



Inglewood Primary School

Annual School Report 2022



A proud history

Inglewood Primary School is a proud Independent Public School providing a stimulating educational environment for students from Kindergarten to Year 6. There is a strong tradition of providing an educational environment that promotes academic excellence, together with respect for self and others. Inglewood Primary School provides a rich and diverse curriculum with specialist subject offerings in Technology, Music, Italian, Science and Physical Education.

The school occupies three separate sites: A Kindergarten site, a Pre-primary site and a Year 1-6 Primary campus. This gives Inglewood Primary School an unusual profile that provides both unique challenges, as well as opportunities.

The early history of the school dates back to 1914 when local families petitioned the government for a school to cater for the needs of their children in the then named North Maylands area. These early submissions were rejected because of the proximity of the Maylands and Inglewood (now Mt Lawley) primary schools.

By 1920, these schools had become overcrowded and as a result, the Methodist Church Hall on the corner of York St (then Hay St) and Crawford Street was rented at a cost of 26 pounds per year to create North Maylands Infant School with 8 students, which increased to 40 students by the end of the year.

The present site was purchased in 1921 at a cost of 375 pounds with an agreement that the Education Department would build a school. This school opened on 22 September 1927 as North Maylands Primary. In 1933 it was renamed North Inglewood Primary and, finally, in 1985 it became Inglewood Primary School.

The school crest was created in 1986. The three figures on the crest represent sporting endeavour, academic endeavour and striving to achieve. The sun behind the children signifies the starting of a new day.





2022

Kaya and Wanjoo

2022 was a year filled with unprecedented changes and many of our traditional opportunities to connect and celebrate were interrupted by evolving health and safety measures. Despite this we successfully adjusted to the new educational landscape and made the most of many opportunities to connect with our community and with each other so we were able to continue to celebrate and acknowledge people and events at Inglewood Primary School.

Our dedicated P&C conducted highly successful fund raising events across the year as well as the addition of a new early childhood playground at the main school site. Co-designed with our students and staff, this area provides a wonderful space for our Year 1-3 students to explore and play with purpose, as well as provides an excellent outdoor classroom space for teaching and learning for our early childhood classrooms. Our attention will shift in 2023 to a new middle and upper play space that has also been designed with student voice a valuable part of the process. This project will be proudly funded by the P&C who have worked alongside the community for a number of years to support the concept of an innovative nature play space and outdoor classroom environment.

In addition to these student learning environment projects we also completed improvements to the school office, classroom storage and structural upgrades at both our Kindergarten and Pre primary sites. There are future environment upgrades planned for in 2023, including the staffroom and a significant upgrade to information technology.

Our commitment to Reconciliation and creating a culturally inclusive environment progressed with an additional flagpole at the main site so we can proudly raise the Aboriginal flag alongside the Australian flag. Our National Anthem is sung in English and Noongar, as well as Acknowledgement of Country being a regular inclusion at school assemblies, whole school events, staff meetings and on School Development Days.

Whilst being a year of many changes and much needed flexibility and creative thinking, 2022 was an opportunity for Inglewood to reimagine some of our processes, and teaching and learning approaches. As we move into our last year of the current Business Plan we look forward to deep reflection and proactive planning for 2023 and beyond.

Sincerely

Nicole West
Principal

Our purpose statement

To provide a stimulating educational environment that will develop academic, social and physical skills in students to enable them to recognise their own worth to participate as informed and active members in a global society.

Our Motto

Caring and Sharing

Our School Creed

This is our school.

We learn to think, create and imagine.

We are encouraged to achieve our goals.

Our school is colourful, happy and bright.

Learning is fun.

We respect and believe in each other.

Caring and sharing; friends for life.



Specialist Areas

In 2022, Inglewood Primary School ran specialist programs in the following curriculum learning areas: The Arts (Music); Languages (Italian); Science; Technologies; and Physical Education

Italian

The Italian program at Inglewood Primary School, in line with the Western Australian Curriculum, broadens the world knowledge of our students. Teaching Italian not only combines learning how language functions, but also involves the students learning about cultural studies, an immersion into food, lifestyle, sayings, climate and festivals.

Some of the highlights of the Italian programme in 2022 included:

- The creation of Venetian masks by Year 6 students for the school's Easter parade in which students aimed to replicate the masks worn at Easter time in Venice;
- Year 5 students taking part in pizza and pasta making as part of cultural studies on Italian food;
- the junior years learning to sing Happy Birthday in Italian and created wonderful Brucos (caterpillars).

Music

The Western Australian Music curriculum informs and guides the specialist Music program at Inglewood Primary School. The aim is to provide a varied and engaging musical experience for all students, looking at music through the ages, across cultures and how it contributes to our daily lives. Music contributes to success in other pursuits through the development of imagination, critical thinking, logic, and the physical development of motor skills. Most importantly, however, music supports the development of the 'Whole Child' which is key to the School Vision of the school's Business Plan.

Some of the highlights of the Music program in 2022 included:

- the whole school singing for ANZAC Day and then for Pirate Day, which raised money for the Kids' Cancer Project in May;
- the Inglewood PS String Ensemble and the Senior and Junior choirs performing at the school Open Night in Term 3;
- the Senior Choir's involvement in the WA Schools' Massed Choir Festival at the end of Term 3;
- the end of year music extravaganzas that featured both choirs and all instrumental music students performing on violins, violas, cellos, flutes, clarinets, trumpets, trombones and baritones.

Physical Education

The Physical Education program at Inglewood Primary aims to promote the benefits of regular physical activity while providing students with the opportunity to further develop their physical and interpersonal skills.

The Physical Education program for Pre-primary through to Year 2 has been developed to focus on the continued development of gross and fine motor skills, fundamental movement skills, understanding rules and playing fun games. The program for Year 3 through to Year 6 allows the students to develop their sporting knowledge and understanding of physical movement through a range of team and individual sports, fitness and games.

During 2022 Inglewood Primary School participated in:

- the Schools Sports WA Interschool Swimming Championships held at Challenge Stadium where we achieved fourth place out of eight schools and where two of our students received runner-up champion medals;
- an Interschool Lightning Carnival with teams in Netball (Winners), Basketball (Runners Up), AFL (Runners Up) and Soccer (Runners Up);

- the Interschool Athletics Carnival where we finished 3rd overall;
- a Bike Education program for Year 1 and 2 students where they learned to ride safely and educate themselves on road/bike etiquette;
- a surfing program hosted at Trigg Beach for Year 6 students in Term 4.

Science

The Science programme at Inglewood Primary School develops children's understanding of the world around them in a stepwise process. It will hopefully assist in generating a future community of actively informed and interested learners.

While 2022 was an unusual and disrupted year, the following opportunities were still made available for students to experience:

- In Term 3, Year 6 students showed off their science investigation skills at the Science Fair – a school wide lunch time event;
- Despite the Synergy Solar Car Challenge being cancelled, a school competition was held in Term 4. Year 6 students built and raced solar cars during their lunch times in order to find the fastest car.

Technology

The Technologies program includes a strong emphasis on Robotics, with opportunities for students to participate in exciting competitions and showcase their skills. Through hands-on learning and practical application, students are given the chance to develop their coding skills and explore the endless possibilities of technology. The success of this is evident in Inglewood Primary School's consistent qualification for the State Finals of Robocup Jr.

The highlights of the Technology program in 2022 included:

- the Year 3-6 students participating in competitions highlighting computational thinking, such as the BEBRAS Challenge where four of our students achieved high distinctions and seven students achieved distinctions across the two rounds of the challenge;
- the annual Technologies Fair which provided students from Years 3-6 with a platform to demonstrate their knowledge and understanding of different technologies, including block coding, green screen, and augmented reality; and the opportunity to share their projects with their peers and the wider community.

Public School Review 2022

In September 2022 Inglewood Primary School underwent a 12 month Public School Review in the areas of Leadership and Relationships and Partnerships. Our planning in 2022 incorporated the recommendations outlined in the 2021 Review findings and our community and staff survey data.

Expectations for key strategies and timelines were clearly articulated and regularly monitored by the leadership team and our staff. Consultative processes and structures were implemented to ensure our planning engaged the voices of teachers, students and our community.

Operational plans, staff meetings and School Development Days provided collaborative opportunities for staff to have greater input into the direction of the school. In Term 2 a parent and staff survey was administered to monitor the progress and impact of our school improvement plan

A commitment to improvement resulted in a successful follow up review and return to the normal Public School Review timeline. Our next School Review is scheduled for Term 3 2024.

Student Numbers and Characteristics

(Data source: Schools Online)

The longitudinal data shows that the school has continued an upward trend in numbers since 2018 with a significant increase since 2020. As the graph indicates, there were 555 students (excluding Kindergarten students) attending Inglewood Primary School in Semester 2 2022. This was an increase of 25 students from 2021.

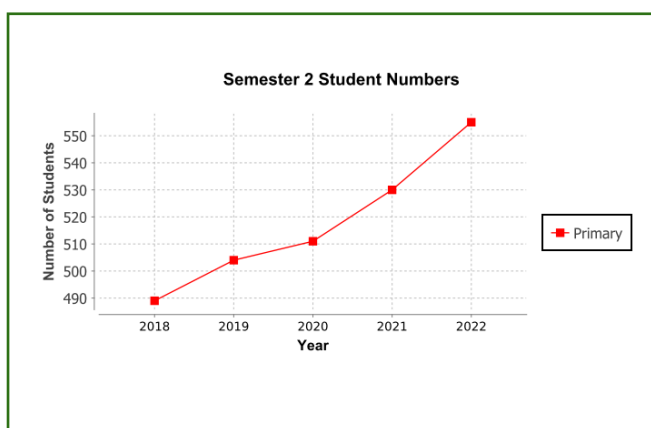
Student Numbers (as at 2022 Semester 2)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(27)	89	86	79	82	74	72	73	582
Part Time	53								

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

	Kin	PPR	Pri	Sec	Total
Male	29	43	272		344
Female	24	46	194		264
Total	53	89	466		608

While the school has a relatively small footprint due to the confines of its inner-city location, the building program completed in 2017 has enabled the school to manage its growth at the main site, accommodating 19 classrooms and 3 specialist rooms.



In 2022 there were 608 students attending Inglewood Primary School.



Workforce composition

(source: Schools Online)

Staff Numbers

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	3	2.2	0
Total Administration Staff	4	3.2	0
Teaching Staff			
Level 3 Teachers	2	1.8	0
Other Teaching Staff	38	27.7	0
Total Teaching Staff	40	29.5	0
School Support Staff			
Clerical / Administrative	3	2.8	0
Gardening / Maintenance	2	1.4	0
Other Allied Professionals	16	10.2	0
Total School Support Staff	21	14.4	0
Total	65	47.1	0

A feature of the workforce composition for 2022 is the ratio of full-time to part-time staff with part-time teaching staff comprising almost 60% of total teaching staff. This has been a characteristic of the school's composition for a number of years and, while it can present some challenges, it also enables a broader staff voice in decision-making.

There were a number of staff departures in 2022, including 2 retirements, 3 taking up secondments for 2023 and 2 who accepted a permanent position elsewhere.

The school created two separate staff recruitment pools in Early Childhood and Year

1-6. These pools will remain active for most of 2023 and we will continue, through recruitment processes, to fill vacancies with high quality practitioners who can add to our breadth of expertise and whose skill set aligns to the school's Business Plan priorities.

Student Attendance

(source: Schools Online)

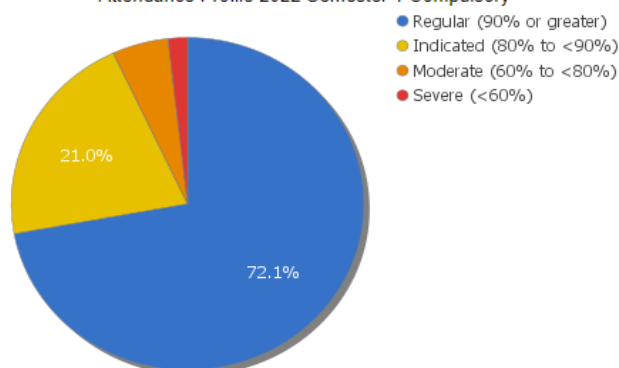
Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2020	94.4%	94.7%	93.2%	86.7%	83%	77.6%	94.3%	94.5%	91.9%
2021	93.3%	94.2%	92.4%	70.2%	82.3%	76.8%	93.1%	94%	91%
2022	92%	90.7%	88.3%	74.4%	79.9%	69.5%	91.7%	90.5%	86.6%

Attendance Overall Primary

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2020	85.7%	11.8%	2.1%	0.4%
2021	81.1%	15.3%	3.0%	0.6%
2022	72.1%	21.0%	5.2%	1.8%
Like Schools 2022	64.5%	28.1%	6.2%	1.2%
WA Public Schools	51.0%	32.0%	13.0%	5.0%

Attendance Profile 2022 Semester 1 Compulsory



The school recorded a lower overall attendance rate than in previous years but was 1.2% higher than that of Like Schools. This was the first time since 2019 that the attendance rate had been higher than Like Schools.

The school's regular attendance rate of 72.1% was lower than that recorded in the previous two years, yet above the 64.5% recorded by Like Schools. This dip in regular attendance can be partly attributed to post-COVID vacations, as families took the opportunity to reunite with loved ones.

The school continued to implement the successful monitoring practices that have been used in previous years, including:

- fortnightly letters for unexplained absences;
- notification letters of attendance concern;
- case conferences and the development of attendance plans;
- home visits where necessary; and
- accessing support from the Student Engagement Team and other external agencies.



Student Achievement and Progress

WHAT IS THE DATA TELLING US?

Comparative Performance for Year 3

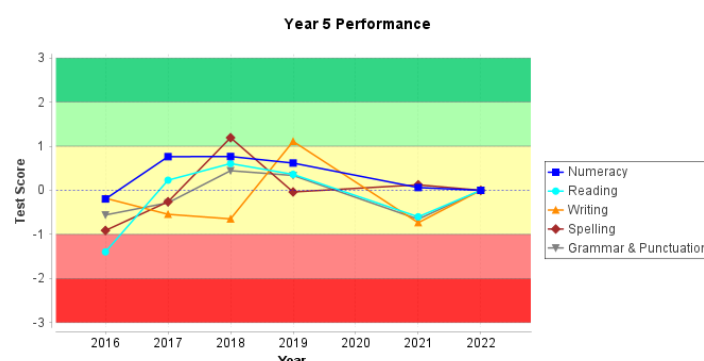
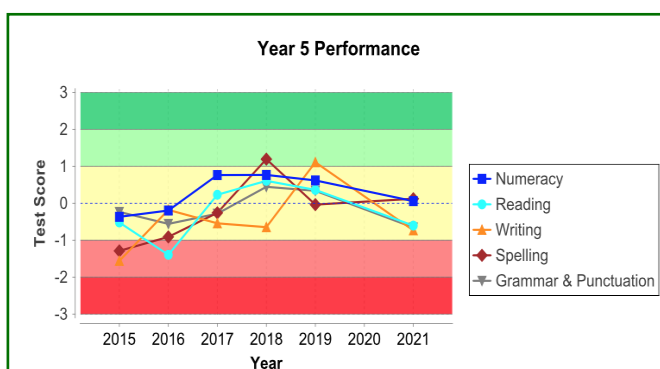
Year 3	Performance					
	2016	2017	2018	2019	2021	2022
Numeracy	-0.3	0.6	0.1	1.2	-0.4	0.0
Reading	-0.9	0.1	-0.4	0.0	-1.0	0.0
Writing	-0.9	-0.8	-0.8	-0.7	-0.5	0.0
Spelling	-1.1	-0.6	-0.6	-0.1	-0.8	0.0
Grammar & Punctuation	-0.7	-0.1	-0.4	0.3	-0.6	0.0

	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

consistency across all tested domains with the comparative performance value recorded as zero in each of these. An upward spike from the 2021 performance is evident in each domain.

Comparative Performance for Year 5

Year 5	Performance					
	2016	2017	2018	2019	2021	2022
Numeracy	-0.2	0.8	0.8	0.6	0.1	0.0
Reading	-1.4	0.2	0.6	0.4	-0.6	0.0
Writing	-0.2	-0.5	-0.6	1.1	-0.7	0.0
Spelling	-0.9	-0.3	1.2	0.0	0.1	0.0
Grammar & Punctuation	-0.6	-0.3	0.4	0.3	-0.7	0.0

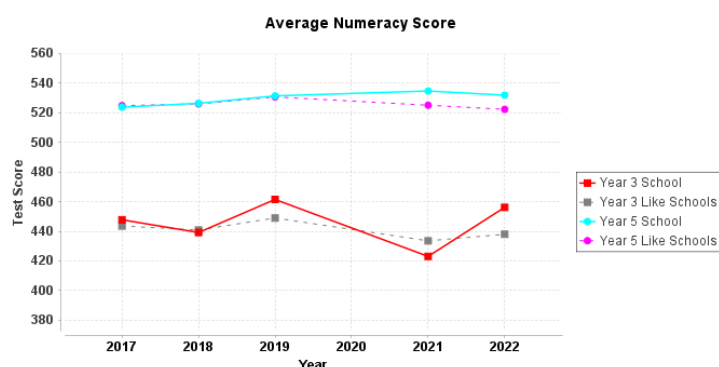


The NAPLAN comparative performance data for Year 3 shows that Inglewood Primary School is performing exactly as expected in all tested domains. The school's performance is measured in Standard Deviations with the expected performance represented as zero on the Comparative Performance table and accompanying line graph. There is remarkable

The Year 5 data also indicates perfect correlation with the expected level of achievement; again, this is evident in the zero comparative performance value for all five NAPLAN tests. While the Performance graph lacks the clear upward spike for each domain, there has still been notable improvement in Writing, Reading and Grammar and Punctuation compared to 2021.

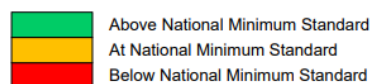
Achievement Numeracy

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2017	448	444	524	525
2018	439	441	526	526
2019	462	449	531	531
2021	423	434	535	525
2022	456	438	532	522



Proficiency Band Summary

Band	NAPLAN Score Range	Numeracy							
		Year 3				Year 5			
		2021		2022		2021		2022	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					25%	17%	18%	17%
7	530 - 581					32%	30%	35%	27%
6	478 - 529	19%	25%	37%	28%	21%	31%	30%	31%
5	426 - 477	23%	26%	22%	27%	18%	16%	11%	19%
4	374 - 425	37%	29%	26%	26%	4%	4%	3%	5%
3	322 - 373	11%	14%	8%	14%	0%	1%	3%	1%
2	270 - 321	10%	4%	7%	4%				
1	Up to 269	0%	1%	0%	1%				



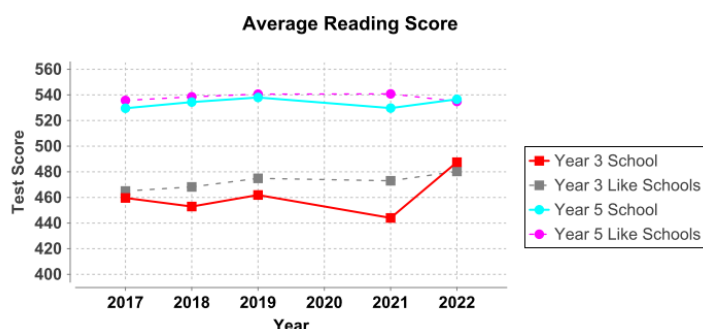
After a decline in the school's Year 3 Numeracy result in 2021, the mean performance in 2022 was the best in over 5 years, with only the 2019 result comparable to it. The percentage of students in Band 6 or above in the Proficiency Band Summary table has clearly contributed to this with 38% of students achieving this compared to 28% in Like Schools (similar schools).

In Year 5, the gap with Like Schools established in 2021 was again evident in 2022. While the representation in the top Band, however, was not as marked as that in Year 3, the combined representation in the two top bands (Band 7 and 8) of 53% was significantly higher than that of Like Schools. This ensured that Inglewood Primary School maintained the existing performance gap.

Achievement Reading

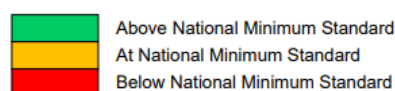
Average Reading Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2017	460	465	530	536
2018	453	468	534	539
2019	462	475	538	541
2021	444	473	530	541
2022	488	480	537	535



Proficiency Band Summary

Band	NAPLAN Score Range	Numeracy							
		Year 3				Year 5			
		2021		2022		2021		2022	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					25%	17%	18%	17%
7	530 - 581					32%	30%	35%	27%
6	478 - 529	19%	25%	37%	28%	21%	31%	30%	31%
5	426 - 477	23%	26%	22%	27%	18%	16%	11%	19%
4	374 - 425	37%	29%	26%	26%	4%	4%	3%	5%
3	322 - 373	11%	14%	8%	14%	0%	1%	3%	1%
2	270 - 321	10%	4%	7%	4%				
1	Up to 269	0%	1%	0%	1%				



The positive performance in 2022 for Reading showed similar patterns to that evident in Numeracy. In particular, the Year 3 performance was striking with an increase of 44 NAPLANS in school mean compared to the 2021 result. This placed Inglewood Primary School above Like Schools for the first time in more than five years. Likewise, in Year 5, the school recorded a slightly better mean than that of Like Schools for the first time in over five years, but without the significant performance spike evident in Year 3.

The source of the improvement can be found in the Proficiency Band Summary where representation in the top two bands has increased at both year levels with 73% of Year 3 students achieving within these bands compared with only 58% in 2021. While not as pronounced, a discrepancy in distribution is also evident in Year 5 where 62% were represented in the top bands compared to 52% in 2021.

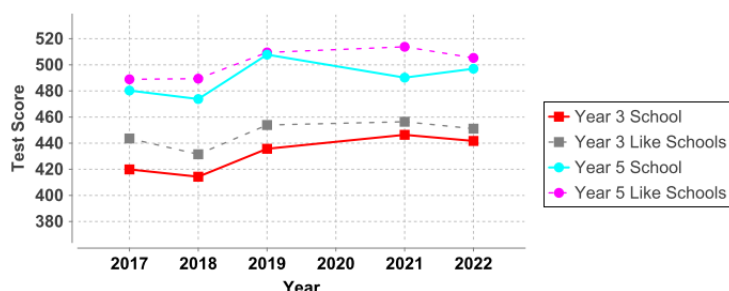
Achievement

Writing

Average Writing Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2017	420	444	480	489
2018	414	432	474	489
2019	436	454	508	510
2021	446	456	490	514
2022	442	451	497	505

Average Writing Score



Proficiency Band Summary

Band	NAPLAN Score Range	Writing							
		Year 3				Year 5			
		2021		2022		2021		2022	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					6%	14%	7%	11%
7	530 - 581					19%	24%	17%	23%
6	478 - 529	20%	36%	29%	32%	31%	36%	46%	35%
5	426 - 477	45%	41%	37%	40%	34%	20%	20%	22%
4	374 - 425	31%	17%	21%	20%	7%	5%	7%	5%
3	322 - 373	4%	3%	8%	5%	3%	1%	3%	3%
2	270 - 321	0%	2%	4%	1%				
1	Up to 269	0%	1%	0%	1%				

■ Above National Minimum Standard
■ At National Minimum Standard
■ Below National Minimum Standard

While there were some gains evident in the Year 5 Writing performance, the achievement gap with Like Schools at Year 3 remained constant and has not been closed. There was, however, no significant decline in mean at Year 3 and a pleasing mean increase in Year 5.

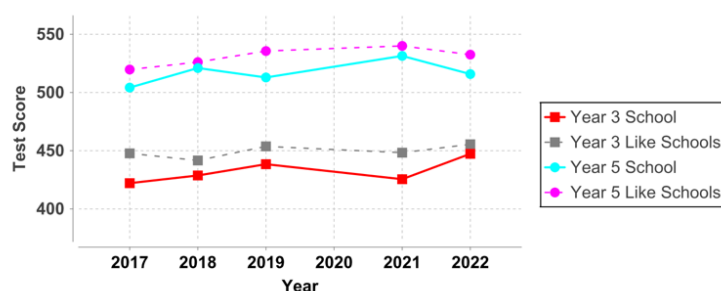


Achievement Spelling

Average Spelling Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2017	422	448	504	520
2018	429	442	521	526
2019	438	454	513	536
2021	426	448	531	540
2022	447	456	516	533

Average Spelling Score



Proficiency Band Summary

Band	NAPLAN Score Range	Spelling							
		Year 3				Year 5			
		2021		2022		2021		2022	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					15%	27%	16%	24%
7	530 - 581					43%	33%	30%	29%
6	478 - 529	22%	37%	33%	39%	22%	22%	24%	25%
5	426 - 477	27%	27%	25%	27%	13%	12%	16%	17%
4	374 - 425	27%	19%	29%	19%	7%	4%	14%	3%
3	322 - 373	16%	11%	8%	10%	0%	1%	0%	2%
2	270 - 321	7%	3%	3%	3%				
1	Up to 269	1%	2%	1%	2%				

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

The school performance in Spelling continued the pleasing trend in Year 3 with the school mean once again better than in the previous five years. While a gap with Like Schools remained, it was reduced significantly from 2021. The change in representation in the top proficiency band compared to 2021 undoubtedly contributed to the improved performance.

The result in Year 5, however, showed a decline from 2021. The longitudinal pattern is one of inconsistent mean performance, but a persistent gap with Like Schools that is yet to be closed. Unlike in Year 3, the distribution in the top proficiency band is not comparable with that of Like Schools.



Achievement

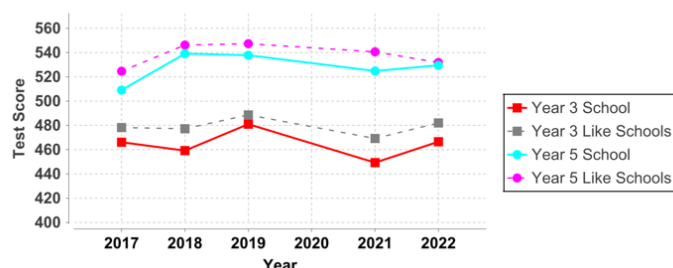
Grammar and Punctuation

Average Grammar & Punctuation Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2017	466	478	509	525
2018	459	477	539	546
2019	481	489	538	547
2021	449	469	525	541
2022	467	482	530	532

In Grammar and Punctuation, the discrepancy evident in Year 3 and 5 Spelling performance was reversed with Year 5 making inroads on closing the gap with Like Schools while Year 3 continued to be lower than Like Schools. In spite of this, the percentage of students represented in the top two bands at Year 3 was greater than the representation in 2021. There was little difference, however, in the distribution across these bands at Year 5 between 2021 and 2022.

Average Grammar & Punctuation Score



Proficiency Band Summary

Band	NAPLAN Score Range	Grammar & Punctuation							
		Year 3				Year 5			
		2021		2022		2021		2022	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					16%	29%	19%	22%
7	530 - 581					34%	25%	33%	26%
6	478 - 529	34%	45%	37%	51%	26%	24%	29%	28%
5	426 - 477	28%	27%	32%	21%	15%	14%	13%	17%
4	374 - 425	20%	16%	15%	16%	7%	6%	6%	5%
3	322 - 373	11%	6%	13%	7%	1%	2%	1%	2%
2	270 - 321	5%	4%	3%	4%				
1	Up to 269	1%	2%	0%	1%				

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard



What might account for what we see in the data?

The encouraging improvement in Year 3 outcomes as evident in the Comparative Performance data and longitudinal graphs is, hopefully, testament to the efforts undertaken and consolidated in 2022 to arrest declining performance. There is growing confidence that such results can be sustained in the ensuing years. A focus on more rigorous early years' instruction and whole school teaching and learning programs have laid the foundation for this to occur. Improvements in some of the Year 5 data is also heartening and it is expected that this can eventually be replicated or exceeded in areas with performance dips, such as Spelling.

The implementation or strengthening of the following approaches in 2022 drove improvement in all year levels and is expected to contribute to sustainable success:

- ☑ Heggarty professional learning, planning and resources for K-2 to strengthen phonological and phonemic arenas instruction.

- ☑ Letters and Sounds professional learning and planning documents for K-2 for consistency in synthetic phonics instruction.
- ☑ Development of scope and sequences and year level planning templates for *Talk for*

Writing and *Seven Steps to Writing* for consistent expectations in writing.

- ☑ Shared development and understanding of a common school-wide instructional framework to reduce variation between classes and year levels.
- ☑ Implementation of approaches to reading instruction that deepen comprehension and promote higher order thinking skills.

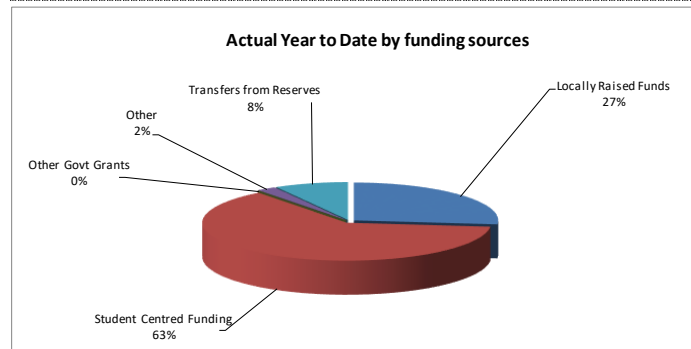
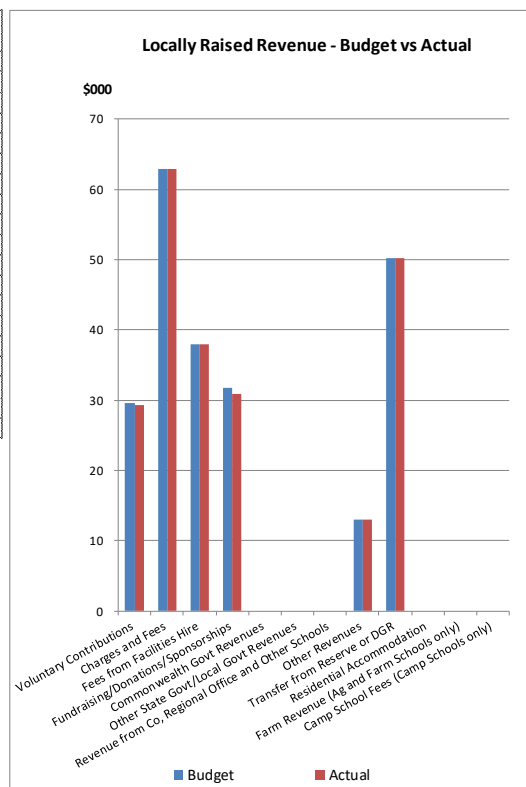


Financial Summary 2022

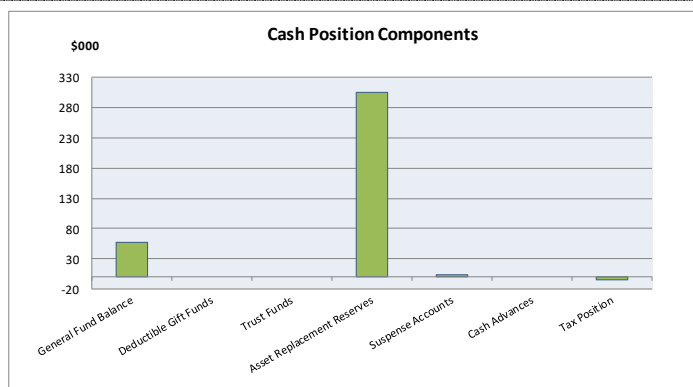
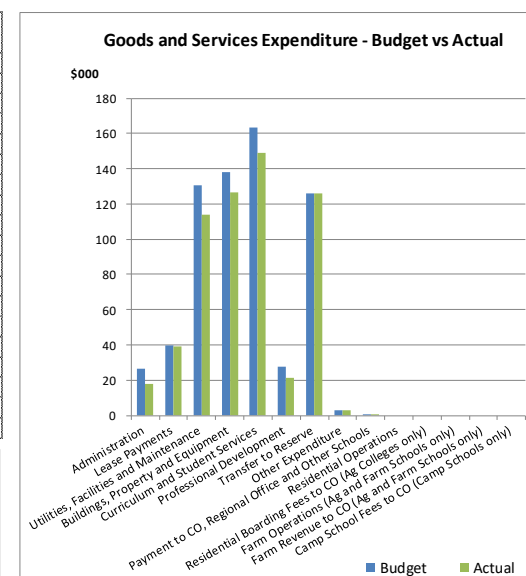


Inglewood Primary School Financial Summary as at 31-December-2022

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 29,651.00	\$ 29,291.70
2	Charges and Fees	\$ 62,926.55	\$ 62,926.55
3	Fees from Facilities Hire	\$ 37,954.55	\$ 37,954.55
4	Fundraising/Donations/Sponsorships	\$ 31,734.80	\$ 30,962.26
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 13,047.23	\$ 13,047.81
9	Transfer from Reserve or DGR	\$ 50,157.69	\$ 50,157.69
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 225,471.82	\$ 224,340.56
	Opening Balance	\$ 50,875.38	\$ 50,875.38
	Student Centred Funding	\$ 379,509.73	\$ 379,509.73
	Total Cash Funds Available	\$ 655,856.93	\$ 654,725.67
	Total Salary Allocation	\$ 5,330,414.00	\$ 5,330,414.00
	Total Funds Available	\$ 5,986,270.93	\$ 5,985,139.67



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 26,272.88	\$ 18,092.98
2	Lease Payments	\$ 40,031.00	\$ 39,342.00
3	Utilities, Facilities and Maintenance	\$ 130,454.45	\$ 113,657.16
4	Buildings, Property and Equipment	\$ 138,358.11	\$ 126,695.43
5	Curriculum and Student Services	\$ 163,235.02	\$ 148,846.58
6	Professional Development	\$ 27,604.44	\$ 21,058.99
7	Transfer to Reserve	\$ 126,083.70	\$ 126,083.70
8	Other Expenditure	\$ 3,142.76	\$ 3,046.29
9	Payment to CO, Regional Office and Other Schools	\$ 674.75	\$ 674.75
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	\$ 655,857.11	\$ 597,497.88
	Total Forecast Salary Expenditure	\$ 5,153,531.00	\$ 5,153,531.00
	Total Expenditure	\$ 5,809,388.11	\$ 5,751,028.88
	Cash Budget Variance	\$ (0.18)	



Cash Position Components	
Bank Balance	\$ 360,558.34
Made up of:	
1 General Fund Balance	\$ 57,227.79
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 305,166.55
5 Suspense Accounts	\$ 3,273.00
6 Cash Advances	\$ -
7 Tax Position	\$ (5,109.00)
Total Bank Balance	\$ 360,558.34

Our School Creed

This is our school.

We learn to think, create and imagine.

We're encouraged to achieve our goals.

Our school is colourful, happy and bright.

Learning is fun.

We respect and believe in each other.

Caring and sharing; friends for life.



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