Wasleys Primary School
Annual Report
2015

Belonging, Opportunity, Achievement, Teamwork
1. CONTEXT

School Name: Wasleys Primary School  
School Number: 0469

Principal: Debra Fairey  
Partnership: Goyder and Light

Wasleys Primary School (WPS) is located in the town of Wasleys, approximately a 10 minute drive north of the township of Gawler. Students and staff know, acknowledge and understand that WPS is located on the traditional lands of the Kaurna People. Our parents, many of who regularly volunteer at WPS, support our work with their children. WPS has a DECD-funded Playcentre which provides a service for children to engage in play-based experiences and for parents to develop connections with other parents and staff members at the school. The school is a Category 3 Index of Disadvantage small rural school which has had a decline in numbers for 2015. Due to the smaller numbers WPS is not eligible for local Preschool or Out of Hours School Care (OHSC) facilities. There is a diversity of students who attend WPS with some students requiring a higher level of support. The school works in partnership with parents and DECD Support Services to ensure that appropriate levels of support and intervention is provided for this cohort, and that individual plans for these students are regularly reviewed and updated with input from all stakeholders. Being a small school has enabled the team at WPS to develop with each student, individualized learning and personal goals. At WPS we have developed a shared purpose and responsibility for improving outcomes for all WPS students.

Our values, which were developed with the whole school community are:

**Belonging, Opportunity, Achievement, Teamwork.**
2. REPORT FROM GOVERNING COUNCIL

Governing Council Chairperson’s 2015 Report

The Wasleys Primary School Governing Council (GC) consisted of 5 parents, Debra Fairey (Principal) and Prue Mosman (staff member). GC members met twice a term and reviewed a number of school policies throughout the year.

A subcommittee arranged fundraising and consisted of three parents and staff. It ran a number of events throughout the year including a slice drive, trading table, read-athon and spell-athon with an estimated $1,800 raised in 2015.

The GC was concerned about the number of families that had left the school and were looking into ways to encourage more children to attend the school and ways to promote the school in the community.

Building connections with the Wasleys community

- The school attended the unveiling of the Wasleys commemorative plaque for which the school was in The Bunyip paper. Students were involved in Wasleys Anzac day ceremony. The school also attended Remembrance Day at Wasleys hall in November. The school participated in planting some plants at Wasleys bike track.

- A highlight for school was being able to attend several sessions at Wasleys Lawn Bowls Club. The children enjoy the sessions and are building a strong relationship with the club.

- The Wasleys Play-centre for children 0 to school age was coordinated by Cheryl Hissey for 3 terms and Rebecca Seward ran term 4.

Wasleys School supports healthy eating and throughout the year the children were involved in making some exciting meals in their kitchen. They often share healthy fruit for morning tea.

A working bee was planned and a new chicken coop and enclosure was built.

Throughout the year teachers ran an after school science club where the kids explore science thru education and practical experiments.

The highlight of the year was the science expo, organized primarily by Prue Mosman, which was a huge success for a small school. 4 schools attended bring about 200 children. A huge “Thank you” goes out for the behind the scenes planning and organization that went into the event.

On Nov 25th the Pinery bushfire swept through Wasleys and surrounding towns. The fire had a devastating effect on the town, with several buildings destroyed and some damage to the school grounds and damage to several school families’ homes. The community is still recovering from the impact of the fire.

The school held their end of school concert which was enjoyed by all.

2015 ended with the school enjoy a 3 day camp, donated by Illawonga camp to help the children recover from the fires. The children had a great time exploring the Murray River and doing lots of activities.

The Governing Council looks forward to the next 12 months and will continue to wholeheartedly support and encourage the Wasleys Primary School to grow.

Nick Polley

Governing Council Chairperson
3. 2015 HIGHLIGHTS

- Students and staff worked with Raelene Snow and her team from Marra Dreaming Indigenous Arts to further embed Aboriginal perspectives in our teaching and learning at WPS. Students engaged in a range of activities and learning about Aboriginal art, perspectives and history, and worked with Raelene and other Marra Dreaming team members to complete two large wall murals (see pictures below) for the play area, and a painting (as seen on the front page of this document) which will be installed at the front of WPS.

- WPS Year 6 and 7 students attended a *Play at Lunchtime* (PAL) student leadership training held at Hamley Bridge Primary School. Students who completed the training have implemented the program at the school. This has involved them in leading the planning and organization of lunch time activities for all WPS students.
- *Jump Rope for Heart* activities.

- KESAB Schools Clean Up Day
- Walk/Ride to School Day activities
- Stephanie Alexander Kitchen Garden Program

- Primary Students attended the Addams Family performance at Kapunda High School
- Harmony Day activities
- WPS Sports Day
- National Tree Planting Day

**Working in partnership with the Wasleys’ Community**
- Artist in Residence supported through Wasleys’ Community Group funding
- Remembrance Day ceremony at Wasleys’ Institute
- Attending the Wasleys’ Community Commemorative Stone unveiling at the Wasleys’ Institute
- Weekly Lawn Bowls activities run by the men’s group at the Wasleys’ Bowling Club
- Providing shared use of the WPS Activity Space to support the Wasleys’ Bowling Club’s Pinery Fire recovery and rebuilding of their damaged buildings.

- Swimming lessons at Gawler Swimming Centre

- End of year school concert which was well-attended by parents, extended family members and Wasleys’ community members.
- School Camp at Camp Illawonga Swan Reach, a generous post-fire donation from Camp Illawonga.
Monarto Zoo excursion - during this visit we were privileged to have a behind-the-scenes tour of Monarto Zoo where we visited an endangered species of wallaby from the Anangu Pitjantjatjara, Yunkunytjatjara Lands. The Junior Primary students recorded a special message with a Pitjantjatjara greeting which they had previously learnt at WPS. This was sent to the dedicated group of Anangu who have been leading this conservation effort to thank them for allowing us to visit their wallaby.

Whole School Science Focus

- Students in the Primary class were selected in 2015 to be a part of the Primary Connection Unit Trial.
- Scientists in Schools program continued again this year with our visiting scientist Peter Perry from DSTO, Peter has been working with students and staff at WPS for 4 years.
- Science Club was offered again in 2015 as an extra-curricula activity, which was well-attended by WPS students. The year 7 students were given leadership roles, and planned and organized with their teacher Prue Mosman experiments and demonstrations that they undertook with the rest of the cohort attending Science Club.

Science Club planned, organized and ran their second Science Expo this year with the support of the dedicated WPS staff and parents. We had approximately 300 students from other schools, past teachers, old WPS scholars, Education Director Kathryn Bruggemann, parents and community members attending. All students who attended the Expo had the opportunity to listen to guest scientists’ presentations, engage in scientific learning activities and received a showbag that had items donated from scientific and environmental organizations. This successful event will be held again in 2016.

4. SITE IMPROVEMENT PLANNING AND TARGETS

The 2015 WPS Site Improvement Plan (SIP) contained 2 identified areas for improvement. These were identified by staff through the analysis of a range of data to identify what our top 2 priorities were. They were identified as:

Reading and Comprehension
For all students to receive high quality explicit teaching in reading comprehension in order to reach their full reading potential

Targets
-All students have attained the following:
  -By the end of Year 1 – Level 20 (Running Records)
  -By the end of Year 2 – Level 26 (Running Records)
  -All Year 3, 5 and 7 students are at or above National Minimum Standards in Reading

Mathematics
For all students to receive explicit teaching in Mathematics with a particular focus on number and place value.

Targets
-All Year 3, 5 and 7 students are at or above National Minimum Standards in Numeracy
-All students achieve middle to upper level NAPLaN Numeracy growth
Self Review
Ongoing self-review occurs through regular and dedicated staff meeting times, and through Performance and Development (P&D) processes. Throughout Term 4 all staff committed time to drilling down into student achievement data to inform the development of our 2016 Site Improvement Plan (SIP) and 2016 Assessment and Reporting Calendar. This activity supports the development of priority areas for improvement in Numeracy and Literacy. The WPS Assessment and Reporting Calendar as well as our Whole School Agreements in Literacy and Numeracy provide an agreed-upon consistent approach to improvement.

Student Data

4.2 Better Schools Funding
The DECD Better Schools funding for WPS was used to support identified students in their numeracy improvement by using these fund to employ a School Services Officer (SSO), Rebecca Seward, to provide Quicksmart sessions. The Quicksmart program provides deliberate practice sessions which increase student automaticity in number. WPS has committed to continuing to employing our SSO in 2016 to provide Quicksmart support sessions. The SSO will also attend updated Quicksmart training in 2016.

5. STUDENT ACHIEVEMENT
Please note due to the small cohort of students and confidentiality it is not possible to disclose details that may identify individual students. However, the data we have collected on student achievement is used to inform our core business.

Priority 1
For all students to receive high quality explicit teaching in reading comprehension in order to reach their full reading potential

Highlights:
- Daily focused literacy block time provided explicit teaching and learning that scaffold students in their reading and comprehension.
- Wave intervention literacy teaching occurred for all students.
- Reading and comprehension processes and outcomes achieved were explicitly documented by teachers.
- A whole school approach was adopted to ensure that every student has read to an adult each day at school.
- Literacy goals were included in Negotiated Education Plans (NEP), and Individual Student Learning Plans.
- All teachers requiring updated Running Records information completed this training.
- Performance and Development (P&D) processes for staff included rigorous dialogue about reading and comprehension progression and improvement for all students.
- All teaching staff and the Principal has attended DECD training and development on moderation of student work samples against the AC.
- All Years 3, 5 and 7 students undertook the NAPLAN, and undertook PATR testing.

Key strategies included
- Reception to year 2 levels of reading and comprehension were measured and documented once a term.
- Professional Development was organised for staff in conducting Running Records in reading to ensure our practices in the school were consistent with the DECD recommended approach.
- Phonological Awareness diagnostic testing (SPA) was conducted for all students to identify gaps in student learning and phonological awareness.
- Explicit and scaffolded teaching of reading processes and comprehension skills.
- Dyslexia-Aware reading strategies were embedded across the school.
- Opportunities for deliberate practice in reading and comprehension were provided through the identification of learning opportunities across all areas of the Australian Curriculum (AC).
2015 Running Records’ Achievement Data

All students in Years 1 and 2 students have progressed in their reading levels from 2014.
Implications for 2016

- The 2016 SIP will continue to have a focus on improving students' reading and comprehension with a particular focus on inferential comprehension.
- The development of a whole school 2016 Assessment and Reporting Calendar to support our ongoing analysis of individual student’s progression in reading.
- Professional learning in conducting Running Records for any new teachers.
- Continued termly Running Records undertaken and documented for Reception – Year 2 students each term.
- Conducting PATR testing.
- To continue to develop with all students their individual literacy SMART goals related to Reading and Comprehension for inclusion in their individual learning plans.
- Whole school literacy agreements are reviewed and aligned with the G&L Partnership Literacy agreement.
- Regular sharing of documented literacy practices.
- Explicit and scaffolded teaching of reading processes and comprehension skills
- Ongoing moderation of individual student work samples to validate our reporting A-E against the Australian Curriculum (AC) standards for English.
- Performance and Development (P&D) processes will include conversations focused on evidence of student learning outcomes in literacy with a particular focus on the reading and comprehension components.
- Targeted resourcing is allocated in the 2016 budget to continue a coordinated approach to reading and comprehension improvement.

Priority 2
For all students to receive high quality explicit teaching in Mathematics, with a particular focus on number and place value, to support the development of all students’ Mathematical understandings.

Highlights

- Daily focused teaching and learning which supported the development of mathematical language and skills in working with number and place value.
- Wave intervention teaching and learning occurred in all classes with the provision of targeted support were developed for identified students.
- Number and Place value processes and outcomes achieved were explicitly documented by teachers.
- Explicit and scaffolded teaching of mathematical concepts in all areas of the AC.
- Specific Numeracy goals were included in all NEPs and Individual Learning Plans.
- Big Ideas in Number (BIIN) testing occurred and students requiring extra support in developing automaticity in number were included in the Quicksmart support program.
- P&D processes supported dialogue around improvement for individual students in number and place value.
- All teaching staff and the Principal have attended DECD training and development on moderation of student work samples against the AC.
- All Years 3, 5 and 7 students undertook the NAPLAN and PATMaths testing.

Key strategies included

- BIIN testing to identify areas for improvement.
- Quicksmart intervention support for identified students to develop automaticity in number.
- Opportunities for deliberate practice in all areas of mathematics were provided through the identification of numeracy learning opportunities across all areas of the AC.
Implications for 2016

- There is a continued focus in number in the SIP to further develop students’ competencies in number.
- To develop the 2016 Assessment and Reporting Calendar to monitor student progress in Numeracy.
- Numeracy goals are included in Negotiated Education Plans (NEP), and Individual Learning Plans.
- Whole school numeracy agreements are reviewed and aligned with the G&L Partnership Numeracy agreements.
- Regular sharing of documented numeracy practices, including assessment, recording, and consistent moderation and reporting processes against the AC standards for Mathematics.
- P&D processes will include conversations focused on evidence of student learning outcomes in numeracy with a particular focus on the number and place value component.
- Targeted resourcing to implement a coordinated approach to numeracy intervention across the school which will include the Quicksmart program, and identified professional learning.

5.1 NAPLAN

Due to the small cohorts of students and maintaining student confidentiality it is not possible to disclose details that may identify individual Year 3, 5 and 7 students as the data is particularly volatile. However, the data we have obtained through the NAPLAN we have used to drill down into each question in the NAPLAN testing process to look at individual student progression and identify areas needing improvement which will be used to develop our 2016 individual learning plans and classroom programs and differentiated teaching practices, and to inform our 2016 WPS SIP.

Student Proficiency Bands

Table 1: Year 3 Proficiency Bands by Aspect

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Exempt</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>Numeracy</td>
<td></td>
<td>50.0</td>
<td>25.0</td>
<td>25.0</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Reading</td>
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<td>50.0</td>
<td>25.0</td>
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<td></td>
<td></td>
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<tr>
<td>Writing</td>
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<td></td>
<td></td>
<td>75.0</td>
<td>25.0</td>
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<tr>
<td>Spelling</td>
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<td></td>
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<td>25.0</td>
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<td></td>
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<tr>
<td>Grammar</td>
<td>25.0</td>
<td>50.0</td>
<td></td>
<td></td>
<td>25.0</td>
<td></td>
<td></td>
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</table>

Commentary:

All year 3 students were at or above National Minimum Standards in Numeracy, Reading, Writing, Spelling and Grammar.
Commentary:
The majority of students from Year 5 at WPS were at or above the National Minimum Standards in the aspects of Numeracy, Reading, Spelling and Grammar. Writing has been identified as an area for improvement for 2016.
Commentary:

The majority of students in Year 7 were at or above National Minimum Standards in the aspects of Numeracy, Reading, Writing, and Spelling, the exception was Grammar.

Student Mean Scores

The majority of the WPS student cohort for 2015 was within the expected year level achievement bands. Our cohort is too small to produce mean average scores and to maintain student confidentiality we are unable to highlight individuals in our analysis.

Figure 4: Year 3 Mean Scores

Table 4: Year 3 Mean Scores
Table 5: Year 5 Mean Scores

<table>
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<th>Year 5</th>
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<tr>
<td></td>
<td>2013</td>
<td>2014</td>
<td>2015</td>
<td></td>
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<tr>
<td>Numeracy</td>
<td>439.7</td>
<td>455.0</td>
<td>451.6</td>
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<tr>
<td>Reading</td>
<td>440.5</td>
<td>468.0</td>
<td>466.1</td>
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<tr>
<td>Writing</td>
<td>426.8</td>
<td>445.0</td>
<td>392.4</td>
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<tr>
<td>Spelling</td>
<td>464.4</td>
<td>473.5</td>
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<tr>
<td>Grammar</td>
<td>423.9</td>
<td>460.2</td>
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Table 6: Year 7 Mean Scores

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<td></td>
<td>2013</td>
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<td>2015</td>
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<tr>
<td>Numeracy</td>
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<tr>
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<td>477.4</td>
<td>440.8</td>
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<tr>
<td>Spelling</td>
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<tr>
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6. STUDENT DATA

6.1 Attendance

Attendance

Figure 9: Attendance by Year Level
Table 9: Attendance by Year Level

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>% Attendance</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
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<tr>
<td>Reception</td>
<td></td>
<td>92.9</td>
<td>97.5</td>
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<td>Year 1</td>
<td></td>
<td>94.1</td>
<td>92.3</td>
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<td>Year 2</td>
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<td>98.5</td>
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<td>Year 3</td>
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<td>93.9</td>
<td>83.9</td>
<td>95.8</td>
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<td>Year 4</td>
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<td>96.1</td>
<td>94.6</td>
<td>92.3</td>
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<td>Year 5</td>
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<td>96.7</td>
<td>92.2</td>
<td>94.1</td>
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<td>Year 6</td>
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<tr>
<td>Year 7</td>
<td></td>
<td>94.1</td>
<td>93.4</td>
<td>98.5</td>
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<td>Total All Year Levels</td>
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<td>94.8</td>
<td>93.2</td>
<td>94.2</td>
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<tr>
<td>Total ACARA 1 TO 10</td>
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<td>94.9</td>
<td>92.5</td>
<td>94.2</td>
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</table>

As the data indicates WPS achieved an overall percentage for 2015 of 94.2% for all year levels which is the same as the ACARA percentage.

Implications for 2016:
- That attendance continues to remain in the maintenance stage.
- As the WPS attendance policy and processes are due for review, a comprehensive review with the involvement of the whole school community will be undertaken in 2016.
- To ensure that consistent processes are used by all staff at WPS in the follow-up with parents of student non-attendance.
- Continued documentation and follow-up of any attendance concerns.
- Immediate follow-up of unexplained absences.
- Continued promotion to families of the benefits of their child/children attending every day.
- Including information in the school newsletter regarding parent responsibilities in relation to student attendance.
- Celebration of excellence in student attendance at WPS.
- Continuously improving the quality of teaching and learning at WPS to engage students in high quality relevant curriculum.

7. CLIENT OPINION

In 2015 the Parent Opinion Survey were sent out to all parents due to the smaller numbers of families who send their children to WPS. They were sent out in paper format due to the inadequate internet service coverage in most of the Wasleys' Township.

In the summary of these responses the terms none, some most and all will be used as the use of numbers of parents may make it too easy to identify individual parents.

Information contained in responses have been used as part of the WPS self review process.

The following statements were sent out in the survey and parents rated their responses as: Strongly Disagree, Disagree, Don't Know, Agree, Strongly Agree.

1. Teachers at WPS expect my child to do his or her best.
   All respondents either Agree or Strongly Agree
2. Teachers at WPS provide my child with useful feedback about his or her work.
   All respondents either Agree or Strongly Agree
3. WPS is well maintained.
   All respondents either Agree or Strongly Agree
4. My child feels safe at WPS.
All respondents either Agree or Strongly Agree
5. My child can talk to their teacher about their concerns.

All respondents either Agree or Strongly Agree
6. I can talk to my child’s teacher about my concerns.

All respondents either Agree or Strongly Agree
7. Student behavior is well managed at WPS.

Some respondents Disagree and some respondents Strongly Agree
8. My child likes being at WPS.

All respondents either Agree or Strongly Agree
9. WPS looks for ways to improve.

All respondents either Agree or Strongly Agree
10. Teachers at WPS motivate my child to learn.

All respondents either Agree or Strongly Agree
11. My child is making good progress at WPS.

All respondents either Agree or Strongly Agree
12. My child’s learning needs are being met at WPS.

All respondents either Agree or Strongly Agree
13. WPS works with me to support my child’s learning.

All respondents Strongly Agree

WPS students also undertook a Student Opinion Survey for 2015. Due to size of the student population a summary is included in this report of student responses. In the summary of these responses the terms none, some most and all will be used as the use of numbers of students may make it too easy to identify individual students.

The following questions were provided and students rated their responses as:
Strongly Disagree, Disagree, Don’t Know, Agree, Strongly Agree.

1. My class activities are interesting and help me learn.
   Most respondents either Agree or Strongly Agree and some Don’t Know
2. My teachers clearly explain what we are learning.
   All students either Agree or Strongly Agree
3. My teacher knows what I can do and how to help me.
   All students either Agree or Strongly Agree
   All students either Agree or Strongly Agree
5. I am learning a lot at this school.
   All students either Agree or Strongly Agree
6. I know how I am doing and how I can improve
   Most respondents either Agree or Strongly Agree. Some respondents Don’t Know or Disagree
7. I like the kinds of things I am learning at school this year.
   All students either Agree or Strongly Agree
8. My teachers are easy to understand.
   Most students either Agree or Strongly Agree and some Don’t Know

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

8. ACCOUNTABILITY

8.1 Behaviour Management

In 2015 WPS has had a significant decrease in incidents of violence and bullying with:
- 2 incidents of Actual Violence
- 1 incident of Threatened Violence
- 0 incidents of Bullying

8.2 Relevant History Screening

During 2015 all volunteers at WPS had undertaken a DCSI screening and been approved to volunteer at WPS. Safe processing and storage of related documents and personal information of volunteers were compliant with DECD requirements.


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.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
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<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>7</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.

8.3.2 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>
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<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
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<td>2.00</td>
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<tr>
<td>Persons</td>
<td>1</td>
<td>2</td>
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9. FINANCIAL STATEMENT

Income by Funding Source

<table>
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<th>Funding Source</th>
<th>Amount</th>
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</thead>
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<td>1 Grants: State</td>
<td>460,947.81</td>
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<tr>
<td>2 Grants: Commonwealth</td>
<td>29,755.19</td>
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<td>3 Parent Contributions</td>
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<td>4 Other</td>
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