



# Beaconsfield Primary School

Annual Report 2018



# Message from the Principal

Kirsten Dicker



It is with great pleasure that I present the 2018 Annual Report. This report describes the achievements and activities during the 2018 school year. I hope that by reading it you gain an appreciation of the hard work and commitment of each and every student, teacher and parent involved in Beaconsfield Primary School.

2018 was an exciting year for us. It saw the development and implementation of the Beaconsfield Primary School Business Plan 2018-2020. This process allowed us to reflect on the previous year's IPS Review and begin planning for a bright future for the Beaconsfield Primary School of 2020. Our enrolments increased, particularly in the early years, requiring an additional kindergarten classroom which was organised in the few days before the beginning of the school year.

In terms of leadership, 2018 provided a year to implement some much needed stability. I was appointed substantive principal and we also appointed two new deputies to the team, Andi Hill and later in the year, Chris John. They joined Julie Bassett to create a cohesive leadership team who bring a range of experiences and expertise to the school. A model of distributed leadership was also introduced, with each of the phases of learning represented in weekly meetings. The focus of this was to set the improvement agenda of the school.



As I reflect on 2018, I acknowledge how far we have come, and yet how far we have to go. I am excited about the future of our school and know that with stability of administration and such dedicated teaching staff, much can be achieved. I am proud to lead our school into the next phase of its long history and look forward to fulfilling our school improvement agenda.

Kirsten Dicker  
*Principal*

# Message from the Board Chair

Richard Bostwick



2018 has been a big year for our school and much has been accomplished from a capital works perspective to enhance the appearance and improve how our school functions. However, the really hard work has been done by our wonderful staff, parents and children to enhance the culture and make our school a safe and happy place for our little ones to learn and thrive.

A large focus of the Board's work this year has been to create a stable platform from which we can build and grow our future. At the forefront of endeavours and pivotal to our success has been the successful permanent appointment of our Principal Kirsten Dicker and we look forward to working with her and the school team to achieve fantastic things. Her extensive knowledge of our needs and existing strong relationships with all involved at Beacy will ensure we are on track to meet any challenges ahead.

The focus around stability has seen the school convert many of our contract and temporary staff to full time permanent members. This has in turn allowed us to take a longer term approach to planning our students learning opportunities, providing continuity and a secure place for all. Our approach has been deliberate and has been greatly influenced by all the helpful feedback from our wonderful community, especially parents and staff. We as a board would welcome your ongoing contribution to the open culture we have here at Beacy and feedback either via the Board, Class Reps and Kirsten will be warmly received.

Thank you again to all of you who have contributed over the past year and we look forward to the year ahead.

Richard Bostwick  
*School Board Chair*

# Message from the P&C President

Katherine Woodall



The Beacy P & C has had another wonderful year in 2018. I would like to thank all our committed volunteers and parents who make a very significant, real and positive contribution to our children's primary school experience.

In 2018 the P & C raised \$25 000 through canteen, uniforms, fundraising and voluntary contributions. Of this, \$8 000 was raised through voluntary contributions and \$11 000 through the fundraising efforts of our dedicated members. We spent \$13 000 on running community events such as discos. We funded readers for the junior school and have ensured we have money aside for emergencies. Our major contribution from the 2018 year went towards the school's redevelopment of the bottom oval - the new fencing looks amazing.

Community events run by the P & C included two student discos, a super fun 80's themed quiz night for parents and an end of year community picnic on the side oval. An Easter raffle, Mother's day stall and an Election day bake sale and sausage sizzle also provided a great opportunity for families to engage with our school community. As well as these events, money was also raised through selling Cookie Dough, Picture Plates and the Entertainment Book.

2018 was also the second year of our Beacy Champion Dad's group. Events run by the Fathering Project included a very successful camp out for Dads and students on Rottenest Island, a Father's day breakfast and a wind surfing day down the river.

As well as the above, it was also a busy year with the uniform shop working closely with the school to introduce the new uniform. Thank you again to the many parent volunteers who made it such a wonderful year supporting the above activities and volunteering their time in other ways, such as in the canteen and as our P & C class representatives.

Katherine Woodall  
*Beacy P&C President*

# Events and Highlights

2018



## *New logo and uniforms*

2018 saw the introduction of our new school logo. The logo retained the connection to the ocean and Rottnest Island with the lighthouse still featuring prominently. Our uniform was also refreshed to keep a consistent style across the school. A custom colour was created and 'Beacy Blue' is now the colour of the polo shirts.

## *Playgroup*

The Beaconsfield Primary School Playgroup started in Week 4 of Term 1 and was supported by Playgroup WA. It provided a wonderful opportunity to bring families into our school and for kids to play in a fun and safe environment. The sessions are conducted from the Kindy building and throughout the year, the group continued to grow in numbers.

## *Curriculum*

The Statewide implementation of Languages was rolled out in 2018. After community consultation in 2017, Italian was the language chosen for Beaconsfield Primary School. Students from Year 2 to 6 were all immersed in Italian lessons each week. The culmination of the Year 6 learning was a long table lunch, where students shared plates of Italian food.



## *STEM X*

Year Six students took part in an Australian wide STEM competition. Our students were selected to represent Western Australia and competed against other Australian primary schools. They had to identify a worldwide issue, and then counteract it with a reasonable solution. Their solution was an app called FUND (Funding to Underwrite New Development) to help kick start new ideas and businesses. The FUND solution, and its community and charity focus, was commended by the judges.

## *Bookweek*

It was wonderful to see the array of book characters at our annual and much-loved Book Week Parade. An incredible amount of thought and effort went into creating some amazing costumes and brought many books to life.



## Science Week

Students engaged in a variety of different science experiments throughout the day. A special Science Week Tinker Club took place on Tuesday, in addition to a number of competitions, activities and films across the week.



## Carnivals and Competitions

Swimming carnival – Students from Years 3 – 6 participated in the 2018 Swimming Carnival at Fremantle Leisureplex. There was fantastic sportsmanship demonstrated and all students had a great time cheering their faction on. The overall winner was Hampton.

Faction cross country and junior fun run – This was held on Friday 27 July. Thankfully the weather was fine for the most part and we all came away from the events feeling happy – and dry! All students tried their best regardless of their abilities. The first five place getters for each year level represented Beaconsfield Primary School at the CDSSA Interschool Cross Country competition on 16 August at Manning Park.



Athletics carnival – The Faction carnival took place in Term 3. Students from Years 2-6 heeded the call to have fun and try their best. Hampton was the winning faction.

Tag Ruby – The NRLWA provided several opportunities for students to be involved in Tag Rugby clinics throughout the year. In Term 3 this culminated in our students competing in the state competition.

## Music

The community was wowed by our school choir who performed at the St Paul's Anglican Church in Term 3 to sing at the Elders Morning Tea. They sang two songs, then helped to serve morning tea before singing another two songs to end the visit. The students also chatted to the elders and discovered some wonderful old connections with Beaconsfield Primary. One of the ladies attended Beaconsfield Primary School back in 1926! All students of Beaconsfield demonstrated their musical expertise in a Term 3 concert. They used a variety of musical instruments to entertain the audience.



### *Cyber safety*

Paul Litherland, regarded as one of Australia's leading Key Note Speakers on Internet Awareness, worked with our Year 4-6 students and their parents.

### *Excursions and incursions*

Year 4 and 5 students were invited by Paper Bird Books to take part in the inaugural Woylie Festival in Fremantle, which celebrated Aboriginal storytelling and culture. Students participated in oral storytelling and the creation of art works which were displayed throughout the festival.



Our IEC students experienced a favourite Australian pastime by having a picnic at Booyeembara Park. They also took part in an Easter Egg hunt while they were there.

Year 3's went on an adventure to Scitech. Here they learned about light in space and saw some of their classroom learning come to life. During the visit, students explored the Light Exhibition, tested out some of the experiments and exhibits on the floor and then experienced the planetarium. Here they about how we have seasons here on Earth through the tilt of the axis.

The Association for the Welfare of Children in Hospital came to visit Beaconsfield. Pre Primary and Junior IEC students had a wonderful time learning about the new Children's Hospital and what it might be like to go there if you were sick.

A number of our classes enjoyed the close proximity to Fremantle and all that it offers. Our Year 1 and 2 students visited the The Spare Parts Puppet Theatre. They watched a play called The Night Zoo. After the show they went to Joe's Fish Shack and had lunch before running off some of their energy at the playground. The Senior IEC students also headed to the foreshore and had to brace themselves against the weather. Here they saw the Duyfken 1606 replica, where the students experienced life on a ship in the 17th Century. They enjoyed a typically Australian pastime of fish and chips on the Fremantle waterfront. The middle IEC students took the CAT bus to Cicerello's Aquarium. They learnt about sea creatures before walking to Bather's Beach to pick up debris and make sandcastles. They also had fish and chips for lunch and played on the Esplanade playground before coming back to school.



# National Schools Opinion Survey

2018

Every two years, schools are required to conduct The National Schools Opinion Survey. Parents, students and teachers are anonymously surveyed using the same questions. The information gathered informs future planning. In 2018, the ability for respondents to leave comments was switched on. This allowed us to further analyse the level of satisfaction and address concerns in depth. The number of respondents, comparative to 2016, are shown below:

Parents		Students		Staff	
2016	2018	2016	2018	2016	2018
68	84	104	112	27	44

Business Plan Target Tracking:

3.4 Maintain and strengthen positive relationships between the school, board, parents and the community, with a parent satisfaction of 4.0 or above in the National Schools Opinion Survey 'This school has a strong relationship with the local community'. This increased from 3.1 in 2016 to 3.8 in 2018.

Parent Survey	2016	2018
Teachers at this school expect my child to do their best.	4.0	4.2
Teachers at this school provide my child with useful feedback about their school work.	3.5	3.9
Teachers at this school treat students fairly.	3.7	4.2
This school is well maintained.	3.7	4.1
My child feels safe at this school.	4.0	4.5
I can talk to my child's teacher about my concerns.	3.9	4.3
Student behaviour is well managed at this school.	3.5	4.1
My child likes being at this school.	3.8	4.4
This school looks for ways to improve.	3.6	4.0
This school takes parents' opinions seriously.	2.8	3.9
Teachers at this school motivate my child to learn.	3.7	4.1
My child is making good progress at this school.	3.6	3.9
My child's learning needs are being met at this school.	3.4	3.8
This school works with me to support my child's learning.	3.5	3.8
This school has a strong relationship with the local community.	3.1	3.8
This school is well led.	2.8	4.1
I am satisfied with the overall standard of education achieved at this school.	3.4	4.0
I would recommend this school to others.	3.1	4.1
My child's teachers are good teachers.	3.9	4.2
Teachers at this school care about my child.	3.9	4.3



# National Schools Opinion Survey

2018

Student Survey	2016	2018
My teachers at this school expect me to do my best.	4.3	4.5
My teachers provide me with useful feedback about my school work.	3.8	4.3
Teachers at my school treat students fairly.	3.6	3.9
My school is well maintained.	3.7	3.7
I feel safe at my school.	4.0	3.9
I can talk to my teacher about my concerns.	3.5	3.9
Student behaviour is well managed at my school.	3.4	3.3
I like being at this school.	3.9	4.1
My school looks for ways to improve.	3.8	4.0
My school takes students' opinions seriously.	3.3	3.7
My teachers motivate me to learn.	3.9	4.2
My teachers give me opportunities to do interesting things.	3.8	4.1
My teachers are good teachers.	4.0	4.3
My teachers care about me.	3.8	4.2

## Business Plan Target Tracking:

4.1 There will be a comprehensive, evidence-based approach to student health and wellbeing, with a student satisfaction of 4.2 or above in the National Schools Opinion Survey '*I feel safe at my school*' and '*I like being at my school.*' While the latter statement has increased by 0.2, student responses to '*I feel safe at my school*' dropped by 0.1. The school began the implementation of Positive Behaviour Support (PBS) in late 2018 to address this.

4.3 Students will have a voice within the school and demonstrate their leadership capacity, with a student satisfaction of 3.8 or above in the National Schools Opinion Survey '*My school takes students' opinions seriously*'. This has increased by 0.4 between 2016 and 2018.

# National Schools Opinion Survey

2018

## Business Plan Target Tracking:

1.6 Performance and Development processes will be aligned to the AITSL standards, the Business Plan and identified professional goals, with staff satisfaction of 3.8 or above in the National Schools Opinion Survey 'I receive useful feedback about my work at this school'. Between 2016 and 2018, this has increased to 3.6.

4.2 The school will implement a sustainable approach to positive staff health and well-being, with a staff satisfaction of 4.2 or above in the National Schools Opinion Survey 'Staff are well supported at this school'. This has increased by 0.5 in the last two years.

Staff Survey	2016	2018
Teachers at this school expect students to do their best.	4.4	4.4
Teachers at this school provide students with useful feedback about their school work.	4.1	3.7
Teachers at this school treat students fairly.	4.3	4.5
This school is well maintained.	4.1	3.6
Students feel safe at this school.	4.3	4.3
Students at this school can talk to their teachers about their concerns.	4.4	4.3
Parents at this school can talk to teachers about their concerns.	4.4	4.5
Student behaviour is well managed at this school.	3.9	4.1
Students like being at this school.	4.3	4.4
This school looks for ways to improve.	4.4	4.5
This school takes staff opinions seriously.	3.4	4.3
Teachers at this school motivate students to learn.	4.2	4.0
Students' learning needs are being met at this school.	4.0	3.4
This school works with parents to support students' learning.	3.8	3.8
I receive useful feedback about my work at this school.	3.3	3.6
Staff are well supported at this school.	3.5	4.0
This school has a strong relationship with the local community.	3.7	4.1
This school is well led.	3.7	4.4
I am satisfied with the overall standard of education achieved at this school.	4.0	3.5
I would recommend this school to others.	3.9	4.1
Teachers at this school are good teachers.	4.3	4.0
Teachers at this school care about their students.	4.5	4.5

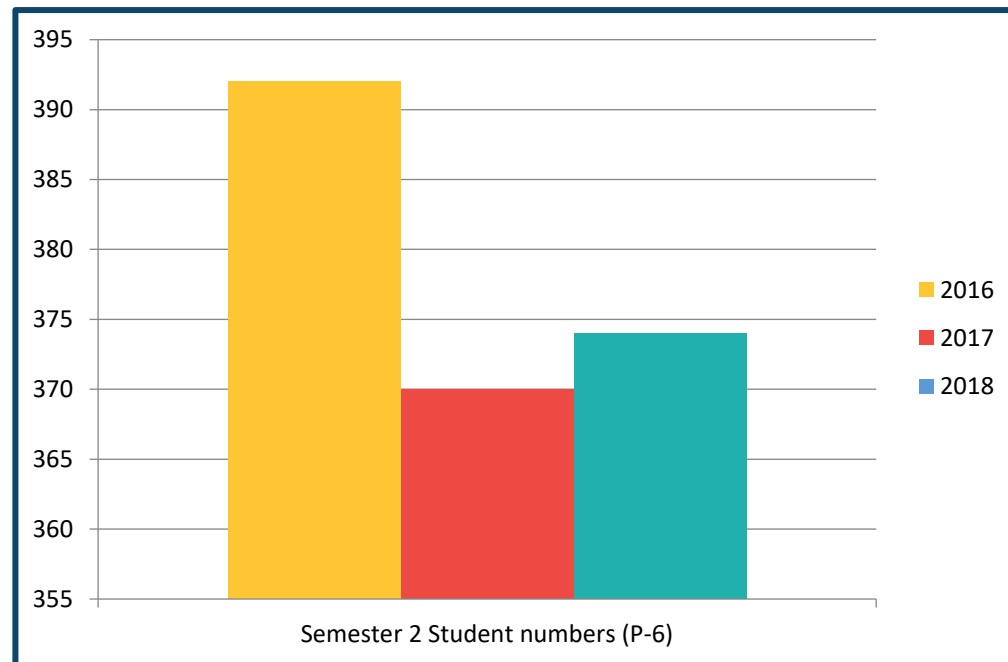
# Student Enrolment

2018

Student Numbers (as at 2018 Semester 2)									
Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(26)	46	54	54	46	49	59	40	374
Part Time	51								

At the end of Semester 2, there were 374 students enrolled from Kindergarten to Year 6.

There was a significant increase in Kindergarten numbers at the beginning of 2018, requiring an extra class.

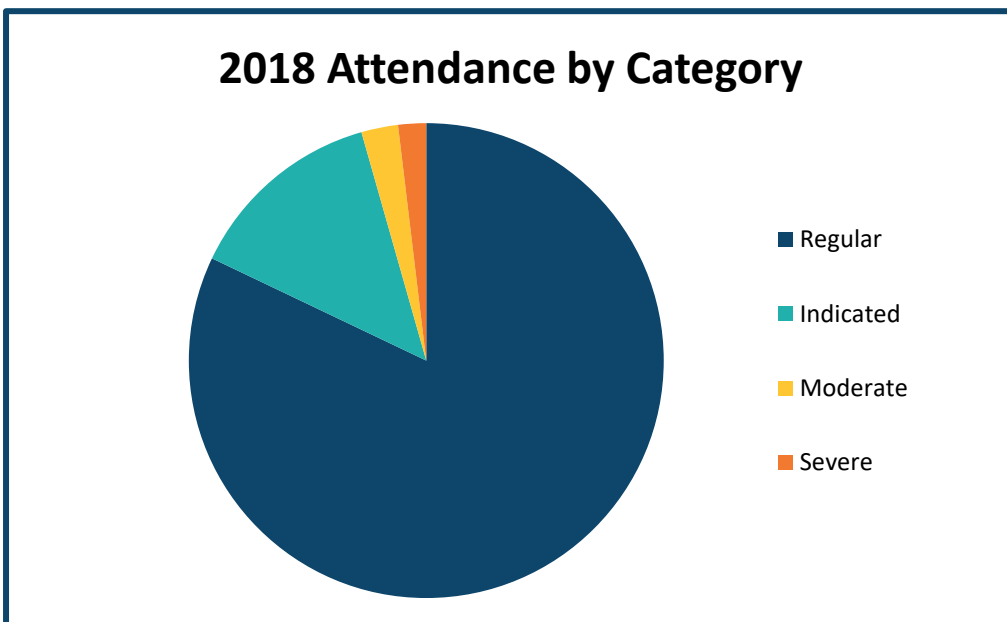


# Student Attendance

2018

Primary Attendance Rate - Total			
	Beaconsfield PS	Like Schools	All WA Public Schools
2018	93.6%	94.4%	92.6%

The average whole school attendance rates have improved by 0.4%, however this still remains under like schools. The school has gone against the trend of declining rates of attendance in both Like Schools and all WA public schools. Beaconsfield Primary is working towards a Business Plan target of 95% by the end of the monitoring cycle in 2020. In 2018 the school enacted a new Attendance Policy which is designed to acknowledge regular attenders, and support teachers in recognising and following up all absences.



Regular attendance refers to those students who attend 90% or more. In 2018, this figure has increased again by just under 2%. This remains just lower than Like Schools (84%) but higher than All WA Public Schools (77%). There has been a slight decrease in the indicated attendance category, and a decrease by 3.6% in the moderate attendance category. Severe attendance has increased by 1%.

# Beaconsfield Intensive English Centre

2018

The Beaconsfield Intensive English Centre (IEC) provides a specialist English as an Additional Language/ Dialect (EAL/D) program for students newly arrived to Australia or those born in Australia who speak a language at home other than English. In 2018 there were two junior classes, two middle classes and one senior class. Students arrive at the IEC by bus from suburbs as far away as Rockingham, Aubin Grove, Shelley and Claremont.

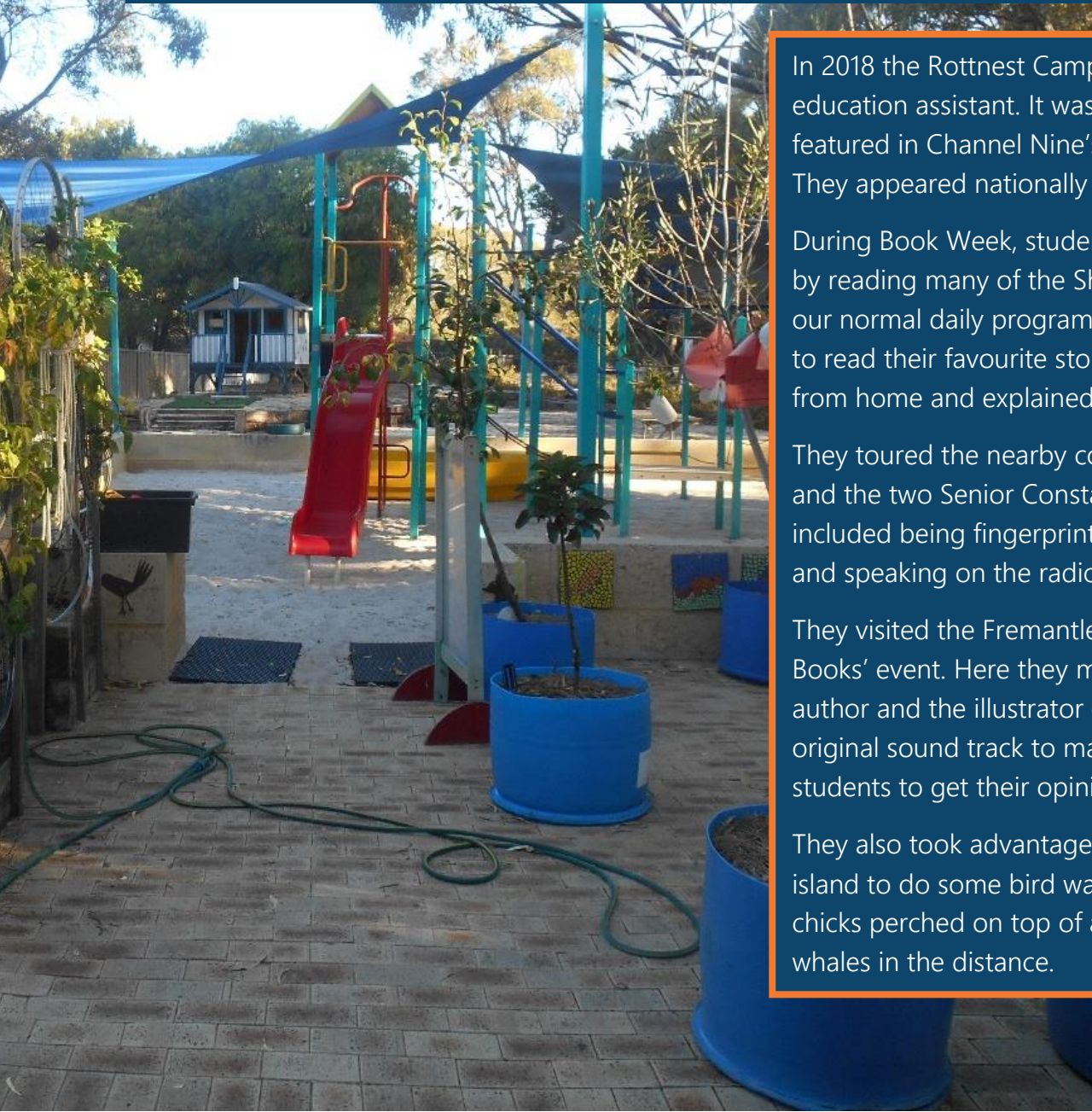
In 2018, our IEC student population was culturally and linguistically diverse. Our students, and their parents, spoke over 27 different languages. A number of students enrolled came from refugee and limited schooling backgrounds and qualified for two years at Beaconsfield PS.

Students had a opportunity to explore the local Beaconsfield and Fremantle area, through class excursions to Booyembara Park, Cicerello's, Bathers Beach and Esplanade Park.



# Rottnest Island Campus

2018



In 2018 the Rottnest Campus comprised of a classroom teacher, a 0.2 DOTT teacher and an education assistant. It was a busy start to the year for the Rottnest students, who were featured in Channel Nine's Today Show Weather Watch with Natalia Cooper in February. They appeared nationally and locally, getting up early that day to be on air just after 5am!

During Book Week, students followed the theme of 'Find your Treasure' in the classroom, by reading many of the Shortlisted Books and integrating some 'Pirate-like' activities with our normal daily programme. Everyone dressed up on Friday and parents were scheduled to read their favourite story to the students each day. They each brought in a 'treasure' from home and explained why it was special.

They toured the nearby community Police Station, to learn about how the Police Sergeant and the two Senior Constables 'Serve and Protect' the community. Some of the highlights included being fingerprinted, being allowed into the Police vehicle, seeing inside the cells and speaking on the radio to the Rangers on the island.

They visited the Fremantle Literature Centre to take part in the annual 'Sounds of Picture Books' event. Here they met with musicians from WASO, who had collaborated with the author and the illustrator of a book called, 'The Amazing Freedom Machines', to create an original sound track to match the story. Afterwards, the Fremantle Herald interviewed the students to get their opinions of this unique experience.

They also took advantage of the wildlife on the Island, enjoying a free bus trip around the island to do some bird watching. The Osprey stack at Salmon Point had two very large chicks perched on top of a seventy-year-old nest. They were lucky enough to see some whales in the distance.

# Curriculum Areas

2018

**English:** The allocation of a 0.6FTE literacy coordinator allowed support and instructional leadership across the phases of learning. This is to assist us in achieving our Business Plan target *1.4 Implement high quality, whole school approaches and pedagogies.*

Cross grouping for spelling instruction continued to target students at their point of need. Further intervention in Literacy targeted individual students, while the support teacher worked with groups for reading comprehension.

Teachers from Pre-primary to Year 2 were trained in Talk 4 Writing and this program was implemented across the junior years.

Highlights included the Rottneest students visit to the Literature Centre in Fremantle, a visit from Kylie Howarth (author), Years 1 and 2 Spare Parts Puppet theatre excursion and the very popular Book Week Parade.

**Mathematics:** In 2018, Mathematics became the vehicle for the introduction of iSTAR, the explicit teaching methodology adopted by the school, in line with the Business Plan target *1.4 Implement high quality, whole school approaches and pedagogies.* Learning intentions were made explicit in the area of number, through WALT and WILF statements.

Paul Swan provided professional learning for the staff to develop a common mathematical language across the school. This allows for students to build upon their mathematical vocabulary and the consistent approach means greater success as consolidation enables students to use words they already know more accurately.



## **Science and Technologies:**

In order to meet the Business Plan target 2.7 *Students will build STEM skills across the curriculum*, in 2018 Science was taught by a specialist teacher to a number of classes. Science Week saw students engaged in a variety of competitions and rotational tabloid activities.

Digital Technologies was supported by shoulder-to-shoulder teaching support in the classroom. This included shared planning and modelled teaching, which allowed classroom teachers to build upon their capacity to deliver the Digital Technologies curriculum.

Tinker club became student led, and a number of students attended the weekly sessions, included those from the early years.

## **Humanities and Social Sciences:**

Students consolidated their in-class learning in the Humanities through a number of special events held throughout the year. During Harmony and NAIDOC Weeks, students participated in activities aligned to the Humanities and Social Sciences curriculum. A number of classes also enriched their understanding through excursions to the Museum, the Shipwreck Galleries, the Roundhouse and the Wyolie Festival. Incursions such as African Drumming, The Association for the Welfare of Children in Hospital, the Great Escape also helped to bring the Humanities alive for students.



The background image shows a blurred classroom scene. In the foreground, there are two boxes of art supplies, including markers and crayons, resting on a desk. In the background, several students are visible, some looking towards the camera and others engaged in activities. The overall atmosphere is that of a busy, creative learning environment.

## The Arts

In 2018, students had the opportunity to experience the Arts through a specialist teacher in both Music and Visual Arts. The choir was reformed and they showcased their talents in and out of school, including Harmony Week, ANZAC service and the graduation assembly. The Instrumental Music School Services program was expanded to include both Year 5 and 6 students, and this culminated in a concert with other local schools at Fremantle College. Interested students took part in a lunchtime music club and the Beacy's Got Talent Concert showcased the incredible performing ability within our school

In the Visual Arts, students produced work that enhanced the school, with pieces adorning the office and library. Student designed art installations provided backdrops to special events, such as Harmony Day and graduation.

## Languages

The Italian language was successfully introduced in 2018. Students had the opportunity to explore the language through play and the incorporation of technology. Areas of the school were labelled in Italian to consolidate student learning. Students took part in events such as incursions and a long table, Italian lunch.

## Health and Physical Education

The Physical Education component of the curriculum had a successful year at Beaconsfield, with students given numerous opportunities to participate in a wide variety of activities throughout the year. The school utilised Sporting Schools to access additional funding to provide expert coaching in a number of sporting areas, such as rugby, tennis, football, basketball, netball and hockey. Hampton was successful in both athletics and swimming carnivals.

# Student Achievement - NAPLAN

2018



2018	Year 3		Year 5	
	School	Like Schools	School	Like Schools
Reading	436	463	501	571
Spelling	399	442	500	527
Grammar	437	474	507	547
Writing	402	429	446	494
Numeracy	409	440	488	531

# Student Achievement - NAPLAN

2018

Our Business Plan Targets for student performance aimed for Year 3 and 5 Beaconsfield students to be equal to or higher than like schools in all NAPLAN areas: *2.1 The overall performance of Year 3 and 5 students to be equal to or higher than like schools for all NAPLAN areas.*

The data demonstrates that this was not achieved in any of the NAPLAN testing areas. Beaconsfield students' progress and achievement was also lower than like schools, which did not meet our Business Plan target *2.2 Student Progress and Achievement to be equal to or above like schools in 2017 – 2019 and 2018 – 2020 for all NAPLAN areas.*

Staff identified a number of issues that impacted upon the 2018 results. Some of these included:

- Issues with the online testing platform impacting upon Year 5 Writing
- Staffing and leadership changes over a number of years
- A number of new approaches and programs only recently implemented
- A variety of pedagogical (teaching) approaches being used

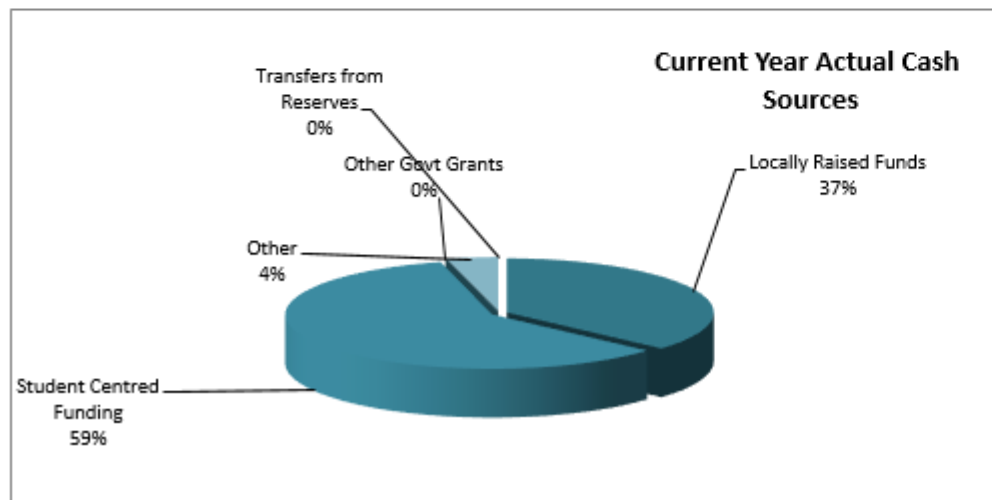
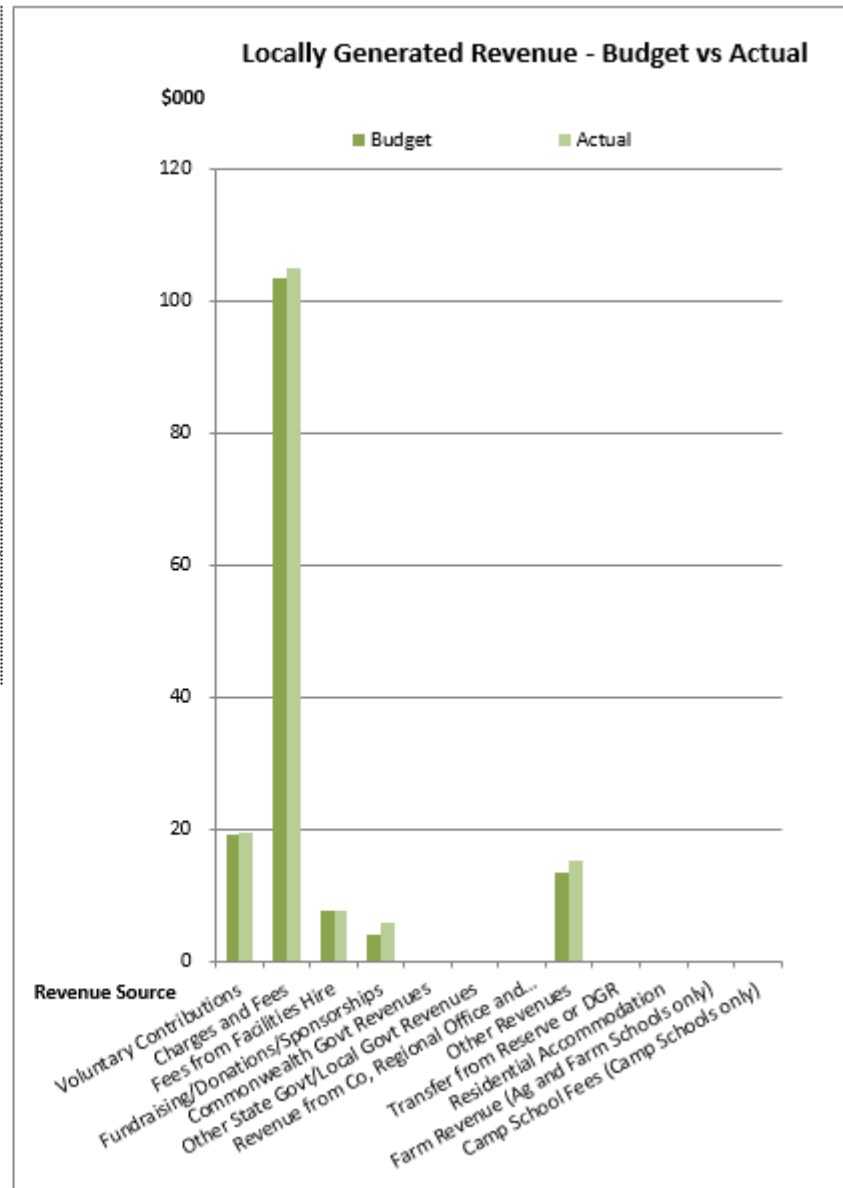
The Beaconsfield Business Plan 2018-2020 reflects measures designed to improve literacy and numeracy performance. Some of these strategies include:

- A whole school approach to the teaching of writing, spelling and reading
- Staff professional learning and in-school support for Talk 4 Writing, Letters and Sounds and Sounds Write
- The implementation of a whole school approach in explicit teaching to ensure students have clear learning objectives and an opportunity to be guided through their learning. Staff will receive professional learning in the iSTAR model
- Structured curriculum teams to support teaching and learning and assist with developing supporting documents
- The appointment of a Literacy Coordinator to work alongside teachers to support the implementation of new programs and approaches, and improve practice in Literacy teaching and learning
- The appointment of a Learning Support Coordinator to oversee intervention programs
- Provision in future planning for a Network Support Officer to oversee technical infrastructure

# Financial Information

2018

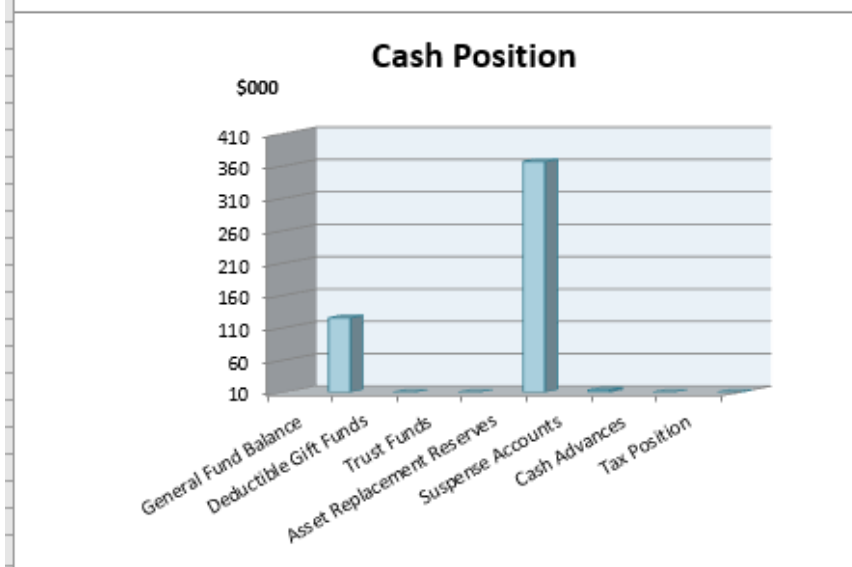
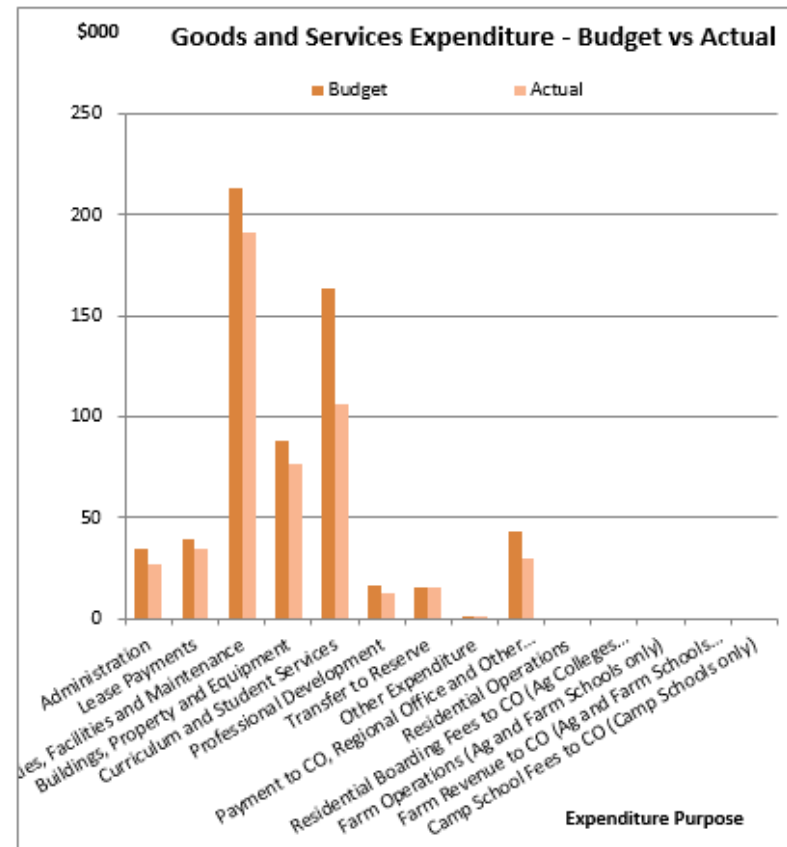
	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 19,247.20	\$ 19,427.20
2	Charges and Fees	\$ 103,434.58	\$ 104,968.25
3	Fees from Facilities Hire	\$ 7,572.17	\$ 7,609.07
4	Fundraising/Donations/Sponsorships	\$ 4,229.28	\$ 5,890.24
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Sch	\$ -	\$ -
8	Other Revenues	\$ 13,617.81	\$ 15,200.62
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	\$ 148,101.04	\$ 153,095.38
	<b>Opening Balance</b>	\$ 242,832.00	\$ 242,832.19
	<b>Student Centred Funding</b>	\$ 223,949.20	\$ 223,949.20
	<b>Total Cash Funds Available</b>	\$ 614,882.24	\$ 619,876.77
	<b>Total Salary Allocation</b>	\$ -	\$ -
	<b>Total Funds Available</b>	\$ 614,882.24	\$ 619,876.77



# Financial Information

2018

Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 34,269.28	\$ 27,072.47
2	Lease Payments	\$ 39,000.00	\$ 34,724.01
3	Utilities, Facilities and Maintenance	\$ 213,641.82	\$ 191,540.14
4	Buildings, Property and Equipment	\$ 87,988.25	\$ 76,470.04
5	Curriculum and Student Services	\$ 163,921.66	\$ 106,289.84
6	Professional Development	\$ 16,465.45	\$ 13,080.44
7	Transfer to Reserve	\$ 16,000.00	\$ 16,000.00
8	Other Expenditure	\$ 43.06	\$ 44.27
9	Payment to CO, Regional Office and Other School	\$ 43,552.72	\$ 29,750.40
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges or	\$ -	\$ -
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)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>		<b>\$ 614,882.24</b>	<b>\$ 494,971.61</b>
<b>Total Forecast Salary Expenditure</b>		<b>\$ -</b>	<b>\$ -</b>
<b>Total Expenditure</b>		<b>\$ 614,882.24</b>	<b>\$ 494,971.61</b>
<b>Cash Budget Variance</b>		<b>\$ -</b>	



Cash Position as at:		
<b>Bank Balance</b>	\$	<b>500,590.75</b>
Made up of:	\$	-
1 General Fund Balance	\$	124,905.16
2 Deductible Gift Funds	\$	-
3 Trust Funds	\$	-
4 Asset Replacement Reserves	\$	366,263.09
5 Suspense Accounts	\$	13,166.50
6 Cash Advances	-\$	100.00
7 Tax Position	-\$	3,644.00
<b>Total Bank Balance</b>	<b>\$</b>	<b>500,590.75</b>