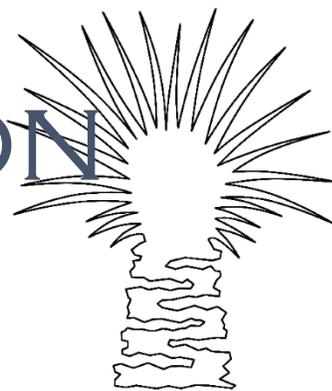


GLADYS NEWTON

SCHOOL



An Independent Public School



FROM THE CHAIR OF THE SCHOOL BOARD

As chair of the School Board at Gladys Newton School I fully endorse and support the programmes and policies as outlined in the 2020 Annual Report.

2020 was an amazing year with some firsts for the school as well as the ongoing improvement that we have come to expect from our students and staff.

In December we saw the graduation of twenty students, the biggest class seen at Gladys Newton and the introduction of a community type fete at the annual end of year school concert. This not only gave the community attending more to see, all of the items for sale were made by the children and went towards them achieving units in career and enterprise.

2020 will see even more improvements for the school with a new playground and aquaponics for the Stephanie Alexander Kitchen Garden Program already planned.

I believe the ongoing dedication from all staff will see Gladys Newton continue to lead in the implementation and delivery of education in the education support sector.

Peter Atkinson

Chairperson

Gladys Newton School Board

Signatories

Principal Gemma Bosnjak Date 01 April 2021 Chairman Peter Atkinson Date 01 April 2021

PRINCIPAL'S REPORT 2020

The Gladys Newton School community remains committed to and embeds into practice, our motto of "Educating for a brighter future". Excellent, individualised, practical educational programs promoting the social, intellectual, emotional and physical development of all our students within a positive and caring environment continue to flourish.

93 students from Kindergarten to Year 13 attended in 2020.

Gladys Newton School staff worked diligently to develop a new operational plan and successfully completed and presented to the Director General of Education the 2018-2020 Business Plan Delivery and Performance Agreement in July 2018.

We continued to be a developmental school for ABLEWA (an adjusted Australian Curriculum for students with disabilities). In 2017 Gladys Newton worked with the University of Melbourne and the Victorian Education Department in the areas of Mathematics, Movement, Critical and Creative Thinking and Digital Literacy. Continuation in this trial recognises Gladys Newton as an innovative hub and acknowledges the expertise and diligence of the Gladys Newton staff. We became a trial school for the Department of Education's Reporting Parents Students with Special Needs Modules. We were acknowledged for our work in ASDAN and given the honour of the title of a "School of Excellence" for ASDAN Delivery.

Student participation and learning was outstanding and clearly demonstrated the benefits of ASDAN, the Stephanie Alexander Kitchen Garden Program, the Bushranger Cadets and the Vocational Education Training Programs. The VET programs are run by ACTIV. Students also access workplace learning through several other agencies and by selling goods at the Balga Market each Friday.

Established and successful partnerships with ACTIV (Osborne Park, Embleton, Ashby and Bentley), Goodwill Engineering, Good Samaritans, Intework, Workpower and Whittingtons Herbs & Spices, greatly assisted Gladys Newton with workplace learning. 2020 was a particularly challenging year due to Covid so our activities were limited but we are hoping all will be well in 2021.

Our parents and caregivers can be proud of, and congratulated for, the amazing support they give their children. Their commitment and advocacy are essential in enabling each child to reach their full potential and for providing opportunities to lead a fulfilling life.

As the School Principal, I thank the School Board, parents, the Parents and Citizens Association, community agencies, employers and the staff for their dedication and enthusiasm in assisting Gladys Newton School students reach their goals.

Gemma Bosnjak

Principal

OUR PURPOSE (drives us)

Educating for a brighter future

OUR VISION (inspires us)

We provide excellent, individualized, practical educational programs, promoting the social, intellectual, emotional and physical development of all students within a positive and caring environment.

OUR BELIEFS (bind us)

Every child:

- Is provided with the opportunity to learn
- Is connected to the school and the wider community
- Will graduate with a plan for their future

The school will:

- Act in the best interests of each student and reflect on their achievements
- Motivate and provide purposeful activities
- Be inclusive and celebrate difference
- Encourage independence and collaboration
- Provide a safe and supportive environment

OUR VALUES (makes us)

- Care and respect others and ourselves
- Pursue knowledge and skills to achieve individual potential
- Pursue excellence in all activities
- Collaborate with the school community
- Learn and grow
- Actively participate in the wider community
- Respect our environment

SCHOOL CONTEXT

Gladys Newton Independent Public School is proud to be a centre of excellence, creating opportunities for success for students aged 4 -18 years with intellectual disabilities, autism and severe mental health issues. Our school is a leader in providing educational programs for students on the autism spectrum requiring a reduction in environmental stimuli enabling them to achieve academically as well as learning to self-regulate their anxiety and behaviour.

Gladys Newton School has embraced its shared vision of 'Educating for a brighter future' in all aspects of its operation. Our commitment to achieving our purpose and priorities is enhanced by an active and enthusiastic P and C, a supportive School Board, a dedicated professional leadership team, experienced staff and parents who are willing partners in their child's education.

All our students are at educational risk and require substantial learning and teaching adjustments and modifications to the curriculum and consequently all have an Individual Education Plan (IEP) developed and reviewed each semester in collaboration with their parents, caregivers, and school staff. Students are provided with a comprehensive portfolio report on their progress each semester. Students have access to on-site therapy support offering speech, occupational and physiotherapy. Students are the centre of a multi-disciplinary approach involving teachers, education assistants, therapists and nurses. All students take part in a community access program to reinforce and practise the skills taught at school. All programs have a strong emphasis on communication, self-care, independence and social skills.

Gladys Newton School offers a number of specialist programs to enhance student learning;

ASDAN, Vocational Education Training, Structured Work-place Learning, Bush Ranger Cadets, Balga Markets, Stephanie Alexander Kitchen Garden, More Than Talking and Senior School Community Access.

Each class has a community access program to reinforce and practise skills taught, a strong emphasis on communication skills, developing self-management skills and fostering independence. All senior students take part in transition activities featuring Certificate 1 programs, supported work placements, collaboration with post school agencies and bridging programs to ensure a successful future as an adult.

Class sizes are small to better meet the individual needs of each student. Students are grouped into age related classes and remain at school until the end of the year in which they turn 18. Class groups have six to ten students staffed by a teacher and a minimum of three education assistants. This level of staffing allows our students to have the opportunity to learn through individual targeted support.

Students have access to technology in the classroom to enhance their learning. This includes computers, interactive whiteboards, Tap-it screens, iPads, Eye Gaze, switches, switch operated kitchen equipment and switch operated toys. These learning tools enable teachers to best meet the learning needs of individual students and allow students to access and experience success in both academic and hands-on activities such as cooking.

The school has safe, secure and spacious grounds with well-established gardens and shady playground areas. The school offers a wide range of amenities and programs not generally available in a mainstream school, including: a custom designed playground for students with disabilities, a gymnasium, an indoor heated pool, a health club, a perceptual motor program room, a work skills room, a library/resource centre, a home economics area, an art/craft learning area, a bicycle track and a multi-sensory space.

Community use of school facilities has been enhanced with the school remaining open during the holiday period for use by our therapists and other agencies. Flexible budgeting has allowed us to build revenue to support the extension of programs and learning opportunities in the community.

We have developed extensive partnerships with outside agencies including ACTIV, The Ability Centre, The Balga Market Group, Intework, Para Quad Industries, Good Samaritans, Work Power and Whittington's Herbs and Spices. Gladys Newton has strong relationships with Therapy Focus, Disability Services Commission, Child Protection and Family Services, Uniting Care West and Identity WA.

School community satisfaction surveys are conducted bi-annually to provide feedback from both staff and parents. Results from the survey are discussed with the School Board, parents and staff and published in the Annual Report.

Gladys Newton School has been an Independent Public School (IPS) for six years and the school now has the flexibility and capacity to assume more responsibility for strategic planning, to become a lighthouse school for students and individuals with disabilities, a support and mentoring agency for parents and care givers and to enhance opportunities for all students.



ATTAINMENT OF PRIORITY TARGETS FROM THE BUSINESS PLAN AND THE SCHOOL DEVELOPMENT PLAN

SCHOOL CLIMATE REPORT

In 2020 the School Climate Committee focused on bringing staff, parents and students together as a community. Numerous events are celebrated on weeks or days throughout the year. The committee decided to focus on the following events: Pirate Day, Halloween, R U OK DAY, Crazy Hair and Sock Day, Melbourne Cup Day, and Easter. All these events were successful and supported by staff, parents and students.



The Individual Education Planning (IEP) or Individual Transition Plan (ITP) meetings between parents and teachers that was trialed previously has proved to be a success with an increasing number of parents using the plan to provide information regarding what their priorities are for their child, before the parent/teacher IEP meeting.

ENGLISH SPEAKING AND LISTENING / COMMUNICATION 2020

Major emphasis is to support students with complex communication needs through provision of Augmented Alternative Communication tools and effective communication partner skills.

A whole school staff communication survey was conducted 2020 to collect meaningful data to plan and provide focus on guidelines for professional development to meet the school English priority focus for students with disabilities. Professional development for the year was planned around Eye Gaze technology, Partner Assisted Scanning and Key Word Signing.

The school provides students with access to robust communication devices, such as, eye gaze technology, smart boards and iPads. These devices have been implemented within classes to increase choice making, focus, literacy activities created for individual needs, tracking milestones and developing individual goals.

Visual tools, such as, Boardmaker, Pragmatic Organisation Dynamic Display, Picture Exchange Communication System, Key word signing, object symbols, Aided Language Stimulation Mats along with Partner Assisted Scanning. These tools have been used across the school environment as a universal and shared commitment to enhance individuals' communication language and literacy development.

Gladys Newton School has reached 100% within the areas of Curriculum and reporting; all students aged 11-18 enrolled in ASDAN; Communication supports implemented within students' Behaviour Management Plan and all student's plans align with ABLEWA.

Balanced Literacy approach is a whole school plan that will be developed over the next two years incorporating Shared/Guided Reading, Shared/Independent Writing, Self-Selected Reading and Working with Words.

A current whole school communication survey is currently taking place to plan professional development and focus on developing staff skills and promote best practises in speaking, listening and Augmented and Alternative Communication instruction for all students.





MATHS

During 2020 the Maths Priority area continued to succeed in their objectives for the Operational Plan 2 with all objectives now being reached.

The implementation of the new Maths Program has been delayed till 2021 due to Covid-19 however all teachers have been provided with the curriculum books that the program is based upon. This will enable a quick start and implementation in 2021.

The Area Maths Tasks have been taken to a staff meeting as well as classroom meetings with all staff involved with brainstorming Maths ideas for each area. These have now been written up and will be placed around the school in 2021.



CAREER AND ENTERPRISE

Vocational Education and Training (VET)

The VET program is designed to prepare students in Year 10, 11, 12 and 13 for employment opportunities or further training post school. The qualifications, Certificates and Units of Competency students can achieve through VET in schools are industry focused and devised specifically for the needs of the industry. The VET program delivered at Gladys Newton School provides nationally recognised industry qualifications, combined with workplace experience and practical skills development. ACTIV Pathways continue to offer training programs tailored to the needs and aspirations of each individual completing the Certificate Course. In 2020, as part of the VET program offered at Gladys Newton School, students were enrolled in ACTIV Pathways Certificate I Agrifoods. Six of the thirteen students who participated achieved full accreditation, whilst the remaining seven students attained some units of accreditation at the conclusion of the course.

Structured Workplace Learning

In 2020, the structured Workplace Learning program continued to prepare students for employment by providing them with knowledge about what is valued in a work environment. The employability skills are developed over a lifetime and are valued in education, training, workplaces and the wider community. In 2020, students participated in supported structured workplace learning based on the individual's needs and employability skills, interests and strengths. The structured Workplace Learning program involved students attending a number of different workplaces and assisted students and parents/carers to make informed decisions about their future post school options. Students in their final year of school, who is supported in a work environment as part of work experience or a school based work trial can potentially lead to employment. In 2020, we had twelve students attend weekly work experience at eight different support work sites. Two of our graduating students were given the opportunity for a work trial and future employment.

BUSHRANGER CADETS

Due to COVID-19 and the Government enforced restrictions, Bush Ranger Cadets were put on for a short period of time. When able to commence the program, staff and students continued conservation and environmental activities allowing all individuals to participate in a variety of hands on activities that encouraged teamwork, collaboration and communication with one another.

Cadets participated in incursions such as Birds of Prey, educated by Nature, West Oz Wildlife and African Drumming, which enabled them to learn the importance of our wildlife as well as continuing to demonstrate teamwork and have fun.

In semester two, we were fortunate enough to be able to hold a Big Night in at Gladys Newton School as well as a five-day reward camp down south to Busselton.

The Big Night in had students involved in developing independent and team work skills; setting up their own beds and working together as a group to prepare and cook dinner as well as working together to clean up. We had a visitor from Yanchep National Park come and play the Didgeridoo and tell some dreamtime stories. The 5-day reward camp at Busselton had activities including a tram ride on Busselton Jetty, a tour of the Underwater Observatory, Wildlife Park tour, visiting the ice cream factory as well as having a day driving to Margaret River and Augusta.

In 2020, 46 cadets were enrolled in the endorsed program at Gladys Newton School. Students have been working towards achieving Level One in Bush Ranger Cadets and at the end of 2020, 11 students achieved this level.

STEPHANIE ALEXANDER KITCHEN GARDEN

The Stephanie Alexander Kitchen Garden Program continued to make further progress in 2020. The program provided students with the opportunity to form positive food habits for life through growing, harvesting, preparing and sharing foods.

Students participated in weekly sessions in the garden, learning the skills of planting, maintaining and harvesting the different produce throughout the year. They also participated in weekly cooking classes, using the produce from the garden to prepare and cook healthy meals. During these cooking lessons, students were given the opportunity to develop life skills of cutting, grating, peeling, mixing, etc., enabling them to demonstrate independence in the kitchen environment.

The Stephanie Alexander Garden provided a large portion of the food used in the kitchen. The garden offered students the experience of watching fruit and vegetable seeds become full grown plants. Students were encouraged to pick, smell and taste the produce harvested directly from the garden.

The Kitchen and Garden program provides teachers with evidence of learning outcomes and ASDAN achievements. Students are encouraged to reflect on their own learning through the use of logbooks. In these logbooks students look back at the cooking techniques they used, share highlights of the lesson, and reflect on how they enjoyed the cooking class.

In addition, sensory boxes have been introduced into the kitchen for students to be able to explore different cooking techniques and cooking materials. For example, in a box filled with uncooked rice students have the opportunity to play around with whisks and measuring cups and mugs. Another box filled with different colours of playdough encourages children to use plastic knives, chopping boards, cookie cutters and potato mashers.

Lastly, as a lot of our students are visual learners, visual recipes were introduced at the beginning of 2020 as well as regular visuals. This has helped our students to easier follow a recipe and understand the recipe better, locate cooking tools and equipment around the kitchen, and follow instructions given to them both in the garden and the kitchen.



BALGA MARKETS

Unfortunately, due to COVID19, the Balga Markets were cancelled for much of 2020.

The students look forward to returning to the markets soon to continue honing their retail skills in a supported work environment and gain important skills in teamwork and customer service. All income raised from the sale of items at the Balga Market stall goes towards various undertakings and is used to purchase Leavers Jackets for our Graduates.



HEALTH AND PHYSICAL EDUCATION

. In 2020 the focus for Health and Physical Education shifting to our students engaging in fortnightly Physical Education lessons. Gladys Newton School's qualified Physical Education teacher worked closely with Therapy Focus' Occupational Therapists, Speech Therapists and Physiotherapists to develop a program appropriate for all students. This program saw the students develop Fundamental Movement Skills, body and spatial awareness, hand-eye coordination and basketball and soccer skills. Staff engaged in Professional Development surrounding this new program as well as renewing their First Aid.

Students continued to work through the swimming levels developed in 2018 in the Gladys Newton School hydrotherapy pool and for our senior students at Bayswater Waves. Both swimming teachers participated in Professional Development conducted by Austswim and developed their understanding of the development of infants and preschool students, applicable to some of Gladys Newton School students.

As a School we continued to place an emphasis on developing our student's life skills through protective behaviour lessons, hygiene programs and the SAKG program and in 2020 a 'Life Skills' room was created for students to engaged in skills such as making the bed, packing toys away and folding/hanging clothes. We continue to deliver targeted lessons on a daily basis as well as incidental learning throughout student's daily routines



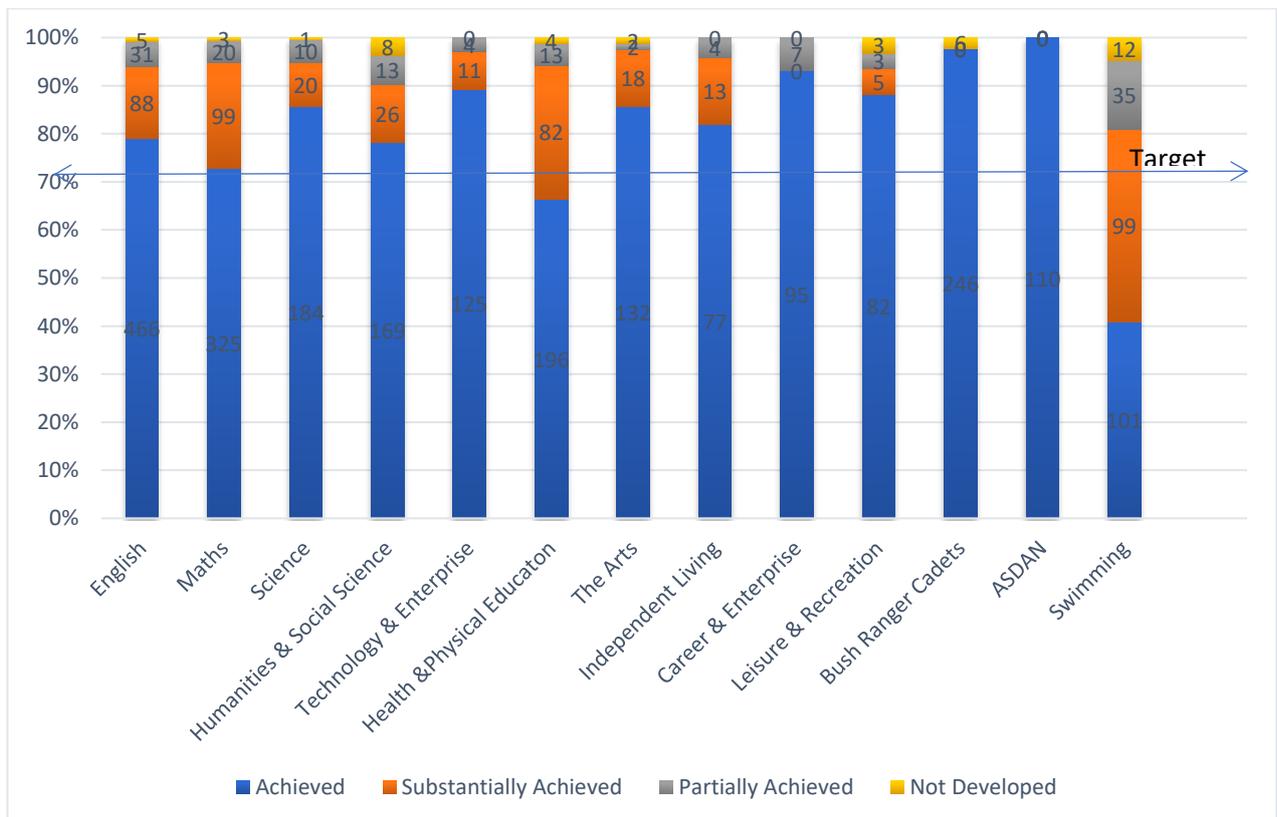
STUDENT POPULATION

STUDENT POPULATION TRENDS					
	2016	2017	2018	2019	2020
Primary (excluding Kin)	30	28	19	28	35
Lower Secondary	27	31	33	31	22
Upper Secondary	28	29	38	38	22
Total	85	88	80	80	79

STUDENT POPULATION 2020					
	Kin	PPR	Prim	Sec	Total
Male	1	4	20	31	56
Female	1	2	7	13	23
Total	2	6	27	44	79

STUDENT ACHIEVEMENT

School Reporting School Data



Measurement of Individual Education Plan (IEP) targets uses a four-step scale to describe achievement.

- Achieved – the student has achieved the target
- Substantially Achieved
- Partially achieved
- Not Developed - the student is at the early stages of development

All students at Gladys Newton School have Individual Education Plans (IEP) developed in consultation with parents/carers. Individual student goals (outcomes) are monitored on an on-going basis and reports on student progress are prepared and distributed in July and December each year. All IEPs are written to ensure focus skills are SMART targets. This allows staff to collect valid data to determine student and school progress.

- Results shown on the graph indicate we are aiming our IEP objectives at an appropriate level.
- The majority of students are showing progress.
- The school target of 75% of objectives achieved can be validated by the ABLEWA tool we use and students individual ABLEWA portfolios.
- Over all the results are highly successful.
- In 2018 swimming skills were assessed, for the first time, using an adapted version of the Royal Life Saving Swimming Levels. Swimming and Physical Education results were impacted by COVID 19

ASDAN 2020

Gladys Newton School completed a very successful year in ASDAN in 2020. The ASDAN program of Acknowledgement of Achievement by Certificate closely parallels the various programs delivered at Gladys Newton School. The award selected for each individual student depends on their age at the end of the year. There are four awards available for students.

The four awards offered at Gladys Newton School in 2020 were: New Horizons, Transition Challenge, Towards Independence and Workright. These awards focus on school based activities within the standard school subjects and have strong links with our endorsed programs of Bush Ranger Cadets and the Stephanie Alexander Kitchen Garden Program.

Evidence of student participation and success is submitted to External Moderation along with other schools in Western Australia in the form of Individual Student Portfolios. The ASDAN Workright award provides excellent assessment of how well the student performs at work experience and has links with the Cert 1 program delivered to senior students.

This year the ASDAN Team of GNS was introduced. The ASDAN Team is made up of four teachers, each undertaking one of the four Awards offered at GNS. There is also a weekly ASDAN drop-in available to all staff, and Team members are available to answer queries, help with Modules and assist with any ASDAN student planning.

Thirty-five students at Gladys Newton School, some of whom completed up to 5 modules each, received Certificates of Achievement, when their ASDAN Portfolios were submitted for External Moderation in September and November 2020. Two students completed a total of four modules in New Horizons which were submitted to Internal Moderation in October 2020. These students received Internal Certificates of Achievement.

ASDAN at GNS continues to provide a flexible program that offers imaginative ways of developing, recording and certificating our students' personal achievements and at the same time crediting them with a recognised qualification.



ABLEWA 2020

In 2020 Gladys Newton School still remains at the forefront of ABLEWA not only in Western Australia but Australia wide. With upcoming assessment trials by the University of Melbourne, Gladys Newton School remains the only school that provides whole school data to help develop this program further.

The new structure of Term 2 and Term 4 assessment still provides us with the most adequate data for our students and this has been noted by the University of Melbourne in their feedback from trial schools.

2020 is the fifth year that Gladys Newton has been involved with ABLES and ABLEWA which has provided us with an accurate and detailed assessment of the students over this time. The reports have enabled us to provide a visual print out on the growth that each student has had over this time and over the different areas of the curriculum.

STUDENT ATTENDANCE

Due to COVID-19 the Department of Education did not release student attendance figures for 2020.

STUDENT DESTINATION POST YEAR 13 – 2020

Student Destination		
Year	Destination	Number
Year 12 & 13	Paid Work/Full- time, Part-time	1
Year 12 & 13	Alternatives to employment	5

STUDENT MANAGEMENT DATA

There were no students suspended from Gladys Newton School in 2020. Eighty two (82) Individual Behaviour Management Plans, developed in consultation with parents/carers and school psychologists, were implemented involving agreed positive and negative consequences for students exhibiting challenging behaviours. The use of positive rewards for appropriate behaviours proved to be a successful strategy in most instances.

BMP - Number of Behaviour Management Plans written

	2016	2017	2018	2019	2020
BMP	85	88	97	82	79
Primary	30	28	29	30	35
Secondary	55	60	68	52	44
Individual Case Management	85	88	97	82	79
Primary	30	28	29	30	35
Secondary	55	60	68	52	44
Suspensions					
Primary	0	1*	0	0	0
Secondary	3	7*	0	0	0
Total	3	8*	0	0	0

*The decrease in formal out of school suspensions in 2018 was due to the disbanding of the Re-engaging Anxious and Disaffected students (RADs) class.

STAFF INFORMATION 2020

	No	FTE	AB/L
Administration Staff			
Principals	1	1.0	0
Deputy Principals	2	1.4	0
Total Administration Staff	3	2.4	0

Teaching Staff			
Teachers	14	11.8	0
Other Teaching Staff			
Total Teaching Staff	14	11.8	0

School Support Staff			
Clerical/Administrative	4	2.6	0
Gardening Maintenance	2	1.6	0
Cleaners	3	2.07	0
Other Non-Teaching Staff	61	47.09	0
Total School Support Staff	70	53.36	0

Total	87	67.56	0
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Note

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found in the Register of Teachers at the Teacher Registration Board of Western Australia

STAFF RETENTION

The proportion of teaching staff retained from 2020 was 99%. There was a total of 87 staff (67.56 FTE) comprised of 3 Administrators, 14 Teachers (11.8 FTE) and 70 School Support Staff (53.36 FTE)

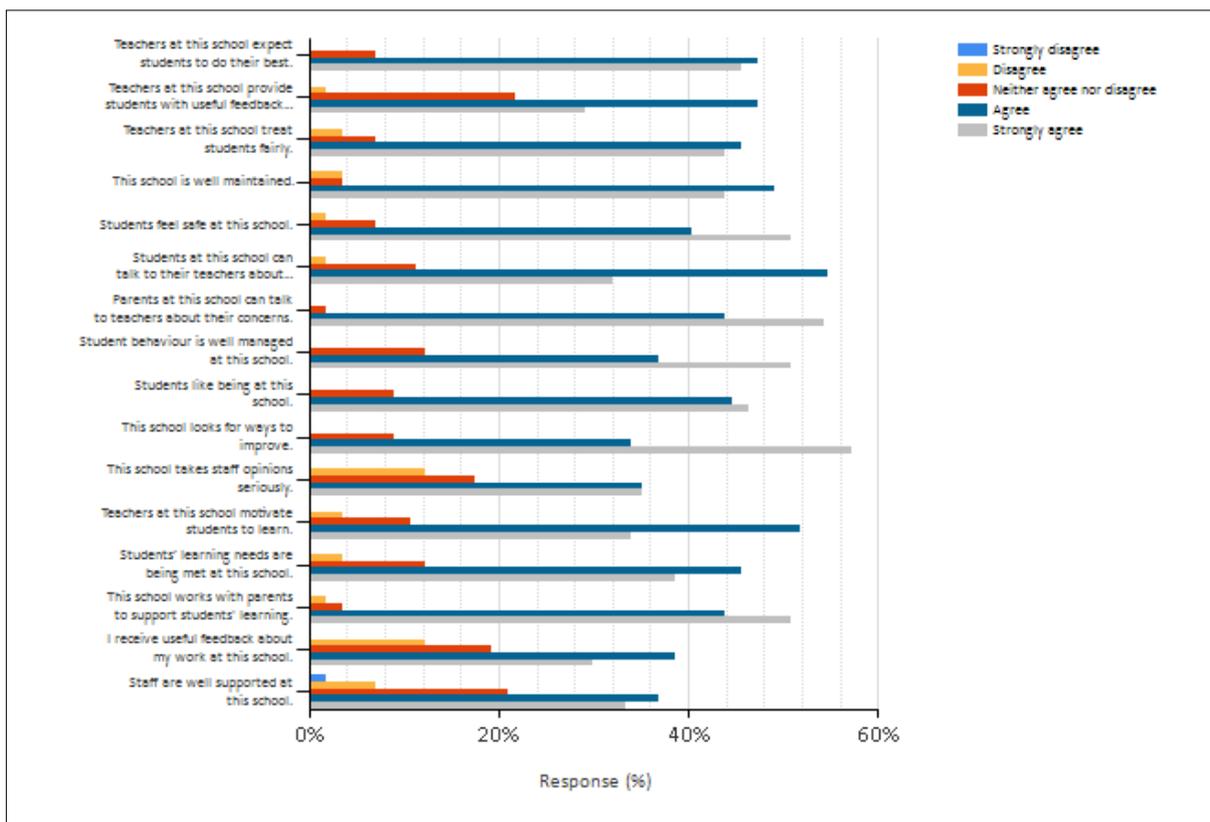
PARENT and TEACHER SATISFACTION SURVEY 2018

The online National Opinion Survey was administered to parents and staff in line with systemic requirements to gauge the level of satisfaction of the school community with Gladys Newton School's performance. Results of the survey inform the school review process and assist in improving school performance.

All staff and parents were included in the survey. 57 staff and 33 parents responded. The participation in both the Parent Survey and the Staff Survey was greatly improved from 2016 – from 27 (2016) staff responses to 57 (2018) and from 14 (2016) parent responses to 33 (2018). In 2016 the low level of responses was identified as needing attention and the improvement is a result of better processes in the administration of the survey. This will enable better evidenced based decisions to be made.

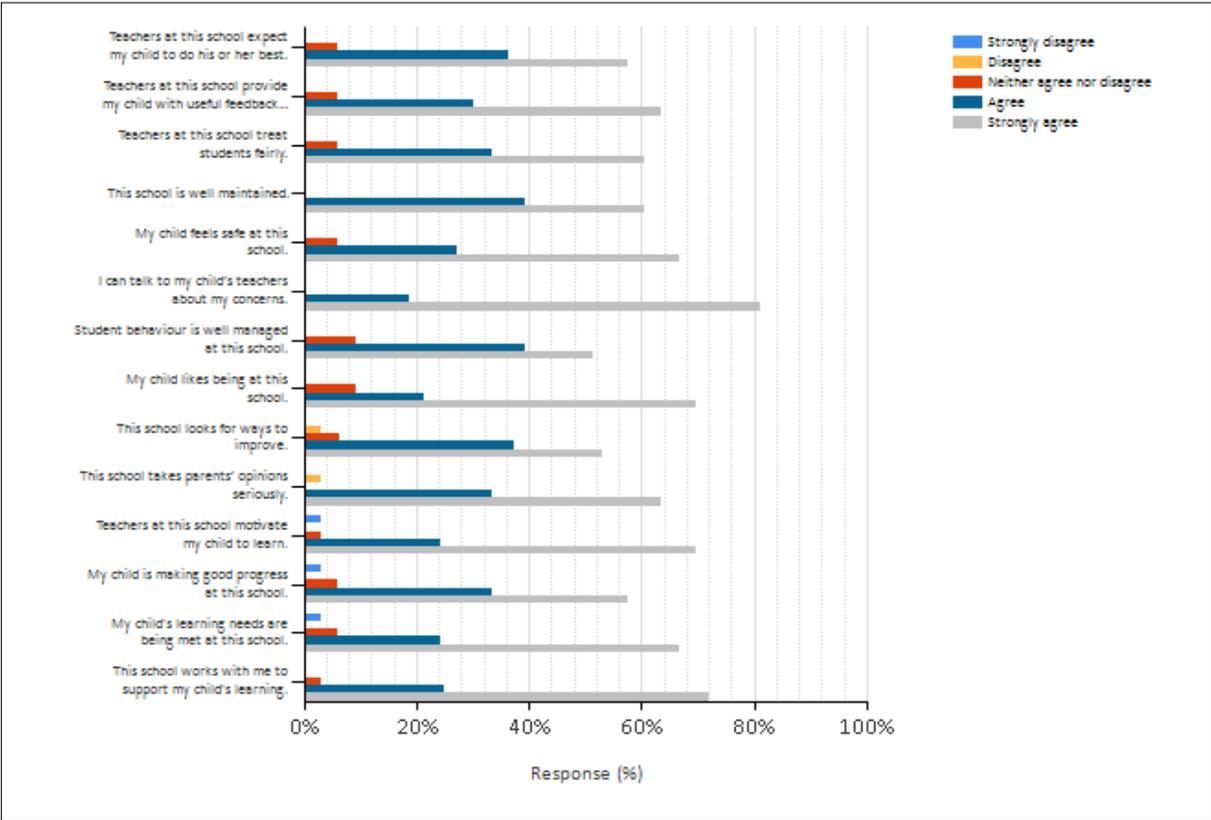
STAFF RESPONSES

Staff responses to the satisfaction section (questions 8 and 9) were uniformly positive with average scores highly positive. In broad terms the survey reflects the 2016 survey with the increased responses providing a greater degree of confidence in the results.



PARENT RESPONSES

One of the targets arising from the 2016 survey was to increase the number of parent responses which was achieved. The respondents (2018) were mostly female and the 2020 survey needs to focus on increasing the male participation rate to ensure valid results. Overall the results were very positive with few negative responses and the vast majority averaging in excess of 4 (“Strongly Agree”).

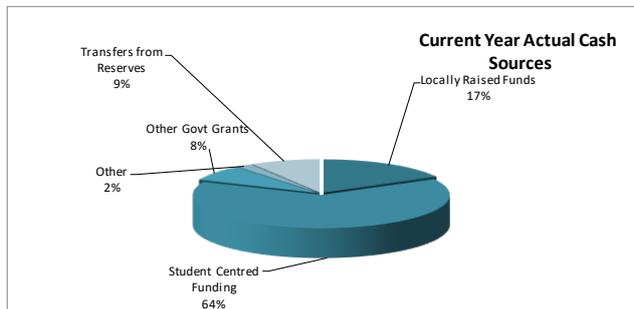
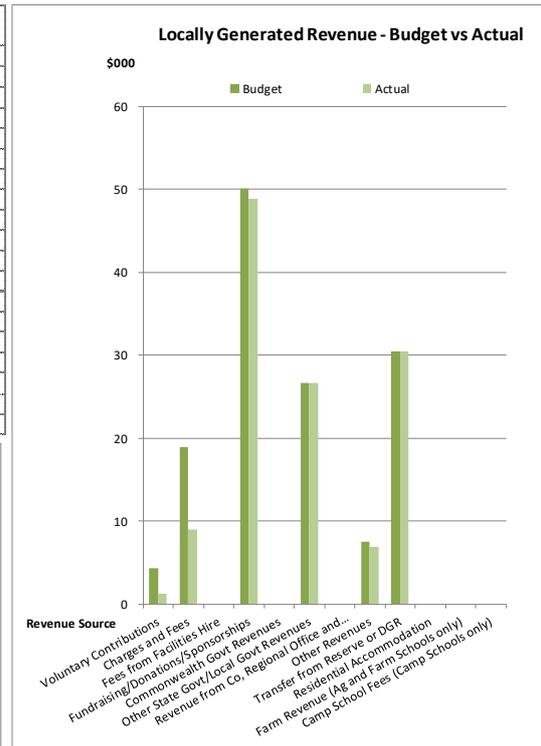


Another online Parents and Staff survey will be conducted towards the end of 2020 with results to be published in the next Annual Report.

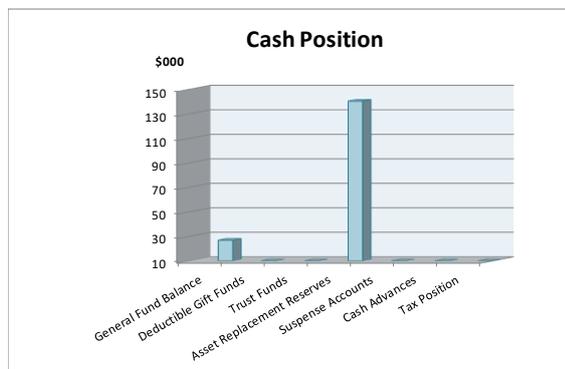
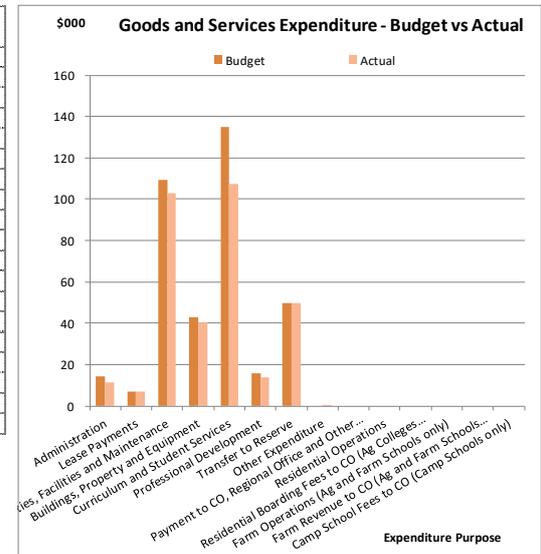
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Gladys Newton School Financial Summary as at 31 December 2020

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 4,360.00	\$ 1,200.00
2 Charges and Fees	\$ 18,870.00	\$ 8,972.00
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 50,092.00	\$ 48,854.27
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 26,615.91	\$ 26,615.91
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 7,562.00	\$ 6,922.50
9 Transfer from Reserve or DGR	\$ 30,480.00	\$ 30,480.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 137,979.91	\$ 123,044.68
Opening Balance	\$ 12,633.39	\$ 12,633.39
Student Centred Funding	\$ 223,005.00	\$ 223,005.00
Total Cash Funds Available	\$ 373,618.30	\$ 358,683.07
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 373,618.30	\$ 358,683.07



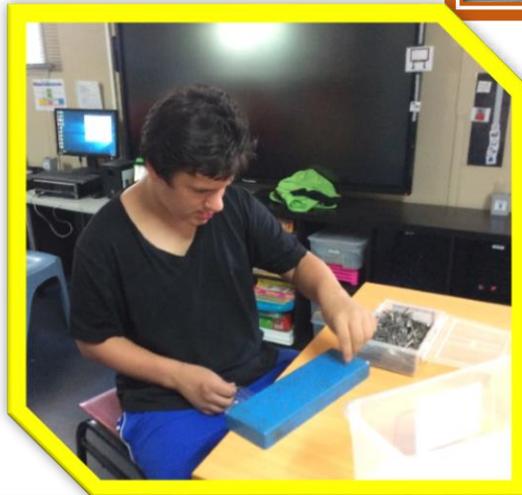
Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 14,453.00	\$ 11,483.97
2 Lease Payments	\$ 7,000.00	\$ 6,652.36
3 Utilities, Facilities and Maintenance	\$ 109,368.00	\$ 102,822.16
4 Buildings, Property and Equipment	\$ 42,804.06	\$ 40,370.89
5 Curriculum and Student Services	\$ 134,773.49	\$ 107,216.97
6 Professional Development	\$ 15,610.00	\$ 13,707.96
7 Transfer to Reserve	\$ 49,609.75	\$ 49,610.00
8 Other Expenditure	\$ -	\$ 2.46
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	\$ 373,618.30	\$ 331,866.77
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 373,618.30	\$ 331,866.77
Cash Budget Variance	\$ -	\$ -



Cash Position as at:	
Bank Balance	\$ 160,126.61
Made up of:	\$ -
1 General Fund Balance	\$ 26,816.30
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 140,412.31
5 Suspense Accounts	\$ -
6 Cash Advances	\$ 200.00
7 Tax Position	\$ 6,902.00
Total Bank Balance	\$ 160,126.61



A snapshot



Life at School



I love how excited you all get when its time to Learn our numbers!



Well done everyone!



100



27/6/19 PIC COLLAGE