



MARMION PRIMARY SCHOOL

Celebrating 60 years of education

ANNUAL REPORT 2020

INTRODUCTION

2020 has been unlike any other year I have experienced in over 40 years as an educator. All schools have needed to adjust to the disruption and changes required to ensure we provided the safest possible learning environment for our students, staff and parents during the current pandemic.

When reflecting on this unique situation all members of the school community can feel extremely proud of the part they played in ensuring our students continued to learn and thrive in this school. Our students showed great resilience in coping with needing to learn from home for a short period of time, changes to the normal program and the limited access for parents. It was clearly evident, parents and carers supported decisions made by the school. As we were able, we run many of our normal whole school events with guidelines being followed to ensure a safe environment for all. As I write this the start of the 2021 has been delayed for a week due to COVID-19. We look forward to the circumstances easing as the vaccination program is implemented.

The School Board has been developing the next three-year Business Plan (2021-2023) for Marmion Primary School. This Business Plan will continue to focus on developing the whole child. There is a further emphasis on STEM Education and Sustainability while maintaining high academic standards in all key learning areas. It will also reflect our ongoing commitment to ensuring the wellbeing of our students through the programs our teachers run in their classrooms.

In 2020, NAPLAN was cancelled due to logistical concerns attached to COVID-19. It is scheduled to resume in 2021. Our Year 3 and Year 5 students will participate in this national assessment early in Term 2, 2021. Therefore, there is no NAPLAN data provided in this report.

The P&C have continued to raise much needed funds to support identified school projects. These have included computer lease payments, Literacy Pro reading program, swimming carnival expenses, and various smaller requests from the school. The P&C can be justifiably proud of the amazing work they do in bringing the community together through the events they organise and the financial support they provide.

While 2020 has been a very different year, it has again been very successful. It has highlighted our resilience as a school community and our willingness to make the most of every opportunity we have.

I thank everyone, staff, parents and school community members for their whole-hearted commitment to the students and the school.

Mr Ian Herbert
Principal



THE SCHOOL

LEVEL: 5

ICSEA: 1126

OPENED: 1956

Located in the northern coastal suburb of Marmion and 15 km from Perth CBD, Marmion Primary School is an Independent Public School with a reputation for consistently providing quality learning opportunities that enable students to achieve their potential. We achieve high standards academically and strive to provide a holistic education, with a focus on students and teachers pursuing personal excellence.

THE STAFF

Since becoming an Independent Public School (IPS) in 2012, the school has assumed full responsibility for the management of all staffing positions. As vacancies arise, this delegated capacity enables the school to appoint staff whose skills and experience best match the school context. The appointments made since becoming an IPS have maintained a balanced staff structure in terms of experience and skills and has been aligned to the strategic initiative within the current Business Plan.

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

Staff Numbers

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Deputy Principals	2	2.0	0
Total Administration Staff	3	3.0	0
Teaching Staff			
Level 3 Teachers	2	1.6	0
Other Teaching Staff	25	17.8	0
Total Teaching Staff	27	19.4	0
School Support Staff			
Clerical / Administrative	2	2.0	0
Gardening / Maintenance	1	0.6	0
Other Non-Teaching Staff	15	8.9	0
Total School Support Staff	18	11.5	0
Total	48	33.4	0

THE STUDENTS

Student enrolment at Marmion Primary School reduced slightly in 2020. Planning for 2021 has indicated student numbers will remain at this level even though our Kindergarten enrolment will increase. It is clear that total student numbers have generally increased over the last five years.

STUDENT NUMBERS (as at 2020 Semester 2)

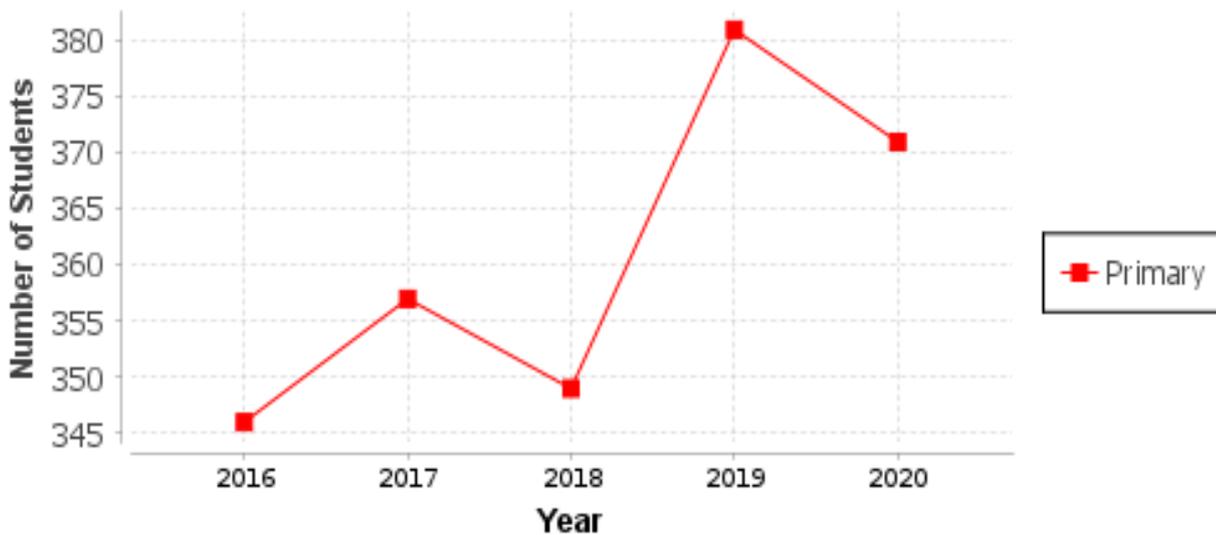
Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(26)	41	60	47	47	71	54	51	397
Part Time	51								

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

	Kin	PPR	Pri	Sec	Total
Male	29	19	169		217
Female	22	22	161		205
Total	51	41	330		422

	Kin	PPR	Pri	Sec	Total
Aboriginal			3		3
Non-Aboriginal	51	41	327		419
Total	51	41	330		422

Semester 2 Student Numbers



LANGUAGES (GERMAN)

German has been taught at Marmion Primary School for the last 25 years, and the programme is well established in the school. In 2020, all students from Year 2 to Year 6 were provided with one 50-minute session of language learning. The availability of a dedicated specialist Languages room, helps to promote cultural awareness, provide a visual stimulus and establishes an identity for the subject.



Highlights of the year include:

- The introduction of the new German curriculum up to Year 5. This curriculum has been phased in gradually over the last three years.
- Collaboration and familiarisation of the new curriculum with other German teachers in Western Australia. This curriculum will be taught in Year 6 in 2021.
- An assembly, linking with Science, on the topic of “The Sun”. This assembly was performed by Year 5 and 6 students, and included facts about the sun, a song about the sun, an experiment involving the sun, an advertisement about protecting yourself from the sun and a puppet play about sun and shade.
- A short presentation about teaching Science linked topics in German was presented to a group of teachers from various schools in Port Hedland.
- The German rhyme, “Ich und du”, performed by individual students from Pre-primary to Year 4, was uploaded to YouTube. It can be viewed on <https://www.youtube.com/watch?v=unWfHM6qMkM>.
- The writing and taping of the song “Kinder von Marmion” was adapted from the tune “Bob the Builder”, to promote positivity and a positive mindset.



Stacey Valli

Language Specialist

PHYSICAL EDUCATION

TERM 1

SWIMMING

The Faction Swimming Carnival was held in March at Bold Park Aquatic Centre. It was a great success and all Year 3 to Year 6 students nominated for selected individual races and participated in 1 novelty events. Sharks were the winning Faction for 2020. The Interschool team was chosen, however due to COVID-19 this event did not go ahead.



BASKETBALL, RUNNING CLUB & TENNIS BEFORE SCHOOL LESSONS

These sporting opportunities offered to Marmion children before school are having a big impact on their fitness, skill levels and their enthusiasm to play different sports. It is great that so many families take up these extra lessons to keep their children engaged in sport. These sports continue to gain more participants each year.

TERM 2

INTERSCHOOL WINTER SPORT

Year 5 and Year 6 students competed in Netball, Soccer, Football and Volleyball, however due to COVID-19 the format was different this year with one practise match against Davallia to get ready for the Lightning Carnival. The Lightning Carnival was held at different venues due to restrictions around the number of spectators for each sport. Marmion won the Netball A pennant and the Volleyball B pennant.



CROSS COUNTRY

This year our Cross Country event was held at the end of Term 2. The students did regular training in their PE time and with their classroom teachers. Dolphins regained the trophy for 2020. The children who came in the top six in each year level were chosen for Interschool and trained before school and on the school holidays to be ready for the Interschool and State Schools Championships events.



TERM 3

INTERSCHOOL CROSS COUNTRY

This year our team competed in the CDSSA Interschool Cross Country event. They were very successful, finishing 1st overall against seven other local schools. Then the team went to the State Schools Cross Country and came 3rd overall with our Year 5 boys winning their division. This was a massive achievement and the first year we have been a part of the State Cross Country event.



HOUSE ATHLETICS CARNIVAL



This was held in August and included all students from Kindy to Year 6. As is always the case, the carnival was extremely well supported by parents, friends and other relatives. The students displayed wonderful skills, effort and sportsmanship and can feel very proud of their performances. Once again, timing gates were used, which provided great relief to the finish judges. Dolphins were dominant and regained the Athletics trophy for 2020.

INTERSCHOOL ATHLETICS

These were held in September during the last week of Term 3. Marmion came 3rd overall against the seven other CDSSA schools.

BASKETBALL

This year we competed in the Interschool Basketball Competition at Joondalup Arena. Our three boys All Star Teams and our girls All Star Team competed extremely well. Our boys and girls came runners-up on the day and were invited to the Champion Schools Basketball Competition.



TERM 4

EDU DANCE

Lessons were held every Thursday and Friday for Pre-primary to Year 6 students during this term. All lessons culminated in an End of Year Concert performed over two days due to COVID-19 restrictions on numbers. This is the 3rd year of running Edu Dance in the school and the children's dancing was amazing. Both concerts were run in the undercover area in very hot conditions. But even with the extreme heat the classes put on two outstanding shows over both days.

JTW PHYSICAL CHALLENGE

The Physical Challenge was held at school and it involved all children from Pre-primary to Year 6. All children were encouraged to raise money for the Fiona Wood Foundation through sponsorship for completing their own personal challenge. The obstacle course was set up around the school and children had to complete the course as fast as they could. Each child received an icy-pole at the end of the race. This year we added more obstacles and even some colour and a lot of water. Invited sports stars attended from the West Coast Eagles including Jake Waterman, Josh Rotham and Oscar Allen. The Eagles supplied many prizes for the children. The children had a great morning and then celebrated Kindness Day after recess until the end of the day participating in Yoga, Drumming, painting and STEM activities.



SURFING

Our Year 6 students once again participated in surfing lessons with Surfing WA. Lessons were held at Trigg Beach. All skill levels were catered for and our more advanced surfers were given the opportunity to improve their skills using their own equipment.



INTERSCHOOL TENNIS

Our amazing Year 1 to Year 6 students competed in the Interschool Tennis Tournament on Friday 4 December at Sorrento Tennis Club. The tennis stars came away winning the Interschool Trophy, last won by Marmion in 2015.

Thank you to all teachers, parents and other volunteers who assisted throughout the year. Your commitment towards our 'Little School in the Bush' and the Sports program has been wonderful.

Claire Rafferty

Physical Education Specialist

VISUAL ARTS

Visual Arts has been a specialist area at Marmion Primary School for eight years. The school community strongly supports the Visual Arts program and its contribution to developing the whole child.

Students from Years 1 to 6 attend Visual Arts lessons in a well-equipped specialised learning space.

Resources have been gradually building since 2013, enabling a program that offers the students a variety of creative experiences with a number of different mediums, materials and techniques.

Year 1 students attend two 50 minute lessons per week which is extremely valuable in developing fine motor skills and Visual Arts language. Year 2 to 6 students have one 50-minute lesson a week. Projects are completed over a period of three to four weeks with the aim of three pieces of work completed per term.

2020 PROJECTS

An Australian theme was the focus for Term 1. After savage bushfires both in WA and the Eastern States and the loss of so many native animals, the junior primary students used acrylic paints and collage to paint koalas. The middle and upper primary students were influenced by contemporary Australian artist Pete Comer's style of work to create watercolour and black marker pictures of fun and funky Australian animals.



In March the Year 6's represented Marmion Primary School proudly at Sculptures by the Sea. This has become an annual event at our school. The students participated in a Focus Tour lead by a guide who informed us about each sculpture and the artist. As a whole group we went back to look and discuss the sculptures in our own time.



During the COVID-19 school shut down, the Art program continued in an adjusted format. I created a Facebook page where I posted step-by-step pictures of Art projects for the students to create at home. It was lovely to see parents post pictures of the work the students had done and to read many comments from the students and their parents.



On returning to school rainbows were a worldwide symbol being shown in peoples' windows and on social media posts as a sign of positivity after tough times. Chris Uphue's work was the perfect inspiration for our Hearts and Rainbows watercolour, crayon and marker piece. The different year groups worked on the project at various skill levels with the Year 6's being expected to complete a more detailed piece of work.



The biggest project of the year was a piece we created in our textiles unit. Inspired by Romero Britto's colourful work, we explored his use of pattern and colour. The students in Upper Primary created a pattern to trace a design of their choice onto the hessian. The students in Junior and Middle Primary traced a template of selected designs onto the hessian. All students applied acrylic paint to their hessian in bright colours. The final piece of the project was time consuming but incredibly rewarding. All the students learnt how to hand stitch a straight stitch and create patterns with stitching. A number of students also sewed sequins onto their piece. This was also a great lesson in developing and using a Growth Mindset as many students started the sewing lessons with a Fixed Mindset.



SCIENCE

BACKGROUND 2017-present

The Science Specialist role began in 2017. This role was created to develop and enhance students' capability in Science and critical thinking skills. The Science Laboratory was built and fitted out with guidance from SciTech in 2018 using the 'Labs in Schools' government grant.

The Science Specialist works with Year 1 to 6 students' delivering the Science Curriculum one-two days per week. This serves to enhance what the teachers deliver in class and the Specialist works closely with each teacher to ensure aspects of the STEM modules are reflected in the teaching of Science. The ongoing collaboration allows the Primary Connections process and the STEM Consortium modules to feature in ongoing STEM planning maintaining academic rigour when delivering STEM.



Teaching Goals

The teaching goals within the lab are to develop critical thinking skills and enhance students' scientific methodology capability. Critical thinking is the ability to analyse the way you think and present evidence for your ideas, rather than simply accepting your personal reasoning as sufficient proof.



Partnerships established to enhance the curriculum:

- Woodside Australian Science Project (WASP);
- Water Corporation (microscope talks);
- Western Power (Circuit Breakers);
- Synergy (Solar Challenge); and
- STAWA (Annual Science Conference).

'Labs in Schools' Resourcing

At the beginning of 2020 The Science Lab continued to expand to include STEM resourcing. This gave the students direct access to STEM resources needed to complete investigations.

Semester 1

Science learning focused on the Earth and Space sciences sub-strand concerned with Earth's dynamic structure and its place in the cosmos.

Year 4s focused on current systems, such as Earth's surface having characteristics that have resulted from past changes and that living things form part of systems. This led into our Geology studies. Students began by looking at rocks and fossils in their local environment, and using a Rock Flow Chart (provided by Rio Tinto) to identify the rocks. Students considered how different human activities cause erosion of the Earth's surface and the difference between erosion and weathering. Students learnt to investigate the characteristics and layers of soil and made edible soil to showcase their learning.

Year 5 students investigated famous astronomers, linking their learning to Science as a Human Endeavour. Students learnt how to identify the planets of our solar system and compared how long they take to orbit the sun. Students completed a STEM inquiry showing Earth as a component within a solar system; using scale models for investigating systems at astronomical scales.



Year 6 students explored major geological events, in particular volcanology. The students explored major eruptions, including Mount Vesuvius in Pompeii. They explored how scientific understanding can assist in natural disaster management to minimise both long and short-term effects. Students engaged in a STEM inquiry task, creating a shelter to survive a volcanic eruption, considering heat, ash and lava.



Semester 2

National Science Week: Ocean Innovation and Exploration

Students were set a task to learn from engineers and design and build a boat with an attached submersible that can be used to help explore, collect, and retrieve samples from the ocean. The WASP visited Kindy to Year 3 students in the playground and the Science Lab to engage them with the earth science content. Kindy to Year 2 students participated in sandpit mining, whilst the Year 3 students looked at fossil formations.



Year 4 students broadened their understanding of classification and form and function through an exploration of the properties of natural and processed materials when studying Chemical Science. A STEM task was undertaken, where students had to select suitable materials to protect an egg in an egg drop challenge. The Year 5 and 6 students explored the way solids, liquids and gases change under different conditions such as heating and cooling. Hands-on experiences showcased the differences between irreversible and reversible changes.

Directions for 2021 and Beyond:

- Increase the use of technology such as digital microscopes and I-Pads available for each class session.
- Extend Science Week celebrations by applying for grant from STAWA.
- Include a Science based activity during Learning Journey week and open the Science Lab during the Learning Journey evening to showcase student work.
- Ensure cultural responsiveness is embedded by using Aboriginal links to Science. Use *Old Ways, New Ways* curriculum ECU.
- Network with local schools and their Science specialists to complete moderation tasks.
- Attend Carine Senior High School meetings to prepare for our students entering high school.

Rachel Hogarth

Science Specialist

MUSIC

At Marmion Primary School (MPS) we are giving our children the opportunity to experience Music as a tool of communication, as a reflection of their culture and as a method of expression that they can continue all their lives.

In 2020 students in Years 1 to 3 continued to receive 100 minutes of music lessons per week with a cross-arts (dance/drama/music) focus. All students from Years 4 to Year 6 received 50 minutes of specialist music time per week. Students were given the opportunity to participate in a variety of activities that ranged from singing, playing multiple instruments, reading music, composing using a range of technologies, learning about different musical styles and genres and reflecting on their musical experiences.

With the restrictions we experienced last year, our music program at MPS took on a new and exciting direction. Students learnt how to use digital technology such as blue screen recording and video editing on the iPad. Garage Band was used as a way of composing multi-track works and we had a Musical Theatre focus in Upper Primary.



Senior Choir consisted of approximately 70 students in Year 5 and 6, rehearsing every Wednesday morning. We had a very special year with the production of a full musical in Term 4. We were also fortunate enough to be selected as one of seven schools that was represented in the Telethon Song, "Times Like These". We made a special trip to a recording studio to lay down the vocal tracks and the filming crew from Channel 7 then met us at Waterman's Bay to film the video clip!



Instrumental Music School Services (IMSS) offered weekly lessons during school time for Violin, Viola, Cello, Clarinet and Trumpet. Each Friday the String Ensemble rehearsed from 7.45am to 8.40am under the direction of our fantastic Strings teacher Bridie Davies.

Harmony Day was also quite different as it was our first Assembly over the PA. We still performed a whole school song, as the Music was projected through the PA system and the soloists sang from Mrs Darcey's office.



We had a very moving ANZAC assembly which was completely online. We turned the Music Room into a recording studio and Mrs Darcey shared our video and the process involved in producing this assembly with the Department of Education's media team. Mr Herbert and I ended up being interviewed via Zoom by the ABC and we were featured on a special BTN episode and also on the ABC national news!



During Term 2 we produced our Music Assembly online which was a huge achievement, especially when it comes to recording a whole school song. Every class from Years 1 to 6 learnt a verse which was recorded into Garage Band and then went to different points of the school to film a video clip. Our Year 6s in Senior Choir sang a number of solo parts and were able to learn about the many takes needed for solo recording. We also filmed the

instrumental lessons and our amazing string ensemble. This was shared via Connect with our school community.

Term 4 saw our first 'Kindness Day' at MPS and we used a wide selection of instruments to create musical soundscapes. A lovely relaxing afternoon was had by all.



Music Night was also a little different this year. We trialled having the instrumentalists play in an outdoor concert so we didn't need to limit audience numbers. We then had a second part of the evening where the Choir produced and performed the musical "The Snow Queen". Students were involved in all aspects of production and we were fortunate enough to hire a fantastic lighting system, full sound equipment and have the support of many staff members. Mr Nicholls kindly filmed the entire show which provided the students with a valuable tool for self-reflection.

Drumbeat was introduced this year and with the support of a parent who works at the Holyoake Institute we were able to borrow enough drums to begin implementing the program. This program focuses on building resiliency in young people and uses drumming activities to encourage self-expression and group cooperation skills. We had a group of 13 Year 6 students who were selected by their classroom and specialist teachers. The final survey showed very positive results with students reflecting how they felt part of a team, that their voice was heard and feeling more confident when sharing their ideas.

The focus for Music at MPS continued to be taken from the National Curriculum as developed by the Department of Education. The program aimed to encourage children's enjoyment of Music via movement, singing, playing instruments, listening to a variety of music, learning to read and write musical notation and composing using available instruments and technologies.



The year finished with an incredible performance by all our Year 6 graduating students which incorporated the Drumbeat group. We created a video clip to accompany our Medley as we had access to a high quality projector and screen. It was very different performing in the lecture theatre at Carine Senior High School and we felt incredibly fortunate to have such a great place to perform.

In a year that was full of uncertainty, our students showed incredible resilience in Music. This resulted in wonderful new opportunities for performing, production and creating together.

Marsha Almeida

Music Specialist



STUDENT NON ACADEMIC ACHIEVEMENT

ATTENDANCE

The 2020 attendance rates are not available for publication as they were adversely affected by the COVID-19 pandemic and are not comparable to previous years.

STUDENT ATTITUDE, BEHAVIOUR AND EFFORT (ABE) SEMESTER TWO 2020

Pre-primary – Year 2					
Semester 2 2020					
Attribute	Consistently	Often	Sometimes	Seldom	Not Assessed
Is enthusiastic about learning	104	36	7	2	0
Participates responsibly	108	37	4	0	0
Sets goals and works towards them	65	67	16	1	0
Totals	277	140	27	3	0
Percentages	62.0	31.3	6.0	0.7	0.0

These ABE (Attitude, Behaviour and Effort) attributes are reported on each semester and closely link to the established School Vision Statement and Values. It is during the early years that these attributes are established and then built upon as the students move through the school. It is challenging for our younger students to set goals and work towards achieving them.

This data is very similar to that of 2019.

Year 3 – Year 6					
Reporting Period(s): Semester 2 2020					
Attribute	Consistently	Often	Sometimes	Seldom	Not Assessed
Works to the best of his/her ability	170	45	6	0	0
Shows self-respect and care	209	12	0	0	0
Shows courtesy and respect for the rights of others	206	11	3	1	0
Participates responsibly in social and civic activities	199	16	6	0	0
Cooperates productively and builds positive relationships with others	200	18	2	1	0
Is enthusiastic about learning	185	33	3	0	0
Sets goals and works towards them with perseverance	156	61	4	0	0
Shows confidence in making positive choices and decisions	200	18	3	0	0
Totals	1525	214	27	2	0
Percentages	86.3	12.1	1.5	0.1	0.0

The degree, to which teacher judgements deem these attributes to have been achieved in Semester 2 2020, is extremely high. This is a reflection of the personal qualities exhibited by students throughout the year and is an indication that they have a responsibility to set themselves high standards in the areas of attitude, behaviour and effort if they are to reach their potential.

This data is again very similar to that of 2019.

School Parent Survey 2020

Number of online responses: 82

A total of 37% of families responded. This is eight responses fewer than we received for the 2018 Parent Survey.

Year levels represented:

Kin	PP	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
9%	6%	15%	13%	13%	17%	7%	18%

Survey

School Survey was developed by Education Services Australia (ESA) on behalf of the Australian Government Department of Education, as agreed by Commonwealth, State and Territory Ministers for Education through the Standing Council on School Education and Early Childhood (SCSEEC). This survey is completed by all schools throughout Australia and forms a part of our school review process.

Parents were asked to complete a survey comprising 20 questions related to their perceptions of the school.

The average rating across all questions was approximately 4.6 out of a possible 5. This was the same as we received for the 2018 Parent Survey.

This is a very pleasing outcome and again demonstrates the continued confidence the parent body has in the school to deliver a quality education to their children. The range of scores received was between 4.3 and 4.8. The questions that received the highest rating (4.9) were, 'My child feels safe at this school' and 'My child likes being at this school'. This is a very positive outcome and highlights the work we do to create a culture where students understand and adhere to the high standards expected of them both socially and academically.

The only question that elicited a response below 4.4 was, 'Teachers at this school provide my child with useful feedback about their school work' (4.3). For this question 90% of respondents either agreed or strongly agreed with the question. This is considered a strong result.

The following questions also elicited a strong response of 4.7:

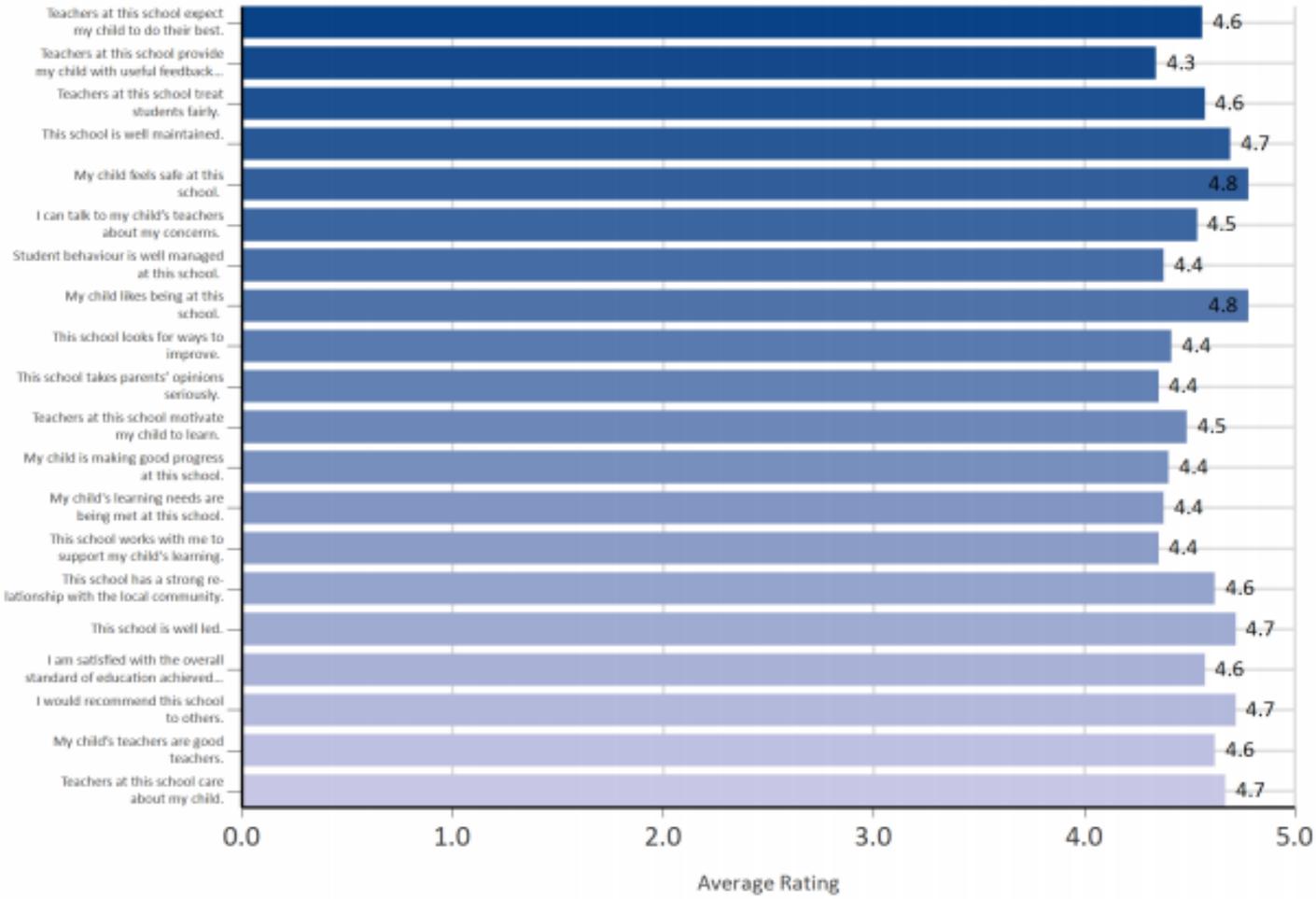
- Teachers at this school care about my child;
- I would recommend this school to others;
- This school is well maintained; and
- This school is well led.

Findings

The response to this survey by parents was extremely positive. This indicates that we have maintained the high standards that were achieved in 2018. In a year where school has been disrupted by COVID-19 it is difficult to determine the influence this has had on the results of the survey. As the survey took place towards the end of Term 3, parents had experienced far less direct contact with the school in the preceding months. This may result in some variations although they are not necessarily evident in the data we received.

Parents believe we continue to provide a safe environment for students where high academic and behavioural standards are expected and achieved. Our new Business Plan (2021-2023) will continue to set out the actions that are needed to maintain this high level of parental satisfaction.

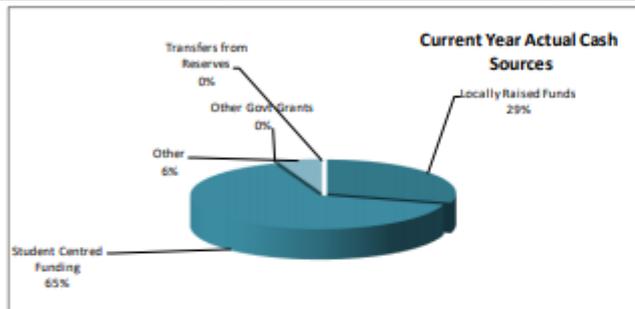
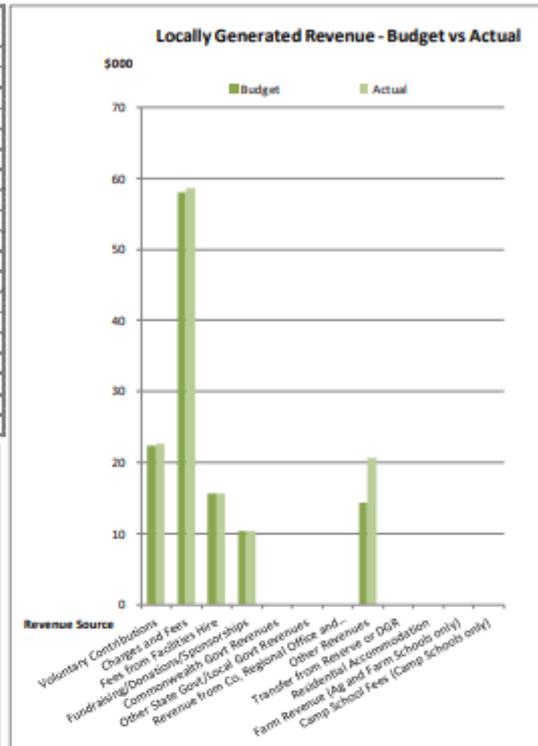
Average Rating for Each Question



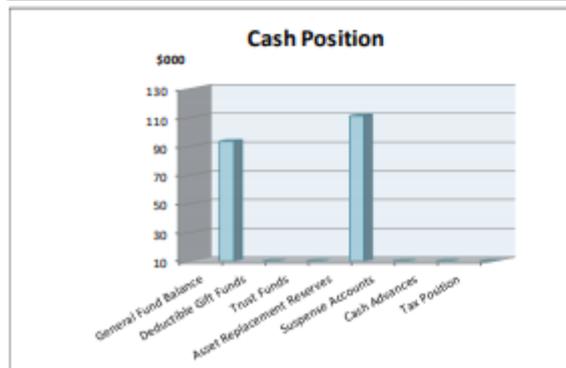
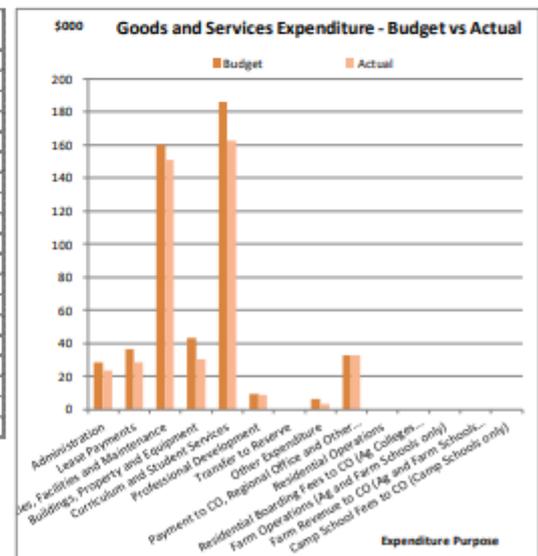


Marmion Primary School Financial Summary as at 31 December 2020

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 22,370.00	\$ 22,606.00
2 Charges and Fees	\$ 58,091.38	\$ 58,654.67
3 Fees from Facilities Hire	\$ 15,682.00	\$ 15,681.82
4 Fundraising/Donations/Sponsorships	\$ 10,341.00	\$ 10,340.55
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 14,356.70	\$ 20,689.15
9 Transfer from Reserve or DGR	\$ -	\$ -
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 120,841.08	\$ 127,972.19
Opening Balance	\$ 169,724.00	\$ 169,723.73
Student Centred Funding	\$ 241,898.62	\$ 236,383.87
Total Cash Funds Available	\$ 532,463.70	\$ 534,079.79
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 532,463.70	\$ 534,079.79



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 28,260.00	\$ 23,592.88
2 Lease Payments	\$ 36,311.00	\$ 28,587.63
3 Utilities, Facilities and Maintenance	\$ 159,800.00	\$ 150,842.63
4 Buildings, Property and Equipment	\$ 43,137.00	\$ 30,028.47
5 Curriculum and Student Services	\$ 186,016.70	\$ 162,592.45
6 Professional Development	\$ 9,444.00	\$ 8,825.28
7 Transfer to Reserve	\$ -	\$ -
8 Other Expenditure	\$ 6,390.00	\$ 3,322.07
9 Payment to CO, Regional Office and Other Schools	\$ 32,903.00	\$ 32,882.73
10 Residential Operations	\$ -	\$ -
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 502,261.70	\$ 440,674.14
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 502,261.70	\$ 440,674.14
Cash Budget Variance	\$ 30,202.00	



Cash Position as at:	
Bank Balance	\$ 195,742.79
Made up of:	\$ -
1 General Fund Balance	\$ 93,405.65
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 111,060.59
5 Suspense Accounts	\$ (6,989.45)
6 Cash Advances	\$ -
7 Tax Position	\$ (1,734.00)
Total Bank Balance	\$ 195,742.79