We acknowledge that the land on which Echunga Primary School sits is the traditional ancestral land of the Peramangk People. We acknowledge the deep feelings of attachment and relationship of the Peramangk people to this land and their ongoing custodian.

**Our Vision**

Together we will strive for academic, social, emotional and personal achievement, working within a positive culture that promotes the pursuit of excellence and the understanding of others.
Context Statement

School Name: Echunga Primary School
School Number: 0123
Principal: Alex Ponury
Region: Adelaide Hills

Echunga Preschool - Year 7 Primary School’s core business is teaching and learning in the required areas of study in a positive school environment where academic, social, emotional and personal achievement are all truly valued. It is a small Category 6 semi rural school with a close knit community and a safe environment for children. There are 4 (combining to 3 after lunch) classes in a school with low levels of disadvantaged and multicultural students. There are no ATSI students attending the school.

Highlights of 2013

What a year it was.


Term 3: Scouts Visit, Dancify, successful School Validation exercise, StartSmart (Commonwealth Bank finance lessons), Special School Lunches, One Shoe Performance, Road Safety presentation, Preschool Transition, Preschool Graduation, Lorin Nicholson (Guitarist), Uraidla Sports Carnival and School Photos.

Term 4: Lapathon, Loud Shirt Day, Bee Safe on Bikes, Music Count Us In, PE Week with Cross Country run, SANFL Football clinic and Sports Day, Premier’s Reading Challenge Schools’ Awards at the Zoo, Echunga’s Premier’s Reading Challenge Award presentations by Isobel Redmond, Special School Lunches, Carols Night Whole School performance, Grug, Preschool/Rm 7 excursion, Preschool Transition and Preschool and Year 7 Graduations and discos.

It’s not just about lessons in the classroom. Our vision is about educating the whole child (academically, socially and emotionally) and these “extras” help facilitate that.

As well as this we had 4 Pupil Free Days (and one closure). The first one was part of a programme which continued throughout the year called Literacy for Learning, tying in with English, an Australian Curriculum Area of Study. The second was a conference entitled Engagement Matters, presented by David Price. The third was a Positive Psychology Conference at Mt Barker High School. The fourth was Cross Curriculum Priorities in The Australian Curriculum: Asia and Australia’s Engagement with Asia. Each of these days developed a deeper understanding of the Areas of study in the Australian Curriculum and the classroom.
Report from Governing Council

I would like to sincerely thank the parents and staff who have served on Governing Council in the past 12 months. This is a role that takes commitment of time and energy, it supports our Principal and school as a whole, and I hope that all of you know that your contribution to Council is valuable and indeed necessary for the successful functioning of our school. To the Council members that joined for the first time this year – Rachel Grant, Michelle Bernhardt, Renee Mooney, Natalie Daws, Belinda Lindh and Jessica Bailey – the injection of your time, opinions, enthusiasm and proactivity has been invaluable. You added such a lot of energy and accountability to our Council, and your fresh outlook and willingness to work hard has been appreciated by all of us. To the continuing members – Sam Barton, Teresa Moran, Penny O’Neill – your dedication to longer terms on Governing Council has given us continuity and a reliable foundation on which to build an effective governing body. A longer-term commitment such as yours sends the message that service on Council is worthwhile, you bring balance and experience, and at the same time you all continue to provide insight and drive to our processes.

Sometimes we can lose sight of what we’re achieving as a governing body because we’re involved in all the small steps, but even just a cursory look over the past year reveals that we have achieved a great deal;

Governance
- Approval of fees, policies and procedures for the school
- Approval of fees, policies and procedures for OSHC
- Hiring out of Alluvial Hall (and commencement of community dance classes)
- Engagement with the development of Positive Psychology principles within and beyond our school
- Excellent financial record-keeping resulting in positive audit feedback
- Development of ‘Cultivating Community’ – a holistic and functional approach to education at Echunga Primary School
- Contributing to Enterprise Agreement solutions that benefit both our teachers and students
- Investing in a strong early-years foundation for the future of our school through Fiesta Playgroup and continuation of a school-wide Spanish program
- Allocation of fundraising budget, responding to input from teachers and parents

Fundraising
- Election day sausage sizzle
- Raffle
- Lap-a-thon
- Orienteering day
- Rock ‘n’ Roll night
- ABD and investment in future fundraising using the Hot Dog machine

Around the traps
- Installation of netball poles
- New fencing and garden along the front of the school
- Current and relevant announcements on our street-front noticeboard
- Shelving in Alluvial Hall
- Clearing of trees/extraneous vegetation
- Working bees – garden makeovers, OSHC painting, river rocks collection
- End of term 3 bonfire complete with snags, glow-sticks and tours of the fire engine
- End of year drama production integrated with a broader community event

I hope I haven’t overlooked too many achievements, but I encourage you all look at the lists above and feel proud of what you’ve helped to create. All those small projects (and the big ones too) add to the feeling of excitement, hope and belief in our value that continues to develop around our school and community. The robust and dynamic Governing Council this past year has helped ensure that Echunga Primary School is every day a more proud and strong institution, dedicated to the well-rounded development of our kids and delivering a fantastic quality of education.

Collette Smith
Chairperson
Site Improvement Planning/Self Review
The continuation of staff teamwork and parent partnerships has again underpinned teaching and learning in 2013. This report provides the school community with a range of data and information relating to this and is based on the Echunga Primary School Site Learning Plan as required by the Department for Education and Child Development. Priorities for 2013 included:

- Excellence in learner achievement in Literacy, Numeracy and Science through the implementation and familiarization of the Australian Curriculum
- Enhancing learner engagement
- Enhancing community partnerships and Learner Wellbeing through the development of Positive Education as a school wide focus

Literacy
During 2013 a whole school literacy programme, put in place from Preschool to Year 7 in 2011, continued based on its success in 2012. The emphasis of the programme continued to be on reading and writing through the development across all year levels of what is known as “The Big 6”. The Big 6 are: Oral Language/early literacy experiences (Preschool), Phonological Awareness (R/1), Phonics (R/1)/Advanced Phonics (2-7), Vocabulary (Preschool – 7), Fluency (focus years 1-3) and Comprehension (R-7). A 3 Wave intervention programme was again put in place to accommodate all students in their development of reading.

Student Achievement:
Of the 5 JP students at risk identified for the “Wave 2” programme in 2013. One reached a level between the benchmark and the target and was deemed safe. One reached the benchmark and was deemed safe but needed monitoring. That student moved through 6 levels throughout the year. One student moved through 5 levels during the year and reached a level that was one below the school's benchmark. One student reached a level that was two below the benchmark and moved through 4 levels through the year and one student moved through 4 levels and reached a level, 3 below the benchmark. Further support will continue to be given to those students who did not reach the school's benchmark for reading.

The latest Running Record data generated by the system based on information that is inputted by the school over the year, shows in our year one's data once again had over representation of lower reading levels although comparable to the state at the higher reading levels. This is a reflection on the school's focus on ensuring that students’ comprehension is sound before moving them on through levels. The Year 2 data is below state and region. 33% however, were part of the Wave 2 and Wave 3 intervention programme and have now reached higher levels.

NAPLAN Results:
- All of our students (Yrs 3,5,7) once again achieved the National Minimum Standard in Reading.
- The percentage of students’ progress between tests (Yrs3-5 and 5-7) was significantly higher than other students nationally with most of the year Sevens in the Upper Range.
- The school average for literacy in Year 7 was above the national average in all areas. This is a regular result for year 7 at Echunga and we see this as an indication that the school provides a solid foundation in literacy in the earlier years of schooling ensuring success in our Echunga Primary School graduates.

Recommendations
- The whole school literacy programme continues to be the focus for literacy in 2014.
- The Wave 2 intervention programme for students at risk in reading to be continued in 2014.
**Numeracy**

During 2013 teachers were heavily involved in familiarizing themselves, as well as developing confidence, in teaching and reporting in Mathematics as part of the new Australian Curriculum. Echunga Primary School staff joined with staff from other schools in the region to participate in workshops around content, moderation and understanding of this area of study. This new knowledge and understanding was then incorporated into the curriculum. Two teachers attended workshops given by Ann Baker and began to incorporate some of her strategies into their everyday teaching. Mathletics was also continued as a mechanism for the development of the fluency proficiency strand in Mathematics.

**Student Achievement:**

Due to the low numbers in the cohorts in each of the year levels tested it is very difficult to generalize on the achievement of our students in numeracy as one student can easily skew the overall results. Numeracy had been identified as a focus for improvement in 2013 and will continue to be in 2014. Often foci on particular areas take a longer time to show results.

**Recommendations**

- That a focused approach to the Mathematics Proficiency Strands be developed.
- That Mathletics Professional Development with Ann Baker be accessed via schools in the Heysen partnership.
- Mathletics be continued R-7.

**Science**

The promotion of science continued with all teaching staff continuing implementation of Primary Connections as part of Science in the Australian Curriculum.

Teachers are continuing in the process of embedding science in the curriculum and connecting with literacy and other areas of study. Teachers are more competent and confident about teaching science and linking it to other areas of the curriculum.

**Recommendations**

- That the focus on the use of Primary Connections to develop scientific thinking and links to Literacy and other areas of the curriculum across the school continues and expands further through further practice and professional development.
- That teaching staff continue to become familiar with the science curriculum in the new Australian Curriculum and further develop consistency in reporting through moderation exercises.

**Enhanced Learner Engagement**

Learner engagement in 2013 continued to be centred on differentiating the curriculum and approaches to students depending on their needs. This approach has been and continues to be highly successful with a number of students who are ultimately able to access the curriculum through intervention focusing on approaching these students in a different way according to their needs.

Program Achieve was again implemented school wide including Preschool. It is a programme that develops dispositions for learning by focussing on 5 areas: Confidence, Persistence, Organisation, Getting Along and Resilience. Teachers focussed on this programme at the beginning of the year and revisited it throughout the year.
All staff attended a David Price conference at the Adelaide Entertainment Centre: Engagement Matters, and this was followed up with a range of professional development opportunities involving the South Australian Teaching for Effective Learning (TfEL) resource joining with local schools and using regional curriculum consultants. The emphasis was on Creating Safe Conditions for Rigorous Learning.

Short Term Learning Programmes were also introduced for all level D students.

**Recommendations**

- That Program Achieve continues again at the beginning of 2014
- That there is continued emphasis on individual needs for students and focus given to Short Term Learning Plans.
- That teachers continue to engage with TfEL as a basis for professional learning and a driving force for pedagogy.

**Enhanced Community Partnerships**

Connecting community and school in a positive way was once again a continuing focus for 2013 as positive relationships are considered a vital element that underpins student learning. There were again many whole school and community events throughout the year. Car trial, PE Week, Sports Day, Lapathon, 50s Night, Whole School Community Carols Night performance, Volunteers Morning Tea, Working Bees, Bonfire Night, Preschool graduations throughout the year and the Year 7 Graduation were extremely well attended and continued to add to the community feel and positiveness evident around the school. Students also attended and participated in the community Remembrance Day service.

**Outcomes:**

- Comments in the parent survey stated positive community involvement, and strong positive supportive relationships. “Echunga does this better than any primary school”.

**Recommendations:**

- To maintain focus on community/whole school events, share learning and to continue to focus on communication and positive relationships in 2014.

**Enhanced Learner Wellbeing**

Positive Education (POS ED)

After the introduction of the concept of Positive Education through Mt Barker High School and conferences with Martin Seligman, two staff from Echunga attended a 4 day conference on the subject at Geelong Grammar School, Geelong, Victoria at the end of term 2. Since that time POS ED has been slowly filtering into the school through staff POS Ed workshops during staff meetings and the willingness and enthusiasm of staff to introduce it into their classrooms. Character strengths were introduced as well as “Bucket Fillers” and “Bucket Drainers”, Gratitude Letters, What Went Well and various other aspects of PERMA (an acronym for the elements of POS Ed – Positive emotions, Engagement, positive Relationships, Meaning and Achievement). Emanating from this we saw the evolution of a new direction for the school, namely: Cultivating Community, which incorporates POS Ed, Inquiry, our Vision and the new Australian Curriculum. Both the community and staff are excited about this new direction and Cultivating Community will be an integral part of our Site Learning Plan in 2014.
Bully Audit
Generally only very low numbers of bullying were identified and these were constantly monitored and acted upon. There were, however, spikes during the year. One audit indicated that 60% of students were not being bullied at all and of the remaining 40%, 20% were random one off individual incidents. The remaining 20% of our students indicated that they were being targeted in some way. This was investigated and it was found that within that 20%, many were named as the perpetrators. Ongoing counselling, monitoring and mentoring is continuing.

Physical Activity
A specialist Physical Educational teacher again continued this year to raise the profile of a range of different sports and Physical Education activities across all sectors of the school.

P.E. Week was celebrated in term 4 which included Sports Day, Cross Country, Bee Safe on Bikes (a 4 week course leading up to PE Week) and an Aussie Rules football clinic.

Again as in 2013, throughout the year various clinics and carnivals with other schools were organised including, Rugby, Netball, Volleyball, Aussie Rules Football, Courier Cup swimming carnival, District Athletics, Uraidla Sports Carnival and Cross Country. R-5 swimming was held at the North Adelaide Aquatic Centre and Aquatics for Years 6 and 7 was held at Murray Bridge.

Whole School Camp
This year all students R-7 were again involved in a whole school camp. This time at Arbury Park Outdoor School. It was a two night camp with most of the students staying both nights. Students were involved in a range of environmental and team activities despite the relentless wet weather. Feedback from both parents and children was overwhelmingly positive.

Recommendation:
• That another whole school camp be organised for 2014.
• That Echunga Primary School actively works with other Hills schools to develop Positive Psychology within its site and incorporates its new direction of Cultivating Community.

Echunga Preschool
This year’s emphasis again continued to extend children’s learning through rich, real life experiences. This focus continued around the checking of compliance around the National Quality Standards. Our constant development of our Quality Improvement Plan again identified areas for improvement, many of which had been actioned. The borders around the playground equipment to keep in the soft fill were replaced with rubberized logs. Soft fill was topped up. A fence was placed across the water tanks area to improve line of sight and block access for children to this area. Steps from the building to the playground were repaired. Staffing for 2014 was an issue as preschool support staff were unqualified to work there. This has been overcome by employing Helen Taylor as a support person for Sue Melville. Early Years meetings continued on a regular basis to discuss individual children’s needs as well as programming decisions and strategies.
The extended transition programme was continued in 2013 so that children continuing on to Echunga School were able to experience the school environment over 5 weeks increasing the time spent there and culminating in whole days by the end of term. Feedback from parents has continued to be very positive and they felt that their children's move to school was a non-event as the children felt like they are already there. Part of this transition also involved the preschool being part of the school's assemblies each fortnight including giving presentations as well as participating in whole school events. The R/1/2 class also joined the preschool in the dance programme “Dancify”.

Fiesta Playgroup has successfully continued throughout 2013 drawing more and more community members who often then elect to go on to the preschool and finally the school.

The Preschool was also a part of a very successful end of year community carols night presentation in front of an audience which filled the town hall.

Preschool numbers destination: 2013 Echunga PS: 12 Gov: 2
Non Gov: 2

Although most children who go to the preschool continue on to the primary school, some go to their local primary school as preschool facilities don’t exist in their area.

Due to Same First Day beginning in 2014, enrolments dropped from 12 in term 1 to 5 in term 4 as children left the preschool to go to school and none started during the year.

Parent opinion
Of the 44 statements in the parent survey, 100% of parents either agreed or strongly agreed with 38 of them. There were no “disagree” or “strongly disagree” responses to any of the statements. 100% either agreed or strongly agreed with the statements about relationships and communication with many more “strongly agreeing” than just “agreeing”.

Some quotes:
“The teacher is very engaged with all of the children and always available to talk to parents about how their child is progressing or settling in or anything really.”

“The teacher was always available and willing to discuss aspects of my daughter's experience in preschool, the newsletter was also comprehensive and helpful.”

**Christian Pastoral Support Worker (Jade Brook)**
This year has been busy with the list below of some of the groups and events that have been run this year.

Birthday club – once a month there is a party to celebrate students birthdays, this gives Jade a chance to meet every student at least once over the year.

Pancake day - the local Uniting Church cooked pancakes to raise money for Uniting Care. Year 6/7 café- once a term the 6/7s and Jade get together to talk about life, play games and of course enjoy Milos.

Christian Lunch Time (opt in) Program – Twice a term the local Uniting Church comes in to teach authorized students about the love of Jesus through books, craft, plays and multimedia.

Parent's morning tea – These were run sporadically during the year which gave Jade a great way of meeting new parents and building relationships with them.

1:1 working with students – This year Jade worked with students on topics such as resilience, friendship issues, issues at home, break ups and school work.
Preschool- One day a week Jade worked in the preschool. This gives her a chance to build rapport with students and families to help make the transition to school easier.

This year after five years, Aileen May resigned as Jade’s mentor due to ongoing health issues as did Lawrie Linggood as he is moving to another church. Jade is grateful for their time and effort and the way they supported her throughout the year.

Data
As part of our school review an advanced level 2 scan was completed by all staff. This scan focused on Learning across four headings: Quality Teaching and Learning, Learner Outcomes, Curriculum Coherence and Leading Improvement. All areas scored high with Leading Improvement the highest and Quality Teaching and Learning the lowest indicating teachers’ understanding that there is always more that can be done and learnt about teaching.

NAPLAN
- Reading progress between tests Yr3 – 5 and Yr5 – 7, 50% and 60% resp were in the high range, 100% reached NMS (school target reached).

With such small cohorts of students in years 3, 5 and 7 (7, 8 and 6 resp) a valid interpretation of results is very difficult. It would just take one student to be significantly below the average and the rest above average to get an overall result below.
Yr3:
- Reading: Below National Average
- Writing: Below National Average
- Spelling: Below National Average
- Grammar/Punctuation: Below National Average
- Numeracy: Below National Average

Yr5:
- Reading: Below National Average
- Writing: Below National Average
- Spelling: Below National Average
- Grammar/Punctuation: Below National Average
- Numeracy: Below National Average

Yr7:
- Reading: Above National Average
- Writing: Above National Average
- Spelling: Above National Average
- Grammar/Punctuation: Above National Average
- Numeracy: At National Average

Percentage of students reaching Minimum National Standards:

Year 3:
- Reading: 100%
- Writing: 100%
- Spelling: 75%
- Grammar: 88%
- Numeracy: 75%

Year 5:
- Reading: 100%
- Writing: 57%
- Spelling: 100%
- Grammar: 100%
- Numeracy: 86%

Year 7:
- Reading: 100%
- Writing: 100%
- Spelling: 100%
- Grammar: 100%
- Numeracy: 83%

### Student Attendance

<table>
<thead>
<tr>
<th>Year Level</th>
<th>2013</th>
<th>2013</th>
<th>2013</th>
<th>2013</th>
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</thead>
<tbody>
<tr>
<td>Year Level</td>
<td>School</td>
<td>Region</td>
<td>DECS</td>
<td>Index</td>
</tr>
<tr>
<td>Reception</td>
<td>92.8</td>
<td>93.0</td>
<td>91.7</td>
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<td>Year 1</td>
<td>92.8</td>
<td>93.5</td>
<td>92.1</td>
<td>93.3</td>
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<tr>
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<td>94.0</td>
<td>93.8</td>
<td>92.5</td>
<td>93.7</td>
</tr>
<tr>
<td>Year 3</td>
<td>96.8</td>
<td>93.8</td>
<td>92.6</td>
<td>93.8</td>
</tr>
<tr>
<td>Year 4</td>
<td>95.4</td>
<td>94.2</td>
<td>92.7</td>
<td>93.8</td>
</tr>
<tr>
<td>Year 5</td>
<td>92.8</td>
<td>94.0</td>
<td>92.5</td>
<td>93.9</td>
</tr>
<tr>
<td>Year 6</td>
<td>94.3</td>
<td>93.3</td>
<td>92.1</td>
<td>93.1</td>
</tr>
<tr>
<td>Year 7</td>
<td>89.4</td>
<td>92.8</td>
<td>91.6</td>
<td>92.9</td>
</tr>
<tr>
<td>Primary Total</td>
<td>93.8</td>
<td>93.5</td>
<td>92.2</td>
<td>93.4</td>
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</table>

Daily non-attendance is managed via phone calls to follow up any absences on that day. Chronic or longer term unexplained non-attendance are managed through written correspondence and through referral to the regional office if the need arises. Our focus is to work with families to rectify any issues in this area. Our overall attendance over all year levels was 93.8% compared with the region: 93.5, DECD: 92.2 and schools with the same Index: 93.4.
### Student Destination

<table>
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<tr>
<th>Leave Reason</th>
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<tr>
<td></td>
<td>No</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Employment</td>
<td>3.2%</td>
<td>1.8%</td>
<td>2.9%</td>
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<tr>
<td>Interstate/Overseas</td>
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<td>10.5%</td>
<td>9.1%</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>1.6%</td>
<td>0.9%</td>
<td>2.3%</td>
<td></td>
</tr>
<tr>
<td>Seeking Employment</td>
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<td>1.7%</td>
<td>3.3%</td>
<td></td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td>1.2%</td>
<td>5.1%</td>
<td>4.2%</td>
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<tr>
<td>Transfer to Non-Govt Schl</td>
<td>8</td>
<td>47.1%</td>
<td>12.6%</td>
<td>12.0%</td>
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<tr>
<td>Transfer to SA Govt Schl</td>
<td>9</td>
<td>52.9%</td>
<td>43.4%</td>
<td>46.7%</td>
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<tr>
<td>Unknown</td>
<td></td>
<td>23.2%</td>
<td>21.2%</td>
<td>20.4%</td>
</tr>
</tbody>
</table>

#### Client Opinion

66% of students chose not to disagree with any of the statements and 90% agreed more with the statements than disagreed. 16% felt that they couldn’t talk to their teachers if they had a concern. Many others agreed or strongly agreed that they could, however, this may point to an area that we will need to explore further and address. Generally there seems to be a positive feeling about the school by the students.

Of the 14 statements on the survey, 55% of parents either agreed or strongly agreed with them all, 66% agreed or strongly agreed with 12, 77% agreed or strongly agreed with 10, 88% agreed or strongly agreed with 9 and 100% agreed or strongly agreed with half the statements. Only one parent disagreed with any of the statements. This indicated an overall positive opinion about Echunga Primary School during 2013.

Staff responses were too few on which to validly comment.

#### 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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<tbody>
<tr>
<td>Graduate Degrees or Diplomas</td>
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</tr>
<tr>
<td>Post Graduate Qualifications</td>
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</table>

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

#### 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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<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td></td>
<td>0.00</td>
<td>5.6</td>
</tr>
<tr>
<td></td>
<td>0.00</td>
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<tr>
<td>Full-time Equivalents</td>
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</tr>
<tr>
<td>Persons</td>
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<td>6</td>
</tr>
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Financial Statement
Income by Funding Source

<table>
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<th>Funding Source</th>
<th>Amount</th>
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<tbody>
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<td>1 Grants: State</td>
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<tr>
<td>2 Grants: Commonwealth</td>
<td>$36,327.96</td>
</tr>
<tr>
<td>3 Other</td>
<td>$14,745.88</td>
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</tbody>
</table>

Alex Ponury
Principal
Dated: 25/02/2014

Collette Smith
Chairperson Governing Council
Dated: 25/02/2014