

2020 ANNUAL REPORT



'As a community we create a safe learning environment driven by high expectations for all students to achieve success in all areas.'

SCHOOL CONTEXT

Midvale Primary School's moral purpose is *'As a community we create a safe learning environment driven by high expectations for all students to achieve success in all areas.'* This belief underpins everything we do.

Midvale Primary School (MPS) is located approximately 20km from the Perth CBD, within the City of Swan. The school motto is Together Everyone Achieves More. This understanding forms the foundation of a truly collaborative approach between staff, students, families and the wider community to change lives and expand possibilities.

MPS caters for students from Kindergarten to Year 6. Current enrolment is approximately 310. The staff are committed to providing innovative programs in a well-resourced, supportive and safe environment. The school staff continually update their skills to ensure the teaching and learning at MPS is the best it can be and all students achieve the best they are capable of. MPS is renowned for its outstanding pastoral care and excellent early intervention strategies. It has a reputation for being inclusive and providing quality education programs especially for those with special needs.

The school supports curriculum implementation through Positive Behaviour Support (PBS), enabling the students to engage in learning in a safe and respectful environment. At Midvale Primary School, students are Safe, Thoughtful, Achievers and Respectful.



PRINCIPAL'S REPORT

As a result of the disruptive and turbulent year we all experienced in 2020, the school did not produce an Annual Report last year. Similarly there was no system assessments (NAPLAN) for schools to measure their performance against other schools or Community Survey'. Schools' Attendance Data was also affected in 2020, so does not reflect a true picture of student attendance and engagement. As a result, this report will use both historical and 2019 data to demonstrate school trends and allow confident conclusions to be drawn.

The 2020 school year began with the news of a Global Pandemic known as Covid-19. This virus changed the world, how we live and the way schools operated. We were relying on the Health Department to provide regular updates and guidelines on how we conducted our day to day lives and these were translated by the Corporate Executive and applied to education and schools. These guidelines were ever changing and required staff, students and families to modify their way of living and the way they accessed work and education. Term two saw us locked down and we had to get creative with the way we delivered education. School staff worked very hard to produce work packages that were interesting and engaging and provided effective learning. The packages included hands on concrete materials, sporting equipment and were collected or delivered by hand to all families every two weeks. Parents and caregivers developed a new level of respect for school staff, as they taught their children at their dining tables. Students were very happy when they were allowed to come back to school.

Once the initial lockdown was over we realised there were still many changes that needed to be made to keep all staff and students safe and well. We had to cancel some events or modify the way we did them. Parents were asked to drop their students at the gate and students made their way to their classrooms. Assemblies were recorded and sent to families to view rather than have an audience. Carnivals were held without spectators and while the students loved them, we understand that it was disappointing for families as they were unable to watch and we thank them for their support. At the end of the year our graduating class had a ceremony with invited guests which made for a very personal ceremony. It was lovely and all those who attended were very pleased with the compromise. Our End of Year concert was held without guests but was recorded for families and the students still loved the celebration. Our Semester One reports did not include grades as it was difficult to make a valid judgement and it recognised the loss of some learning opportunities.

This Annual Report will give you a snapshot of the past two years and how we faced the challenges and celebrated the successes.

Tania Leete - 2020 School Principal

OUR SCHOOL IMPROVEMENT JOURNEY

As part of our whole school improvement focus, in 2019, our school began its 3 year journey as part of the Fogarty EDvance School Improvement program. Fogarty is an initiative that supports schools to improve the educational outcomes of children attending schools in disadvantaged communities by enhancing the capacity of school leaders to address the complex challenges in their schools. The key focus is on supporting school leaders to identify effective practice that can work for them and translate that practice into their schools and classrooms. The improvements were seen almost immediately and we were very excited. In 2020 our intensive change process had to be slowed down as a direct result of Covid restrictions and the need for extra time to be committed to Covid responses. As part of the Fogarty program, all schools administer a survey to assess the Organisational Health of a company or school. An organisation's health – its ability to align around and achieve strategic goals – is critical for its long term effective performance. While, in 2020, we saw a significant improvement in the Organisation's Health Index (OHI), we expected that this improvement may not be able to be maintained because of 2020's Covid focus. Many goals were set as part of our strategic planning and many were to be measured using NAPLAN data, however, it was difficult to measure data improvements in 2020 due to the absence of NAPLAN as the test was cancelled due to Covid.

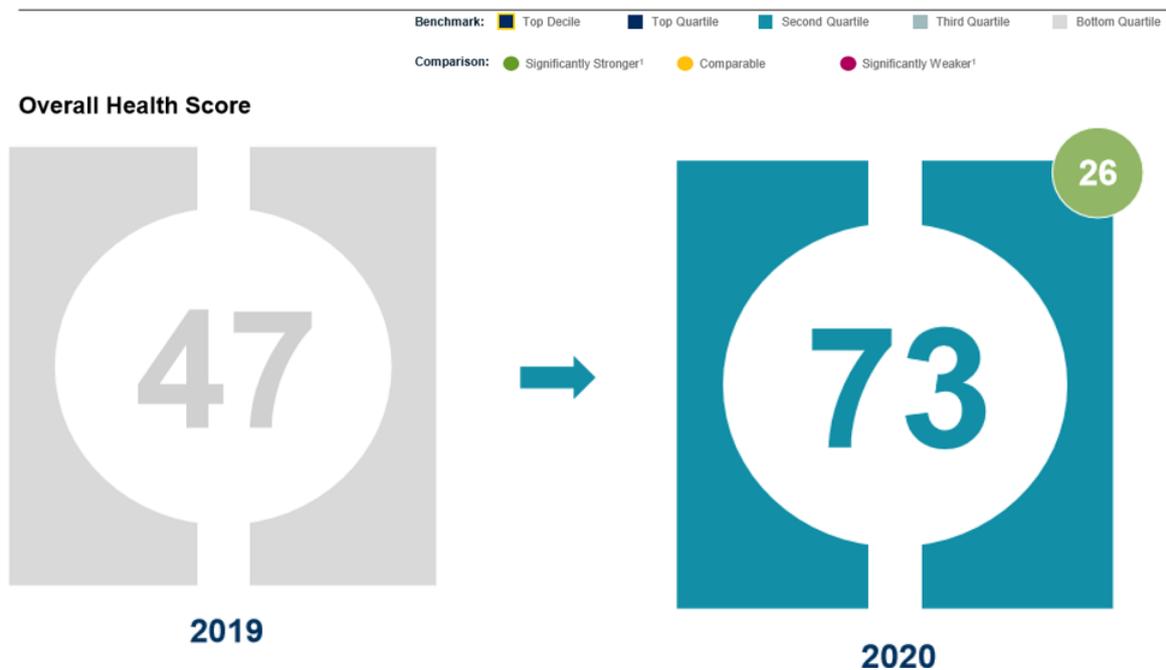
ORGANISATIONAL HEALTH INDEX (OHI)

The OHI survey is implemented at the start of the school year. It is completed by all school staff, gardeners, cleaners, administration, education assistants and teachers. The evidence shows that if the overall health of an organisation is poor, then it is not able to perform to the best of its ability. By addressing specific areas identified in the survey, a school is able to perform better and produce better outcomes for the school community.

At the beginning of our school improvement journey, our OHI score was low, in fact our health score, at 47, was the lowest of all the schools in our cohort and put us in the bottom quartile. While our potential for growth was amazing, so to was the list of things that we had to do. Throughout the 2019 school year, we made many changes to existing processes and structures within the school and saw some positive change.

By the start of the 2020 school year, our survey results showed that we had made such an impact, that our health score was now 73 and we had moved into the second quartile of organisations.

Midvale Primary School's overall health has improved significantly by 26 points compared to 2019, taking it to the second quartile

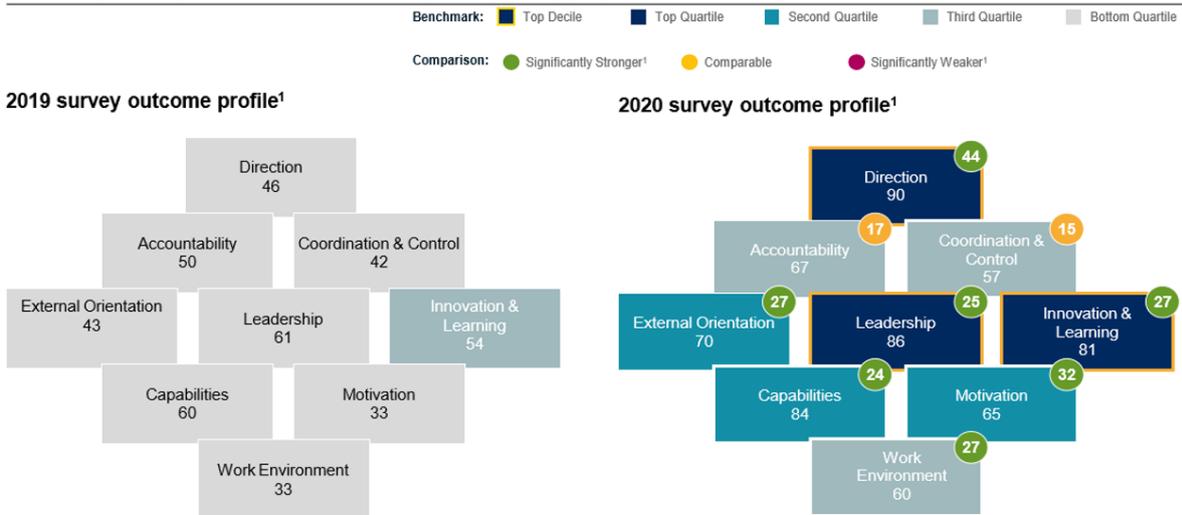


The OHI score is broken down into 9 key outcomes. The school has used the data from these 9 key outcomes in 2019 to guide the planning for the three year cycle. Our Direction, Leadership and work environment were identified as three significant areas needing improvement that we would be able to have an immediate impact on by changing structures and procedures in place in the school. While these were a key focus, working groups were addressing components of all 9 outcomes throughout 2019.

The impact surpassed our own expectations for the year and all nine of our indicators moved up from the bottom quartile.

All the outcomes show 2 digit statistical improvement compared to last year with all the outcomes showing positive quartile change

Percentage of respondents who selected 'agree' or 'strongly agree'



As we moved into 2020, we continued to set goal based on this information and identified that Accountability, Work environment and Coordination and control were clear areas to support over the coming year.

As the issues surrounding the pandemic and the significant impact that it had on the education system as a whole. Many of our goals and targets had to be put on hold as they were not feasible in the way the school environment was changing.

TELL THEM FROM ME (TTFM)

The Tell Them From Me survey is a supplementary survey that we ran through the Fogarty EDvance program. The survey looks at a finer detail and is administered in three parts: Student, Parent and Teacher.

Student

The student survey is sat by all students in years 4-6. In 2019 and 2020 there were approximately 100 students who completed the survey. The Student survey gives the school an insight into how the students feel that the school functions and how they see themselves in the environment. The survey is completely anonymous and completed on line and as such there is no way of knowing which student gave an answer.

One of the goals that we set as a staff was to ensure that our teaching was effective. We engaged in a lot of professional learning around instruction and setting expectations for our students. The measure below shows the student's perception of how effective they feel that the learning time is. In 2019, the survey showed that students at Midvale, on average had a rating of 7.7 for how effective teaching time is. In the graphic below, you are able to see that there is some variation between genders and year levels but the average (mean) score is 7.7.



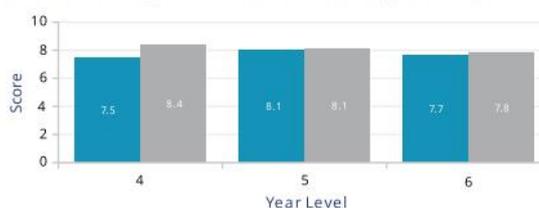
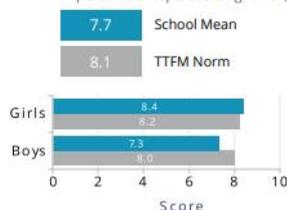
Student Outcomes and School Climate

Primary Students Survey (7049)
Midvale Primary School

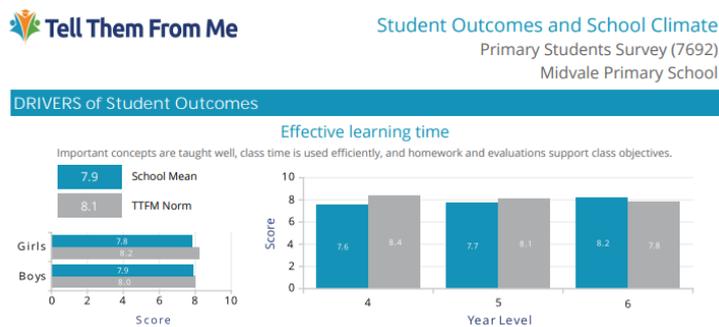
DRIVERS of Student Outcomes

Effective learning time

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



In 2020, we continued to build on our instructional and best practice knowledge and how to best engage the students. Of note is that this survey was sat by the students before the impacts of Covid came into place. Overall in 2020, the student's perception improved to 7.9. As the graphic shows, the TTFM Norm did not improve so we made progress in bridging the gap. There were some changes within the subgroups that were interesting to note, specifically the changes between the gender groups.

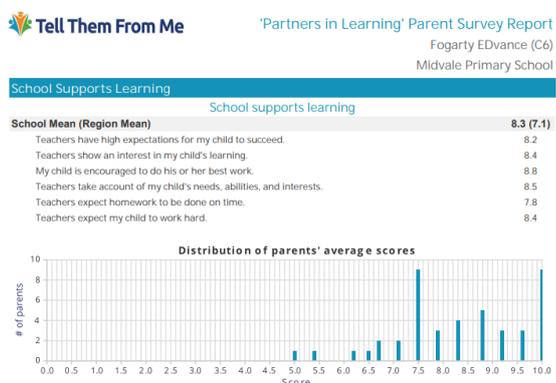


Parent

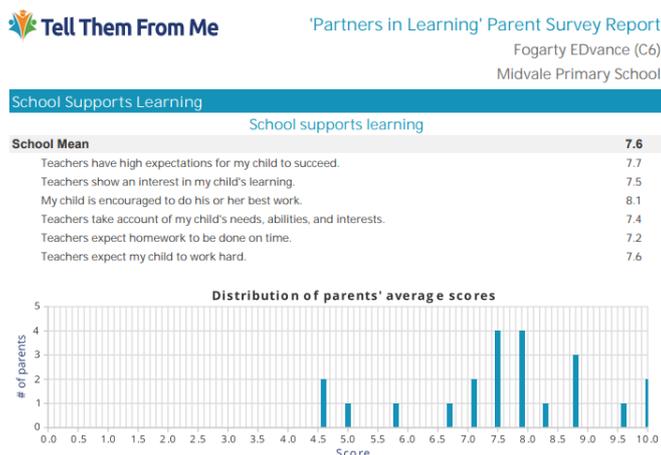
The parent survey is voluntary and open to the whole community. In 2019, we managed to get around 40 families to complete the survey as the timing of the survey linked in with our school open night.

Like the student survey, the parent survey addresses many small areas. Midvale has always prided itself on the value that we place on our school community and so we welcomed the opportunity for such detailed feedback. The graphic below shows the responses from parents on how they felt the school supported learning. This relates in part to the goal of effective teaching where we ask all our staff to have high expectations of our students and what they are able to achieve.

In 2019, our school average was 8.3, well above the TTFM average of 7.1. This was a positive outcome and still left us room for growth with the plans that we had in place.



In 2020, the score went down. As a school we discussed how, as a result of all the effort that we were putting in to internal changes at a school level, we were perhaps not passing so much of this on to the school community. We used this data as an opportunity to reflect on what we didn't want to lose sight of, and the positives of the school environment that we wanted to maintain.



Teacher

The data from the OHI in 2019 showed that the staff felt that our leadership was poor and this was again reflected in the TTFM in 2019. With a school mean of 4.9 in comparison to the norm of 6.5, the data gave us a great many things to work with. In the graphic below, of particular note is the 3.0 that teachers gave to the indicator ‘School leaders have taken time to observe my teaching’. In response, the school examined options available and decided to explore RYPPL. Ryppl is a program that focuses on peer to coaching to support and develop particular aspects of classroom teaching.



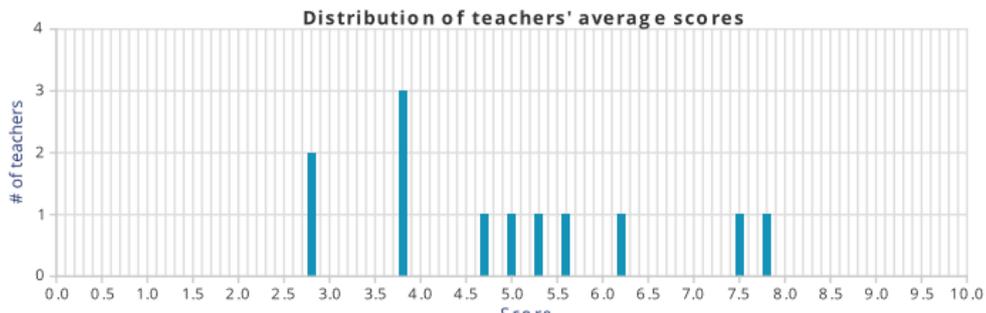
'Focus on Learning' Teacher Survey Report

Fogarty EDvance (C6)
Midvale Primary School

Eight Drivers of Student Learning

Leadership

School Mean (Region Mean)	4.9 (6.5)
School leaders have helped me establish challenging and visible learning goals for students.	4.8
School leaders have helped me create new learning opportunities for students.	5.2
School leaders have provided me with useful feedback about my teaching.	4.0
School leaders have helped me improve my teaching.	4.0
School leaders have provided guidance for monitoring student progress.	5.4
I work with school leaders to create a safe and orderly school environment.	7.5
School leaders have taken time to observe my teaching.	3.0
School leaders have supported me during stressful times.	5.2



With the introduction of Ryppl and other changes that were made as a part of the new school direction, 2020 saw a significant change in the leadership score to 7.1.



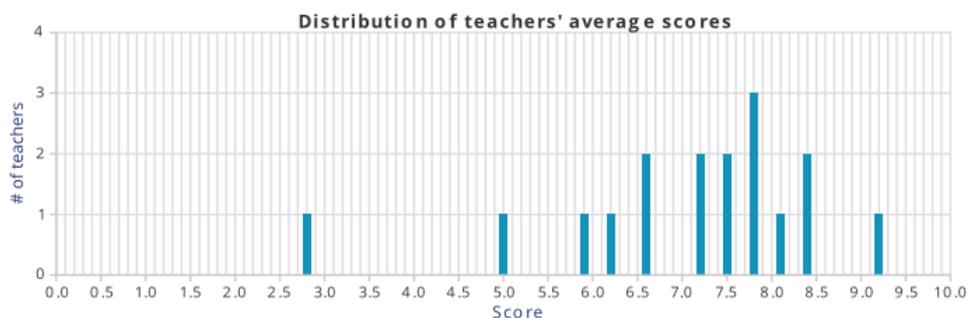
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Midvale Primary School

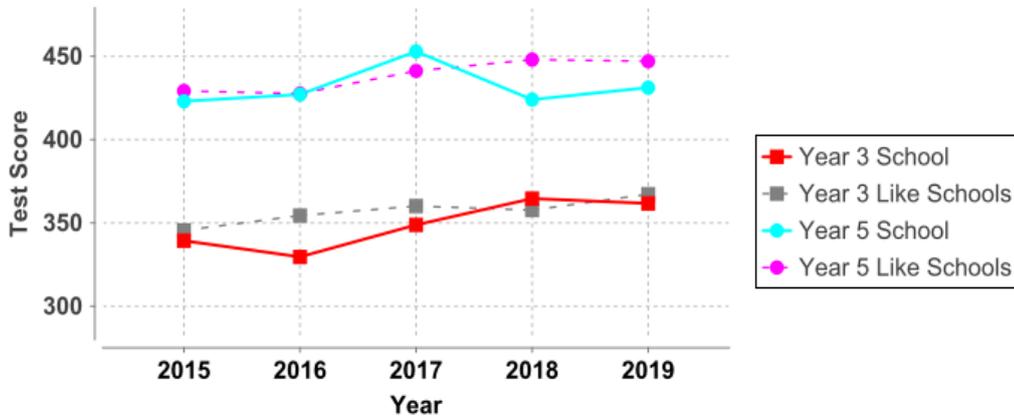
Eight Drivers of Student Learning

Leadership

School Mean	7.1
School leaders have helped me establish challenging and visible learning goals for students.	6.7
School leaders have helped me create new learning opportunities for students.	6.6
School leaders have provided me with useful feedback about my teaching.	6.4
School leaders have helped me improve my teaching.	7.1
School leaders have provided guidance for monitoring student progress.	7.2
I work with school leaders to create a safe and orderly school environment.	8.5
School leaders have taken time to observe my teaching.	5.9
School leaders have supported me during stressful times.	7.8

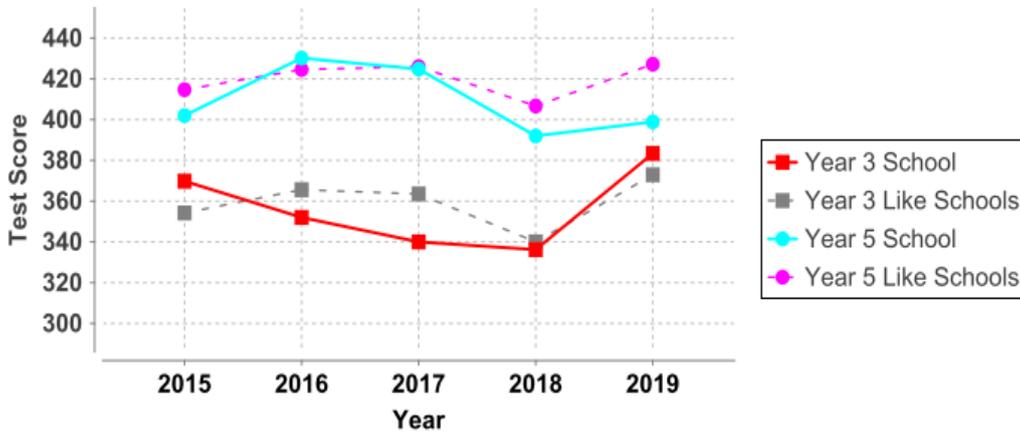


Average Reading Score



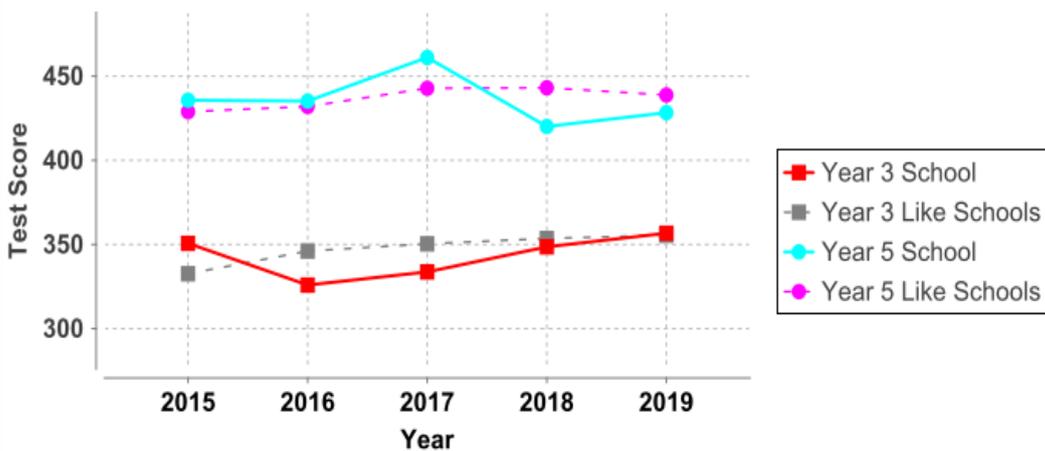
In 2014 the school invested considerable resources into addressing the reading standard at the school. As these children progressed through the school, their reading skills improved and this is reflected in the increase in reading scores in the data where we were able to bridge the gap to like schools. As school resourcing was distributed more evenly to other priority areas, we have begun to see a levelling out in the trend.

Average Writing Score



On reflection of the data in 2018, we began researching potential improvements in the instruction of writing at the school. We began implementing initiatives such as Seven Steps to Writing Success and Bright Path Moderation in order to increase our achievements. Students at a cohort level have not been making gains against like schools and we felt the upward trend in 2019 was positive.

Average Numeracy Score



2019 data shows that we having success in bridging the gap to like schools in Numeracy Achievement. In particular the upward trend in comparison to like schools in 2019 is positive.

NAPLAN Comparative Performance for Year 3

Year 3	Performance						Students					
	2014	2015	2016	2017	2018	2019	2014	2015	2016	2017	2018	2019
Numeracy	0.5	0.8	-0.8	-0.8	-0.3	0.4	48	42	48	41	41	38
Reading	0.1	-0.1	-0.9	-0.2	0.2	-0.1	47	41	48	40	41	38
Writing	0.4	0.8	-0.6	-0.6	-0.3	0.7	48	42	48	40	40	35
Spelling	0.9	0.9	0.2	0.1	0.4	0.7	48	42	48	41	41	38
Grammar & Punctuation	0.3	0.7	-0.6	-0.9	0.2	0.7	48	42	48	41	41	38

1	Above Expected - more than one standard deviation above the predicted school
2	Expected - within one standard deviation of the predicted school mean
3	Below Expected - more than one standard deviation below the predicted school mean
	If blank, then no data available or number of students is less than 6

Year 3 Performance Date in NAPLAN, indicates that we are within the expected levels in all areas. The school will continue improve on teaching and learning practices in school through our work with Fogarty EDvance. By reducing in school variability and focusing on Explicit Instruction, we hope to move some areas to above expected.

NAPLAN Comparative Performance for Year 5

Year 5	Performance						Students					
	2014	2015	2016	2017	2018	2019	2014	2015	2016	2017	2018	2019
Numeracy	2.2	0.1	-0.3	1.0	-1.0	-0.1	43	37	50	40	40	37
Reading	-0.6	-1.5	-0.1	1.0	-0.2	-1.4	43	37	51	40	40	37
Writing	0.2	-0.5	0.5	0.3	-0.6	-0.7	43	37	52	39	40	37
Spelling	1.4	2.1	0.9	1.0	0.4	-0.1	42	37	52	40	40	37
Grammar & Punctuation	-1.5	-1.1	1.0	0.6	-0.7	-1.0	42	37	52	40	40	37

1	Above Expected - more than one standard deviation above the predicted school
2	Expected - within one standard deviation of the predicted school mean
3	Below Expected - more than one standard deviation below the predicted school mean
	If blank, then no data available or number of students is less than 6

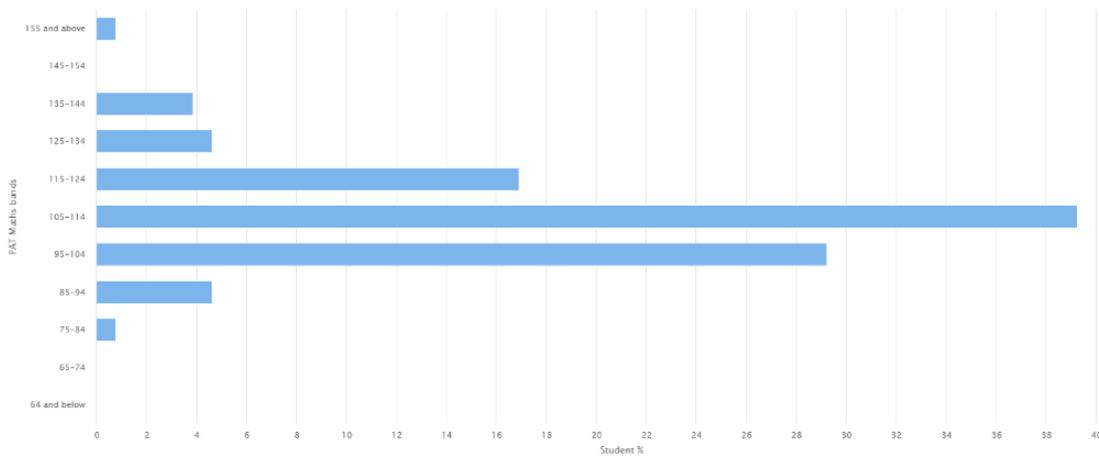
In the Year 5 performance, we saw the school improve from below expected average in Numeracy, to expected average. However, in reading, despite a slight improvement in the test score average for 2019, our reading showed a significant decline against the predicted school mean. Similarly with writing, despite having made improvements in our average score, our comparative performance still saw a decline. Through the School Improvement Process, we hope to reduce the high variances over the years.

PAT DATA

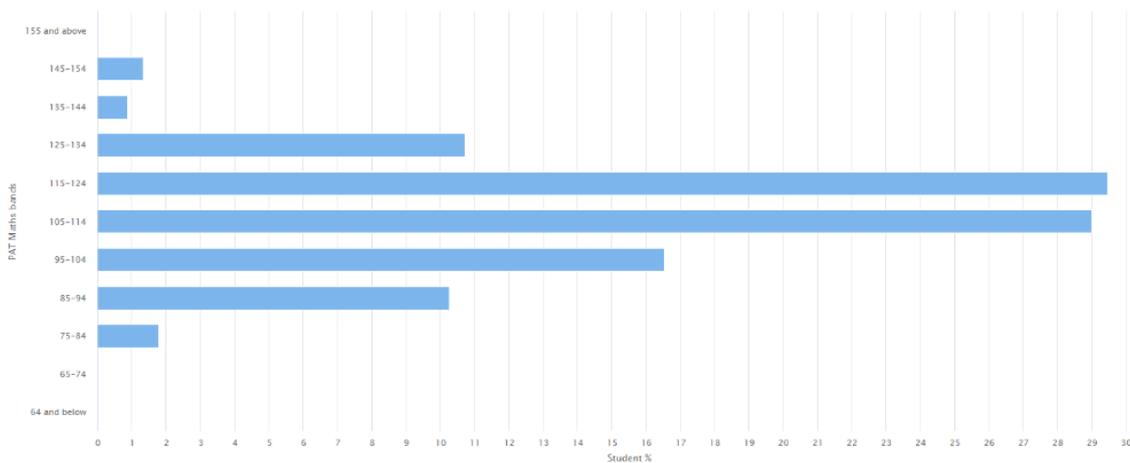
PAT assessments have been used at the school for collecting data to measure student achievement and progress. Below, is some of the PAT Math Data. It shows that between 2019 and 2020 there was an increase in the number of students achieving higher bands. As this is the beginning of a trial the school began with PAT data, there is a limited amount of data to show.

Bands	2019	2020
125+	10%	12%
105-124	55%	61%
<105	35%	27%

PAT Maths 2019 130 results



PAT Maths 2020 224 results



ATTENDANCE

At the end of the year, students who had attendance of 90% or greater were invited to attend our rewards day. A great time was had by all who got to attend.



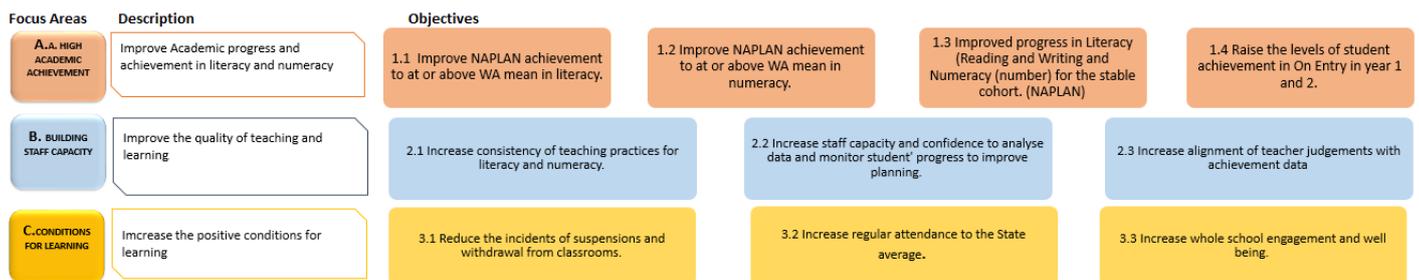
Attendance Category Primary as at Semester 1, 2019

	PPR		Y01		Y02		Y03		Y04		Y05		Y06	
	Sch	WA Pub Sch												
Regular	40%	67%	48%	72%	54%	74%	60%	75%	52%	75%	70%	74%	67%	74%
At Risk - Indicated	23%	22%	26%	20%	25%	18%	17%	17%	24%	18%	13%	18%	10%	18%
At Risk - Moderate	33%	8%	13%	6%	17%	6%	17%	6%	22%	6%	10%	6%	17%	6%
At Risk - Severe	5%	2%	13%	2%	4%	2%	6%	2%	2%	2%	8%	2%	6%	2%

In 2020, our school attendance officer together with the AIEO engaged in many home visits to speak with families. We offered rewards and recognition for students with good attendance figures. In 2020, the school's attendance was impacted significantly by the COVID pandemic.

SETTING THE FOCUS

Our School Improvement Journey through Fogarty supported the development of our three year school plan 2019 – 2021. These objectives have guided our directions over the past two years. The information from the surveys gave made clear the direction that the school needed to take.



WELCOME BBQ

Families are all invited to attend a Welcome BBQ at the start of the year. There are information displays from all the classrooms and some of our special programs. Families are able to find out information, meet other people from the community and come together in a relaxed atmosphere.



MIDVALE STARS



We have continued to build on our model of Positive Behaviour Support (PBS) and have behaviour expectations of all students at the school. Certificates, ripper recess, rubber wrist bands and extra sport sessions are some of the strategies we use to acknowledge students who demonstrate expected behaviours.

DEADLY ARTS

In 2019, we were lucky enough to have a Song Room program running at the school called Deadly Arts. This program brought indigenous artists into the school to work with students who had an interest in visual arts. The students worked with the artists to create a large scale mural (see above) showcasing our school's PBS STAR message. The children worked really hard and the final outcome is stunning. It can be seen in the Undercover area. Thank you to the artists Seantelle, Rachel and Charlotte for all their hard work and well done to all the talented students who were involved! Deadly Arts is running again with musically talented students working with musicians Charley Caruso and Phil Bartlett to compose and record an Acknowledgement of Country song for the school.



NAIDOC WEEK

The school celebrated NAIDOC week and we all learned so much about Aboriginal culture, food and language. We made damper and ate kangaroo and emu sausages; we created a tree to be put on display in the library and we learned some language. We held a NAIDOC ceremony and sang Bindi Bindi, it is a Gail Williams song about a butterfly. It was beautiful. All our special guests were moved by the song and went away with a very special memory of Midvale in their hearts. After the ceremony we had a Football Game. One team wore our Midvale Football strip and the other wore the Swan Districts NAIDOC strip. We had some very special guest players and everyone involved had great fun. Special Thanks goes to Shane, Bri and Hayley from the Swan Districts Football club; to Nyra and Shrieka - past pupils of Midvale Primary School; to Catriona and the Swan View Senior High School Girls' Academy girls and to everyone who came out to support the game. Ms Waters and Rebecca (The President of the P&C) were also amazing providing the catering for the players and our special guests.



ANZAC DAY

In Term 2 saw the traditional ANZAC ceremony. All around the school, classes chose to acknowledge the day in their own ways. From presentations about everyday heroes to works of Art, All Midvale students are sure to remember the bravery and courage of the soldiers. Lest we forget.

YOUNG ENGINEERS

The young engineers team came to the school and created some amazing machines with our year 6 students.



SCIENCE WEEK

At Midvale students took part in a range of activities based around this years theme ***Deep Blue: Innovation for the future of our oceans.***

During their Science session, the Senior school students were asked to design and create a game to educate others about responsible fishing. When designing their games, the students used the *Recreational fishing and identification guide of Western Australia* to help them identify fish found in WA waters and the size and bag limits allowed.

The Middle School students had a challenge to design a boat with a mast and a sail that is moved by the wind. The students worked collaboratively in groups to make a plan and then construct their boats. In Week 10 of this term we will put their boats to the test and using a fan and a paddling pool each class will have a race of their boats.

The Junior school students worked together to create a display about how we can keep our beaches and oceans clean. We talked about pollution in our waters and the effects it has on our fish and other sea life. We also looked at what we can do to play our part in ensuring these sea creatures are safe.



KALAMUNDA CUP

On Tuesday 20th October selected year 5 and 6 students competed in the annual Kalamunda Cup Basketball Tournament. With school attending from all over the district it was going to be a very competitive competition. The girls team had four group matches. They found it tough early but really grew as a team throughout the day. They had three defeats before winning their final game. As none of the girls play basketball outside of school I was really proud of the way they fought out the day, keeping their positive energy high. The boys were given five group games. With a dominant win in the first game the boys may have got ahead of themselves in the second, where they found themselves trailing by 11 points at half time. A gutsy comeback was almost complete, but unfortunately just ran out of time. Another loss followed but the day ended with two great wins. I was really happy when the boys started to move the ball around and tried to get everyone to score in the last couple of games. A big thank you to Mrs Mortimer who came and helped out on the day.



We were fortunate enough again to have another visit from Sasha from The Fremantle Literacy Centre. She brought with her for the senior students, the original artwork from the illustrator Frané Lessac of 'Ned Kelly and the Green Sash' by West Australian author Mark Greenwood. It was so interesting to hear the history of the story and the process of how the artwork was created.

The middle and junior students enjoyed looking at the original artwork from illustrator Freya Blackwood and author Libby Gleeson's book 'Clancy and Millie and the Very Fine House'. This book's artwork was originally created on the inside of brown paper artwork folders. The story is of a young boy moving house and very relatable to many of our students. The children finished the session creating their own houses on brown paper bags.



BOOK WEEK ONCE UPON A TIME

There was a big celebration of books in our school and our students had a great day dressing up and exploring different fairy tales. Every class participated and I'm sure some great memories were created. Who would ever forget being greeted at the school gate by Shrek and Princess Fiona or wandering through the 'swamp' (the front office). It was quite a journey around the school visiting a variety of fairy tale scenes and characters and I feel so proud to belong to a team of amazing teachers and education assistants who put so much work into making the day such a success. So what was the surprise that we were working towards?

Midvale Primary School was fortunate enough to be chosen by Dymocks Midland and Dymocks Children's Charities, to be the recipient of their School Library Regeneration Charity. Dymocks Midland raised \$5,500.00 for our school and Dymocks Children's Charities matched that amount with another \$5,500.00. So the total amount of books received from Dymocks was \$11,000.00. On Thursday the fairy tale trail led everybody to the School Library (Gingerbread Man Bakery) where all the beautiful books (about 550 books) were on display for our students and staff to have a look at. We presented Annabelle from Dymocks Midland with a certificate and are so thankful to them and Dymocks Children's Charities for their generous donation and we have some very excited staff and students waiting for the books to go out on the shelves.



CURIOUS CREATURES

Congratulations to our students and teachers on an excellent 'Curious Creatures, Wild Minds' exhibition that was held in the Library. Each class participated in their own way and was able to view the art work of students from other classes. This was our celebration of the Children's Book Council of Australia's Book Week for 2020.



SPORTS CARNIVAL

A big highlight of the school year is always the sports carnival. Mr Buckingham always puts together a fun day for all.



GREAT VEGIE CRUNCH

To recognise the importance of healthy food choices, we took part in the Great Vegie Crunch in connection with the Crunch n Sip program. Yum!



END OF YEAR CONCERT

A great way to celebrate all the hard work put in by our students and the amazing design, and choreography of our Arts teacher Miss Hockey.



SHINING STARS

The Midvale Hub together with the Child and Parenting Centre facilitate a three year old program at the school. 2020 was the third year and we have seen a steady increase in numbers each year. The program builds relationships with families and builds their knowledge of cognitive, physical, language and social development so that they can support their children with school readiness.

Through the program, the school has been able to offer access to support services and early interventions for the children. We have also been able to offer parenting courses such as PPP (Positive Parenting Program) at the school.

THANK YOU

DONATION OF MICROSCOPES TO SCHOOL FROM ROTARY



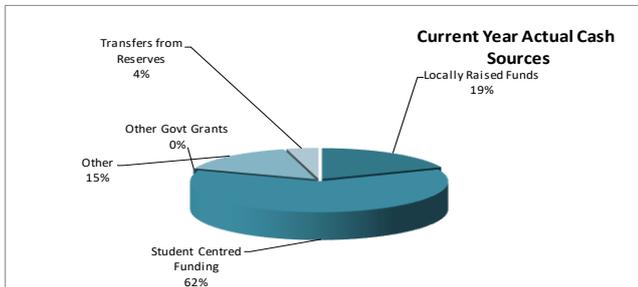
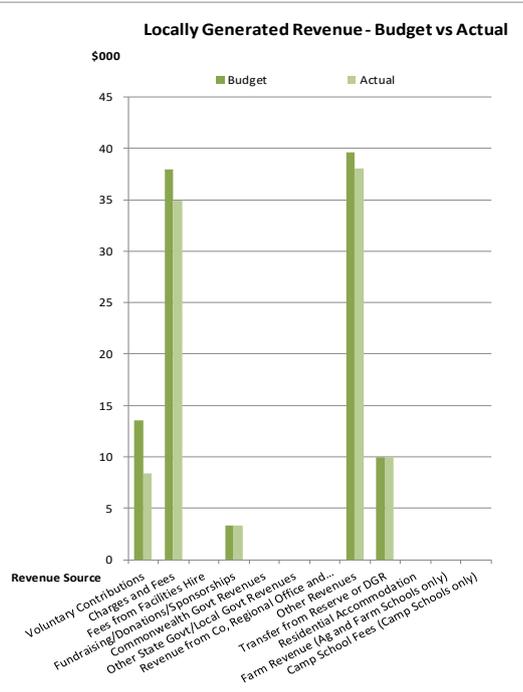
Local Schools Community Fund Grant



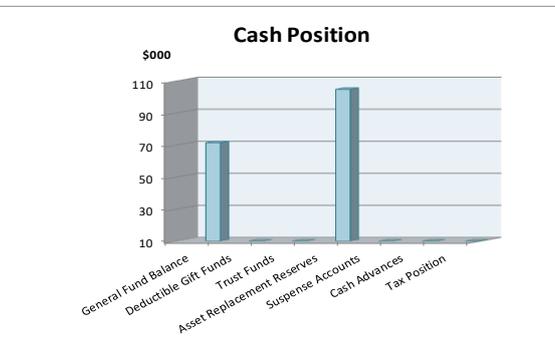
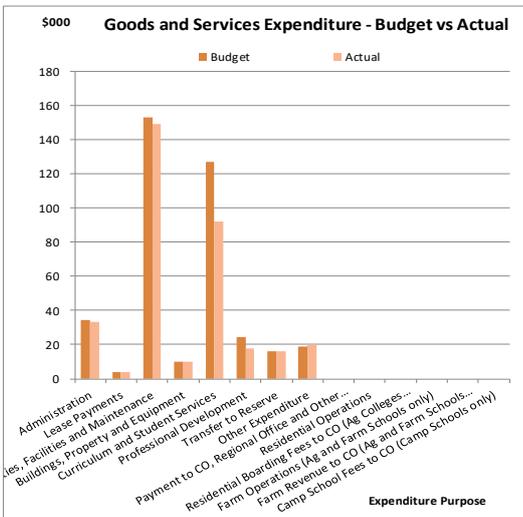
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Midvale Primary School
Financial Summary as at
7 January 2021

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 13,591.00	\$ 8,416.35
2 Charges and Fees	\$ 37,928.00	\$ 34,917.30
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 3,288.50	\$ 3,289.20
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 39,580.00	\$ 38,037.00
9 Transfer from Reserve or DGR	\$ 9,950.00	\$ 9,950.02
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 104,337.50	\$ 94,609.87
Opening Balance	\$ 164,577.70	\$ 164,577.71
Student Centred Funding	\$ 153,999.00	\$ 153,999.43
Total Cash Funds Available	\$ 422,914.20	\$ 413,187.01
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 422,914.20	\$ 413,187.01



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 34,354.96	\$ 33,249.77
2 Lease Payments	\$ 4,000.00	\$ 3,944.59
3 Utilities, Facilities and Maintenance	\$ 153,125.21	\$ 148,742.59
4 Buildings, Property and Equipment	\$ 9,949.76	\$ 9,949.66
5 Curriculum and Student Services	\$ 126,833.01	\$ 92,153.84
6 Professional Development	\$ 24,636.00	\$ 17,935.56
7 Transfer to Reserve	\$ 16,000.00	\$ 16,000.00
8 Other Expenditure	\$ 18,704.45	\$ 19,798.89
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)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 387,603.39	\$ 341,774.90
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 387,603.39	\$ 341,774.90
Cash Budget Variance	\$ 35,310.81	



Cash Position as at:	
Bank Balance	\$ 178,768.93
Made up of:	\$ -
1 General Fund Balance	\$ 71,412.11
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 104,761.14
5 Suspense Accounts	\$ 5,009.68
6 Cash Advances	\$ (300.00)
7 Tax Position	\$ (2,114.00)
Total Bank Balance	\$ 178,768.93

Endorsed on Wednesday 23 June 2021

Principal _____

School Board Chair _____