terms 2, 3, and 4. His explanations and assistance have been greatly appreciated by the relevant students and staff.

Tutoring has also been available for any student wanting help with their Maths, on Wednesday and Thursday lunchtimes. A number of students have taken up the offer of this help during the year and have worked during lunchtime on completing their work or improving their understanding of particular concepts.

FINANCIAL OVERVIEW

1:GAWLER HIGH SCHOOL
General Ledger Balance Sheet for 2009, period 13

□===== Assets =====□

CASH (CURRENT)

A-ZBA-1150	SALES - CASH FLOAT	100.00
A-ZZZ-1110	CASH AT BANK - SCHOOL	82,018.00
A-ZZZ-1120	PETTY CASH - SCHOOL	<u>150.00</u>
Total for CASH (CURRENT)		82,268.00

INVESTMENTS (CURRENT)

A-ZZZ-1210	SASIF INVESTMENT - SCHOOL	493,764.09
A-ZZZ-1260	WS-NATIONAL SCHOOL PRIDE-BER	<u>1,351.12</u>
Total for INVESTMENTS (CURRENT)		495,115.21

RECEIVABLES (CURRENT)

A-ZZZ-1310	ACCOUNTS RECEIVABLE	48,695.13
A-ZZZ-1350	PROVISION FOR DOUBTFUL DEBTS	<u>-12,000.00</u>
Total for RECEIVABLES (CURRENT)		36,695.13

GLOBAL BUDGET ASSETS

A-ZZG-15118	P21 ACCRUED	<u>-25,654.87</u>
Total for GLOBAL BUDGET ASSETS		-25,654.87

FURNITURE AND EQUIPMENT

A-ZZP-2660	PRINT / PHOTOCOPY - ASSETS	24,917.12
A-ZZP-2661	PRINT ACCUM DEPRECIATION COPIERS	<u>-4,430.57</u>
Total for FURNITURE AND EQUIPMENT		20,486.55

OTHER ASSETS (NON-CURRENT)

A-ZZF-2950	FACIL - MACHINERY	14,863.05
A-ZZF-2951	FACIL - ACCUM DEPREC MACHINERY	<u>-10,461.53</u>
Total for OTHER ASSETS (NON-CURRENT)		4,401.52

Total Assets

613,311.54

□===== Liabilities =====□

PAYABLES (CURRENT)

L-ZZZ-3210	WS - ACCOUNTS PAYABLE	<u>9,786.62</u>
Total for PAYABLES (CURRENT)		9,786.62

OTHER LIABILITIES (CURRENT)

L-ZZS-3540	SCHOOL CARD GRANT	-390.60
L-ZZS-3545	PARENT CONTRIBUTION - ABSTUDY	114.00
L-ZZZ-3515	WS - GST HOLDING ACCOUNT	-5,666.00
L-ZZZ-3555	WHOLE SCHOOL - HOLDING ACCOUNT	-20.81
L-ZZZ-3560	WS - ACCRUED EXPENSES	<u>18,235.85</u>
Total for OTHER LIABILITIES (CURRENT)		12,272.44

SCHOOL EQUITY		
F-ZZF-5200	FACILITIES - CAPITAL PROJECT RESERV	45,000.00
F-ZZZ-5100	ACCUMULATED SURPLUS	663,222.93
F-ZZZ-5110	NET INCOME YEAR TO DATE	-95,911.15
	SURPLUS/(DEFICIT) CURRENT PERIOD	<u>-21,059.30</u>
Total for SCHOOL EQUITY		591,252.48
Total Liabilities and Equity		<u>613,311.54</u>

1:GAWLER HIGH SCHOOL
General Ledger Profit and Loss for 2009, period 13

Account	Description	PTD Posting	YTD Posting
GRANTS : DETE			
R-CCG-6195	GRANTS CURRICULUM - REVENUE	0	50,980.81
R-CPD-6145	SPECIAL NEEDS GRANT	0	5,400.00
R-ZDS-6170	STAFF - SALARY CONVERSION	0	12,250.59
R-ZZF-6195	GRANT - OTHER	0	-7,830.00
R-ZZG-6142	GWS - GRANTS - GLOBAL BUDGET	0	6,552,850.07
R-ZZG-6195	GRANTS - OTHER DEPT	0	2,400.00
R-ZZH-6195	GRANT - OHSW.	0	100
R-ZZS-6173	FEE - SCHOOL CARD SURPLUS	<u>0</u>	<u>-121.25</u>
Total for GRANTS : DETE		0	6,616,030.22
GLOBAL BUDGET REVENUE			
R-CPX-61951	GB-FLEXIBLE LEARNING OPTIONS	0	303,816.23
R-ZDS-65118	GB-TCH SUPPLEMENTATION	0	58,133.95
R-ZDS-65119	GB-SSO SUPPLEMENTATION	0	42,462.30
R-ZDS-65122	GB-MISC SUPPLEMENTATION	0	13,920.66
R-ZZF-61571	GB-BREAKDOWN MAINTENANCE REIMB	0	50,359.00
R-ZZG-61471	GB-RECONCILIATION	0	17,816.69
R-ZZG-61555	GB-MENTORING PROGRAM	<u>0</u>	<u>4,500.00</u>
Total for GLOBAL BUDGET REVENUE		0	491,008.83
OTHER STATE GOVERNMENT GRANTS			
R-ZOX-6295	STATE GRANTS	<u>0</u>	<u>5,000.00</u>
Total for OTHER STATE GOVERNMENT GRANTS		0	5,000.00
GRANTS : COMMONWEALTH			
R-CPT-6320	REVENUE ITAS	0	500
R-ZZB-6395	BUILDING EDUCATION REVOLUTION-BER	0	100,000.00
R-ZZF-6395	FACILITIES - REVENUE	<u>0</u>	<u>10,000.00</u>
Total for GRANTS : COMMONWEALTH		0	110500
PARENT CONTRIBUTION REVENUE			

R-CAB-6470	DRAMA EXCURSION REVENUE	0	2,158.80
R-CAI-6495	MUSIC INSTRUMENT HIRE - REVENUE	0	740
R-CAM-6470	MUSIC EXCURSION REVENUE	0	225.47
R-CAM-6482	MUSIC-CHOIR	0	2,568.00
R-CAM-6495	MUSIC - STUDENT CHARGE	0	22.73
R-CAV-6470	VISUAL ART EXCURSION REVENUE	0	93.73
R-CHE-6470	HOME EC EXCURSION REVENUE	0	-270
R-CHE-6495	HOME EC-RECIPE BOOK 2008	0	48.82
R-CHP-6470	PHYSICAL ED EXCURSION REVENUE	0	181.37
R-CMM-6470	MATHS EXCURSION REVENUE	0	8.18
R-COV-6495	VET REV-STUD CHARGE ADMIN FEE	0	4,124.18
R-CTT-6495	TECH STUDY - STUDENT CHARGES	0	410
R-CXC-6460	CAMP REVENUE	0	855
R-CXE-6470	EXCURSION REVENUE	0	12,375.49
R-SGE-6484	GENERAL	0	13,971.15
R-SGE-6486	REVISION GUIDES	0	182.93
R-SPS-6470	STUDENT SERVICES - EXCURSION	0	680
R-SSG-6490	SPORT - GENERAL REV/SPORT FEE	0	3,334.50
R-ZDM-6495	MANAGEMENT GENERAL - REVENUE	0	18.5
R-ZZI-6495	INFO TECH SYS - STUDENT REVENUE	0	367.8
R-ZZS-6410	FEE - MATERIAL & SERVICE CHARGE	0	227,073.88
R-ZZS-6412	FEE - ID CARD - REPLACEMENT	0	208
R-ZZS-6415	FEE - REFUNDS	0	-218
R-ZZS-6450	FEE - LEVIES	<u>0</u>	<u>254.8</u>
Total for PARENT CONTRIBUTION REVENUE		0	269,415.33

OTHER OPERATING REVENUE

R-CAM-6890	MUSIC - OTHER REVENUE	0	237
R-CBS-6890	SMALL BUSINESS - OTHER REVENUE	0	2,230.75
R-CHE-6890	HOME EC-CATERING- OTHER REV	0	178.35
R-COV-6890	VET REVENUE	0	19,572.75
R-CPX-6890	FLEXIBLE LEARNING OPTIONS-REV	0	42,290.64
R-SGC-6815	REV-STUDENT SCHOLARSHIP/DONATION	0	1,165.25
R-SGR-6820	STUDENT FORUM - FUNDRAISING REV	0	1,335.35
R-SPS-6890	STUDENT SERVICES - GENERAL REVENUE	0	834.95
R-ZDM-6890	MANAGEMENT - OTHER INCOME	0	3,620.00
R-ZDO-6895	COMMUNICATIONS - REVENUE	0	100.78
R-ZOU-6890	AEU - OTHER REVENUE	0	131.5
R-ZZF-6840	FACIL - HIRE OF FACILITIES	0	2,295.47
R-ZZF-6890	FACIL - OTHER INCOME	0	4,501.36
R-ZZP-6860	PRINT - PHOTOCOPY SALES	0	50
R-ZZR-6820	GOVERNING COUNCIL - FUNDRAISING	0	5,963.08
R-ZZU-6830	BUS - BUS HIRE	0	9,362.79
R-ZZZ-6800	WS - ADVERTISING PROMOTION	0	300
R-ZZZ-6850	WS - INTEREST REVENUE	99.93	2,957.98
R-ZZZ-6870	WS - SALES OTHER	0	1,336.36
R-ZZZ-6890	WS - OTHER OPERATING REVENUE	<u>0</u>	<u>7,546.56</u>
Total for OTHER OPERATING REVENUE		99.93	106010.92

RURAL OPERATING REVENUE

R-CSA-6530	SCIENCE AGRICULTURAL - REVENUE	<u>0</u>	<u>3,291.74</u>
Total for RURAL OPERATING REVENUE		0	3,291.74

NON-OPERATING REVENUE

R-CAB-6910	DRAMA PRODUCTION - REVENUE	<u>0</u>	<u>274</u>
Total for NON-OPERATING REVENUE		0	274

Total Revenue		<u>99.93</u>	<u>7,601,531.04</u>
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SUPPLIES AND SERVICES

E-CAB-7121	DRAMA - CONSUMABLES	0	2,431.80
E-CAB-7164	DRAMA - PHOTOCOPYING EXP	0	980
E-CAB-7172	DRAMA - RESOURCES	0	265.76
E-CAB-7184	DRAMA - GENERAL EXPENSES - SEATING	0	3,400.00
E-CAB-7199	DRAMA PRODUCTIONS - EXPENSES	0	234
E-CAI-7143	MUSIC INSTRUMENT HIRE - EXPENSES	0	542.72
E-CAI-7169	MUSIC INST. HIRE - REPAIR EXPENSES	0	286.36
E-CAM-7121	MUSIC - CONSUMABLES	0	1,868.74
E-CAM-7164	MUSIC - PHOTOCOPYING	0	475
E-CAM-7172	MUSIC - RESOURCES	0	863.61
E-CAM-7184	MUSIC - GENERAL EXPENSES	0	4,657.84
E-CAV-7121	VISUAL ART - CONSUMABLES	0	4,537.47
E-CAV-7164	VISUAL ART - PHOTOCOPYING	0	1,212.00
E-CAV-7172	VISUAL ART - RESOURCES	0	254.54
E-CBS-7121	SMALL BUSINESS - CONSUMABLES	0	1,966.75
E-CBS-7164	SMALL BUSINESS - PHOTOCOPYING	0	324
E-CCE-7121	FUTURE SACE PILOT PROG-CONS	0	922.16
E-CCE-7172	FUTURE SACE PILOT PROG-RES	0	102
E-CCG-7121	GC - CONSUMABLES	0	909.1
E-CCG-7199	GC - OTHER EXPENSES	0	16,701.54
E-CCN-7184	SNR SCHOOL - GENERAL EXPENSES	0	-156.74
E-CCR-7121	RES CENTRE - CONSUMABLES	0	2,254.05
E-CCR-7164	RES CENTRE - PHOTOCOPYING	0	183
E-CCR-7172	RES CENTRE - RESOURCES	0	9,759.84
E-CCR-7183	RES CENTRE - SUBSCRIPTIONS	0	2,436.68
E-CCR-7184	RES CENTRE - GENERAL EXPENSES	0	301.55
E-CCU-7121	SOCIAL JUSTICE CONS	0	3.91
E-CCY-7121	COMMUNITY MANAGEMENT EXPENSES	0	629.21
E-CCY-7184	COMMUNITY MANAGEMENT EXPENSES	0	107
E-CCY-7199	COMMUNITY MANAGEMENT EXPENSES	0	2,642.10
E-CCZ-7121	WHOLE CURRICULUM - CONSUMABLES	0	254.9
E-CCZ-7169	WHOLE CURRICULUM - EQUIP R & M	0	2,492.16
E-CCZ-7172	WHOLE CURRICULUM - RESOURCES	0	35,115.66
E-CEE-7121	ENGLISH - CONSUMABLES	0	6,085.95
E-CEE-7164	ENGLISH - PHOTOCOPYING	0	3,811.00
E-CEE-7172	ENGLISH - RESOURCES	0	4,865.36
E-CEE-7183	ENGLISH - SUBSCRIPTIONS	0	232.73
E-CHE-7121	HOME EC - CONSUMABLES	0	11,818.91
E-CHE-7164	HOME EC - PHOTOCOPYING	0	1,841.00
E-CHE-7172	HOME EC - RESOURCES	0	409.09
E-CHP-7121	PHYSICAL ED - CONSUMABLES	0	5,553.89
E-CHP-7164	PHYSICAL ED - PHOTOCOPYING	0	1,798.00
E-CHP-7172	PE - RESOURCES	0	285.36

E-CHP-7184	PE EQUIPMENT A	0	596.9
E-CHP-7199	PHYSICAL ED. - ACTIVITIES EXPENSES	0	757.95
E-CMM-7121	MATHS - CONSUMABLES	0	2,607.32
E-CMM-7164	MATHS - PHOTOCOPYING	0	3,730.00
E-CMM-7172	MATHS - RESOURCES	0	655.99
E-CMM-7183	MATHS - SUBSCRIPTIONS	0	220.45
E-COV-7121	VET EXPENSES - CONSUMABLES	0	343.41
E-COV-7164	VET EXPENSES - PHOTOCOPYING	0	507
E-COV-7180	VET EXPENSES	4,295.00	38,658.45
E-COV-7199	VET EXP-COURSE PURCHASE	0	17,048.64
E-CPD-7121	SPECIAL NEEDS STUDENTS-CONS	0	-1,149.12
E-CPD-7164	SPECIAL NEEDS STUDENTS-PHOTOCOPY	0	966
E-CPD-7172	SPECIAL NEEDS STUDENTS-RESOURCES	0	239.09
E-CPD-7183	SPECIAL NEEDS STUDENT-SUBSCRIPTION	0	60
E-CPH-7121	MIDDLE SCHOOL CONS	0	1,614.44
E-CPL-7121	LEARN SUPPORT - CONSUMABLES	0	1,414.92
E-CPL-7172	LEARN SUPPORT - RESOURCES	0	56.12
E-CPP-7121	LEARNING PLANS	0	213.17
E-CPP-7172	LEARNING PLANS	0	264.22
E-CPT-7121	EXPENSES ITAS	0	3,000.00
E-CPX-7121	FLO EXPENSES	0	7,691.91
E-CPX-7172	FLO-EXPENSES-PROGRAM COSTS	1,283.70	85,557.74
E-CPX-7199	FLO-EXPENSES	0	140,335.00
E-CSA-7121	AGRICULTURE - CONSUMABLES	0	2,565.62
E-CSA-7164	AGRICULTURE - PHOTOCOPYING	0	1,085.00
E-CSG-7121	SCIENCE - CONSUMABLES	0	7,112.48
E-CSG-7164	SCIENCE - PHOTOCOPYING	0	4,585.00
E-CSG-7172	SCIENCE - RESOURCES	0	5,381.75
E-CTI-7121	INFO TECH - CONSUMABLES	0	1,766.14
E-CTT-7121	TECH STUDY - CONSUMABLES	88.48	28,841.52
E-CTT-7164	TECH STUDY - PHOTOCOPYING	0	2,251.00
E-CVF-7199	EXP-SUSTAINABILITY	0	2,363.88
E-CVS-7121	S & E - CONSUMABLES	0	2,187.83
E-CVS-7164	S & E - PHOTOCOPYING	0	5,645.00
E-CVS-7172	S & E - RESOURCES	0	2,293.89
E-CVV-7199	EXP-EPHEMERAL WETLANDS-DEST	0	6,386.87
E-CVW-7164	WORK ED & COMM. STUDY- PHOTOCOPY	0	957
E-SGR-7121	STUDENT FORUM - CONSUMABLES	0	385.27
E-SGR-7139	STUDENT FORUM - FUNDRAISING EXP	0	536.34
E-SPS-7121	STUDENT SERVICES - CONSUMABLES	0	542.47
E-SPS-7164	STUDENT SERVICES - PHOTOCOPYING	0	1,221.45
E-SPS-7184	STUDENT SERVICES - GENERAL EXPENSE	0	427.27
E-SSG-7121	SPORT - CONSUMABLES	0	946.89
E-SSG-7164	SPORT-INTERSCHOOL SPORT PHOTOCOPY	0	9
E-SSG-7199	SPORT GENERAL - EXPENSES	0	496.91
E-ZDC-7121	COUNCIL - CONSUMABLES	0	501.67
E-ZDC-7183	COUNCIL - MEMBERSHIP	0	63.64
E-ZDC-7184	COUNCIL - GENERAL EXPENSES	0	622.57
E-ZDM-7121	MANAGEMENT - CONSUMABLES	0	5,994.54
E-ZDM-7128	MANAGEMENT GENERAL - EXPENSES	0	18,892.18
E-ZDM-7151	MANAGEMENT - INTERNET	505	8,809.00
E-ZDM-7164	MANAGEMENT - PHOTOCOPYING	0	25,055.00
E-ZDM-7172	MANAGEMENT - RESOURCES	0	1,249.50
E-ZDM-7175	MANAGEMENT GENERAL - EXPENSES	0	10,590.00

E-ZDM-7185	MANAGEMENT - STAFF GENERAL EXP.	0	174.26
E-ZDM-7199	MANAGEMENT GENERAL - EXPENSES	0	-21,120.00
E-ZDO-7190	COMMUNICATION EXPENSES - CALLS	0	86.47
E-ZDP-7121	PRINCIPAL MANAGEMENT - CONS	0	483.79
E-ZOU-7164	AEU - PHOTOCOPYING	0	30
E-ZOX-7199	STATE - OTHER EXPENSES	0	150
E-ZSF-7139	EXP-SCHOOL FOUNDATION FUNDRAISING	0	25.25
E-ZZA-7121	FIRST AID - CONSUMABLES	0	691.95
E-ZZF-7121	FACILITIES - MAINTENANCE CONS	0	6,579.34
E-ZZF-7148	FACIL-MINOR EQUIP/REPLACEMENT	0	1,075.83
E-ZZF-7169	FACIL - R & M	0	1,326.91
E-ZZF-7172	FACIL - RESOURCES: FURNITURE	0	10,586.54
E-ZZH-7164	O.H.S. & W. - PHOTOCOPYING	0	17
E-ZZH-7172	O.H.S. & W. - RESOURCES	0	72
E-ZZI-7121	INFO SYS. - CONSUMABLES	0	5,242.20
E-ZZI-7164	INFO SYS. - PH/COPYING-PRINTING	0	1,814.00
E-ZZI-7172	INFO SYSTEM - RESOURCES	0	7,672.00
E-ZZI-7176	INFO SYSTEM - SOFTWARE LICENSES	4,892.40	9,820.25
E-ZZI-7189	INFO TECH SYSTEMS-EXP/TECH SUPPORT	935	4,158.00
E-ZZP-7164	PHOTOCOPY - COSTS	0	-25,377.24
E-ZZR-7121	FUNDRAISING - CONSUMABLES	0	1,300.03
E-ZZR-7139	SCHOOL FUNDRAISING - EXPENSES	0	1,828.00
E-ZZS-7199	FEES - GENERAL EXPENSES	0	11,901.65
E-ZZT-7164	T & D - PHOTOCOPYING	0	64
E-ZZU-7143	SCHOOL BUS PROG HIRE EXP	0	9,940.76
E-ZZU-7199	SCHOOL BUS PROGRAM - EXPENSES	0	365.96
E-ZZY-7175	SECURITY INCIDENTS-CALLOUT FEE	0	321.48
E-ZZZ-7106	WS - SCHOOL PROMOTION	0	3,904.91
E-ZZZ-7136	WS - FREIGHT	0	1,658.69
E-ZZZ-7148	WS - CANTEEN EQUIPMENT	0	38,849.27
E-ZZZ-7160	WS - POSTAGE	355.66	7,691.30
E-ZZZ-7178	WHOLE SCHOOL - EXPENSES	0	279.09
E-ZZZ-7199	WS - SPECIAL EVENTS EXPENSES	<u>9.99</u>	<u>12,802.49</u>
Total for SUPPLIES AND SERVICES		12365.23	685,232.46

GLOBAL BUDGET EXPENSES

E-ZDO-73133	GB-TELEPHONE CHARGES-RENTAL	0	6,196.50
E-ZDO-73134	GB-TELEPHONE CHARGES-LOCAL CALLS	0	5,568.58
E-ZDO-73135	GB-TELEPHONE CHARGES-STD CHARGES	0	1,055.42
E-ZDO-73136	GB-TELEPHONE CHARGES-MBL PHONES	0	2,619.10
E-ZDS-71111	GB-SAL/WAGES-TEACHERS	0	5,191,941.29
E-ZDS-71112	GB-SAL/WAGES-ANCILLARY	3,416.60	832,812.45
E-ZDS-71114	GB-SAL/WAGES-TRT	0	197,200.00
E-ZOB-73512	GB-SITE FUNDED WORKS SCHOOL PRIDE	0	106,384.52
E-ZZF-73142	GB-ELECTRICITY EXPENSES	0	92,571.54
E-ZZF-73145	GB-RATES-WATER	0	535
E-ZZF-73146	GB-RATES-WATER USAGE	0	6,593.60
E-ZZF-73147	GB-RATES-SEWER	0	7,839.91
E-ZZF-73288	GB-WASTE DISPOSAL	0	9,948.00
<u>E-ZZF-73511</u>	<u>GB-REPAIRS & MAINTENANCE</u>	<u>0</u>	<u>195,396.30</u>
Total for GLOBAL BUDGET EXPENSES		3416.6	6,656,662.21

FACILITIES AND UTILITIES EXPENSES

E-ZZB-7206	BUILDING EDUCATION REVOLUTION-BER	0	105,360.82
E-ZZF-7210	FACIL - BUILDING MAINTENANCE	7,782.24	10,950.12
E-ZZF-7220	FACIL - CLEAN PRODUCTS	0	1,946.08
E-ZZF-7225	FACIL - CLEANING ONGOING	235.58	94,330.25
E-ZZF-7226	FACIL - CLEANING PERIODIC	0	10,096.91
E-ZZF-7245	FACIL - FUEL & OIL	0	672.66
E-ZZF-7250	FACIL - GROUNDS MAINTENANCE	-156.41	8,609.20
E-ZZF-7255	FACIL - KEYS	0	804.85
E-ZZF-7260	FACIL - GAS COSTS SCHOOL	0	3,058.07
E-ZZF-7275	FACIL - VEHICLE MAINTENANCE/SERVICI	0	356.82
E-ZZF-7280	FACIL - WASTE DISPOSAL	<u>0</u>	<u>215.84</u>
Total for FACILITIES AND UTILITIES EXPENSES		7861.41	236,401.62

FINANCIAL EXPENSES

E-ZZZ-7410	WS - BANK CHARGES	<u>38.47</u>	<u>555.85</u>
Total for FINANCIAL EXPENSES		38.47	555.85

EMPLOYEE EXPENSES

E-CCG-7335	GC - SALARIES & WAGES	0	10,412.45
E-COV-7335	VET EXP-SAL NASSPN/SUPPORT STAFF	0	340
E-CPX-7335	FLO-EXP SALARIES	0	32,708.59
E-ZDS-7335	STAFF - SALARIES	0	11,810.00
E-ZZT-7335	T & D - TRT EXPENSES	0	1,020.00
E-ZZT-7393	T & D - COSTS	<u>0</u>	<u>4,935.43</u>
Total for EMPLOYEE EXPENSES		0	61,226.47

OTHER OPERATING EXPENSES

E-ZZI-7670	INFO SYSTEM - LEASES/RENTAL	2,088.00	29,232.00
E-ZZP-7670	PRINT - OPERATING LEASE/RENTAL	0	4,583.85
E-ZZZ-7620	WS - BAD DEBT EXPENSES	0	4,503.50
E-ZZZ-7625	WS-DEBT COLLECTION EXP.	0	90
E-ZZZ-7630	WS - DOUBTFUL DEBTS	-8,000.00	-8,000.00
E-ZZZ-7660	WS - INTEREST EXPENSES	0	0.31
E-ZZZ-7690	WS - OTHER OPERATING EXPENSES	<u>0</u>	<u>1,406.75</u>
Total for OTHER OPERATING EXPENSES		-5,912.00	31,816.41

PARENT CONTRIBUTION EXPENSES

E-CAB-7930	DRAMA - EXCURSION EXPENSES	0	1,807.60
E-CAM-7930	MUSIC EXCURSION EXPENSES	0	489.73
E-CHP-7930	PHYSICAL ED EXCURSION EXPENSES	0	233.18
E-CMM-7920	MATHS COMPETITION 2009	0	501.32
E-CXC-7910	CAMP EXPENSES	0	845.45
E-CXE-7930	EXCURSION EXPENSES	0	9,013.83
E-SGC-7940	EXPENSES-STUDENT SCHOLARSHIP	0	282.59
E-SGE-7940	GENERAL	0	17,664.95
E-SGE-7950	PROGRAMS	0	300
E-SPS-7930	STUDENT SERVICES - EXCURSIONS	0	2,060.28
E-SSG-7940	SPORT GENERAL - EXPENSES	<u>0</u>	<u>4,917.09</u>
Total for PARENT CONTRIBUTION EXPENSES		0.00	38,116.02

RURAL OPERATING EXPENSES

E-CSA-7805	SCIENCE AGRICULTURAL - EXPENSES	<u>0</u>	<u>5,100.93</u>
Total for RURAL OPERATING EXPENSES		0.00	5,100.93

DEPRECIATION AND AMORTISATION

E-ZZF-7530	FACIL - DEPREC EQUIPMENT	1,077.92	1,077.92
E-ZZP-7532	PRINT DEPRECIATION COPIER	<u>2,311.60</u>	<u>2,311.60</u>
Total for DEPRECIATION AND AMORTISATION		3,389.52	3,389.52

Total Expenses	<u>21,159.23</u>	<u>7,718,501.49</u>
Surplus or (Deficit) funds	<u>-21,059.30</u>	<u>(116,970.45)</u>

FINANCE OFFICER'S REPORT

****Please Note these figures are as at 31/12/2009**

School Card approvals: 279 as at 31/12/2009

Budgeted for 320 School Card students

Outstanding Fees:

2006	122.55
2007	1453.00
2008	8242.84
<u>2009</u>	<u>31706.55</u>

Total outstanding \$41,524.94 (208 invoices)

Of this amount \$1813.00 has been approved to write off.

Debt Collection for recovery is ongoing

BER Grants received for 2009 Allocated \$200,000

Received \$100,000

As at end of December 2009 Spent \$105,360.82

Maintaining a General Reserve of \$45,000

Grants received for 2009:

- SACE 2009 professional Development: \$10,548.45
- Futures connect, used for Building engaging curriculum, individual learning plan and/or career development: \$8651.14
- Zero Waste, used for Recycling Centre: \$14,000.00
- SACE: used for Secondary Mentoring Program: \$16,582.00 & \$2,250.00
- SACE res project \$9263.10

• National School Pride BER	\$100,000
• 2008 SACEPLP	\$2177.64
• VET in schools fund	\$6572.75
• School Card Grant:	\$81,893.60
• Future SACE professional Development final 50%	\$9589.50 ex gst
• SACE professional development grant final 50%	\$9589.50 ex gst
• Furniture grant for the special class	\$4200.00
• Establishment grant for the special class	\$1200.00