Scarborough Primary School

ANNUAL REPORT 2014
Principal’s Message

I am pleased to present the 2014 Scarborough Primary School Annual Report. The purpose of this report is to provide parents and the wider school community with a comprehensive overview of the school’s operation and achievements in 2014. Throughout 2014, Scarborough Primary School promoted optimum learning opportunities and aimed to empower our students to access the curriculum, have a positive attitude towards learning and be resilient to changes and challenges. We aimed to develop in our students a real commitment to life long learning so that they will become valued members of the wider community after their time at Scarborough. This report provides parents and members of the wider community with information about the events, activities and performance of Scarborough Primary School during the period January – December 2014. It also outlines the school’s successes and strengths and makes recommendations for future actions. It is envisaged that this report will be examined along with student reports, learning programs, newsletters and other school documents in order to gain maximum benefit and an overall perspective of the school’s performance.

Anthony Middleton
Acting Principal

School Enrolment Profile

The enrolment figures for Semester 1 2014 was 136 Primary students in total.

Staff Profile

The school has an experienced teaching staff and a graduate teacher. The teachers are supported by an experienced team of education assistants and other high quality school support staff. All teaching staff meets the professional requirements to teach in Western Australian schools. Additionally, all staff met Department of Education Professional Learning requirements, during 2014 staff participated in a minimum of 5 professional learning days. Professional learning focussed on school priority areas of whole school approaches to literacy and numeracy. Key areas covered included the Australian Curriculum, Instructional Competencies (Explicit Instruction), Classroom and Behaviour Management Strategies, School Curriculum and Standards Authority Judging Standards and integration of ICT into classroom programs.

SCHOOL CONTEXT

Scarborough Primary School is a small Level 4 school situated close to the coast, west of the city. With 136 students from Kindergarten to Year 7, from diverse backgrounds, and with a blend of over 30 different nationalities, it promotes a culture of inclusivity.

In 2014 the Kindergarten was relocated to the main school site. The Primary School comprises a self contained building housing the administration block and seven classrooms, a free standing heritage listed building used as a classroom and a new BER funded library which was opened at the beginning of the school year in 2011. The library is located on the site where, previous to 2008, The Japanese School in Perth stood for over 20 years.

VISION

Scarborough Primary School provides a safe and caring environment conducive to learning and promotes the belief that all children have a right to learn and develop to their full potential. We believe that every child matters every day and that all students can be high achievers. Staff deliver a differentiated curriculum and cater for the needs of all students. The school has specialist teachers in the learning areas of Physical Education, Music, Visual Art, Instrumental Music and Languages (Japanese). Staff updated our school vision in November 2014; our full School Vision is available on our school website.

Attendance 2014

Attendance at Scarborough Primary during 2014 was 94.3%. This is better than like schools and WA Public schools.

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Scarborough PS</td>
</tr>
<tr>
<td>2011</td>
<td>94.1%</td>
</tr>
<tr>
<td>2012</td>
<td>94.4%</td>
</tr>
<tr>
<td>2013</td>
<td>94.6%</td>
</tr>
<tr>
<td>2014</td>
<td>94.3%</td>
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</table>
PARENT PARTICIPATION
The school actively promotes and encourages parent participation and involvement in the school. The School Council has had a strong and vital role including endorsing the School Plan and budget and setting strategic direction on a range of school issues. The School Council receives the Annual Report prepared by the Principal in Term One of each year; in 2014 the Council endorsed the budget after taking the opportunity to question the Principal to ensure that there was an alignment of the budget with school priorities and strategic plans.

During term 4 the School Council dissolved and all positions for new School Board were made vacant. Parent, community and staff nominations were sought and an online voting process was conducted. We received 12 parent nominations, 2 community nominations and 5 staff nominations.
2014 School Council members were;
Principal Mr L Woodcock
Staff Representatives Ms D Potter & Mr A Middleton
School Council Chair Ms T Lee
Parent Representatives Mr C Buttrose, Mrs S Allin

2015 School Board members are;
Principal Mr A Middleton (Acting Principal, Term 1)
Staff Representatives Mrs E Salt, Mrs A Codling, Mrs L Petrou
School Board Chair Ms T Lee
School Board Deputy Chair Mr C Buttrose
P & C Representative Mr J Madden
Parent Representatives Mr C Jackson, Mrs D Hall & Mrs L Christensen
Community Representative Mrs S Allin

Our P&C is a strong and supportive group in our school, whose fundraising contributions enhance the educational opportunities for our students. Parents from our school also manage and run the sale of school uniforms and the canteen. A strength of the school is the significant proportion of parents that support school and community events, open nights, carnivals and parent interviews. A major highlight of the year was our school twilight market. The market raised well in excess of $10,000 for the school; funds were used to expand the school iPad program and update resources in the school library.

STUDENT SERVICES
Scarborough Primary School has a number of key staff involved in delivering well structured and resourced student services activities. The Principal and Deputy Principal, as well as the class teachers, visiting teachers for students with disabilities, school psychologist and other agencies combine to adopt a case management approach to effect improvement for students in this area.

The school chaplain Mrs Susan Smith was with the school each Monday and Wednesday.

Through our case management approach we continually have significant contact with parents, where we keep them informed of our progress and where we promote and discuss how we can continue to foster a productive relationship.

Pastoral Care – Our Pastoral Care program involves:
• ‘You Can Do It’ values program
• Buzz program
• School Chaplaincy (established in 2012)
• Mentoring Program (Baptist Church - for selected students)

Community
The school has strong links with the community through an ongoing mentoring program which has benefited targeted students throughout the year. Volunteer mentors from the community work one-on-one with selected students to assist with goal setting, resilience, problem solving and confidence.

Active After School Communities has run very successful programs three days per week involving large groups of children before and after school. Students have participated in activities including; surfing, volleyball, karate, gymnastics, dance and soccer.

The dedicated Scarborough Primary School P&C Association has continued to actively support the school through many fundraising activities, by being involved in all school events and contributing to the school financially. The school has maintained links with the Japanese School in Perth by sharing athletic carnivals with them.

In Semester 2, Scarborough Primary School entered into a lease agreement with commercial OSHC provider, Mulberry Tree, to provide a before and after school care facility. This facility, operated from our art room is an important aspect of school operations for a range of parents from Scarborough and surrounding schools.
Parent Survey

Parents were surveyed online in 2014 using the National Survey Tool. With only a small proportion of parents completing the survey it is recommended that the school parent body is asked to complete the survey again in 2015 as we commence Independent Public School status. Data will then be compared as a part of the School Business Plan.

Rating Score

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

86% of parents believe this school is well led.
80% of parents would recommend our school to others.
81% of parents agree that their child is making good progress at this school.
94% of parents agree that this school has a strong relationship with the local community.
Student Survey

Senior students (4-7) were surveyed online in 2014 using the National Schools Survey.

Ratings Score

| Strongly agree | 5  |
| Agree          | 4  |
| Neither agree nor disagree | 3  |
| Disagree       | 2  |
| Strongly disagree | 1  |
Teacher Survey
Teaching and non-teaching staff were surveyed online in 2014 using the National Schools Survey.

Ratings Score
- Strongly agree: 5
- Agree: 4
- Neither agree nor disagree: 3
- Disagree: 2
- Strongly disagree: 1
Highlights of the 2014 Year

- Leaders Conference – Student Council 2014
- Our school successfully applied for Independent School status (commencing 2015)
- Year 7 Graduation Ceremony
- Ern Halliday Camp – Year 6 and 7
- Edu Dance lessons culminating in a whole school concert
- Athletics Carnival combining Scarborough Primary School and The Japanese School in Perth.
- Cross Country
- Swimming carnival Year 4 to 7
- Interm Swimming
- Science Fun Day – a fun week full of learning opportunities
- Mosaics incursion
- Choir participation in the West Coast Song Festival
- Book Fair
- Scarborough Baptist Church Quiz Night – fundraising event for Chaplaincy
- School banking and financial maths incursion
- Twilight Market
- Disco - a night of music, dance and games for students from Kindergarten to Year 7
- Active After School Communities Program
- Surf Carnival
- Class assemblies
- Kindergarten graduation and end of year concert

Community Events 2014 included:

Parents & Citizens’ Association
  - Lap-a-thon
  - Twilight Market
  - Bunnings Sausage Sizzles
  - Welcome BBQ

Active After School Communities Program – various sports
ANZAC Commemoration
Scholastic Book Fair
School Performance Information

Individual student performance was communicated to parents in formal student reports, by Learning Journeys and through parent interviews. Parents of students in Year 3, 5 and 7 also received the results of NAPLAN testing. Pre-primary parents received On Entry Testing reports at the end of term 1. Parent meetings and classroom information sessions were held early in the year to set up routines and establish relationships with parents and carers.

Teacher Judgements

Teacher judgements were supported through ongoing moderation and professional learning through the Australian Curriculum. Staff participated in moderation activities with staff from Doubleview Primary School on activities in literacy and numeracy. These moderation sessions will continue as a part of our professional learning program in 2015.

Expert Review Group (ERG) Findings

Scarborough Primary School continues to work towards final sign off of findings from the ERG. Focus areas for 2015 will reflect the areas of reading, mathematics, punctuation and grammar and spelling. Staff performance development, involving classroom observations and reflective practice will reflect these priority areas.

SCHOOL PRIORITIES

Scarborough Primary School priorities for 2014 were:
- Literacy;
- Numeracy; and
- Behaviour Management / Values Education.

### STUDENT PERFORMANCE SUMMARY

<table>
<thead>
<tr>
<th>YEAR 3 2014</th>
<th>Aust School Mean</th>
<th>All WA School Mean</th>
<th>Scarborough Mean (Stable cohort)</th>
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</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>402</td>
<td>392</td>
<td>401</td>
</tr>
<tr>
<td>Reading</td>
<td>419</td>
<td>407</td>
<td>419</td>
</tr>
<tr>
<td>Spelling</td>
<td>412</td>
<td>403</td>
<td>399</td>
</tr>
<tr>
<td>Grammar &amp; Punct</td>
<td>426</td>
<td>413</td>
<td>405</td>
</tr>
<tr>
<td>Writing</td>
<td>402</td>
<td>397</td>
<td>419</td>
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<table>
<thead>
<tr>
<th>YEAR 5 2014</th>
<th>Aust School Mean</th>
<th>All WA School Mean</th>
<th>Scarborough Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>487</td>
<td>480</td>
<td>492</td>
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<tr>
<td>Reading</td>
<td>501</td>
<td>492</td>
<td>527</td>
</tr>
<tr>
<td>Spelling</td>
<td>498</td>
<td>492</td>
<td>489</td>
</tr>
<tr>
<td>Grammar &amp; Punct</td>
<td>504</td>
<td>495</td>
<td>516</td>
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<tr>
<td>Writing</td>
<td>468</td>
<td>465</td>
<td>521</td>
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</table>

<table>
<thead>
<tr>
<th>YEAR 7 2014</th>
<th>Aust School Mean</th>
<th>All WA School Mean</th>
<th>Scarborough Mean</th>
</tr>
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<tbody>
<tr>
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</tr>
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<td>Reading</td>
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<td>544</td>
<td>524</td>
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<tr>
<td>Spelling</td>
<td>545</td>
<td>543</td>
<td>534</td>
</tr>
<tr>
<td>Grammar &amp; Punct</td>
<td>544</td>
<td>543</td>
<td>503</td>
</tr>
<tr>
<td>Writing</td>
<td>512</td>
<td>514</td>
<td>517</td>
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Comparative Performance for Numeracy

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<tr>
<th>Performance</th>
<th>Students</th>
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</thead>
<tbody>
<tr>
<td><strong>Numeracy</strong></td>
<td><strong>2009</strong></td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>Year 5</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>Year 7</strong></td>
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</tbody>
</table>

Comparative Performance for Reading

<table>
<thead>
<tr>
<th>Performance</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td><strong>2009</strong></td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>Year 5</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Year 7</strong></td>
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</tbody>
</table>

Comparative Performance for Writing

<table>
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<tr>
<th>Performance</th>
<th>Students</th>
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</thead>
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<tr>
<td><strong>Writing</strong></td>
<td><strong>2009</strong></td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
<td>2</td>
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<tr>
<td><strong>Year 5</strong></td>
<td>3</td>
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<tr>
<td><strong>Year 7</strong></td>
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Comparative Performance for Spelling

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<th>Performance</th>
<th>Students</th>
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</thead>
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<tr>
<td><strong>Spelling</strong></td>
<td><strong>2009</strong></td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Year 5</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Year 7</strong></td>
<td>3</td>
</tr>
</tbody>
</table>

Comparative Performance for Grammar & Punctuation

<table>
<thead>
<tr>
<th>Performance</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td><strong>2009</strong></td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>Year 5</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Year 7</strong></td>
<td>1</td>
</tr>
</tbody>
</table>

1. **Above Expected** - more than one standard deviation above the predicted school mean
2. **Expected** - within one standard deviation of the predicted school mean
3. **Below Expected** - more than one standard deviation below the predicted school mean

No data available or number of students is less than 6
NAPLAN Like Schools Comparison 2014 – Year 3, 5 & 7

NUMERACY

READING

WRITING

SPELLING

GRAMMAR & PUNCTUATION
Curriculum Implementation

1. English
Scarborough Primary School has continued to develop staff understandings of best practice in writing, reading and spelling with professional learning and operational plans that articulated strategies in order to facilitate and assist with the implementation of Australian Curriculum utilising ‘First Steps in English’.

Successful strategies/outcomes include:
- Implementation of best practice in Literacy teaching
- Use of a structured and explicit approach to teaching
- Adoption of whole school approaches including Literacy blocks
- Case-management plans to improve academic trajectories developed, implemented and monitored
- Professional learning to improve consistency of teacher judgements
- Provision of feedback from lesson observations

Recommendations:
- Continue implementation of Phase 1 Australian Curriculum English
- Continue provision of professional learning opportunities through Reading and Writing
- Support staff to move towards reporting on student achievement in the Phase 1 Australian Curriculum English
- Support staff through a peer mentor approach and classroom observations by line managers
- Professional learning and use of whole school moderation to improve consistency of teacher judgements
- More consolidation of PL and plan, teach, assess, structures needs to be embedded using AC to close like schools gap.

Reading: Data
- 2014 comparative performance was at ‘Expected level’ for year 3 & 5 but below for year 7.
- Year 3-5 compared to Australian schools demonstrated high progress and achievement.
- Year 5-7 compared to Australian schools demonstrated high progress but lower achievement.
- Year 3-5 compared to WA public schools demonstrated high progress and achievement.
- Year 5-7 compared to WA public schools demonstrated high progress but lower achievement.
- Year 3-5 compared to like schools demonstrated high progress and achievement.
- Year 5-7 compared to like schools demonstrated high progress but lower achievement.
- Mean scores for year 3 & 5 were above both WA and Australian means.
- Mean scores for year 7 were below WA and Australian means.
- Progress (NAPLANs) 3-5 (2012-14) was better than like schools.
- Progress (NAPLANs) 5-7 (2012-14) was better than like schools.

Recommendations:
- Guided reading will need to continue along with modelled, shared and whole book experiences.
- Continue Cars & Stars strategies in 2015.
- Provide further PL on other First Steps approaches using WC LDC / ILNP First Steps

Writing: Data
- 2014 comparative performance was at ‘Expected level’ for year 3, above expected level for year 5 but below for year 7.
- Both years 3-5 & 5-7 compared to Australian schools demonstrated high progress and achievement
- Year 3-5 compared to WA public schools demonstrated high progress and achievement.
- Year 5-7 compared to WA public schools demonstrated lower progress but higher achievement.
- Year 3-5 compared to like schools demonstrated high progress and achievement.
- Year 5-7 compared to like schools demonstrated lower progress and lower achievement.

Recommendation:
- Continue with use of Macro / Micro structures using WC LDC model / templates
Spelling: Data
- Comparative Performance for Spelling 2014 was at 'Expected' (within one standard deviation of the predicted school mean) for year 5 & 7 and below for year 3.
- Student Progress and achievement compared to both Australian and WA Public Schools demonstrated both higher progress and higher achievement. Higher progress and lower achievement against like schools.
- Spelling progress (NAPLAN) against like schools was better in year 3-5 & year 5-7 (2012-14).

Recommendation:
- Continue explicit approach to teaching phonics / phonemic awareness using Jolly Phonics and Soundwaves.

Grammar: Data
- Student progress and achievement compared with Australian Schools and WA Public Schools for Yr3-5 demonstrated higher progress and higher achievement.
- Year 5-7 demonstrated lower progress and lower achievement.
- Year 3-5 demonstrated higher progress but lower achievement against like schools.
- Year 5-7 demonstrated lower progress and achievement against like schools.
- Year 3-5 progress (NAPLAN) against like schools was better (2012-14). Year 5-7 was lower.

Recommendation
- Continue PL in Grammar with Stacey Keyser through West Coast LDC
- Continue to teach grammar using LDC strategies and Jolly Grammar / Soundwaves program.

2. Numeracy: Data
- 2014 comparative performance was at 'Expected level' for all years.
- Both years 3-5 & 5-7 compared to Australian schools demonstrated high progress and achievement.
- Both years 3-5 & 5-7 compared to WA public schools demonstrated high progress and achievement.
- Both years 3-5 & 5-7 compared to Like Schools demonstrated high progress but lower achievement.
- Both years 5 & 7 means were at / above both Aust & WA.
- Progress years 3-5 (2012-14) was better than like schools.
- Progress years 5-7 (2012-14) was better than like schools.

Scarborough Primary School has continued to develop staff understandings of best practice in numeracy with professional learning and operational plans that articulated strategies in order to facilitate and assist with the implementation of Australian Curriculum utilising ‘First Steps in Maths’, ‘en Vision maths’ and the ‘Mathletics’ program.

Successful strategies/outcomes include:
- Implementation of best practice in Numeracy teaching
  Supporting teachers through Professional Learning with strategies in order to facilitate and assist with the implementation of Australian Curriculum utilising First Steps in Mathematics.
- Professional learning through Primary Support with Chantelle Cook
- Case-management plans to improve academic trajectories developed, implemented and monitored
- Professional learning and use of whole school moderation to improve consistency of teacher judgements

Recommendations:
- Use of a structured and explicit approach to teaching
- Continue whole school approach to Numeracy blocks
- Case-management plans to improve academic trajectories developed, implemented and monitored
- Continue implementation of Phase 1 Australian Curriculum Mathematics
- Continue provision of whole school professional learning
- Support staff through planning and reporting on student achievement in the Phase 1 Australian Curriculum Mathematics
- More consolidation of PL and plan, teach, assess, structures needs to be embedded using AC to close like schools gap.
- Continue explicit approach to AC in classrooms and with planning.
- Access FSiM through ILNP program 2015
STUDENT SERVICES (BMIS, VALUES, SAER)

Making a Difference – Value Adding

Scarborough Primary School Student Services team aims to provide a sound, responsive and well-structured support system for students. The Deputy Principal consults and liaises with the School Psychologist, the Visiting Teacher Disability Services, Chaplaincy, outside agencies, parents and teachers to address student needs. This ensures all students are able to access the curriculum. The administration team collaborates with teachers to promote inclusive practices for a diverse range of students, particularly those with disabilities or learning difficulties. Professional Learning in areas such as Dyslexia and Autism are provided for teachers and education assistants, as well as specialised resources and technology. A school chaplain was appointed in 2012 to support parents, staff and students as necessary. Alongside the classroom teachers and student services team, the education assistants form an integral part of Student Services and all members of the team collaborate to provide the best outcomes for students.

Successful student service based programs included:

- Ongoing pastoral care
  - Whole School Values program
- Whole School Approach and policy to Behaviour Management
- You Can Do It Education program
  - BUZZ program
- Early identification of Students at Educational Risk
- Principal and Deputy Principal share the behaviour management in conjunction with class teachers
- Student leaders model good behaviours and the dialogue for making good decisions at whole school assemblies
- Record positive and negative behaviours through Integris
- Admin rewarded positive behaviours and work by students visiting their offices and classrooms
- Whole school rewards the students doing the right thing by conducting a ‘reward day’ at the conclusion of every term
- Mentor program

Recommendations

- Admin to continue to track students exhibiting repetitive challenging behaviours by communicating with parents.
- Maintain the contact with parents for negative and positive behaviours
2014 FINANCIAL REPORT

SCARBOROUGH PRIMARY SCHOOL
Financial Summary as at
31 December 2014

Revenue - Cash

<table>
<thead>
<tr>
<th>Revenue Type</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Voluntary Contributions</td>
<td>$5,860.00</td>
<td>$5,860.00</td>
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<tr>
<td>2 Charges and Fees</td>
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<td>$20,340.44</td>
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<tr>
<td>3 Government Allowances</td>
<td>$ -</td>
<td>$ -</td>
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<tr>
<td>4 P&amp;C Contributions</td>
<td>$14,707.60</td>
<td>$14,707.14</td>
</tr>
<tr>
<td>5 Fundraising/Donations/Sponsorships</td>
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<td>$540.49</td>
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<tr>
<td>6 DoE Grants</td>
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<td>$120,882.07</td>
</tr>
<tr>
<td>7 Other State Govt Grants</td>
<td>$11,132.00</td>
<td>$11,132.00</td>
</tr>
<tr>
<td>8 Commonwealth Govt Grants</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>9 Trading Activities</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>10 Other</td>
<td>$15,987.00</td>
<td>$15,989.79</td>
</tr>
<tr>
<td>11 Internal Transfers</td>
<td>$20,543.00</td>
<td>$20,543.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$209,994.93</td>
<td>$245,956.18</td>
</tr>
</tbody>
</table>

Opening Balance                   | $35,961.00 | $35,961.25 |

Total Funds Available             | $244,533.09 | $281,917.38 |

Revenue Source

<table>
<thead>
<tr>
<th>Revenue Type</th>
<th>Budget</th>
<th>Actual</th>
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<tbody>
<tr>
<td>Locally Generated Revenue</td>
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<td>$41,448.07</td>
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<tr>
<td>DoE Grants</td>
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<tr>
<td>Other Govt Grants</td>
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<td>$11,132.00</td>
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<tr>
<td>Other</td>
<td>$15,989.79</td>
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<td>Transfers</td>
<td>$20,543.00</td>
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<td><strong>Total</strong></td>
<td>$209,994.93</td>
<td>$245,956.18</td>
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Expenditure - Budget vs Actual

<table>
<thead>
<tr>
<th>Expenditure Purpose</th>
<th>Budget</th>
<th>Actual</th>
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<tbody>
<tr>
<td>Administration</td>
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<tr>
<td>Utilities</td>
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<td>Repairs/Maintenance/Grounds</td>
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<td>Building Fabric and Infrastructure</td>
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<td>Education Services</td>
<td>$77,582.60</td>
<td>$65,740.25</td>
</tr>
<tr>
<td>Other Specific Programs</td>
<td>$2,632.00</td>
<td>$2,632.00</td>
</tr>
<tr>
<td>Trading Activities</td>
<td>$14,987.00</td>
<td>$14,987.00</td>
</tr>
<tr>
<td>Salary Pool Payments to Central Office</td>
<td>$807.00</td>
<td>$782.83</td>
</tr>
<tr>
<td>Other</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>Transfers to Reserves</td>
<td>$20,450.00</td>
<td>$20,450.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$209,701.60</td>
<td>$178,882.87</td>
</tr>
</tbody>
</table>

Bank Balance as at:
- Bank Balance                  | $119,324.57 |
- Made up of:
  - General Fund Balance          | $67,075.31 |
  - Deductible Gift Funds         | $- |
  - Trust Funds                   | $- |
  - Reserves                      | $54,549.30 |
  - Suspense Accounts             | $53.00 |
  - Cash Advances                 | $- |
  - Tax Position                  | $- |
- **Total Bank Balance**         | $119,324.57 |