2011 was another busy year at Upper Swan Primary School as teachers began investigating the Australian Curriculum that will be gradually implemented over the next few years. As always, our staff continued to strive for improvement in our teaching methods, as we continue to explore ways to meet the needs of each and every child.

This year we implemented a whole school approach to the way we teach Reading; meaning all teachers from kindergarten to year 7 use the same methods and similar resources. Our approach includes direct teaching of phonemic awareness and phonics through to the way we teach children comprehension. Our emphasis on Reading was supported by the P & C, with a further $5000 added to school funds for the purchase of the Springboard reading series and chapter books for senior students.

We continued our emphasis on Pastoral Care and student welfare through the “You Can Do It” and the School Drug Education and Road Awareness (SDERA) programs. Each program develops skills in the areas of confidence, organisation, resilience, persistence, getting along with others and decision making.

Mathematics was our other main focus area; with emphasis on developing skills in number, measurement and geometry. The web based Mathletics program that was introduced in 2010 continued and was jointly funded by the P & C and the school. The school timetable was structured to ensure Maths could be taught for one hour per day; with the first segment of each lesson committed to developing mental maths skills and knowledge of maths vocabulary.

Further teacher development occurred in the field of cooperative learning, with 80% of teachers completing two days training in the Kagan approach to cooperative learning. Several classes conducted demonstrations for parents and explained the rationale behind the method.

On the sporting front, we continued our association with the Beechboro cell of schools. Despite being one of the smallest schools in the group we proved to be competitive in the winter and summer team sports carnivals. We finished “in the pack” in the interschool athletics carnivals, but came within a whisker of causing an upset in the cross country; finishing second by a handful of points.

Community involvement is a major feature of our school. The work we do is supported in a number of ways by our P & C, School Council and the many parents who contribute as volunteers.

Highlights for 2011 included a successful P & C Fair that made ~$10000 to be put towards school resources. Several busy bees were held to carry out further work on our environmental projects.

As we look back on 2011 we can be proud of the progress we have made in improving our school, whilst acknowledging that learning is a life long process that requires commitment to continuous improvement.

Stephen Green - Principal
Upper Swan Primary School – 2011 Annual Report

Upper Swan School Purpose Statement
We will create a learning environment that provides students with the opportunity to develop the academic and social skills they need to achieve their individual potential.

Maximising Student Learning
In a school review parents and staff identified the following factors as crucial elements that create an optimal learning environment for your child’s learning:

1. Respectful and productive relationships between students and staff; staff and parents; the school and parents and the school and the wider community.
2. Students whose mental, physical and emotional health and well being are nurtured at home and at school.
3. Skilled and knowledgeable teachers and education assistants.
4. The principal, associate principals and expert teachers provide strong instructional leadership throughout the school.
5. Staff create safe, caring and inclusive classrooms where children are encouraged to have a go.
6. The resources needed to provide students with a range of learning opportunities.

Highlights and Celebrations

Environmental Programs
With the support of the P & C, parents and students, Mrs Holmes continued developing the many elements of the environmental awareness programs that aim to teach children about sustainable living. The student Green Team assisted Mrs Holmes with the management of our sustainability initiatives. These include:
- Recycling of classroom and food waste
- Vegetable and herb gardens
- Chicken coop / collecting and selling eggs.
- Worm farm
- Composting of food scraps and garden waste.
- Waste Free Wednesday

Western Power Energy Challenge
In term 3 and 4 we were one of seven schools that participated in a challenge to reduce our electricity use. During the 8 weeks of the competition we reduced our use by 35%. Although we didn't win the competition, it was a great result.

ANZAC Assembly
Our ANZAC commemoration was held in the final week of term 1. A number of our students belong to the Herne Hill Scout Group. They assist with the running of the assembly and the laying of wreaths.

Support – a – Reader
Approximately twelve parent volunteers provided assistance with reading before school and in the first session of the day. Many of the students involved made exceptional progress. The program was coordinated by Mrs Guy.

Instrumental Music
Several students from year 3 to year 7 participated in instrumental music lessons run by the School of Instrumental Music; who provide us with specialist music teachers. To be selected for lessons children need to score well on an aptitude test. Our students learn violin, cello, guitar, flute, clarinet and trumpet.

Crunch ‘n’ Sip
Mrs Holmes promotes healthy eating through the Crunch – n – Sip program. Children are allowed to bring water bottles, fruit and vegetable snacks into their classroom. Under the direction of their teacher, they are able to eat and drink during class time. Mrs Holmes runs a variety of competitions throughout the year to encourage children to eat healthy snacks.
Student Leadership Programs
Miss Kongras (year 6/7 teacher) runs our highly successful student leadership programs. These include:
- Student Council
- Peer Mediation
- Young Leaders Day
- Year 7 Leadership Camp
Our student leaders develop skills in problem solving, active listening, organisation of events and using initiative. When our students move on to secondary schools we frequently receive feedback on the quality of their leadership.

End of Year Events
In recent years the last few weeks of term 4 have been packed with a number of outstanding events that are well attended by parents and family members.

In 2011 we held a farewell dinner for Year 6’s; Miss Kongras’s class presented their annual drama production; we had the school dance concert; the Year 7 graduation; Year 1 to 6 class awards assembly and the Year 7 Awards Dinner. These events create great community spirit as they bring the school community together to celebrate the achievements of our students.

Student Performance
The school review process enables staff and the School Council to collect and review student performance data then make recommendations for improvement. The data that is analysed includes:
- National Assessment Program for Literacy and Numeracy (NAPLAN) – Years 3, 5 and 7
- Monitoring Standards in Education – Science; Society and Environment: Years 5 and 7
- Reading and Spelling age standardised tests
- Reading Recovery levels
- Teacher judgements collected from reports
- Behaviour and attendance records
- Information from surveys of parents, staff and students.

Committees are formed to review the recommendations and develop plans for improvement. In 2011 our priorities were English / Reading; Maths / Number Operations and Measurement; and Pastoral Care.

Relative Assessment: Comparison to Like Schools
One of the most frequent forms of data we look at is comparing our results to schools that are in the same socio-economic group.

The graphs that follow show our NAPLAN results in all five tested areas. Our average score is plotted against the average score of like schools.

The school review process involves identifying trends in our data; investigating the reasons for those trends then implementing a plan to address identified needs.

Making broad statements about Year 7 results is difficult due to the small number of students we have in that year level.
Reading

The Reading Graph shows improved results for year 3 in 2010 and 2011 to the point where we have almost closed the gap to like schools.

Year 5 shows an increasing gap between our results and like schools.

Year 7’s usually match the like school average, but fell away somewhat in 2011.

Numeracy / Maths

Whilst year 3 results are encouraging, clearly we need to investigate what is happening between year 3 and year 5. We need to focus on identifying the needs of individual and groups of students then developing plans to address them. We also need to ensure teachers have the support needed to develop their professional knowledge and skills.

Writing

In 2011 students in all year groups had to write a persuasive argument on a given topic. In previous years students had to write a narrative (story).

Results show a general downward trend in year 5 and year 5, whilst year 3 results have no regular pattern.

What is clear is all year levels have an average that is well below that of like schools.

Spelling

The results in Maths are very similar to Reading. In year 3 there has been improvement in 2010 and 2011 to the point where we are equal to like schools.

In year 5 there has been a steady decline over the last five years.

Year 7 results are generally similar to the results of like schools, but there was a drop in 2011.
Spelling results in 2010 and 2011 show an improving trend in year 3, where we are gradually reducing the gap to like schools.

In year 5 there is a downward trend, with the gap widening. Year 7 is generally a close comparison, but with an unexpected drop in 2011.

It's clear our Spelling average is lower than the like schools average in all three year levels.

Grammar and Punctuation

In year 3 there has been steady improvement from 2009 through to 2011. The gap to like schools has been reduced.

In year 5 there is an ever increasing gap between Upper Swan and like schools.

There is no clear trend for year 7's. There was a significant dip in 2011.

Summary

As mentioned on the previous page, there is work to be done in identifying and addressing learning and teaching needs in the year 3 / 4 / 5 area of the school. Results up to year 3 indicate our results are improving whereas year 5 results are in steady decline. We need to focus on developing the professional knowledge and skills of teachers and develop clear focus on the specific learning needs of students.

Value Added

With NAPLAN tests, we can measure the increase in scores between year 3 and year 5; then again between year 5 and year 7. We can work out the rate of progress students make. The graphs that follow show the percentage of students we have in each rate of progress category.

The dotted black line shows how many children we should have in each category.

Reading – Value Added

Progress Year 3 to Year 5

The graph shows that not many students made very high progress while more students than expected made very low and low rates of progress.

Year 5 to Year 7

The value added from year 5 to year 7 in Reading is encouraging, with more students than expected making very high progress. At the same time there are no students in the very low progress category.
Upper Swan Primary School – 2011 Annual Report

Numeracy / Maths – Value Added
These graphs show that we should have more students making very high progress in both year groups.

Once again there is more than the expected number of students making low and very low rates of progress between year 3 and year 5.

Value Added Summary
This data reinforces what we have seen with the gradual decline in year 5 results. Clearly our year 5 students are not making the rate of progress that we expect them to.

Science
The W.A. Syllabus and Primary Connections are the major resources teachers use to determine the content of their programs. In 2011 our focus was on investigation skills and teaching content by integrating Science with Literacy. These tables show the percentage of students achieving top, middle and low range scores on their W.A. state Science test (WAMSE).

Science MSE Results

<table>
<thead>
<tr>
<th>Year 5 Science</th>
<th>Upper Swan</th>
<th>Like Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>09 10 11</td>
<td>10 11</td>
</tr>
<tr>
<td>Top 20%</td>
<td>26% 12% 16%</td>
<td>26% 30%</td>
</tr>
<tr>
<td>Mid 60%</td>
<td>54% 60% 51%</td>
<td>61% 59%</td>
</tr>
<tr>
<td>Low 20%</td>
<td>20% 29% 33%</td>
<td>13% 11%</td>
</tr>
</tbody>
</table>

Science MSE Results

<table>
<thead>
<tr>
<th>Year 7 Science</th>
<th>Upper Swan</th>
<th>Like Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>09 10 11</td>
<td>10 11</td>
</tr>
<tr>
<td>Top 20%</td>
<td>27% 16% 29%</td>
<td>22% 31%</td>
</tr>
<tr>
<td>Mid 60%</td>
<td>73% 79% 54%</td>
<td>65% 60%</td>
</tr>
<tr>
<td>Low 20%</td>
<td>0% 5% 17%</td>
<td>13% 8%</td>
</tr>
</tbody>
</table>

Science - Relative Assessment
Red zone 3 means a lower than expected result when compared to like schools; with yellow being at the expected level. The numbers are a rating scale. Green 1 is used when scores are above the expected level.

Science Summary
In general the year 7 results are reasonably good. There is a tendency to have a big group with mid range scores with not as many with top and low range scores. The year 7’s compare well with like schools, as shown by the “yellow 2” rating.

In year 5 there are more students with low range scores than we would expect and few with top range scores. This is reflected in the “red 3” rating.

Science Week
In August every class participated in WA Science Week. Teachers organised a series of interesting “hands on” investigations for their class to complete. It culminated in a whole school quiz, where children were place in multi-age teams. There was a positive response from students and teachers.
Upper Swan Primary School – 2011 Annual Report

Society and Environment

### Year 5 Society and Environment

<table>
<thead>
<tr>
<th>Top 20%</th>
<th>Middle 60%</th>
<th>Bottom 20%</th>
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<tr>
<td>21%</td>
<td>57%</td>
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<tr>
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<tr>
<td>33%</td>
<td>56%</td>
<td>10%</td>
</tr>
<tr>
<td>31%</td>
<td>60%</td>
<td>8%</td>
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</table>

### Year 7 Society and Environment

<table>
<thead>
<tr>
<th>Top 20%</th>
<th>Middle 60%</th>
<th>Bottom 20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>18%</td>
<td>73%</td>
<td>9%</td>
</tr>
<tr>
<td>32%</td>
<td>63%</td>
<td>5%</td>
</tr>
<tr>
<td>29%</td>
<td>58%</td>
<td>13%</td>
</tr>
<tr>
<td>29%</td>
<td>61%</td>
<td>12%</td>
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</table>

#### Society and Environment - Relative Assessment

Red zone 3 means a lower than expected result when compared to like schools; with yellow being at the expected level. The numbers are a rating scale. Green 1 is used when scores are above the expected level.

<table>
<thead>
<tr>
<th>Room</th>
<th>Standard Test Average</th>
<th>Class Aver.</th>
<th>Students Above Av</th>
<th>Students Below Av</th>
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<tr>
<td>3</td>
<td>3.05</td>
<td>4.36</td>
<td>18</td>
<td>3</td>
</tr>
<tr>
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<tr>
<td>7</td>
<td>2.45</td>
<td>3.58</td>
<td>18</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>3.05</td>
<td>4.81</td>
<td>26</td>
<td>2</td>
</tr>
<tr>
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<td>4.83</td>
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<td>4</td>
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<td>10</td>
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<td>6.77</td>
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<td>4</td>
</tr>
<tr>
<td>11</td>
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<td>14</td>
<td>12</td>
</tr>
<tr>
<td>12</td>
<td>4.75</td>
<td>5.99</td>
<td>14</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Society and Environment Summary

Year 5’s clearly have too many students with low range scores and few with top range scores. This is reflected in the “red 3” rating.

Generally the year 7’s compare well with like schools. This is reflected in the “yellow 2” rating.

Other Learning Areas

Technology and Enterprise

Technology and Enterprise is process oriented with an emphasis on skills. Students use the “research – design – make – appraise” process to learn about the properties of, and uses for, various materials.

Physical Education

Mr Andrew Taylor is our Physical Education specialist. In 2011 he was assisted by Mr Horsfall. A wide variety of sports and other skill related programs were offered.

Students are given the opportunity to participate in a number of sports at the school and interschool level. All children from pre primary to year 7 have the opportunity to attend swimming lessons at Swan Park Leisure Centre.

The “Beep” Test is a fitness test where children have to repeatedly run approximately 20 metres in a set time. The time is signalled by a beep. The longer the test goes, the harder it gets as the time between beeps decreases.

LOTE / Indonesian

Students from years 3 to 7 participated in Bahasa Indonesian lessons with Ibu Panisilvam. In the junior years the focus is on speaking and listening with an increasing emphasis on written language in middle primary. In years 6 and 7 there is more emphasis on reading and comprehending Indonesian.
The Arts

Music and Dance
Mr Andrew Taylor organised excellent programs in music education and modern dance. The music program focuses on teaching fundamental concepts. Students use instruments to learn about rhythm; they play along with songs, learn how to play short pieces and do performances for their class.

In term 4 the major focus is preparation for the school dance concert. Mr Taylor works with every class to produce an item for the concert.

Choir
Our choir practiced twice per week in an early morning session that runs from 8:30 to 9:00am. The main focus for the year was doing feature performances at special school events such as ANZAC Day, Remembrance Day, the P & C School Fair and school assemblies.

Instrumental Music
The School of Instrumental Music provide lessons for students identified with musical talent. Last year we had students learning violin, cello, guitar, trumpet and clarinet. Students were given the opportunity to perform at school assemblies, the Awards Assembly and the Term 3 Talent Quest.

Dance Concert
A major highlight of the year was our third annual dance concert. It is a joint venture between the P & C, staff and students. The concert theme was ‘music through the ages’; with each class singing and dancing to a song from different genres and eras. The concert was staged at Calisthenics WA headquarters in Midvale. Once again the event was well supported and a great success.

Visual Arts
In 2011 we welcomed Ms Trina Clayton to our school. Students developed their skills in drawing, painting, sculpture and clay work. Ms Clayton broadened the program to include learning about the life and work of famous artists. She also taught students how to critically reflect on their pieces.

Other Programs

Student Leadership
We provide leadership development opportunities to our senior students. The programs are coordinated by Miss Kongras. A group of 36 year 6 and 7 students were trained in conflict resolution skills as part of the Peer Mediation program. Peer mediators were rostered in the playground, alongside duty teachers, to solve minor disagreements. The mediators learned the importance of trust, teamwork and responsibility whilst enhancing their communication skills.

The Student Council consisted of twelve year 7 students and 4 year 6 students who were responsible for running assemblies, coordinating fundraising events and several school competitions. The Councillors were mentored by Miss Kongras; with a focus on organisation and leadership skills. All year 7 students were invited to attend the annual Young Leader’s Convention in the city to network with students from other schools, and be inspired by high profile guest speakers who shared their leadership experiences.

School Chaplain
Our chaplain, Jodie Bertram, was first appointed in April 2009. Jodie works closely with children, teachers and families; providing support and counselling. Jodie’s work included running friendship groups; attending the year 7 camp; helping out at carnivals; working alongside teachers in classrooms and counselling individual students.
Year 6/7 Drama Production
The very talented Miss Kongras wrote an original script outlining the history of the Trojan Wars. The year 6/7 class committed themselves to learning the script and developing a range of performance skills. The children also designed and produced the props. It was performed for the whole school, parents and staff in the undercover area. A second performance was held in the early evening for parents and family members.

ANZAC Assembly
Our ANZAC commemorative service is held on the school day closest to ANZAC Day. This is usually the last day of term 1. The assembly is conducted by our student council and features our school choir.
Surveys
Every two to three years parents, students and staff are surveyed to gain an understanding of our strengths and needs. The results of these surveys influence our priorities, policies and practices. The most recent parent survey was conducted in November, 2011.

Items With the Highest Satisfaction Rating
1. My child enjoys being at school.
2. I feel well informed about the activities of this school and its students.
3. This is a safe and secure school.
4. Teachers at this school are professional, committed and enthusiastic.
5. Teachers at this school treat my child fairly.
6. School staff are approachable and willing to talk about my child’s progress.
7. This school encourages a sense of pride in achievement and a sense of self worth.

Positive comments were mostly in the following areas:
- Sense of community; positive community atmosphere;
- Friendliness and caring
- Caring nature and approachability of staff.

Items With the Lowest Satisfaction Rating
1. This school does not have a bullying problem.
2. The rules and consequences relating to discipline are well understood by both staff and students.
3. There is effective behaviour management in my child’s classes.
4. I am informed promptly if my child has a problem.
5. Staff at this school address my concerns.
6. At this school my child’s interests and talents are being developed.

Comments on areas that need a focus related to:
- Regular and immediate communication when there is a concern about academic progress or behaviour.
- Higher quality written communication.
- Behaviour management; including consistency and issues linked to bullying.
- Enhancement of learning programs in The Arts (music & drama).
- Engagement of boys.
- Lack of extension for high performing students in some classes.

Staff Survey
The staff was asked to identify positive elements of the school areas of focus.

The most frequent positive comments were in the following areas:
- Caring attitude and friendliness of parents, students, colleagues and the wider community.
- The majority of staff being positive about teaching.
- The school offers a safe, caring and inclusive environment for students and staff.

Aspects to be improved on included:
- Better communication between staff in areas ranging from upcoming school events through to the “big picture” issues relating to the educational direction our school is heading in.
- All staff engaging professionally in a “whole school approach” to solving problems then taking action in the classroom.
- Support for teachers to implement changes to the way they teach and the changes in content.

Student Survey
Students were asked to comment on what they like about the school and what could be improved.

They are most positive about:
- Year 7 Camp
- Student leadership programs
- Dance concert
- Talent quest
- Fundraising / dress up days.
- Sports carnivals.
- Relationships they have with most teachers.
- The respect most students have for each other.
- Class meetings to solve problems.
- Interesting incursions and excursions.

Areas that students would like to improve included:
- Make sure they are listened to when something goes wrong.
- Being safe from bullies; stop rough play, name calling and teasing.
- Getting the playground fixed up.
Upper Swan Primary School – 2011 Annual Report

Attitude, Behaviour and Effort
The graph below shows the ratings children received for each element of the “Attitude, Behaviour and Effort” component of their semester 2 report.

The longer the green portion of the bar is, the more positive is the rating.

The 8 elements are:
1. Working to the best of their ability
2. Shows self respect and care.
3. Courtesy and respect for others.
4. Participates in social activities.
5. Cooperates and builds positive relationships.
6. Is enthusiastic about learning.
7. Sets goals & works towards them.
8. Shows confidence in making positive choices and decisions.

Summary
In the eight elements rated as consistently, there is no clear pattern of strength across the school.

When the most positive ratings of consistently and often are combined the following elements are the most highly rated across the year levels:
2. Shows self respect and care.
4. Participates in social activities.

Note: It can be difficult to analyse trends as there is no set standard teachers can use to moderate their judgements with one another.

Concluding Remarks
I trust that, by reading this report, you have gained insight to the various elements that make up our school. In particular, both the academic and non-academic programs we run in order to maximise your children’s potential. The performance information contained within enables you to judge how successful we have been in our endeavours.

S. Green (Principal)
Upper Swan Primary School – 2011 Annual Report

Upper Swan Primary School
Financial Summary as at
27 January 2012

Revenue - Cash

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<tr>
<th>Revenue Source</th>
<th>Budget</th>
<th>Actual</th>
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</thead>
<tbody>
<tr>
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<tr>
<td>2 Charges and Fees</td>
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<td>3 Government Allowances</td>
<td>$ -</td>
<td>$ -</td>
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<td>4 P&amp;C Contributions</td>
<td>$28,079.68</td>
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<td>5 Fundraising/Donations/Sponsorships</td>
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<td>6 DoE Grants</td>
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<tr>
<td>7 Other State Govt Grants</td>
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<td>8 Commonwealth Govt Grants</td>
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<td>-</td>
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<tr>
<td>9 Trading Activities</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>10 Other</td>
<td>$12,225.58</td>
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<tr>
<td>11 Internal Transfers</td>
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<td><strong>Total</strong></td>
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<td>$299,196.91</td>
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Opening Balance

<table>
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<tr>
<th>Source</th>
<th>Budget</th>
<th>Actual</th>
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<tbody>
<tr>
<td>1 Other</td>
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<tr>
<td>2 Total Funds Available</td>
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Locally Generated Revenue $91,853.43

DoE Grants $182,145.90

Other Govt Grants $5,500.00

Other $12,225.58

Transfers $7,472.00

Voluntary Contributions $9,560.20

Charges and Fees $3,286.76

Government Allowances $47,852.54

P&C Contributions $109,304.24

Fundraising/Donations/Sponsorships $13,370.97

DoE Grants $13,370.97

Other State Govt Grants $11,954.00

Commonwealth Govt Grants $2,513.00

Trading Activities $15,098.79

Other $100.00

Total $282,878.70

Bank Balance $66,820.78

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<td>Total Bank Balance</td>
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$000

Expenditure - Budget vs Actual

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<tr>
<th>Expenditure Purpose</th>
<th>Budget</th>
<th>Actual</th>
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<tbody>
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<td>Administration</td>
<td>$10,882.00</td>
<td>$9,560.20</td>
</tr>
<tr>
<td>Leases</td>
<td>$3,400.00</td>
<td>$3,286.76</td>
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<tr>
<td>Utilities</td>
<td>$59,675.37</td>
<td>$47,852.54</td>
</tr>
<tr>
<td>Repairs/Maintenance/Grounds</td>
<td>$24,627.36</td>
<td>$21,775.38</td>
</tr>
<tr>
<td>Capital Works</td>
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</tr>
<tr>
<td>Assets and Resources</td>
<td>$52,188.38</td>
<td>$50,675.82</td>
</tr>
<tr>
<td>Education Services</td>
<td>$115,159.15</td>
<td>$109,304.24</td>
</tr>
<tr>
<td>Other Specific Programs</td>
<td>$20,417.00</td>
<td>$15,098.79</td>
</tr>
<tr>
<td>Trading Activities</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Salary Pool Payments to Central Office</td>
<td>$2,380.00</td>
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</tr>
<tr>
<td>Other</td>
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<tr>
<td>Transfers to Reserves</td>
<td>$11,954.00</td>
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</tr>
<tr>
<td>Total</td>
<td>$316,741.29</td>
<td>$282,878.70</td>
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Expenditure - Cash

<table>
<thead>
<tr>
<th>Expenditure Purpose</th>
<th>Budget</th>
<th>Actual</th>
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