



PERENJORI PRIMARY SCHOOL

ANNUAL SCHOOL REPORT 2021

NURTURE | CHALLENGE | EXCEL

PRINCIPAL'S MESSAGE

I would like to present the 2021 School Report. It provides parents, carers and members of the wider community with information about Perenjori Primary School's activities and performance during 2021. The report highlights our achievements and successes and identifies opportunities for improvement. Perenjori Primary School is a successful public school which maintains high academic standards and extends students through a range of learning opportunities including music, physical education technology and French.

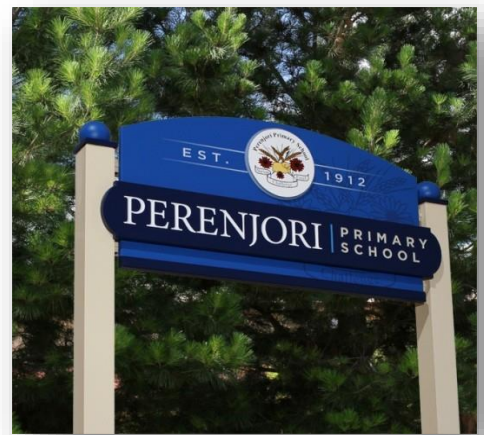
At Perenjori Primary School we continue to value the partnership between the school and community. Thank you to the members of the Parents & Citizens Association for their ongoing support. The P&C continues to be a valued partnership with the school in decision making, volunteer support and fantastic fundraising. Our School Board has continued to support the school, ensuring that governance is aligned to the requirements of the Department of Education.

We are in the midst of preparing our 2022 - 2024 School Business Plan, which will focus on priorities identified through the analysis of student achievement data. System priorities, directives and initiatives will also be reflected in the planning and direction setting for the school over the next 3 years.

I trust that families find our School Report informative and that it gives them confidence in our school program.

Dawn Bartholomeusz

Principal



SCHOOL VISION STATEMENT

Perenjori Primary School wishes to be recognised as a school that promotes caring, resilient and independent individuals who value their achievements and those of others within the community. To be seen as a school that provides a stimulating and challenging learning environment that enables students to develop the knowledge, skills and confidence to achieve their potential and contribute to society. Ours is a school that promotes high expectations and standards.

SCHOOL OVERVIEW

For more than a century, our school has provided quality education to local students and their families within a distinctive rural setting. We strive to provide a safe, caring and stimulating environment where all students are supported and challenged to achieve their personal best.

Our Kindergarten to Year 6 students are provided with a range of high quality educational programs, with the emphasis being placed on all children reaching their full potential academically, socially and emotionally. Our students' individual needs are met through a developmentally appropriate teaching and learning program. The school has dedicated and caring staff who share a commitment to working collaboratively to improve student outcomes.

Our school community places students first and has high expectations of students, staff and the school. Parents and community members play an active and important role in ensuring students are provided with the best possible learning opportunities. Positive school/home partnerships exist to ensure every child has an enjoyable, productive and rewarding school experience at Perenjori Primary School.



SCHOOL VALUES

Learning ~ we have a positive approach to learning and encourage it in others. We believe that all students have the capacity to learn.

Excellence~ we have high expectations of our students and ourselves. We set standards of excellence and strive to achieve them.

Equity ~ we recognise the differing circumstances and needs of our students and are dedicated to achieving the best possible outcomes for all.

Care ~ we treat individuals with care. Our relationships are based upon trust, mutual respect and the acceptance of responsibility. We recognise the value of working in partnership with parents and the wider community in providing a quality education for our students.

STAFFING 2021

During the course of the 2021 year, there were a number of staffing changes and challenges.

The school year commenced with

Mrs Kelly Cannon, K/PP class

Mrs Katrina Butler, PP-3 class (Semester 1), Mrs Glenda Gordon (Semester 2)

Miss Yasmin Hardwick, Year 4 – 6 senior class.

Mrs Cannon and Mrs Susan Bestry, specialist teachers.

Mrs Leah Curtin, Mrs Jody Sutherland, Mrs Domenica Curtin and Mrs Leah (Lil) Leopold, Education Assistants, Special Needs.

Mrs Belinda Cheekes (resigned Term 1). Mr Tony De Chellis, cleaner.

Mr Shane Oreo ,Gardener/Handyman

Ms Lisa Smith-Cusack , MCS (left Term 2). Mrs Emma McKenzie and Mrs Leopold (Term2) Mrs Leopold (Term 3- Substantive)

Mrs Leah Leopold , School Officer (1 day- Term 1)

Mrs Michelle Williamson, Principal (Semester 1), Mrs Cannon (end Term 2), Dawn Bartholomeusz (Semester 2).

The appointment of an early childhood teacher into a full-time permanent position at Perenjori has been very difficult, with few people having expressed any interest in taking up a country posting. At the time of writing this report, the position is about to be advertised on Jobs WA, with the aim to run a process during the holidays and have a full staffing compliment on day 1 of the 2022 school year.

2022 will commence with Principal, Ms Jette Oksis (Term 1) as the position is to be advertised and Mrs Bartholomeusz has returned to her substantive school. Mrs Kelsey Paterson is taking on a 0.6 role in the PP-3 class.

Staffing 2021	No.	FTE	Aboriginal
Principal	1	1.0	
Total Administration Staff	1	1.0	
Other teaching staff	4	2.8	
Total Teaching Staff	4	2.9	
Clerical/Administrative	2	0.8	
Gardening/Maintenance	1	0.5	
Cleaning	1	0.75	
Other Non-Teaching staff	4	2.2	
Total School Support Staff			
Total			

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

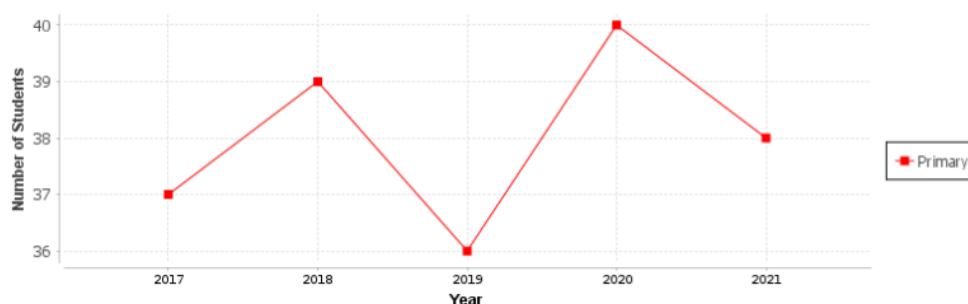
STUDENT NUMBERS

As at Semester 2, 2021

	Kin	PP	Yo1	Yo2	Yo3	Yo4	Yo5	Yo6	TOTAL
FULL TIME	(3)	3	7	4	4	7	7	6	41
PART TIME	5								

Note: The Kin Full time student figure represents the Full Time equivalent of the Part time students

Student Number Trends (based on 2021 Semester 2 Census Data)



DESTINATION SCHOOLS

Year level	Destination school	MALE	FEMALE	TOTAL
6	Wesley College	1		1
6	Georgiana Molloy Anglican College	1		1
6	Nagle College		1	1
6	Penrhos College		1	1
6	St Mary's Anglican School		2	2
PP	St Josephs, Moora		2	2
4	St Josephs, Moora	1		1
4	Georgiana Molloy Anglican College		1	1
2	Georgiana Molloy Anglican College	1		1
		4	7	11

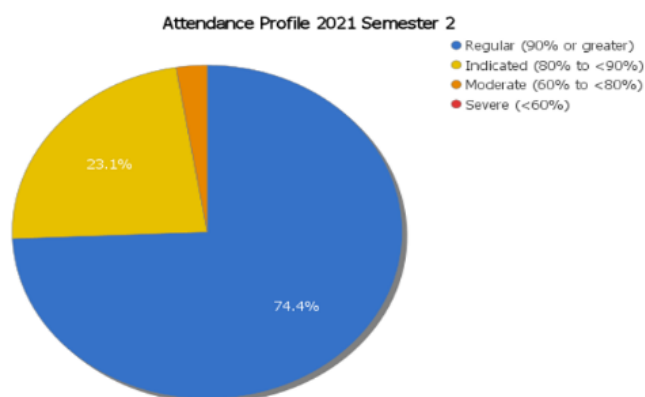
STUDENT ATTENDANCE

Semester 2, 2021

Enrolments	Regular total (%)	Indicated total (%)	Moderate total (%)	Severe total (%)
Current	29 (74%)	9 (23%)	1 (3%)	0 (0%)

Absence types

Enrolments	R	N	C	V	Z	U	X	T	K
Current	191	168	0	0	0	62	0	0	115



The attendance rate for the school is above the WA state average.

Areas to continue to monitor and address:

- Decreasing the number of unexplained absences for students
- Families taking holidays during term time

PROGRESS ON IDENTIFIED PRIORITIES

The 2019-2021 Perenjori Primary Business Plan identified 4 priority areas:

Area 1 - Academic & Achievement

What we have done

- Continued to use Spelling Mastery across the school
- Introduced Matific into the school to support students to apply maths skills in problem-based scenarios
- Use the strategies from Cars and Stars to guide the teaching of comprehension skills
- Used Guided Reading across the school
- Refine the assessment schedule for 2021
- Use Mini-Lit/Maq-Lit for identified students
- Purchased appropriate resources to support the teaching and learning program
- Tracked students with On-Entry testing



Recommendations

- Develop explicit instruction model for the school to apply
- Introduce Visible Learning into lessons so learning intent and success criteria are transparent
- Define components of literacy and numeracy blocks
- Engage in moderation of assessment tasks with other schools to ensure consistency in judgements of student levels of achievement
- Develop curriculum maps for HASS to make content manageable for MAG classrooms
- Explore the implementation of Seven Steps for Writing Success for the senior class students
- Conduct On-Entry testing in Year 1 and 2 only with students identified 'at risk'

Area 2 - Conditions for Learning

What we have done

- Reviewed the Positive Behaviour Support (PBS) Program with the committee
- Rewards and recognition systems refined for greater consistency
- Developed and displayed the 'expectations' for each aspect of the school PBS
- Informed parents of the changes
- Trained new staff in CMS



Recommendations

- Review the PBS program with all staff due to high change overs happening in 2022
- Follow the Smiling Minds program to make Mindful time in classrooms more purposeful
- Explore Social/Emotional learning programs e.g. Friendly Schools, to support the PBS aims and also to help define the school values
- Create Health and Well-being plan to benefit staff and students
- Send new staff to CMS training

Area 3 - Community Engagement

What we have done

- Worked with the School Board when making decisions regarding directions for the school
- Worked with the P&C guiding resources needed by the school
- Participated in community events e.g. R U OK Day? tree planting at the arboretum
- Requested individuals/groups with specific skills to indicate an interest in conducting lessons/session with the students



- Showcased the students work at the Perenjori Show, concert night
- Engaged with the local Police who support the school during end of term rewards days (e.g. discos)
- Participated in visits to local towns e.g. NAIDOC Day celebrations and invited local artists to conduct workshops with students
- Contributed to the local newspaper – The Bush Telegraph
- Senior class participated in joint schools' day at Carnamah to learn what resources the school has to offer in their secondary program

- Visit from secondary staff to talk with students about local choices for secondary school

Recommendations

- Develop stronger ties with local schools and engage in moderation of assessments.
- Provide additional opportunities, other than sporting, for the students to mix with children from other schools e.g. invite them to incursions, have a 'Schools' disco.
- Increase interactions with PECC
- School Board and P&C to contribute to 1 newsletter per term to inform parents of their role and contribution to the school

Area 4 - Staff Capacity

What we have done

- Staff engaged in professional learning with other schools to explore the SCSA supplementary curriculum resources
- Staff provided with release time to independently engage with these resources
- Attended professional learning that has occurred, relevant to roles and responsibilities
- Set aside funding in the school budget for staff to participate in relevant PL

Recommendations

- Continue to plan for PL that is specific to school needs
- Introduce an Explicit Teaching template consistently across the school
- Get staff to share learning from PL they have attended during staff meetings
- Ensure initial and follow up performance development meetings occur in a timely manner
- Commence peer observation triads early in the year so sufficient time for each person to have several observations occurs.
- Assign a mentor to new graduates and formalize a timetable for regular meetings

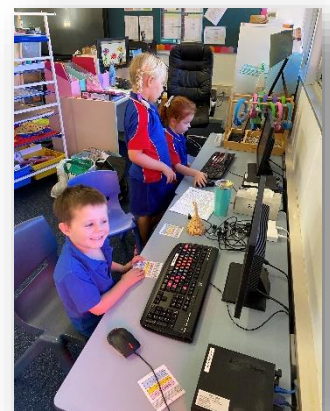


NATIONAL QUALITY STANDARDS (NQS)

The NQS sets the benchmark for early childhood education and care in Australia. It includes seven quality areas that are important outcomes for children. Early Childhood Education programs up to Year Two in Western Australia schools are required to meet the NQS. With Perenjori being a small school, it is important for all staff to have an understanding and commitment to follow these standards as we all engage with the early childhood students at the school.

Judgments against NQS domains 2021

1. Educational program and practice	Working towards
2. Children's health and safety	Meeting
3. Physical environment	Meeting
4. Staffing arrangements	Meeting
5. Relationships with children	Working towards
6. Collaborative partnerships with families and communities	Working towards
7. Governance and leadership	Working towards



NQS RECOMMENDATIONS FOR 2022

- 1.3. *School administrators and educators take a planned and reflective approach to implementing the program for each child.*

Progress has been made towards this but SEN planning (IEP's) for identified students still needs to be done. **Set as a focal area in the 2022 – 2024 Business Plan**

- 5.1 *Relationships between educators and children: Respectful and equitable relationships are developed and maintained with each child.*

Expectations of behaviour in learning and social activities need to be modelled by staff and directed towards students in order for it to be reciprocated.

- 5.2. *Each child is supported to build and maintain sensitive and responsive relationships.*

To successfully get students to work co-operatively and positively contribute, it is important for the social skills associated with group work are explicitly taught to students. This encompasses how they will react and act with their peers.

- 6.2 *Effective partnerships support children's access, inclusion and participation in the program*

Increased record keeping of parent meetings and agreed actions and responsibilities. This will ensure parents are aware of children's needs and also clear delineation of responsibilities to support children. Greater accountability for actions being implemented.

- 7.2. *Development of professionals Educators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.*

In 2022, **classroom observations to be an embedded practice** in the school, at regular, planned intervals.



ACHIEVEMENTS AGAINST BUSINESS PLAN TARGETS

NB: Partially met indicates not all students achieved their individual target

PRIORITY 1: ACADEMIC ACHIEVEMENT

Annually, all students identified in operational planning will achieve or exceed their Year Three NAPLAN target in:

Reading	Partially met
Spelling	Partially met
Grammar and Punctuation	Met
Numeracy	Met

Annually, all students identified in operational planning will achieve or exceed their Year Five NAPLAN target in:

Reading **Partially met**

Spelling **Met**

Grammar and Punctuation **Partially met**

Annually, progress for On-Entry Assessment for 2021 Pre-Primary students, identified in operational planning, will be Satisfactory or Higher in Year One and Two.

PRIORITY 2: CONDITIONS FOR LEARNING

Increase the percentage of students who 'strongly agree' to 'agree' with the following statement in the 2020 NSOS:

- 'I can talk to my teacher about my concerns' from 75% (2018) to 85% (2021) **Not met**
- My school takes student opinions seriously' from 76% (2018) to 86% (2021) **Not met**

By 2020 increase the percentage of parents who 'strongly agree' or 'agree' with the following statement in the 2020 NSOS:

- 'This school takes parents' opinions seriously from 66% (2018) to 76% (2021) **Not met**
- 'This school works with me to support my child's learning from 72% (2018) to 82% (2021) **Met**



PRIORITY 3: COMMUNITY ENGAGEMENT

Annually meet NQS Area 6. Collaborative Partnerships with Parents and Communities **Partially met**

By 2021, at least 90% of parents responding to the NQS will 'Agree' or 'Strongly Agree' to 'The school takes parents' responses seriously' **Not met**

By 2021, at least 49% of parents responding to the NSOS will 'Agree' or 'Strongly agree' that the School Board communicates effectively with the wider community regarding their function and activities **Met**

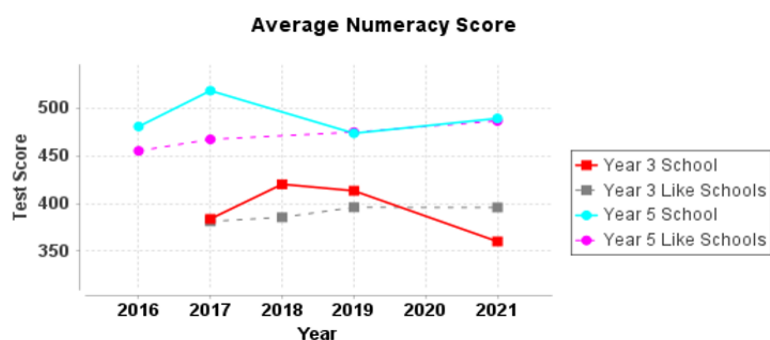
PRIORITY 4: STAFF CAPACITY

Increase the percentage of staff who 'strongly agree' or 'agree' with the following statement in the 2020 NSOS:

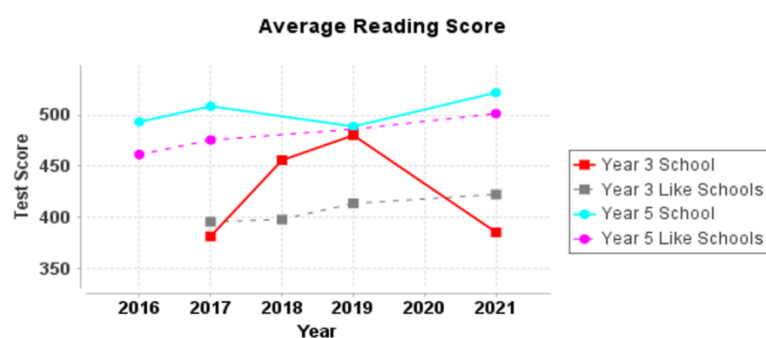
- Teachers at this school provide students with useful feedback about their school work from an average of 3.6 (2018) to an average of 4.2 (2021) **Met**
- 'This school works with parents to support student's learning from 3.7 (2018) to 4.2 (2021) **Not met**
- By 2021, meet the National Quality Standard 1 Educational Program and Practice **Not met**

STUDENT ACHIEVEMENT DATA

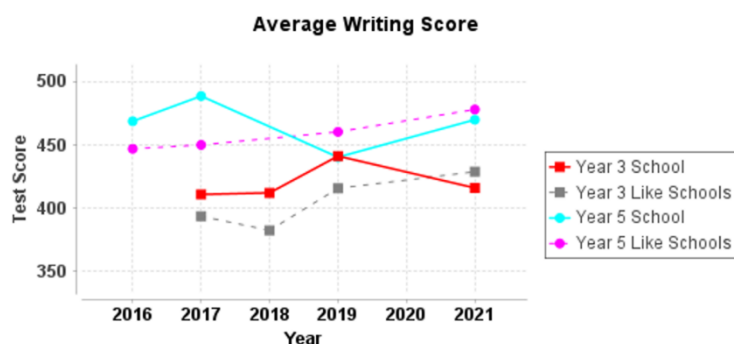
This data shows Year 3 and 5 NAPLAN achievement since 2016.



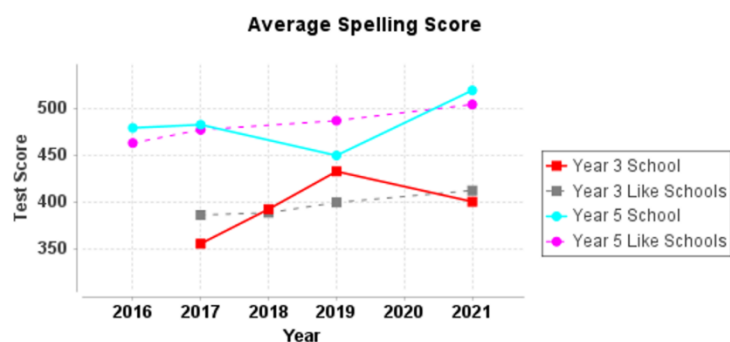
YEAR 3	YEAR 5
<ul style="list-style-type: none"> 2021 performing below like schools (PPS 360, Like 396) Downward trend in the school from 2019 	<ul style="list-style-type: none"> 2021 performing similar to like schools (PPS 489, Like 487) Slight upward trend from 2019



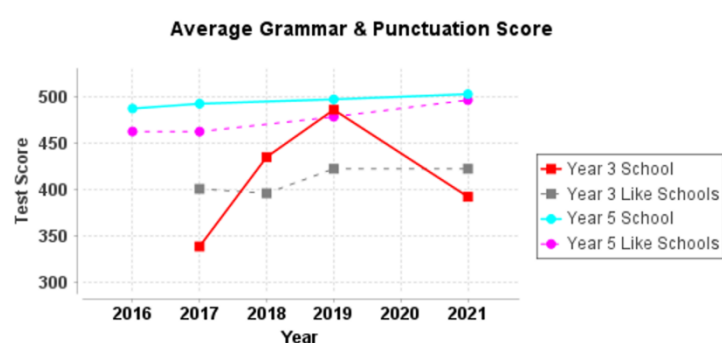
YEAR 3	YEAR 5
<ul style="list-style-type: none"> 2021 performing below like schools (PPS 386, Like 423) Downward trend in the school from 2019 Like schools upward trend from 2019 	<ul style="list-style-type: none"> 2021 performing above like schools (PPS 522, Like 501) Upward trend from 2019



YEAR 3	YEAR 5
<ul style="list-style-type: none"> 2021 performing below like schools (PPS 416, Like 429) Downward trend in the school from 2019 Like schools upward trend from 2019 	<ul style="list-style-type: none"> 2021 performing similar to like schools (PPS 522, Like 501) Upward trend from 2019



YEAR 3	YEAR 5
<ul style="list-style-type: none"> 2021 performing similar to like schools (PPS 400, Like 412) Downward trend in the school from 2019 Like schools slight upward trend from 2019 	<ul style="list-style-type: none"> 2021 performing similar to like schools (PPS 519, Like 504) Upward trend from 2019



YEAR 3	YEAR 5
<ul style="list-style-type: none"> 2021 performing below like schools (PPS 393, Like 423) Downward trend in the school from 2019 	<ul style="list-style-type: none"> 2021 performing similar to like schools (PPS 503, Like 407)

School Performance in comparison with all WA Public Schools

This information is tracking the same cohort of students from Year 3 to Year 5. Please note there is no 2021 data for Year 3 due to low student numbers.



Above Expected – more than one standard deviation above the predicted school mean

Expected- within one standard deviation of the predicted school mean

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		Year 5	
	2018	2019	2019	2021
Numeracy	1.5	1.0	-0.5	-0.2
Reading	2.1	3.1	0.2	-0.6
Writing	1.3	1.7	-1.8	-1.4
Spelling	0.1	1.4	-1.0	0.1
Grammar & Punctuation	1.2	2.7	2.8	-1.3

NAPLAN	NAPLAN - Numeracy								
	2018			2019			2021		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Comparative Performance									

Year 5 achievement in 2021 is in the expected range. Note that the students have reduced from above expected in Year 3 2019 to expected in Year 5.

NAPLAN	NAPLAN - Reading								
	2018			2019			2021		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Comparative Performance									

Year 5 achievement in 2021 is in the expected range. Note that the students have reduced from above expected in Year 3 2019 to expected in Year 5.

NAPLAN	NAPLAN - Writing								
	2018			2019			2021		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Comparative Performance									

Year 5 achievement in 2021 is in the below expected range. Note that the students have reduced from above expected in Year 3 2019 to below expected in Year 5.

NAPLAN	NAPLAN - Spelling								
	2018			2019			2021		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Comparative Performance									

Year 5 achievement in 2021 is in the expected range. Note that the students have reduced from above expected in Year 3 2019 to expected in Year 5.

NAPLAN	NAPLAN - Grammar & Punctuation								
	2018			2019			2021		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Comparative Performance									

Year 5 achievement in 2021 is in the below expected range. Note that the students have reduced from above expected in Year 3 2019 to below expected in Year 5.

NAPLAN

	2020	2021
Overall Absolute Achievement		0.4
- Trend		↓
- Change		
Overall Relative Achievement		0.55
- Year 3		
- Year 5		0.39
- Year 7		
- Year 9		
Overall Progress		-0.63
- Numeracy		-0.07
- Reading		-0.77
- Writing		-0.27

↑	Substantial increase over time (more than one SD difference)
↑	Notable increase over time (more than half, but less than one SD difference)
↔	Little or no change over time (within half an SD difference)
↓	Notable decrease over time (more than half, but less than one SD difference)
↓	Substantial decrease over time (more than one SD difference)

■	More than one SD above the expected mean
■	More than half to one SD above the expected mean
■	Within half SD above or below the expected mean
■	More than half to one SD below the expected mean
■	More than one SD below the expected mean

NAPLAN ALIGNMENT TO GRADE ALLOCATIONS

2019 (2)					2021 (1)				
Students / (%) of students with alignment results	Alignment Result		Results not Aligned		Students / (%) of students with alignment results	Alignment Result		Results not Aligned	
	WA Public School (WAPS) Mean and (SD)	School Compared to the WAPS Mean	NAPLAN Result is below the Grade Allocation *	NAPLAN Result is above the Grade Allocation *		WA Public School (WAPS) Mean and (SD)	School Compared to the WAPS Mean	NAPLAN Result is below the Grade Allocation *	NAPLAN Result is above the Grade Allocation *

Year 3

Mathematics / Numeracy	7 (100%)	73% (10%)	86% (13% Above)	14%	0%	4 (100%)	71% (9%)	50% (21% Below)	25%	25%
English / Reading	7 (100%)	68% (10%)	86% (18% Above)	0%	14%	4 (100%)	60% (11%)	50% (10% Below)	0%	50%
English / Writing	7 (100%)	58% (13%)	57% (1% Below)	0%	43%	4 (100%)	44% (13%)	50% (6% Above)	0%	50%

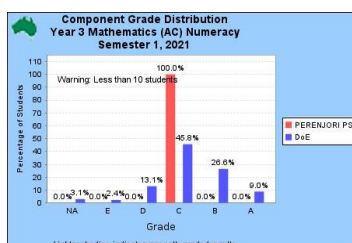
Year 5

Mathematics / Numeracy	6 (100%)	69% (10%)	83% (14% Above)	17%	0%	7 (100%)	68% (10%)	57% (11% Below)	43%	0%
English / Reading	6 (100%)	71% (10%)	67% (4% Below)	17%	17%	7 (100%)	67% (9%)	57% (10% Below)	43%	0%
English / Writing	6 (100%)	69% (10%)	83% (14% Above)	17%	0%	7 (100%)	67% (9%)	43% (24% Below)	14%	43%

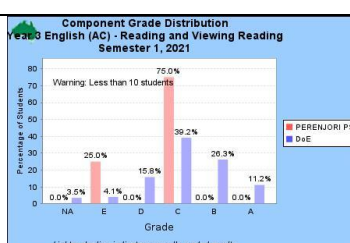
The school's Grade Alignment display indicates a need to do further work at a school level around moderating judgements of student achievement.

This would assist with increased comparability between teacher judgements and NAPLAN data.

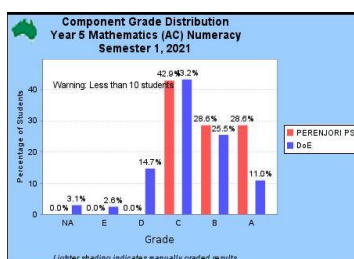
The opportunity to engage with common assessment tasks and use the SCSSA exemplars to moderate with other staff, from local schools, can assist staff to make valid assessments of students' achievement during the summative reporting process.



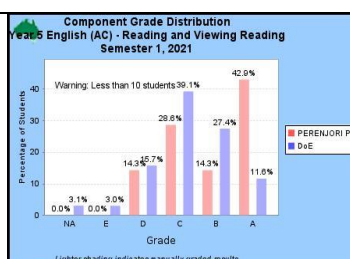
All students in Year 3 during Semester 1, 2021 were assigned a C grade.



During Semester 1, 2021, 3 students assigned a C and 1 given a D.



In Semester 1, 2021, there was a larger than expected number of students receiving A and B grades, compared to Australian school statistics.



In Semester 1, 2021, there was a disproportionately high number of students receiving an A grade, compared to Australian school statistics.

Overall, the students at Perenjori Primary are achieving at a satisfactory rate but attention needs to be given to the slow decline in their levels of progress.

Our Year of Activities

During the course of 2021, many activities were organised for the students to participate in to provide opportunities for them to learn and practice new skills and apply their learning in different contexts.

Term 1

- Parent Meeting BBQ Welcome Back
- Storytime ECC
- Artist Visit – Lynda
- Swimming Carnivals – school and Interschool
- Harmony Day
- Mini-assembly
- End of Term Reward North Midlands Project Disco
- Scitech



Term 2

- ANZAC Day assembly
- Mother's Day stall
- NAPLAN
- Walk to School Day
- Do it for Dolly Colour Run
- Artist visit,
- Musica Viva
- Insect incursion
- Winter Carnival



Term 3

- NAIDOC celebrations at Morawa
- Cross Country at Eneabba
- PEAC testing
- Year 4-6 camp at Dwellingup
- Perenjori Show
- Athletics carnivals – school and Interschool
- RAC Little Legends incursion
- Year 6 Leadership Camp
- Morawa DHS Band visit
- Arboretum tree planting for Year 6 students
- Wear Olympic colours to school day
- end of term reward disco




Term 4

- ECC Farm visit
- Book Fair
- Book Week Dress-up
- School Concert and presentation evening
- Pool party
- Year 6 Graduation



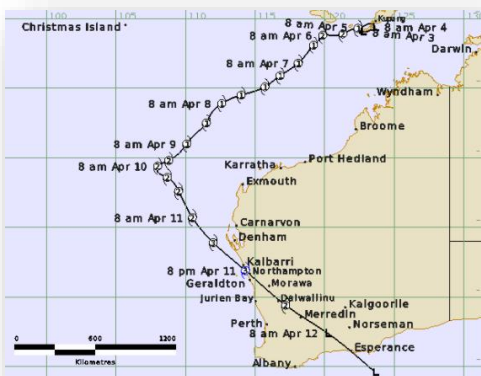
SPORTING EXCELLENCE

The students experienced considerable success in their sporting pursuits in 2021, at both a whole of school level and for individual performances.

Swimming	Winter Carnival	Cross-Country	Athletics
 <p>Bungarras won the school swimming carnival.</p> <p>At the Interschool swimming carnival, Perenjori won the Handicap Shield and were 2nd overall by only 1 point.</p>	 <p>Perenjori PS won the Netball competition</p>		<p>At the Interschool Athletics carnival, Perenjori were the overall winners and won the Handicap Shield. It was an outstanding effort from all students.</p> <p>The years of practice and skill development from Mrs Cannon certainly paid off.</p>

CYCLONE SEROJA

On 11/12 April the townsite of Perenjori felt the effects of Cyclone Seroja as it headed south-east. While the school buildings received no damage, the trees around the school took a beating. Fortunately, this happened during school holidays allowing time for staff, parents and community members to help clean up the school so Term 2 was able to commence on time. There was considerable support for the school with business and individuals donating goods, supplies and funds to assist with the recovery.





SCHOOL FINANCES

With changes in staffing at all levels, in 2021 the school did not meet its 96% required spend. This will mean that funds will be carried forward into the 2022 budget and a higher amount will need to be spent to adjust for the new 96% spend.

The school is well-resourced and no area went without the resources required to implement the curriculum requirements or other non-curricula needs.

Staffing absorbed the main cost of the budget, with additional Education Assistant time being funded, above what is provided through Disability Resourcing, to support identified students and other imputed students at risk.

Additional funding was received throughout the 2021 school year to provide COVID cleaning.

No additional funding was put into the reserves accounts in 2021 as they have sufficient allocations to meet needs at this time. During 2022, an audit of computing equipment and infrastructure needs to be undertaken to determine what items listed on the resource replacement plan can be removed or adjusted. An investigation into the cost benefits of leasing vs purchasing for computers and interactive white boards should be done in early 2022. This has the potential to release funds back into the general balance to re-allocate to other school and curricular priorities.

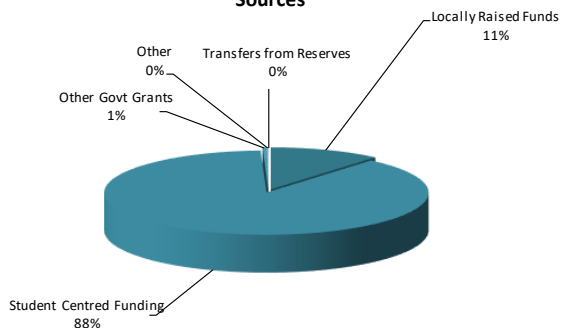


Perenjori Primary School

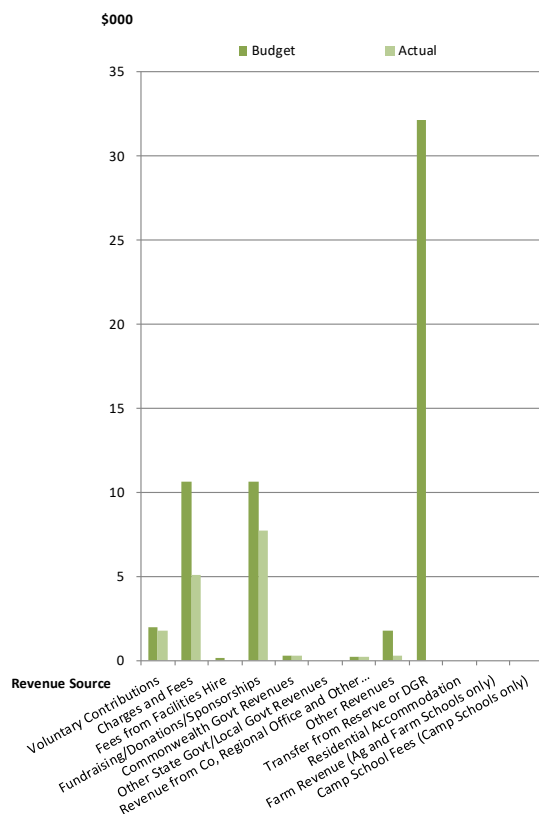
Financial Summary as at
31/12/2021

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 1,957.50	\$ 1,789.00
2	Charges and Fees	\$ 10,642.70	\$ 5,047.70
3	Fees from Facilities Hire	\$ 135.00	\$ -
4	Fundraising/Donations/Sponsorships	\$ 10,620.45	\$ 7,720.45
5	Commonwealth Govt Revenues	\$ 285.57	\$ 285.57
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 189.64	\$ 189.64
8	Other Revenues	\$ 1,756.34	\$ 265.31
9	Transfer from Reserve or DGR	\$ 32,154.00	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 57,741.20	\$ 15,297.67
	Opening Balance	\$ 63,822.42	\$ 63,822.42
	Student Centred Funding	\$ 114,876.11	\$ 114,876.15
	Total Cash Funds Available	\$ 236,439.73	\$ 193,996.24
	Total Salary Allocation	\$ 874,292.00	\$ 874,292.00
	Total Funds Available	\$ 1,110,731.73	\$ 1,068,288.24

Current Year Actual Cash Sources

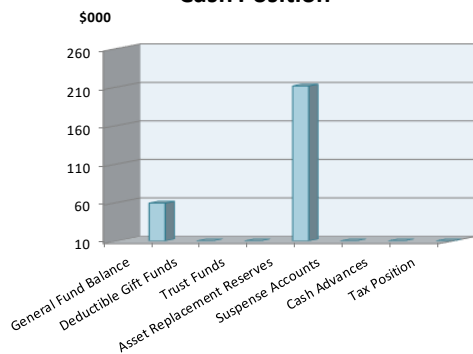


Locally Generated Revenue - Budget vs Actual

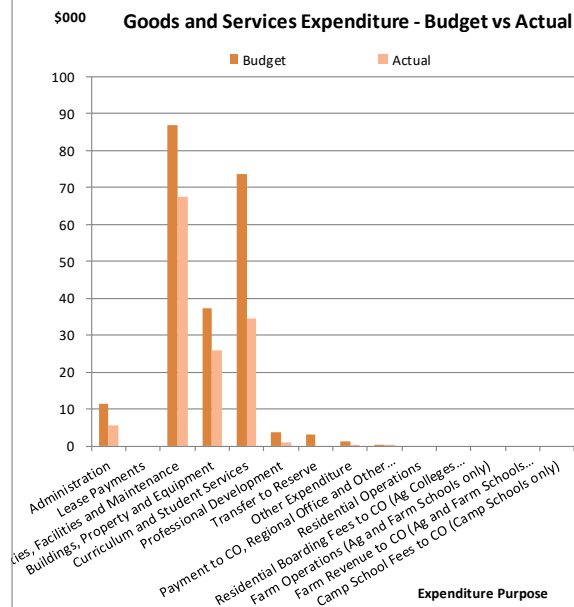


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 11,488.33	\$ 5,679.92
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 86,642.57	\$ 67,396.44
4	Buildings, Property and Equipment	\$ 37,362.00	\$ 25,802.63
5	Curriculum and Student Services	\$ 73,412.36	\$ 34,560.48
6	Professional Development	\$ 3,750.00	\$ 989.49
7	Transfer to Reserve	\$ 3,080.00	\$ -
8	Other Expenditure	\$ 1,116.34	\$ 312.26
9	Payment to CO, Regional Office and Other Schools	\$ 146.00	\$ 146.00
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	\$ 216,997.60	\$ 134,887.22
	Total Forecast Salary Expenditure	\$ 780,898.00	\$ 780,898.00
	Total Expenditure	\$ 997,895.60	\$ 915,785.22
	Cash Budget Variance	\$ 19,442.13	

Cash Position



Goods and Services Expenditure - Budget vs Actual



Cash Position as at:

Bank Balance	\$ 271,058.74
Made up of:	
1 General Fund Balance	\$ 59,109.02
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 211,258.83
5 Suspense Accounts	\$ 865.89
6 Cash Advances	\$ -
7 Tax Position	\$ (175.00)
Total Bank Balance	\$ 271,058.74



**PERENJORI PRIMARY
SCHOOL**

**CARNAMAH ROAD
PERENJORI WA 6620**

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