



ANNUAL REPORT 2021



Forrestdale Primary School

MESSAGE FROM THE PRINCIPAL

The 2021 Annual report provides reflections on the performance of Forrestdale Independent Primary School during the 2021 school year. When read in conjunction with information available through the 'My Schools' website, the Department's 'Schools Online' site and the school's website, the 2021 Annual report provides a holistic overview of the school's operations and performance throughout the 2021 school year. I have prepared this report for the school's wider community, as well as Departmental reviewers, when they assess the school's performance as a public school in the state system. As in 2020, this report is reflective of the strategic intentions that were outlined in the school's 2019 – 2021 Business Plan. At the end of 2021, a draft plan was prepared for final review with the school's Board, prior to being published for the wider school community. Staff at Forrestdale Primary School have continued to focus on achieving quality learning outcomes for all students. Throughout 2021, despite the continuing COVID-19 pandemic, staff went back to the basics of what we do and reviewed and refined our instructional framework in terms of the delivery of a deliberately taught curriculum incorporating the state endorsed curriculum outlined by the School Curriculum and Standards Authority (SCSA). All staff understand that it is what they do in the classroom that has the biggest influence on our students' learning. The senior leadership team continued to invest time and resources in ensuring that every teacher shared a common understanding of our instructional framework. And while the uniqueness of what each staff member brought to the school was harnessed, strong consistency was applied across the programs that were used in applying the same delivery techniques to each program.



As we move into the 2022 school year, I wish to thank and acknowledge Alison Smith for her twenty-four years of dedication and leadership as the Manager of Corporate Services. Alison has devoted an enormous amount of work and financial support alongside Administration over the years and we wish her all the very best in retirement.

I would like to take this opportunity to thank the Parents & Citizens committee and the School Board for the continual support offered to the school – many school projects and initiatives were a result of this support.

I would also like to thank staff for the commitment they have demonstrated in providing the best teaching and learning programs for the students of Forrestdale. Many innovations have been implemented due to the readiness of staff to engage in new learning to keep abreast of the changing nature of education being supported and led by Sam Reich, Deputy Principal, Phase of Learning Team Leaders Edward Melville, Stephanie Webb, Krystal Jager and Jo Dayman. I must again acknowledge the leadership team during this unprecedented education landscape in terms of uncertainty. It has been through their continued commitment to student achievement and teacher development that Forrestdale Primary personnel have continued to be in a position to provide high quality educative learning programs within the state system of which it is a part during an extremely testing year.

Congratulations to the students of Forrestdale for the learning they have engaged in during the difficult times of 2021 with COVID-19. Staff have witnessed their fantastic attitude and great work ethic demonstrated throughout the year, being well supported by their parents and families.

Thank you to the parents and the wider community for being great partners with the school in providing the best possible education for students.

Wayne Bariolo
Principal



OUR SCHOOL

Vision

To provide an inclusive learning environment for success in the 21st century.

Mission

At Forrestdale School we are committed to:

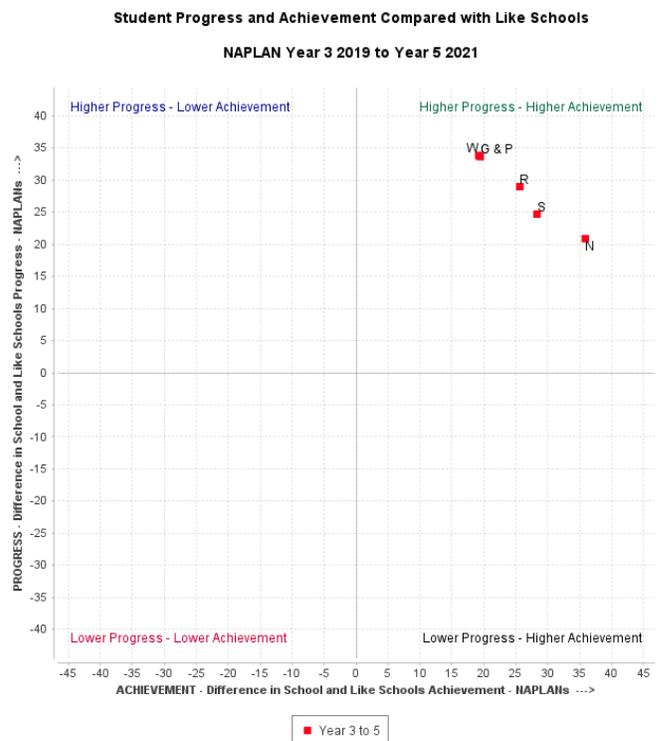
- Providing a cohesive and respectful environment to feel valued and safe.
- Developing the physical, social and emotional wellbeing of staff and students through inclusive practice.
- Providing a variety of experiences to inspire a life-long love of learning.
- Collaborating as a community ensuring we are actively improving teaching and learning.
- Developing creative and critical thinkers for the 21st century.

Whole School Improvement

During 2021, Forrestdale PS continued working towards identified goals and targets for school improvement. In collaboration with all staff, we refined and reviewed whole school policies, created whole school Literacy and Numeracy Plans and refined whole school data collection and schedules.

The whole school data collection and schedule assisted teachers in tracking individual students and cohorts of students, showing progress and achievement and identified areas needing further development. The school continued to improve their use of 'Ed Companion' (a cloud based data system that can be easily accessed by teachers anywhere). This enabled staff to analyse student performance, track progression, collate information and develop group and individual learning plans. Ed Companion enables staff to target students explicitly and prepare lesson plans at the point of need. We are continuing to add data to this platform.

The whole school plans reflected school priorities and identified areas needing further improvement allowing school resources to be targeted towards these areas for 2022. They gave staff a clear guidance for teaching and learning programs at Forrestdale Primary School. Our 2021 NAPLAN results indicated that we had made 'High Progress and High Achievement, in both Literacy and Numeracy against like schools.



ENGLISH

In 2021 we saw improved results across all year levels and explicit teaching continued to be a focus and priority in our school. The whole school 'Literacy Plan' was followed to continue guiding and directing our whole school Literacy programs including Literacy Blocks, Guided Reading, warm ups, explicit teaching of spelling, grammar and punctuation and implementation of Talk for Writing. Staff took part in professional learning to review reading diagnostics and oral language delivery. The staff examined and practiced school expectations in lesson delivery to increase consistency and understandings across the school. The Key Links and Dandelion Reader reading series were continued to be used across all classes. All staff were reminded of the important elements of a good reading program including shared, modelled, guided and independent reading. New resources were purchased to support guided reading in classes including Short Read Boxes from Year 3 – Year 6 and additional decodable readers for PP - 2. The students from Year 3 to 6 continued to use the Scholastic Learning Zone Program. This program included students completing an online comprehension test, receiving a Lexile score and then being able to select independent readers from the library to read at their level and complete quizzes online to track understanding and comprehension. Magic Words were continued in Pre-primary to Year 3 to provide a consistent approach in assisting students build a bank of high frequency words and improve reading fluency. Students were, and are encouraged to read and practice these at home as well as in class. The PAT Reading Comprehension Online assessment was used in Years 1 – 6 as an additional way to track whole school progress and achievements, PROBE and an additional PM benchmark kit (Reading Comprehension Assessment kit) were purchased.



The Soundwaves spelling program continued across Year 3 to Year 6 while the Diana Rigg PLD phonics scope and sequence was implemented from K-2 to assist with the teaching of reading, spelling and writing development. The Heggerty Phonological and Phonemic Awareness program was continued in Kindy and Pre-primary with the intention to include it in Year 1 and 2 for 2022.

Intensive intervention small groups were continued to support identified students with targeted phonemic awareness and early needs. These groups were successfully run by trained EAs resulting in significant gains in student results. Students were exposed to daily blending and segmenting activities as well as structured handwriting practise and targeted phonics exposure. Further high interest decodable readers were purchased to increase our intervention group reading resources for older students taking part in intervention groups.

We were able to promote the 2021 Book Week theme "Strange Worlds, New Worlds" and hold our annual Book Week parade. Students and staff had a great time dressing up as their favourite book character.

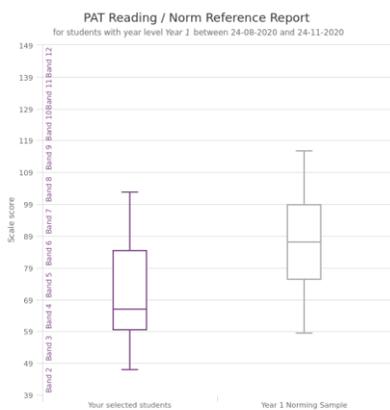
Based on analysis of the 2021 data, Forrestdale Primary School will continue to make adjustments to the Literacy Plan to continue to improve student achievement, with special focus on improving reading and writing across all year levels.

The following initiatives are recommended.

- Whole School Literacy Plan followed for 2022.
- Continue with PAT Reading whole school assessment in Year 1 - 6 to monitor progress.
- Continuation of PLD Literacy as a sequential phonics program in Years K - 3, while continuing with Soundwaves in Years 4 - 6.
- Further implementation of the Heggerty Phonemic Awareness program to include Year 1 & 2 after successful implementation in K/P in 2021.
- Continue with small intervention groups with targeted plans in the areas of Literacy using the PLD sequence for students at risk in English.
- All permanent staff to complete Professional learning (PL) in 'Talk for Writing'.
- Continued promotion of the "Love and Enjoyment of Reading".
- Continue with exciting Library displays
- Continued creation of hands on PLD resources for staff to access for class use.
- Additional PL for staff on Brightpath in moderating writing samples.
- PM and PROBE in house training for staff

Reading Results

Semester 2 2021

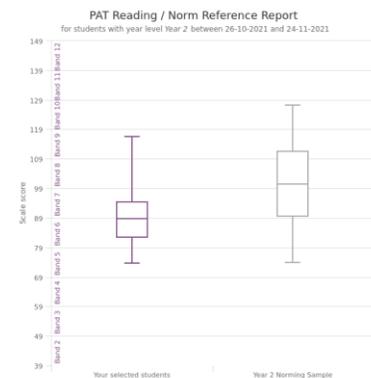


Year 2

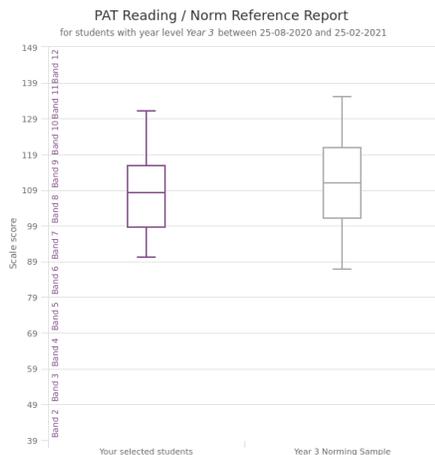
FPS Median score - 88.8
National Median Score - 100.5

Our Year 2 data showed that the cohort had improved and had close the gap between the FPS median score and the National median. The Year 2 median is below the National 25th percentile

Semester 2 2021



Semester 1 2021

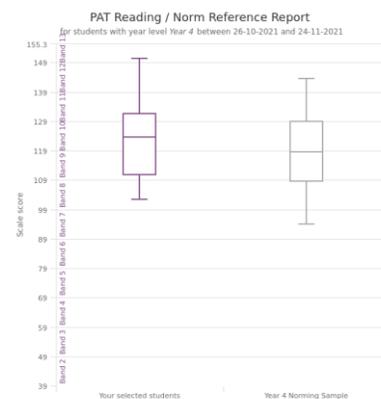


Year 4

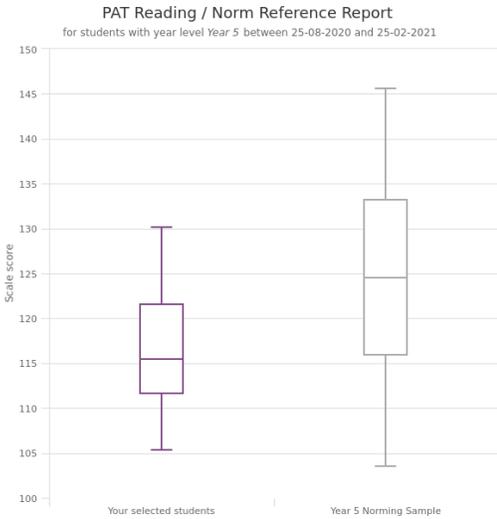
FPS Median score - 123.6
National Median Score - 118.7

Our Year 4 data showed that we increased the median score while increasing the number of students who achieved **above** the National median score. FPS median score is currently above the National median. The cohort has moved a band up from the previous year.

Semester 2 2021



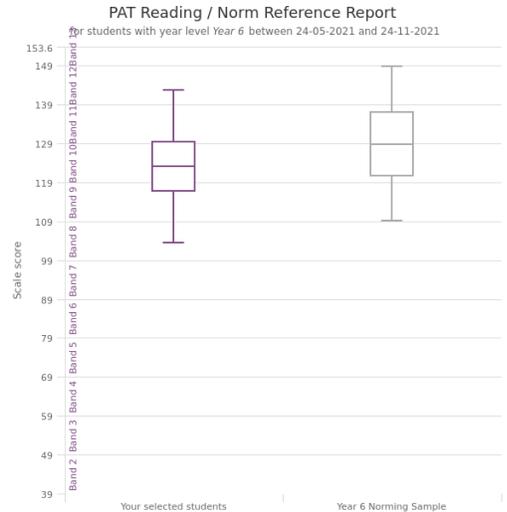
Semester 1 2021



Year 6
 FPS Median score - 123.1
 National Median Score - 128.8

Our Year 6 data showed a closing gap between the National Median and the FPS median. The FPS median moved from band 9 to 10.

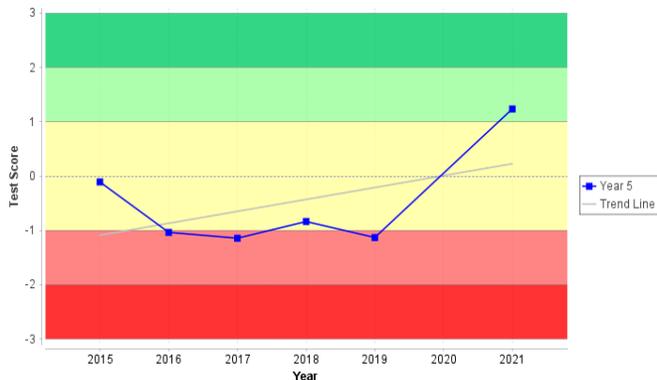
Semester 2 2021



NAPLAN

Reading

NAPLAN reading data has shown a vast improvement since the 2019 year five cohort. This is testimony to the whole school reading program being implemented and followed. The goal that will follow will be to increase number of students into band 5 or above.



	School			Like School			State		
Band	2018	2019	2021	2018	2019	2021	2018	2019	2021
8	6%	0%	6%	6%	5%	7%	12%	10%	13%
7	6%	11%	41%	16%	17%	16%	20%	22%	23%
6	25%	28%	12%	23%	30%	27%	28%	29%	28%
5	44%	22%	18%	27%	25%	24%	22%	21%	20%
4	12%	28%	12%	18%	15%	15%	11%	11%	10%
3	6%	11%	12%	10%	7%	10%	7%	7%	7%

Writing

NAPLAN writing data shows an improvement in writing since 2019. Forrestdale is currently trending above the expected trend line. Implementing a whole school approach to writing (Talk for Writing) should improve these results further. The goal being that 12% will move from band 4 to band 5 and above and 5 and above.

Band	School			Like School			State		
	2018	2019	2021	2018	2019	2021	2018	2019	2021
8	0%	6%	0%	1%	1%	4%	3%	3%	6%
7	6%	0%	18%	3%	8%	9%	10%	12%	15%
6	6%	22%	41%	17%	25%	26%	27%	28%	31%
5	59%	44%	18%	39%	37%	32%	31%	32%	28%
4	29%	11%	24%	19%	18%	18%	17%	16%	12%
3	0%	17%	0%	21%	11%	11%	13%	9%	8%



On Entry Assessment Program

At Forrestdale Primary School all students in Pre-primary completed the On-entry Assessment Program in Literacy and Numeracy. This is a broad-based assessment which provides information about the basic literacy and numeracy understandings a child brings to school. *This year we also introduced the On-Entry assessment for all Year 1 students in Literacy so we could track their progress.*

In 2021 the assessment was completed at the beginning of the year. Over time, this assessment provides us with comparative data that we can use to measure the impact of our teacher support and intervention programs.

Student performance is reported as a scale score, measured against the On-Entry scale. This scale measures greater discrimination of performance than the previous scale as every raw score is converted to a different scale score.

The following data compares Forrestdale Primary School On-Entry to Western Australian State-wide Performance. Median achievement scores can be used to estimate the like achievement of students and the possible improvement they could make. The median achievement is dependent on the school ICSEA decile.

Pre-primary 2021	Reading	Writing	Numeracy
Above expected Median	57%	55%	55%
Year 1 2021	Reading	Writing	
Above expected Median	79%	95%	

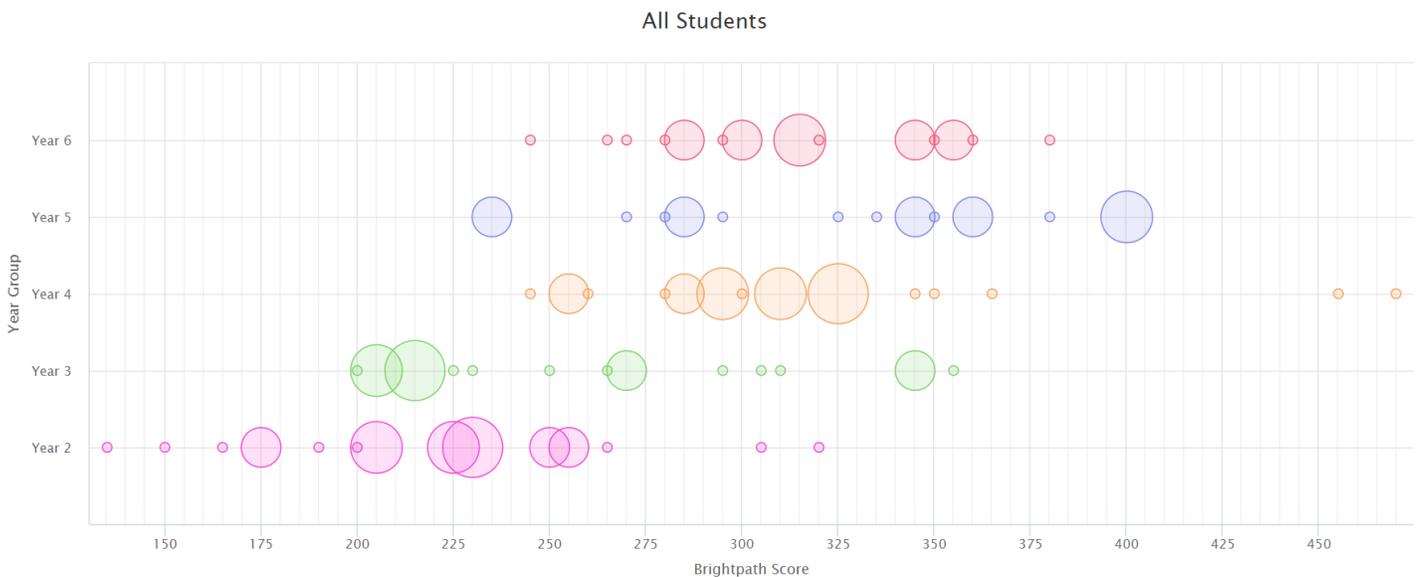
MATHS

The focus in mathematics across 2021 continued to be driven by maintaining and enhancing high quality mathematics teaching and learning across the school with a sequential unfolding of the curriculum using the iMaths program. Whole school data collection for 2021 included Brightpath, iMaths, On Entry and NAPLAN.

Staff continued to focus on explicit instruction, concept development and warm ups and these became further embedded across the school. During the year all staff collaboratively selected relevant mental maths strategies to be introduced to students at specific year levels and these posters were placed in all classrooms to ensure a consistent language and lesson delivery approach was used. Students were introduced to the iMaths Tracker books which allowed for more accurate data collection. Paul Swan games were reviewed and encouraged to be utilised in all classrooms to promote and increase basic fact knowledge while having fun.

Brightpath Results

In 2021 we decided to implement Brightpath Numeracy assessment into our assessment schedule. Below is a snapshot of the results from our Year 2 – 6 cohorts. Overall the results we received indicated that we are on the right pathway with our Year 4 and 5 cohorts performing particularly well. In the table below you can see where the majority of our cohorts sit. The number of students are represented by the size of the bubble, therefore the bigger the bubble the higher number of students.



	MEAN	20TH PERC.	MEDIAN	80TH PERC.	SD	n
Forrestdale Primary School	284	225	285	345	64	105
All Schools	305	245	300	365	76	46402

Above is a snapshot of our results compared to every other Brightpath school across the state.

NAPLAN Results

Year 3 Proficiency Bands Comparison

Band	School			Like School			State		
	2018	2019	2021	2018	2019	2021	2018	2019	2021
6	0%	10%	13%	6%	8%	5%	14%	14%	13%
5	0%	25%	0%	15%	21%	13%	22%	22%	19%
4	15%	20%	35%	32%	28%	28%	27%	27%	28%
3	38%	15%	26%	22%	22%	29%	21%	20%	22%
2	31%	20%	17%	20%	15%	18%	11%	12%	13%
1	15%	10%	9%	5%	6%	7%	5%	6%	5%

Year 5 Proficiency Bands Comparison

Band	School			Like School			State		
	2018	2019	2021	2018	2019	2021	2018	2019	2021
8	0%	0%	6%	4%	3%	3%	7%	7%	8%
7	18%	6%	22%	12%	10%	10%	16%	16%	18%
6	18%	22%	28%	24%	30%	26%	29%	29%	28%
5	41%	39%	22%	36%	34%	30%	28%	28%	26%
4	18%	22%	11%	18%	18%	22%	14%	13%	13%
3	6%	11%	11%	6%	6%	9%	6%	6%	6%

The data above shows our 2021 NAPLAN performance across Year 3 and 5. In Year 3 2021, we had 91% of students perform at or above the national minimum standard. In Year 5 we had 89% of students perform at or above national minimum standard. This is fractionally below both the Like Schools and State average for both year groups. Our Year 5 cohort also fell into the High Achievement, High Progress quadrant, a pleasing result.

HEALTH

Challenges and Choices was investigated as a whole school program to ensure that resilience, drug education and safety (sun, road, bike and passenger safety) was covered across the whole school and Staff took part in some professional learning in regards to this and this program will be implemented in 2022. Protective behaviours was also covered during Health lessons as is mandated by the Department of Education. To address Mental Health and Wellbeing in our community, our school became a 'Be You' school and all staff have begun professional learning in this area.

Crunch and Sip

Crunch & Sip® is a time for students to 'refuel' on vegetables, salad and fruit and 'rehydrate' with water. Students who are not hungry and are well hydrated perform better in the classroom, show increased concentration, and are less likely to be irritable and disruptive. All classes K - Year 6 participated in Crunch and Sip and encourage students to bring a water bottle to school to drink water throughout the day in the classroom, during sport, fitness and during breaks. We also participated in the 'Great Vegie Crunch'.

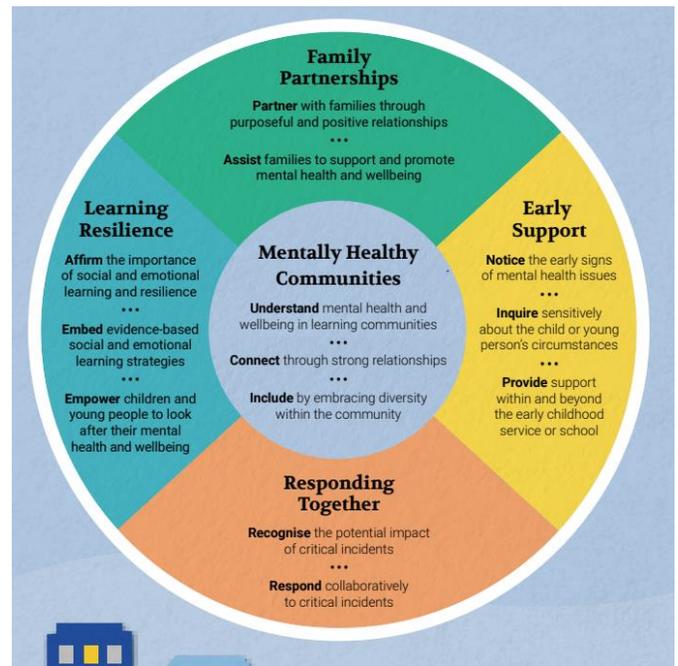
Sun Smart

The Sun Smart Program supports primary schools to develop and implement a sun protection policy which minimises student and staff over-exposure to UV radiation, and reduces the risk of skin cancer.

- All staff and students must wear a bucket hat or a broad brimmed hat when outdoors. Students who do not have a hat must remain in a covered area during breaks.
- Sunscreen is available to students in their classrooms.
- Students wear the school uniform which is a T-shirt with a collar.
- Encourage staff and students to wear sunglasses.

School Chaplaincy Program

- The School Chaplain supports the emotional wellbeing of students by providing pastoral care services and strategies that support the emotional wellbeing of the broader school community. Our Chaplain works closely with wellbeing and allied health staff in schools to support students and their educational outcomes, staff, families and the wider school community.
- Coordinate parent workshops for the school and broader community to attend, including Positive partnerships, parenting support and accessing agencies within the community.
- Provided emotional well-being support to parents, staff and students in need.
- Link parents to broader community support agencies.
- Provided additional support to students in the playground and assisted in whole class health programs with the support of the classroom teachers on topics of need.



Health Recommendations for 2022:

- Begin using Challenges and Choices in all classes/whole Staff PL on Resilience – SDERA.
- All Staff to have completed all BE YOU online modules by the end of Term 2 2022.
- Aim to increase staff fully trained in current accredited First Aid Training.
- Create a quiet Zone for students to read, draw, colour in and play within the school.
- Promote Crunch and Sip with the parents.

PHYSICAL EDUCATION

Physical Education has continued to grow at Forrestdale Primary School. Students in our junior years have been given the opportunity to learn a range of fundamental movement skills, and object control skills, providing a foundation for more complex sporting skills as they progress. Students in the middle and senior years have learnt a variety of sports, and have been provided the opportunity to display the skills of these sports in different games and activities throughout the year. Sportsmanship, following rules and safe use of equipment are elements of sport that are emphasised during all lessons.



2021 saw the introduction of the FPS Running Club. Students had the opportunity four times a week to run around the school oval collecting faction tokens for every two laps they completed. Students from Pre-primary to Year 6 regularly attended and produced solid results. For the first time we also entered a cross country team in the State Schools competition held at UWA. This was a great opportunity for 17 of our students to compete against students from across the state.

Forrestdale Primary School hosted the Interschool Lightning Carnival against Serpentine Primary School and Mundijong Primary School. We competed well across all three sports (netball, football and soccer), winning the netball and soccer and finishing second in the football. All teams competed strongly and should be commended for their strong leadership and sportsmanship.

Other highlights included the Interschool Athletics Carnival at Serpentine Primary School where we placed a close second. The Interschool Cricket Carnival, table tennis incursion and our annual cross country event and faction carnival which was won by our Kingfishers (blue faction).



HUMANITIES AND SOCIAL SCIENCES (HASS)

In 2021, the HASS committee were responsible for organising and overseeing a number of whole school events. ANZAC Day and Remembrance Day was commemorated with a simple service and students were engaged in activities during class time. Harmony day was a huge celebration at Forrestdale PS this year. All students had their own passport and travelled from class to class to visit a range of different countries. This included Canada, The Netherlands, China, Germany, Japan, Egypt, Australia, Mexico, Italy and England.

NAIDOC celebrations took place as a whole school with all students participating in a range of activities. This included an Acknowledgment of Country, taste testing kangaroo, emu and crocodile, wool plaiting, face painting, artworks and artefacts, book marks, dancing and mural. We had a whole school display which community members were invited to see. All students explored a number of different aspects of Indigenous Australian culture with our special guests Rozy Bynder, Daniel Bynder and Charli Bynder. The event was a huge success and enjoyed by all.



SCIENCE

Science was delivered to students from Kindy to Year 6 in 2021. Students had the opportunity to explore all four science topics throughout the year including earth and beyond, biological, physical and chemical science. Within lessons, students used questioning and prediction, they planned and conducted experiments, processed and analysed data and information from results, then evaluated with peers through sharing and communicating.

Students learnt new scientific words through warm ups at the start of each lesson. Lesson intentions were also used within science to help students understand and clarify learning objectives for each lesson. The 2021 science year gave students many opportunities to investigate, reflect and analyse various data.

TECHNOLOGIES/STEM



In 2021 Forrestdale Primary School continued with our STEM initiative which provided opportunities for staff to attend professional learning in this area of integrating Science, Technologies, Engineering, and Mathematics across curriculum areas. All staff began implementing integrated learning projects into their classrooms and worked towards designing STEM projects for each year level through professional learning and discussions. These projects increase students cooperative and collaborative skills while working on real world problems and projects. The topics were various and linked to different areas of the curriculum across the school e.g. design and build a bird house, design and create a pop-up book to educate others on the early settlement in Australia, create a maze for a bee bot, design and create a mouse house.

Students continued to work on their typing skills and demonstrated their knowledge with success, proving that they were confident users of iPads and desktop computers. Some classes introduced Code.org, a computer science program. This program encouraged and fostered creativity and taught our students critical thinking skills allowing them to become proactive learners. ICT and Digital Technologies continues to be embedded across the school and used across all learning areas.

We saw the introduction of Seesaw this year thanks to the generous donation and support from the Forrestdale Primary School P & C. This is an online journal and communication tool. It's powerful and simple enough to allow all of our students to construct, share, and reflect on their learning. Seesaw makes the learning journey more visible for all parties including students, parents, and teachers and is built for engagement, interaction, authentic audiences, and shared ownership, while providing a safe place to teach 21st century digital technology skills.



THE ARTS

Music

The year started well with all classes from Pre-primary to Year 6 receiving a music lesson once a week by our music specialist. Senior Choir Years 4-6 and Junior Choir Years 1-3 were established and preparations began for the Senior Choir to perform at our annual ANZAC Ceremony. The choir performed at the district Dale Music festival. Forrestdale Primary School Graduation Assembly, Book Award Assembly and 'Evening on the Green' (EOTG) occurred in Term 4 with the choir performing at each. Our selected Year 5/6 guitar students gave a performance and every class performed at EOTG.



Visual/Media Arts

In 2021 we had all Year 1 & 2 students taught an Art specialist. Visual Arts was taught by classroom teachers and involved many projects. Students used visual art elements and selection of materials, media and/or technologies to create specific artworks relevant to their year level. Painting, 3D sculptures, drawing were among some of the activities all students participated in. Responses to their own and others' artwork, reflecting on meaning using visual art terminology was encouraged. Students considered responses to, and respect for, a variety of media from different social, cultural and/or historical contexts in Media Arts. Responses involved identifying and reflecting on the meaning and purpose of their own and others' media work, using media terminology.

Dance

During Term 3 students were given the opportunity to participate in a dance program through 'Wellbeing 4 Kids' who visited the school once a week. Students participated in exploration, improvisation and organisation of movement ideas to perform a dance that expresses an idea or message. Students combined fundamental movement skills to develop body awareness, coordination, control and balance. All students performed their item to the school community in a mini concert which was enjoyed by all.



INDONESIAN

In 2021 the Year 3 – 6 students participated in Indonesian classes. Our Indonesian teacher utilised the *Ketawa* program which provided support in teaching the Indonesian language. The program allowed our students and teachers to hear the Indonesian language and complete activities online. Students participated in many fun activities including cooking, singing and dancing.

EARLY CHILDHOOD

As a whole school we continued to build on our understanding of the National Quality Standards (NQS) and identified areas needing further improvement, in particular, addressing the Physical Environment. This has included the introduction of various play-based and interactive areas such as home corners, loose parts play, small-world tables and mud kitchens for students in Years K - 2. This allows for our students to take a lead role in the direction of their learning and to learn through fun, engaging and interactive ways. Bikes, play equipment and a cubby house are incorporated into our outdoor learning environment to encourage role playing and relationship building.

Why care for the physical environment?

We view the physical environment as a third teacher that can be utilised for children to play and learn, giving them the resources they need to extend their creative, social, literacy and mathematical skills. Our physical environments aren't prescriptive and offer limitless possibilities.

Children need environments they can manipulate, invent, construct, evaluate and modify their own constructions and ideas through play. Children require opportunities to develop ownership of the environment where they play and learn. The introduction of interactive and play-based environments is fostered by our early childhood staff and loved by our children.



Destination Schools

2022 school destinations of the 2021 student cohort

Year Level : Male: 12 Female: 8 Total: 20

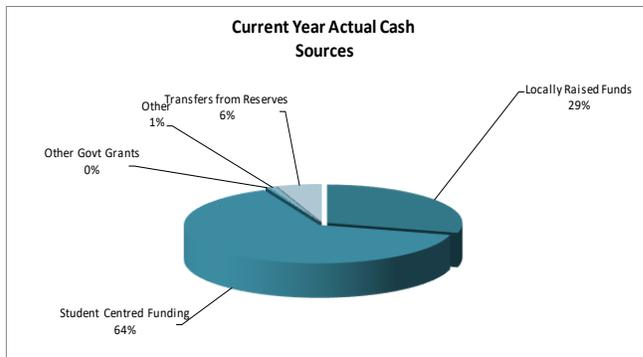
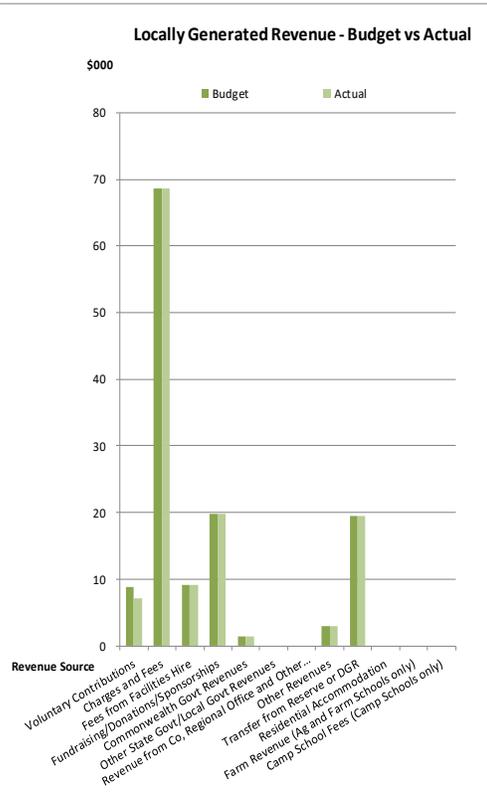
Destination Schools	Male	Female	Total
4003 Armadale Senior High School	5	3	8
4193 Byford Secondary College	4		4
4132 Cecil Andrews College	2	1	3
4198 Harrisdale Senior High School	1	1	2
1480 St John Bosco College		2	2
1357 John Wollaston Ang Com School		1	1
4195 Roleystone Community College	1		1
1449 Sowilo Community High School	1		1



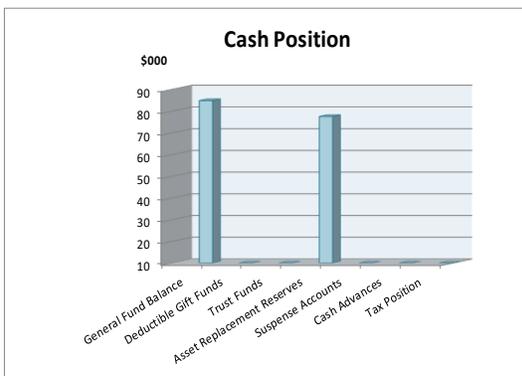
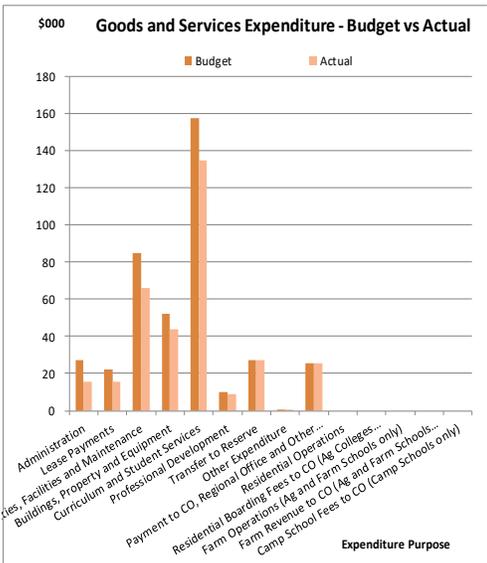


Forrestdale Primary School
Financial Summary as at
31 December 2021

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 8,819.00	\$ 7,106.00
2 Charges and Fees	\$ 68,647.19	\$ 68,597.19
3 Fees from Facilities Hire	\$ 9,100.90	\$ 9,090.90
4 Fundraising/Donations/Sponsorships	\$ 19,776.86	\$ 19,776.86
5 Commonwealth Govt Revenues	\$ 1,459.58	\$ 1,459.58
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 2,954.42	\$ 2,993.26
9 Transfer from Reserve or DGR	\$ 19,503.00	\$ 19,503.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 130,260.95	\$ 128,526.79
Opening Balance	\$ 64,186.00	\$ 64,186.32
Student Centred Funding	\$ 229,472.22	\$ 229,471.89
Total Cash Funds Available	\$ 423,919.17	\$ 422,185.00
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 423,919.17	\$ 422,185.00



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 27,206.40	\$ 15,265.86
2 Lease Payments	\$ 22,000.00	\$ 15,322.42
3 Utilities, Facilities and Maintenance	\$ 84,489.21	\$ 65,961.15
4 Buildings, Property and Equipment	\$ 51,886.46	\$ 43,949.48
5 Curriculum and Student Services	\$ 157,454.09	\$ 134,357.88
6 Professional Development	\$ 9,948.59	\$ 9,039.50
7 Transfer to Reserve	\$ 27,296.00	\$ 27,296.00
8 Other Expenditure	\$ 575.00	\$ 572.21
9 Payment to CO, Regional Office and Other Schools	\$ 25,605.00	\$ 25,605.00
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	\$ 406,460.75	\$ 337,369.50
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 406,460.75	\$ 337,369.50
Cash Budget Variance	\$ 17,458.42	



Cash Position as at:	
Bank Balance	\$ 162,690.42
Made up of:	
1 General Fund Balance	\$ 84,815.50
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 77,482.57
5 Suspense Accounts	\$ 1,822.35
6 Cash Advances	\$ -
7 Tax Position	\$ (1,430.00)
Total Bank Balance	\$ 162,690.42