MISSION
At Kidman Park Primary School our purpose is to engage every student so that they achieve at the highest possible level of their learning and wellbeing, through quality care and teaching.

VISION
Our vision is to provide a safe and meaningful learning environment where we embrace new initiatives and methodologies that enable everyone to achieve their full potential.

VALUES
At Kidman Park Primary School...

- We respect and care for ourselves, others, our community and our world
- We are responsible for what we say, what we mean and what we do
- We achieve our personal best for ourselves, for others and for the future.

MOTTO
Aspire and Soar

0996 Kidman Park Primary School
7747 Disability Unit Kidman Park

Western Adelaide Region

Principal: John Clarke
Deputy Principal: Karen Duval
It is with great pleasure that I present you with the 2012 Governing Council report. This year has been another busy one for the school and community and an Annual Report gives us a chance to look back on our achievements, challenges and progress through the year.

2012 started with lots of enthusiasm and the largest Governing Council in many years. Governing Councillors nominated to be part of sub committees and worked on particular projects throughout the year. The first task undertaken by Governing Council was to conduct a survey of all families within the school. The response to the surveys was impressive and provided a great insight into the priorities of our school community. Survey results were published in the school newsletter over several weeks. Thank you to all families who completed the survey.

The Fundraising Committee this year worked hard to raise $11,909.00 toward improving and increasing our students’ access to information technology in the classroom. The BBQs, local business initiative, raffles, stalls and Zumba classes have all contributed to this.

The staff room in the southern unit received a “make over” during a working bee attended by many families and coordinated by the facilities committee this year. The committee also hung wires in the hall to use to display material.

Our school participated in a KESAB waste audit during the year and is working toward a greater level of sustainability. The school garden is now in its second year and looks better than ever. The sustainability committee have supported staff to access the garden with class groups.

OSHC, the Canteen and Uniform Shop are run as businesses of Governing Council. OSHC provides a welcoming place for students to be before school, after school and during the school holidays. This year the space within OSHC was revamped with some new furniture and new spaces for students to socialise. The OSHC staff have worked hard to make a smooth transition to the new booking and fee arrangements this year. I would like to thank them for their efforts in providing such a professional service.
Our Canteen provides students with appetising food options through its adherence to the Right Bite program. 2012 saw the introduction of “Fish Day” with great success, and several other special food days. We look forward to the further development of the Canteen menu next year. Our Uniform Shop sells new uniforms at cost price, endorsing our uniform policy. The shop continues to meet the needs of all students. Thank you to Danielle and the volunteers who assist in the Canteen and Uniform Shop.

I would like to thank our Principal, John Clarke and Deputy Principal, Karen Duval, for their tireless efforts throughout the year. It is through their leadership and guidance that the school is able to provide such a positive learning environment for students.

My year as Chairperson has been extremely rewarding and I thank all members of Governing Council and Sub-Committee members who have given freely of their time to support the governance of the school.

Finally on behalf of Governing Council I would like to wish all students and teachers who left at the end of the year, all the best for the future and thank them for their contribution to this school community.

*Kylie Smith*

*Governing Council Chairperson*
English comprised of 5 main priorities for 2012:

- Familiarising staff of the English component in the Australian Curriculum
- Raising the standards in reading and comprehension
- Continuing to embed ICT into literacy
- Raising standards in phonemic awareness
- Updating and resourcing equipment and materials to ensure best practice

With the valued support of our Reading Support Teacher – Sandra Gibbons, teachers from the Early Years Learning team accessed practical and effective teaching strategies for improving reading comprehension skills. Sandra mentored many staff and ran a workshop sharing her skills enhanced from her own participation of training and development with the Literacy Secretariat. Teachers were also released to go and observe other colleagues in their class practice. Sandra was able to build the teacher’s capacity to teach explicit comprehension skills and created common practices and language.

Three staff members from each learning area were trained in the use of the Developmental Reading Assessment kit to ensure better information could be attained to diagnostically assess our student’s comprehension skills and strategies. The Early Years team have reviewed and created a new regime for assessment of all students ensuring identification and intervention will occur as soon as possible. New assessment tools recommended by the Literacy Secretariat have also been ratified and will be implemented in 2013. Discussions with Middle and Primary Years evaluating the effectiveness of our present data collection and analysis have also been initiated.

Peter Georgeopoulos and David Krieg attended a week long facilitator training and development, “Literacy for learning” which they will now deliver to Primary staff in 2013. The course was designed to support students’ understanding in the pivotal role language plays in learning and how teachers need to explicitly teach the language demands and scaffold these skills into all areas of learning.
The new learning from the course will support teachers at KPPS in the delivery of the Literacies capability and the English sub strand Literacy in the Australian Curriculum. Marina and I also attended a weekly course over ten weeks on "How language works" which has further skilled us in the genre and grammar demands of our curriculum.

During the Early Years literacy block Karalyn Jones mentored staff in ways to incorporate ICT into their programs. Students learnt how to independently use the interactive whiteboards, voice recorders and digital cameras to record their learning.

A highlight of 2012 was the extremely successful literacy morning we held on October 30th. The staff at KPPS worked extremely hard to share with our community the programs we deliver to improve literacy outcomes. The highly competent skills of the teachers were demonstrated when the internet connection decided to drop out on the day taking away the many ICT activities which have become fundamental to our literacy program. Last minute activities were established on the morning with students still being able to confidently articulate their learning to the many parents and visitors that came to our school. Some of the activities showcased were guided reading, comprehension skills including visualising, summarising and inferring, word and sound/letter recognition games and reading Hiragana in the Japanese room.

A significant amount of our literacy budget was spent on updating resources. Although we purchased many new take home reading books there is still a considerable amount of money needed to ensure we have sufficient texts available to students that are of good quality, engaging and up to date. The reading room in the Southern unit has been organised for easy accessibility and a new area upstairs was also established to store some of the new texts we purchased that supported our guided reading programs and the explicit teaching of comprehension skills.

Karen Duval  
Deputy Principal
In 2012 the focus for KPPS has been to ensure 21st Century technologies enable, develop and improve 21st century capabilities and skills for more powerful learning.

The Microsoft Partners in Learning project provided the impetus for us to make links between ICT and learning. The 21st Century Learner qualities, identified by Microsoft were aligned with The National Curriculum. Our focus quickly became self-regulated learning. We used the General Capabilities from the National Curriculum to articulate evidence of a self-regulated learner. We reviewed work habits outlined in our current report and sharpened the focus on these. We explored a range of ICTs to support the development of self-regulated learning. ICTs also played an important role in capturing evidence of self-regulating learning.

We aligned how we use ICTS with Blooms Taxonomy. This ensured students used ICTs to create, analyse and evaluate.

We purchased a range of ICT resources to support learning and provide opportunities to create, analyse and evaluate. This included Image visualisers, used in conjunction with the interactive whiteboards. Students have been able to use the visualisers to share how they have created a piece of work and deconstructed or evaluated a text or task. Ten digital cameras were purchased for student use. Students captured their work and behaviour and deconstructed strategies to identify successful strategies.

Digital microscopes were purchased to use in conjunction with the sets of laptops in classrooms. This allowed students to capture both still and moving images to use in their own digital presentations. Video and images could be edited and included as evidence of developing understandings of new concepts. Voice recorders were purchased and used to support oral language as part of Literacy Programs. Students could capture themselves speaking, then listen to themselves to reflect on the articulation of words. Small group discussions could also be captured and used as part of an evaluation process with the whole class.

We explored Blogs with staff as a useful medium to share learning between home and school.
For the first time this year, the school trialled providing ICT as a specialist lesson. Classes worked with Karalyn Jones throughout the year on ICT skill development linked to classroom programs. The ability to release the Co-ordinator to work across the school enabled a higher level of saturation of ICT skills, all students accessing a broad range of ICTs and capitalising on the skills of the co-ordinator.

The school trialled the development of student Digital Portfolios. Using One Note, students were able to record their learning journey throughout the year. Images and video footage, captured and edited by students demonstrated students developing understandings of concepts and strategies to be successful.

The Promethean Mobile Classroom provided further Professional Development for staff. The development of a student Sparky group was a result of this visit as the school continued to see students as an untapped resource.

Our robotics program was reignited, with David Krieg and Karalyn Jones attending Professional Development and on returning to school establishing a year 6/7 interest group. In 2013 we will establish networks with other schools and pursue a Robocup.

The development of Student Mentors enabled students to share their skills with others.

We reviewed how we communicated across the school and established the ability to house digital minutes of meetings on-line. An Online Room and Resource Booking System was explored with staff and we are continuing to develop this so that staff can more easily access resources across the school, resources are used to their capacity and staff and students can capitalise on just in time learning moments.

Our school transitioned from Ed Portal to Learnlink. This was an exciting transition as Learnlink will enable staff in DECD schools to network with other professionals. This will ensure we sharpen our focus on teaching and learning by sharing ideas and capitalising on the skills and knowledge of staff across the state.

Heather Long and Karalyn Jones attended the IWB Net Conference, held in Adelaide. New ideas and resources were shared with staff on return. John Clarke, Kym Meredith and Karalyn Jones attended the National K-12 Technology convention to keep abreast of new initiatives planned for education in the area of ICT.

EnzaMaselli and Karalyn Jones attended Ipad Professional Development after the Learning Centre purchased a set of ipads. The focus for this professional development was on using educational apps to support learning, with a particular focus on Literacy and Numeracy.

Karalyn Jones
ICT Coordinator
The key priority for 2012 was: **All teaching staff to access and report successfully against the Australian Maths Curriculum** and that **Data collection will show change in pedagogies used to develop student mathematical knowledge and skills.**

There has been whole school training and development with a focus on understanding and using assessment and reporting using the Australian Curriculum. Guest speakers included Dawn Dyer our Cluster Maths / Science Facilitator, Kerry Hugo from the Standards Reporting and Assessment team and Jonathon Noble from Curriculum Services. Staff worked with the new DECD Guidelines and moderated work samples in Maths. Many issues were raised in developing curriculum for composite classes, however, staff came away with a good understanding on how to use the new guidelines with KPPS reports.

Other training and development included using **Mathletics** to support student learning. Students continue to enter State and National Maths competitions.

A Maths Survey was conducted on a random group of students from each class in Year 3 to Year 7. The survey included attitude to maths, strategies used for problem solving and pedagogies used by teachers to support student achievement.

When analysing the results from all the surveys the following conclusions can be made.

Pedagogies used at Kidman Park Primary need to continue using computer programs and tools such as the Interactive White board. Students feel strongly that best learning is from talking about their learning and a variety of strategies to consolidate learning should include use of games / quizzes. Students were willing to do maths sheets or book work and this needed to be balanced with using hands on equipment.

Students have a good attitude and interest in Maths, however some did not know what their teacher thought about their maths. Although most students felt parents and teachers were positive about their maths progress, there was a difference between perceived attitudes of parents and teachers. This indicates the need to be transparent in assessment and reporting. Having moderated work samples will support students in understanding their progress.

Strategies being used by students were varied with some used more than others. Explicit teaching of the use of a variety of strategies will ensure that students will understand how to select the best strategy to use for a problem. It is important that students are able to share and discuss the strategies they use in their learning.
This graph is an example of the results from one of the surveys. From the list of mathematics activities tick those that you like doing at school and those that you do not like doing at school.

Students indicated that they mostly liked working on the computer, using Mathletics, and using the Interactive White board to do their maths. They also indicated that maths games and being able to talk about their maths or work with others were also well liked. Least favoured activities included doing maths tests.

Tricia Matthews  
Maths Coordinator
Another active sporting year! In every newsletter we promote our strong Kidman Park Primary School Sport program: celebrating our sporting teams, in-school activities and clinics.

We have continual liaison with community sporting clubs:
- Charles Sturt Council – granted $1 000 for new sport uniforms
- West Torrens Baseball Club – T-ball teams
- Eagles Football Club – Healthy Goals Program
- Crows and Power Football Clubs – Skills Clinics
- SACA Western Eagles – School cricket and clinics
- Basketball SA – Clinics and ‘Aussie Hoops at School’
- Premier Academy of Soccer Skills – Soccer Pathways program and clinics R – 7
- Golf – Clinics with Nick McCormack
- Little Athletics – Clinics
- Orienteering SA – Updated map of Kidman Park Primary School
- Premier’s ‘Be Active’ Challenge (thankyou Tricia Matthews)

Thanks to our generous coaches and managers we had 6 Soccer Teams, 3 Basketball teams, 3 Netball teams, 1 Kanga Cricket team and a Tee-ball team. We celebrated at our popular sport trophy night (thanks to Woodville Rotary BBQ). We will be on the move again in 2013.

My role continues to provide PE NIT R-7, dovetail with our teacher’s PE programs and to help organise parent coaches, manage sport sheds, order and upgrade equipment, maintain classroom PE kits, organise Sports Day and SAPSASA events.

Some of the plans for 2013:
- Increase the number of in-school sport clinics i.e. Continue to access as many ‘free’ clinics as possible and boost the number of paid clinics for all children R-7
- Develop the role of Student Sports Committee eg. Organising and refereeing lunchtime competitions: basketball, small-sided soccer, soft hockey etc.
- Build on our relationship with SASI and Australian Sport Commission locally (Valetta Rd) and continue sourcing sporting grants (incl. Charles Sturt Council)
- Upgrade and increase variety of sporting goods and improving storage space.

It’s been another satisfying year of Kidman Park Primary School Sport.

Terry Ahern
Sport Coordinator
1. Curriculum
- Disability Awareness lessons occurred for all mainstream classes in Term 1
- All students in the Learning Centre completed the Premier’s Reading Challenge and the Premier’s Be Active Challenge.
- 2 students from St Marys College and 1 student from Findon High undertook a week long placement in the Learning Centre
- Students are using the PODD communication system to assist them with their learning
- All students continue to take part in Circle Time, the Social Skills programme at the beginning of the year and using SHIP methodologies such as 6 Hat Thinking and Thinkers Keys
- One of the students attended the Middle Years Aquatics Camp at Victor Harbor
- Students worked with volunteer staff from the Henley Fulham Uniting Church to design and paint a mural to go outside the Learning Centre
- NEP meetings are held annually and reviewed

2. Visitors
- We were honoured to have a visit from the Honourable Grace Portolesi, Minister of Education and the Honourable Kelly Vincent, Member of the Legislative Council, Dignity for Disability
- We also hosted a group of teachers from Indonesia

3. Yard Play
- 30 mainstream students worked hard to get their Helper Licence and supported students from the Learning Centre in play activities including:
  - exploring the playgrounds
  - using the Liberty swing
  - dancing in the Plaza
  - use of Beach Volleyball court

4. Staff Training
Staff are very committed to developing and increasing their professional learning, knowledge and expertise. Once a term, teaching staff meet with staff from other Units to share good practise and discuss new curriculum initiatives.

Therapists from Novita Children’s Service provided training in the use of manual lifters and PODD Communication system. A two week intensive trial was held facilitated by the Speech Pathologist from Novita, and now most students in the Unit have their own PODD. The Speech Pathologist will continue to support staff and students using PODDs in 2013.

Other training undertaken by staff:
- iPad use – 9 iPads were purchased for teacher and student use and are being used in both classrooms
- Conductive Education
- Interactive Whiteboard
- Seizure Management
- Intranasal Midazolam

Enza Maselli
R-7 Learning Centre Coordinator
NAPLAN results for 2012 were once again consistent with recent performances showing improvement in several areas. Students in all three (3, 5 & 7) year level cohorts have achieved in the higher proficiency bands in Reading compared to other category 6 schools (dark blue and areas to the right). Reading has been a strong focus throughout 2012 and continues as a focus area for 2013. In nearly all other areas tested Kidman Park students have outperformed their counterparts in similar category 6 schools with higher percentages of results in the top 3 proficiency bands. In several areas we have attained 0% of students in the bottom band (brown shaded areas of graphs).

Progress scores expressed as movement in mean scores for year 5 students compared to their year 3 performance and year 7 students compared to their year 5 performance show significant growth. Progress scores for year 5 Reading for example show 96% of our students progressing in the Upper or Middle levels of progress.

Staff at Kidman Park will continue to use the break down information we receive on individual students to closely examine patterns in data and target identified areas of need. These needs will drive future curriculum development and learning programs.

Kym Meredith

Year 3 Proficiency Bands
NAPLAN 2012

Year 7 Proficiency Bands

National
Category 6
Western Adelaide
DECS
Kidman Park Primary School

Reading

National
Category 6
Western Adelaide
DECS
Kidman Park Primary School

Writing

National
Category 6
Western Adelaide
DECS
Kidman Park Primary School

Grammar

National
Category 6
Western Adelaide
DECS
Kidman Park Primary School

Spelling

National
Category 6
Western Adelaide
DECS
Kidman Park Primary School

Exempt | Band 4 and below | Band 5 | Band 6 | Band 7 | Band 8 | Band 9 and above
---|-----|-----|-----|-----|-----|-----

0% | 20% | 40% | 60% | 80% | 100%
Overall our attendance rate improved slightly in 2012. We continue to contact parents after unexplained absences and during the year we worked with our attendance officer to support families struggling to maintain satisfactory attendance.

We continue to monitor the late arrival and early departure of students, attendance is listed in reports and staff consistently mark the role at a set time each day.

In 2013 we are working towards an electronic reporting system which will provide better data on attendance and easier access to templates used to contact parents. This system will allow for the collection of extended data to highlight the importance of both regular and on time attendance.
DESTINATION

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>2011</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Region</td>
<td>Index</td>
<td>DECD</td>
</tr>
<tr>
<td>------------------------------</td>
<td>-------</td>
<td>--------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>Employment</td>
<td>No</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>2011</td>
<td>5</td>
<td>7.2%</td>
<td>10.1%</td>
</tr>
<tr>
<td>Other</td>
<td>No</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>No</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td>No</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
<td>15</td>
<td>21.7%</td>
<td>9.1%</td>
<td>13.6%</td>
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<tr>
<td>Transfer to SA Govt Schl</td>
<td>49</td>
<td>71.0%</td>
<td>52.1%</td>
<td>47.3%</td>
</tr>
<tr>
<td>Unknown</td>
<td>No</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
</tbody>
</table>

Our school is located in a popular family area to live. Families who rent in the area often find it difficult to later purchase a property near the school and so have to move to suburbs a long distance from the school. A number of students have parents or other family members that attended KPPS.

CLIENT OPINION

Parent Opinion - Quality of Teaching and Learning

Parent Opinion - Support of Learning

No. Statement | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Responses |
-------------|------------------|----------|---------|-------|----------------|-----------|
1. I think my child receives high-quality teaching at this school. | 0% | 12% | 10% | 22% | 41% | 17  
2. My child's teachers know what my child can do and what he/she needs to learn. | 0% | 12% | 12% | 30% | 5% | 17  
3. The school has high expectations of its students. | 0% | 12% | 22% | 35% | 26% | 17  
4. Teachers are enthusiastic in their teaching. | 0% | 0% | 29% | 35% | 26% | 17  
5. I am satisfied with the learning programs offered at my child's school. | 0% | 0% | 19% | 57% | 24% | 17  
6. My child's teachers clearly inform me about the learning program. | 0% | 12% | 12% | 41% | 26% | 17  
7. My child's teachers make learning challenging and enjoyable. | 0% | 0% | 26% | 47% | 26% | 17  
8. Teachers at this school really want to help my child learn. | 0% | 0% | 19% | 36% | 14% | 17  
9. The school has an excellent learning environment. | 0% | 0% | 25% | 15% | 56% | 16  

No. Statement | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Responses |
-------------|------------------|----------|---------|-------|----------------|-----------|
1. My child is motivated to learn at this school. | 0% | 12% | 12% | 30% | 41% | 17  
2. My child's teachers provide help and support when it is needed. | 0% | 12% | 12% | 30% | 41% | 17  
3. My child has access to quality materials and resources that help him/her learn. | 0% | 12% | 12% | 30% | 41% | 17  
4. My child is happy at this school this year. | 0% | 12% | 12% | 30% | 41% | 17  
5. My child would receive support for any special needs he/she had. | 0% | 12% | 12% | 30% | 41% | 17  
6. The school changes its programs and activities to improve student achievement. | 0% | 12% | 12% | 30% | 41% | 17  
7. Students know how they are expected to behave at school. | 0% | 12% | 12% | 30% | 41% | 17  
8. Overall, I am satisfied with the management of the school. | 0% | 12% | 12% | 30% | 41% | 17  
9. This school provides a safe and secure environment. | 0% | 12% | 12% | 30% | 41% | 17  
10. Students have enough materials and resources for their learning. | 0% | 12% | 12% | 30% | 41% | 17  
11. The school has information available about other support agencies within the community. | 0% | 12% | 12% | 30% | 41% | 17  
12. This school encourages students to have a sense of pride in their achievement. | 0% | 12% | 12% | 30% | 41% | 17  
Parent feedback from 2012 is not consistent with previous years. Responses have challenged us to reflect on our planning, communication and engagement of parents in the development of the school. In 2012 our Governing Council worked hard to provide new opportunities to engage families and our website was updated to provide better feedback. Copies of our Site Learning Plan was distributed to all families. We reformed our information procedures to parents, ensuring outlines of classroom planning, events and activities were regularly updated to parents. A number of classes also experimented with classroom blogs. A number of improvements were also implemented after our parent survey completed in term one.

In 2013 we have updated the information sent home to parents. We are currently in the process of asking for feedback re our reporting procedures using Survey Monkey and all parents have been invited to participate in the review of our Strategic Plan. Our website and newsletters will be updated to provide more interactive feedback re school events and activities.

Governing Council will reflect on how to get more parents to respond to the Opinion Surveys. Currently less than 25% of forms distributed are completed.
All teachers at this school are qualified and registered with the SA Teachers Registration Board.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
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<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>42</td>
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<tr>
<td>Post Graduate Qualifications</td>
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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.

Workforce Composition including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
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<td>22.23</td>
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<tr>
<td>Persons</td>
<td>0</td>
<td>25</td>
</tr>
</tbody>
</table>

John Clarke
Principal
The Treasurer with the finance committee is responsible for reviewing the budget forecast and ongoing financial position of the school and all sub-committees.
I am happy to assure the school community that Kidman Park Primary School met all financial obligations during 2012.

**Financial Summary as at 31st December 2012**

<table>
<thead>
<tr>
<th></th>
<th>SASIF Investment</th>
<th>Cash at Bank</th>
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</thead>
<tbody>
<tr>
<td>KPPS Consolidated Account</td>
<td>$ 129 923</td>
<td>$ 7 022</td>
</tr>
<tr>
<td>Uniform Shop Stock as at 31/12/12</td>
<td>$ 9 500</td>
<td></td>
</tr>
<tr>
<td>KPPS Canteen</td>
<td>$ 103</td>
<td>$ 895</td>
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<tr>
<td>Closing Stock as at 31/12/12</td>
<td>$ 240</td>
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<tr>
<td>KPPS Out of School Hours Care</td>
<td>$ 10 714</td>
<td>$ 17 463</td>
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<td>Receivables as at 31/12/12</td>
<td>$ 37 338</td>
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<td>2012 Fundraising</td>
<td>$ 11 909</td>
<td></td>
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<tr>
<td>Receivables as at 31st December 2012:</td>
<td>4 655.50</td>
<td></td>
</tr>
<tr>
<td>Materials &amp; Services Charges</td>
<td>$ 2 706.50</td>
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<tr>
<td>Fulham North PS</td>
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<tr>
<td>Yr 6/7 Camp</td>
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<td>Instrument Hire</td>
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<td>Hall Hire</td>
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<td>109 students were approved for School Card assistance</td>
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*Treasurer*
KIDMAN PARK PRIMARY SCHOOL

ASPIRE AND SOAR