



# **WELLARD PRIMARY SCHOOL**



## **ANNUAL REPORT 2022**

***EVERY STUDENT MATTERS, EVERY MOMENT COUNTS***

## **FROM THE PRINCIPAL**

I feel very privileged to be able to present the 2022 Annual Report for Wellard Primary School after its fifth year of opening.

The Annual Report provides an opportunity to reflect, acknowledge and celebrate the achievements of our school over the past year, and there have been many!

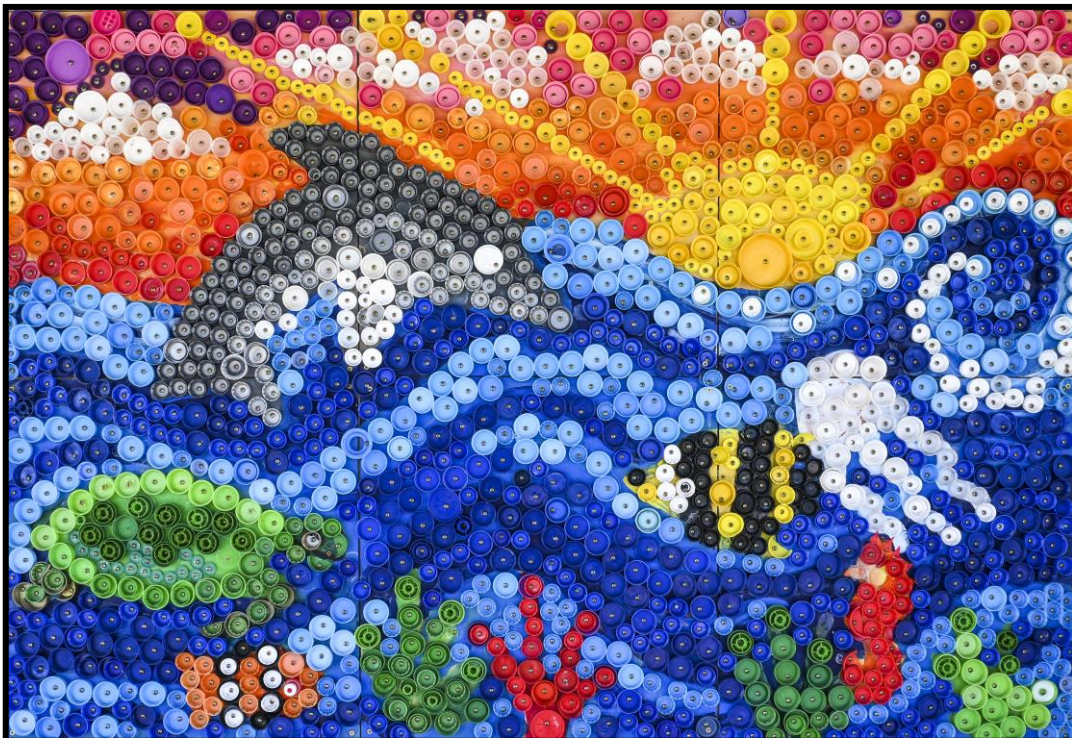
The school commenced 2022 with 34 classes (K – Yr 6), 4 new teaching staff, 3 new non-teaching staff and 758 students from Kindergarten to Year 6, 47 more than at the beginning of 2021. We had a very smooth start to the year until the arrival of COVID-19 in March!!

Throughout 2022 staff worked very closely in implementing a range of programs as well as fine tuning many school routines, procedures and processes where possible. There were some challenges associated with COVID-19 throughout 2022 with the school having to have plans in place to deliver home learning. The P&C and School Board had their work interrupted as they did not have the opportunity to meet as often as usual.

As a school, we appreciate and value ongoing feedback from parents that may cause us to reflect on our current practices. We are always looking to improve the way our school performs, and this can only be achieved if we are working closely with our parent body. I would like to reassure parents that we have the highest expectations for your children and aim to provide them with every opportunity to succeed. I look forward to working closely with the School Community in 2023.

Geoff Miller  
Principal

May 2023





## **SCHOOL COMMUNITY**

Wellard Primary School is an Independent Public School having opened in 2018 with a population of 327 students from Kindergarten to Year 6.

Nestled amongst the new building estates of Oakabella, Emerald Park, Providence and Sunrise, the school offers its diverse community a state-of-the-art educational facility that promotes a range of whole school teaching programs to support all students in their academic, social and emotional development.

We want students to explore their learning, so they understand how they learn best and to have the opportunity to be scientists, athletes, mathematicians, artists, writers, musicians and environmentalists. We want Wellard students to be resilient, literate, numerate, and curious learners.

Wellard Primary School aims for parents and carers to feel welcome, to be listened to, to be actively involved and supported in their child's education and to support the school in providing the best possible education for their children.

Developing and maintaining positive relationships amongst all school community members is central to achieving a successful school. We encourage all parents and carers to become actively involved in Wellard Primary School so that together, we can build a wonderful place for all children and their families.

Wellard Primary School was awarded Independent Public School (IPS) status just prior to opening in 2018. In collaboration with their school community, Independent Public Schools set their own strategic directions, have authority for day-to-day decision making and are in an ideal position to make decisions that best cater for their students. Parents and community members have an important and enhanced role in this initiative through the School Board.

In order to operate with more autonomy, Independent Public Schools are afforded a number of flexibilities. This means that we can select staff, manage our own financial affairs through a one-line budget, select school development day dates, approve leave applications, determine the curriculum that best supports students' needs, as well as manage school utilities (electricity, water, gas and waste management) and faults (breakdowns and repairs).

Wellard Primary School offers a range of programs designed to meet the varying needs of its students. As a school we only introduce programs which are research based and improve student outcomes for students.

Staff are keen to be part of a team striving to provide quality education opportunities to the children of Wellard. All teaching staff meet the professional requirements to teach in Western Australian Public Schools and are registered with the Teacher Registration Board of Western Australia. Low staff turnover provides an ongoing caring environment where student needs and progress are tracked by caring professionals. There is a low absentee rate among staff.

Students' well-being is a priority. Catering for the educational, social and emotional needs of our students are at the fore front of our work. Our pastoral care of students involves keeping parents well informed where they are encouraged to take an active role in the education of their children.

The Parents & Citizens Association is active and strong due to the tireless efforts of an increased number of committed parents.

The School Board has five parent members, a community representative and four teaching staff. As the main school decision making group, it is very active in shaping the direction of the school as evidenced through the minutes of our meetings. All Board Members accessed training to ensure they had a good understanding of the function of the Board and their individual responsibilities.

There is a strong sense of pride within the school community in relation to the school and the achievements of its students on the sporting field and within the wider community.

**STUDENTS**

In 2022 Wellard Primary School catered for students from Kindergarten to Year 6. At the commencement of the year, student enrolments (758 students) were as follows:

Kindergarten:	117	Year 3:	94
Pre-primary:	120	Year 4:	88
Year 1:	118	Year 5:	72
Year 2:	98	Year 6:	51

There were 23 Primary classes and 6 Kindergarten and 5 Pre-primary Classes. Wellard has 17 transportables as of the conclusion of 2022. Being a new school, we had a significantly higher number of enrolments in the early years than in middle and upper primary. This is because the older students remained at their current school so they could graduate with their peers. Overall, there was an increase of 47 enrolments from 2021. This was well below expected levels as we were not expecting so many students to move.

**SPECIAL PROGRAMS**

Wellard Primary School offers a range of exciting programs that provide a variety of learning opportunities for our students.

**LITERACY**

Wellard Primary School has embedded Spelling Mastery, CARS and STARS, Let’s Decode and Talk4Writing in the early childhood area supplemented by Sounds Write. As a school we had a focus on developing high quality teaching (Participation Tactics) through performance management.

**NUMERACY**

We have successfully embedded a mathematics program called ‘Stepping Stones’ until the end of 2021. However, throughout 2022, we have implemented a program called “Prime Maths” to replace “Stepping Stones”. This is because we did not believe that Stepping Stones was extending our more able students or differentiating the teaching and learning program for students who were experiencing difficulties.

**MUSIC**

Wellard PS has a Music Specialist in place with all students from Years 1 – 6 accessing lessons every week. We are very proud of our Music Program where students have the opportunity to explore their artistic talents. This is also complimented by the Instrumental Program which operates for selected students in Years 5 & 6.

## **PHYSICAL EDUCATION AND HEALTH**

Our Physical Education Program offers opportunities for students to participate in a wide range of sporting activities including interschool events. We employed an extra Physical Education Teacher at the end of 2021.

## **AUSLAN/NOONGAR**

In 2018 the Year 3 teachers delivered the Auslan program to students within their class. This was very successful and well received by the school community. In 2019 we employed a Teacher to teach Auslan from Pre-primary to Year 6. Unfortunately, Ms Melissa Cochrane then left the school to move into Deaf Education. The school then appointed Mr Dylan Collard to deliver the Noongar language as part of our LOTE program. This program was highly valued by the school community. Unfortunately, Mr Collard resigned at the end of 2022 so we are currently looking for a replacement.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

The school has leased 265 iPad and 120 laptop computers which are distributed throughout the teaching blocks. We employ the services of TFX who are charged with the responsibility of maintaining our system. New lease agreements will be established early in 2023 where we will have to increase the number of leased devices in line with our increase in enrolments.

## **VALUES PROGRAM**

The school community works towards achieving excellence in the values students exhibit on a daily basis. Children, staff and parents were recognised at specific assemblies with certificates for demonstrating “exemplary acts of our current virtue”. This is valued highly by the school community and is a highlight for our students.

## **YOUR MOVE PROJECT**

The “Your Move” project aims to educate students and parents about alternative means of transport to and from school. Wellard PS has a significant traffic congestion issue before and after school. The “Your Move” project has alleviated this congestion through the following initiatives:

- “Wellard Walkers “n” Wheelers continued in 2022 where students received a raffle ticket to win prizes for walking, riding or scootering to school.
- An Incursion to educate students (Yr 5 – Yr 6) in becoming safe road users as cyclists.
- Engaging the services of “People on Bicycles” to fix and maintain student bicycles.



## **HIGHLIGHTS FOR 2022**

This year we have progressed as a school, albeit within a pandemic environment for the third year in a row. All school community members have been brilliant in working together in providing the best possible outcomes for students. However, although we have achieved much, it must be said that COVID-19 placed severe restrictions on the day-to-day operations of our school some of which are outlined below.

- Wellard PS has completed its fifth year as an Independent Public Primary School with an enrolment of 775 students from K – Yr 6.
- Our first Public School Review was conducted in March resulting in a very positive Public School Review Report. Wellard PS was the first school ever to have their review conducted via Webex.

- NAPLAN results demonstrated that our stable cohort of students outperformed “Like Schools” in all tested areas. It was unfortunate that some students missed NAPLAN due to Covid. NAPLAN will be administered in Term 1 in 2023, not in Term 2.
- The school received funding to establish a purpose-built Science Room plus \$25000 to purchase resources etc. This room facilitated our Science Week activities organised by our Science Teacher, Mrs Kylea Singleton.
- The introduction of a Teaching Coach (2 days a week) increased the school’s capacity to support new teachers as well enhance the quality of teaching across the school. This is increasing to 3 days in 2023.
- A new 56 bay car park and an 11 bay Kiss & Drive was approved to be established on the western side of the school. This project should be completed by January 2023.
- An area behind the Assembly Area has been fenced off for the establishment of a Sustainability Garden which is to be funded by the P&C. Work on this will hopefully commence in January.
- The P&C was re-established in Term 3 thanks to the support of a number of parents. It has organised a range of successful fund-raising activities (raffles, Run4Fun, sausage sizzles etc.) under the leadership of a very strong executive committee.
- Indigenous House Names were announced by Auntie Marie Taylor at our House Athletics Carnival. **Karak** - the Red-tailed cockatoo will be red faction, **Koolbardi** - the Magpie will be yellow, **Waardong** the big crow will be blue, **Doornart** - the Twenty-Eight Parrot will be green. It was also decided that the winning House would receive the “**Jitty Jitty Shield**”. Mr Dylan Collard, Auntie Marie Taylor, student leaders and community members are to be acknowledged for their work in developing these names.
- Our NAIDOC celebrations occurred early in Term 4 with all students participating in a range of exciting activities. Special thanks to Mrs Roni Forrest, Noongar Elder, for assisting our student leaders in producing our sand mural about our new Indigenous House names.
- An indigenous mural was commissioned and established outside Teaching Block Two depicting the six Indigenous seasons.
- An “Acknowledgement of Country” plaque was installed in the front office area.
- A Multicultural Morning Tea was held in Term 4 where students were encouraged to come to school dressed in their cultural finery. Mrs Navjot Kasturi supplied tea for all adults and a clay diya for each child to decorate. The school community enjoyed the dance performances presented by two of our students and a special guest.
- Our Year 5 & 6 students accessed Bike Education over a two-week period increasing their knowledge of road and bike safety.
- Many students and staff stayed home towards the end of Term 1 and into Term 2 due to COVID-19. At one stage we had 24 staff absent on one day. Parents were supplied with 40 free Rapid Antigen Tests for each of their children.
- Book Week was an outstanding success as was our Book Week organised by our librarian, Mrs Jane Rogers.
- Assemblies were interrupted early in the year but we managed for every class to present an assembly albeit with some classes combined.
- The Open Night in Term Three was an outstanding success and did provide an opportunity for parents to see the great work their children had been doing throughout the year.
- Swimming Lessons were cancelled due to the lack of certainty that all students could access them, once again due to Covid.



- Due to Covid restrictions we did not conduct an ANZAC ceremony. Instead, Ms Makanza produced a pre-recorded ceremony with our student leaders that class teachers shared with their students at a convenient time.
- Student Reports sent home at the end of Semester One contained grades with a general comment only.



## **HIGH SCHOOL DESTINATIONS**

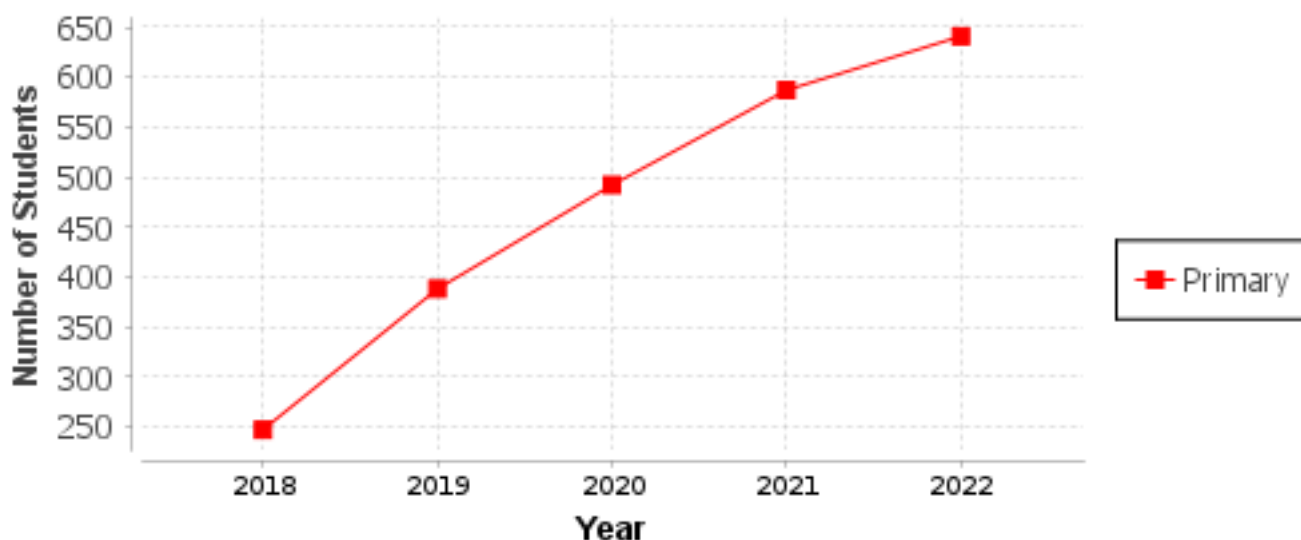
### **Year 6 2022 to Year 7 students 2023**

Destination Schools	Male	Female	Total
4031 Gilmore College	11	3	14
1466 Peter Carnley Anglican Comm Sch	3	8	11
1465 Court Grammar School	2		2
4198 Harrisdale Senior High School	1	1	2
1353 Kolbe Catholic College	1	1	2
1100 Aranmore Catholic College		1	1
4193 Byford Secondary College		1	1
4210 Hammond Park Secondary College		1	1
4150 Lakeland Senior High School		1	1
1421 Mother Teresa Catholic College		1	1

Thirty Six of our Year 6 students have transitioned to 10 different high schools. 39% of students are attending Gilmore College. It is interesting to note that only 36 of the 53 students who exited Wellard PS in 2022 have been accounted for.

## ENROLMENT TREND (Excluding Kindergarten)

**Semester 1 Student Numbers**



	2018	2019	2020	2021	2022
Primary (Excluding Kin)	247	388	500	587	641

## ATTENDANCE

### 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	93%	93.3%	93.2%	90.2%	86.9%	77.6%	92.9%	93%	91.9%
2021	92.2%	92.3%	92.4%	87.6%	83.6%	76.8%	91.9%	91.9%	91%
2022	86.8%	88.1%	88.3%	77.1%	78.5%	69.5%	86.3%	87.6%	86.6%

The overall attendance of students is slightly below “Like Schools” and WA Schools. The attendance rate of our Indigenous Students is slightly below “Like Schools” but above WA Schools. However, it is interesting to note that student attendance has continued to decline since 2020. This is a reflection of the impact of Covid-19 on attendance data.





## **STAFF INFORMATION**

	No	FTE	AB'L
<b>Administration Staff</b>			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	3	3.0	0
Total Administration Staff	4	4.0	0
<b>Teaching Staff</b>			
Other Teaching Staff	47	42.0	0
Total Teaching Staff	47	42.0	0
<b>School Support Staff</b>			
Clerical / Administrative	3	2.8	0
Gardening / Maintenance	1	0.4	0
Other Allied Professionals	25	18.2	0
Total School Support Staff	29	21.4	0
<b>Total</b>	<b>80</b>	<b>67.4</b>	<b>0</b>

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

## **INDEX OF COMMUNITY SOCIO-EDUCATIONAL ADVANTAGE (ICSEA)**

The Index of Community Socio-Educational Advantage (ICSEA) was created by the Australian Curriculum, Assessment and Reporting Authority (ACARA) specifically to enable meaningful comparisons of National Assessment Program – Literacy and Numeracy (NAPLAN) test achievement by students in schools across Australia. Key factors in students' family backgrounds (parents' occupation, school education and non-school education) have an influence on students' educational outcomes at school. In addition to these student-level factors, research has shown that school-level factors (a school's geographical location and the proportion of Indigenous students a school caters for) need to be considered when summarising educational advantage or disadvantage at the school level. ICSEA provides a scale that numerically represents the relative magnitude of this influence and is constructed taking into account both the student and the school-level factors. An ICSEA of 1000 represents an Average Value.

<b>Year</b>	<b>ICSEA</b>
2018	983
2019	1013
2020	1015
2021	1013
2022	1013

## PRODUCING SUCCESSFUL STUDENTS IN LITERACY AND NUMERACY

- **Outcome:** Wellard Primary School to develop a reputation for producing students who perform above expected levels.
- **Target:** By the end of 2022 the performance of our students (stable cohort) will be above “Like Schools” in all NAPLAN areas in Years 3 & 5.

Monitoring, reviewing and reporting student performance is a vital part of school accountability. It also plays a critical role on informing planning to ensure improved outcomes for students

The data gathering process at Wellard involves the use of both system endorsed testing such as National Assessment Program Literacy & Numeracy (NAPLAN), Standardised Tests and teacher judgements. *In 2020 NAPLAN was not administered across the nation due to the pandemic. In 2022 there was no data for “Australian Schools”.*

### **Year 3 Stable Cohort – PP (2019) to Year 3 (2022): 56 Students**

Year 3 Business Plan Targets	Met Yes/No	Evidence Stable Cohort: 67 Students Group: 99 Students
By the end of 2022 the performance of our students (stable cohort – 2019 - 2022) will be above “Like Schools” in <b>Reading</b> . (No Australian Data available)	YES	Stable Cohort Mean: <b>436 (+23)</b> Group Mean: 417 Like Schools Mean: <b>413</b> WA Schools Mean: 428 Australian Mean: N/A
By the end of 2022 the performance of our students (stable cohort – 2019 - 2022) will be above “Like Schools” in <b>Writing</b> . (No Australian Data available)	YES	Stable Cohort Mean: <b>429 (+10)</b> Group Mean: 413 Like Schools Mean: <b>419</b> WA Schools Mean: 419 Australian Mean: N/A
By the end of 2022 the performance of our students (stable cohort – 2019 - 2022) will be above “Like Schools” in <b>Spelling</b> . (No Australian Data available)	YES	Stable Cohort Mean: <b>427 (+28)</b> Group Mean: 410 Like Schools Mean: 399 WA Schools Mean: 414 Australian Mean: N/A
By the end of 2022 the performance of our students (stable cohort – 2019 - 2022) will be above “Like Schools” in <b>Grammar &amp; Punctuation</b> . (No Australian Data available)	YES	Stable Cohort Mean: <b>431 (+20)</b> Group Mean: 407 Like Schools Mean: <b>411</b> WA Schools Mean: 424 Australian Mean: N/A
By the end of 2022 the performance of our students (stable cohort – 2019 - 2022) will be above “Like Schools” in <b>Numeracy</b> . (No Australian Data available)	YES	Stable Cohort Mean: <b>389 (+3)</b> Group Mean: 379 Like Schools Mean: <b>386</b> WA Schools Mean: 395 Australian Mean: N/A

## Year 5 Stable Cohort – Year 3 (2020) – Year 5 (2022): 31 Students

Year 5 Business Plan Targets	Met Yes/No	Evidence Stable Cohort: 44 Students Group: 66 Students
By the end of 2022 the performance of our students (stable cohort – 2019 - 2022) will be above “Like Schools” in <b>Reading</b> . (No Australian Data available)	YES	Stable Cohort: <b>497 (+6)</b> Group Mean: 496 Like Schools Mean: <b>491</b> WA Schools Mean: 505 Australian Schools Mean: N/A
By the end of 2022 the performance of our students (stable cohort – 2019 - 2022) will be above “Like Schools” in <b>Writing</b> . (No Australian Data available)	YES	Stable Cohort: <b>497 (+17)</b> Group Mean: 495 Like Schools Mean: <b>480</b> WA Schools Mean: 480 Australian Schools Mean: N/A
By the end of 2022 the performance of our students (stable cohort – 2019 - 2022) will be above “Like Schools” in <b>Spelling</b> . (No Australian Data available)	YES	Stable Cohort: <b>522 (+36)</b> Group Mean: 520 Like Schools Mean: <b>486</b> WA Schools Mean: 505 Australian Schools Mean: N/A
By the end of 2022 the performance of our students (stable cohort – 2019 - 2022) will be above “Like Schools” in <b>Grammar &amp; Punctuation</b> . (No Australian Data available)	YES	Stable Cohort: <b>512 (+28)</b> Group Mean: 507 Like Schools Mean: <b>484</b> WA Schools Mean: 496 Australian Schools Mean: N/A
By the end of 2022 the performance of our students (stable cohort – 2019 - 2022) will be above “Like Schools” in <b>Numeracy</b> . (No Australian Data available)	YES	Stable Cohort: <b>481 (+9)</b> Group Mean: 476 Like Schools Mean: <b>472</b> WA Schools Mean: 487 Australian Schools Mean: N/A

Overall, Wellard PS students have continued to make good progress and are achieving at a higher level when compared to “Like Schools”. It is most pleasing to see the programs we are delivering are having such a positive impact on the performance of our students. The challenge for Wellard PS is to further increase the difference in progress and achievement when comparing ourselves to “Like Schools”. This improvement is in the context of having a significant increase in enrolments from one year to the next.





## **PARENT SATISFACTION**

Schools are required to seek information on parent feedback every two years. The school administered the National School Survey to parents in 2020.

The school received responses from 191 parents. The survey measures the perceptions of parents in relation to the survey statements below. There were 20 areas of focus within the survey each receiving an average rating between 0 (strongly disagree) and 5 (strongly agree).

<b>Survey Statements</b>	<b>Score 2020</b> (211 Responses)	<b>Score 2022</b> (191 Responses)
Teachers at this school expect my child to do his or her best.	4.3	4.3
<i>Teachers at this school provide my child with useful feedback</i>	4.0	4.1
Teachers at this school treat students fairly.	4.2	4.3
<i>This school is well maintained.</i>	4.6	4.5
My child feels safe at this school.	4.5	4.4
<i>I can talk to my child's teachers about my concerns.</i>	4.4	4.4
Student behaviour is well managed at this school.	4.2	4.1
<i>My child likes being at this school.</i>	4.5	4.4
This school looks for ways to improve.	4.2	4.2
<i>This school takes parents' opinions seriously.</i>	4.0	4.0
Teachers at this school motivate my child to learn.	4.2	4.3
<i>My child is making good progress at this school.</i>	4.3	4.3
My child's learning needs are being met at this school.	4.1	4.2
<i>This school works with me to support my child's learning.</i>	4.0	4.1
This school has a strong relationship with the local community.	3.8	3.9
<i>This school is well led.</i>	4.3	4.3
I am satisfied with the overall standard of education achieved at this school.	4.3	4.3
<i>I would recommend this school to others.</i>	4.4	4.4
My child's teachers are good teachers.	4.4	4.4
<i>Teachers at this school care about my child.</i>	4.4	4.4
<u>Average Score</u>	4.25	

Parent responses in relation to all areas are very positive. Current data is almost the same as data collected in 2020 as was the case in 2018. The school works hard to develop and maintain positive relationships with all members of its school community at all times. This, of course, has taken place in a Covid 19 environment where various aspects of a school can unravel quickly if there is a breakdown in communication.

### **Overall Satisfaction**

In terms of the overall level of satisfaction with the school it is evident from the survey that parents strongly support the school. The school is receiving regular feedback from members of the wider community who comment on the positive reputation of the school. The fact that we have had many parents seeking a placement for their child, who live outside of our intake area, continues to be further evidence of the school's reputation.

## **FUTURE DIRECTIONS 2023 – SCHOOL IMPROVEMENT PLAN 2023**

Future Directions for our school is outlined in our 2023 School Improvement Plan which reflects the content of our Business Plan.

**Student Progress and Achievement - Producing Successful Students:** To develop a reputation for producing students who perform above expected levels.

**Teaching Quality – Enhancing the Quality of Teaching:** Create a professional learning community where staff are willing to engage in self-reflection and provision of feedback in a supportive and collaborative environment to improve teaching and learning.

**Learning Environment – Enhancing Conditions for Learning:** Expect a visible, student-by-student high performance – high care culture based on strong individual management.

**Leadership – Building Teaching Capacity:** Support school leaders to lead self-reflective teaching practices that are owned by staff as a necessary part of school improvement. – leaders are self-appointed not anointed!

**Relationships and Partnerships – Maintaining Positive Relationships:** To become a highly capable and responsive school characterised by strong, supportive relationships and a culture of care and connection to our community.



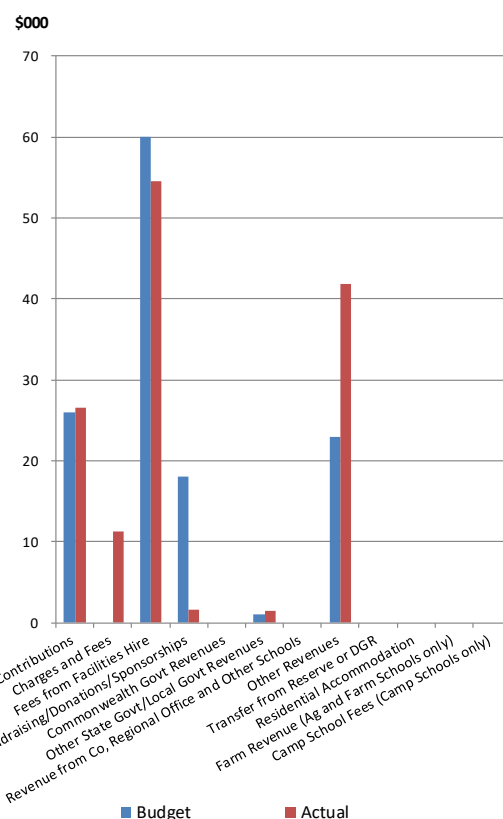
**Wellard Primary School**

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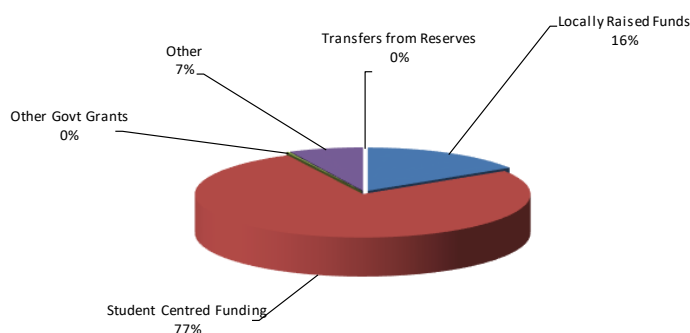
Financial Summary as at  
31-December-2022

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 26,000.00	\$ 26,611.50
2	Charges and Fees	\$ -	\$ 11,218.00
3	Fees from Facilities Hire	\$ 60,000.00	\$ 54,545.44
4	Fundraising/Donations/Sponsorships	\$ 18,000.00	\$ 1,603.30
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,500.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 23,000.00	\$ 41,843.71
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 128,000.00</b>	<b>\$ 137,321.95</b>
	<b>Opening Balance</b>	<b>\$ 366,161.79</b>	<b>\$ 366,161.79</b>
	<b>Student Centred Funding</b>	<b>\$ 400,000.00</b>	<b>\$ 448,601.63</b>
	<b>Total Cash Funds Available</b>	<b>\$ 894,161.79</b>	<b>\$ 952,085.37</b>
	<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Funds Available</b>	<b>\$ 894,161.79</b>	<b>\$ 952,085.37</b>

Locally Raised Revenue - Budget vs Actual

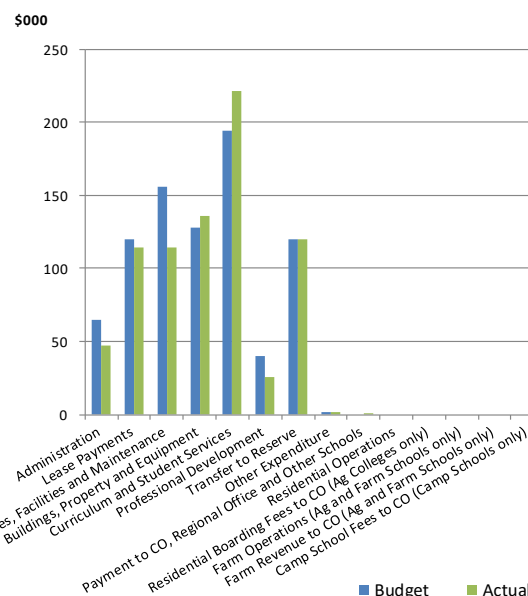


Actual Year to Date by funding sources

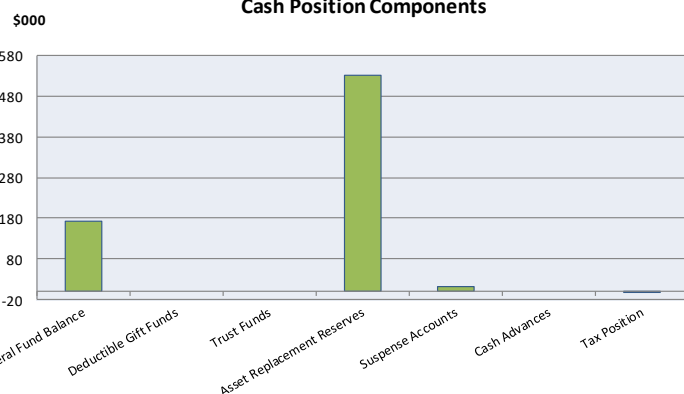


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 64,400.00	\$ 46,966.75
2	Lease Payments	\$ 120,000.00	\$ 114,043.32
3	Utilities, Facilities and Maintenance	\$ 156,000.00	\$ 114,514.90
4	Buildings, Property and Equipment	\$ 128,000.00	\$ 135,794.13
5	Curriculum and Student Services	\$ 194,250.00	\$ 220,988.99
6	Professional Development	\$ 40,000.00	\$ 26,029.45
7	Transfer to Reserve	\$ 119,800.00	\$ 119,800.00
8	Other Expenditure	\$ 2,000.00	\$ 1,745.64
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ 330.00
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)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 824,450.00</b>	<b>\$ 780,213.18</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 824,450.00</b>	<b>\$ 780,213.18</b>
	<b>Cash Budget Variance</b>	<b>\$ 69,711.79</b>	

Goods and Services Expenditure - Budget vs Actual



Cash Position Components



Cash Position Components	
<b>Bank Balance</b>	<b>\$ 710,914.34</b>
Made up of:	
1 General Fund Balance	\$ 171,872.19
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 530,128.00
5 Suspense Accounts	\$ 11,099.15
6 Cash Advances	\$ -
7 Tax Position	\$ (2,185.00)
<b>Total Bank Balance</b>	<b>\$ 710,914.34</b>