

ASHBURTON DRIVE PRIMARY SCHOOL

*30 Years
1986- 2016*

Dream - Believe - Achieve

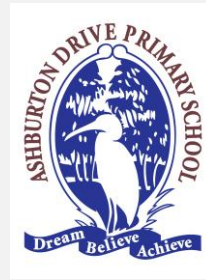


ANNUAL REPORT 2016

OUR PURPOSE

"To develop children who are self-motivated, independent learners with the confidence to use their academic, social and physical skills and knowledge to make personally satisfying and worthwhile contributions in society."

PRINCIPAL'S REPORT



It is my pleasure to present the Annual Report for Ashburton Drive Primary School. This report highlights our achievements in 2016 as well as some priorities for the next cycle of school planning.

2016 was a successful, positive and very productive year filled with many highlights and achievements. It was also a year of great change and celebration as the school celebrated 30 years of operation and farewelled some long standing staff members.

At the time of the second semester Census in 2016, our student population consisted of 489 students from Kindergarten to Year 6. In 2016 the school operated 22 classrooms from K-6.

Our school planning was driven by "Focus 2016". All phase 1 aspects of the Australian Curriculum in English, Mathematics, Science and History were fully implemented across the school. Our focus on improving Numeracy and Literacy was assisted with the introduction of Numeracy Blocks and Guided Reading from K-6.

A high standard of quality education and outstanding pastoral care was provided at Ashburton Drive due to the dedication, enthusiasm and expertise of our staff. Specialist Music, Physical Education, Science and World Studies teachers continue to work collaboratively with class teachers to enhance programs. Our Positive Behaviour Support program (PBS) is in its fourth year and is having a positive impact on students. Our school-wide expectations of **Act Responsibly**, **Do Your Best**, **Participate Positively** and **Show Care and Respect** are explicitly taught and promoted at every opportunity.

Other value adding programs and events at our school included:

Choir, Drum beat, Chaplaincy, WANSLEA onsite counselling service, Personal Best Club (PB Club), Breakfast Readers Club, Edu Dance, Swimming Lessons, NAIDOC Week, Harmony Day, Book Week Dress Up and Book Fair, ANZAC Day Ceremony, Science IQ, SKIPS Mental Health, Rainbows, Imagine Me, Footy Boys, SIMS Guitar and Interschool Winter and Summer Carnivals.

Community links with The Gosnells Child and Parent Centre continued to assist the school with many programs for our community including "Ashburcritters" Playgroup which is run on site.

Our year concluded with a thoroughly enjoyable Personal Best Club giant water slide reward day on the oval and a wonderful Year 6 Graduation Ceremony and Dinner Dance.

Bev Jones
Principal
2016

Our Community

Ashburton Drive Primary School was opened in February 1986. It is a level 5 school situated in the south eastern suburb of Gosnells and is part of the South Metropolitan Region.

The school was built on farm land and has many historical farming implements on display in the school grounds.

The Index of Community Socio-Educational Advantage or ICSEA is 936(8) thus recognising the social disadvantage of many students in the Gosnells area.

The P&C work diligently to support the school and in 2016 organised and ran highly successful events highlighted by "Ashburton on the Green" a celebration of the school's 30th anniversary. As a result of their diligence and hard work funds were donated to the school of around \$22000.

School Chaplain and Pastoral Care Programs

Pastoral care programs are an integral part of the school's strategy in addressing the social and emotional needs of students in this school. They assist students to have a positive attitude to school which in turn leads to improved educational progress.

The Chaplain coordinated the following pastoral care programs in 2016:

- The Breakfast Readers' Club for invited students who come from needy or ESL backgrounds and have low levels of literacy.
- The Rainbows Program which assists students to come to terms with various personal and family issues such as grief/loss or separation.
- Imagine Me Program for senior girls who lack a mother figure in their homes. This program is designed to build confidence and self-esteem and teach girls various personal skills.
- Mentoring program for selected boys who have serious behavioural or personal issues.
- The Chaplain has regular informal contact with staff, students and parents and supports them in crisis situations and where necessary has referred them to other agencies for further assistance.

At the end of 2016 we sadly farewelled our chaplain, Tina and look forward to working with new chaplains in 2017.

Student Attendance Rates

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2014	93.1%	91.7%	93.2%	83.9%	80.1%	80.4%	92.1%	89.7%	92.1%
2015	93.3%	92.5%	93.8%	82.9%	82.8%	81.2%	91.9%	90.9%	92.7%
2016	93.3%	91.9%	93.7%	81.8%	84.6%	80.7%	91.9%	90.9%	92.6%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2014	72.8%	16.9%	8.4%	1.6%
2015	72.1%	17.5%	7.2%	3.0%
2016	73.5%	17.5%	6.4%	2.4%
Like Schools 2016	68.3%	19.8%	9.1%	2.6%
WA Public Schools	77.0%	15.0%	6.0%	2.0%

Summary of 2016 Attendance Data

- Attendance of non-Aboriginal students was better than that of like schools.
- Attendance of Aboriginal students was better than that of like schools and all state schools
- Percentage of students attending regularly has improved in 2016.
- Percentage of all students at risk through poor attendance is lower than like schools but still higher than state levels

Student Enrolments 2016

(as at 2016 Semester 2)

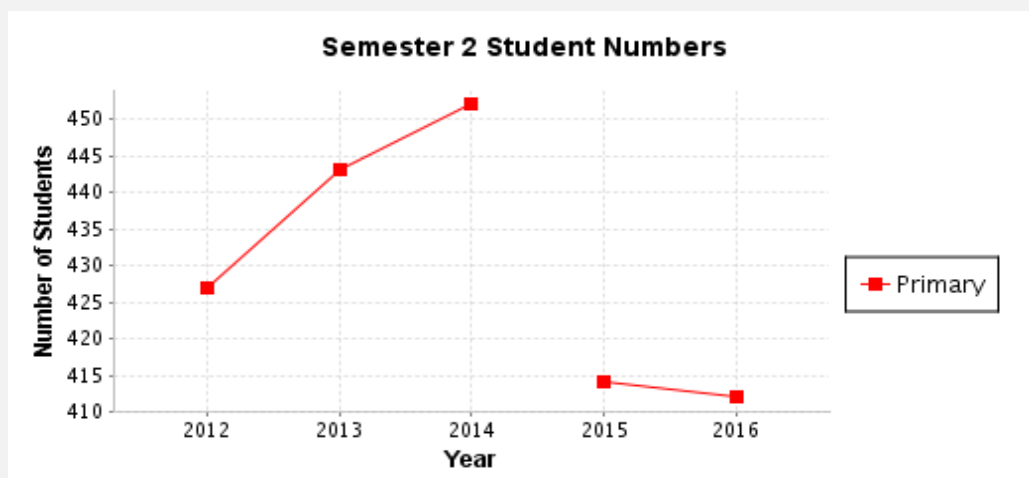
Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
(40)	67	61	61	60	54	50	59	452
77								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part

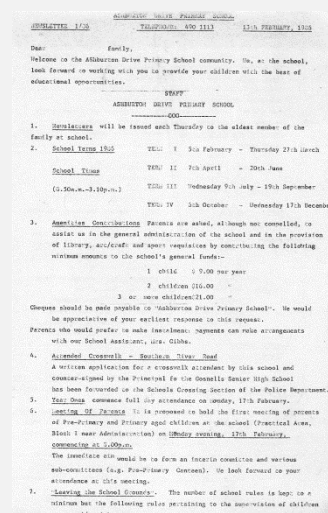
Kin	PPR	Pri	Sec	Total
45	33	166		244
32	34	179		245
77	67	345		489

	Kin	PPR	Pri	Sec	Total
Aboriginal	10	3	46		59
Non-	67	64	299		430
Total	77	67	345		489

Enrolment Trends 2012 - 16

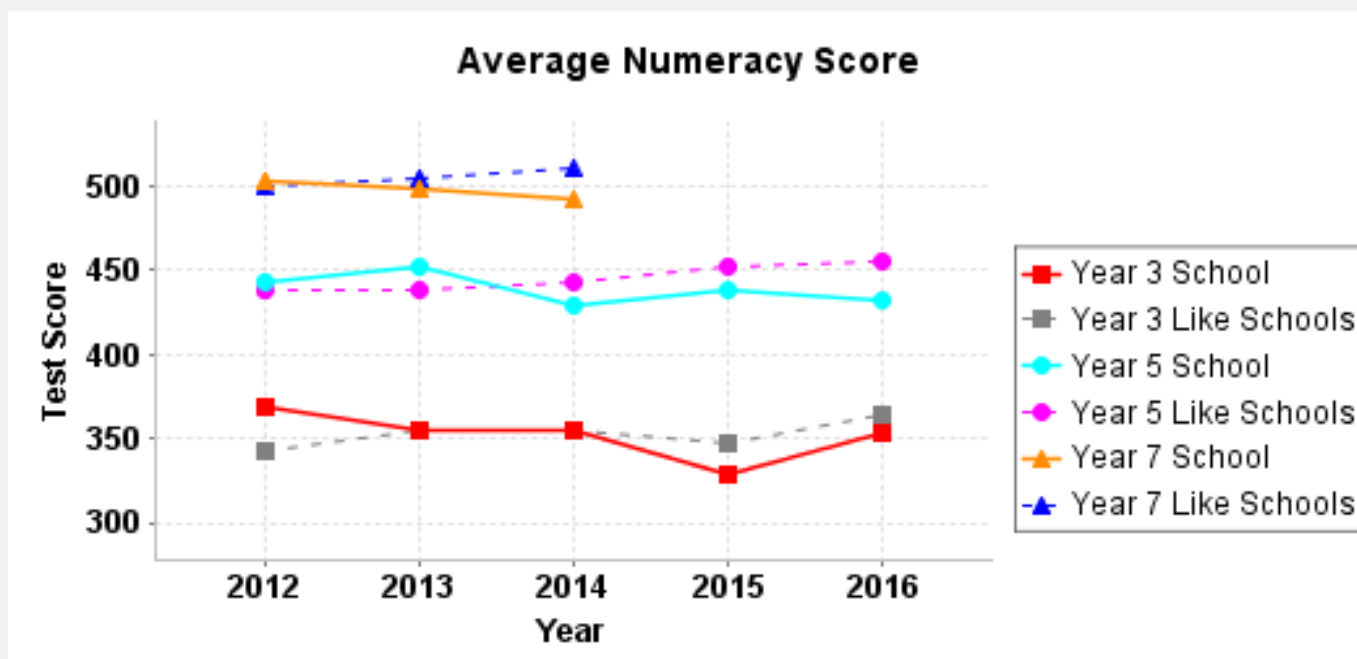


Celebrating 30 years. Our very first newsletter on 13th February 1986!



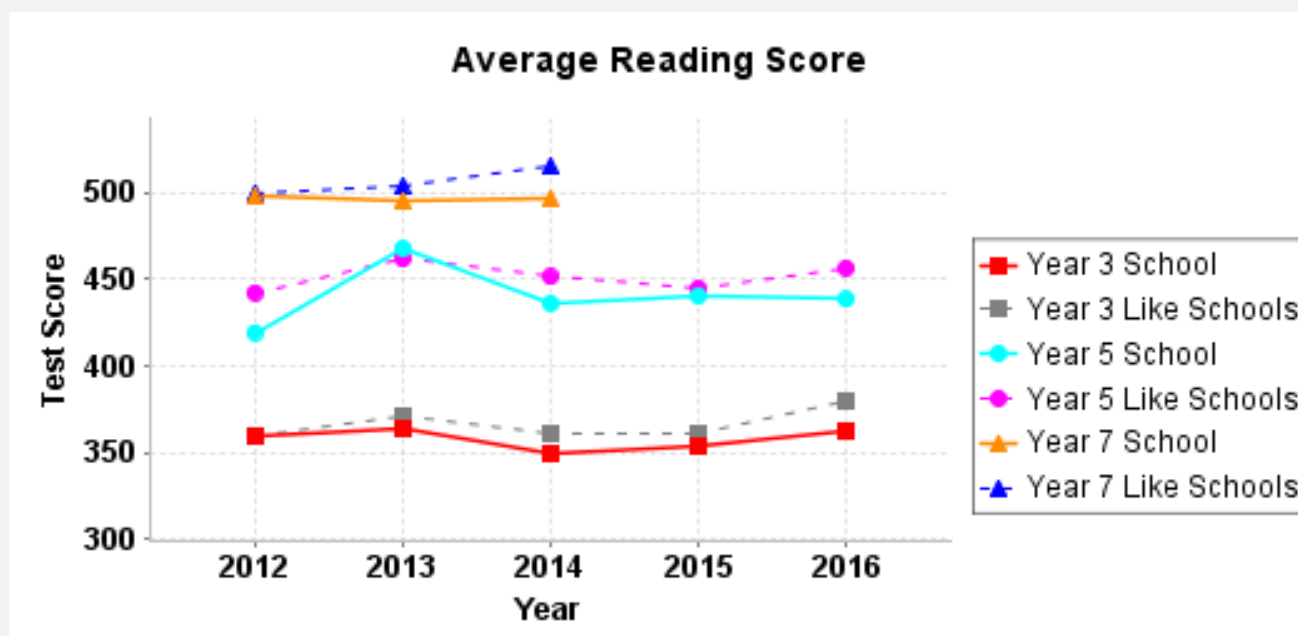
2016 Years 3 and 5 National Assessment in Literacy and Numeracy (NAPLAN) Whole School Analysis

NUMERACY ACHIEVEMENT



Students in year 3 and year 5 performed below like schools in 2016.

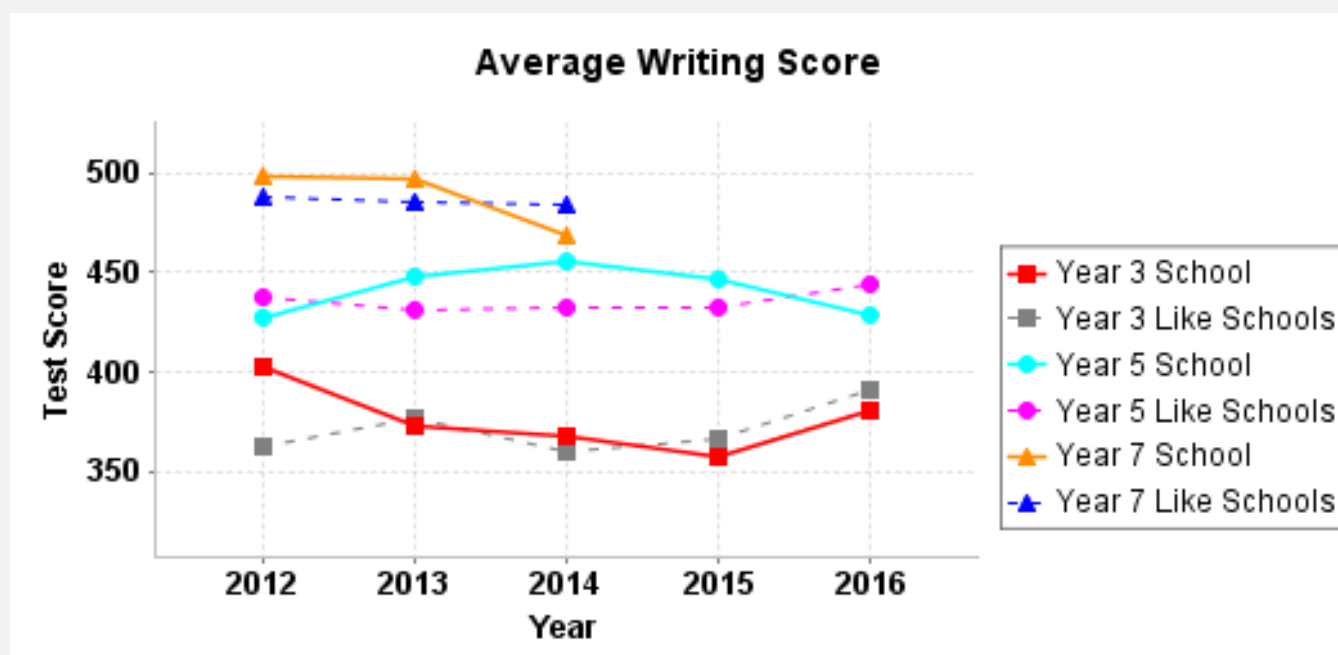
READING ACHIEVEMENT



Year 3 and 5 students performed as expected when compared to 'like schools'. Progress from Year 3 to Year 5 was high.

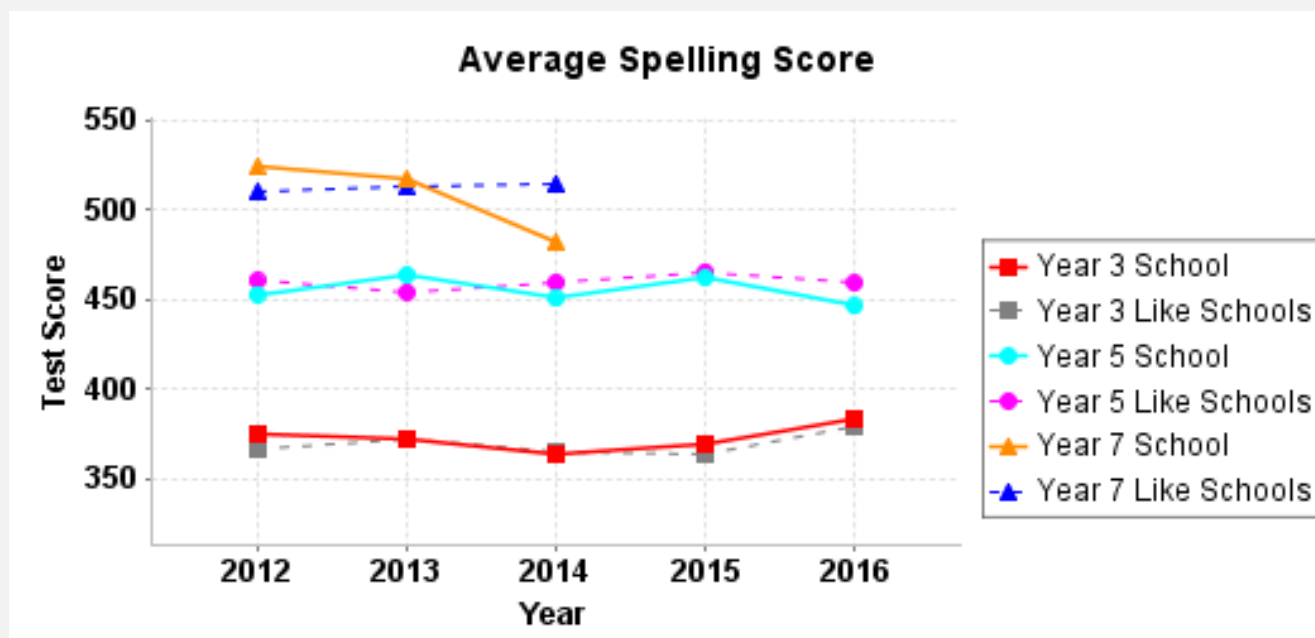
Achievement has slipped below that of like schools. Staff have analysed NAPLAN data and are incorporating strategies to address the decline into literacy learning. A scope and sequence has been developed to assist with this.

WRITING ACHIEVEMENT



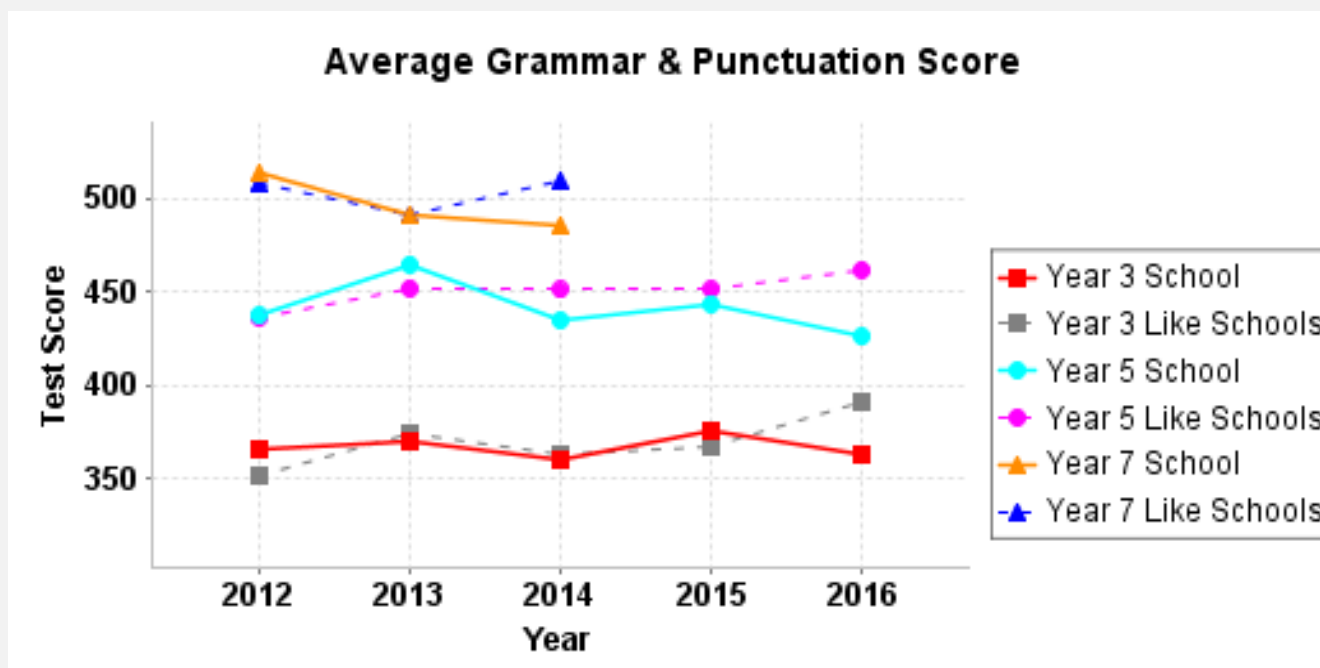
Achievement has slipped below that of like schools. Staff have analysed NAPLAN data and are incorporating strategies to address the decline into literacy learning.

SPELLING ACHIEVEMENT



Performance of Year 3 and Year 5 students was as expected when compared to "like schools": Both Year 3 Year 5 results are showing an upward trend in achievement. Year 5 progress from Year 3 was sound.

GRAMMAR AND PUNCTUATION ACHIEVEMENT



Year 3 and 5 achievement was below that of like schools.

Mathematics Report 2016 Curriculum Leader: Ms Helen Rule

- Whole school Professional Learning on Numeracy Blocks, including a follow up session.
- Additional resources purchased and created to support Numeracy Blocks and the work by Dr Paul Swan
- Numeracy Blocks are being trialled
- Maths Tracker implemented by teachers to ensure school wide assessment and planning consistency based on ACARA/SCSA
- All E students are on SEN and have IEPs
- Maths Plus is being used as a guide to student learning and teacher planning.
- Maths immersion is promoted including more hands-on activities and less focus on algorithms
- Maths Tracker Assessment tasks placed in S Drive
- Moderation of grades and assessment to be implemented between teachers of like years
- Foci –working mathematically, understanding mathematical concepts and application of concepts (e.g. Mental strategies, understanding of operations (and their links), place value, linking of concepts, language of maths).
- Whole School Number Facts competition to be investigated.

English Report 2016

Curriculum Leader: Mrs Wendy Green

Strengths

- Implementation of the Australian Standardised Spelling Test from Years 1 to 6. Administered during terms 1 and 4. Individual student progress tracked and improvements measured.
- Implementation of PM Benchmark testing from PP to Year 6. Administered in terms 2 and 4 (except PP – term 4 only and Year 6 – term 2 only) enabling tracking of student progress and providing teachers with diagnostic information.
- Implementation of Waddington Reading Age test across years 1 - 6 to establish base line data and enable tracking of student progress.
- Implementation of Guided Reading using Oxford reading books across all Year levels. Teachers able to access levelled reading books and comprehension resources that target individual student requirements.
- Development of whole school **English Scope and Sequence** for consistency across all year levels and sequential development of skills.
- Collection of Writing samples each term (Orange Folders) ensuring that each of the different writing genres is being covered across Year levels.
- Implementation of Sound Waves Spelling program across Years 1 – 6
- Whole school Professional Development on **Letters and Sounds** in readiness for K-Yr. 2 implementation in 2017.
- **Letters and Sounds** manuals purchased and resource kits prepared for all phases of **Letters and Sounds** in readiness for implementation in 2017. (Kindy – Year 2)
- Only one “red” in NAPLAN results and that was in Year 5 Grammar and Punctuation.
- PP On Entry testing – to identify and target areas of concern.
- Complete Advantage testing of Kindy students –to identify and target areas of concern.
- Oral Language program designed by Jo Baker for Kindy students at risk in oral language.
- Breakfast Club Reading Program.
- New boxed system of borrowing home readers (P/P – Year 3) implemented.

Weaknesses

- Year 5 NAPLAN results are of some concern.
- Our Spelling Target of having 80% of students improve their spelling age by one year was not met.
- Some teachers feel that home reading book boxes need to include a wider range of books.
- Story re-tell skills and inferential questioning. ((based on previous years PM Benchmark testing)

Challenges

- Implement whole school English **Scope and Sequence** and review in Term 3 to determine if any changes need to be made.
- Source more home readers. Possibly new or make use of unused books from the library compactus
- Continue to develop story re-tell skills and focus on inferential questioning during guided reading lessons.

Points for Consideration

- Investigate options for Writing including **Brightpath** and **Talk for Writing**.
- Investigate other options for Spelling program. Is **Soundwaves** successful?

Science Report 2016

Curriculum Leader: Mrs Jenny Hall

Overview

Science has been a specialist area for the past six years at Ashburton Drive Primary. Classes from PP to Year 4 all have one hour of Science time each week, with Years 5&6 having two hours. This reflects the importance ADPS has chosen to place on this key learning area and STEM.

Targets

The results of set targets, being the attainment of C grade or better, are as follows.

Grade	A	B	C	D	E	TOTAL GRADE C+	PERCENTAGE OF COHORT C+
PP	1	20	80	22	4	101/127	79.5%
1	10	20	40	37	11	70/118	59.3%
2	3	20	61	24	7	84/115	73.0%
3	2	16	64	26	11	82/119	68.9%
4	3	15	49	28	6	67/101	66.4%
5	5	17	40	26	11	62/99	62.7%
6	5	18	43	36	8	66/101	60.0%

POSITIVES

1. The level of engagement of the children with Science and observing and investigating their world.
2. SCISA's WA National Curriculum (ACARA) being taught across all grades.
3. The sequential and thorough adherence to curriculum has seen children make cumulative knowledge gains.
4. Then ScienceIQ online (through STAWA) extension program has provided opportunities for able students to work in teams, completing research and on-line investigation. The Year 6 groups enjoyed sound results. Two Year 5 teams, Science Smarties (girls) and Incredibles (boys) topped the state in terms 2 and 4 respectively. Awesome!!
5. Successful science-based incursions for all students PP to Year 6: Scitech and Forensics.
6. Shockproof incursion during Term 4.
7. The Water Corporation's Water-wise Program was followed in conjunction with the HaSS committee, with the water topic being taught to all grades in Term 3.
8. Southern River College's outreach to primary feeder schools through "The Mining Game" was undertaken by selected Year 6 students.
9. Contact with Science networks – AuSSI Sustainability, Science Teacher's meetings.

NEGATIVES

1. The decline of the school's commitment to sustainability, through the Garden Program.
2. Science as a Human Endeavour was mandated for classroom teaching, with varied uptake.
3. Science time for most grades is less than recommended.

Health and Physical Education 2016

Curriculum Leader: Mrs Tracey Wood

STRENGTHS

- The whole school gained a healthier understanding of what was needed from each individual to be or become fit and healthy, both mind and body in all Health and PE lessons.
- A larger contingent of students gained greater physical awareness of social behaviours which allowed them to make the appropriate decisions for their body and wellbeing.
- As well as teaching all the traditional sports such as basketball, cricket, softball, football, soccer, netball and hockey, some students had been introduced to games and activities that they have not played before, these include volleyball, skipping, yoga, dancing and endurance testing.

- Social and emotional coaching plays a large part of every lesson within the PE classes. This is due to many students learning that it is okay to lose as well as be good sports at winning. Several girls have had difficulty in 'wanting' to try new sports, however, with the 'have a go attitude,' more than 95% were willing to at least try.
- Most students in the school achieved B and C grades for their participation, awareness and attitude for Health and Physical Education.
- We had an outstanding semester two with the year sevens, with 30% gaining an A or B grade. Attention in class was a major factor as they gained greater results from semester one to semester two.
- The budget allowed the sports shed to be equipped with sporting items that students had not used before which in turn allowed them to gain new skills and a more enlightened awareness of what sports are available outside of school hours, for example hurdles (little athletics) and totem tennis.
- PE teacher became ambassadors for Cricket Australia, Netball Australia, Rugby WA, Football WA (Perth Demons) and Jump Rope for Heart. This has allowed promotional items to be sent to the school and Professional Coaching Clinics to be booked for 2016.
- Thank you to the P & C for their contribution to the undercover area where a large fan will be fitted at some stage in 2017. This will not only provide relief for Summer sport, it will also benefit the whole school for items such as Assemblies and Edu-dance.

CHALLENGES

- Returning of sports equipment was a major issue last year. Lessons that were planned and then needed to be changed because of lack of items were somewhat frustrating. Access to the sport's shed needs to be reviewed with the administration.
- The weather had been a challenge in 2016. Term one proved extremely hot up until week seven and the undercover area needed to be used most days even though it was humid in that area. Students became lethargic and ran out of energy quickly. Hence the introduction of social games (lesser activity) such as 'Bonk, Wizz, Bounce' and 'Flinch' were a huge success.
- The undercover area also needed to be utilised so the students did not get wet during the Winter months. Safety of the students is a concern for any Physical activity in adverse weather.
- Disruptive behaviour from students often meant a lot of time was misused due to discipline. Continual absences or late to class affected the lessons greatly due to lack of numbers for activities and challenges.
- Relief days for preparation of carnivals were not sufficient.
- Students from years 1-5 are not receiving their full two hours a week of PE sessions as mandated in the National curriculum in terms one, two and four. Due to timetable restrictions, this must be left to the classroom teacher's discretion.

RECOMMENDATIONS

- Limit access to sport's shed by both teachers and students.
- Brush and dust pans need to be cleaned thoroughly when used by students during recess as this can attract cockroaches to the shed.
- Review UCA usage in adverse weather conditions. Teachers should liaise with me to see if I am using it before they conduct rehearsals or activities.
- Shelving to be replaced on back wall.
- Extra hooks to be hung to maximise floor space, which leads to a safer working environment.
- Introduction of a 15 minute exercise program for years 1-5 first thing every morning co-ordinated by classroom teacher with involvement by teachers or buddy class team up to gain the extra hour mandated. (Ongoing.)
- Whole school education (incursions if available) of simple first aid, water safety awareness, protective behaviours, GDHR (growing and developing healthy relationship) and body hygiene. This can be adapted in the classroom through Science and Health lessons.
- Sufficient relief days for co-ordination of carnivals and incursions.

The Arts – Music 2016 **Curriculum Leader: Ms Toni McMahon**

STRENGTHS

- The School of Instrumental Music Classical Guitar program is still achieving full retention, with five year six students. There was no yearly workshop held this year, however the students were prepared enough to perform at assembly and this year's graduation.
- Several students have gained a position in the music program at Southern River College and Lumen Christi for 2017.

- The school assembly PA system was serviced before graduation. Some upgrades have been recommended by '3 Monkeys' which will be considered for 2017. It is suggested that a separate budget be reserved for the maintenance and purchases related to this system, rather than having the budget as a part of the music budget.

RECOMMENDATIONS/CONCERNS

- Continue to request that SIMS (School of Instrumental Music) provide classical guitar tuition to selected year five students to continue in year six. Currently provision has only been made to teach year six students. One year of tuition means that these students may not be ready for performance as is the case this year.
- Maintain a school choir with selected students from year 5 and 6.
- Purchase a Staff board which to replace the one that was taken out to install the Smart board.
- Assemblies to be moved back to Friday mornings. At least 2 staff other than the current staff member learning to set up and run the sound system should also be trained as back-up.

Humanities & Social Sciences 2016

Curriculum Leader: Mrs Karen Newman

Strengths:

- Specialist World Studies teacher for PP – Yr4.
- Newspaper activities in ED section continue to be used in many aspects of HaSS, language and HOTS by a number of classrooms.
- ANZAC Day school assembly PP - 6
- Ashburton Drive continues to be an accredited Water Wise school through the Water Corporation, with all classes participating in Water Wise activities throughout the year.
- Waste-wise – Paper recycling program within the whole school
- Anti –Poverty Day – Year 6 students ran a fun fair as part of their Enterprise and Economics Program, raising over \$1700 to be donated to charities.
- Classes studied a variety of books for Anti-Poverty Day held during term four. The topic was Poverty.
- Harmony Day recognised and a whole school display with individual representation from each student.
- Harmony Day display was a success in the quadrangle. 'We are all different but we can all work as a team' students displayed bunting and coloured T-shirts to highlight individuality.
- HaSS Based reading books ordered from Oxford Reading Series.
- NAIDOC incursion enjoyed by whole school

Challenges:

- Earth Hour 19th March 2016, 20:30 – 21:30. Hard to monitor with it being on a Saturday evening. Raise more awareness at assembly and place in Newsletter
- Good resources that support the curriculum are slow to be released
- Stones. With the change of gardening staff it was difficult to ascertain where to place the NAIDOC Day Stones (location of water pipes etc.)

Recommendations:

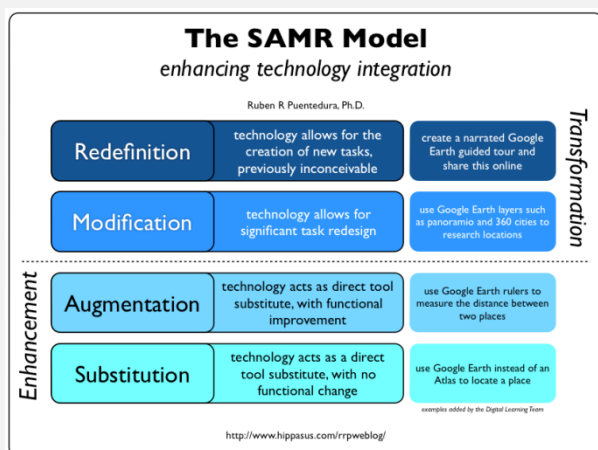
- Continue to support, "Clean-Up Australia Day Campaign" in 2017.
- Celebration of Harmony Day (21st March) to continue.
- Continue Anti-Poverty Day in Week 4, Term 4 of 2017 (In conjunction with multi-cultural, NAIDOC activities)
- Multi-cultural Lunch Day PP – Term 2 for parents and PP students
- Continue to support Protective Behaviours Programs and PBS initiatives.
- Anzac Ceremony with whole school assembly.
- Continue Remembrance Day - one minute silence.
- Purchase of History and Geography resources as they are released in Australia.

- Work with M Siciliano and R Gazeley with inclusion of a Geography/culture unit to be studied throughout Years PP – 4.
- Work with M Siciliano to cover HaSS skills within the World Studies Program and provide class teachers with copies of assessments and work samples
- Investigate introducing a 'No Waste' day for lunch and recess.
- Introduce sustainable 'power-waves' for each month to heighten awareness of saving energy, i.e., turning off lights in class, turning off heaters in wet areas etc.

Information, Communication & Technology (ICT) 2016

Curriculum Leader: Mrs Heather Fallo

- ADPS is continuing to use Connect for all Communication. This allows safe sharing of documents in the Library so that files can be accessed by staff off site
- 3 student laptop trolleys are in operation. 2 in Draffen block and 1 in Strickland in preparation for NAPLAN
- All staff were issued with an I Pad in order to 'train the trainers'. Grip cases were also purchased
- I Pads are being used frequently -10 per block.
- Staff are continuing to move through the SAMR model.
- All classes are using interactive Whiteboards effectively.
- Interactive Whiteboard in room 11 was replaced.
- A new projector with large screen was purchased for the Library.
- Computer Laboratory is functioning well with 25 PC's
- Service agreement continued with Southern River College to provide panel integration advice and support in addition to that provided by Solutions IT
- Meraki was enabled on all I Pads as the configuration system
- A deputy attended 4 days of training in preparation for Design and Digital Technologies
- The new digital technologies curriculum was unpacked with staff and a selected group of year 4's were introduced to the department funded devices who then taught the staff
- Staff and students began investigating computational strategies, problem solving, collaboration and coding in a technology environment.
- A scope and sequence of ICT capabilities was established for use in 2017
- Received a \$4000 grant for cyber safety which was used with ySafe to conduct student, staff and parent sessions as well as producing a school safety assessment report



2016 Positive Behaviour Support PBS Committee Chair: Jenny Hall

- Continuing rise in positive feedback to the students from the staff.
- Implementation of the administration's positive acknowledgment letter.
- Continuation of the reducing trend in physical and verbal incidents.
- Social Skills lessons were taught each Wednesday across the school.
- The number of students achieving the Personal Best PB Club reward continues to improve.
- The Term 4 PB Club incursion (Giant Water Slides) was very popular
- The behaviour matrix was reviewed.
- Classrooms observations based on PBS skills were introduced and linked to Performance Management.
- The Principal's Club Morning Tea continued to provide a special reward for selected recipients..
- The school wide expectations are now embedded and taught explicitly.
- Ashburcitters were introduced:
-

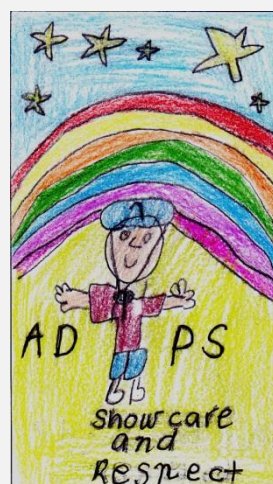
Focus for 2017

- Review and update the behaviour support policy in line with DoE requirements.
- Review all aspects of PBS within the school and adopt a 'back to basics' approach to refresh and renew the program.



Our school community,
values people who can show they

Act responsibly
Do your best
Participate Positively
Show care and respect



Year 6 Destination Schools 2016

Destination Schools	Male	Female	Total
Southern River College	18	16	34
Lumen Christi College	3	6	9
Canning Vale College	1	1	2
Darling Range Sports College	2		2
Serpentine-Jarrahdale Grammar School	1	1	2
Cannington Community College	1		1
Cecil Andrews College	1		1
Clontarf Aboriginal College		1	1
Harrisdale Senior High School	1		1
John Paul College		1	1
Kelmscott Senior High School		1	1
Lesmurdie Senior High School	1		1
Yule Brook College		1	1

Parent, Student and Staff Satisfaction

The National School Opinion Surveys were carried out in term 4, 2016. These surveys were distributed to parents, Students (from year 5 and 6) and Staff.

Parent Survey

Responses from the parent group indicate that on the whole respondents have a positive view of the school and its operations.

The areas of teachers treating students fairly, student behaviour management and taking parents opinions seriously ranked slightly lower than others and coupled with anecdotal evidence from parent meetings and discussions appears to stem from some severe behaviours that were not perceived to be addressed.

Behaviour management policies and processes are well embedded within the school and a positive behaviour support framework is used. These approaches will be refined, publicised and promoted throughout 2017.

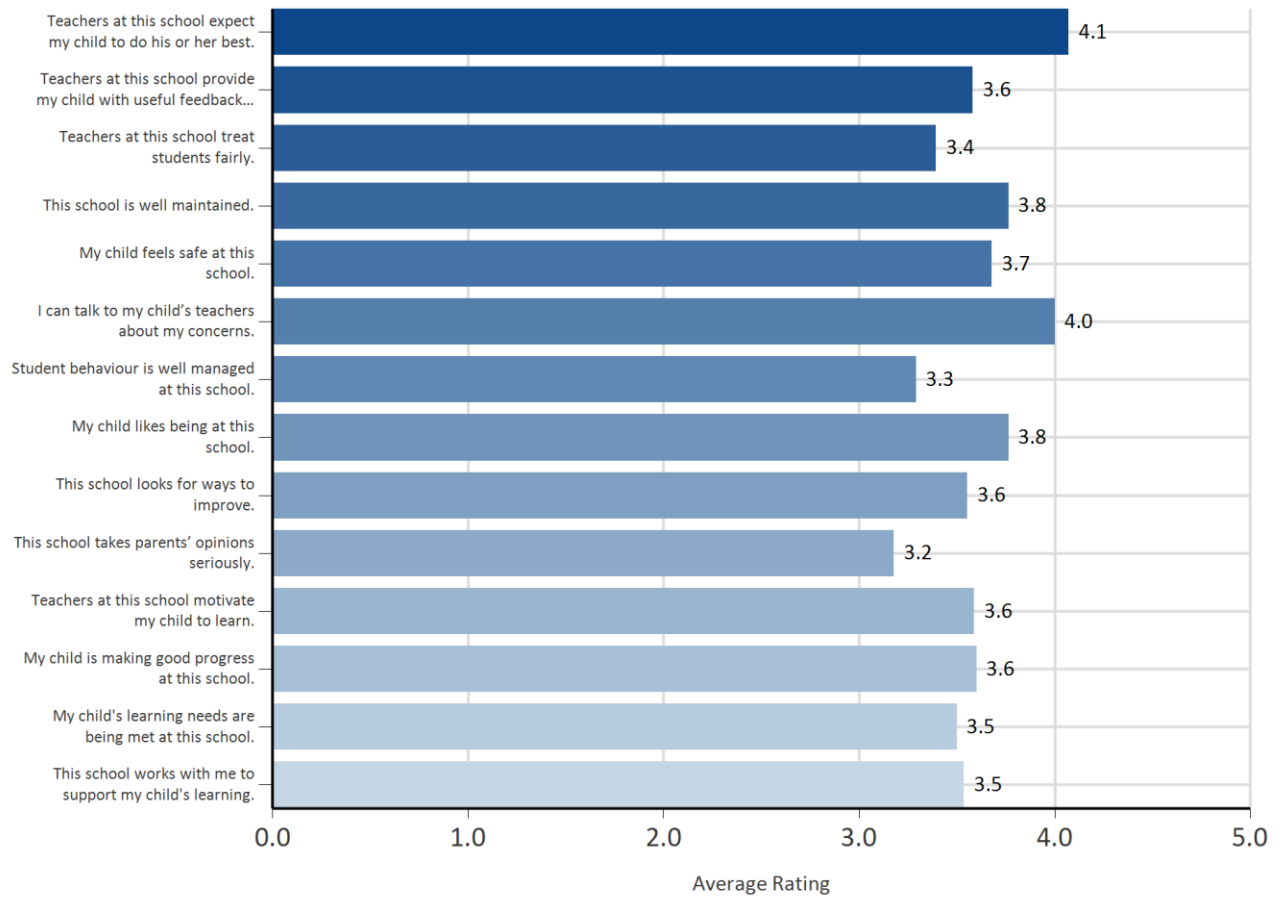
Staff Survey

Staff survey responses, although more positive than parent responses still indicated lower rankings in these same areas. Staff also were less positive about their perceived levels of support and feedback. Enhanced performance management processes are in place in 2017 to ensure that these areas are addressed.

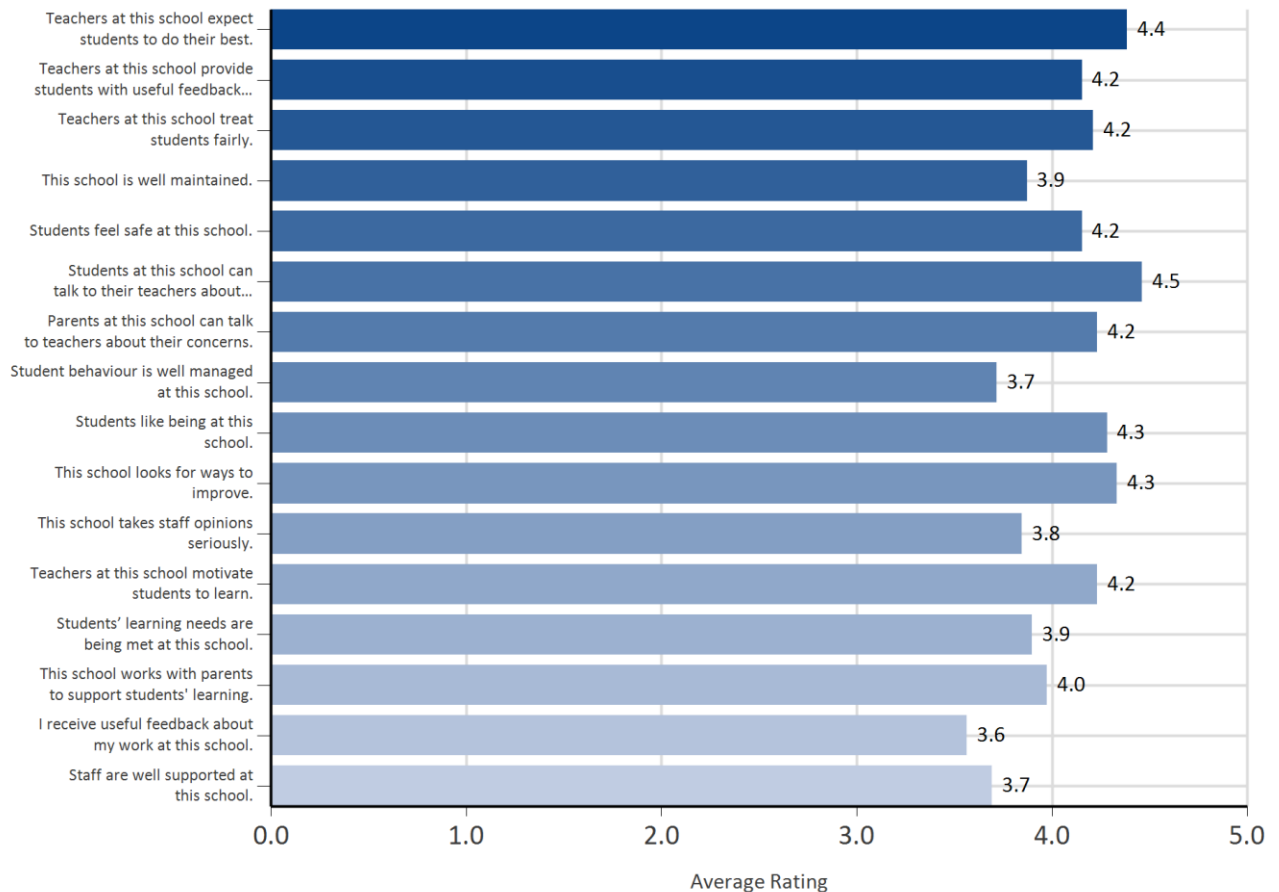
Student Survey

Student survey responses were particularly positive in that they believe that teachers expect them to do their best. Their lowest ranked areas were once again in the area of behaviour management and in the school taking their opinion seriously.

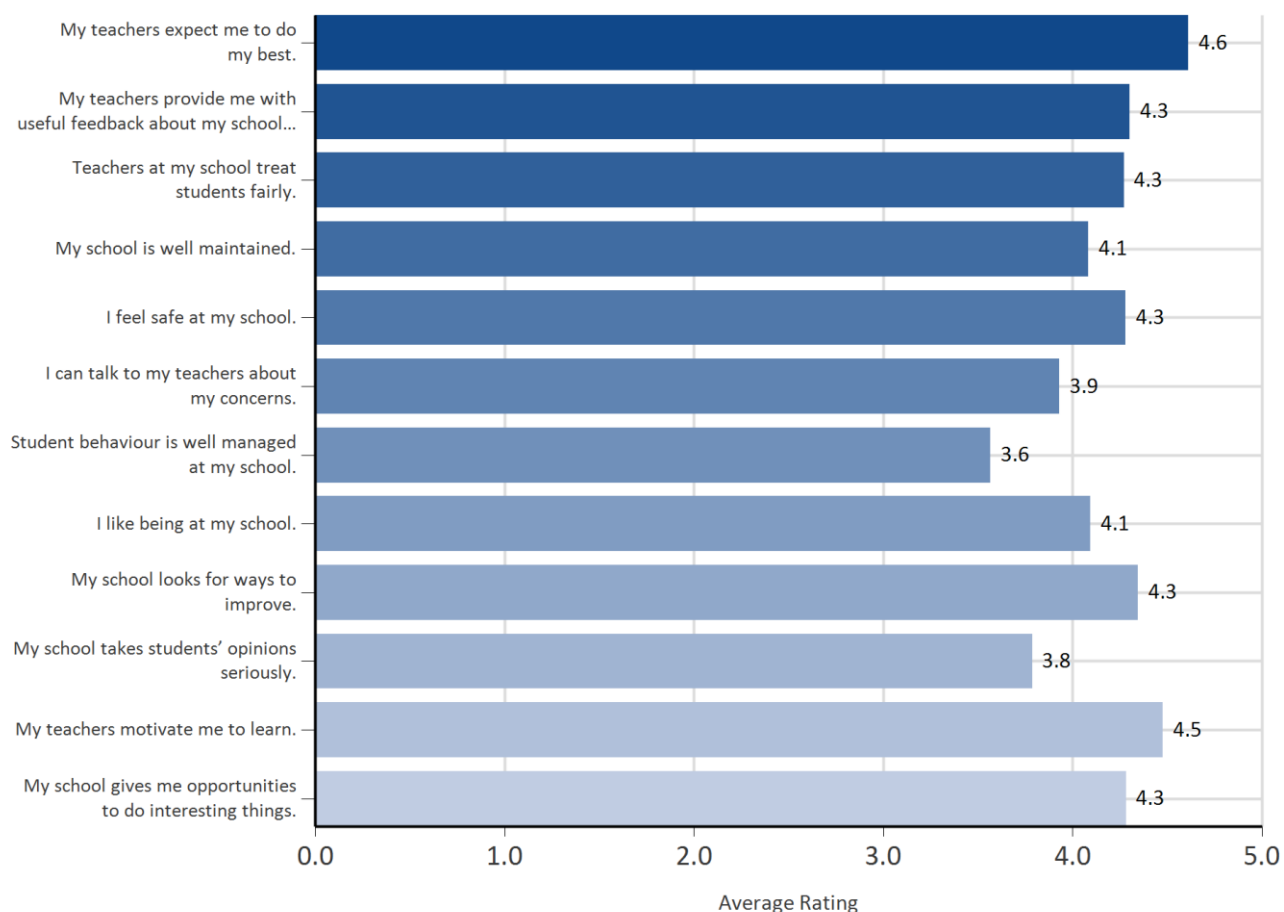
Parent Survey Responses



Staff Survey Responses



Student Survey Responses



Highlights of the school year...

2016 can be viewed as a year of many highlights and great change for the school. The showpiece of our school was our 30th Anniversary celebration "Ashburton on the Green" held in November 2016. This wonderful event brought the whole school community together in a celebration of our history, our present and our potential.

Whole school events such as Harmony Day, NAIDOC Day, Graduation Ceremony, Anti Poverty Day and Edudance provided great avenues for the school to be showcased and for us to provide rich opportunities for our children and their families.

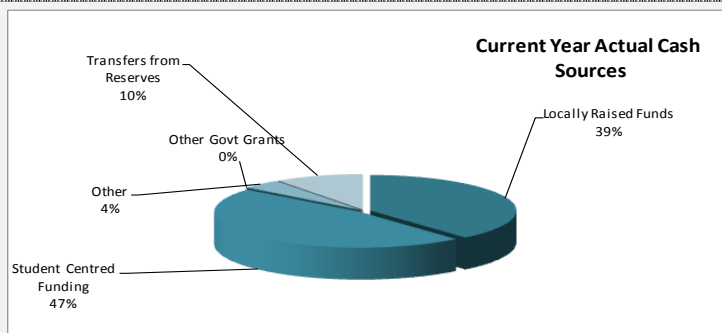
We look forward to providing even more wonderful opportunities for our community in 2017.



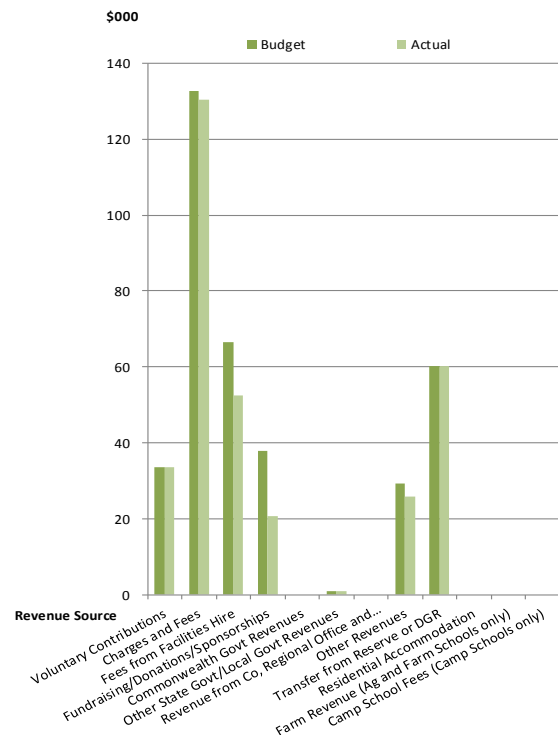
Ashburton Drive Primary School

Financial Summary as at
31 December 2016

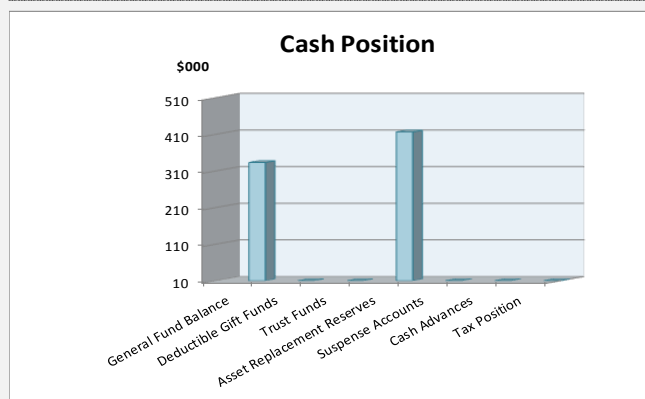
	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 33,667.00	\$ 33,450.50
2	Charges and Fees	\$ 132,609.00	\$ 130,515.66
3	Fees from Facilities Hire	\$ 66,435.00	\$ 52,371.63
4	Fundraising/Donations/Sponsorships	\$ 37,947.00	\$ 20,719.84
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 825.00	\$ 825.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 29,417.00	\$ 25,830.96
9	Transfer from Reserve or DGR	\$ 60,123.00	\$ 60,123.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 361,023.00	\$ 323,836.59
	Opening Balance	\$ 281,894.00	\$ 281,894.15
	Student Centred Funding	\$ 288,335.00	\$ 288,334.80
	Total Cash Funds Available	\$ 931,252.00	\$ 894,065.54
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 931,252.00	\$ 894,065.54



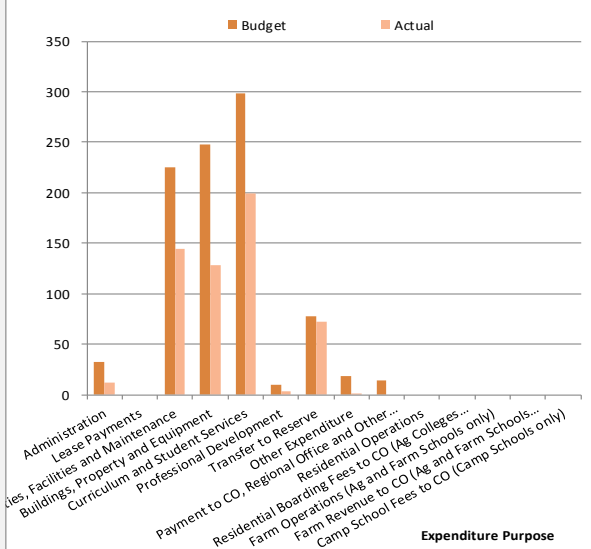
Locally Generated Revenue - Budget vs Actual



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 32,516.70	\$ 12,025.93
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 224,816.11	\$ 144,700.18
4	Buildings, Property and Equipment	\$ 247,390.00	\$ 128,356.56
5	Curriculum and Student Services	\$ 298,103.56	\$ 199,268.24
6	Professional Development	\$ 9,243.70	\$ 3,354.56
7	Transfer to Reserve	\$ 77,815.69	\$ 72,204.00
8	Other Expenditure	\$ 18,480.00	\$ 1,240.49
9	Payment to CO, Regional Office and Other Schools	\$ 14,107.00	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 922,472.76	\$ 561,149.96
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 922,472.76	\$ 561,149.96
	Cash Budget Variance	\$ 8,779.24	



Goods and Services Expenditure - Budget vs Actual



Cash Position as at:	
Bank Balance	\$ 750,177.94
Made up of:	
1 General Fund Balance	\$ 332,915.58
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 415,950.40
5 Suspense Accounts	\$ 3,601.81
6 Cash Advances	\$ -
7 Tax Position	\$ 2,289.85
Total Bank Balance	\$ 750,177.94