

# North Mandurah Primary School

## 2018 Annual School Report



*“Together We Succeed”*



'Awesome Authors' celebrating their writing with the Principal



Book Week celebrating our hero characters we read about



NAIDOC Dance performance enjoyed by students



North Mandurah receives Science Lab Grant from Minister Templeman



Celebrate North Mandurah Week promoting pride in our school



P&C re-forms to support key fundraising events



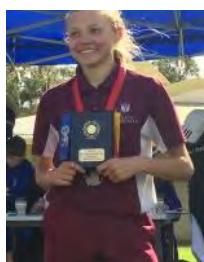
Specialist Learning Program- Autism begins at North Mandurah



Colour Fun Run raised a large amount of money thanks to our community



North Mandurah attained Independent Public School status



North Mandurah wins Interscholar Athletics Carnival



P&C Disco a hit



PBS End of Year prize Winners



North Mandurah students join the John Tonkin College Surf Science Program



Waste Wise audit promoted good citizenship



Youth Challenge Program with our Chaplain Mrs Chong



Kindy & Pre-Primary Sports Day

*“Together We Succeed”*

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## Principal's Welcome



I have been honored to take on the North Mandurah Primary School (NMPS) Principal role since July 2018 and very excited about the future ahead. The 2018 Annual School Report concludes the 2016-2018 Strategic Plan cycle and now we begin a new era at NMPS for 2019.

This Report reflects 12 months of hard work, dedication and commitment from the whole school community to improve student learning. The report has been written to provide key information and reflections on the performance of NMPS to parents, the school and wider community.

This report identifies the school's 2018 strengths and recommendations for the 2019 school year. The Report, when read in conjunction with information available through the 'My Schools' website, school newsletters and the Department's 'Schools Online' site, will provide a more holistic overview of the school's operations and performance throughout the 2018 school year.

The Report will be presented to the School Board and be available to the school community via the school's web page. I trust you will find the information in the report to be informative and provide you with a snapshot of our proud school.

*James Peletier- Principal*

## School Setting

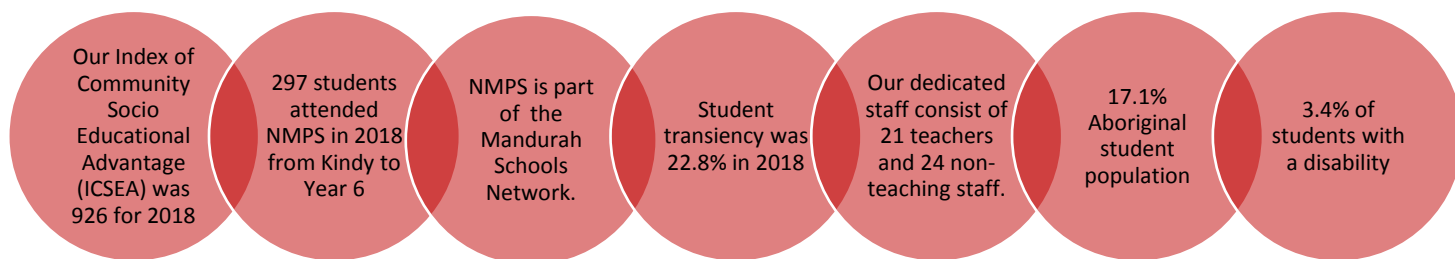
Our school motto of *"Together We Succeed"* encapsulates our school vision: *"North Mandurah Primary School is a place where the whole school community works together to build positive attitudes to learning, enhance student achievement and nurture each student so they can be their best."*

We believe *"All Students can be High Achievers"* and *"Every Student Matters Every Day."*

At North Mandurah Primary School we are committed to building a culture of improvement, achievement and care.

Our priorities mobilise our school vision and beliefs. Our priorities are:

- Success for all students
- High Quality Teaching and Learning
- Effective leadership and
- Strong Governance and support



## School Strategic Plan 2016 – 2018

During 2016, our Strategic Plan was developed to drive school improvement.

### Our Motto

Together We Succeed

### Our vision

North Mandurah Primary School is a place where the whole school community works together to build positive attitudes to learning, enhance student achievement and nurture each student so they can be their best.

### We Believe

Every Student Matters Every Day

### We Believe

All Students can be High Achievers

We are committed to building a Culture of Improvement

We are committed to building a Culture of Achievement

We are committed to building a Culture of Care

### Priority 1

Success for all students

### Priority 2

High quality teaching

### Priority 3

Effective leadership

### Priority 4

Strong governance and support

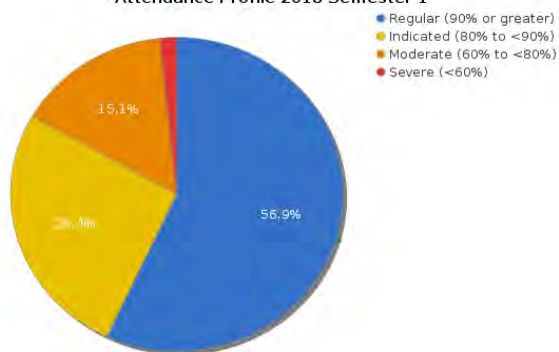
A Whole School Commitment to Quality Teaching, Learning and Care  
*Aligned Classroom Programmes and Practices*

Evaluation and Performance Measures focusing on student learning

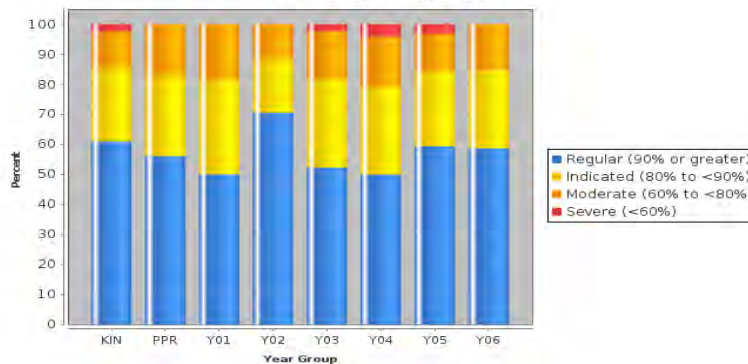
Support, build and advance staff capacity for teaching/instructional excellence

## Attendance

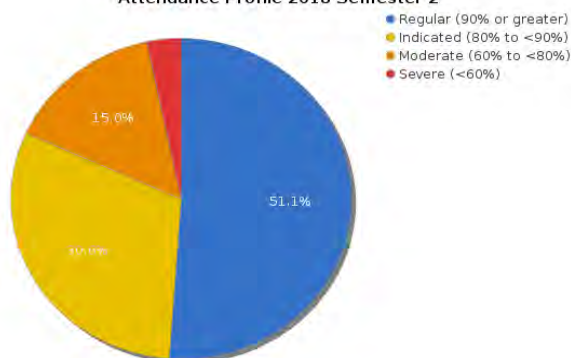
Attendance Profile 2018 Semester 1



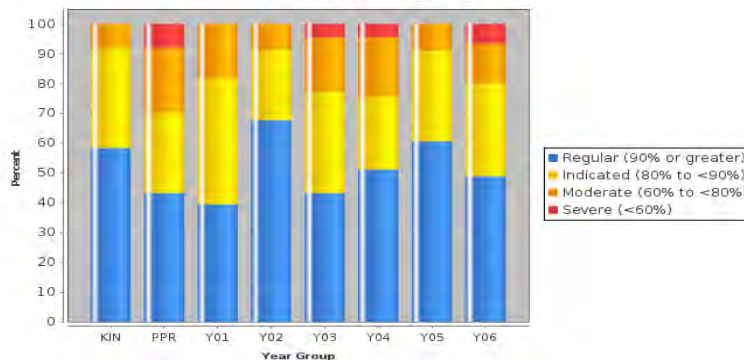
Year Group Breakdown



Attendance Profile 2018 Semester 2



Year Group Breakdown



## Attendance Overall

Primary Attendance Rates

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2016	91.2%	92.0%	93.7%	84.2%	84.3%	80.7%	90.5%	91.0%	92.6%
2017	90.9%	93.0%	93.8%	87.2%	86.1%	81.2%	90.5%	92.2%	92.7%
2018	88.9%	91.9%	93.7%	86.6%	83.6%	80.8%	88.5%	90.6%	92.6%

## Findings

- Overall attendance rate in 2018 was 88.5%
- 54% of students attend regularly (90%+)
- NMPS attendance has been marginally below like schools, with a drop to 88.5% in 2018
- NMPS Aboriginal student attendance (86.6%) remains above like school comparison (83.6%) and WA Public School percentage (80.8%) for Aboriginal students at 86.6%

## Recommendations

- Review case management approach to student attendance plans managed by Deputy Principal
- Set Attendance target to 93% in 2019-2021 Business Plan
- Increase number of students attending school regularly (more than 90% attendance) to 70%

## Attitude Behaviour and Effort

### Positive Behaviour Support (PBS)

PBS was introduced to NMPS to help support student academic and behaviour development. PBS builds a continuum of support for students so there are agreed expectations for student behaviour and appropriate support to help students meet these consistent expectations.

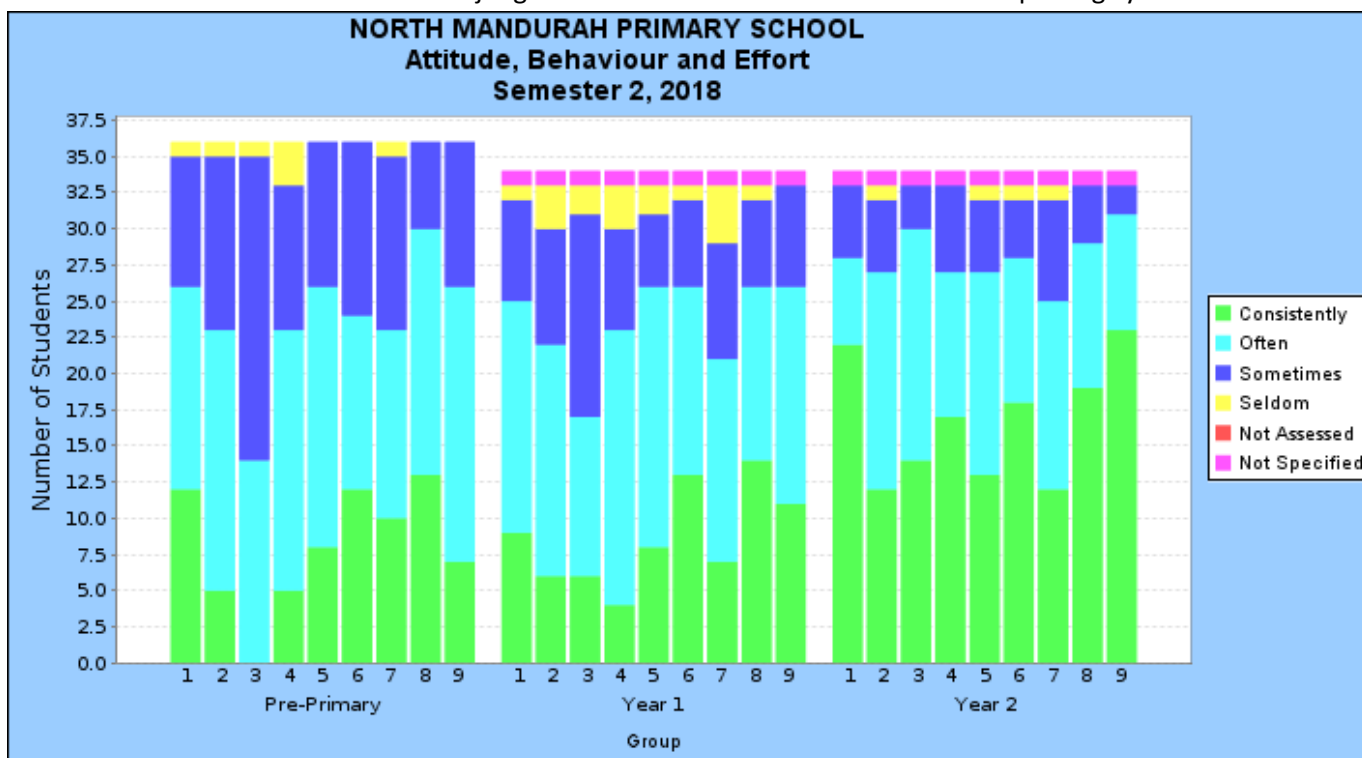
Our shared and agreed behaviour expectations are:

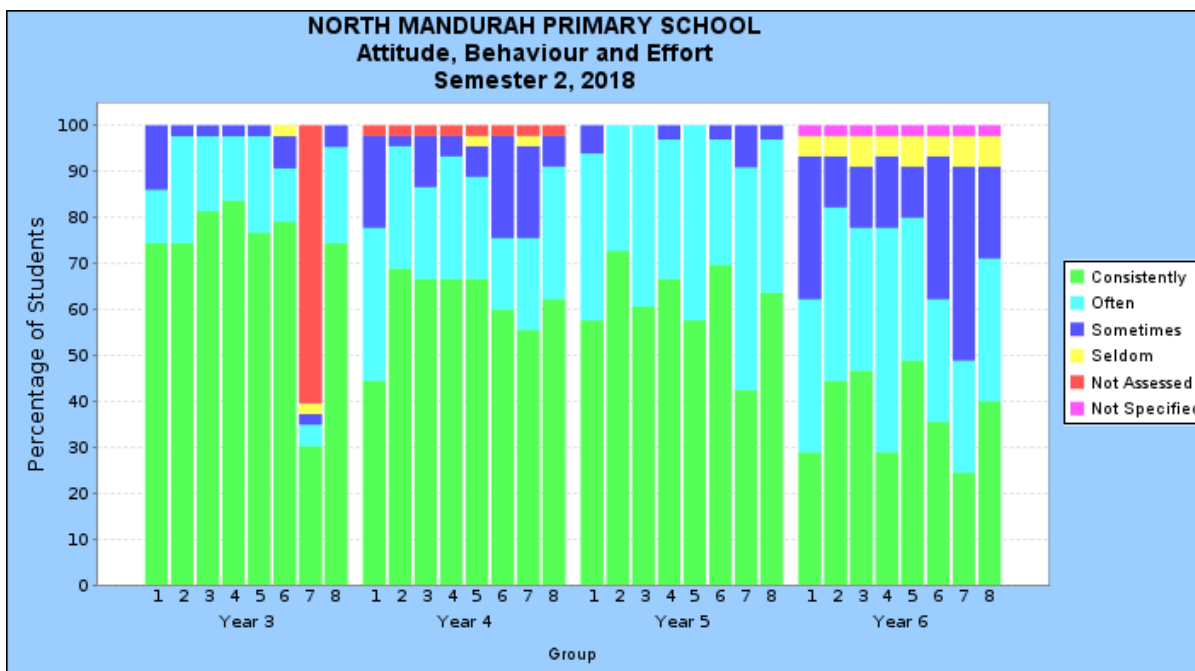


Our four Behaviour Expectations Characters were designed by students during 2017 and professionally reproduced for use as our official PBS Characters. A super hero theme was chosen to reflect the whole school social and emotional learning program “Highway Heroes.”

### Attitude Behaviour and Effort (ABE)

The tables below show classroom teacher judgements of student ABE for Semester 2 Reporting cycle.





Attitude, Behaviour and Effort data collected through the Student Reporting process shows that a majority of students across the school have positive behaviour. The areas assessed are:

1. Works to the best of his/her ability
2. Shows self-respect and care
3. Shows courtesy and respect for the rights of others
4. Participates responsibly in social and civic activities
5. Cooperates productively and builds positive relationships with others
6. Is enthusiastic about learning
7. Sets goals and works towards them with perseverance
8. Shows confidence in making positive choices and decisions

### Suspension Overview

2018				
Year Group	Gender	Suspensions	Students	Days Suspended
Y01	M	4	2	5.5
Y02	M	1	1	0.5
Y04	M	1	1	0.5
Y05	M	2	1	5.5
Y06	F	2	1	3
Y06	M	21	8	35.5

Students Suspended	Students Suspended %	Total Number of Suspensions	Total Days Suspended	Average Days Suspended
14	4.7 (improving 1.2% from 2017)	31	50.5	1.7

### Number and percentage of suspensions by suspension category

Suspension Category	Number	%
Physical aggression toward staff	2	6.5%
Abuse, threats, harassment or intimidation of staff	6	19.3%
Physical aggression toward students	17	54.8%
Abuse, threats, harassment or intimidation of students	1	3.2%



Damage to or theft of property	0	0.0%
Violation of Code of Conduct or school/classroom rules	4	12.9%
Possession, use or supply of substances with restricted sale	0	0.0%
Possession, use or supply of illegal substance(s) or objects	0	0.0%
Negative behaviour - other	1	3.2%

### Recommendations

- Continue to implement Positive Behaviour Support program with measurement of positive awards
- Build behaviour management capacity of staff through Classroom Management Strategies and Applied Behaviour Analysis professional learning
- The Early identification of with students demonstrating an emerging pattern of non-productive behaviours. The introduction of a refined data tracking system (GradeXpert) was introduced in Semester 2, 2017 to assist in this area and will continue in 2019
- Providing more robust support addressing an increasing occurrence of behaviours associated with trauma, anxiety and depression. This is through the Chaplain, School Psychologist and Allied Health Service
- Review and embed social-emotional program in line with PBS with class lessons eg Highway Hero and You Can Do It
- Promote Positive Behaviour Support program to the community as part of the 2019-2021 Business Plan Targets
- Develop PBS lessons to support reinforce and embed productive behaviours and habits

### Student Achievement NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Year 3, 5, 7 and 9 in Australian schools. NAPLAN tests essential skills students need to progress through school and life. The tests cover four domains:

- Reading
- Writing
- Language conventions (Spelling, Grammar and Punctuation)
- Numeracy

NMPS NAPLAN results re summarised in the table below. Comparison performance is made against 'like schools.'

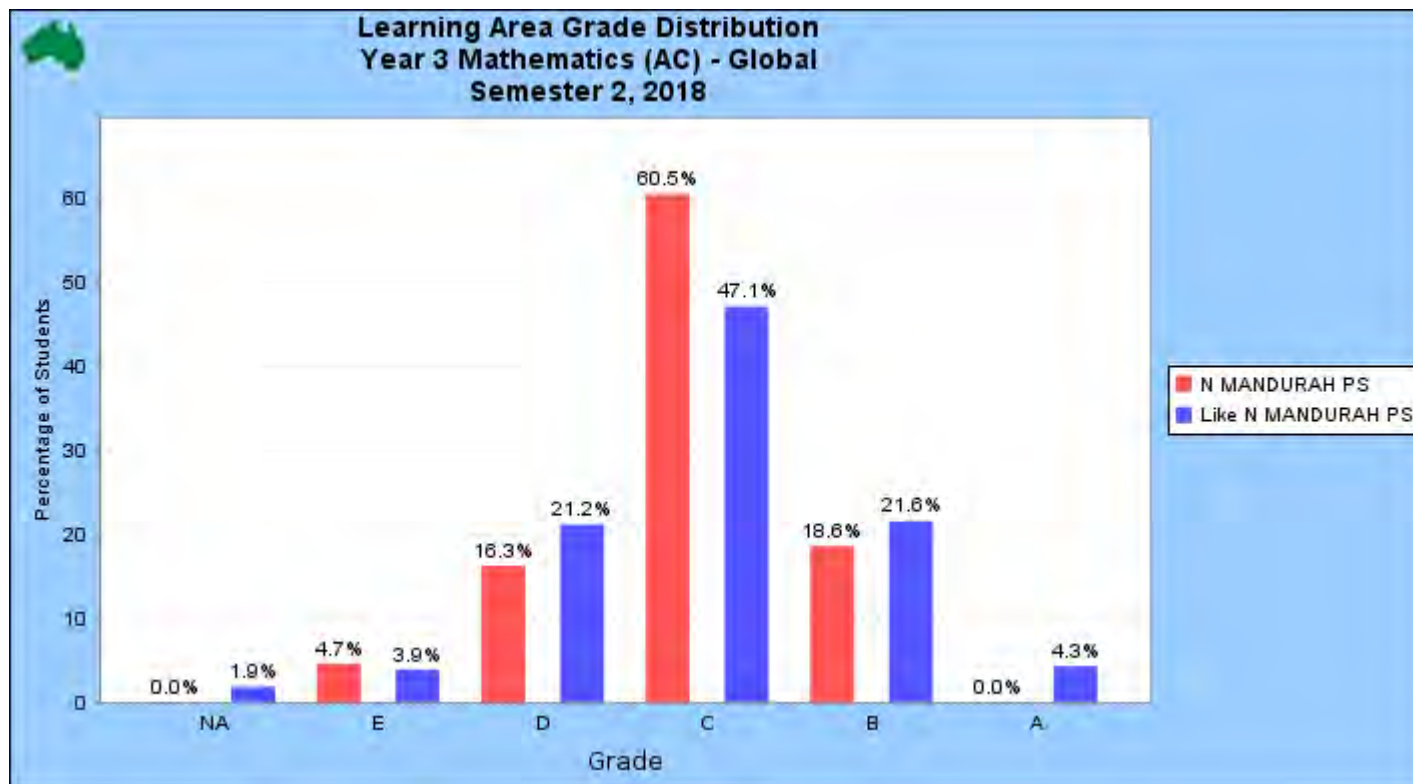
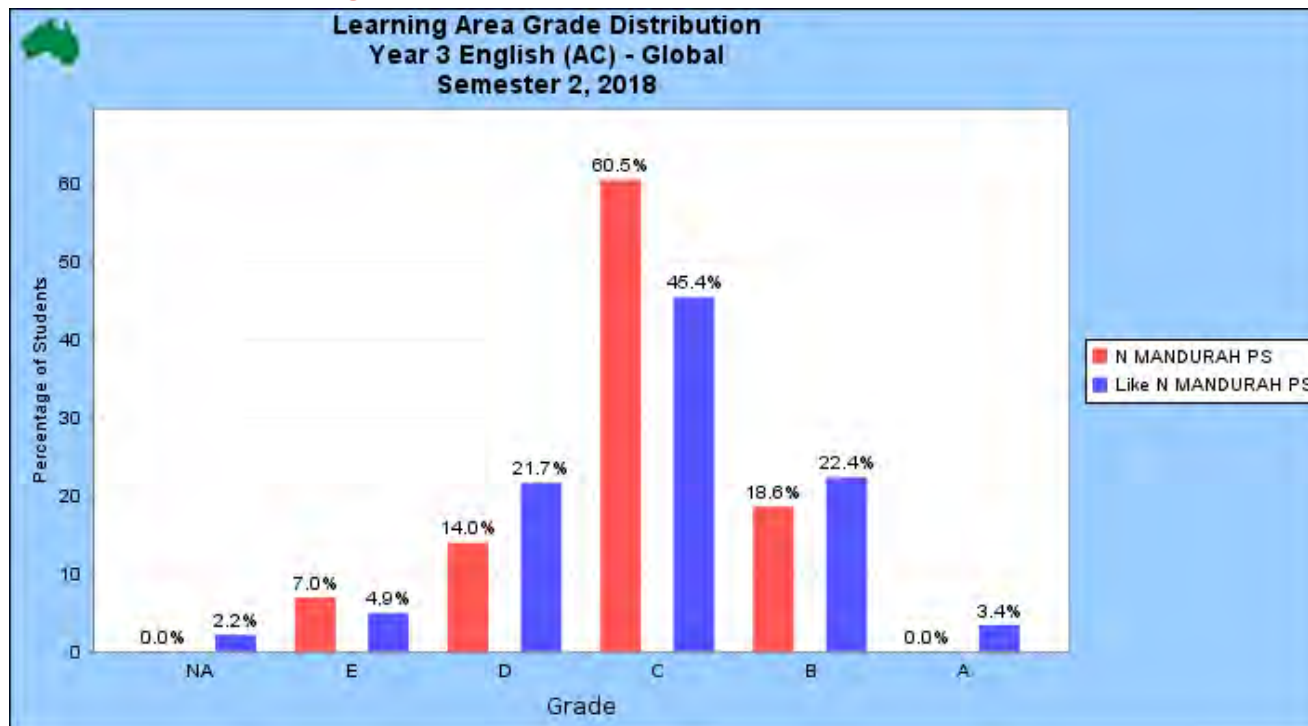
	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Year 3 NMPS	361	357	378	331	354
Year 3 Like School	378	378	382	387	373

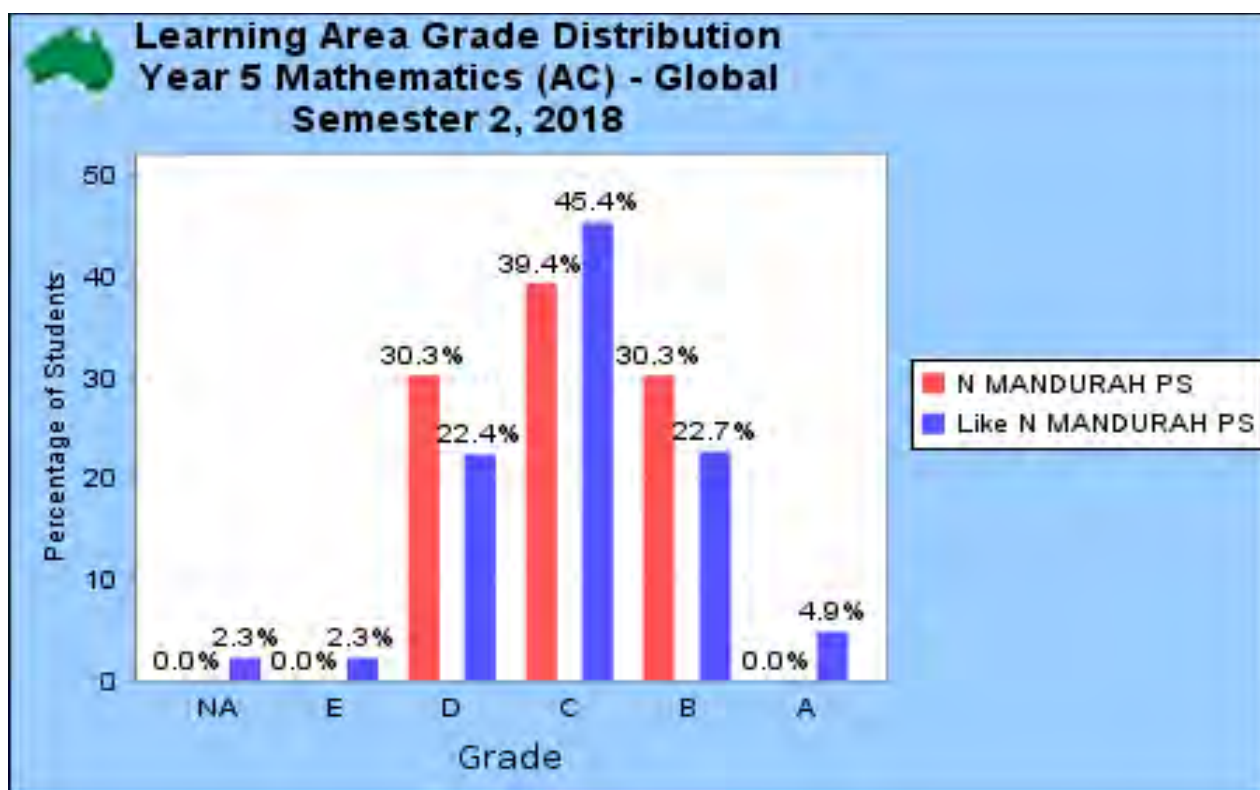
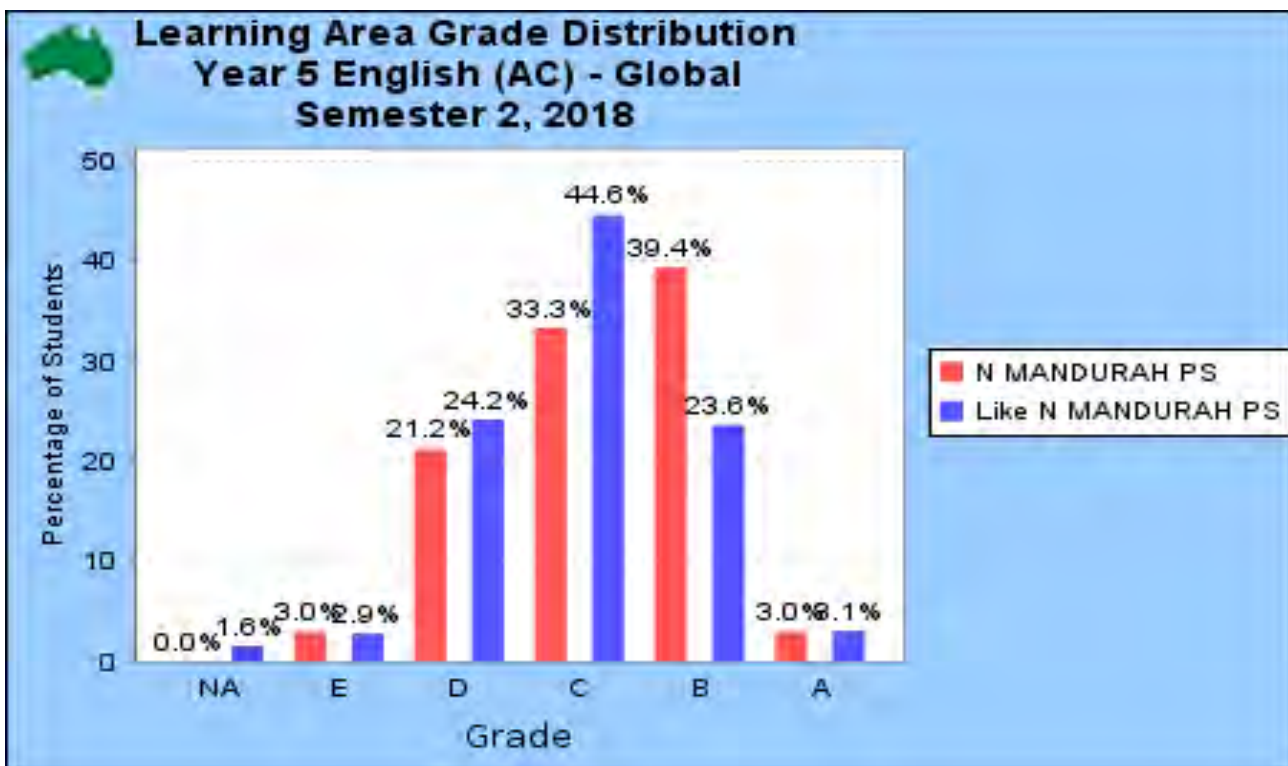
	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Year 5 NMPS	468	436	492	479	444
Year 5 Like School	452	426	470	460	454

The NAPLAN performance our our Year 3 students was within one standard deviation of expected school performance in all NAPLAN areas except **grammar & punctuation**, which dropped slightly below. In Year 5, NAPLAN performance was

within one standard deviation of expected performance in writing, spelling and grammar & punctuation. It fell below expected in **numeracy** and **reading**.

#### Teacher Grade Allocation English and Mathematics Year 3 and 5 Students





**Recommendations for student academic achievement improvement:**

- Effective implementation of the WA Curriculum aligning with the scope & sequence and judgement standards
- Continue to teach essential Literacy and Numeracy skills implementing an explicit instructional model
- Implement a consistent whole school approach to Numeracy
- Implement a consistent whole school approach to Reading and Reading assessment
- Implement evidence based phonological awareness and grammar program
- Refine whole school data collection and analysis procedures to enable regular and simple data interrogation (Gradexpert)
- Work with Fogarty Foundation Edvance team to develop an effective improvement plan
- Develop line of inquiry with learning phase teams to identify improvement areas and focus explicit teaching on it



**Student Characteristics, Targeted Initiatives and other funding**

NMPS receives funding based on student population and numerous community and student characteristics. Additional funding provides the ability to target specific programs and students to support learning.

- Aboriginal and Torres Strait Islander (ATSI) student NAPLAN achievement as compared to like school achievement.

	Numeracy	Reading	Writing
Year 3	Below like school achievement	Similar to like school achievement	Above like school achievement
Year 5	Below like school achievement	Similar to like school achievement	Similar to like school achievement



Funding received for Aboriginal student enrolments was expended through the employment of an Aboriginal Islander Education Officer to support Aboriginal students in class and in the playground, funding of whole school programs such as NAIDOC Day and the purchase of resources to support the needs of Aboriginal students.

- National Partnership on Universal Access to Early Childhood Education – NMPS received funding to increase Kindergarten participation from 11 – 15 hours per week (15 hours per week as an average over 40 weeks per year). At NMPS, Kindergarten students attend on a five full day per fortnight program.
- National Chaplaincy Program - Our School Chaplain, Mrs. Chong provides individual, small group and whole class support to students. The most



common areas of support for students (and families) include trauma, anxiety, stress and family breakdown.

- Disability Resourcing - NMPS receives additional funding to support the learning needs of students with learning needs or disability. This funding is predominantly spent on employing Special Needs Education Assistants providing support with Individual Education Plans in the classroom.
- In 2018, NMPS was selected as a school to host an Specialist Learning Program-Autism, opening with students in 2019. A level 3 Coordinator, four teaching staff and eight specialist support assistants were recruited in 2018 to prepare the program.



## Satisfaction Surveys

### National School Opinion Surveys (NSOS)

Australian Education Ministers have determined that all Australian schools will participate in parent, student and staff opinion surveys on a biannual basis.

As a consequence, all WA public schools are required to administer parent, student and staff National School Opinion Surveys (NSOS). This was the last NSOS survey carried out before the 'Tell Them From Me' surveys were carried out in the beginning of 2018 as part of the Fogarty Foundation Edvance performance tracking. The NSOS results are followed by the TTFM results to give a comprehensive snap shot of student, parent and staff feedback.

The tables below represent the average response rating for each NSOS question. The green shading represents an average return rating of 4 or over out of 5.

### Student Survey Results

Survey Question	Average Score 5 Strongly Agree 4 Agree 3 Neither 2 Disagree 1 Strongly Disagree
My teachers expect me to do my best	4.5
My teachers provide me with useful feedback about my school work	3.9
Teachers at my school treat students fairly	3.6
My school is well maintained	3.7
I feel safe at my school	3.6
I can talk to my teachers about my concerns	3.6
Student behaviour is well managed at my school	3.1
I like being at my school	3.9

My school look for ways to improve	4.2
My school takes students' opinions seriously	3.4
My teachers motivate me to learn	4.2
My school gives me opportunities to do interesting things	4.1
My teachers are good teachers	4.2
My teachers care about me	3.8



## Report on Student Outcomes and School Climate Primary Students Survey (6071) North Mandurah Primary School Highlights

Your version of the **Tell Them From Me** student survey measures 19 indicators based on the most recent research on school and classroom effectiveness. This report provides highlights based on data from 106 students in this school that participated in the survey between 26 Feb. 2018 and 1 Mar. 2018. The number of students by Year Level is:

Year 4: 37  
Year 5: 30  
Year 6: 39

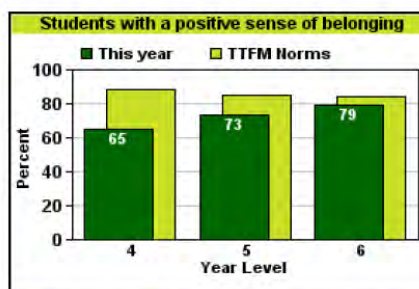
The bar charts show the results by Year Level for any Years with at least 5 students. These are compared with TTFM norms, which are based on the results for all students using the TTFM survey in 2013 at the Year Levels found in this school. For details on the survey see [www.thelearningbar.com](http://www.thelearningbar.com).



**Students with a positive sense of belonging**

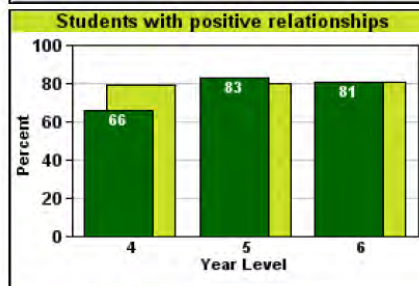
Students feel accepted and valued by their peers and by others at their school.

- 73% of students in this school had a high sense of belonging; the TTFM norm for these years is 86%.
- 79% of the girls and 65% of the boys in this school had a high sense of belonging. The TTFM norm for girls is 86% and for boys is 85%.

**Students with positive relationships**

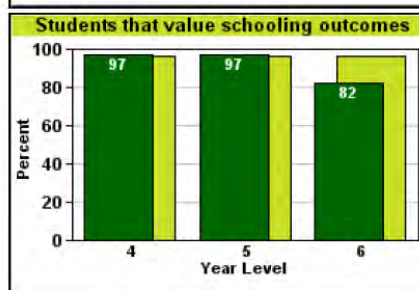
Students have friends at school they can trust and who encourage them to make positive choices.

- In this school, 76% of students had positive relationships; the TTFM norm for these years is 80%.
- 82% of the girls and 69% of the boys in this school had positive relationships. The TTFM norm for girls is 84% and for boys is 77%.

**Students that value schooling outcomes**

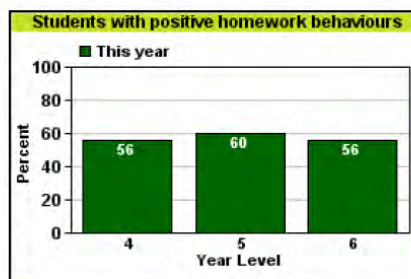
Students believe that education will benefit them personally and economically, and will have a strong bearing on their future.

- 92% of students in this school valued School Outcomes; the TTFM norm for these years is 96%.
- 96% of the girls and 86% of the boys in this school valued School Outcomes. The TTFM norm for girls is 97% and for boys is 95%.

**Students with positive homework behaviours**

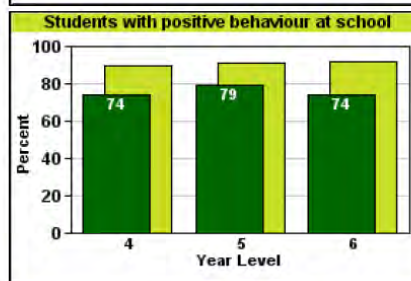
Students do homework for their classes with a positive attitude and in a timely manner.

- In this school, 57% of students had positive homework behaviours.
- 75% of the girls and 38% of the boys in this school had positive homework behaviours.

**Students with positive behaviour at school**

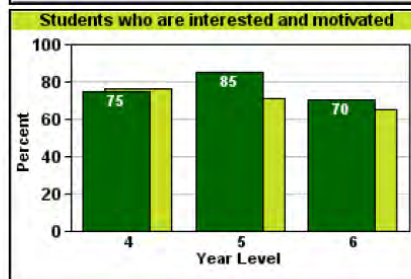
Students that do not get in trouble at school for disruptive or inappropriate behaviour.

- In this school, 75% of students had positive behaviour; the TTFM norm for these years is 91%.
- 81% of the girls and 69% of the boys in this school with positive student behaviour at school. The TTFM norm for girls is 95% and for boys is 87%.

**Students who are interested and motivated**

Students are interested and motivated in their learning.

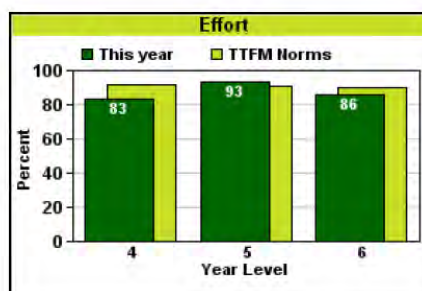
- 76% of students in this school were interested and motivated; the TTFM norm for these years is 71%.
- 75% of the girls and 76% of the boys in this school were interested and motivated. The TTFM norm for girls is 74% and for boys is 68%.



### Effort

Students try hard to succeed in their learning.

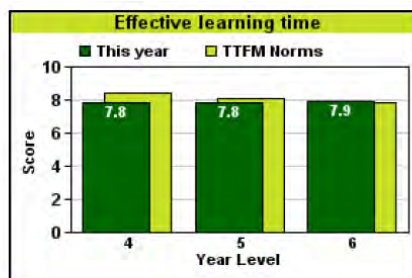
- 87% of students in this school tried hard to succeed; the TTFM norm for these years is 91%.
- 87% of the girls and 88% of the boys in this school tried hard to succeed. The TTFM norm for girls is 93% and for boys is 89%.



### Effective learning time

Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.

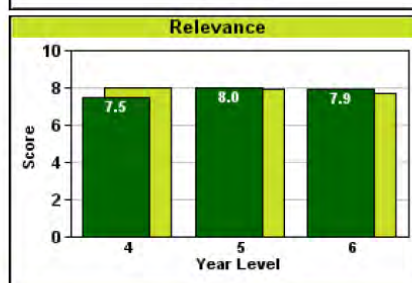
- In this school, students rated Effective Classroom Learning Time 7.9 out of 10; the TTFM norm for these years is 8.1.
- In this school, Effective Classroom Learning Time was rated 8 out of 10 by girls and 7.7 out of 10 by boys. The TTFM norm for girls is 8.2 and for boys is 8.



### Relevance

Students find classroom instruction relevant to their everyday lives.

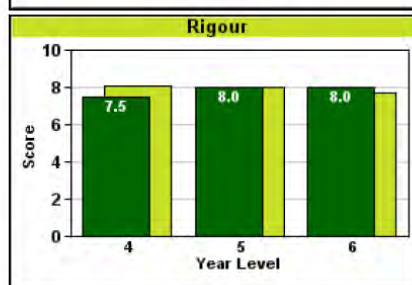
- In this school, students rated Relevance 7.8 out of 10; the TTFM norm for these years is 7.9.
- In this school, Relevance was rated 8 out of 10 by girls and 7.6 out of 10 by boys. The TTFM norm for girls is 8 and for boys is 7.8.



### Rigour

Students find the classroom instruction is well-organised, with a clear purpose, and with immediate and appropriate feedback that helps them learn.

- In this school, students rated Rigour 7.8 out of 10; the TTFM norm for these years is 7.9.
- In this school, Rigour was rated 8 out of 10 by girls and 7.6 out of 10 by boys. The TTFM norm for girls is 8 and for boys is 7.9.

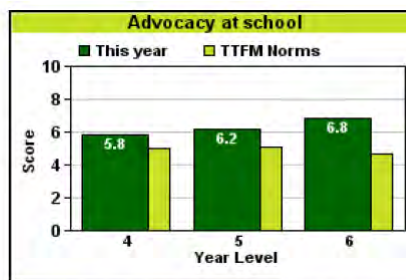




**Advocacy at school**

Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.

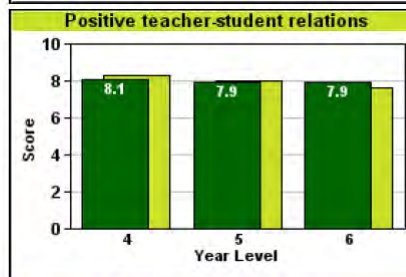
- In this school, students rated Advocacy at School 6.3 out of 10; the TTFM norm for these years is 4.9.
- In this school, Advocacy at School was rated 7 out of 10 by girls and 5.4 out of 10 by boys. The TTFM norm for girls is 4.9 and for boys is 5.



**Positive teacher-student relations**

Students feel teachers are responsive to their needs, and encourage independence with a democratic approach.

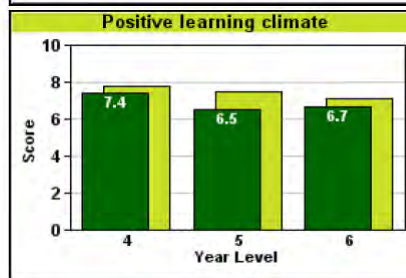
- In this school, Positive Teacher-Student Relations were rated 8 out of 10; the TTFM norm for these years is 7.9.
- In this school, Positive Teacher-Student Relations were rated 8.2 out of 10 by girls and 7.7 out of 10 by boys. The TTFM norm for girls is 8.1 and for boys is 7.8.



**Positive learning climate**

There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed.

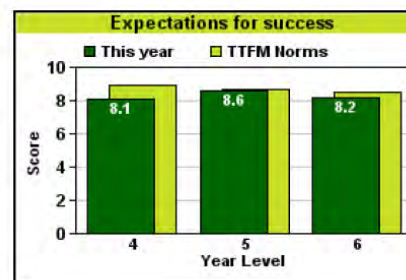
- In this school, students rated Disciplinary Climate of the Classroom 6.9 out of 10; the TTFM norm for these years is 7.4.
- In this school, Disciplinary Climate of the Classroom was rated 7 out of 10 by girls and 6.7 out of 10 by boys. The TTFM norm for girls is 7.5 and for boys is 7.4.



**Expectations for success**

The school staff emphasises academic skills and hold high expectations for all students to succeed.

- In this school, students rated Teachers' Expectations for Academic Success 8.3 out of 10; the TTFM norm for these years is 8.7.
- In this school, Teachers' Expectations for Academic Success were rated 8.3 out of 10 by girls and 8.3 out of 10 by boys. The TTFM norm for girls is 8.8 and for boys is 8.6.



**Parent Survey Results**

Survey Question	Average Score
	5 Strongly Agree 4 Agree 3 Neither 2 Disagree 1 Strongly Disagree
Teachers at this school expect my child to do their best	4.7
Teachers at this school provide my child with useful feedback	4.3
Teachers at this school treat students fairly	3.7
This school is well maintained	4.4
My child feels safe at this school	4.4
I can talk to my child's teacher about my concerns	4.8

Student behaviour is well managed at this school	3.7
My child likes being at this school	4.2
This school looks for ways to improve	4.3
This school takes parent opinions seriously	3.8
Teachers at this school motivate my child to learn	4.5
My child is making good progress at his school	4.3
My child's learning needs are being met at this school	4.1
This school works with me to support my child's learning	4.4
This school has a strong relationship with the local community	3.8
This school is well led	4.1
I am satisfied with the overall standard of education achieved at this school	4.5
I would recommend this school to others	4.5
My child's teachers are good teachers	4.6
Teachers at this school care about my child	4.4

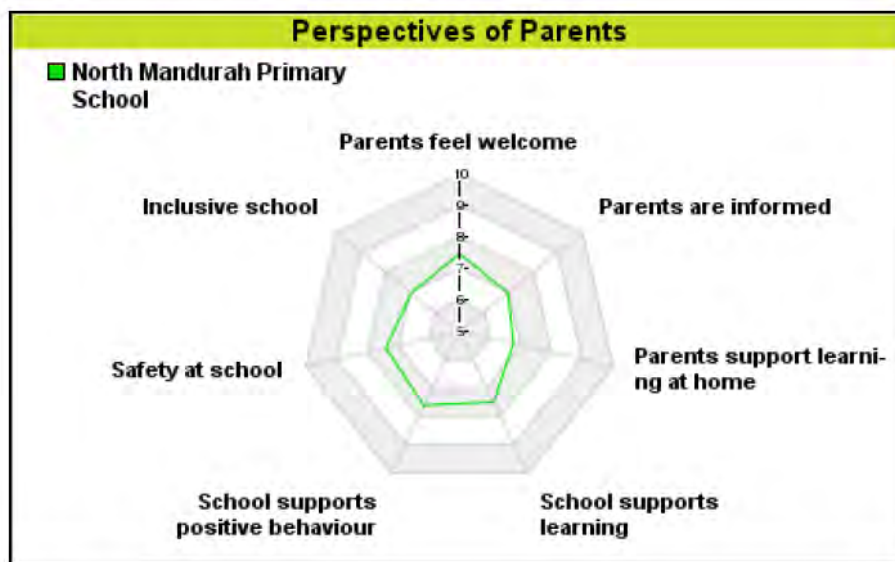


**"Partners in Learning" Parent Survey Report**  
 North Mandurah Primary School, Fogarty EDvance (C5)  
 (38 respondents between 27 Feb. 2018 and 23 Mar. 2018)

### Partners in Learning, Perspectives of Parents at North Mandurah Primary School

The Partners in Learning Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

The survey includes seven separate measures, which were scored on a ten-point scale. The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).



## Staff Survey Results

Survey Question	Average Score
	5 Strongly Agree 4 Agree 3 Neither 2 Disagree 1 Strongly Disagree
Teachers at this school expect students to do their best	4.5
Teachers at this school provide students with useful feedback about their learning	4.4
Teachers at this school treat students fairly	4.6
This school is well maintained	3.6
Students feel safe at this school	4.2
Students at this school can talk to their teachers about concerns	4.4
Parents at this school can talk to their teachers about their concerns	4.5
Student behaviour is well maintained at this school	3.9
Students like being at this school	4.7
This school looks for ways to improve	4.5
This school takes staff opinions seriously	3.9
Teachers at this school motivate students to learn	4.5
Students' learning needs are being met at this school	4.1
This school works with parents to support students' learning	4.1
I receive useful feedback about my work at this school	3.6
Staff are well supported at this school	4.1
This school has a strong relationship with the local community	3.8
This school is well led	4.2
I am satisfied with the overall standard of education achieved at this school	4.1
I would recommend this school to others	4.5
Teachers at this school are good teachers	4.9
Teachers at this school care about their students	4.9





## "Focus on Learning" Teacher Survey Report

North Mandurah Primary School, Fogarty EDvance (C5)

(15 respondents between 21 Feb. 2018 and 21 Mar. 2018)

### Focus on Learning: A Planning Tool for School Communities

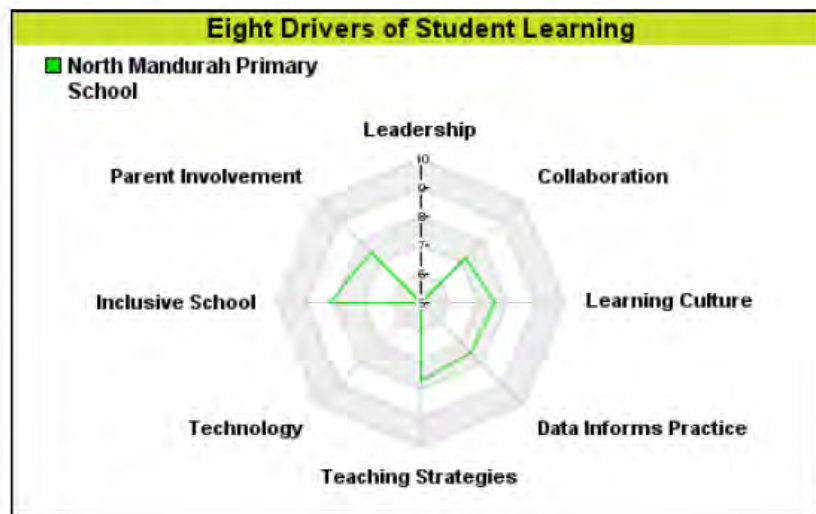
The Focus on Learning Survey is a self-evaluation tool for teachers and schools which is based on two complementary research paradigms.

One is 'effective schools' research which has identified the most important correlates of student outcomes. The questions in the survey are grouped to assess eight of the most important *Drivers of Student Learning*. The research on classroom and school effectiveness has consistently shown these factors to be strong correlates of student achievement.

The second paradigm, related to dimensions of classroom and school practices, is based on the learning model followed by the Outward Bound program. This is hailed as an effective model of teaching as participants are presented with tangible, challenging goals; the training entails a series of activities that lead participants to achieving those goals in incremental steps; there is constant feedback from trainers and peers; and the staff help participants overcome personal obstacles such as fear or a lack of perseverance. The Outward Bound model is described in John Hattie's book, *Visible Learning* (Routledge, 2008), which builds upon Carl Bereiter's model of learning and the taxonomy for learning, teaching and assessment set out by Lorin Anderson, David Krathwohl and Benjamin Bloom.

### Eight Drivers of Student Learning

The results for the Eight Drivers of Student Learning are shown in the first set of charts. The scores for the Likert format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement, 10 indicates strong agreement, and 5 is a neutral position (neither agree nor disagree). The radar chart below provides a summary of the results for North Mandurah Primary School. More detailed results for each measure follow.



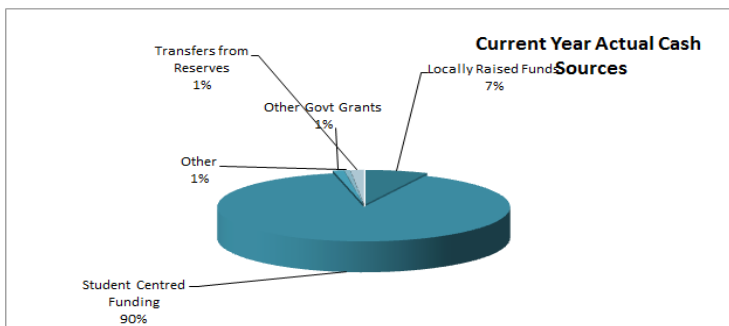
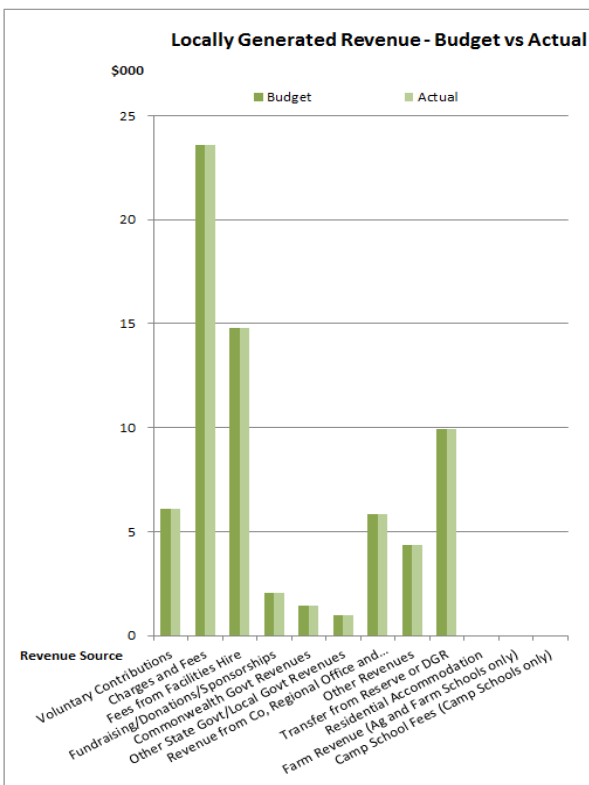
Recommendations in response to Community Surveys:

- Develop and promote student leadership and voice
- Provide support and scaffolding for developing positive relationships between students
- Improve communication and partnership with parents and the community
- Update technology resources and support in the school
- Promote and distribute leadership amongst teaching staff through Professional Learning Communities and Year phase teams
- Provide meaningful and robust feedback to staff according to the schools targeted improvement areas
- Strengthen links from the classroom to the community

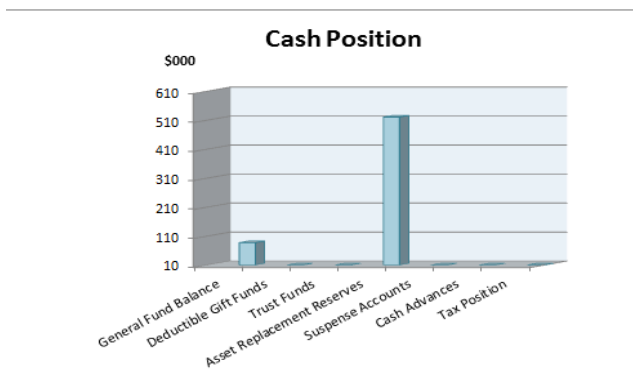
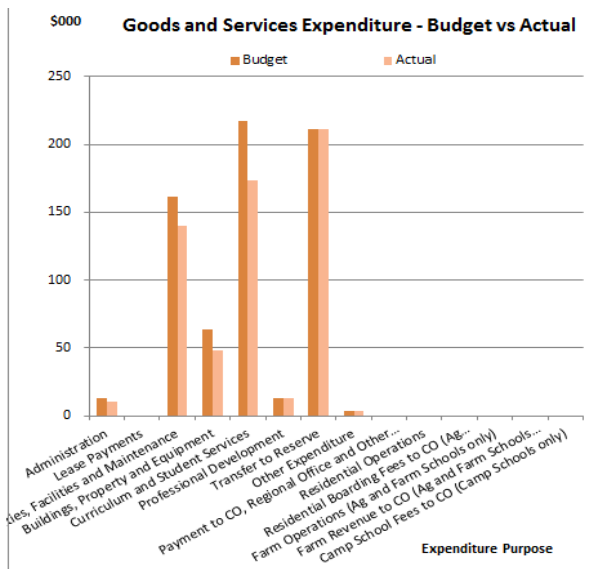
North Mandurah Primary School

Financial Summary 2018

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 6,081.40	\$ 6,081.40
2	Charges and Fees	\$ 23,610.46	\$ 23,610.46
3	Fees from Facilities Hire	\$ 14,772.75	\$ 14,772.75
4	Fundraising/Donations/Sponsorships	\$ 2,046.80	\$ 2,046.80
5	Commonwealth Govt Revenues	\$ 1,425.93	\$ 1,425.93
6	Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ 5,818.59	\$ 5,818.59
8	Other Revenues	\$ 4,337.01	\$ 4,337.50
9	Transfer from Reserve or DGR	\$ 9,949.56	\$ 9,949.56
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>		<b>\$ 69,042.50</b>	<b>\$ 69,042.99</b>
<b>Opening Balance</b>		<b>\$ 14,349.28</b>	<b>\$ 14,349.28</b>
<b>Student Centred Funding</b>		<b>\$ 602,555.22</b>	<b>\$ 602,555.22</b>
<b>Total Cash Funds Available</b>		<b>\$ 685,947.00</b>	<b>\$ 685,947.49</b>
<b>Total Salary Allocation</b>		<b>\$ 3,039,648.00</b>	<b>\$ 3,039,648.00</b>
<b>Total Funds Available</b>		<b>\$ 3,725,595.00</b>	<b>\$ 3,725,595.49</b>



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 12,994.51	\$ 10,403.75
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 161,177.22	\$ 139,949.03
4	Buildings, Property and Equipment	\$ 63,736.56	\$ 47,692.79
5	Curriculum and Student Services	\$ 217,594.62	\$ 173,139.55
6	Professional Development	\$ 13,000.00	\$ 12,671.67
7	Transfer to Reserve	\$ 211,475.93	\$ 211,476.00
8	Other Expenditure	\$ 3,481.95	\$ 3,397.82
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
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)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>		<b>\$ 683,460.79</b>	<b>\$ 598,730.61</b>
<b>Total Forecast Salary Expenditure</b>		<b>\$ 2,982,494.00</b>	<b>\$ 2,982,494.00</b>
<b>Total Expenditure</b>		<b>\$ 3,665,954.79</b>	<b>\$ 3,581,224.61</b>
<b>Cash Budget Variance</b>		<b>\$ 2,486.21</b>	



Cash Position as at:	
Bank Balance	\$ 606,208.56
Made up of:	\$ -
1 General Fund Balance	\$ 87,216.88
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 520,702.77
5 Suspense Accounts	\$ 1,969.91
6 Cash Advances	\$ -
7 Tax Position	\$ 3,681.00
<b>Total Bank Balance</b>	<b>\$ 606,208.56</b>



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James Peletier

Principal



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Joanna Butler

School Board Chairperson

