Mount Barker Primary School
Annual Report 2014
1. CONTEXT

| School Name: | Mount Barker Primary School | School Number: | 0285 |
| Principal:   | Riley Smitheram             | Partnership    | Heysen |

The 2014 Annual Report provides details on achievements linked to the school’s Site Improvement Plan and also provides a guide to future improvements and actions.

**Priorities for 2014 included**
- Continued implementation of the Australian Curriculum
- Literacy and Numeracy
- Inclusion
- Positive Psychology: Developing Optimism and Resilience
- All learners making progress
- Developing Partnerships
- Reflecting on Practice

**School Context**
- Enrolments in 2014 continued to increase from previous years to be 394 by the end of the year. This was an increase of 9 students on 2013 enrolments.
- School card students numbered 103 or approximately 26% of the school population.
- Aboriginal and Torres Strait Islander (ATSI) Students numbered 14.
- Students with Disabilities totalled 41, comprising 16 students in the Unit and 25 in mainstream classes.
- Students with English as a Second Language totalled 10.
- Students under the Guardianship of the Minister numbered 5.

2. REPORT FROM GOVERNING COUNCIL

It has been another very positive year for Mount Barker Primary School.

Academically the school continues to provide a good learning environment for our children, as evidenced from the sound NAPLAN results. The Art and Science shows held last year were very successful, demonstrating the wide array of talents within the school.

The school has developed new facilities for the early years students, including an outdoor interactive learning area which smoothly transitions to the indoor classroom. The change to the annual intake of reception students means we now have students under 5 years of age attending school, and these new facilities have been helping greatly in providing an environment in which these younger students can interact and learn.
The school has also undertaken several other infrastructure projects, including fencing the perimeter, installing an electronic signboard, resurfacing the courts, constructing a shelter for the kiss and drop area and redevelopment of the front office. A new upgraded crossing was also installed outside the school. However, Governing Council also believe that there are some buildings in the school that are in need of an overhaul due to ongoing maintenance costs, and are advocating for funding to develop and upgrade the school to ensure the optimal learning environment for our students.

On an administrative front, enrolments continue to grow, and the school is in a secure financial position. Staff, students and volunteers are helping turn the block we share with the kindy into the woodland vegetation that once covered this area. This will provide habitat for local fauna, and help build the students' understanding of the plants and animals of our area. Thanks to all those who helped at the working bee days.

Enrolments in Out of School Hours Care (OSHC) have been solid across the year, and there has been good positive feedback from parents. Thanks to Loreena Pollard for her ongoing good work with OSHC.

There have been a number of events for Parents and Friends across the year, including coffee mornings and nights out. It is often hard for many parents to interact with one another and the school due to their busy everyday lives, but the P&F provides opportunities to do so. Thanks to Amanda Pope for her ongoing work with P&F.

And to finish– we are saying farewell to our Principal Riley Smitheram, who is leaving to pursue other opportunities. Riley has been with the school for 8 years, and his ongoing passion and commitment to providing the best possible education to our children has been evident to all those who have worked with him. Riley has left the school in a sound educational and financial position, and will be very sorely missed.

Thanks to the whole school community, including staff, parents, and of course students for another successful year.

3. 2014 HIGHLIGHTS

Highlights for 2014 included:

**Positive Psychology**

Mount Barker Primary continued to focus on concepts of optimism and resilience and furthering our journey in Positive Psychology and Positive Education. Within Positive Education skills that increase resilience, positive emotion, engagement and meaning have been incorporated into learning programs.

To allow for this:
- Sixteen staff members (including SSOs) participated in an intensive four day training program in Positive Education conducted by Geelong Grammar School hosted by Mt Barker High school.
• An interest group was developed to share ideas and resources. The school has also begun relationships with other schools to share ideas.
• Most of the classes in the school display evidence of the use of Positive Education strategies. Six teachers were given time to document and collate learning activities and strategies for a whole school teaching resource.
• The counsellor ran staff Professional Development sessions around Mindsets, Mindfulness and Positive Education strategies.

Extra-Curricular learning

Various staff members organised rich learning experiences for students which had a positive impact on learning in relation to wellbeing, health, science, outdoor education, history and the arts.

Examples of these experiences included:

• Year 7 River Journey at Flinders University, RAA Street Smart Road Safety program, Burn Safe program, CSIRO Lab on Legs science sessions, year 3-5 camp at Illawonga, Swan Reach and year 6/7 aquatics camp at Aldinga, the Science fair, early years excursions to the SA Museum and Urrbrae High School and Wetlands, term four end of year concert.

Sports Day  

Camps

CSIRO Science: Lab on Legs

End of Year Concert
Early Years Pedagogy

The DECD single intake policy has resulted in a significant change in practice for our reception students. An outdoor learning facility was established in 2014 to provide an activity based approach to learning. The aim of the facility is to support the introduction of new pedagogy which better caters for the learning and developmental needs of young children. More detail about this initiative can be found in section 4.1. The facility is operational and has proven to be very successful in both learning outcomes and the children’s ease of transition from pre-school to school. There are further plans to add to this facility in 2015 with a musical wall and to fully enclose the undercover structure.

Outdoor Learning

Facilities

In 2014 resurfacing of the play area was completed, a new bus shelter was erected and an electronic sign was purchased to inform the community of special events. A store room was added to the OSHC area. To allow for a 15th class in 2015 the Science room has been relocated to the SSO room and office areas adjacent to 4 classrooms have been renovated and converted to SSO rooms. New lockers were purchased for middle years students and we have continued to upgrade classroom furniture.
4. SITE IMPROVEMENT PLANNING AND TARGETS

Literacy Priority

Literacy has continued to remain a priority for the school. This priority has been led by our Literacy coordinator and supported through the allocation of significant financial resourcing. The following strategies were identified in the Site Improvement Plan and their outcomes were as follows:

**Strategy 1**: Embedding Assessment for Learning Strategies.

All teachers use Assessment for Learning strategies in the classroom. This is evident through performance management discussions, displays in classrooms and discussions with students.

**Strategy 2**: Reviewing whole school approach to Literacy teaching and learning as per whole school agreements.

All teachers are implementing Whole school Literacy agreements and 100% of students are engaged in a balanced and effective literacy program in spelling, all aspects of writing and in reading. All students across the school are now part of the Three Wave Intervention program. Students at risk are supported by One Plans and 1:1 support or small group support. All Aboriginal students are accessing support.

**Strategy 3**: Monitoring student achievement through Running Records and Standardised testing (PAT-R, PAT Spelling and PAT Grammar & Punctuation).

All teachers regularly refer to diagnostic testing to monitor achievement and plan differentiated programs. These tests provide ongoing evidence of student growth and identify students at risk.

<table>
<thead>
<tr>
<th>Running Record Targets</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of 2014, 90% of Year 1 students to reach RR Level 15 or above</td>
<td>85%</td>
</tr>
<tr>
<td>By the end of 2014, 90% of Year 2 students to reach RR Level 20 or above</td>
<td>96%</td>
</tr>
<tr>
<td>By the end of 2014, 90% of Year 3 students to reach RR Level 25 or above</td>
<td>92%</td>
</tr>
</tbody>
</table>

Numeracy Priority

**Strategy 1**: Teacher professional development and consistent approach to the teaching of mathematics.

All teachers participated in 3 days of professional development in the Australian Curriculum – Mathematics partnership professional learning program, *Developing Mathematical Concepts and Understanding with Mike Chartres (2014)*. All teachers are using the Australian Curriculum to plan and program for maths.
**Strategy 2:** Monitoring student achievement using PAT Maths standardised tests and NAPLAN data.

Students from years 1-7 take part in PAT Maths plus once a year and students at risk in years 6 & 7 are identified for the Quick Smart program. The results showed that 85% of all students showed growth of 12 months or greater in PAT Maths tests. 2013 - *First time students had completed an electronic version of the test. Our NAPLAN results in Numeracy were very pleasing with 98% of Year 3, 5, & 7 students achieving above the National Minimum Standard.

**Report from Literacy Coordinator**

The daily timetable and non-instruction time was structured so teams could provide uninterrupted Literacy blocks to enable the sharing of resources and team planning. In staff meetings, staff used resources provided by the department to look at ‘Model Literacy Blocks,’ and identify what content should be used at each level.

Following the Literacy Leaders day the Literacy coordinator led a staff meeting based on the findings of Professor Patrick Griffin. The information led to staff using the data we have on students in Literacy and identifying the next area of need and programming accordingly. This led to discussion about the Three Wave Intervention program and how effective it had been in the EY team. It was decided the Middle Years team and the Primary Team would begin researching and planning for the introduction of the Three Wave Intervention program in Literacy by term 2. Teams worked during staff meetings and team meetings to plan for the implementation. The Literacy coordinator took requests for resourcing to support the program and purchased and organised the resources. MY, PY and Ancillary Staff visited Mount Barker South Middle and Primary Years teams to observe how the Three Wave Intervention program worked in their site. The leadership team supported the implementation of the Three Wave Intervention program by taking groups of students for part of the Literacy block. Ancillary time was used to support each wave group and resources were reorganised to shared spaces.

Guided reading books were relocated to make them accessible for teams during teaching times and new books were purchased for specific groups of children including high interest, low level and fiction lower level readers.

More digital resources were purchased to allow students to access laptops during the literacy block and use resources to reinforce a specific skill.

Annette Virgo took over the role of Reading Support Teacher and implemented ‘Book Club’ each morning to support children in the Early Years classes who need daily reading practice. Reading Support funding was accessed to release
Early Years teachers to support reading attainment across the Early Years. Professional Learning Teams have met on a number of occasions with teachers from Mount Barker South to share practice and moderate writing samples. We hope to continue this valuable exercise in 2015.

Future Professional Development in Literacy will focus on Reading Comprehension Strategies and how we explicitly teach them through the Literacy Block led by Sheena Cameron and ‘Exploring the teaching of spelling,’ particularly in the Middle and Primary years led by Louise Dempsey.

4.1 Junior Primary and Early Years Scheme Funding

Foundation and the Outdoor Learning Area.

In February 2014 we opened our Outdoor Learning Area. The design of the area was heavily influenced by recent research from Tim Gill, David Bond and Adam Bienenstock. Research has shown a strong correlation between children’s happiness and their connection with nature and the outdoors. Tim Gill talks of a ‘zero risk mindset,’ where we as a society are taking away risks from children and therefore taking away their skills in managing their own risk. At Mount Barker Primary school we wanted to create an outdoor learning space that could be used as part of the daily timetable for students to access Nature Play and reinforce many learning areas of the Australian Curriculum.

In 2014 students prepared garden beds, sourced plants and seeds from local suppliers, cared for plants and harvested their produce. They have cooked their vegetables on an open fire to make soup and learnt to manage risks during food preparation and cooking. Students have worked alongside older students to learn about sustainability and planted trees for World Environment Day.

Using the Outdoor Learning Area is also a great way to transition our reception aged children into our Foundation classes. With the single date start students can be as young as four years and nine months and they need the access to the outdoors as provided in many of their previous settings. It has enabled many of our students to transition in a positive way and has proved an invaluable resource for teaching and reinforcing many skills both socially and academically.
'Young children’s play allows them to explore, identify, negotiate, take risks and create meaning. The intellectual and cognitive benefits of playing have been well documented. Children who engage in quality play experiences are more likely to have well-developed memory skills, language development, and are able to regulate their behaviour, leading to enhanced school adjustment and academic learning.' Bodrova, E & Leong, D. J. 2005 (Taken from Transition to School A DECD Position Paper)

In Foundation classes at Mount Barker students experience a well-structured and programmed play-based curriculum in line with the Australian Curriculum. The classrooms are set up to allow for student initiated play in areas of play such as small world, creative, construction and experiential. The activities are planned with specific skills in mind to allow for social development and to meet targets from areas of the Australian Curriculum.

Through play-based learning students experiment, explore and discover. Our program supports transition from kindergarten, reinforcing the value of play based enquiry and moving the children on and deepening their understanding, making links with other curriculum areas. The children have the structure of the Literacy Block and Numeracy lessons in the morning and have small group adult led instruction tasks and consolidation of themes through structured play based enquiry.

4.2 Better Schools Funding

The site received $10,700 through the Better Schools Funding scheme. This was used to employ an SSO for 20 hours per week for 19 weeks (terms 3 & 4) to provide further support for Wave 3 students in our Literacy Wave program.

5. STUDENT ACHIEVEMENT

Students from years 1-7 receive an A-E grade for each area of their reports at the end of terms 2 & 4. This data is recorded on a data base by the classroom teachers. In 2014 we began collating the data for each year level to examine the spread of A-E grades given to all students in these year levels. The data showed a typical bell curve with many B and C grades being given, some D grades, a few A grades and very few E grades (only to students with extremely poor attendance). This information is available to parents by request as stated on the student reports.

In 2013 we began using the PAT Rc and PAT M plus online tests. This was expanded to include PAT Spelling and PAT Grammar and Punctuation in 2014. Results once again show a typical bell curve with approximately 25% of students in the lower stanines of 1,2,& 3, 55% stanines 4, 5 & 6 and the remaining 20% in stanines 7, 8 & 9. Our target for 2015 is to reduce the number of students in the lower stanines to 20% and increase the number of students in the Upper stanines to 25%.

The school has twenty five students in the mainstream on Negotiated Education Plans (One Plans). They all receive regular 1:1 support with an SSO. In addition to this most of these students received small group support through the Literacy Wave program. Other students as identified by their class teacher also received support through this program. A Book Club was established by our Reading Support Teacher to provide extra reading time for Early Years children. As a result Running Record levels in Reception, Year 1 and Year 2 increased considerably. When compared to the state our Year 1 & 2 students rate considerably higher. No state data is available for Reception students.

Year 1
**Year 2**

5.1 NAPLAN

Year 3, 5 and 7 students participated in the NAPLAN testing program in term 2. The results from the tests provide a snapshot of achievement on one day and the results need to be analysed in at least two ways:

- The tests are a useful diagnostic tool. They allow teachers to identify the strengths and gaps in individual student learning. Teachers then plan interventions accordingly.

- The NAPLAN tests are used in conjunction with school based standardised tests and teacher judgement to provide a broader understanding of achievement and progress.

The charts and tables below provide detail on the percentage of students in each proficiency band for years 3, 5 & 7.

**Student Proficiency Bands**

*Figure 1: Year 3 Proficiency Bands by Aspect*
### Table 1: Year 3 Proficiency Bands by Aspect

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exempt</td>
</tr>
<tr>
<td>Numeracy</td>
<td>2.4</td>
</tr>
<tr>
<td>Reading</td>
<td>4.8</td>
</tr>
<tr>
<td>Writing</td>
<td>2.4</td>
</tr>
<tr>
<td>Spelling</td>
<td>2.4</td>
</tr>
<tr>
<td>Grammar</td>
<td>4.8</td>
</tr>
</tbody>
</table>

In Year 3, it is pleasing to see that 98% of our students achieved National Minimum Standard (NMS) in Numeracy, Writing and Spelling with 95% reaching NMS in Reading and Grammar. There has been a large shift in the area of Grammar with 65% of students achieving band 5 & 6, the 2 highest bands. Numeracy will continue to be a site priority to endeavor to move more students to the higher bands.

### Figure 2: Year 5 Proficiency Bands by Aspect

![Bar chart showing proficiency bands for Year 5](image)

### Table 2: Year 5 Proficiency Bands by Aspect

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exempt</td>
</tr>
<tr>
<td>Numeracy</td>
<td>4.1</td>
</tr>
<tr>
<td>Reading</td>
<td>2.1</td>
</tr>
<tr>
<td>Writing</td>
<td>6.1</td>
</tr>
<tr>
<td>Spelling</td>
<td>8.2</td>
</tr>
<tr>
<td>Grammar</td>
<td>6.1</td>
</tr>
</tbody>
</table>

In Year 5 students above band 3 have reached the NMS. Our results include a number of students on a Negotiated Education Plan. The students in bands 3 & 4 were identified early in 2014 and received Literacy support throughout the year.
In Year 7 students above Band 4 have reached NMS. It is particularly pleasing to see 100% of students reached NMS in Numeracy and 97% in Reading. Writing, Spelling and Grammar were identified as areas to focus on through our Literacy Wave program.

6. STUDENT DATA

6.1 Attendance

Figure 4: Attendance by Year Level

Table 3: Year 7 Proficiency Bands by Aspect

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Exempt</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td></td>
<td>17.1</td>
<td>14.3</td>
<td>37.1</td>
<td>28.6</td>
<td>2.9</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>2.9</td>
<td>8.8</td>
<td>26.5</td>
<td>29.4</td>
<td>29.4</td>
<td>2.9</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>11.4</td>
<td>17.1</td>
<td>14.3</td>
<td>28.6</td>
<td>22.9</td>
<td>5.7</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>14.3</td>
<td>8.6</td>
<td>22.9</td>
<td>20.0</td>
<td>25.7</td>
<td>8.6</td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td>11.4</td>
<td>8.6</td>
<td>11.4</td>
<td>25.7</td>
<td>34.3</td>
<td>8.6</td>
<td></td>
</tr>
</tbody>
</table>

Figure 3: Year 7 Proficiency Bands by Aspect
### Attendance

The correlation between school attendance and children’s achievement levels is well established. The more time students spend at school the more likely they are to experience success at school. When students miss school, not only is their academic progress impeded, they often miss important interactions with their peers which can compound issues of social isolation and low self-esteem.

Non-attendance is managed by the Deputy Principal in consultation with the Principal and teaching staff. A formal letter highlighting absence and lateness is sent home to the parents of students with poor attendance and meetings are organised with parents as required. The attendance counsellor is involved in extreme cases, particularly when school intervention has minimal effect. Many strategies have been trialled to improve attendance in 2014 e.g. provision of a bus pass, alternative transport, counselling for parents and students, making regular contact with parents. Despite this intervention attendance rates have dropped slightly from 2013. Attendance will be an ongoing priority in 2015.

### 6.2 Destination

#### Table 5: Intended Destination

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>2013</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Index</td>
<td>DECD</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Employment</td>
<td></td>
<td>3.5%</td>
<td>3.0%</td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>12</td>
<td>13.6%</td>
<td>10.5%</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>0.5%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td></td>
<td>3.2%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td></td>
<td>5.5%</td>
<td>4.6%</td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
<td>7</td>
<td>8.0%</td>
<td>10.2%</td>
</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
<td>67</td>
<td>76.1%</td>
<td>46.2%</td>
</tr>
<tr>
<td>Unknown</td>
<td>2</td>
<td>2.3%</td>
<td>20.3%</td>
</tr>
</tbody>
</table>
7. CLIENT OPINION
Mount Barker Primary School - Parent Survey

The survey data reveals almost all responses are 4 or higher (0 = strongly disagree to 5 = strongly agree). A counsellor was appointed in 2014 to support behaviour management and parent concerns. Response to this survey was considerably down on previous years despite efforts to extend the timeframe to encourage participation and this will be something to address in 2015.
Mount Barker Primary School - Student Survey 2014

Student perception data has some areas that need to be addressed in 2015. Student perceptions of behaviour management are lower than previous years. This is likely to be due to the appointment of a full time counsellor enabling all incidents of behaviour to be dealt with in a timely manner. Areas to further address in 2015 are students being able to talk to teachers about concerns and student voice.

Mount Barker Primary Student Representative Council (SRC)
Mount Barker Primary School - Staff Survey 2014

Staff response to the survey was once again very positive with almost 100% of staff responding ‘Agree’ or ‘Strongly Agree’ to survey questions. In 2014 the implementation of the Literacy Wave Program across all year levels provided support for all learners through analysing Literacy data and setting short term achievable goals.

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

8. ACCOUNTABILITY

8.1 Behaviour Management

Bullying and harassment issues are taken seriously and acted upon immediately. Our values of Respect, Responsibility and Resilience form the basis of the school’s Behaviour Development Policy. Teachers use these values to establish social and behavioral expectations. The appointment of a 1.0 Counsellor has allowed for an even faster and more thorough response to these incidents. Over the course of 2014 145 incidents were referred to the leadership team. 57 (39%) were for violence- threatened or actual and 30 (21%) related to bullying.

8.2 Relevant History Screening (formerly Criminal History Screening)

In 2014 Mount Barker Primary School underwent an audit of Criminal History Screening. The following recommendations were made and have been actioned:

1. Only DCSI Child related Employment Screening is acceptable after Jan 1 2014 for all employees, pre-service teachers, volunteers and third party providers. Existing clearances prior to Jan 1 2014 must be replaced by DCSI once they expire. Acceptable clearances prior to Jan 1 2014 are: DFEEST, Catholic Police Check Unit (or Catholic Education Office), Interstate “working with children” clearances e.g. Queensland blue card, SA teachers registration for people in roles other than teaching.
2. ALL OSHC workers must undergo a DCSI clearance including registered teachers (Teacher registration is no longer sufficient).
3. Teachers wishing to be employed as an SSO must undergo a DCSI clearance (Teacher registration is no longer sufficient).

In 2015 we will begin entering all relevant history screening onto EDSAS. At present copies of all clearances are maintained and filed.


8.3 HUMAN RESOURCES - Workforce Data

8.3.1 Teacher Qualifications

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

0285 - Mount Barker Primary School
Teacher Qualifications

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>36</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>7</td>
</tr>
</tbody>
</table>

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

8.3.2 Workforce Composition including Indigenous staff

Workforce Composition

This report is a profile of staff located in school sector sites as at August 2014. Employee figures fluctuate throughout the year. It excludes employees on four or more continuous weeks leave, employees on work cover and temporary relieving teachers (TRTs).

Teaching staff are those who spend the majority of their time in contact with students, i.e. support students either by direct class contact or on an individual basis, and have teaching duties, i.e. are engaged to impart the school curriculum (includes leadership positions).

Non-teaching staff include student counsellors, school services officers, Aboriginal Education Workers, grounds persons, building operations, general maintenance, etc.
### Workforce Composition

<table>
<thead>
<tr>
<th></th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0.00</td>
<td>22.72</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>25</td>
</tr>
</tbody>
</table>

### 9. FINANCIAL STATEMENT

#### Income by Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td></td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td></td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td></td>
</tr>
<tr>
<td>4 Other</td>
<td></td>
</tr>
</tbody>
</table>