

Date:	13 August 2019	Action
Opened:	7pm	
Present:	Blake Hahn, Jo Wright, Heather Thomas, Kristen Lynn, Sue Waters, Michael Lamph, Suzie Woods, Donna Forrester, Adam Forrester, Graeme Quinn, Kelly Gaden, Trish Doust, Tammy Kerr, Katie Rossington, Karl Yeomans & Annette Eastwood	
Apologies:	Amy Cupitt, Tim Clifford, Leeanne McHarg, Scott Macansh, Sophia Ott, Helen Millar, Kim Butterworth	
Previous Minutes:	Moved Annette Eastwood Seconded Graeme Quinn	
Business Arising:	<p>Eftpos - see SRC report & treasurers report</p> <p>Buddee Trust – The money for this has been banked and a thank you letter sent to the trustees.</p> <p>Spiral Chairs – Still waiting on concreting quotes – school to follow up – Darren Grob, Arandales, Bob Taylor are some names the school could use to get quotes. Adam said Gigha could use these names to get quotes to get the concrete done.</p> <p>Senior study – Alison got back to Adam – the project should be up and running in 3 weeks. Annette to contact school on Monday if we haven't heard. There is still a slight snag with the historical society</p> <p>Chip day – raised \$600 for the year 12 Formal Canteen Fridges – Installed and working – and the old fridge was sold for \$200.00.</p> <p>Grants sub-committee – Graeme, Kim, Scott & Leeanne – when the letter comes to the school from Barnaby Joyce, Annette will forward it onto Graeme who will coordinate a grants subcommittee meeting.</p> <p>Studiosity – There has not been a great deal of feedback from students. All students have been shown how to use it and were given a login.</p>	Message to Gigha
Incoming Mail:	Insurance documents	
	Regional Australia Bank Community Partnership Program	
Outgoing Mail:	Letter to Liston Legal – thank you for Buddee Money	
	Insurance payment	
Presidents Report	See attached	
	Discussion from Presidents report re P&C Minutes being put on the GISH website - When minutes have been passed as accurate these could go onto the school website – if people read them, they may be encouraged to come along to the meeting.	Annette to work with Glen Innes High School to make this happen
	Discussion from Presidents report re School reports – From the survey that went out to the school, there have	

	<p>been about 20 responses - 50% positive and 50% negative – Adam said that comments can be tick a boxes – written comments do not need to be words</p> <p>Graeme asked the question what was the rationale for removing comments?</p> <p>It was to make it more streamline them and make them more efficient.</p> <p>Heather asked who made this decision? Adam said he did and took all responsibility.</p> <p>Adam told the P&C that the P&C meetings are not for these issues. The P&C said that was what we thought the P&C meetings were for and Adam said that if we had issues we needed to go to him individually – not at the P&C meeting.</p> <p>Adam said that the tick boxes are a reflection of the comments – by removing the comments it is saving doubling up.</p> <p>Adam said he showed the report format to Mr Hobbs and Mr Hobbs agreed that they were ok and endorsed not having comments that the tick a box was the same thing. The P&C replied by saying that tick boxes do not reflect what the written comments say. It was brought up about a year 11 English student who was failing English and was not given a comment and that the course outcomes do not give a specific enough detail to focus on.</p> <p>The P&C said it doesn't tell us areas of strength and for further development which is clearly documented that there will be a written comment in the DET policy standards for reporting to parents – Adam said this is not correct.</p> <p>Kristen – I don't speak up often but when my child came home saying some of the kids in his class had comments and theirs didn't it was difficult to explain why this had happened.</p> <p>Leeanne wasn't able to be at the meeting but said she would like it tabled that she thinks the comment is the most important part of the report. She said that she had been trying to get her child to do something and they wouldn't listen but when the written comment said the same thing it made a huge difference, because it wasn't coming from her.</p> <p>Adam again said that tick a box covers everything.</p> <p>Adam said on two occasions - that he gets very different feedback and comments from everybody else compared to the P & C.</p> <p>The P&C asked why teachers were cut back to 200 characters if they wanted to write a comment and why teachers who wanted to write more weren't able to do so. Suzie Woods replied on behalf of her teaching staff saying that they found it really good because they had to be succinct in what they wanted to say.</p>	
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	<p>Katie Rossington said that she found it very difficult because she wanted to give a thorough comment and was not allowed.</p> <p>A student in year 11 doing year 12 Maths – the report told us nothing about what she can do to prepare for her upcoming HSC because the teacher didn't have enough room.</p> <p>Adam said that taking comments off reports was discussed last July and that the P&C agreed to it. The P&C said that it was asked of us if we thought the 'interim' reports (Year 7 and 11 in Term 1) were ok without comments and the P&C agreed to that but it was never discussed for half and full term reports.</p> <p>Michael Lamph said that he was very disappointed because he didn't even get his kids reports. This is terrible because some people are not getting their reports and do not have time to come to meetings/read the newsletter/read Facebook and therefore do not know when the reports are coming out.</p> <p>Heather asked Adam who the reports were for? Adam said they were for the parents. Heather then asked Adam why haven't you asked us what we want or discussed any changes before making them.</p> <p>It was asked of the P&C what was going to be the solution going forward.</p> <p>Adam said he would look at the results of the survey. It was said from the P&C that some parents are not going to give feedback because they have to put in their email address – this includes negative connotations – the teachers can come back against the student. There was some discussion about a survey that you don't have to put your details in – Adam said it was hard because you have to know how old they are and make sure it isn't just one person submitting surveys over and over.</p> <p>The community has not been properly consulted about this.</p> <p>On our school website in the DET policy library there is a policy called Curriculum Planning and Programming, Assessing and Reporting to Parents K-12 which details very clearly what <u>will</u> be on a school report.</p> <p>Annette also passed around what the DET says a report should look like – see attached.</p> <p>Adam said it doesn't say it has to be written.</p> <p>The P&C said the definition of "Comment" was – verbal or written remark in speech or writing. Adam again said it doesn't have to be written.</p> <p>Parent and community body was not consulted properly</p> <p>The P&C asked what the resolution is going to be going forward?</p> <p>Could we do a survey that is anonymous?</p>	
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	<p>It was asked of the P&C what if the teachers want to write comments what happens then? Adam said there is a survey out at the moment with the teachers. It was refuted by the P&C that isn't this just part of the teachers job – why would they even get a choice. We all have jobs and if we don't like doing what our tasks are, we leave. It is part of a teachers job to write a written report, why should there even be a survey going out, it should just be part of their job.</p> <p>The 7-10 students end of course comment was more. The P&C asked why it was at the end of the course, if there is something to be improved by the child the parents need to know during the course not at the end of the year when there is nothing we can do to help our children improve.</p> <p>The P&C asked again what the resolution is going to be going forward?</p> <p>Get feedback from the staff.</p> <p>Get feedback from the surveys.</p> <p>Will get a number of parents from each year group anonymously and get results from that.</p> <p>The DET policy states the reports are to include a written report and the P&C don't feel that the teacher should have to fill in a survey where they have the choice to either write a comment or not – it shouldn't be a choice it's the teachers job.</p> <p>Donna reflected that in the report of her daughter there was one comment that was useful – it was in the students best subject – the others should have put better comments. This is exactly what we are saying that the teachers need to be taught how to write better comments and not be given just the tick box solution.</p> <p>It was said that the outcomes do not reflect a specific enough look at what the student needs to do to improve. The P&C asked do the tick boxes describe or reflect each student? It is too general and not specific enough.</p> <p>Are faculties allowed to put as many outcomes on their reports – yes they can put as many as they want.</p> <p>When they have done the outcomes – is it then checked by Adam or Helen – no, it is the head teachers that check them.</p> <p>If a teacher wants to make a comment, a big comment, written, why can't they? Adam said it doesn't look good when some teachers have written a lot and others not much. It was said that a template has to be set up for the reports before they go to the teachers so it has to be a set amount of characters. The P&C said that in the past there has always been a standard size area to write a comment maybe between 500 and 800 characters. Why couldn't this be a standard space on everyone's report.</p>	
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	<p>The first one to go out was Year 11 last year (Adam says half yearlies, the P&C say the interim reports) – he thought we said it was ok so he went with it, the P&C never agreed to half or yearly reports being without comments.</p> <p>The P&C's comments are: We would like teachers to have to write a written comment that will identify areas of strength and for further development.</p> <p>The most important comment is early in the year. It was brought to the P&C about interim reports – it was never about half yearly or yearly.</p> <p>We want to know what the students need to do to improve at the beginning or early in their subject so something can be done to make improvements if needed.</p> <p>Moved Heather Seconded Jo</p>	
<p>Treasurers Report:</p>	<p>Main account \$27137.00 Fundraising account \$58560 Long service leave account\$8107 Term deposit \$53262</p> <p>We have banked 3 amounts of money since the past meeting. Buddee trust money come in, Wind farm money come in and the RAB community fund money was deposited.</p> <p>Eftpos – canteen happy with how it is working – 10 transactions per day – about 1/3.</p> <p>Can we please let the teachers know and ask the teachers to please pay their accounts at the end of term or now that eftpos is in – pay as they go.</p> <p>Paid insurance money.</p> <p>Decided to change to MYOB system \$5.00 per month so it is easier for the treasurer position to be handed over.</p> <p>Nett profit to year date – attached</p> <p>Parent enquiry today, could they pay over the phone? The answer is no as we can only accept debit cards not credit.</p> <p>Annette gave Jo a letter that came with the Windfarm money the letter has to be filled in and returned before a certain date.</p>	
<p>Principals report</p>	<p>See attached</p> <p>Comments re Principal report: Parent teacher interviews. The booking of appointments doesn't work. Some parents looked at the times available for interviews and had to wait half hour between appts so just didn't bother coming.</p> <p>It is hard for times to work because the times aren't kept to and then you end up waiting anyway.</p> <p>Adam said that they had to have a booking schedule so that the teachers knew that parents were coming. The P&C said that the booking system wasn't used in the past</p>	

	<p>and they worked then, so you didn't have to have a booking system.</p> <p>It was said that someone booked times and turned up at their time with 3 or 4 people in front of them and it felt rude to push in, so didn't bother booking.</p> <p>Adam said they are going to have each teacher phone each child's parent/s once a term. Split families would have to be called twice. Head teachers are going to sit with the younger staff to mentor them while they make the phone calls. The P&C said do they realise that this is not realistic. The time frame that this is going to take to call each child's parent/s. We asked if they are going to be given a day off to make the phone calls. Adam said they weren't and that it was possible.</p> <p>Teachers worried about making these phone calls if a negative comment has to be made – the phone calls are not recorded – you are allowed to record if you ask permission. The school has 4 phone lines. Adam said they are trying to get more communication to the parents about their kids – The P&C said this was a little contradictory by saying you are increasing the communication and taking comments off reports. Adam said there are many forms of communication. It was said by the P&C that it seemed as though the report comments were removed before the other communication was implemented.</p> <p>There was a general discussion that some parents get anxious about coming to the school.</p> <p>Integrated sport – it is in the planning stage atm. This is where yr 7 & 8 will do sport at a different time to yr 9 & 10 and it won't necessarily be at the end of the day, it will be integrated into their timetable. There was a discussion about uniform being different on different days. It was said that they are just trying to get more kids to attend sport. A lot of kids have an "appointment" to get out of sport.</p>	
<p>SRC</p>	<p>Social date is 12 September – 630pm</p> <p>Mrs Gaden is organising the food.</p> <p>Would some P&C be available to run the BBQ – Tammy Kerr, Donna, Karl, Adam, Suzie, husbands, we will confirm this at the next meeting.</p> <p>Eftpos is going excellent. The response from everyone has been positive, especially seniors. We want to continue to make sure that there are no price increases due to the eftpos, the machine shouldn't affect the people paying with cash. Thank you very much to the P&C for all the work that you put in.</p> <p>Education Day – the SRC helped at the town hall on Thursday and it all went very well.</p> <p>New school captain – Nominations are out for the new school captains. Speeches should be week 7/8 ?</p>	

<p>General Business:</p>	<p>Sophia Ott was impressed with the displays at Education Week.</p> <p>The P&C asked if they would need a parent rep for the Year 12 School Medallion – Adam said yes but he didn't know yet. Annette said she would email Adele and ask her to be in touch with her and Annette would email out to the P&C members to get a parent rep. Everyone ok with this.</p> <p>Annette brought about a problem that has been brought to her attention in English. The year 12 kids will sit their trial tomorrow without having done any exams that reflect the style of the trial and HSC exams. All of the other exams are and that that the English students were given the question 6 weeks/2 months prior and they are then required to hand in a draft, they are given back the draft with feedback and then go into the exam, they are allowed to take in a 100 work cheat sheet and rewrite the essay. The trial and HSC exams, they have never seen the question before, they have never sat a 3-hour exam before. At the end of term 1 all other faculties organised a mock exam in the style of the trial and HSC exam to give the kids experience – the English department didn't do a half yearly mock exam. This was the perfect opportunity to give the kids some experience and it was completely missed. Why was the English department allowed to not do a mock exam? It was said that the whole way through 7 – 11 for English we are setting up the kids to fail as they were not getting any experience for a trial or HSC exam. Adam had no comment and said he would follow up with the English Department.</p> <p>It was also asked that the HSC English exams are run over 2 days in the form of a 2-hour exam one day and 1.5 hour exam the other – why was the trial 3 hours long? Adam will follow up.</p> <p>There was some discussion about the new assessment schedule – they are only allowed to give 3 assessments and 1 exam – but there is no limit on the amount of experience the teachers can give the students in class time. They could be prepping them for the trial and HSC exams much better.</p> <p>Adam said there is a lot of essay writing in class and the assessment process is being set by the department, we need to make sure we are all the same standard as the whole state.</p> <p>Katie told us when she realised the kids she was teaching were not being upskilled – they not getting writing practice – she had to come up with a different teaching style – making tasks that were not going towards their</p>	

	<p>mark but are compulsory, so that the kids are getting the necessary experience for their year 12 year.</p> <p>Why did all the other departments run half yearlies but English didn't do it? No comment from Adam who said he would have to check.</p> <p>Year 7 language – parents were told at the beginning of the year that students in Year 7 would have two terms Aboriginal & two terms Japanese. Why are they now still in the same class and haven't switched over?</p> <p>Adam said it was decided to do a year of each. The parent concerned was ok with that as long as they all get the whole time of Japanese next year.</p> <p>There is still an issue with school bags – weight – Trish had her daughter vomiting because of migraines. Could a year 8 student change to a binder and loose leaf. Adam said you should have a good bag with support and that most kids aren't organised enough to do this in the younger years.</p> <p>Trish asked how many times the laptops are being used – the kids are saying that they aren't being used but they get in trouble if they don't have them at school. Maybe they can be told which classes they are being used for. Maybe there could be a day where laptops are to be used on that day only. Just suggestions to make kids bags lighter. Adam said he would look into something being put on Sentral by teachers to let the students know which days to bring the laptops.</p>	
Next Meeting	10 September	
Meeting Closed	852pm	

Fundraising

I am delighted to report that in the past two months the P&C has banked \$46093.24 into our fundraising account. This money has come from 3 sources. Firstly, we received \$33913 from the White Rock White Farm funding. This money is tagged for the fitting out of the senior study. We were then the lucky recipients of the remaining funds in the Buddee Family Trust Account that was closed by the committee and donated to us also to be used somehow in the senior study. The amount of \$11781.29 is specifically targeted to support academia within the school so the senior study is a perfect use for the money. Then last Wednesday night Annette and I attended the annual presentation held by Regional Australia Bank where we were presented with \$398.95 as a part of their Community Partnerships Program. We changed over our bank account to RAB and as a result secured a bonus payment. I would encourage the school community to advertise and market this program as it is a great way to get funds without much effort. We need people who bank with the RAB to nominate the GHS P&C as their preferred organisation for the partnership program.

As mentioned in the minutes from the June meeting it is very important to move ahead with a grants committee for the P&C. There is a lot of funding out there that our rural children can benefit from.

School Reports

As the voice of the parents for GHS we should be asking very serious questions about the process that was taken to change the school reports. Specifically, why the teachers were given a choice to make a comment or not and then those that wanted to were restricted to amount they could write. When were we as parents consulted about this? Who makes the decision to go against NSW DET policy?

I would encourage and invite all parents to go to our school website and scroll down to the bottom and click on the NSW Government Education policy library tab and search reporting to parents. The policy is called Curriculum planning and programming, assessing and reporting to parents K-12. Under 1.3.2 you will be directed to a Policy Standard which outlines the components of a written report. In this Policy Standard which was last updated in July 2018 under 3. Reporting to parents – component of a written report you will find the 4th point states that the report **will** “include teacher comments for each KLA or subject: comments will identify areas of student strength and areas for further development”.

Our half yearly reports do not even meet the standard! This is a breach of the NSW DET policy.

More significantly, our children and their parents have missed out on valuable information. As a parent of a senior student I am livid. My child and I have a right to know about her strengths and more so the areas she needs to improve for her upcoming HSC. In addition to this the hard-working staff of GHS have been forced to go against DET policy and are suffering some significant backlash in the community. How will this be rectified? A discussion for general business.

P&C Minutes

There are many public schools that have their P&C minutes attached to their school website. As these are a public document, they can be viewed by anyone and can be made available to the public. We can also talk about this in general business.

Future of the P&C

As you are all aware the P&C executive will see major changes at the December AGM. With all position holders retiring or resigning there is a wonderful opportunity for new blood. I would hope that the current members of the P&C seriously consider taking on the positions and continuing the P&C as a strong stakeholder in the school community. Anyone who is considering taking on a position but not sure about it there is plenty of time now to find out more and ask the current executive about the role.

P&C MEETING - 13 August 2019

PRINCIPAL'S REPORT

Welcome to Term 3

Welcome to Term 3. I hope that you had a restful and enjoyable holiday. I would like to welcome a number of new students who have chosen Glen Innes to be their home and welcome back returning students and staff.

The term has shot away quickly with all students settling back into routine. We have a very busy term with CAPA, Education Week, Mini Disability Expo, EKKA, Year 6 Transition, Year 11 final exams and Year 12 Valedictory.

Year 12 Trial Exams

Our Year 12 students are in the final weeks of their schooling and will be undertaking their trial exams in Weeks 4 and 5.

Remember, it is never too late to study and ask questions. Students are also reminded that Studiosity is available for revision and assistance. Please encourage your child to seek help from teachers or the school counsellor if they are having any difficulty with subjects, study organisation, stress or anxiety about examinations. We hope all students take the opportunity of Night Library from 4:00pm to 6:00pm on Thursdays to assist them in efforts to be/do the best they can.

All Year 12 students are expected to attend class until the end of Term 3 to complete courses, revise and prepare for the HSC. The exception to this is during the trial exam period. Students are not required to be at school unless undertaking an exam during the trial period. Year 11 11MAC1 and 11MAC2 students sitting their exam on Thursday 15 August are also eligible for flexible attendance with their parents'/carers' permission. Otherwise, the school library is available for them to use instead of attending their timetabled classes.

School Reports

We are seeking your feedback regarding the Half Yearly reports. We are always seeking ways to improve our systems and processes. Please fill in the short online survey:

https://docs.google.com/forms/d/e/1FAIpQLSet09hsb8jDK4NwilcQekB_QT8bBRNnMert1EUaHJRbWXK2rQ/viewform?usp=fb_send_fb&fbclid=IwAR3oxstlylbzN969Nfw2UDSTcHQM0ifk8F2ofyA7BF3By81EY6CdiseDpM

For more information, call the school office on 6732 1322.

Parent Teacher Night

Thank you to all our parents/carers that came along to the Parent Teacher Night on Thursday 25 July. If you were unable to make the night but would like to discuss your child's education with their teacher/s, please call the office to arrange an appointment.

This was the second time that we used the Sentral Parent Portal to book appointments so thank you for your patience. If you are experiencing any problems with the school portal, please contact the office.

CAPA Evening

On 30 and 31 July 2019 I had the pleasure of attending the outstanding Glen Innes High School CAPA events. I was again amazed and astounded by the depth of talent we have in Glen Innes in the areas of art, drama and music. Well done to all involved in creating such polished performances.

Education Week 2019

Glen Innes West Infants School, Red Range Public School, Wyaliba Public School, Glen Innes Public School, Emmaville Central School and Glen Innes High School celebrated public education at the Town Hall from 11:00am on Thursday 8 August 2019. This year's theme was: Every Student, Every Voice.

Following the event, a BBQ was held alongside the Town Hall to raise money for 'R U Aware We Care New England & Northwest Drought Appeal'. Sausage sandwiches were available for a gold coin donation. \$481.90 was raised.

Support for Our Drought-Affected Students and Their Families

The school has a washing machine and showers that are available to our drought-affected students and their families. Please contact the school office if you would like further information.

Thank you

Thank you to Maree Cameron for the kind donation of a guitar. The school will put it to good use. If any other community members have unwanted/unused instruments, please consider donating them to the school.

Senior study

I am awaiting a call from Alison Heald Senior Project Manager | Asset Management – School Infrastructure. I have left several voice messages and have e-mailed waiting for a reply. Spoke to her at 5.55 pm - she indicated start up in two - three weeks.

Spiral seating

All we are waiting for is contractors to get back to us with quotes. When they are given we can proceed.

Integrated Sport - trail for term 4 2019

What is integrated sport?

Sport is integrated into the curriculum. Students partake in a programmed sequence of units designed to improve their overall fitness, agility and teamwork skills. These lessons are taught under the guidance of trained teachers.

These periods are in addition to the physical education lessons that make up the practical component of their personal development, health and physical education course. Sports is usually allocated to 3 hours a fortnight this may be increased to 4. It will now be placed in the time table allowing for greater flexibility(usually between recess and lunch). It is suggested at this time that Year 7&8 run together and 9&10&11 run together.

The purpose of this approach to get more students actively involved in sport. And is a proven way for students to learn the value of teamwork, fitness, exercise, health, respect, fair play and socialisation.

Other Recent and Coming Up Events

- EKKA - Week 3 in Brisbane

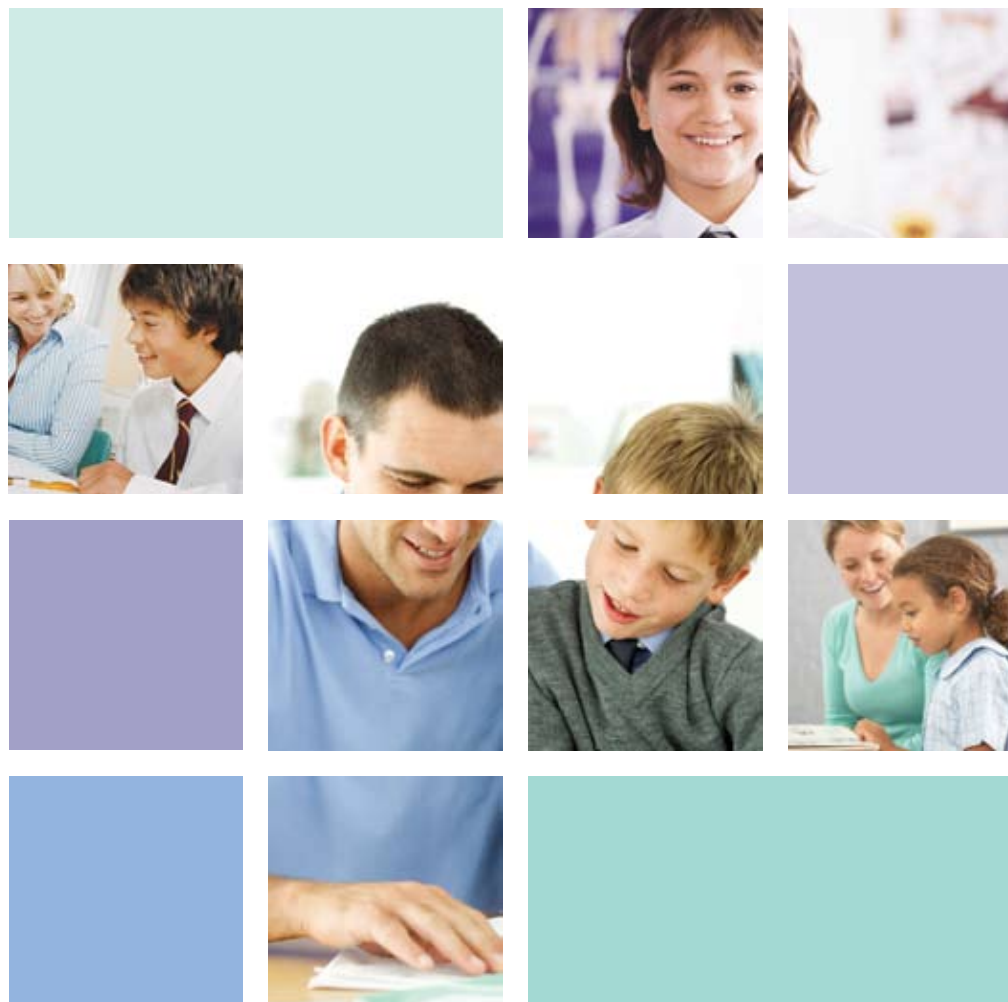
- Congratulations to Isabelle Wright who placed 7th in the intermediate paraders (14-15 years) and Hannah Dunn who made the final of the intermediate paraders. Over 100 students were in this very strong field.
- Congratulations to Jessica Wright who placed 6th in the intermediate junior judging completion in a field of 120+ competitors. GIHS also had a team in the inter school team judging competition comprising of Owen Walmsley, Morgan-May Hay and Hannah Dunn.
- Milky Way (Speckle Park x Angus steer purchased from the Winter Family placed 7th in a very strong class of 27 steers. Chilli (L...imousin x Hereford heifer purchased at the Potential Show Steer Sale was also shown.
- Open steer judging: Bling (Charolais x steer purchased from the McIndoe family) was paraded in a strong class of 30+ and Shades (a Murray Grey steer... bred by Carlinga Murray Grey stud and purchased at the potential show steer sale) was shown in the largest class of the day with 46 entries. Neither steer was successful however the standard this year was exceptional and the steers looked great in their classes. Shades was also selected to represent the Murray Grey breed in the Ken McDonald Shield.
- Year 10 Subject Selection Interviews - Weeks 1 - 3: if missed out, parents/carers can still make an appointment with Ms Nicole Schafer by contacting the school.
- NW Athletics Carnival, Tamworth - Friday 2 August: We had over 40 students involved. Of those 40, 21 GIHS athletes have qualified for the CHS Carnival in Sydney on 4, 5 & 6 September 2019
- Year 11 Work Placement - Week 5
- AgQuip - Tuesday 20 August 2019: \$30
- Year 8 Subject Selection Information Night - Tuesday 20 August 2019
- Year 11 School Captain 2020 nominations - due Friday 23 August 2019
- (to be confirmed due to staff changes at the Oorala Centre, UNE) Next AIME program day at UNE, Armidale - Wednesday 28 August 2019
- SBAT Information Evening - Wednesday 28 August 2019: 6:00pm, Old Hall
- Year 11 Biology Field Trip - Wednesday 28 August and Thursday 29 August 2019: Coffs Harbour and Dorrigo
- Book Week - Week 6: Theme 'Reading is my Superpower'. Dress up day and first GIHS 'Read In' on Friday 30 August 2019
- SASS Recognition Week - Week 6

GIHS P C CANTEN SUMMARY OF INCOME AND EXPENSES
1st October 2018 - 30th September 2019

INCOME	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE	JULY	AUG	SEP
SALES	6560.00	12592.85	6780.00	529.00	11244.50	11163.00	5444.00	13040.10	9911.48	0.00	0.00	0.00
INTEREST RECEIVED	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	6560.00	12592.85	6780.00	529.00	11244.50	11163.00	5444.00	13040.10	9911.48	0.00	0.00	0.00
LESS: Cost of sales												
Made up	2106.26	1804.38	1986.57	218.10	2798.17	2213.98	3278.96	1775.20	3661.73			
Milk/Juices	1310.75	818.74	2443.58			2819.56	1979.04	1405.94	793.23			
Drinks	343.14	302.17			502.35	272.25	420.57					
Pies/sausage rolls	121.47	827.50			874.30	370.00	520.20	244.00	1054.12			
Other												
	3881.62	3752.79	4430.15	218.10	4174.82	5675.79	6198.77	3425.14	5509.08	0.00	0.00	0.00
Net Profit from Trading	2683.38	8840.06	2349.85	310.90	7069.68	5487.21	-754.77	9614.96	4402.40			
LESS: Expenses												
General Expenses	2059.00			985.70	852.00	109.00	1701.00					
Association fees												
Gas									1842.50			
New Equipment									88.00			
Repairs & Maintenance			275.00			66.00						
Postage, print, stationery						10.77						
Superannuation	1891.96			1220.43			1617.71					
Telephone	38.14	71.69			66.50	66.50		68.55	70.81			
Wages Paid	2090.00	4029.00	3013.00		3807.00	4497.00	4096.00	4564.00	4112.00			
Total Expenses	6079.10	4100.69	3288.00	2206.13	4725.50	4749.27	7414.71	4632.55	6113.31	0.00	0.00	0.00
Less: Donations	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Long Service wages paid	0.00	0.00	0.00	2212.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Net Profit Year to date	-3400.72	1338.65	400.50	-1494.73	849.45	1587.39	-6582.09	-1599.68	-3310.59			

New written reports for primary and secondary school students

NSW Public Schools - Leading the way



A new way of reporting

By the end of 2006, all schools will provide parents with written reports that meet NSW Government requirements and respond both to parent feedback and academic research.

Parents will receive two written reports each year. The reports will give you a clearer picture of your child's achievements. They will help you understand how your child is progressing and how we can support your child's future learning.

The new written reports will build on current quality practice in schools and will be more consistent for students and their families. Written reports are just one way that schools use to communicate with parents about how their child is going at school.

This brochure will give you a broad overview of the elements of the new reports and a better understanding of A to E grading. If you have more questions, you should contact your school or visit the Department's website www.dec.nsw.edu.au



Your child's new reports will:

- Be written in plain language.
- Provide information about your child's learning in each subject.
- Include teacher comments that identify areas of strength and areas for further development in each subject.
- Provide you with a snapshot of your child's achievements with an A to E grade.
- Provide information about your child's social development and commitment to learning.

What A to E means

The Board of Studies develops statewide curriculum standards for all government and non-government schools in New South Wales. These determine what students are required to learn. The Board has also developed the A to E descriptions of achievement. These will be used to describe how well a student has achieved in each subject over the past semester (two terms). Achievement standards will be applied consistently across the state.



C means that your child is 'on track' in relation to what he or she is expected to learn. Other grades will indicate whether your child is doing better than expected or needs more help.

The Board of Studies has developed the following descriptions of achievement for use by all NSW schools.

A - Outstanding achievement

The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

B - High achievement

The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.

C - Sound achievement

The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

D - Basic achievement

The student has a basic knowledge and understanding of the content and has achieved a basic level of competence in the processes and skills.

E - Limited achievement

The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.



The introduction of A to E grading is probably the most significant change that you'll notice about the new reports, especially for primary aged children.

These new grades are different from the grades you might remember from your school years. The new A to E grades don't rank your child in his or her class. Rather, the grades indicate whether your child is 'on track', and learning what is expected, doing better than expected or needs more help. For example, a grade of C indicates that your child is making sound progress in relation to what he or she was expected to learn over the last semester – your child is 'on track'.

Kindergarten students, students with learning difficulties and students who are learning English for the first time will receive a written report but without the A to E grades.

A B **C** D E

Why use the A to E grades?

- Schools currently use some form of a scale when reporting to parents, but there is no consistency across schools.
- The A to E scale will be used by all schools and provide a consistent language for reporting to parents across the state.
- Teachers will make a professional judgement, using the grade descriptions, about how well each student has learned what he or she was expected to learn in the past semester (two terms).

What do D and E mean?

- A grade of D or E indicates that, in relation to what he or she was expected to learn, the student has demonstrated only basic or limited achievement.
- The student has learnt some things but not enough to be 'on track' in relation to syllabus standards.
- The grade of D or E is an alert to the student and parents that more needs to be done to keep the student 'on track'.

Will reporting be the same across all schools?

- This new approach to reporting means that all reports will have common elements, as described over the page.
- All schools will use A to E grades and along with other common elements this will mean that there will be more consistency in reporting across schools in New South Wales.

There is no set number or spread of A to E grades that a teacher or school has to use.

A to E grades are part of the picture

While A to E grades are an important indicator of your child's progress at school they are only part of the picture.

Student reports will also include information on your child's level of effort and teacher comments on progress in each subject. For example, your child may have received a D in a particular subject but the report will also tell you about the effort that he or she has made.

This mix of information will help you discuss with your child and his or her teacher how to provide encouragement and improve progress.

If you have a concern about your child's progress or behaviour, or you just want to have a general discussion about your child, you don't have to wait until you receive a written report.

Schools provide opportunities for parents to talk with teachers or the Principal. As well, you can always call the school to make a time for a special meeting. It's best to ring the school in advance to schedule a mutually convenient time.



A B **C** D E

Common elements of the new reports

All reports will have common elements that will lead to more consistency in reporting across schools.

The reports will include:

1. An overall grade for each subject, such as English.

A	B	C	D	E
outstanding achievement	high achievement	sound achievement	basic achievement	limited achievement

2. Achievement in components or parts of a subject, for example English.

	outstanding achievement	high achievement	sound achievement	basic achievement	limited achievement
Talking and listening		✓			
Reading				✓	
Writing				✓	

3. A comment from your child's teacher on each subject studied, for example English.

Georgia has successfully learnt to use her knowledge and skills to read many types of books and texts. She contributes to class discussion with thoughtful questions and answers. She has made a good start with oral presentations. More time spent in the planning stage will greatly improve her final delivery. Georgia and I have discussed what she needs to focus on next. She is writing very well on a range of topics and now needs to focus on spelling, grammar and punctuation, particularly the use of commas.

In Year 6, Georgia will be helped with her editing strategies and use of dictionaries to improve her written work.

4. Information about other school activities. Schools will decide which activities to include.

Area	Involved	Area	Involved
Debating		Athletics carnival	Yes
School soccer team	Yes	School band	Yes
Premier's reading challenge	Yes		

5. Information about social development and commitment to learning. Schools will decide which aspects to include.

Social development

	A	U	S	R
Works cooperatively		✓		
Respects school rules		✓		
Demonstrates self control		✓		

Commitment to learning and effort

	A	U	S	R
Completes tasks in class		✓		
Organises materials		✓		
Asks for help when needed			✓	

A=Always	U=Usually	S=Sometimes	R=Rarely
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You can get further information about the new A to E graded reports from your local school or see www.dec.nsw.edu.au

If you need more information contact your principal. If you need an interpreter to assist you please call the Telephone Interpreter Service on telephone number **131 450** and ask for an interpreter in your language. The interpreter will call the principal and will stay on the line to assist you with your conversation. You will not be charged for this service.

NSW Department of Education