



APPLECROSS
PRIMARY SCHOOL

2019 ANNUAL REPORT



APPLECROSS PRIMARY SCHOOL HELPS ALL CHILDREN TO ACHIEVE THEIR POTENTIAL

Background

Operating since 1905, Applecross has a proud record of achievement with generations of Western Australians and today our school focuses intently on developing bright futures for our students.

Our teachers work to offer their students appropriate and contemporary educational experiences that are based on current research and direction from the parent body.

AT APPLECROSS PRIMARY SCHOOL YOU CAN EXPECT TO:

See our students learning enthusiastically in a broad range of activities. They will be demonstrating a strong work ethic and showing pride in their achievements. This will be happening in different settings across the school.

Hear children in the playground who are enjoying games. There will be choir, instrumental music, confident and expressive children and encouragement from friends. Hear the tones of laughter and celebration and praise from teachers.

Feel valued and welcomed into our school. Our family friendly culture ensures a safe and secure environment for all where we hope you will become involved in our vibrant Applecross community.

Have our friendly office staff attend to your needs. Our committed, progressive, award winning teachers and support staff will work with you and your child to achieve personal excellence. Our staff has high expectations and adopts a wide range of effective teaching methods and strategies.

OUR SCHOOL MOTTO

*Our school motto is “**Excellence in the Community**” and it is by this motto that we set our standards.*

OUR SCHOOL VISION

Our vision for Applecross Primary School is to provide an innovative learning community of excellence where we work together to help each child achieve their full potential.

OUR PURPOSE

Is to strive for excellence in all that we do and to embrace strategic and visionary thinking. We innovate and apply exemplary practice, research and planning to best support each child’s learning experience and achievements

OUR VALUES

Integrity

We act with respect, honesty, care, and compassion.

Achievement

We inspire all children to do their best through discovery, opportunity and challenge.

Diversity

We welcome and celebrate our variety of backgrounds, abilities, needs and talents.

Growth

We nurture our students to become confident, happy, responsible, active citizens capable of making quality decisions now and in the future.

From the Principal

Applecross Primary School has a proud tradition of high student achievement, strong community participation and committed professional staff. It is the school's agenda to seek continual improvement and to evolve with the community's expectations whilst maintaining a perspective on what is an acceptable level of outcomes for our students and what is an exceptional educational experience catering for the whole child.

2019 saw us consolidate a number of initiatives we have been planning and implementing since 2016. In doing so we have continued to establish a strong culture of support, cohesiveness and a desire to engage students in what is relevant to them.

Our foundation document, "Measuring Our Effectiveness in the Context of Our School" continues to be the basis upon which we judge our own performance and the guide to providing relevant and challenging experiences for our students.

As is set out in our current Business Plan we continue to set and measure ambitious and unique targets in the area of student academic achievement (NAPLAN). In general, our students have continued to achieve very high standards although this initiative has also allowed us to identify specific areas of performance where our students have not been able to maintain the very high standards we have set ourselves.

This annual report summarises the very successful activities and outcomes we have achieved throughout the 2019 school year. It also indicates those areas where we wish to concentrate our efforts moving forward. As we move into the 2020 school year I look forward with great enthusiasm to observing our students, their parents and the school staff and wider Applecross community continuing to work together as has been the proud tradition since 1905.



Kim Guelfi
Principal

From the School Board

2019 proved to be another busy and stimulating year for the School Board at Applecross Primary School, as we engaged in discussions, planning and decisions related to many aspects of our school's functioning and strategic direction.

At the commencement of each school year, the Board farewells those outgoing parent members whose terms have expired, and this year was no exception with two longstanding Board members leaving our ranks. This was also the first year that the Board was required to hold an election to select its new members, having more applicants than vacant positions. The election process progressed smoothly, allowing the Board to proceed with business as usual.

As has been our established practice, a significant portion of the Board's time in 2019 was spent on devising, editing and approving a range of policy documents, which will assist in guiding the day to day functioning of the school into the future. Due to the increasing number of applications by external groups to access our school site, be it classrooms or the oval, the Board oversaw and approved the development of the Community Use of School Facilities Policy. This document will provide a standardised framework for the processing of all future applications. The Board was also fully supportive of the school's decision to create a document to encourage the use of positive and productive communication between the parent body and school staff. This document was inspired in response to both school based concerns and those voiced within the wider community regarding ensuring respectful and timely communication within education. The finished document has been named Raising a Concern with Us, and it establishes clear expectations about whom to approach with a concern, as well as an appropriate timeframe for communication. 2019 was also the year in which we reviewed the school's behaviour management policy, the Developing Positive Student Behaviour Policy, to ensure that its contents align with best practice at the school.

A critical role of the Board is to engage in future planning discussions, as well as to provide advice to the Principal with regards to strategic functioning and the consideration of new initiatives and policies. In 2019, the Board regularly took part in conversations related to student numbers, the impact of current planning policy on our intake area, classroom capacity, teacher wellbeing and staffing levels. We were also delighted to provide guidance and feedback with regards to a number of areas including the Bring Your Own Device initiative, which is subsequently being rolled out in 2020.

These discussions took place against the backdrop of core Board business. As always, the Board reviewed school assessment data, both external i.e. NAPLAN testing, and internal, to monitor our school's achievement. At Applecross Primary School, we are in an enviable position of consistently producing high results, as compared to both 'like' schools and the national average, and this year was no exception. The Board also dedicated significant amounts of time to reviewing and approving the school's finances, including our annual budget, school fees and charges, as well as booklists and equipment. All discussions at the Board, are dictated and overseen by the School's Business Plan, and in 2019 as in previous years, it provided the foundation and framework upon which we considered new initiatives and engaged in discussion.

When looking back over the year, it is with gratitude that I acknowledge the work of my fellow Board members, for their energy, dedication and focus. I know I speak for us all in saying that we feel privileged to be able to support the work of the wonderful school community at Applecross Primary School, especially our school staff with their ongoing quest for excellence, as well as our generous and enthusiastic parent body.



Sanchia Dashlouty
Chair

QUALITY STAFF

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Deputy Principals	2	2.0	0
Total Administration Staff	3	3.0	0
Teaching Staff			
Level 3 Teachers	6	5.2	0
Other Teaching Staff	29	22.2	0
Total Teaching Staff	35	27.4	0
School Support Staff			
Clerical / Administrative	4	3.0	0
Gardening / Maintenance	1	1.0	0
Other Non-Teaching Staff	20	14.0	0
Total School Support Staff	25	18.0	0

NOTABLE ACHIEVEMENTS 2019

PARENTS AND CITIZENS ASSOCIATION

The P&C continued throughout 2019 to be a very strong avenue of support for the school and students. An already established commitment to the organisation of, and participation in, school activities was continued throughout the year resulting in numerous whole school events and financial support to the sum of \$74,500.

Such a large sum of money requires a great deal of commitment and effort by a wide range of people. The P&C Executive Committee worked tirelessly throughout the year to plan, commit and coordinate the many events that happen throughout the year that ultimately culminates in the provision of such a large sum of money.

Late in the 2018 school year a commitment was made to significantly improve the schools main meeting area, our Undercover Area. This meant improvements such as flooring, stage curtains, and the installation of sound and lighting equipment. As a result, the students now enjoy what is a wonderful gathering place that can be used for a wide variety of purposes.

Whilst fundraising is their main aim, in achieving such a substantial amount of funds the P&C provides a variety of community activities and services for both students and their parents to enjoy. These include;

- Support for the Yr 6 camp
- Edu-Dance Concert
- Mother's Day Stall
- Athletics carnival support
- School Uniform Shop
- The annual lapathon
- Entertainment Books
- Father's Day Stall
- School Disco
- School Canteen
- School Banking
- Community Campout
- A Quiz Night
- Class Parent Reps



PEDAGOGY: A COMMON APPROACH

Our foundation document "Measuring Our Effectiveness in the Context of Our School" makes reference to our beliefs about how we should prepare and deliver learning experiences. Commitments such as:

- providing students with open ended tasks;
- providing a variety of differentiated learning experiences;
- allow for different learning styles, abilities and backgrounds;
- allow children to learn by doing; and
- by teaching the children the skills of how to learn.

As the conversation about the importance of play-based learning became more common place, our school both participated in and contributed to the larger debate at a system level. In this sense the work our staff had done during 2017-2018 was acknowledged by the Department of Education as an exemplar for other schools to note as they too work towards finding an approach that best suites the profile of their students.

Consequently, the staff at Applecross PS developed and published, with the support of our School Board, a document entitled "Play-Based Learning at Applecross Primary School". We have also developed strong links with a number of other schools who have a similar approach to us.

GIFTED AND TALENTED EDUCATION OPPORTUNITIES

At Applecross Primary School we recognise that students can achieve great things when we provide opportunities for them to work on projects in an area they are passionate about with other students from across the school with the same passions. In 2019 we provided a number of before school and lunchtime projects including Tournament of Minds (squad and teams), Design an Ad (using Publisher), and Become an Interesting Photographer. Students were nominated by their teachers for each project, more than 150 students took up these opportunities across the projects. Students continue to develop collaborative, creative and problem-solving skills which help them explore their passions independently. We are seeing an increase in the number of students nominated as teachers see students' talents and interests in a wider range of projects.

Other opportunities are included in-class and in 2019 students from Year 3-6 took part in the Bebras Computational Thinking Challenge with students in being recognised for outstanding efforts. Some Year 6 students participated in Circuit Breakers outreach program through Western Power that concluded with some students presenting their design for a city powered by micro-bit electrical engineering and coding.

PEAC offered a variety of courses off-site to 15 students including Forensic Investigations, Champions for Change, Journey to Greatness, Law and Order, Marine Biology, Bulls and Bears, Wildlife Warriors, Mathematical Time Travellers, Architecture, Stop Motion Animation, Megalomanics, Strategic Problem Solving and Lego League.

Staff continue to explore the use of the Investigation and Inquiry processes to offer opportunities for extending learning within class lessons. Year 3 and Year 6 cohorts worked on projects across the STEM fields that encouraged creative thinking and problem solving.



TECHNOLOGY IN THE CLASSROOM

We continue to implement experiences in our classrooms that allow the children to both develop their knowledge of the technology in their lives and challenge their enquiry skills. This was accomplished through;

- experience with robotics resources where children of all year levels developed their understanding of coding as a skill,
- exposing students to electronic circuitry that includes providing them with the opportunity to develop complex circuits, and
- continuing to explore the technology associated with the use of renewable energy.

FACILITIES AND INFRASTRUCTURE IMPROVEMENTS

Facilities and infrastructure improvements continued to be a major emphasis during 2019. The fact that our school is 115 years old, maintenance and improvements to dated infrastructure is a considerable challenge. Given our ongoing commitment to providing our students with contemporary educational facilities, five major projects were completed during the course of 2019.

1. Classroom Renovation: The renovation of Rooms 11,12 & 14 was completed. This program has now been completed and the staff and students now have access to classrooms with suitable storage and up to date technology.
2. Ceiling Replacements: A ceiling replacement program was undertaken during the year. As a result, Rooms 6, 7, 8, 9, 10, 15, 16 & Science Room have had new ceilings fitted.
3. Administration Upgrade: We have been included in a State Government maintenance initiative which will ultimately see the administration area of our school upgraded during the 2020 school year. Pre-planning and preparation for this was undertaken during 2019. Building works are scheduled to commence in July of 2020.
4. Grounds Maintenance: The playground area adjacent to the school oval and the athletics long jump pit were both upgraded during the year. This included the installation of limestone walls and replenishment of clean white washed sand.
5. In 2020 Food Production will become an integral part of the curriculum. In preparation for this we have begun to refurbish our outdoor animal husbandry area (chook pen) and vegetable garden. To this end brick paving has been installed and bench seating set up in what will be the outdoor classroom.



OVERALL ATTENDANCE TRENDS

Attendance Rates

Collectively the tables below indicate a very small fall in our overall attendance rates. Our overall attendance has decreased 0.9% (of 1%) to 95.2% from 96.1% in 2019. It is worth noting that the overall attendance rate of “like schools” also fell by a similar amount with our school rate being above that of like schools.

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2014	95.5%	94.8%	93.2%				95.5%	94.8%	92.1%
2015	95.7%	95.2%	93.8%	92.6%	90.1%	81.2%	95.6%	95.1%	92.7%
2016	95.5%	95.6%	93.7%				95.5%	95.6%	92.6%
2017	95.5%	95.6%	93.8%	90.1%	90.2%		95.6%	95.6%	92.7%
2018	96.1%	95.6%	93.7%	95.9%	89.55%	80.8%	96.1%	95.6%	92.6%
2019	95.2%	94.8%	92.7%	94.1%	90.8%	79.5%	95.2%	94.7%	91.6%

Attendance Categories

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2014	89.2%	9.7%	0.6%	0.4%
2015	89.9%	8.3%	1.4%	0.2%
2016	87.4%	11.2%	0.6%	0.6%
2017	87.6%	10.2%	1.4%	0.8%
2018	91.5%	7.0%	1.2%	0.2%
2019	85.7%	13.3%	0.8%	0.2%
Like Schools 2019	86%	11.2%	2.4%	0.4%
WA Public Schools 2019	73%	19%	6%	2%

The obvious decrease in our “Regular” attendance (5.8%) is directly due to the tendency of families to take their children on vacation during the term. This has been the main factor effecting Applecross PS attendance for many years. The strategies implemented to address this seem to have little impact. It is also worth noting here that the number of students at Applecross whose attendance is considered “Moderately” or “Severely” at risk is well below that of like schools and indeed all WA Public Schools.

SCHOOL ENROLMENT PROFILE

Our enrolments for years PP-Year 6 continued to increase over the course of 2019, as predicted going into the start of the year. However, we decided not to increase the number of classrooms to accommodate the demand for extra teaching space. This is not expected to be the case going into the 2020 school year, when a new classroom will be required.

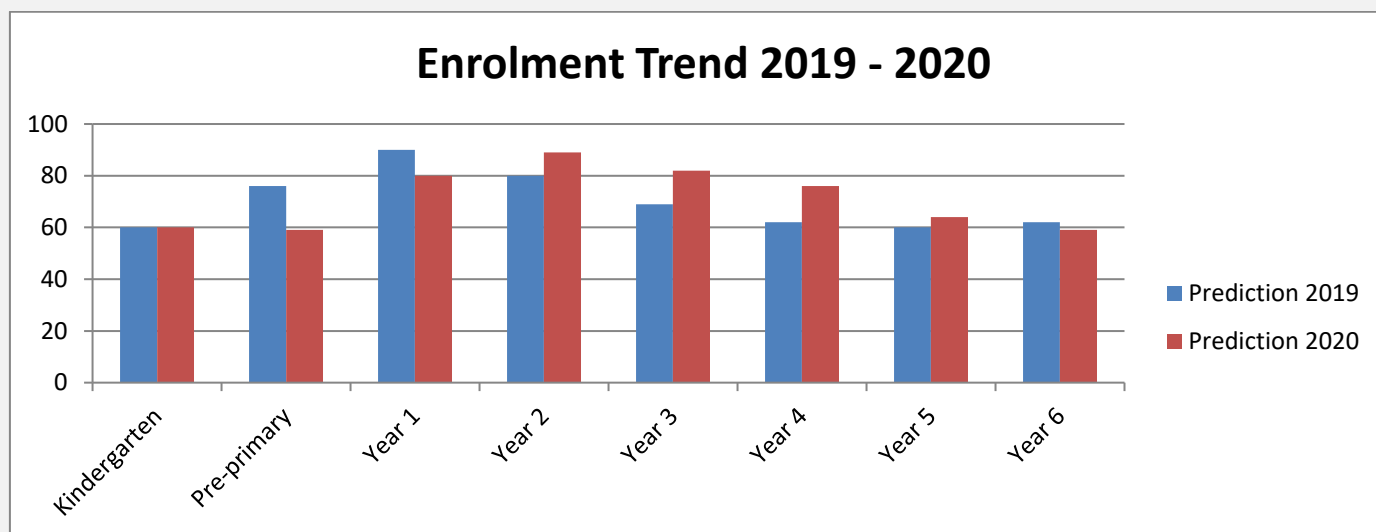
Student Numbers as at 2019 Semester 2

Primary	Kin	PPR	YO1	YO2	YO3	YO4	YO5	YO6	Total
Full Time	35	80	88	82	76	64	59	64	548
Part Time	59								

	Kin	PPR	Pri	Total
Male	34	39	240	313
Female	25	41	193	259
Total	59	80	433	572

	Kin	PPR	Pri	Total
Aboriginal			1	1
Non- Aboriginal	59	80	432	571
Total	59	80	433	572

Our Workforce Plan 2016-2023 indicates a dramatic increase in the number of students in the Years 1-3. Given the “planning size” for classes in these year levels is 24, planning throughout the year has seen extra support provided to teachers of Yr 2 students. This will also need to be the case moving forward for 2020 with extra teaching and Education Assistant time allocated to these years.



Three years of high kindergarten enrolment (2016-2018) and an unprecedented increase in Yr 3 enrolments are now having an effect on the profile of the Year 1-3 classes. An extra classroom is required in 2020 to accommodate the resulting class structure. Future planning indicates this “bulge” in student numbers will move through the school over the next three years and begin to diminish in 2023.

STUDENT DESTINATIONS

2019 school destinations of the 2018 student cohort

Destination Schools	Male	Female	Total
Applecross Senior High School	18	20	38
Wesley College			
All Saints College	3		3
Aquinas College	5		5
Santa Maria College		3	3
Cape Naturalist College	1		1
CBC Fremantle			
Christ Church Grammar School	1		1
Churchlands SHS			
Corpus Christi College			
Harrisdale SHS			
John Curtin College Of The Arts	2	1	3
Kennedy Baptist College	1		1
Kent Street SHS	1		1
Leeming SHS	1		1
Lynwood SHS			
Mazenod College			
Melville SHS	1		1
Mercedes College			
Penrhos College		2	2
Perth Modern School	2		2
Rossmoyne SHS		1	1
Shenton College	1	1	2
St George's Anglican Grammar School		1	1
Wesley College			

ACADEMIC PERFORMANCE

Below is an overall summary of our school's performance in NAPLAN 2017-2018 and 2018-2019.

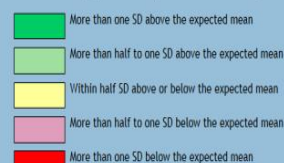
The table below gives an overall performance of our school and in doing so provides data that compares over a two-year period. The following points can be made about this information based on 2019 results;

- The school NAPLAN relative achievement has maintained a positive profile indicating the ongoing high standards of achievement of Applecross students;
- Our relative achievement continues to be high, within system expectations, based on our history;
- There is some cause for enquiry based on the downward trend in performance;
- The performance of our Yr 3 cohort was not at a level that we had expected, however comparatively it is still very good;
- Writing continues to be an area of strength for our students.

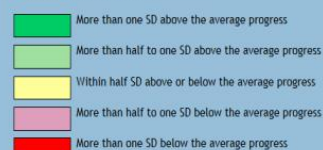
	2018 (2017 - 2018)	2019 (2018 - 2019)
Overall Absolute Achievement	1.7	1.6
- Trend		↓
- Change		↔
Overall Relative Achievement	0.68	0.18
- Year 3	0.16	-0.38
- Year 5	0.42	0.27
- Year 7		
- Year 9		
Overall Progress	0.47	-0.04
- Numeracy	0.42	-0.14
- Reading	-0.43	-0.22
- Writing	0.63	0.43

NAPLAN means for reading, writing and numeracy across all year groups tested in the school, averaged and standardised. Expressed as a standardised score.

NAPLAN mean scale score for reading, writing and numeracy, for the current and previous years, across all year groups tested in the school, averaged and standardised against the school's ICSEA. Expressed as a standard deviation (SD) from the expected mean scale score, based on ICSEA.



Comparison of NAPLAN mean scale scores in reading, writing and numeracy, for the stable cohort of students tested in two test cycles, across all year groups tested in the school, averaged and standardised. Expressed as a standardised score.



Comparative Performance Summary 2013 – 2019 for Years 3&5

YEAR 3	Performance							Number of Students						
	2013	2014	2015	2016	2017	2018	2019	2013	2014	2015	2016	2017	2018	2019
Numeracy	0.7	0.7	1.1	-0.2	0.7	0.2	-0.5	62	76	75	66	66	59	70
Reading	0.5	0.6	1.1	0.4	-0.0	0.2	0.1	62	77	75	67	66	59	71
Writing	-0.2	-0.9	0.4	0.3	-0.6	0.0	-0.6	62	77	75	67	66	59	71
Spelling	0.4	0.2	1.2	1.2	0.8	0.8	-0.5	62	77	75	67	66	59	71
Grammar & Punctuation	0.1	-0.0	1.4	0.8	-0.1	0.5	0.4	62	77	75	67	66	59	71

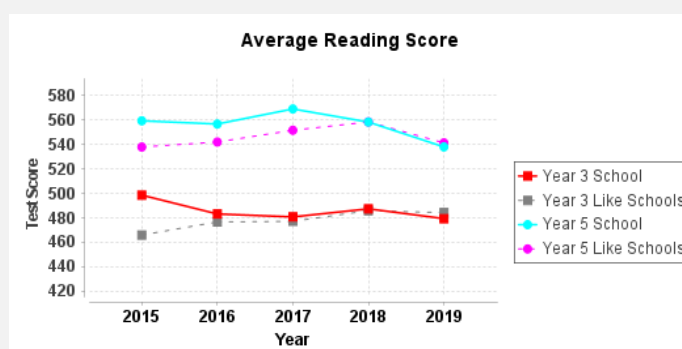
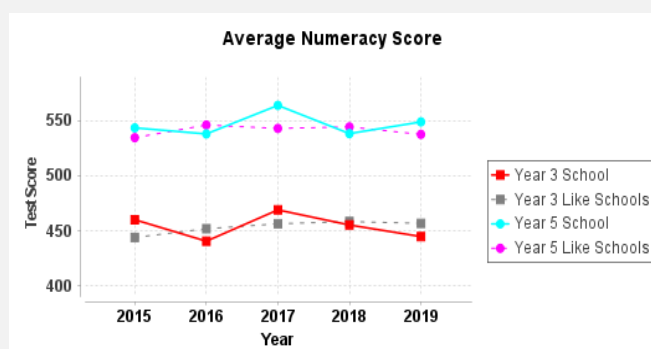
YEAR 5	Performance							Number of Students						
	2013	2014	2015	2016	2017	2018	2019	2013	2014	2015	2016	2017	2018	2019
Numeracy	1.2	-0.1	0.3	-0.4	1.5	0.7	0.5	42	57	48	67	61	58	53
Reading	0.9	-0.2	1.4	-0.1	-0.1	-0.1	-0.2	42	58	48	67	62	58	56
Writing	1.7	0.4	1.0	-0.5	-0.5	0.4	0.4	42	58	48	67	62	58	56
Spelling	-1.0	-0.6	0.2	-0.5	-0.5	-0.3	-0.2	42	58	48	67	62	58	54
Grammar & Punctuation	-0.3	-0.1	0.6	0.9	0.9	-0.3	1.4	42	58	48	67	62	58	54

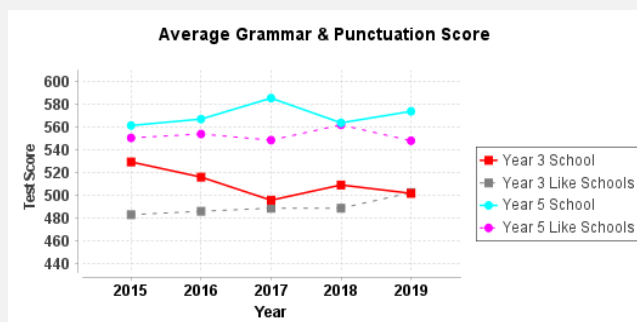
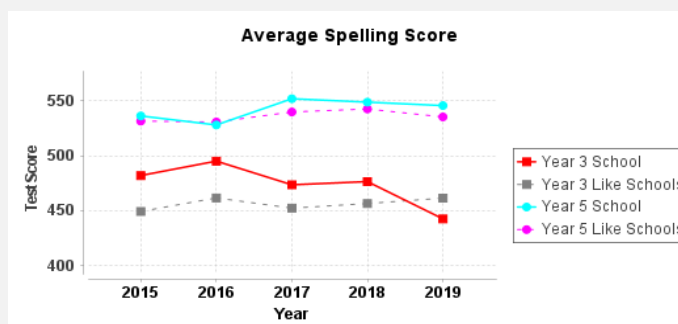
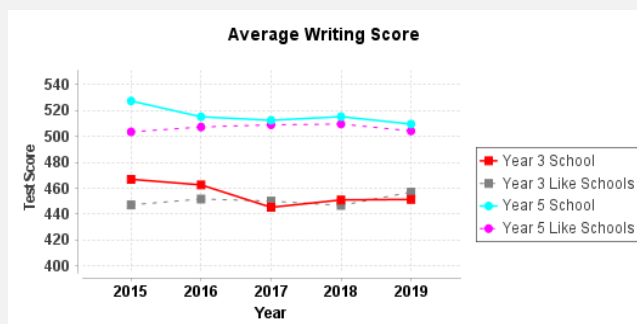
This table gives us a summarised version of the performance of both year level cohorts over a seven-year period. Going into the 2019 school year emphasis was placed on the improvement of Spelling and Writing through the English Operational Plan. Consequently, Writing (Yr 5) continues to show very strong outcomes and Grammar and Punctuation in particular have shown outstanding results in 2019.

A late year review (November) of data has resulted in considerable conversation related to the performance of the Yr 3 cohort. Their overall performance, although within the acceptable -1/+1 standard deviation, because we have set our own standards of achievement, we are somewhat concerned with this outcome and the downward trend in general.

Going into the 2020 school year considerable planning and resourcing is being allocated to addressing the findings related to Spelling (Yrs 3&5), Writing (Yr 3) and Numeracy (Yr 3) data.

Average Scores over Time: Years 3&5





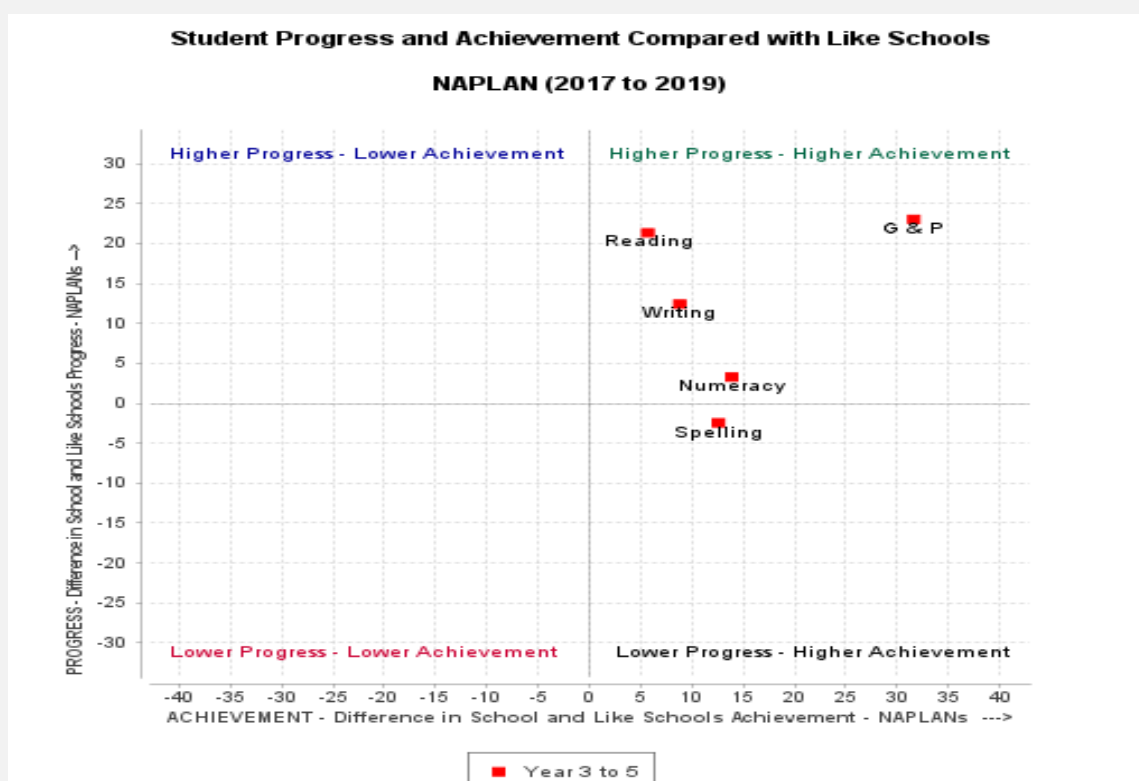
Consideration of data displayed in these line graphs of average scores for both Yrs 3&5 over a five-year period highlights our concern for the performance of Yr 3s in Numeracy and Spelling. Given that these graphs provide comparisons with like schools, we need to keep in focus the exceptional achievement of our students (and that of students in similar schools) in comparison to all students across Australia.

Progress and Achievement

This is an important measurement as it indicates the level of growth of our students as they move from Year 3 to Year 5. The quadrants speak for themselves with the most desirable quadrant being High Progress – High Achievement; however, this is a difficult statistic to maintain. The graphic below indicates that our students are very high achievers, with this pattern established as early as Year 3. While we maintain high achievement, high progress is a little more difficult to gain in association with this.

In comparison to students from like schools our performance in this measurement category is highly satisfactory. High Achievement but Low Progress in the area of Spelling reinforces the concern we have in this area.

For the cohort of students moving from Yr 3 in 2017 to Yr 5 in 2019, we were able to do this for Writing and Numeracy while achievement for Reading, Punctuation & Grammar and Spelling continues to be high with “high progress” over that time period more difficult to achieve.



Current Targets Years 3 & 5

L/Area	Yr	2018		2019		2020	
		Average	Range	Average	Range	Average	Range
Spelling	3	483 <i>Score:477</i>	476-490	484 <i>Score:443</i>	478-491	472	484-460
	5	539 <i>Score:549</i>	533-546	540 <i>Score:546</i>	534-547	547	555-540
Punct./Gram.	3	515 <i>Score: 509</i>	509-522	509 <i>Score:502</i>	503-516	506	512-501
	5	573 <i>Score:564</i>	567-580	575 <i>Score:574</i>	569-582	570	575-565
Reading	3	489 <i>Score:488</i>	482-495	484 <i>Score:480</i>	478-491	484	489-478
	5	562 <i>Score:558</i>	558-569	563 <i>Score:538</i>	557-570	555	561-546
Writing	3	458 <i>Score:451</i>	452-465	455 <i>Score:452</i>	449-562	451	458-445
	5	518 <i>Score:515</i>	512-525	515 <i>Score:510</i>	509-522	512	517-508
Numeracy	3	458 <i>Score:455</i>	452-464	456 <i>Score:445</i>	450-462	457	467-446
	5	549 <i>Score:438</i>	543-556	550 <i>449</i>	444-557	547	552-541

Our School Board has set ambitious targets related to nominating an average score and performance in all NAPLAN testing areas for our students to achieve.

While the task of nominating and consequently achieving an average score is ambitious, a predicted range of achievement is far more realistic. To this end our ability to first nominate an expected range of achievement and then secondly achieve an average score within that range has been pleasing with the exception of Spelling for Year 3 and Reading for Year 5.

We look forward to measuring the targets that are outlined in the 2020 version (in the table above) of our School Business Plan. These will reflect high expectations with operational planning, seeing to allocation of considerable resourcing to address the identified deficiencies.

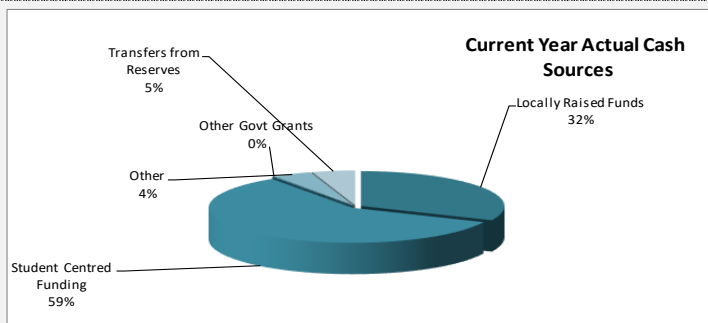
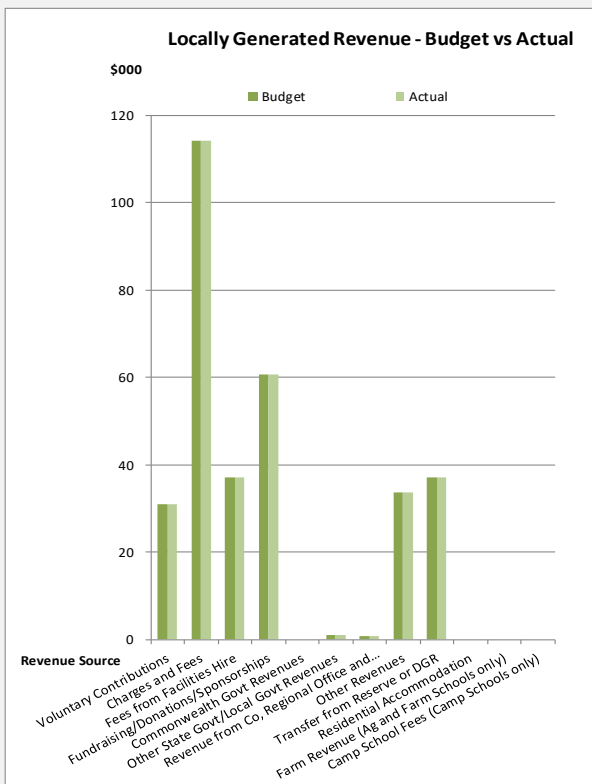
FINANCIAL REPORT



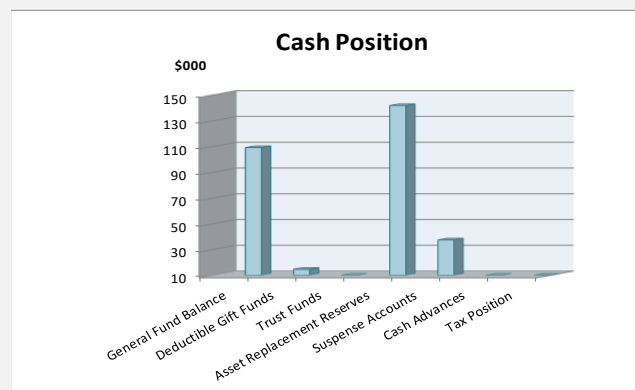
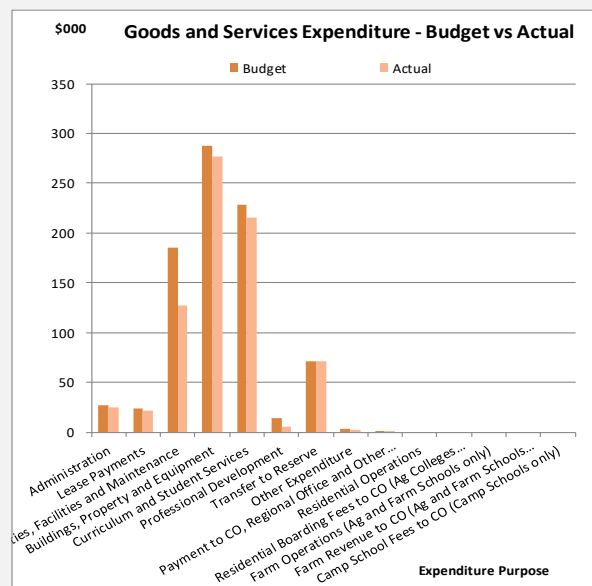
Applecross Primary School

Financial Summary as at
31 December 2019

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 30,970.20	\$ 30,969.97
2	Charges and Fees	\$ 114,207.00	\$ 114,206.72
3	Fees from Facilities Hire	\$ 37,235.00	\$ 37,235.45
4	Fundraising/Donations/Sponsorships	\$ 60,670.00	\$ 60,669.67
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ 672.00	\$ 672.23
8	Other Revenues	\$ 33,731.00	\$ 33,731.16
9	Transfer from Reserve or DGR	\$ 37,245.00	\$ 37,245.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 315,730.20	\$ 315,730.20
	Opening Balance	\$ 86,315.00	\$ 86,314.77
	Student Centred Funding	\$ 450,467.00	\$ 450,466.76
	Total Cash Funds Available	\$ 852,512.20	\$ 852,511.73
	Total Salary Allocation	\$ 4,956,073.00	\$ 4,956,073.00
	Total Funds Available	\$ 5,808,585.20	\$ 5,808,584.73



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 27,008.00	\$ 24,283.02
2	Lease Payments	\$ 24,000.00	\$ 21,601.00
3	Utilities, Facilities and Maintenance	\$ 185,582.00	\$ 126,590.88
4	Buildings, Property and Equipment	\$ 287,618.00	\$ 276,328.01
5	Curriculum and Student Services	\$ 228,736.00	\$ 215,721.28
6	Professional Development	\$ 14,021.00	\$ 5,166.24
7	Transfer to Reserve	\$ 70,574.00	\$ 70,574.00
8	Other Expenditure	\$ 3,439.00	\$ 1,807.40
9	Payment to CO, Regional Office and Other Schools	\$ 1,603.00	\$ 1,325.00
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	\$ 842,581.00	\$ 743,396.83
	Total Forecast Salary Expenditure	\$ 4,620,869.00	\$ 4,620,869.00
	Total Expenditure	\$ 5,463,450.00	\$ 5,364,265.83
	Cash Budget Variance	\$ 9,931.20	



Cash Position as at:	
Bank Balance	\$ 297,026.28
Made up of:	
1 General Fund Balance	\$ 109,114.90
2 Deductible Gift Funds	\$ 14,658.81
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 141,793.40
5 Suspense Accounts	\$ 37,445.17
6 Cash Advances	\$ -
7 Tax Position	\$ 5,986.00
Total Bank Balance	\$ 297,026.28

