

# Annual Report

2014





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# Student Awards

Female Students of the Year - Dakota Gorman and Donisia Skoumbros

Male Student of the Year - Riley Williams

Principal's Award – Tejveer Mangat

Academic Award – Nathan Bouchier

Cultural Award – Sohaib Ahmad

Drama Award – Tiana Gorman

Sports Person of the Year – Jacob Murchison

All these students aim high and set a wonderful example to others.

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# Governing Council

Again this year the Governing Council has guided the school's policy and financial direction to the benefit of the students. Councillors have:

- Developed a new, more comprehensible financial reporting format and set the school fees for 2015
- Advised the school on the appropriate levels of Internet filtering to be applied using Content Keeper
- Advised the school to keep PE as a specialist program
- Appointed a new Director of Out of School Hours Care and reviewed a range of policies governing OSHC and Vacation Care
- Successfully established Before School Care
- Allocated fundraising money to school projects and programs, including senior student's interschool sport, and repairs to the pool
- Sought clarification about the federal government and state government's commitment to the Gonski funding through conversations with the Treasurer, Tom Koutsantonis
- Met with Matt Williams to question the federal government's view on the last 2 years of the Gonski funding
- Signed the OPAL Charter to increase physical activity and access to healthy food at school
- Discussed composite grades, Growth and Development lessons, A-E grades, NAPLAN results, the Mindset research, school uniform, and looked at the newly developed Child Safety documents
- Kept up to date with relevant student behaviour management data
- Promoted Jump Rope activities as part of PE Week
- Supported the working bees: on the pool, the re-development of the kindy nature play area, and the new gardens
- Introduced a Volunteer Award. This year we recognised the long term contributions of Shirley Lackner, who works regularly in the library, and Deidre Tremelling, who has sorted the newsletter for many years. The 2014 winner is Fiona Scott who has helped in classrooms, established the gardens, taught children to grow vegetables and cook them, worked on the irrigation system, supported fundraising efforts, and generally done jobs that make the school a better place for children to learn.

Again this year the Governing Council has been a superb support to the school's leadership team. Having an overview of policies and finances has helped to steer the school in the right direction. As a team the Councillors are cohesive, yet argue respectfully to explore ideas and options. Every one of them has the whole school's needs in mind when they meet and in the end the children are the beneficiaries of this attitude. Over the year the school's enrolments have increased, however the transience has also increased. We have had 82 children leave the school because families are re-locating, and 116 into the school. A large proportion of the school's population lives in rental accommodation. This level of transience has presented challenges to teachers who need to keep programs running smoothly, and to administration trying to even out class sizes and keep track of individual student's learning.



# Children's Centre

The Children's centre has had another busy but exciting year. As we continue to build strong relationships with our school and wider community we are seeing positive results in the form of attendance at programmes and feedback from children and families using our services.

Deb Mackay, our Family Services Coordinator, continues to work closely with the school and families to identify areas of need. Deb has presented a range of programmes for families this year. All have been well attended. The popular Cool Friends program has assisted children build their social engagement skills over the course of the year. Deb also takes time out of her busy day to touch base with individual children in the school and preschool.

We farewelled Nicole Parry our Community Development Coordinator (CDC) and welcomed Amy Reynolds as our new CDC. Amy comes to us brimming with new ideas and we look forward to implementing some changes in the New Year. We also said goodbye to Emma Gillespie (OT), as she gave birth to a beautiful baby girl. Her replacement Judy Chancellor has hit the ground running and we have already seen some great initiatives put in place by Judy. Our Speech Pathologist Joanna Gerangue has continued to connect with families, the Nurses and OTs to present programmes that have been beneficial to our youngest Children Centre participants – the babies. Joanna and Judy presented a specialised program "Picnic on the Floor" addressing eating issues.

The continuing partnership with Healthfirst has provided an invaluable referral pathway for children and their parents to access child mental health worker Marijeta Kurtin. Marijeta has built strong relationships with both children and parents.

Our partnership with Anglicare and UnitingCare Wesley Bowden has strengthened this year through their contributions to our playgroups and targeted groups.

The Antenatal visits, whilst slow to start, have really taken off and it is fair to say that we are a "Prior to Birth to Year 7 site." This is an amazing opportunity for us as we are now building relationships with parents before their baby arrives. The CaFHS nurses continue to do what they do so well, and that is to provide their expertise, especially through the home visits, and parenting programs. Their Early Parent Groups are well attended and the knowledge and reassurance that they share with parents is invaluable.

At the other end of the site the Preschool has had a busy but very productive year. We also said goodbye to Simone Searle and welcomed Anna Brice. Anna had been a Director for many years at stand alone Kindergartens. We are delighted to have Anna as part of our team and her input has been welcomed and valued. The Kindergarten will start 2015 full across most of the daily sessions. The staff have worked tirelessly this year to assist the younger, less skilled children become school ready on a variety of levels.

We continue to be thankful that we are all part of such a committed Children's Centre team. We all look forward to 2015 and the opportunities it presents.

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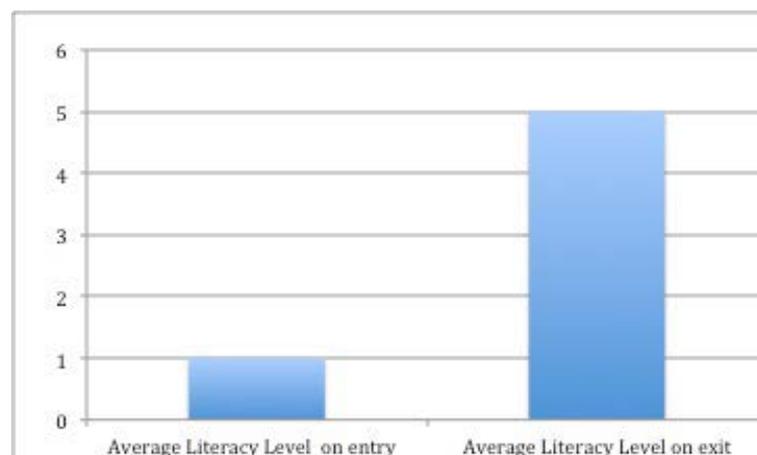
# Intensive English Language Program

The IELC program is a 12 month Intervention Program, preparing students for mainstream, both academically and socio-culturally. The dynamic nature of the program means that there is a continuous intake and exit of students throughout the year. During 2014 we had 6 IELC classes. The students came from 25 culturally and linguistically diverse backgrounds with varying school experiences, (ranging from no previous schooling to continuous schooling experiences).

The overall high expectations and commitment of the teachers, BSSOs/SSSOs, and students was outstanding. Their hard work and determination has resulted in an increase of an average of 5 Literacy levels.

This year 47 Nap students exited the program with 46% of exiting students continuing at Cowandilla Primary School.

We continued to use our TRIF funding (Targeted Refugee Initiative Funding) for 'Art Therapy'. This enabled students to develop their Art skills, creativity, Fine Motor skills, deal with trauma, and helped to increase their self-esteem and confidence.





# Aboriginal Education

## Reconciliation Week

Reconciliation Week was acknowledged and celebrated across the school by classes in a variety of ways, starting with an assembly on the Monday morning led by Poonyarrah, Alleigh, Kyleisha, Mya, Keeral and Shondelle. They spoke to everyone about history and purpose of this week, after which the students and staff reflected on the 2008 Apology to the Stolen Generations.

Teachers carried the theme of "Lets Walk The Talk" through to classrooms where students were involved in a range of different activities including tracking stencilled art on pavers around the school to learn animal names in Pitjantjatjara, Kurna language.

In Term 4 this year we were joined by Uriel Wipp as our Aboriginal Community Education Officer. She worked during the term to build relationships with students and families and also supported the transition to High School for our Year 7 students and their families.

Our Aboriginal student enrolment has gradually increased across the year which is pleasing to see. Our enrolment numbers at the end of Term 4 was around 20 students.

Individual Learning Plans for all Aboriginal students were developed by teachers , in consultation with the Aboriginal Education team, to ensure equality, and differentiation of programs.

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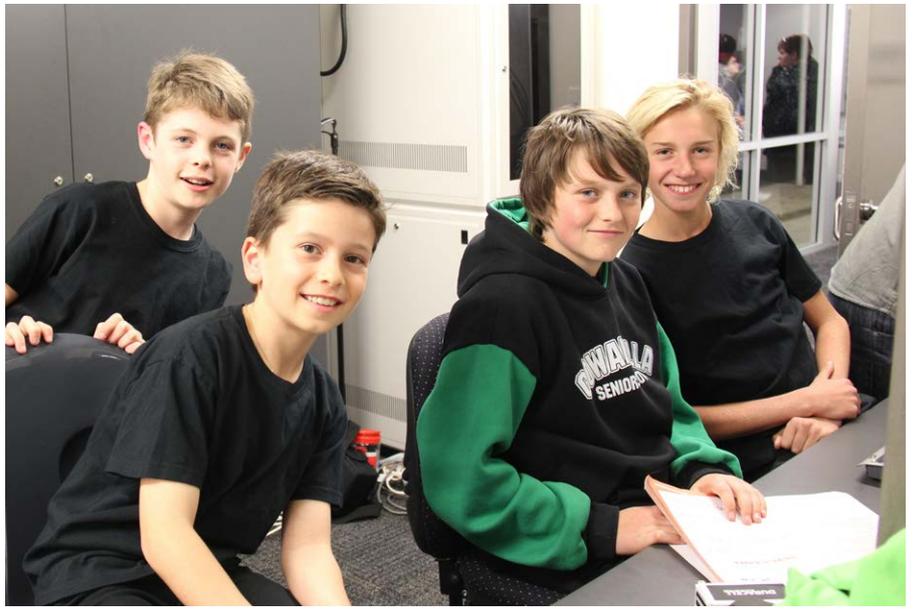
# Special Education

The Special Education Program at Cowandilla Primary School supports students assessed and verified by District Services including Speech Pathologists, Psychologists and Hearing Services and external agencies such as Autism S.A. The students have a Negotiated Education Plan (NEP) or an Individual Education Plan (IEP) and are supported by the Special Education Teacher, School Support Officers, Bilingual Support Officers and staff from the Children's Centre (Occupational Therapist and Physiotherapist). The Special Education Teacher, classroom teachers, and support staff meet each term to set achievable goals, monitor student progress and provide intervention programs in literacy, maths, social skills or other identified learning areas. The speech pathologist provides speech and language programs to support students one to one or in a small group to work on identified speech problems and language processing difficulties. All the support programs are monitored by the Special Education teacher and class teachers and evaluated through the following assessments (TORCH test, PAT Maths, PAT Reading, Monster and SA Spelling Tests, Running Records and Literacy levels).

Meetings with parents are organised to discuss issues as they arise and programs sent home for parents to work on with their child if needed. The student's strengths and interests play an important part in their learning and the teaching and learning programs implemented build on the student's knowledge, skills and abilities. Students are encouraged to always 'have a go' and take risks in a supportive learning environment where they become successful, confident learners.

Other school programs like Program Achieve, Play Is the Way, Cool Friends, and Rock and Water are implemented in the classroom with the support of the School Counsellor or the Children's Centre social worker. These programs help to develop students' social skills and this in turn fosters positive and caring relationships towards students learning and everyday problem solving skills thus helping them to develop life long learning practices such as critical thinking, social skills and adapting to change. A Student Review Group (including District Office staff) meets three times a term to discuss, document and oversee the assessment of students and the delivery of programs to support students with learning needs so they have access to all areas of the curriculum. All of the programs implemented at Cowandilla Primary School in combination with the special education programs are a vital part of students' learning, because the focus is on developing areas of need as well as strengths.







# Literacy

## NAPLAN Results

Our school is mostly interested in the amount of growth between NAPLAN tests. That shows how each cohort has improved compared to others who scored the same as them in the previous test. So it shows if we are making a difference to children's learning.

Each table shows the progress made by students in our school compared with students across the nation. The usual spread is a bell curve of 25% in low growth, 50% in medium growth, and 25% in upper growth.

### Growth between Year 3 and Year 5

Progress	Reading		Numeracy	
	School	All Students	School	All Students
Low	26%	25%	6%	25%
Medium	53%	50%	56%	50%
Upper	21%	25%	39%	25%

### Growth between Year 5 and Year 7

Progress	Reading		Numeracy	
	School	All Students	School	All students
Low	4%	25%	22%	25%
Medium	65%	50%	52%	50%
Upper	30%	25%	26%	25%

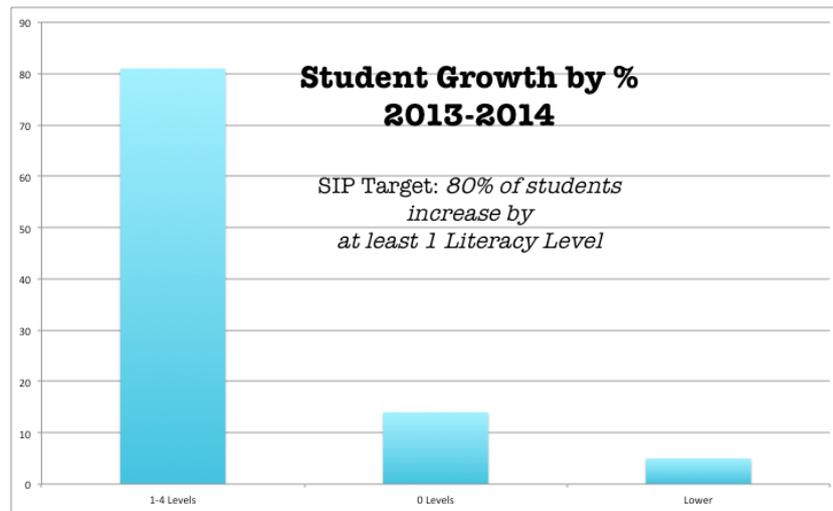
This data set shows that we are doing well in both literacy and numeracy across the school, particularly in the growth shown between Years 3–5 in numeracy, and 5–7 in reading.

# Literacy

## Literacy Levels

This year saw teachers use the Literacy Levels, to moderate and assess student work in English. The Literacy Levels reflect the language and literacy students need to be able to access the Australian Curriculum across learning areas at their year level from R-10. This is the second year this document has been used for moderation.

Our Site Improvement Plan target for Cowandilla was for 80% of students to progress at least one Literacy Level from Term 4 2013 to Term 4 2014. The graph below illustrates this was achieved. It highlights strong growth of one or more levels by just over 80% of students.



## Running Records

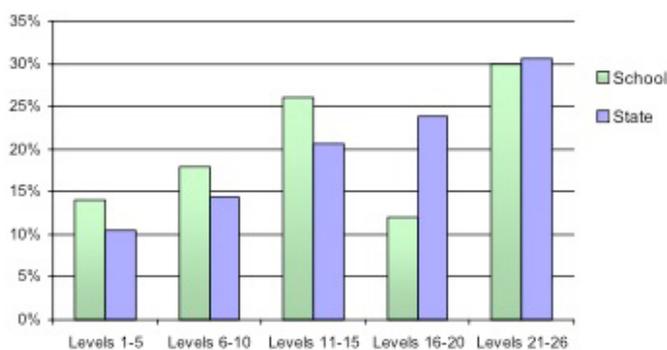
Running Records are an assessment tool used by teachers to monitor and evaluate students' reading and comprehension.

These tests are used to help check fluency (how smoothly) and comprehension (understanding of what is read), and also provide a reading level. This level (between 1 and 26) is based on words read correctly, words left out, and help given by the teacher while reading.

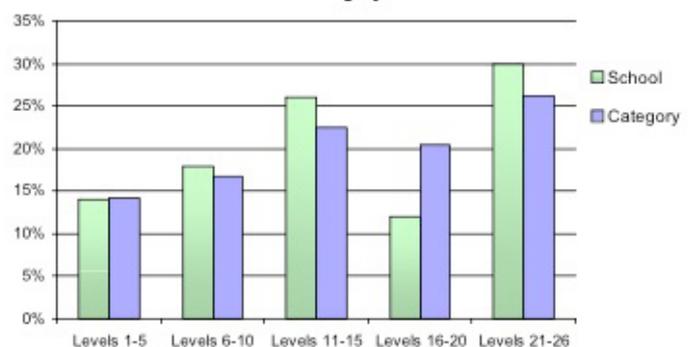
The graphs below show our school's year 1 and 2 students' reading achievement (at end of Term 3 this year) compared to like schools and also the State.

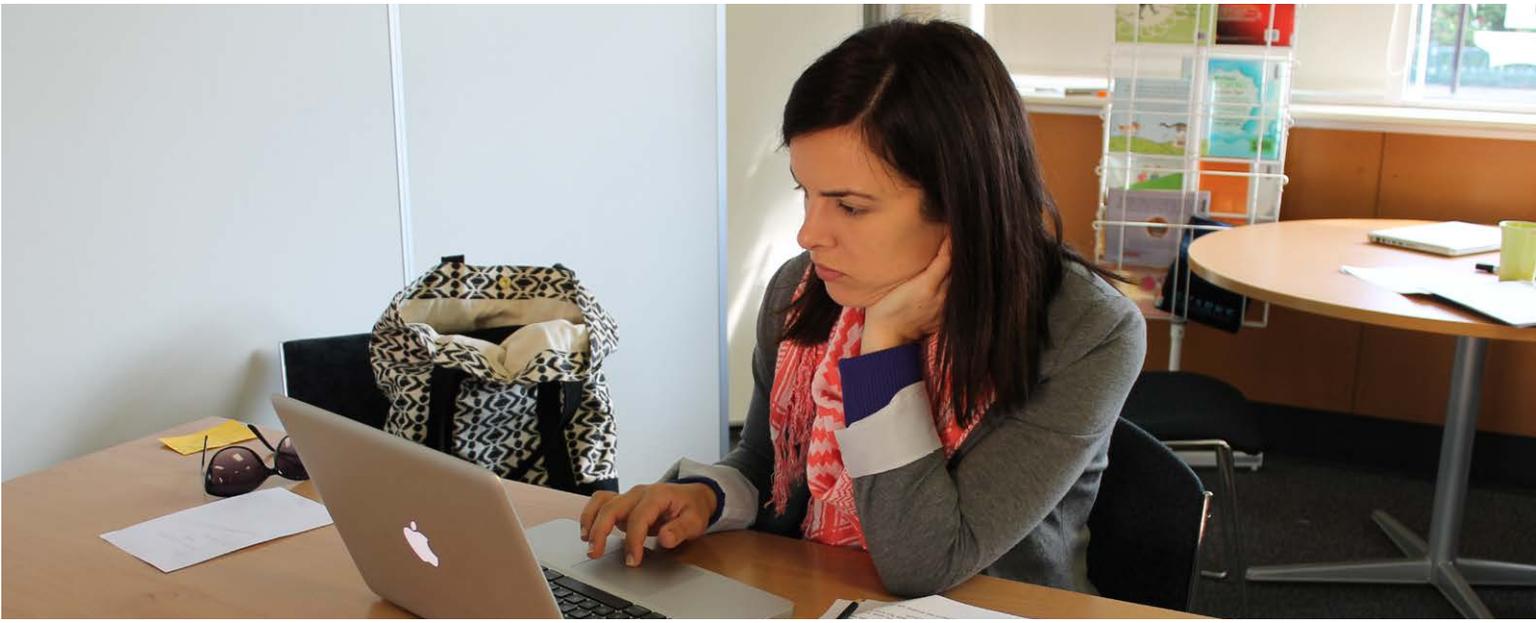
## Year 1 Students 2014

School Reading Levels compared to State



School Reading Levels compared to Disadvantage Category



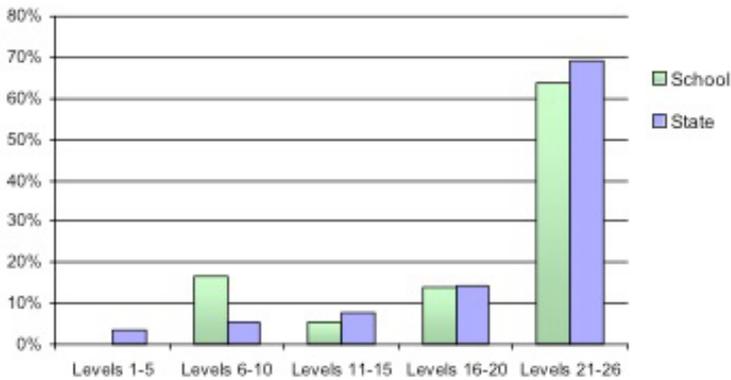


# Literacy

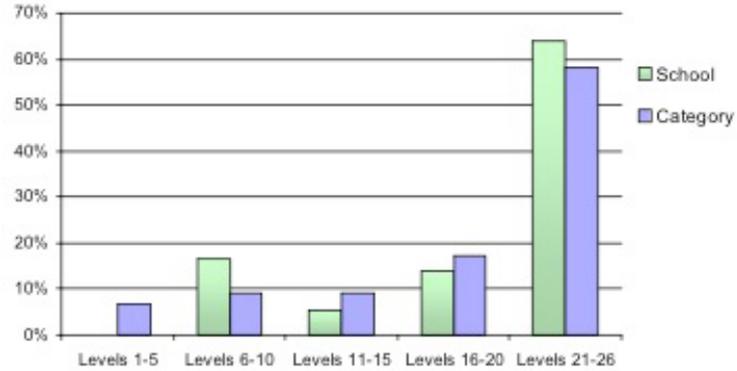
Running Records - Continued

Year 2 Students 2014

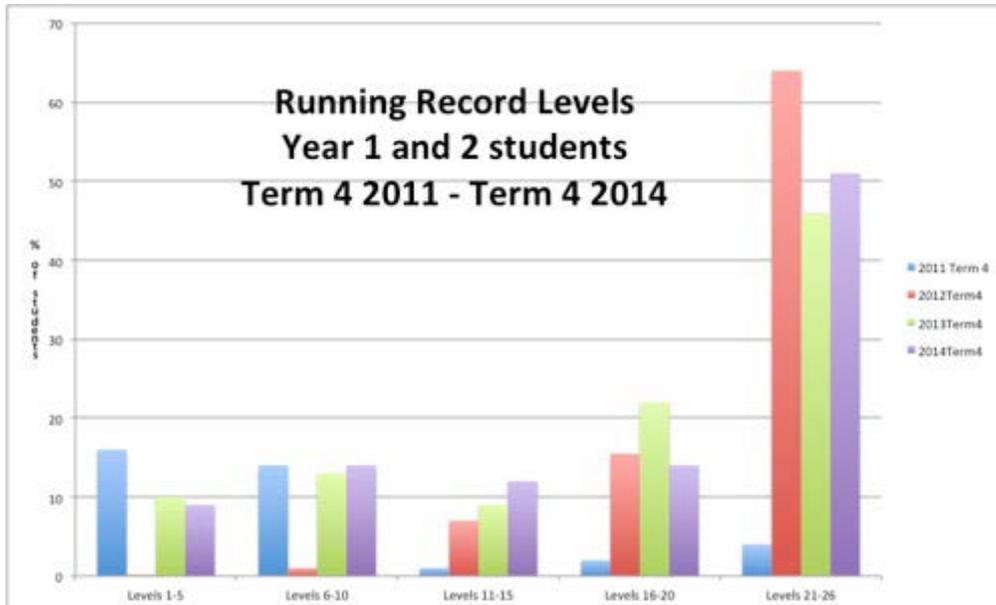
School Reading Levels compared to State



School Reading Levels compared to Disadvantage Category



This graph shows student achievement in Running Records by Year 1 and 2 students





# Literacy

## Professional Development

In supporting our Site Improvement Plan aim to continue to develop teacher knowledge and capacity of pedagogy and practice to strengthen and enhance a whole school approach to literacy, staff have been involved in a wide range of high quality professional learning activities during 2014. This involvement continues to ensure we maintain and build our knowledge and understanding of what underpins our work here at Cowandilla.

Once again, 8 teachers across the site received intensive support from our Accelerated Literacy Consultant, Stephanie Lane. Both highly experienced and teachers new to the program were supported through planning processes as well as in class observations followed by critical feedback. Teachers continue to acknowledge the value, quality and importance of this process.

A range of other professional development activities were undertaken this year...

- 4 day Introduction to Accelerated Literacy course in Term 1
- Enriching Accelerated Literacy Practice– completed by 2 teachers and the Principal

## Literacy for Learning

14 teachers participated in the Professional Learning course Literacy for Learning run by Stoyan Stoianov and Deb Postema after school over the course of terms 3 and 4. They studied the course in language and literacy to learn more about functional grammar and how language works. This learning aligns with the Australian Curriculum and will support teachers to teach English. These sessions proved to be a positive and worthwhile learning experience for all who attended with highly experienced and knowledgeable staff supporting and working with those for whom this was new learning.



# Mathematics

Over the past 3 years the school has employed a consultant, Lisa Jane O'Connor, to work with teachers to improve mathematics planning and pedagogy. Lisa Jane helps teachers work out the amount of time each aspect of maths needs at each year level, and works out ways to further integrate maths into daily routines and other subjects. The aim is to cover the curriculum with time to spare for revision in Term 4. Lisa Jane also goes into classrooms to help teachers change their approach to mathematics, handing over much more activity and control to the children. The impact of her work is beginning to show in the NAPLAN and PAT Maths results.

## NAPLAN Results

Our school is mostly interested in the amount of growth between NAPLAN tests. That shows how each cohort has improved compared to others who scored the same as them in the previous test. Each table shows the progress made by students in our school compared with students across the nation. The usual spread is a bell curve of 25% in low growth, 50% in medium growth, and 25% in upper growth.

### Numeracy growth between Years 3 and 5

Growth	School	All Students
Low	6%	25%
Medium	56%	50%
Upper	39%	25%

### Numeracy growth between Years 5 and 7

Growth	School	All Students
Low	22%	25%
Medium	52%	50%
Upper	26%	25%

This clearly shows that teachers are making a difference to student learning between the NAPLAN tests.

# Mathematics

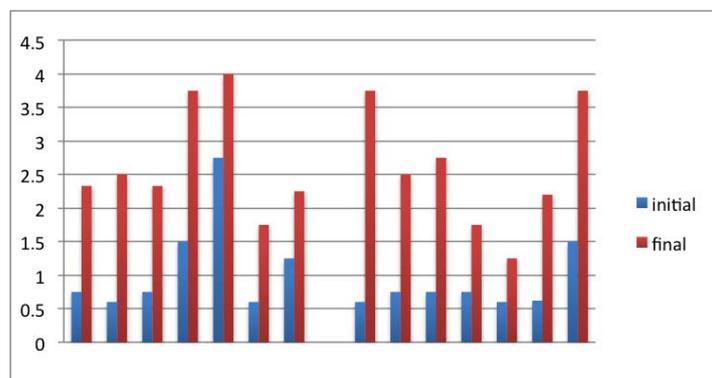
## Maths Intervention

The maths intervention program commenced in May 2014. The students were selected in consultation with teachers and how students fared in the 2013 PAT Maths tests. The group was made up of fourteen students ranging from year 2 – year 4.

The Maths for Learning Inclusion Kit was used to diagnose student needs. The majority of students could not complete the first assessment independently indicating a lack of understanding the number system. Consequently the intervention program focussed on pattern, sequencing and noticing. Some of these students were immersed in pattern for an entire term, others seemed to recognise and move forward quite quickly. Components of the program complimented the curriculum however the depth of understanding students require to be confident competent math students meant a focus on number needed to be more intense than initially recognised.

It was observed that students:

- Had a limited knowledge of 100 grid
- Confused 'teen' and 'ty' (e.g. nineteen and ninety)
- Had to always start counting at 0 (unable to count on, or sequence from a different starting point)
- Lacked trust in the number system, even in the number of fingers they have on each hand
- Had limited confidence in their own ability in maths

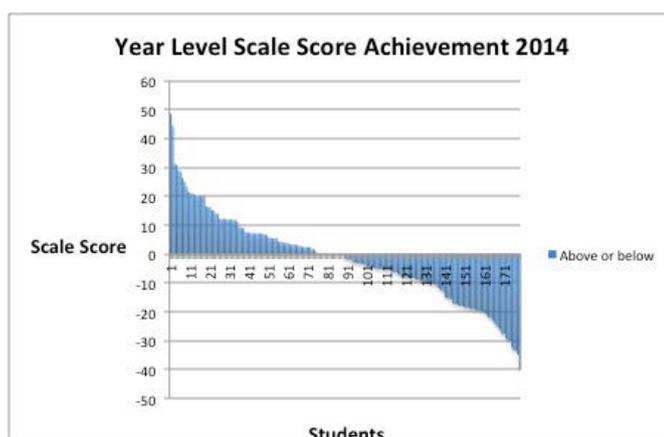


These figures represent the growth all participants have had since term 2. Retesting the students using the Maths For Learning Inclusion Kits clearly shows the improvements these students have made. Initially unable to complete the first assessment all students confidently moved through to the second assessment and some excelling through to the fourth.

Due to its success, the maths intervention program will be expanded in 2015.

## PAT Mathematics

The graphic shows that half the students are scoring at or above year level expectation in maths and half below. Our aim for 2015 is to improve on this percentage.





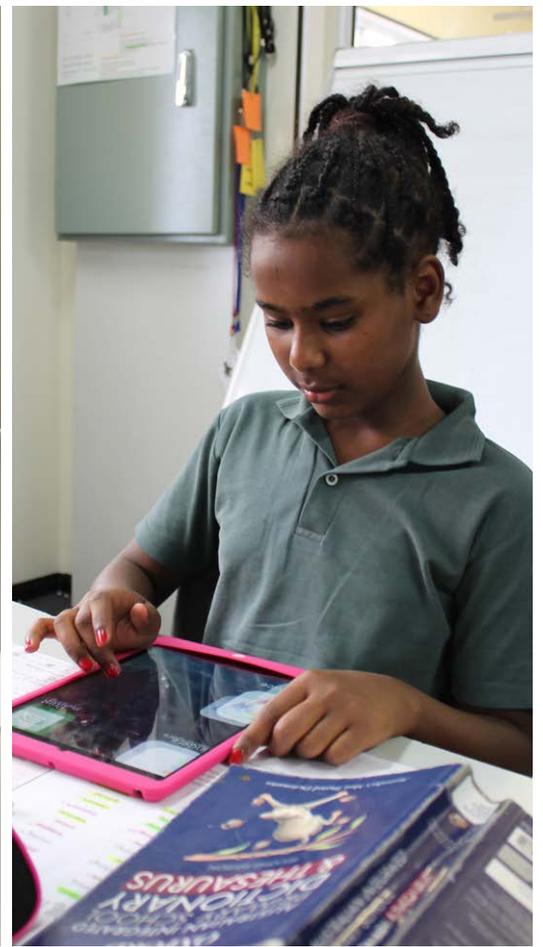
## E-Learning

Integrating the use of mobile technologies into classroom programs has been a focus for 2014. This year, following our successful iPad trial in 2013, we continued our 1:1 iPad program (one iPad per student) in Tina's year 3/4 class and introduced 1:1 iPads in our two year 4/5 classes (Mr Pollard & Stoyan's classes). Each of the Middle Years classes had a set of iPads to use in their room. We also had a set of iPads available for the Early Years classes to borrow, in addition to introducing a class iPad for each Early Years class. All teaching staff now have an iPad to assist them with their professional work, and support their own learning and use of mobile technologies.

The iPad program has shown the usefulness of having technology "at your fingertips" to support learning across the curriculum. Teachers have been able to access a variety of learning resources and share these with their classes by "reflecting" to the class Interactive Whiteboard (IWB). Students have been able to use the iPads for research; record their learning creatively with photos, audio and video; use the iPads to support language learning; and produce high quality presentations. Being able to work collaboratively and easily edit and share, facilitates the production of high quality work.

A team from our school presented about our 2013 iPad trial and ongoing program at this year's National Australian Computers in Education Conference (ACEC2014). This presentation reinforced for us the strengths in planning and collegiate work that have been the basis of our program.

This year we have experienced an increased level of technical issues, due to higher demands on the network and changes to the infrastructure. It has not been an easy year for our technical team, and we thank them for their persistence in working through problem solving. All year we have been working on a solution to internet constraints and in fourth term we switched to a fast microwave internet connection, which has greatly improved our ability to access learning resources on the internet. We have also reviewed our internet filtering, with the support of a team of teachers and Governing Councillors.



Our work in teaching Cybersafety continues as a priority. Class teachers embed Cybersafety within their learning programs throughout the year as part of teaching good online “digital citizenship”. We also hold a number of parent presentations. In 2014 we hosted student, staff and parent sessions by ACMA (the Australian Communications and Media Authority) and also supported staff and parents to attend information sessions run at other sites.

In 2015 we are planning to introduce 1:1 iPads to our year 5/6 and 6/7 classes, and sets of shared iPads in each of the Early Years classes. The increased numbers of students in the school and having better access to technology in classrooms, has resulted in the decision to convert the computer room into a classroom in 2015. Desktop computers will still be available in the Resource Centre for class use, as well as Interactive Whiteboard (IWB) technology and iPads in classrooms. We are looking forward to the new learning opportunities that mobile technologies and a fast internet connection will provide for us in 2015.

–Vicki Newton, E-Learning Coordinator.



# Wellbeing

In 2013 we began the Kids Matter journey. The Kids Matter framework is based upon building a positive community, which is centered on respectful relationships, a sense of belonging and inclusion. This year we have focused on component 2: developing children's social and emotional skills. Our aim has been to support students to recognise and regulate emotions, show care and concern for others, make responsible decisions, negotiate challenging situations effectively, and establish positive and effective relationships.

To further develop and enhance our knowledge of component 2 staff began to explore the work of Carol Dweck and her research into Mindset. Mindsets are beliefs about yourself and your qualities. There are two perspectives, growth mindset where you believe intelligence can be developed and a fixed mindset where intelligence is fixed. Staff were exposed to this thinking through staff meeting conversations, YouTube clips, and information provided in the weekly bulletin. Staff began to have a conversation about common language to promote a growth mindset. Staff will continue to explore the use of common language into 2015.

Students in a Year 6/7 class participated in a survey which helped the students to identify and understand what "Mindset" they held about their learning and performance. The survey was administered in Term 1 and then re-administered in Term 4 to compare student results and to look for any trends.

Mindset Survey Results from Term 1 to Term 4

	No Change in Mindset Growth	5% Growth	10% Growth	15% Growth	20% or More
Number of Students	10	2	3	2	3

In 2015 we will conduct the survey with more classes and look for reasons as to why students remain with a fixed mindset and what we can do as educators to aid in the development of a growth mindset in our students.

Staff participated in training responding to traumatised children in the classroom which was provided by the Australian Childhood Foundation. The training focused primarily on the brain and how we can support students to regulate their arousal level by calming and engaging their emotions. Staff were able to talk in groups and discuss how we can best support these students while being provided with strategies from Melissa Armstrong, from the Therapeutic Care Team.

# Wellbeing

Staff continued to develop Restorative Practices as a framework to resolving issues while using Play is the Way as a tool to teach social skills through cooperative games. This year the Management Team reviewed Office Time Out processes and are currently trialling an office time out reflection form which incorporates both restorative practice questions as well as those used in Carol Dweck's research on mindset. We will continue this trial into 2015, but early findings have indicated students are required to think and write more carefully about what rule they broke, why they chose to break the rules and what changes in behaviour choices should be made. Better Buddies Program and What's the Buzz were implemented with children in the Junior Primary years buddying up and learning the values: caring for others, friendliness, respect, valuing difference, including others, and responsibility. Classes across the whole school were involved in a cross age program where they would get together once a week and engage in an activity, including reading, going on a joint excursion, and participating in a sports lesson.

Student behaviour has improved this year. This is due to the behaviour management processes focussing on supportive interventions and empowering students with strategies to deal with concerns. We were supported by the Regional Office by acquiring salary for students with complex behaviours. This salary provided SSO support to these students and helped with their engagement within the school program.

The following data below reflects improvements:

Behaviour	2013	2014	Difference
Violence	33	19	-14
Threatened the good order	158	153	-5

	2013	2014	Difference
Suspensions	44	44	same
Exclusions	1	2	+1

## Attendance

Student attendance at Cowandilla Primary School continues to improve for most students. Attendance for 2014 was 92.5% which is a 1% improvement from 2013. The challenges are how we support families whose environmental influences prevent their students from attending school. If we could better connect these families, then the attendance rate would be higher.

The attendance trophy is still presented to the class with the best attendance at the Monday assembly. This year the trophy was presented to 19 classes ranging from Reception to Year 7. Students enthusiastically wait to see if their class is the class with the best attendance. This initiative continues to provide the platform for other processes including phone calls, meetings with families to provide strategies and support and collaborating with the Attendance Officer. In 2014 a most improved attendance certificate was introduced and presented at Monday assembly. The certificate is to recognise the class with the most improved attendance from one week to the next.



# The Arts

## Senior Students Performance

This year the children performed Disney's High School Musical Junior. Once again Lucy Tubb organised the auditions, rehearsals, costumes, make up, lighting, staging, and everything else involved in putting on such a complicated performance. This was Lucy's 10th performance and former students shared their stories about what the performance meant to them as they look back on their primary school years. Special mention needs to be made of Tiana Gorman's portrayal of Sharpay. She was so...well...Sharpay!

## The Choir

This year all children in Year 3, 4 and 5 IELC and mainstream took part in the choir this year. Their performance at the end of year concert was superb! Thank you Tina Photakis for leading the choir so ably the whole year. Plans are in place to continue the choir in 2015

## Dance Club

Fiona Mount and Rasmey Don established a Dance Club in Term 3. This group of Junior Primary children practised in break times and performed at several assemblies. By popular demand the Dance Club will continue in 2015.

## Instrumental Music

This year students studied wind and brass instruments on Wednesdays. The band performances were a highlight of the year. Numbers of participants dwindled towards the end of the year until it was decided to discontinue the program in 2015.



# Grounds and Facilities

2014 has been a busy year for improving our facilities. We have:

- Removed the old plants from both sides of the car park and replanted them with natives
- Established more vegie gardens
- Put windows into two office areas
- Completely refurbished the yard toilets
- Painted and repaired the pool
- Replenished all the soft fall in all the playgrounds
- Cleared out the rear garden in the kindy and created a new nature play area
- Installed irrigation systems through most of the school
- Painted several classrooms
- Begun the landscaping of the mound in front of the Unit
- Built a shed to accommodate the archives



# Physical Education

The PE program at Cowandilla is continually growing in strength each year. In 2014 there was a greater focus on the fitness and skill development of the students. In Term 1, students participated in what is often the favourite day for many students, Sports Day. The most rewarding aspect of the Sports Day is the opportunity it provides the 16 house captains to improve their leadership skills amongst their peers, and to be good role models for the younger students. The day was a great success.

Congratulations to the Yellow Team for winning the day.

SAPSASA involvement is something that we are striving to improve each year. In 2014, 35 students represented the district at the Metro Athletics Carnival held at Henley High School. It was very pleasing to see students training hard during their lunch times so they could come to the carnival in peak condition. Many personal bests were achieved on the day with one student winning the opportunity to compete at the State Athletics Carnival in Term 3.

In Term 4 Riley Williams and Jacob Murchison won selection in the SAPSASA Airport Cricket Team, an outstanding achievement as there were over 40 other keen cricketers from neighbouring schools all vying for an opportunity. The boys won each of their qualifying games to make the grand final of the Division 1 grade. They made great work of a big run chase in the final, narrowly missing out on a win.

The focus for 2015 is to elect team captains earlier in the year and expand their leadership role so that they are contributing to student sports and activity programs throughout the year.





# Finance

Cowandilla Primary School began the year with a healthy SASIF investment balance of \$648,681.00 which enabled all planned budget expenditure to be carried out. The refurbishment of the toilets in the activity/OSHC room was completed and a new air conditioning system was installed. With careful financial management smaller projects around the school and grounds were also completed which were not part of the school's budget.

The budget included a provision for iPads to be purchased giving students the opportunity to learn how to use them in a safe environment. Throughout the year improvements were made to the school's information technology infrastructure, an essential part of E-learning. Having a sound financial position has allowed the school to support staff with a variety of professional development opportunities and given us access to specialist consultants.

A number of small grants and unexpected revenue received during the year reflects the Profit and Loss Sheet which has recorded a profit of \$145,267.00 which will be carried forward to the 2015 budget to pay for the refurbishment of the schools yard toilets which were completed in time for the start of term one.

The closing balance of the Schools SASIF account was \$724,353.00.

The Parents and Friends group has worked hard during 2014 raising a total of \$6996.00 to make extensive repairs to the swimming pool to enable the students to continue the swimming program and support both the cost of classroom excursions and transport for sporting events.

## OSHC/Vacation Care Finance Report 2014

The Cowandilla OSHC/Vacation Care Program began the year with a new Director and several of our casual staff have been made permanent in line with the Children's Services Award. It has been a happy and exciting year for the children who attend the program with many incursions and excursions during the vacation care periods. The SASIF balance was reduced to \$26,007.41 in order to help pay for the air conditioning and toilet refurbishment and therefore the loss recorded at the end of the year was \$32,964.09. As the expenditure incurred was \$38,720.00 and should be taken into consideration when looking at financial reports it can be said that the operating profit for 2014 was a healthy \$5,755.91.



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