1. CONTEXT

School Name: Hawker Area School  School Number: 0175
Principal: Elizabeth Walsh  Partnership: Far North

The beginning of 2015 saw a change in direction for Hawker Area School as we put into place our plans to focus on a program of 21st century learning. Students and educators embraced this new way of working and the results have been pleasing. As in other years we have had a very transient cohort starting the year with 41 students and ending the year with 32. We employed 2 new teachers at the beginning of the year an Early Years teacher and a Secondary Maths, Science, PE teacher.

The school had an acting Principal, Sacha Uern, for 5 weeks this year due to Principal illness and Results Plus commitments. The Principal also acted as Director for the Hawker Childhood Service Centre for 16 weeks. Despite these disruptions significant progress towards site priorities have been made.

2. REPORT FROM GOVERNING COUNCIL

2015 has been a quiet year for development but the school council has made many behind the scenes decisions. This year we have had a school review and the results from this will be known over time. The school bus has been reviewed and is at this time still running well, as the number of students using the bus is good. DECD are reviewing their bus policy statewide and hopefully changes will be made to the favour the country and rural schools.

We wish any students who are leaving us all the very best for their futures, may they go on to do great things.

To any others in our school community who are leaving us we also wish you all the best and thank you for your time and support to help make our school great.

Thank you to all the Governing Council Committee, it has been a pleasure to work with you and we welcome all those who can join us in 2016.

Paul Smulders
Chairperson

3. 2015 HIGHLIGHTS

2015 has been an outstanding year for the school not only academically but also because of the range of experiences we have been able to offer to our students. Both of these are in a large part due to the outstanding work of the staff who have taken every opportunity to develop their own professional capacity and to provide students with high quality engaging learning experiences.

This year, the school has focused creating a 21st Century learning environment for our students. This started with the refurbishment of the two main classrooms in the Stone Room. Students now have the opportunity to use a variety of flexible spaces which suit a range of learning approaches including tutorials, small group work and individual learning. Some of these spaces are more
formal and facilitate traditional learning whilst others provide a more relaxed environment inspiring creativity and self-directed learning. Students have embraced this new style of working and have shown by their achievements and enthusiasm that they have appreciated the changes. In addition to this, upgrades to computers and the network have provided a much more responsive ICT system. Finally, the introduction of Ipads in the Primary classrooms have enabled students to develop their digital technology skills. Students are becoming confident in basic programming and their movie making skills learned in class were used to great effect in their presentation on the tree planting day.

For the first year the school has measured its academic achievements against the DECD Draft Standards of Educational Achievement. The majority of students have achieved or bettered the standards in reading, Maths and Australian Curriculum subjects. Our NAPLAN results were particularly strong and this reflects the changes in teaching strategies and expectations over the last three years. Despite these successes we need to continue to consolidate these results and ensure that the school always strives for excellence.

The recent External Review has provided us with the opportunity to reassess the successful strategies that we have used over the last three years. Many of these are evidence based strategies that have been shown to work and improve student achievement. Some of the strategies we have tried have, for various reasons, discontinued. As we begin to work through the directions of the Review we will be revisiting some of these as a way of meeting the ongoing challenges of providing high quality teaching and learning at Hawker.

Two strategies that we have introduced as part of our move towards 21st century learning are the introduction of more student directed inquiry based learning and the focus on learning dispositions. The inquiry based learning approach encourages students to learn by solving problems and conducting investigations. Students are supported to do the thinking around issues and to present their findings in creative ways that demonstrate their learning and understanding.

Alongside this we are working to create positive learning dispositions with our students. We are focusing on building mindsets that encourage resilience, persistence and independence. Students are challenged to use a growth mindset to focus on what they are still to learn and how they will go about it. They are encouraged to stay positive and keep trying, relying on hard work rather than perceived set abilities.

4. SITE IMPROVEMENT PLANNING AND TARGETS

Priority 1

Improving student achievement in Numeracy and Literacy through curriculum, pedagogy and assessment.

Targets

- All students with 90+% attendance will achieve State and Partnership Literacy Standards
- Raise the % of students in NAPLAN upper growth levels from 25% in 2013 to 35% in 2015
- By the end of Year 6 all students will be proficient in number facts (addition, subtraction, multiplication, division)
- All students with 90+% attendance will achieve State and Partnership Literacy Standards
- Raise the % of students in NAPLAN upper growth levels from 25% in 2013 to 35% in 2015
Key Actions

Numeracy

- Numeracy focus for Training and Development for staff and Principal
- Numeracy audit
- Regular monitoring of achievements adjust programs as needed
- Split Literacy class R-2, Year 3-6, Year 7-8, Year 9-10
- Additional support for QuickSmart and Special Needs students
- Term 2 Positive focus on Maths and Whole school maths competition
- Use AC Numeracy continuum to identify areas of Numeracy teaching across the curriculum

Literacy

- Focus on spelling, vocabulary, punctuation, sentence structure, elaboration of ideas/cohesion and reading a variety of text to improve writing
- Regular monitoring of achievements adjust programs as needed
- Split Literacy class R-2, Year 3-4, Year 5-6, Year 7-8, Year 9-10
- Reading Program for students below standard
- SSO support for Special Needs students
- Librarian to provide additional support where required
- Focus on students participating in Premier’s Reading Challenge
- Term 3 Spelling Bee

Results against Priority 1 Targets

- All 12 students (100%) who attended more than 90% met the SEA in Numeracy based on NAPLAN
- 13 out of 17 students (76%) who attended more than 90% met the SEA in Numeracy based on NAPLAN
- All 12 students (100%) who attended more than 90% met the SEA in Reading Based on NAPLAN
- 16 out of 18 students (89%) who attended more than 90% met the SEA in Reading Based on PATR
- 5 out of 7 students (71%) who attended more than 90% met the SEA in Reading Based on Running Records
- In NAPLAN Reading, 3 of the 6 students (50%) who sat both the 2013 and 2015 NAPLAN at HAS showed upper growth
- In NAPLAN Numeracy 3 of the 6 students (50%) sat both the 2013 and 2015 at HAS showed upper growth
- All but 2 students at Year 6 and above are proficient at number facts as tested by QuickSmart program. Both of those will remain in QuickSmart in 2016.

Priority 2

Improving student achievement by building connections with the families, community and local partnership

Targets

- In the 2015 Parent Survey increase ratings on students learning questions to at least 3.5
- Evidence of increased collaboration with the community that supports student learning.
- In 2015 staff understand the Partnership Plan, its objectives and what it means for them identify areas of Numeracy teaching across the curriculum
Key actions

- Develop innovative ways for communicating with families journals/blogs etc
- Meet with families Term 1 to set learning goals, early Term 4 to discuss student data and at other times as is necessary
- Hold Open Night showcasing school’s successes and learning
- Participate in community service activities that provide opportunities for students to learn and to demonstrate their capabilities
- Staff to attend Partnership Day
- Staff to familiarise themselves with Partnership Plan
- All staff to engage in a PLC or other form of Professional learning within the partnership

Results against Priority 2 Targets

- Results from Parent Opinion Survey shows improvement in the ratings across each of the learning questions above the targeted 3.5 rating although the area of school and parents as partners in supporting learning still requires some work.

![Comparison of Relevant Learning Questions from Parent Opinion Survey 2014-5](image)

- The results of the Parent Opinion Survey now also show the percentage of parents agreeing or strongly agreeing with these questions is now between 80 and 100%.

![Image showing percentage agreement](image)

- All full time and most part time staff members attended Partnership day
- School held successful Open Night to showcase student work. Around 60 parents/carers and 20 community members attended a significant number considering population of town and surrounding areas is approximately 500. This initiative will be continued and expanded in 2016 with a greater focus on showcasing inquiry based learning.
- All but one teaching staff were involved in PLC either within the partnership or with in their specialty networks.
OUTCOMES OF EXTERNAL SCHOOL REVIEW 2015
Hawker Area School is performing effectively in improving student achievement, challenge, engagement and equity. The school continues to develop a culture of high expectation for students. There is evidence of structures and processes to support school improvement. The school has sufficient data to monitor, track and personalise learning for every student at the school to maximise their learning achievement and growth. The Principal will work with the Education Director to implement the following Directions:
1. Improve student achievement and growth through the strategic use of data and DECD standards to enable teachers to personalise learning for every student at the school.
2. Challenge and engage students in their learning by embedding effective evidence-based teaching practices and approaches that are sustained over time.
3. Raise student achievement through the implementation of effective performance and development processes for all staff that incorporate performance planning, classroom observations and documented feedback aligned to teacher professional standards, the Teaching for Effective Learning Framework and agreed school priorities.

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

At the end of 2015 the school underwent an External School Review. The outcomes from that Review are as follows
We have used these recommendations to inform our current self-review, improvement planning processes and the 2016 Site Improvement Plan. The focus of our improvement planning will be the delivery of outstanding individual student achievements through quality teaching, effective evidence based practices and the strategic use of data. The use of student data and evidence to inform planning and programming will be a priority as will the development of challenging, engaging, personalised learning opportunities. However the cornerstone for improvement will be a focus on using performance and development processes to improve the capacity of all staff to deliver high quality teaching and learning across the school.

In 2016 the school will continue to have two priorities. The first will focus on the use of effective staff performance and development processes to ensure that literacy and numeracy improvement is embedded in the schools culture of teaching and learning. The second priority will continue to develop stronger school, parent, and community partnerships as a way of improving learning outcomes for students.
4.1 Junior Primary and Early Years Scheme Funding

Early Literacy Learning Strategy $4329.09  
Early Assistance $1449.47  
DSP Early Years Component $1166.59  
6 hours per week classroom support for developing Early Years Literacy skills  
Teacher run reading program for students not achieving appropriate Running Record levels  
Classroom support to support small group work in multi age level class.

4.2 Better Schools Funding

Hawker Area School received $4311 in Better schools funding. This funding was used to provide 3.5 additional hours per week class support for students in the Year 3-6 class and the Year 7-12 class to improve outcomes for students in literacy and numeracy and SACE achievement.

5. STUDENT ACHIEVEMENT

This year has seen the students continue to make good progress in all areas of their learning. Recent school based testing shows that 76% of Year 6-10 students at Hawker are now at or above the SEA in PATR reading comprehension tests, with more than two thirds of Reception–Year 10 students reaching age appropriate spelling levels in the South Australian Spelling Test. These are strong results and are supported by the NAPLAN data where all but one student are above the National Minimum Standards for reading and many are above the national average. The NAPLAN data also showed that 54 % of students were above the national average in their writing. This reflects the strong school focus on literacy over the last three years. However, numeracy results are not as strong with only 62% of Year 3-10 students at SEA in the PATMaths test and several students in the NAPLAN only achieving low or medium growth over 2 years. The continuing challenge for the school community is to improve in the area of Numeracy and to that end three primary teachers attended three days professional learning with Anne Baker, Mathematician in Residence program. Unfortunately two of those have now left.

The school uses a three wave process to identify students who need extra support. In 2015 we have used two intervention strategies.

- A reading program for all Year 1 and 2 students under the DECD Running Records SEA,
- Quicksmart for all students above Year 4 who have not yet achieved automaticity in Number.

At the end of 2015 most students had graduated from QuickSmart achieving automaticity in the four number operations. In the Junior Primary reading program some students made exceptional growth of up to 15 Running Records levels in 12 months. However some younger students continue to struggle and additional monitor and support is being provided in 2016

All students achieved C standard using teacher judgement. Some Secondary subjects as well as SACE English and Research Project were externally moderated. All grades were confirmed. There is a concern that no moderation of student work is happening in the Primary years. To be successful this needs to be coordinated within the partnership to provide sufficient evidence on which to judge the standard of work.
5.1 NAPLAN

In this report I have chosen not to use the DECD SPeRS data. This is because 4 students left the school immediately prior to the NAPLAN tests and therefore are not recorded on our data. I have chosen to include their results also as it provides an accurate reflection of the teaching and learning that was occurring at Hawker leading up to the 2015 NAPLAN testing. It also allows me to report at a cohort level for Years 3 and 9.

In 2015 all students, but one student, sat all sections of the NAPLAN Test. Due to confidentiality apart from Year 3 and 9 individual year level results cannot be reported. By aggregating the data across year levels we are able to provide some data on student growth rates and students in relation to DECD SEA, national minimum standards and national mean. The small numbers of students participating means that any statistical analysis may be skewed by individual student results. Additional analysis of the data is provided in an early section.
In the 2015 NAPLAN, students who attended HAS between 2013 and 2015 the following achieved results above the National Mean

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar and Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>62%</td>
<td>54%</td>
<td>62%</td>
<td>77%</td>
<td>38%</td>
</tr>
</tbody>
</table>

Results of students who attended HAS 2013-2015
94% of NAPLAN scores at SEA or better
77% percentage achieved at least one score in top two bands of their year level
34% of continuing student’s scores were in the top two NAPLAN bands.
50% achieved medium growth for reading and 50% achieved upper growth
50% achieved upper growth in numeracy 17% achieved medium growth and 33 % achieved low growth.

This year’s successes in NAPLAN, added to the previous two years, are beginning to show consistent improvement since 2012. However the External School Review noted “When students achieve in the top two bands it is important that they retain this level of achievement as they progress through school”. Long term results show that since 2010 students have not regularly been retained in the higher bands from Year 3 through to Year 9. Despite recent improvements maintaining student achievement in the high bands must be a key focus of the schools improvement planning if we wish to become a high achieving school.

5.2 Senior Secondary

Students in Yr 12 Undertaking Vocational or Trade Training
100% of Year 12 (1 student) students undertaking Vocational Training
100% of Year 11 (1 student) students undertaking Vocational Training

Students in Yr 12 Attaining a Yr 12 Certificate or Equivalent VET Qualification
0% of Year 12 students (1 student) completing Year 12 certificate or Equivalent Qualification
6. STUDENT DATA

Due to reasons of confidentiality the Semester 1 attendance results have been aggregated into levels of schooling. Results using the SPeRS data continue to show that we are having little impact on improving our overall attendance rate despite all our efforts to track and monitor student attendance. These include regular contact by teacher, home visits by the ACEO and referral to Regional Attendance Officers. However there are inconsistencies with this data including lack of information for our Year 11 student so further data extracted from EDSAS and analysis has been provided.

This year we have seen an improvement in the number of students achieving the state target of 94% attendance up from 33% in 2014 to 43% in 2016. A further 21% of students had an attendance rate over 90% from 5% in 2014.
The number of students with more than a term’s absence has nearly halved since 2014 and this is due to a decrease in transient students. However other students on long term exemptions added to this figure. Despite their absence, many of these students successfully attained SEA over the year due to the efforts of teachers and parents to ensure their learning was not disrupted.

We particularly recognise the efforts of the many parents and caregivers who have taken on the challenge of ensuring their children attend regularly, despite the complexities of living in a remote setting.

### 6.2 Destination

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>2014 School</th>
<th>Index</th>
<th>DECD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>%</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Employment</td>
<td>3.4%</td>
<td>2.9%</td>
<td></td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>4</td>
<td>19.0%</td>
<td>7.6%</td>
</tr>
<tr>
<td>Other</td>
<td>2.6%</td>
<td>1.4%</td>
<td></td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>2</td>
<td>9.5%</td>
<td>5.7%</td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td>4.6%</td>
<td>3.6%</td>
<td></td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
<td></td>
<td>6.5%</td>
<td>9.8%</td>
</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
<td>13</td>
<td>61.9%</td>
<td>53.3%</td>
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<tr>
<td>Unknown</td>
<td>2</td>
<td>9.5%</td>
<td>16.2%</td>
</tr>
<tr>
<td>Unknown (TG - Not Found)</td>
<td></td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

### 7. CLIENT OPINION

It is really positive to see the recognition from all aspects of the school community that the school now expects students to do their best. The school has worked hard in the last three years to promote high expectation from teacher for students and from students of themselves. 85% of parents, 90% of students and 100% of staff agreed or strongly agreed that the teachers expect students to do their best.

Most students also recognise that teachers motivate them to learn (96%) and are providing useful feedback about their work (75% agree 14% strongly agree).

In 2014 55% of students agreed or strongly agreed with the statement “I like being at my school”. In 2015 this had increase to 78%.

This is due to some significant changes to the learning environment and teaching practices. At the beginning of the year the Primary and Secondary classes received a makeover, both in the form of the colourful painting of classrooms, new furniture and new computers and server. Focus professional development strategies for staff meant that students also had the opportunity to take part in a more engaging 21st century learning experiences.

In addition to this we have also changed the way we delivered our Secondary curriculum. Since 2014 we have been part of the Far North Connections project which has seen our Secondary teachers collaborating to develop high quality multi-level teaching materials with other teachers from the Far North Partnership.

The other area where there have been promising gains in 2015 is on the question of how safe the students feel at school. In 2015, 100% of parents, 86% of staff believed that students felt safe at
school. However this was not reflected in student responses where only 57% of students stated that they felt safe with another 25% being non-committal. This is a discrepancy that needs to be addressed with careful monitoring of relationships to ensure that no surreptitious bullying is occurring.

The final area where the school has made some inroads into what was previously poor results is in the area of the effectiveness of the student behavior management. In 2015 68% of students, 64% of parents and 68% of staff believe that behavior management is well managed. This is a significant improvement in the satisfaction over the 12 months and reflect the current composition of the student body and their adherence to the schools Code of Conduct. For most students this works well with only a handful of students progressing beyond the Time out Admin stage.

Other areas which require additional attention in 2016 are working on providing effective feedback both to students in the area of their learning and staff in the area of better performance and development strategies as recommended in the External School Review.

Also as a school we also need to develop a more robust Student Voice where students opinions are listened too and taken seriously. This will begin by reintroducing a more formal SMaSH Committee.

**Parent Opinion Survey Results**
Student Opinion Survey Results

- My teachers expect me to do my best.
  - Average Rating: 4.4

- My teachers provide me with useful feedback about my school.
  - Average Rating: 4.0

- Teachers at my school treat students fairly.
  - Average Rating: 3.7

- My school is well maintained.
  - Average Rating: 3.8

- I feel safe at my school.
  - Average Rating: 3.5

- I can talk to my teachers about my concerns.
  - Average Rating: 4.0

- Student behaviour is well managed at my school.
  - Average Rating: 3.6

- I like being at my school.
  - Average Rating: 3.9

- My school looks for ways to improve.
  - Average Rating: 4.1

- My school takes students’ opinions seriously.
  - Average Rating: 3.6

- My teachers motivate me to learn.
  - Average Rating: 4.3

- My school gives me opportunities to do interesting things.
  - Average Rating: 3.7

Staff Opinion Survey Results

- Teachers at this school expect students to do their best.
  - Average Rating: 4.6

- Teachers at this school provide students with useful feedback.
  - Average Rating: 4.4

- Teachers at this school treat students fairly.
  - Average Rating: 4.4

- This school is well maintained.
  - Average Rating: 4.5

- Students feel safe at this school.
  - Average Rating: 4.4

- Students at this school can talk to their teachers about their concerns.
  - Average Rating: 4.4

- Parents at this school can talk to teachers about their concerns.
  - Average Rating: 4.4

- Student behaviour is well managed at this school.
  - Average Rating: 3.7

- Students like being at this school.
  - Average Rating: 3.9

- This school looks for ways to improve.
  - Average Rating: 4.6

- This school takes staff opinions seriously.
  - Average Rating: 4.1

- Teachers at this school motivate students to learn.
  - Average Rating: 4.1

- Students’ learning needs are being met at this school.
  - Average Rating: 4.4

- This school works with parents to support students’ learning.
  - Average Rating: 4.4

- I receive useful feedback about my work at this school.
  - Average Rating: 3.9

- Staff are well supported at this school.
  - Average Rating: 4.2

My School website
http://www.myschool.edu.au/
8. ACCOUNTABILITY

8.1 Behaviour Management

In 2015 the school had no external suspensions for violence or bullying. Several minor incidents were reported and three of these resulted in internal suspensions for students who repeatedly ignored the schools behaviour code. This is a decrease from previous years is because individual students who were responsible for bullying and violence have now left the school.

8.2 Relevant History Screening

The school underwent a Criminal History Screening Audit in 2014. The school is now compliant in all aspects of the audit.

18 staff plus the Christian Pastoral Support worker have current Criminal History Screenings.

2 staff are waiting for updates of their checks.

20 volunteers have current Criminal History Screenings.

The school has entered all volunteers in to the EDSAS system.

The school runs a comprehensive spreadsheet that identifies who has a current Criminal History Screenings, when they were submitted when they are granted and the date of expiry. This is monitored by the Business Manager.

All staff members has completed the Keeping them safe Child Protection Curriculum training or update and the RAN EC update.

8.3 HUMAN RESOURCES - Workforce Data

8.3.1 Teacher Qualifications

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

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<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>13</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>8</td>
</tr>
</tbody>
</table>

Please note: Staff that have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

8.3.2 Workforce Composition including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
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<tr>
<td>Persons</td>
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<td>8</td>
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9. FINANCIAL STATEMENT

HAWKER AREA SCHOOL
General Ledger Profit and Loss for Prior Year, period 13

<table>
<thead>
<tr>
<th>Account</th>
<th>Description</th>
<th>PTD Posting</th>
<th>YTD Posting</th>
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<td>-------------</td>
</tr>
<tr>
<td>R-CGG-6195</td>
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<td>3,000.00</td>
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<td>R-ZDS-6168</td>
<td>STAFF - SALARY SSOS / ACEO</td>
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<td></td>
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<tr>
<td></td>
<td>Total for GRANTS : DETE</td>
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<td>1,181,366.64</td>
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<td>GLOBAL BUDGET REVENUE</td>
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<tr>
<td>R-ZZK-61124</td>
<td>BETTER SCHOOLS AGREEMENT FUNDING</td>
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<td></td>
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<tr>
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<td>Total for GRANTS : COMMONWEALTH</td>
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<td>PARENT CONTRIBUTION REVENUE</td>
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SUPPLIES AND SERVICES

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**Total Expenses** | **2014** | **2015** |
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<td><strong>Total for EMPLOYEE EXPENSES</strong></td>
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<td>20,752.08</td>
</tr>
<tr>
<td><strong>Total for OTHER OPERATING EXPENSES</strong></td>
<td>0.00</td>
<td>1,200.26</td>
</tr>
<tr>
<td><strong>Total for PARENT CONTRIBUTION EXPENSES</strong></td>
<td>0.00</td>
<td>963.05</td>
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<tr>
<td><strong>Total for RURAL OPERATING EXPENSES</strong></td>
<td>0.00</td>
<td>1,279.50</td>
</tr>
<tr>
<td><strong>Total for DEPRECIATION AND AMORTISATION EXPENSES</strong></td>
<td>3,708.63</td>
<td>3,708.63</td>
</tr>
<tr>
<td><strong>Total for NON-OPERATING EXPENSES</strong></td>
<td>0.00</td>
<td>2,446.71</td>
</tr>
</tbody>
</table>

**Surplus or (Deficit) funds** | **2014** | **2015** |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Total Expenses</strong></td>
<td>7,296.17</td>
<td>1,494,799.45</td>
</tr>
<tr>
<td><strong>Surplus or (Deficit) funds</strong></td>
<td>1,107.48</td>
<td>(111,197.19)</td>
</tr>
</tbody>
</table>