Hincks Avenue Primary School

Annual Report 2010

Committed to student learning in a positive environment
2010 saw a busy, productive and enjoyable year for the Governing Council. We had 12 members including two student reps from the SRC who regularly reported to us. We were involved in decision making on behalf of the parent community of Hincks Avenue Primary School in a number of areas. We have been kept appraised of the school’s financial position and as Governing Council, have ratified spending and budget decisions for the betterment of the school.

One of our biggest projects we were involved in for 2010 was the new gymnasium, provided by the Federal Government’s Stimulus Package. We have watched its progression with interest and looking forward to its completion. What a good beginning to the new school year to have the new gym to hold future assemblies.

Other projects we have been included in, was to approve new computers and servers for Admin, deciding recipient/s for “Rowan Ramsay’s Community Award” which were our long time SSO’s Di Bryant and Teresa Brennan, two worthy winners. Congratulations to you both. We invited Jack Velthuizen (Deputy Mayor of Whyalla) to issue certificates and nametags to our newly elected SRC Reps, with a visit and reception to Whyalla Council Offices. We, as a governing council had a walk around the school to offer suggestions for the next year’s budget.

It is great to see the collaboration between Hincks and Stuart High School with the canteen lunches working tremendously well. It would be fantastic to see the two schools collaborating more in the future on projects.

It was exciting to see the recorder group perform throughout the year at assemblies, and playing for groups in the community during the Christmas season. Santa also made a visit to Hincks, with the children making a food or monetary donations to be forwarded to the Salvation Army for distribution into the community.

What a wonderful and welcoming start to 2011. We are going to see changes around the school. Our school has been granted $210,000 from the State Government to demolish old Admin Building, the unused classrooms on the western side of school grounds and to fix the drainage system. This will happen sometime this year and then the Governing Council will discuss ideas for this large area.

To finish, I would like to take this opportunity to thank you all who have made me feel welcome on Governing Council and as Chairperson in 2010. I was feeling a bit daunted at the beginning of the year, but, as the year went on became relaxed and felt at ease to Chair meetings. Thank you.

To any new and prospective council members, it is a bit daunting to come on council as it maybe a change to your normal routine, but we existing members will make you feel at ease and welcome you to our meetings. Do not worry if you feel you cannot come to a meeting because of children, we can negotiate around this issue.

Bronwyn Kesby
Governning Council Chairperson
School Context

Hincks Ave Primary School is located in Whyalla, 394 kms north of Adelaide. The school has 10 classes – 4 Junior Primary classes, 5 Primary classes and 1 of the Eyre & Western's JP Special Small Classes.

Student enrolment by the end of 2010 was 205, climbing steadily over the last four years. 13.2% of our students were identified as students with disabilities with a high proportion of these students having Language and Communication disabilities. 61.9% were approved for School Card and 19.8% of our students are identified as being of Aboriginal descent.

Hincks Ave Primary School had a combined staff of 26 members: 12 teachers and 11 SSOs, including, School Counsellor, a Deputy Principal and Principal.

HIGHLIGHTS OF 2010

The SRC, once again, were very active during 2010. They organised fun events, fundraising, promoted Program Achieve and pride in the appearance of our school. All of the SRC members demonstrated leadership qualities and grew in confidence as positive role models throughout the year.

Camps and excursions were vital components of student learning across all year levels. The Year 7s travelled to Broken Hill, staying in Silverton and visiting mine sites, historic buildings, Pro Harts Gallery, Silver Mint, Sculpture Park and the old school in Silverton. The Yr 1/2 & 3s travelled to Monarto Zoo and had a fantastic time. One class actually experienced a plane flight back to Whyalla. A class spent the day visiting the Adelaide Zoo and the Christmas Pageant. Students also visited Port Lincoln and attended performances at the Middleback Theatre.

Other Junior Primary classes hosted sleepovers giving students experience in being away from home, consolidating those skills in Program Achieve - Getting Along, Confidence, Persistence, Organisation and Resilience.

Reconciliation Week was a huge success, thanks to a grant we received which enabled us to provide students with activities which promoted reconciliation between Aboriginal and non-Aboriginal people. The performance by Cultural Infusion encouraged students and staff to join in with traditional dances.

Book Week was once again well supported by students and staff, with most people dressing as a book character for the theme 'Over The Story Bridge'.
The Premier’s Reading Challenge was supported by 112 Students in 2010, 54 students more than in 2009. Well done to those students who were the first to receive the Hall of Fame Medals.

10 of our students experienced the Young Leaders and Impact Leaders Conferences at the Entertainment Centre in Adelaide. The guest speakers spoke about being leaders in schools and in the community, resisting negative factors and having a positive attitude. They spoke about being mentally tough to overcome obstacles and be courageous and not afraid of failure.

Sports Day

Hincks Ave Primary School was well represented at District carnivals, Vibe Alive and the Whyalla Gidja Festival as well as the Whyalla Christmas Pageant.
# Hincks Ave Primary School Site Improvement Plan 2010

<table>
<thead>
<tr>
<th>Literacy Priority</th>
<th>Targets</th>
<th>Key Strategies</th>
<th>Evidence &amp; Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Determined from SILA review &amp; 2009 data.</em>&lt;br&gt;Key areas for specific focus</td>
<td><em>Agreed specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate.</em></td>
<td><em>Key actions, developed through collaboration with staff. Actions that staff (teachers, SSOs &amp; leaders) will commit to, to support learners achieve targets.</em></td>
<td><em>Artefacts (processes, data &amp; timeline) used to determine process towards targets and implementation of strategies.</em></td>
</tr>
</tbody>
</table>

## Focus on Learning

The school is working towards a school wide coherent approach to the teaching of writing.

- **2009 NAPLAN analysis:** identified that students had most difficulty in writing, grammar and punctuation.

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  - All non NEP/IEP students achieve at or above the national mean in writing in 2011 NAPLAN.

  - All Aboriginal students achieve at or above the ESL scale for their Year level by Term 4 2011.

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## Evidence & Evaluation

- **Artefacts (processes, data & timeline) used to determine process towards targets and implementation of strategies.**

## Key Strategies

- Collaboratively develop a rubric that is based on ESL Scales, SEA and SACS to track student development and use as a basis for programming to meet the range of learners' needs.

- Build teacher knowledge in the quality teaching and learning of writing through input from experts, coaches, staff meetings, network meetings etc.

  - Place of writing within a balanced Literacy program

  - Writing across the curriculum, in particular, Science

  - Differentiated instruction

  - High expectations

## Strategies

- **Documentation of rubric, genre map, agreed benchmarks, writing practices.**

## Targets

- **ESL Scales**

- **NAPLAN**

- **SEA**

- **School developed rubric**
| **Attend To Culture**  
Building a professional learning community  
Aligning performance management processes to support whole school literacy (writing processes) | In fortnightly Year Level meetings teachers will share practice – planning, teaching, assessing together, moderating student work.  
PM processes will involve termly meetings with all staff to support them in the implementation of the SIP.  
Performance Management policy will be documented. | **Strategies**  
Records of Year Level meetings  
Samples of student work  
Staff QA survey  
PM Policy |
|---|---|---|
| **Set Directions**  
Refresh whole school policies and procedures to support effective communication and consistency.  
Build parent/community partnerships | Establish writing benchmarks for all year levels.  
Review & if necessary, refine data collection, analysis and use policy.  
Collaboratively review current monitoring procedures with a view to improvement, if necessary, so that each student’s progress can be mapped from R-7 and is accessible to staff.  
All teachers involved in data interrogation of 2010 NAPLAN to individual student level, ESL Scales, and SEA data to identify trends and determine priorities for teaching and whole school improvement.  
EYLP  
SIP reviewed termly, especially with regards to progress towards targets. | **Strategies**  
SIP  
Coaching records  
Staff Learning Time & Staff Meeting minutes  
SIT minutes  
Term Planners & action plans  
Documentation from PIMS |
| **Share Leadership** | **Develop leadership density and build quality leaders** | Appoint staff Literacy leader, who as a member of the Leadership Team will:
- assist with planning PD
- data analysis
- sharing & reflection
- become a member of the cluster planning committee
This team becomes the SIT and meets regularly with SILA coaches
Principal will participate in PALL
Staff will be encouraged/supported to participate | **SIP**
Coaching records
Staff meeting minutes
SIT minutes
Term planners/action plans
Documentation from PIMS + observations. |
HOW OUR STUDENTS PERFORMED IN 2010

The attendance rate of Year 6s was 92.1% - the highest across all year levels. Most year levels were above 90% except Yr 5 students at 89%, Reception students at just over 86% and Year 3s - the lowest rate of 84.2%. These rates have dropped slightly from 2009 when the rates across all year levels were 90% and above.

Prompt follow up of unexplained absences lead to an increase in the number of parents notifying the school of their child’s absence.

The attendance of Aboriginal students exceeds the results from across our Region and is higher than some schools across the state. This data shows that Hincks Ave Primary School caters well for Aboriginal students and their families, being inclusive, culturally appropriate and highly valuing Aboriginal culture.

Actions Taken

- Implementation of Attendance Policy and Procedures.
- Students at risk targeted each term.
- Training and development for staff revising processes.
- Students, parents, teachers and leadership worked together to collaboratively address underlying issues.
- Newsletter items, parent brochure and meetings held to familiarise processes with parents.
- Breakfast Program running every morning.
**Implications/Recommendations for the future**

- To continue to follow our identification and addressing of issues as stated in our policy and procedures.
- To focus on reducing unexplained absences.
- To develop innovative methods of discouraging lateness.
- To continue to educate our community on the importance of attendance and punctuality.
- To continue the running of our Breakfast Program.

**Behaviour Management**

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Suspension</strong></td>
<td>M</td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td><strong>Exclusion</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

There was an increase in Suspensions in 2010 compared to the previous 2 years and the first Exclusion for many years. All of the suspensions were for violent behaviour and it should be noted that the incidents involved only 3 students. We will continue to stress to the school community that violent behaviour is not acceptable or excused at Hincks Ave Primary School. The use of restorative practices is continuing to provide fairness and equity with the reward being the building of trust and satisfaction amongst the students and teachers. Restorative justice seeks to heal and put right the wrongs and we continue to strive to be a 'just' school where victims and wrongdoers and their respective communities of care are active participants in processes that ensure equal justice and fairness. Our practice of using a restorative approach has enabled students to take more responsibility for their behaviour and as a result, in combination with other positive and proactive things we do as a school, we have seen a decline in misbehaviour.
This enrolment data is from Term 2 for each year represented. We had marked increases in Years 1 and 5, slight increases in Years 2 and 4, the same in Year 6 and a decrease in enrolments in Reception, Year 3 and Year 7.

The continued increase in our enrolments suggests that we are developing our credibility in the community to provide an excellent educational facility for children in Whyalla.

Many of our new families were from out of town and chose Hincks Ave PS because it had been recommended to them.

**NAPLAN Results Summary**

We have results from all year levels from Yr4 – 7 because we are a SILA site ie we have been involved in the Supporting Improved Literacy Achievement project for the last 2 years. This has meant that our Years 4 & 6 students have also been tested in the NAPLAN as well as the Years 3, 5 & 7 students.
The data is very pleasing in the Years 4-7 cohort for Writing. Most of our students reached or exceeded above the National Minimum Standards. The data clearly shows we are closing the gap between our school results and the National Mean. Our Year 6s surpassed the student mean in ‘Like Schools’.

A focus in 2011 will be on strengthening the expertise in teaching writing in the Junior Primary where explicit teaching of some skills in Writing have not been traditionally taught.

<table>
<thead>
<tr>
<th></th>
<th>Mean Score</th>
<th>WRITING</th>
<th></th>
<th></th>
<th>N Mean</th>
<th>Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>2009</td>
<td>2010</td>
<td>NMS</td>
<td>N Mean</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yr 3</td>
<td>370.1</td>
<td>328.6</td>
<td>301.5</td>
<td>270</td>
<td>418.6</td>
<td>381.6</td>
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<tr>
<td>Yr 4</td>
<td>394.6</td>
<td>414</td>
<td>322</td>
<td>451</td>
<td>417</td>
<td></td>
</tr>
<tr>
<td>Yr 5</td>
<td>397.4</td>
<td>422.3</td>
<td>438.9</td>
<td>374</td>
<td>485.2</td>
<td>453.3</td>
</tr>
<tr>
<td>Yr 6</td>
<td>433.8</td>
<td>489.5</td>
<td>400</td>
<td>509</td>
<td>477</td>
<td></td>
</tr>
<tr>
<td>Yr 7</td>
<td>471.7</td>
<td>481.7</td>
<td>486.9</td>
<td>426</td>
<td>533.4</td>
<td>500.1</td>
</tr>
</tbody>
</table>

The results for Grammar & Punctuation show a marked improvement in the Year 5 & 6 data. Once again the Year 3 data is very disappointing and in 2010 the focus will be on professional development for teachers with these Middle Primary students to increase their level of understanding, knowledge and skills in the teaching of Functional Grammar.
Most of our students achieved at or above National Minimum Standards in Spelling. This data shows that we are closing the gap between our results and the National Mean Score in all year levels except Year 3. However, by the time students get to Year 4 we are increasing the improvement data.
The Mean Score in Reading across all year levels shows that our students are above National Minimum Standards. Our students have improved on their results over the last 2 years except in Year 3. The gap between the National Mean and our results is still wide and this will be our focus in 2011.

LOW = Student progress between tests is low when compared with students of similar ability
MEDIUM = Student progress between tests is average when compared with students of similar ability
UPPER = Student progress between tests is high when compared with students of similar ability.

School Growth 2010

<table>
<thead>
<tr>
<th>Test Aspect</th>
<th>Progress Group</th>
<th>Year 3-5</th>
<th>Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Lower 25%</td>
<td>30.8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
<td>46.2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
<td>23.1</td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>Lower 25%</td>
<td>33.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
<td>48.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
<td>16.5</td>
<td></td>
</tr>
</tbody>
</table>

School growth is measured in Reading and Numeracy each year. This is measured using the results from students who sat the test at our school in Year 3 and then again in Year 5. Similarly the students who sat the test at our school in Year 5 are tracked with their results in Year 7. Although the majority of growth from Yr 3 -5 is in the Middle 50%, we still have a high proportion of students in the Lower 25% in Reading and Numeracy. The growth for Yrs 5-7 is similar for Reading, however the results in Numeracy are very pleasing with most of our students in the Upper 25%.
Aboriginal Education

- 2010 has been a busy and successful year for the Aboriginal Education team. We have been involved in several wider community events as well as implementing several new programs in the school including the August Census for Tier 2 Staffing (ESL Scale) which provides the school with significant funding to support these identified students the following year.

2010 ACHIEVEMENTS TO DATE:

- New Individual Learning Plan (ILP) format - the ILP format and timeline was developed to help teachers with recording and targeting goals for Aboriginal Students at Hincks. The plan is developed with parents, students and teachers in consultation with the ACEO/AET and reviewed termly. Parent/teacher interviews are conducted in terms 1 and 3 where the ILP is added to and student progress is discussed.

- Year 3 Numeracy "Number" Benchmark document for SSO's developed (checklist, teaching aid & pre test) - SSO's expressed concern for the need for a resource that would help with Numeracy Intervention.

- SSO's trained in taking Running Records - Running Records are an important part of reading development as they allow the teacher or SSO to see the mechanics of how a student reads. Taking Running Records regularly helps teachers and SSO's track and target goals for reading development.

- Development of School Evaluation Framework to develop school goals of implementation - Suzie Florance and Bek Pressler attended the Teaching ESL in Mainstream Classes held at Stuart High School and adapted as part of their studies a School Evaluation Framework to assess the level of implementation across the school under the areas of Aboriginal Student Information, Program Management and Organisation, Teaching and Assessment Practices, Staff Professional Development, and Parent/Caregiver Community Interaction. Staff made a self/school assessment during a staff meeting and plotted our level of implementation at scale 1.

- Review of Aboriginal Education Team Plan - the plan was revised and aligned after the development of the School Evaluation Framework which gives 5 phases of development and implementation of quality programs and practices for teaching and learning of Aboriginal students.

- SSO Meetings focused on training of Intervention Strategies and discussion on core issues for in depth learning.
SSO's meet regularly on a Thursday after Staff Meeting to discuss issues, learn new strategies, share quality practice and celebrate successes. SSOs commented on the level of interest and collegiately felt at meetings. Meetings will continue in 2011 with a focus on targeting student learning to goals developed, sharing of practice, ESL scope and scales.

The target at Hincks Avenue Primary School is to support Aboriginal students to achieve significant improvements in Literacy, Numeracy and Wellbeing. Our ongoing priorities include:

- Working along the Hincks Avenue Primary School Evaluation Framework to promote further improvements
- Build student, parent and staff cultural awareness
- Continue to improve student wellbeing
- Improvement of Literacy and Numeracy outcomes through collecting data, targeting resources, implementing quality programs and measuring outcomes.

We address our priorities through:

- Individual Learning Plans for all Aboriginal Students
- Negotiated Education Plans for students who have been assessed
- Targeting SSO support
- Meeting with teachers and SSO's on a termly basis to discuss learning for Aboriginal students
- Working with teachers to develop new & effective teaching and learning opportunities
- Team Meetings with ACEO, AET and the Principal to address concerns and plan for improvements as well as community events
- Data collection and needs analysis to target future improvements.

Important Cultural dates celebrated at Hincks Avenue Primary School include:

- Harmony Day (March 21st)
- Reconciliation Week (25th - 29th May)
- Sorry Day (26th May)
- Gidja Festival (19th August)
- VIBE Alive Festival (5th & 6th August)

Important Education Dates for Hincks Avenue Primary School:

- NAPLAN Tests (Term 2 Week 3)
- ESL Scaling (beginning of each term and Weeks 8 each term)
- Bedrock Sight Vocabulary Testing (Terms 1, 2 and 4)
- PM Reading Tests (Terms 1, 2 and 4)
- ESL Scaling Training as well as the TESMC for Teachers & SSO's to continue in 2011.
The diagram below shows the expected ESL Scale at each year level and curriculum.

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Scale Results</th>
<th>Expected Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>5/8 students reached Scale 2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>3/8 students reached Scale 3</td>
<td></td>
</tr>
<tr>
<td>Year 1</td>
<td>4/8 students reached Scale 2</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>3/8 students reached Scale 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1/8 students reached Scale 5</td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td>2/3 students reached Scale 4</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>1/3 students reached Scale 5</td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td>3/5 students reached Scale 3</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>1/5 students reached Scale 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1/5 students reached Scale 6</td>
<td></td>
</tr>
<tr>
<td>Year 4</td>
<td>2/4 students reached Scale 5</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>2/4 students reached Scale 7</td>
<td></td>
</tr>
<tr>
<td>Year 5</td>
<td>1/1 student reached Scale 4</td>
<td>9</td>
</tr>
<tr>
<td>Year 6</td>
<td>1/3 students reached Scale 4</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>1/3 students reached Scale 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1/3 students reached Scale 7</td>
<td></td>
</tr>
<tr>
<td>Year 7</td>
<td>1/5 students reached Scale 6</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>3/5 students reached Scale 7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1/5 students reached Scale 9</td>
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</tr>
</tbody>
</table>

Our results indicate that the majority of Aboriginal learners at Hincks have not reached the expected ESL scale in their year level. Our goal is to work with SSO’s and teachers to develop knowledge and understandings of the ESL Scales to improve the Literacy achievement.
We had 15 respondents to the Parent Survey (more than double the number in 2009). The school rated in the top of the Middle Percentile and matched both the Regional data and the State data.

80% of respondents agree or strongly agree that their child receives high quality teaching at this school. 93% agree or strongly agree that this school has high expectations of students. 86% agree or strongly agree that the school has an excellent learning environment.

94% of respondents agree or strongly agree that they are given opportunities to have a say about this school and 100% agree or strongly agree that teachers let them know how well their child is doing at school.

41 of our students responded to the Student Opinion Survey and the data shows the results are mostly in the top 75th Percentile.

88% of respondents agree or strongly agree that teachers clearly explain what students are learning. 91% agree or strongly agree that the teacher knows what the student can do and how to help them. 93% agree or strongly agree that their teacher gives them extra help when they need it.

Unfortunately we didn’t have enough staff respondents to provide adequate data.
FINANCE REPORT 2010

The Finance Committee met in 2010 to discuss such things as:

- Major purchases to be put to Governing Council
- Increases in previously-set budget areas
- School card applications
- School camps
- Management of grants
- Audit
- School fees
- Debt collection

Major Expenditure 2010

A considerable amount of money was invested in upgrading facilities and equipment for the school in 2010

This included -

- $19,792.90 on repairs and maintenance
- $25,895.54 for the new play equipment
- $129,937.50 to Building Management Facilities Services from our National School Pride Grant for various projects undertaken throughout the school

The other big-money areas for 2010 were:

- Grounds - $17,056.47
- Furniture and minor equipment - $5,429.92
- Computing - $13,521.38
- Classroom consumables - $15,477.73
- Resource Centre - $7,495.42

Camps and Excursions

The school also spent considerable funds ensuring most children had the opportunity to attend camps and excursions throughout the year. A total of $26,694.11; Part of this money came from funds the school had allocated for this purpose; some of it was from the Drought Assistance Grant we received from the Government, some from fundraising and the balance from parents and caregivers.

Some students were chosen to attend a young leader's conference in Adelaide; the school funded this fantastic opportunity.
School Priorities

The following amounts were spent on the schools priority areas:

- Numeracy $3554.09
- Literacy $957.60
- Computing $13521.38

Training and Development

A significant amount of our budget was aimed towards the training and development of the staff. We spent a total of $11466.53 on this, ensuring our students are being taught by well-trained staff.

Material and Services Fees

Debt collection was monitored at the meetings and although we still have some Material and Services fees outstanding from 2010, I have spoken to our debt collector and he is collecting payments which should see that amount reduced considerably. We have had a huge success in collecting outstanding debts since the introduction of the Bad Debt Policy produced by the finance committee in 2002.

A pro-active approach was used again in 2010 with regards to School Card Applications. Letters were forwarded to those people whom we thought may be eligible but had not completed their applications. Visits were made to people who were unable to get into the school or had not responded to the letters. By being pro-active we prevent a lot of time and money being wasted chasing up school fees that are covered by school card.

School Card funds each student $197.00 and our Material and Services fees are $150.00, in 2010 it was decided by the Governing Council to allow the parents to use the difference of $47.00 to purchase school uniforms. This will be continuing in 2011.

Fundraising Income

Fundraising was ongoing throughout the year. We run our usual Easter and Christmas raffles along with the sports day marathon, sports day ribbons, sausage sizzle and glow in the dark disco. The total raised for fundraising in 2010 was $3935.80. A marvellous effort from all involved!

Canteen

Since we decided to outsource the lunches and operate the canteen as a tuck-shop, the canteen has been breaking even. In 2010 however, a small loss was made, this, combined with the fact that the school also pays an SSO to work there, meant that the canteen was no longer a viable proposition and the decision was made by the Governing Council to close it in 2011.
Salaries

Hincks Avenue Primary School spent a total of $1,715,331.00 on staffing in 2010, this is more than the $1,712,598.14 allocated to us in the Global Budget. This extra expenditure paid for extra SSO hours in every classroom, IT and administration, a deputy principal and the TRT’s required to release staff for Training and Development opportunities.

Grants

The school received a number of government grants in 2010, including:
- $63526.23 National School Pride
- $385.00 Premiers Be Active
- $200.00 Energy Trials
- $1769.00 OHS&W
- $10000.00 Drought Assistance – this grant went towards camps