



YOUTH EDUCATION CENTRE ANNUAL REPORT 2008

Chairperson: Rob Bryson

Principal: Gerri Walker

Campuses: Magill, Cavan and Outreach

Email: info@yec.sa.edu.au

CONTEXT

Youth Education Centre is a multi-campus school, comprising:

- Campuses within each of the two Youth Training Centres (juvenile remand and detention of male and female offenders) at Magill and Cavan. The school provides a four-term program and a holiday program.
- Outreach services based at the Flexicentre, The Parks (Western Youth Education Program, formerly Special Programs for Youth – SPY, incorporating Wiltanendi West), Bayer Road Elizabeth (Wiltanendi Paeindi), Building Links, supported work experience (TOTEM) and a range of locations for the mobile courses. This campus provides educational and vocational programs for young people between the ages of 15 – 18 years of age at risk and/or have had experience with the Juvenile Justice system.

ENROLMENTS

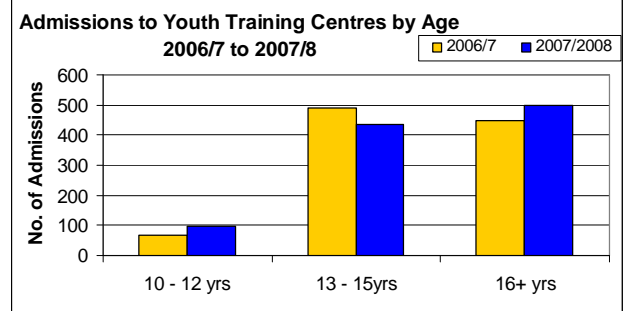
Due to the very transient nature of our students, data is averaged across the year. Average student figures per day for the campuses to determine staffing for 2009 were:

- Cavan - 36 students
- Magill - 36.2 students
- Flexicentre programs - 19 students
- Wiltanendi Paeindi and Western Youth Education Program - 17.1 students.
- All of these students are School Card Holders.
- During 2008, in secure care there has been an average of 43% of students who are Aboriginal and in the Outreach program there is an average of 35%. This over representation of Aboriginal juveniles in secure care continues to be of concern and a target within our Site Learning Plan. However the increased Aboriginal student engagement in the Outreach programs is a positive sign and is largely due to our new partnerships with Wiltanendi.

The following data is provided by Families SA and refers to the financial year 2007/8. Overall, student enrolments at Youth Education Centre continue to grow. During 2007/8, this growth has been across all campuses of Youth Education Centre. During the financial year 2007/8, there were 1030 admissions to the Youth Training Centres – a slight increase from 2006/7.

Admissions by Age across the Youth Training Centres

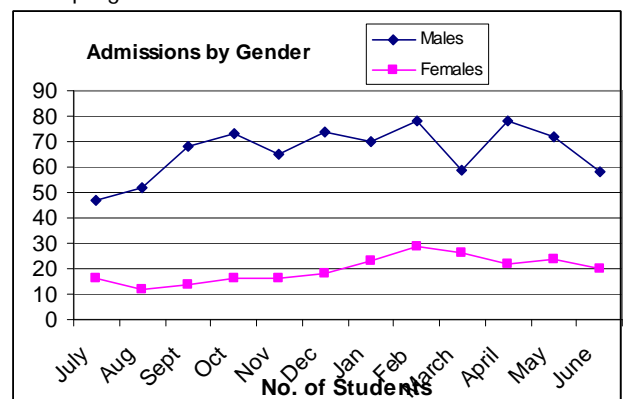
The comparison graph below shows that there has been a slight increase in the 10 – 12 and 16+ years age groups



which impacts on the middle school program at Magill and the types of programs offered at the Cavan campus for the older boys.

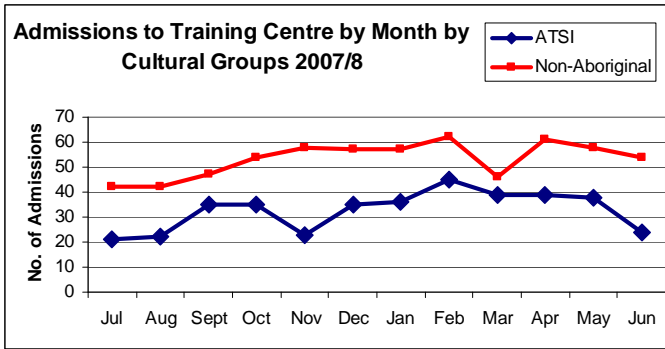
Admissions by Gender across the Youth Training Centres

There has been an increase in the number of female students in the educational programs during the last financial year. This has impacted on the delivery of programs – due to the relatively low numbers of female students in the past, usually there was only one teacher allocated to these girls per lesson. This has had to change on many days due to the larger group size. Associated with this has been the increase in the number of female students with longer orders, requiring changes to the program content.



Admissions by Cultural Group across the Youth Training Centres

During the last financial year there has been an increase in the number of Aboriginal students in the educational program. To accommodate the needs of these students, we have had a Cultural Instructor, a diversity of programs targeting Aboriginal students and an increase in the number of Aboriginal personnel with whom the students can interact (e.g. Grannies Group). At times, the Aboriginal population at the Cavan campus has been 50%.



STUDENT DESTINATIONS

Flexicentre and Western Youth Education Program (previously SPY)

During 2008, 56 students exited the Flexicentre general program and Western Youth Education Program (WYEP). Information about these students' destinations is:

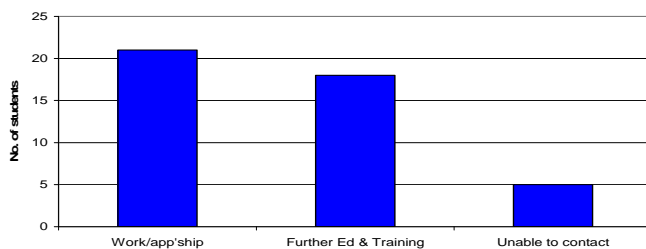
Reasons for Leaving	Flexicentre & WYEP
Full-time, Part-time work, Traineeship.	9
Left to attend another program (i.e. DECS or CYFS), Mainstream school, Adult Re-entry School or TAFE	16
Returned to Juvenile Justice System	15
Destination Unknown/No Program	11
Left Adelaide - either intra or interstate	5

Given the student cohort, this destination data is positive.

Building Links

During 2007, there were 44 fulltime Building Links students from across the district. Current destinations of students participating in the Building Links Program during 2007 are:

Building Links Destination Data 2007



The destination data for this program continues to be outstanding. Of the students who went to Further Education/Training, 2 of these have gained fulltime employment during 2008. These outcomes demonstrate the value of a VET course that is practical and delivered on-site at real building locations

SENIOR SECONDARY STUDENT ACHIEVEMENT – SACE

During 2008, our first student to totally complete his Secondary Certificate of Education while in secure care achieved this at the Cavan campus. In addition, the following Stage 1 subjects were completed by the students at Cavan:

Subject	No. of students
Foundation Maths	3
General Maths	1
Maths	1
Australian Studies	1
English	1
Legal Studies	1
Information Technology	1
Young Indigenous Entrepreneur Programme 2 SACE units	10

In addition, 1 student withdrew from 5 subjects (he was counselled not to attempt this many) and another student withdrew from a subject.

At the Magill campus, 2 students continued their SACE studies from their home school while in this educational program.

At the Outreach campus, one student has successfully completed 2 semesters of SACE Stage 1 through Open Access and 4 students have successfully completed a locally delivered SACE Stage 1 Maths for one semester.

STUDENT ACHIEVEMENT IN ALTERNATIVE PATHWAYS

In 2008 we have delivered modules of the Introductory Vocational Education Certificate 1 (IVEC) as the main VET course. Numbers of students engaged in VET courses during 2008 were:

- 32 students in Building and Construction, of whom 27 completed the whole certificate. All 32 students completed First Aid and Green Card training.
- Students in Building and Construction completed 300 modules
- 89 students completed 244 IVEC modules in General Education
- 85 students completed modules in Certificate I in Automotive (Tyre fitting)
- 31 students completed modules in Certificate III in Civil Construction (Forklift)

In total, 793 VET modules were completed by students in alternative pathways.

The figures in the table below are for discrete short courses throughout the year in the community.

SHORT COURSE	YOUNG PEOPLE	ABORIGINAL
Tyre Fitting	85	21
Motor Vehicle Licence	148	13
KFC	70	2
Café Skills	24	3
Hair & Beauty	33	4
Forklift Licence	31	7
First Aid	25	2
TOTALS	416	52

The number of overall participants in short courses is slightly less than in 2007, however, there has been an increase in the number of Aboriginal students completing these courses.

OUTCOMES OF SITE LEARNING PLAN

Strategic Direction 1: Relocation to a new Youth Training Centre and the new Outreach Services

New Training Centre

A DECS/Families SA Working Party has begun meeting to improve communication across agencies with respect to the new centre and lead the planning for this process.

Major areas of work in this area are:

1. Staffing – what will the new formula be?
2. Teaching Groups – what are the parameters on these?
3. Curriculum – what should this look like?
4. Timetable – how to have a Structured Day that matches the curriculum and Families SA programs needs; how to generate a timetable that is responsive to the daily needs?
5. Induction to Education – what does this look like?
6. Literacy/Numeracy – tools and data use
7. Life skills - map
8. Daily Information Management – Families SA daily sheet; morning briefings of Families SA and YEC
9. Operational Issues
10. Case Management – impact of new Families SA system; need to map what we want

New Outreach facilities

To address this target, we are working with the District Director and DECS centrally re possible options. We are currently developing a 'Local Schools Working Together' for the East District, with Rostrevor College as the major partner.

Staff Wellbeing

The results of this survey are positive and noted further in the report. Each campus has identified and documented actions to address issues in 2009.

Organisation Improvement

Staff used DIAf framework to identify Use of Student Data as key area to work on during 2008. This has been an ongoing theme and resulted in new Induction processes being trialled and the specifications for a purpose built data base nearly determined. There has also been extensive work in Literacy and Numeracy using data.

ACTIONS TAKEN THROUGHOUT THE YEAR TOWARDS IMPLEMENTING THE SITE LEARNING PLAN

- Ongoing work in the 10 identified areas of re-location and new Outreach facilities with YEC staff, Families SA staff, DECS District and central office staff
- Staff wellbeing day was successful
- Good consultation with staff over issues such as bag access – collaborative work with Families SA
- Regular agenda item at staff meetings re new centre – issues identified have been addressed in a timely manner

APPROPRIATE INFORMATION REGARDING TARGETED GROUPS OF STUDENTS – not relevant

IMPLICATIONS OR RECOMMENDATIONS FOR THE FUTURE

- DECS/Families SA Working Party for relocation continue to meet and be informed by YEC staff issues
- Outreach facilities continue to be pursued
- Staff wellbeing during this time of change be closely monitored and addressed

OUTCOMES OF SITE LEARNING PLAN

Strategic Direction 2: Excellence in Learning, Pedagogy and Achievement

• YEC Curriculum

There has been a realignment of the YEC curriculum to develop a closer focus on programming, planning and assessing in line with DECS requirements. At Cavan the curriculum and timetable is now based upon a structured work day including the accommodation of mandated Families SA programs for young offenders during.

• SACE

The SACE Board of SA (formally SSABSA) is in the process of developing and piloting the new *future* SACE for students in senior secondary education. YEC has been involved in professional development to ensure staff are aware of the new secondary certificate requirements and in particular the mandated Personal Learning Plan (PLP) unit. A specialist SACE/Open Access group has been created to cater for students at Cavan who wish to work towards completing their secondary certificate whilst in Secure Care and Outreach programs.

• SACSA

There has been focus on ensuring all staff at YEC are familiar with and can use SACSA documents to program, plan and assess students in the appropriate year levels for students in Secure Care.

ACTIONS TAKEN THROUGHOUT THE YEAR TOWARDS IMPLEMENTING THE SITE LEARNING PLAN

- Professional development has been delivered each term by members of the Curriculum Committee with the assistance of others.
- Introduction of the Multilit and numeracy programs at Cavan and Magill.
- Low level literacy resources have been shared across all campuses including the introduction of Fast Forward reading program.
- Professional discussions regarding the new Centre have been taking place regularly between Families SA and YEC over the year.
- Training and development has been undertaken with staff in SACSA and Personal Learning Plan. This has been led by the members of the leadership team. Teachers are now more confident in structuring, delivering and recording against SACSA outcomes.
- A strong industry link has been developed between Bridgestone and YEC through the shared development of a SACE Unit around tyre fitting.

APPROPRIATE INFORMATION REGARDING TARGETED GROUPS OF STUDENTS

- Literacy and numeracy levelling and benchmarking commenced with the introduction of test instruments that can identify student strengths and weaknesses. All students have been assessed at induction and during regular intervals throughout Term 4 to monitor progress.
- Investigations are currently underway to identify a suitable mechanism to record student progress that will be flexible, accessible and informative. Decision to develop proprietary database made.
- There were a decreased number of IVEC units completed in 2008 in comparison with 2007.

IMPLICATIONS OR RECOMMENDATIONS FOR THE FUTURE

- Further training and development to be undertaken to support teachers in the effective use of SACSA in programming, planning and assessing.
- All staff to receive further training and development of the Personal Learning Plan (PLP) as part of the new

futureSACE before the pilot implementation in Term 2 2009.

- The implementation of 'Lexia' reading program to occur across all campuses after staff training and development.
- The Child Protection Curriculum to be implemented as a matter of urgency at YEC.
- A greater emphasis to be placed on the number of IVEC units undertaken and completed in 2009.

Strategic Direction 3: Improved Learner Wellbeing

- **Attendance**
- **Case Management & Pathways**
- **Learner Wellbeing Practices**
- **State/Federal Initiatives**

ACTIONS TAKEN THROUGHOUT THE YEAR TOWARDS IMPLEMENTING THE SITE LEARNING PLAN

- Working group operational and focussing on case management, pathways and induction
- New pathways, such as Flexible Learning Options (FLO) and Juvenile Justice Job Placement, Education and Training (JJJET) have been explored
- Case Management processes are informing individualised timetabling
- Work Experience programme has developed further partners
- Destination and exit data is being recorded and reported to Cabinet
- Support for students' transition from secure care to YEC Outreach programmes has improved
- Induction processes at Magill are being trialled with the older boys
- Day release has been achieved for students at Cavan
- DECS Learner Wellbeing Framework is being used as a planning resource. Focus: "feeling well & functioning well". Using this focus as a general direction, a staff wellbeing day was organised, addressing issues raised by staff themselves
- Wellbeing has been measured through: student surveys; reports; induction; assessment, meetings and debriefs. The above tools have been used to improve learner wellbeing
- Daily debriefs address learner wellbeing issues
- We have set up ways of identifying wellbeing issues and will continue to address them in 2009
- Chaplaincy program operational at Cavan and Magill.

APPROPRIATE INFORMATION REGARDING TARGETED GROUPS OF STUDENTS

Indigenous students

- A Cultural Instructor, has joined the staff and tends to the pastoral care and wellbeing of the students in her care
- Promotion of culturally specific programmes such as Aboriginal Healing and Reconciliation Week
- Intensive support for low level learners provided through the Homework Centre

Girls

- Provision of interactive programmes to increase interest and participation levels
- Provision of extra teachers when numbers are high
- Ongoing access to music lessons run by a specialist music teacher from DECS Music Branch

Students with disabilities

- Students with learning disabilities receive intensive support in literacy and numeracy

- 1:1 support is provided whenever possible to increase learning opportunities and outcomes
- High interest areas such as music are explored as a means of settling students and eliciting positive responses to the learning environment

GOM Students

- GOM status flagged early with all staff so that appropriate actions are undertaken as soon as possible
- More intensive case management is initiated upon arrival
- Assessment and induction processes are fast-tracked to facilitate the setting up of education and pathways plans

IMPLICATIONS OR RECOMMENDATIONS FOR THE FUTURE

- Ongoing work on case management, pathways and induction, led by working group, with all staff
- Development of Attendance Improvement Plan.
- Align practice with new Families SA Case Management and Through Care model, once this has been clearly defined
- Finalise an induction process that can be trialled at campuses, which incorporates the demands of the Personal Learning Plan (PLP)
- Continue exploring processes for collecting data
- Start recording numbers of 'time outs' per term/semester, and analyse the results to identify implications
- Collate ways of measuring and recording well-being
- Improvement in case management at Outreach
- Use information gathered through induction and surveys to improve learner wellbeing

Strategic Direction 4: Improved Outcomes for Aboriginal Learners

Aboriginal Student Outcomes

Aboriginal students across YEC have been engaged in programmes and curriculum that have enhanced individual learning and increased student outcomes in education, training and transition pathways. Major areas of focus in this area are:

1. Increased number of Aboriginal students have been engaged in SACE and IVEC studies:

- 34 students participated in Foundation Maths, 7 gained accreditation.
- 12 students engaged in Accelerated Reading Programme.
- 31 students have completed one or more IVEC modules, 1 student has completed the IVEC Certificate.

2. Intensive Literacy/Numeracy 1:1 support is provided through the Homework Centre:

- 64 students participated in Individualised Learning Programme.
- 7 students receiving daily 1:1 reading support.
- 5 students receiving intensive 1:1 reading support 3 times per week.
- 19 students participated in Individualised Reading Assistance Programme.

3. Identified transition pathways provided opportunities for education, training and employment:

- 3 students trialled the One Steel "Get Set" program, 1 student completed the 18 week program.
- 8 students successfully completed Work Experience placements.
- 1 student gained a Traineeship.
- 1 student gained part-time employment.
- 14 students engaged in employment and training programmes.

4. The Wiltanendi Program has been expanded to include young people attending the Western Youth Education Program located at The Parks Community Centre:

- An average of 10 students attend daily.
- 15 young people have been referred to the Wiltanendi Paeindi program, 11 participate on a regular basis.

ACTIONS TAKEN THROUGHOUT THE YEAR TOWARDS IMPLEMENTING THE SITE LEARNING PLAN

1. Through Young Indigenous Entrepreneur Programme, 10 students have completed two SACE Stage 1 subjects.
2. 17 students gained Tyre Fitting accreditation and 5 students completed the Forklift License providing a pathway into Work Experience options.
3. 64 students participated in the Homework Centre programme across YEC.
4. YEC staff attended T&D at the Aboriginal Museum and the East District Aboriginal Education Coordinator provided an Aboriginal historical perspective for all staff during YEC Staff.
5. Cultural Programmes were delivered across all YEC sites:
 - 11 students participated in the Journey to Respect Programme.
 - 20 students participated in the Healing Programme.
 - 8 students participated in the Staying Deadly Programme.
 - 10 students participated in the Future Pathways Soccer Programme.
 - 10 students have participated in the Grannies Group programme.
 - 6 students participated in the Song Man programme.
6. Identified programmes and services provide opportunities for successful transition pathways for Aboriginal students:
 - 6 students referred to the Flexible Learning Options programme.
 - 9 students accredited in Basic First Aid
 - 10 students completed the Learners Permit course.
 - 27 students have completed Short Courses.
 - Students at Wiltanendi Paeindi are supported by an Aboriginal Mentor from Whitelion.

APPROPRIATE INFORMATION REGARDING TARGETED GROUPS OF STUDENTS

Records highlight an increase in positive outcomes for Aboriginal Students:

- Through the Homework Centre, 64 students have received intensive Literacy and Numeracy support.
- 10 students gained two SACE Stage 1 subjects.
- 31 students completed one or more IVEC modules, 1 student gaining the certificate.
- 65 Students participated in Cultural Programmes.
- The Wiltanendi Paeindi (WP) program has been successfully established and implemented as an Outreach program for completely disconnected youths, 11 students have been referred to the programme.
- 68 students completed Short Courses.
- 27 students engaged in Work Experience and transition programmes.

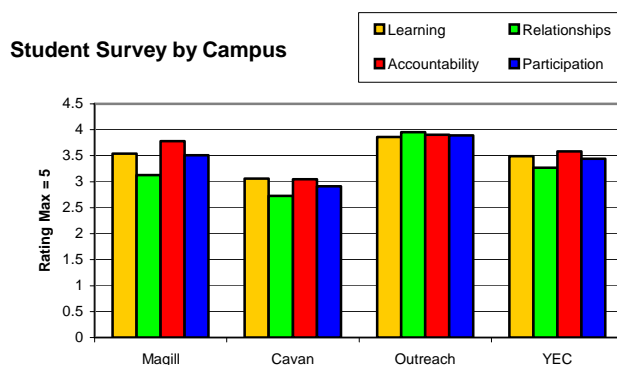
IMPLICATIONS OR RECOMMENDATIONS FOR THE FUTURE

- Maintain and develop new learning opportunities that engage Aboriginal learners in SACE, VET and IVEC.
- Develop new connections with services that provide opportunities for further training, employment and transition pathways, including FLO/Connections funding.
- Maintain connections with DEEWR in determining funding opportunities for the Homework Centre and WOSI.

- Maintain and develop new and effective partnerships between YEC and Aboriginal community networks and families.
- Continue to provide appropriate and ongoing T&D opportunities for all staff that will enhance knowledge and understanding of Indigenous Learners.
- Maintain the delivery of existing Cultural Programmes and explore the potential for new programmes to be delivered across all YEC sites.
- Maintain educational programmes at Wiltanendi for disconnected youth.
- Develop and implement appropriate Student Induction Assessment and Learning Plans that will support Aboriginal learners and the accreditation of PLP.

STUDENT SURVEY

The survey given to students contained 28 questions with rating scale of 1 (Strongly Disagree) to 5 (Strongly Agree) and 2 text responses re the best things about the school and any other comments. The results of the 28 questions, which related to Learning, Relationships, Accountability and Participation (maximum rating of 5) have been graphed below by campus and for YEC. The areas were ranked from 2.73 – 3.95 out of 5 – these ratings are good.



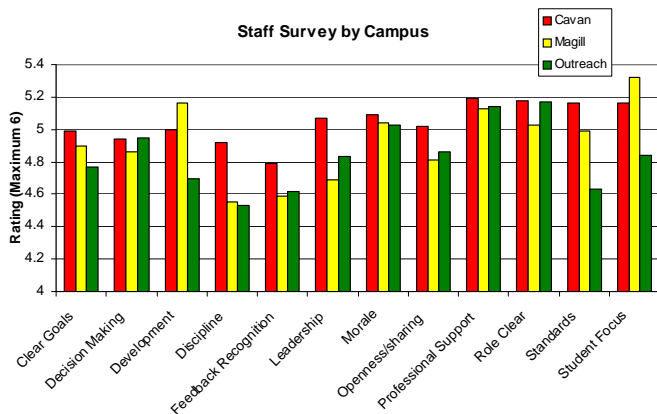
The highest ranked questions at each campus were the same as last year (consequences about bad behaviour and safety in the classroom) but at each campus the lowest ranked questions were very different from last year. Staff have analysed the data and documented strategies to address these areas of concern for 2009. Further detail is available on request.

STAFF SURVEY

The leadership team has had 3 new coordinators – one at each campus. Performance management processes have continued with all staff.

All staff were requested to complete the Staff Survey. We have looked at the results of the staff survey as 3 separate campuses and as a whole school so that we can identify issues at particular campuses.

Overall, again the results of the Staff Survey were very positive. **The maximum mark for rating is 6.0.** These results are summarised in the graph below.



The range of outcomes were between 4.53 and 5.19 – again these results are very high as the maximum rating is 6. Staff have analysed the data by campus and developed actions to address the lowest ranked questions. This has been a productive exercise. Further detail available on request.

PARENT OPINION SURVEY

As a school, we have limited/no contact with parents while the students are in secure care and hence we do not survey these parents. These parents are provided with regular reports from the school.

TEACHING STAFF ATTENDANCE

During 2008, there were 6078 available working days for teachers. Of these there were 130 days absence due to sickness and 42 days absence due to carers leave, parenting, urgent pressing necessity and funerals. This is an absenteeism rate of 2.14%.

TEACHING STAFF RETENTION

Of our 35 teachers, 21 were permanent and 14 temporary. We had a 90.5% retention rate for the permanent teachers and a 64.3% retention rate for the temporary teachers. Of the 3 permanent teachers who left our school, one was deceased, one settled a workers compensation claim and one transferred to another school.

TEACHING QUALIFICATIONS

All teachers hold qualifications required for teaching registration in South Australia. Of our teaching staff, 91.1% hold graduate tertiary qualifications and 8.9% have post-graduate qualifications.

EXPENDITURE AND STAFF PARTICIPATION IN PROFESSIONAL LEARNING

All teaching and non-teaching staff have participated in professional learning throughout the year. During 2008, Youth Education Centre spent \$5603.90 on professional development. This included:

- Wellbeing – undertaken by all staff
- Auditory Processing – 4 staff
- Brain Connections – 5 staff
- LEXIA literacy – 10 staff
- Boys Education Lighthouse Training
- Copyright

- Web Creation
- Manual Handling
- an SSO undertaking the Certificate III in Government (Disabilities)
- an SSO completing the Certificate IV in Government (SSS)
- Keeping Boys Connected
- Programs through the DECS Leadership Centre
- Restorative Justice – 2 staff
- VET conferences

The school has a commitment to collaborative learning and staff always share new learnings with their colleagues after attending professional learning sessions.

We have had a meeting of the educators in Juvenile Detention. On average, \$154 was spent per staff member on professional development during 2008.

This report is signed below by the Principal and the Chairperson of the Governing Council to signify that it represents an accurate account of the operations of the school and that it complies with the requirements for the preparation of annual reports.

February 20th, 2009

Principal

Chairperson, Governing Council

YOUTH EDUCATION CENTRE General Ledger Balance Sheet for Prior Year, period 13

==== Assets ====

CASH (CURRENT)

A-ZZZ-1110	CASH AT BANK - SCHOOL	197,681.82
A-ZZZ-1150	CASH FLOAT - FLEXICENTRE & SPY	500.00

Total for CASH (CURRENT) 198,181.82

INVESTMENTS (CURRENT)

A-ZZZ-1210	SASIF INVESTMENT - SCHOOL	753,746.97
------------	---------------------------	------------

Total for INVESTMENTS (CURRENT) 753,746.97

RECEIVABLES (CURRENT)

A-ZZZ-1310	ACCOUNTS RECEIVABLE	34,438.50
------------	---------------------	-----------

Total for RECEIVABLES (CURRENT) 34,438.50

OTHER ASSETS (CURRENT)

A-ZZZ-1520	PREPAYMENTS	1,093.09
------------	-------------	----------

Total for OTHER ASSETS (CURRENT) 1,093.09

GLOBAL BUDGET ASSETS

A-ZZG-15118	P21 ACCRUED	15,920.76)
-------------	-------------	------------

Total for GLOBAL BUDGET ASSETS (15,920.76)

FURNITURE AND EQUIPMENT

A-ZZP-2650	PRINT - EQUIPMENT - PHOTOCOPIER	57,261.00
A-ZZP-2651	PRINT - ACCUM DEPREC EQUIPMENT	(40,135.67)

Total for FURNITURE AND EQUIPMENT 17,125.33

COMPUTING AND COMMUNICATIONS

A-ZZF-2770	FACILITIES - FILE SERVER	9,605.00
A-ZZF-2771	FACILITIES - DEPREC FILE SERVER	(9,605.00)

Total for COMPUTING AND COMMUNICATIONS 0.00

BUSES AND MOTOR VEHICLES

A-ZZF-2810	FACILITIES - ASSET VEHICLES	73,445.44
A-ZZF-2811	FACILITIES - DEPREC VEHICLES	(17,630.22)

Total for BUSES AND MOTOR VEHICLES 55,815.22

Total Assets 1,044,480.17

==== Liabilities ====

OTHER LIABILITIES (CURRENT)

L-ZZS-3555-0001	PC - PAUL ALTSCHWAGER MEMORIAL FUND	9,386.70
L-ZZZ-3515	WS - GST HOLDING ACCOUNT	(17,357.49)
L-ZZZ-3590	WS - TRANSIT	372.73

Total for OTHER LIABILITIES (CURRENT) (7,598.06)

SCHOOL EQUITY

F-ZZF-5200-0001	FACIL - RESERVES CAVAN	69,439.65
F-ZZF-5200-0002	FACIL - RESERVES MAGILL	85,162.25
F-ZZZ-5100	ACCUMULATED SURPLUS	1,011,902.17
F-ZZZ-5110	NET INCOME YEAR TO DATE	(115,518.93)
	SURPLUS/(DEFICIT) CURRENT PERIOD	1,093.09

Total for SCHOOL EQUITY 1,052,078.23

Total Liabilities and Equity 1,044,480.17

YOUTH EDUCATION CENTRE General Ledger Profit and Loss for Prior Year, period 13

Account Description	PTD Posting	YTD Posting
REVENUE		
R-ZOX-6195-1000 GRANTS STATE - MEC MULTICULTURAL	0.00	2,000.00
R-ZOX-6195-2000 GRANTS STATE - DECS EXIT PLANS	0.00	10,000.00

Total for REVENUE	0.00	12,000.00
EXPENSES		
E-ZOA-7335-3000 ASSPA - WILTANENDI STAFFING ICC	0.00	33,856.88
E-ZOA-7335-4000 ASSPA - WILTANENDI STAFFING DEEWR	0.00	87,208.38

Total for EXPENSES	0.00	121,065.26
GRANTS : DETE		
R-CCE-6295-0001 FUTURE SACE	0.00	13,068.46
R-CCG-6195-0001 GRANTS CURRICULUM - FUTURES CONNECT	0.00	4,329.75
R-CCG-6195-1000 GRANTS ACTIVE 8 MAGILL	0.00	4,000.00
R-CCG-6195-1006 GRANT - VET 2007	0.00	5,653.69
R-CCG-6195-2000 GRANTS - ACTIVE 8 CAVAN	0.00	12,000.00
R-CCG-6195-6000 GRANTS - ACTIVE 8 FLEXICENTRE	0.00	6,400.00
R-CCG-6195-7000 REVENUE -FLEXICENTRE	0.00	6,090.90
R-ZDS-6170-1002 STAFF - HPI'S BREAKING THE CYCLE	0.00	12,147.02
R-ZDS-6170-1004 STAFF - DECS REIMBURSE & TRT SUPPOR	0.00	4,787.18
R-ZZG-6142 GRANTS - P21 GLOBAL BUDGET	0.00	2,773,536.33
R-ZZS-6173 PC - SCHOOL CARD SURPLUS	0.00	32,146.80

Total for GRANTS : DETE	0.00	2,874,160.13
GLOBAL BUDGET REVENUE		
R-ZDS-65118 GB-TCH SUPPLEMENTATION & VEHICLES	0.00	28,948.24
R-ZZG-61471 GB-RECONCILIATION	0.00	51,715.43

Total for GLOBAL BUDGET REVENUE	0.00	80,663.67
GRANTS : COMMONWEALTH		
R-CPT-6320 REVENUE - INDIGENOUS TUTORIAL (ITAS)	0.00	11,854.08
R-ZOA-6890-1000 ASSPA - HOMEWORK CENTRE MAGILL	0.00	13,600.00
R-ZOA-6890-2000 ASSPA - CAVAN HOMEWORK CENTRE	0.00	13,600.00
R-ZOA-6890-2002 ASSPA - PSPI IMPROVING EDUC OUTCOME	0.00	8,800.00
R-ZOT-6395 GRANT- INVESTING IN OUR SCHOOLS	0.00	100,000.00
R-ZOZ-6395-1005 COM GRANT - CONNECTIONS NETWORK	0.00	3,700.00

Total for GRANTS : COMMONWEALTH	0.00	151,554.08
PARENT CONTRIBUTION REVENUE		
R-CCG-6195-9000 GRANTS - REV - BUILDING LINKS	0.00	79,659.09
R-CTT-6495 TECH STUDY - METALWORK INCOME CAVAN	0.00	255.37
R-CTT-6890 TECH STUDY - WOODWORK INCOME CAVAN	0.00	1,016.32

Total for PARENT CONTRIBUTION REVENUE	0.00	80,930.78