

Bassendean Primary School

An Independent Primary School



2020 ANNUAL REPORT



2020 Principal Report

Kaya Wangu, Hello and Welcome



It is with pleasure that we present the 2020 Annual Report for Bassendean Primary School. This year, the format of the Annual Report reflects the School Review Domains. This Report is a summary of our school's achievements, programs and activities over the year, and demonstrates our commitment to promoting our School Vision.

Our School Vision is to provide a positive and safe environment that enriches each child's desire to learn, encouraging them to become happy, responsible, confident members of our community while striving for excellence.

While 2020 presented all of us around the world with new and unprecedented challenges, it has been a time to reflect on how fortunate we really are to live in Western Australia.

Thank you for your support throughout the year as the landscape changed due to the COVID19 restrictions, we have all appreciated your understanding and support. Staff ensured they were prepared for online learning, and while trials occurred in a number of classes, fortunately students were able to return to school for term 2.

The students were the stars of the year, they adapted with parental and staff assistance and through the restrictions found a new sense of independence and resiliency; getting themselves to class and ready for the day. They settled quickly to the days' learning and engaged without distractions. As a staff, we hope that we all take advantage of this and with parental support this independence and resiliency continues into the new school year and beyond.

At the end of 2020, after 18 years of teaching at this school we farewelled Ms Joanne Payne. Jo has been the Level 3 teacher - Early Childhood, and throughout her time here she has been instrumental in the development of our early childhood education. Jo will be greatly missed by us all at the school.

I would like to thank and acknowledge our school governance body – the School Board. The Board works together planning, formulating and reviewing school systems and policies, giving hours of service to the school. I would like to especially acknowledge and thank members who are retiring from their positions. Stuart Maughan who was on the Council and then Board for 10 years, most of that time as Chair, Terry Byfield, Andrew Hannah, Susan Bartley and Jo Payne. Thank you for your support, commitment and advocacy of the school.

Thank you to the P and C, a very busy group of parents led by a great team in Nikki Rodgers and Kristy Chester. Despite all the restrictions the P and C worked very hard to benefit the children and the school, ensuring all the key events through the year were supported.

Thank you to all the parents who participated in the wide range of P&C school events and busy bees throughout the year. Thank you to the canteen parents and volunteers, the children love canteen recess. A special thank you to all the parents who participated in the Fathering Group/ECE busy bee it was simply amazing how you transformed the back of the ECE area.

And a big thank you to all the staff, they are a wonderful group of people to work with. Their focus every day is improving the learning outcomes of all the children at this school.

This Annual Report is a snapshot of the 2020 school year and more information is available at www.det.wa.edu.au. Follow the link to Schools Online and enter Bassendean Primary School. Information is also available at the Bassendean Primary School Website www.bassendeanps.wa.edu.au and from the school administration.

Jacqueline Varris

Principal
March 2021



2020 Board Chair Report

This year has been a very challenging one for parents, teachers and students alike. I would like to acknowledge the professionalism and all of the behind the scenes work that our staff put in over the March/April period in preparing for what looked like an extended COVID19 lock down. Policy was being made on the run and schools were pretty much left to sort out how they were going to handle online learning.

Staff worked through March and then the April school holidays upskilling colleagues to move to online learning as well as all working collaboratively developing programs for on line education, luckily in WA we managed to avoid the move to virtual schooling.

Former parent Board member, Andrew Hannah, accepted our invitation to stay on the Board for another year as our first community board member and we also welcomed our new parent representative, Steve Berrick and teacher representative, Tammy McEwan. I would like to thank Terry Byfield, Susan Bartley and Jo Payne for all their work on the Board as their terms finish up during 2020.

This year the school has been successful in maintenance and repair funding. Over the summer holidays the high priority maintenance and minor works program was completed. Mrs Varris was also successful in obtaining a grant for shade sails to cover play equipment in the early childhood area as well as on the oval. All in all, the school is looking fresh and new.

I would also like to thank our very active P & C lead by our also very active Nikki Rodgers. The fundraising they did during in this difficult year was fantastic. It has helped fund additions to the nature playground and the early childhood area playground and finance the stage for the Edu-Dance Concert. Along with the little extras that make a difference including the scooter racks, and the Year 6 Graduation morning tea with assistance from the Year 5 parents. They are the parent face of this school and a fantastic benefit for the successful school community that we have from those that help out week in week out to those that do what they can, you are all a credit to our school community.

At the end of this year (2020) I retire from the School Board as my youngest heads off to high school. I would like to thank the school community for their support over the years - but especially during the period we applied and successfully proved we had the ability to become an Independent Public School. It has been a pleasure to work with someone as dedicated to the education and wellbeing of our children as Jacqueline Varris, she has a work load that I do not envy.

I am happy to have been of service to the school and I strongly encourage parents to apply for the School Board vacancies that have occurred.

Stuart Maughan

School Board Chair

March 2020

Learning Environment



School Profile

Bassendean Primary School first opened as West Guildford Primary School in October 1906. In 1922 the West Guildford area, along with the school, was renamed Bassendean.

In 2020 the school comprised of 13 classes from Kindergarten to Year six. Seven classes are housed in the old school buildings which are centred around an internal garden, including a Science Lab and a Computer Room. Additions to the school have occurred over the years, including the Early Childhood Centre which is housed in four classrooms.

The undercover area was enclosed in 2015 in a joint project with the school and P and C and in 2020, with Maintenance funds the roller doors were automated. The school has two transportable classrooms, one houses our Year 4/5 class and the other is utilised as the Visual and Performing Arts Centre.

While acknowledging our rich school history dating back to 1906, we are foremost a contemporary school engaged in best practice teaching methodology. Many of the families who attend our school are multigenerational and have strong links to the community. We also have many families who have chosen to move into the area and as such become a part of our school community.

Our byline 'Service and Loyalty' is historical in its context and as a school our current interpretation of this is embedded in the work we do through our connections with community. As a school we are committed to each other as our values embody kindness and respect. We believe it is important to serve the community through engaging the students in the volunteer, leadership and sustainability programs at our school which will in turn create a better future for our students to live and participate in.

Bassendean Primary School proudly became an Independent Public School in 2018 with implementation in 2019. And in 2019 we wrote our first Business Plan built upon our shared set of beliefs and values about how children learn best.

Student Services

Bassendean Primary School has a case management approach to supporting Students at Educational Risk. Regular meetings and case conferences were held to support teachers, students and parents.

The Student Services Team comprises of the Principal, Deputy Principal, Learning Support Coordinator, School Psychologist, School Based Support Worker and School Chaplain. All referrals are case managed by the team. Parents and care givers are an important part of the process and attend the Case Conference Meetings and reviews. Where appropriate outside agencies engaged by the families are also included in the meetings. Teaching staff are assisted with the development and implementation of Individual and Group Education Plans using the Department's Reporting System. Depending on the individual case needs the school will engage with the Department of Education specialist teams and outside agencies This focus will continue in 2021.

Mental Health and Well Being

The School has a range of strategies and agreed expectations in place to support our students, staff and family's mental health and wellbeing. Each staff member is responsible to support a positive mental health environment within the school. This work however, can only be achieved with the support and engagement of the families within the school community.

Bassendean Primary School is a registered *Be You* School. Be You is a national mental health initiative for educators which aims to promote and protect positive mental health in children, staff and family members. We use this framework in conjunction with a range of support programs and strategies including the Zones of Regulation, Bounce Back with a focus on our School Values and being kind. Staff have undergone training to better understand trauma in children and how it affects a child's behaviour and learning.

With the support of Parkerville, the School Based Support School Worker (SBSW) role continued into its seventh year. Students needing additional support are referred to the SBSW through a case managed process overseen by Administration and the Student Services team. Federal funding for this program ceased in 2014, but through

the flexibility of school funding we have continued to resource the program one day per week since 2015. This position is regularly reviewed in terms of viability and need.

Bassendean Primary School has, a very experienced and qualified Chaplain who commenced at Bassendean Primary School in 2016. A case management approach is used to facilitate referrals to the Chaplain who supports our students, staff and parents. Consent for engagement is a formal requirement.

Families are, with the increased suite of students services, able to choose to utilise the services of either the School Based Support Worker or the School Chaplain should they require these support mechanisms. Alternatively, families who require additional support would work through their Family GP and gain access to external medical practitioners and agencies.

Student Attendance

The 2020 attendance rates are not available for publication (Statewide) as they were adversely affected by the COVID19 pandemic and are not comparable to previous years.

Attendance rates are provided for 2019 and show data for the first semester each year.

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2017	94.0%	95.0%	93.8%	90.1%	91.0%	81.2%	93.9%	94.9%	92.7%
2018	93.3%	94.5%	93.7%	82.7%	91.1%	80.8%	92.9%	94.5%	92.6%
2019	92.6%	93.8%	92.7%	81.8%	89.7%	79.5%	92.3%	93.7%	91.6%

	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2017	94%	96%	94%	96%	92%	93%	94%
2018	93%	94%	94%	91%	95%	90%	94%
2019	92%	94%	92%	94%	91%	95%	88%
WA Public Schools 2019	91%	91%	92%	92%	92%	92%	92%

Attendance Rates 2019

Care must be taken when interpreting data for schools with small numbers in any Year Level.

Student attendance records are close to state averages. This reflects the work of the attendance focus, the diligence of the teaching programs and support provided in ensuring that attendance remains a high priority. However, in the different year levels there appears some downward trends. Information about the importance of regular and punctual attendance is conveyed to parents via letters, parent meetings and newsletters. The significant drop in the Year 6 attendance is attributed to a small number of students.

Research indicates learning is maximised when attendance is at least 90%. Class Attendance Awards for class are presented at assemblies to acknowledge regular attendance and punctuality.

Where there are any concerns in trends of absenteeism these are mainly influenced by families taking holidays during the school term rather than during the term breaks. These are classified as 'unauthorised' absences as per the Departments Policy. There has been a notable drop in the attendance of a few of our Aboriginal students over the last two years. This was closely tracked and contact was made regularly with the families where the children's attendance was of concern.

Where there are concerns about individual student attendance a case management approach is implemented to support the child and their family. This includes incentives for children, phone calls, home visits and where needed case conferences. We continued to monitor a small target group of students whose punctuality and attendance is of particular concern. While students in this group have on the whole continued to arrive at school late, they are arriving at school earlier than previously. While this is a significant step forward the work in this area must be maintained.

Recommendations:

- Continue with the whole school approach to attendance and punctuality.
- Continue early intervention strategies from Kindergarten where attendance and punctuality patterns are established.
- Explicit processes identified and communicated to all staff.
- Staff to complete absences promptly each morning.
- SMS Messages maintained as a tool to quickly communicate absences with parents.
- DOEWA Attendance Module – Reflection and Plan be undertaken.

Future Directions

Reconciliation Action Plan

In 2021, a Government key initiatives direction, will require schools to build upon the school's Aboriginal Cultural Framework with a Reconciliation Action Plan (RAP). Our school will develop a RAP through Narragunnawali: Reconciliation in Education, which will involve local Aboriginal families and Elders, our Aboriginal and Indigenous Education Officer (AIEO), staff members and our students.

Narragunnawali supports all schools and early learning services in Australia to foster a higher level of knowledge and pride in Aboriginal and Torres Strait Islander histories, cultures and contributions.

Marri Tree Project

Our Arts Specialist Teacher is working on a year-long learning program for students in K-6 alongside class teachers. The Marri Tree Project will involve a number of local indigenous artists and performing artists in consultation with local elders. The Arts learning program will culminate in a twilight performance involving every student at the end of the year. It will tell the story of our magnificent Marri Tree which sits in the middle of the school.

Tree Planting

In 2020 we were approached to be part of the Town of Bassendean Biodiversity Linkages Tree Plantings. In 2021 our 3 Kindy groups will take carriage of 3 new trees in the school, a Marri, a Melaleuca and a Candle Stick Banksia.

Relationships and Partnerships

2020 was a challenging year with the restrictions in place due to COVID19. At the end of Term 1 student attendance was low as families responded to the Government request to keep children at home and then schools closed at the end of Term 1. We prepared for the anticipated online learning and were ready with an online platform and upskilled staff with programs, strategies, and work packages. Fortunately, online learning did not eventuate and the students were able to return to face to face learning, however, there were still many restrictions in place. All of this was done with the tremendous support of the parents and community.

As a school, we kept our community informed with the COVID19 updates and regular communication through *CONNECT*.

Community Participation, Awareness and Engagement

Even with the restrictions in place we still managed to hold number of events for the students and by the end of the year this included parents, the community and other schools:

- Participation in Town of Bassendean Remembrance Day Ceremony
- The Science Fair
- UNICEF Year 4
- Lightning Sports Carnivals
- Faction Athletics Carnival
- Interschool Athletics Carnival
- Indonesia Performance Assembly
- Faction Footy
- River Rangers Incursions, Excursions and Camps
- West Coast Fever Netball Clinic
- Wild Cats Basketball Clinic
- Father's Day Stall
- Hawaiian Giving Box
- Camp Australia
- Barking Gecko



Reporting and Communicating

We value the importance of communication with our school community. We have responded to the way we communicate with the parents to try and capture the widest possible audience. Our whole of school reporting and communicating processes include:

- Class Meetings at the commencement of the School Year

- Kindergarten orientation for 2021 students
- Semester Reports
- *CONNECT*, which includes - school and class updates, special notices, excursion notes, Newsletters and Student Reports.
- Case Conferences where applicable
- School Website
- School Facebook Page

Unfortunately, due to COVID19 the parent/teacher interviews were cancelled. Staff, however, ensured they communicated regularly with parents about student progress and engagement and were prompt to advise parents of any concerns.

The Arts 2020 – Kylie Barr

All students from Year 1 to 6 attend Visual Arts and Drama classes for 100 minutes each week. The Arts provides a safe environment for personal expression and creative risk. Students are exposed to drawing, painting, sculpture, textiles, design and printmaking experiences. These are scaffolded lessons throughout the years to build on previous skills learnt in class.

Students engage with topics from across the curriculum, including the environment, Indigenous Australia and Local History. Students learn to seize upon creative opportunities in everyday objects and situations.

In 2020, the Arts program was catered for in house as many activities such as Interschool Theatre-Sports Challenge, the Interschool Speech and Drama festival, Danjoo Koorliny Social Impact Festival and the Bassendean Town Council Art Awards were cancelled due to COVID19 restrictions.



River Rangers – Matt Austin

The River Rangers Cadets visited Parliament House in Term One during Leadership Week. This excursion covered key curriculum understandings and provided an insitu experience to learn about our bicameral government system.

In Term Two, there was a very important focus on learning about the experiences of the Aboriginal people in regards to democracy and citizenship rights. Unfortunately, due to the COVID19 restrictions River Rangers could not attend any incursion or excursions.

With a lifting of some restrictions in Term 3 our cadets were very fortunate to work with leading WA animator Steven Aiton, creating stop motion animations. They combined creative and conceptual thinking with STEM and animation processes to create a wide range of animations on environmental issues.

The cadets visited Bindaring Park for a site survey and water testing with CSIRO. And they joined other cadets for the *River Clean Up Day* at Matilda Bay along with a visit from the WA Birds of Prey.



They returned to Matilda Bay later in the term for the *Dolphin Watch* and undertook water quality testing to see if the river is a healthy environment for the dolphin pods, considering how any negative impacts can be minimised in the future.

A highlight for the cadets was the Kerem Camp, a two-night Adventure Camp. Students experienced high ropes, glow sports, archery disc golf spy games and a colour war. Importantly they got to experience sharing accommodation and extended time with one another, developing their communication and interpersonal leadership skills, experiencing our native bushlands like never before.

Our cadets finished the year – Zoo style! This end of year excursion was a unquiet and fun way to strengthen leadership, confidence and teamwork in a safe and inspiring environment.

Physical Education Specialist Program 2020 – Tammy McEwan

The Bassendean Primary School Physical Education program continues to grow and encourage students to participate in physical activity for fun, fitness and competition. Although things got a little bit 'turned upside down' in 2020, we still managed to deliver a program that was challenging, interesting and varied.

During class time, the students participated in many sports including-badminton, volleyball, tennis, fundamental movement skills games, AFL, soccer, fitness circuits, athletics, basketball, netball, cricket, indoor hockey, indoor soccer and dodgeball.



We were lucky enough to gain funding from Sporting Schools to run two programs after school this year. In Term 1 we ran a triathlon program for the Year 3-6 students with coaches from Triathlon WA. In Term 4 we ran a soccer program for the Year 1-2 students with coaches from Perth Glory. The Bassendean PS Run Club did not operate due to COVID19.



In-Term swimming lessons, the swimming carnival and the inter-faction Cross Country race day were all cancelled due to COVID19. In Term 3 however the students participated in the Faction Athletics Carnival with Bennett Faction winning overall, and Oliver E was awarded the Falzon Family Sports Endeavour Award for 2020.

Students participated in the Freo Dockers Cup for Girls, Eagles Faction Footy, West Coast Fever Cup, Woolworths Cricket Blast Cup Carnival, Dodgeball/Basketball Interschool Carnival and the Interschool Athletics Carnival. Congratulations to Isla T - Year 1 Champion Girl, Archer T - Year 3 Runner Up Champion Boy, and to Darcie M - Year 6 Runner Up Champion Girl at the Interschool Athletics Carnival.



Various organisations visited the school and conducted clinics with our students. These included Swan Districts Football Club players, Rugby WA, Golf WA, the SEDA year 12 netball girls, and Kiara College students.

Thanks to the ongoing support of the P&C, we were once again able to supply trophies and shields to winning individuals, teams and factions. They also supplied us with more interschool polo shirts to ensure we have the sizes we need, thank you all so very much.

LOTE Indonesia – Ibu Mulyana



Students at Bassendean Primary School participate in LOTE (Languages other than English) Bahasa Indonesian lessons in Year 3 -6. Ibu Mulyana is an experienced LOTE teacher.

LOTE has a focus on Speaking, Listening and Responding. Throughout the year the students learn the language

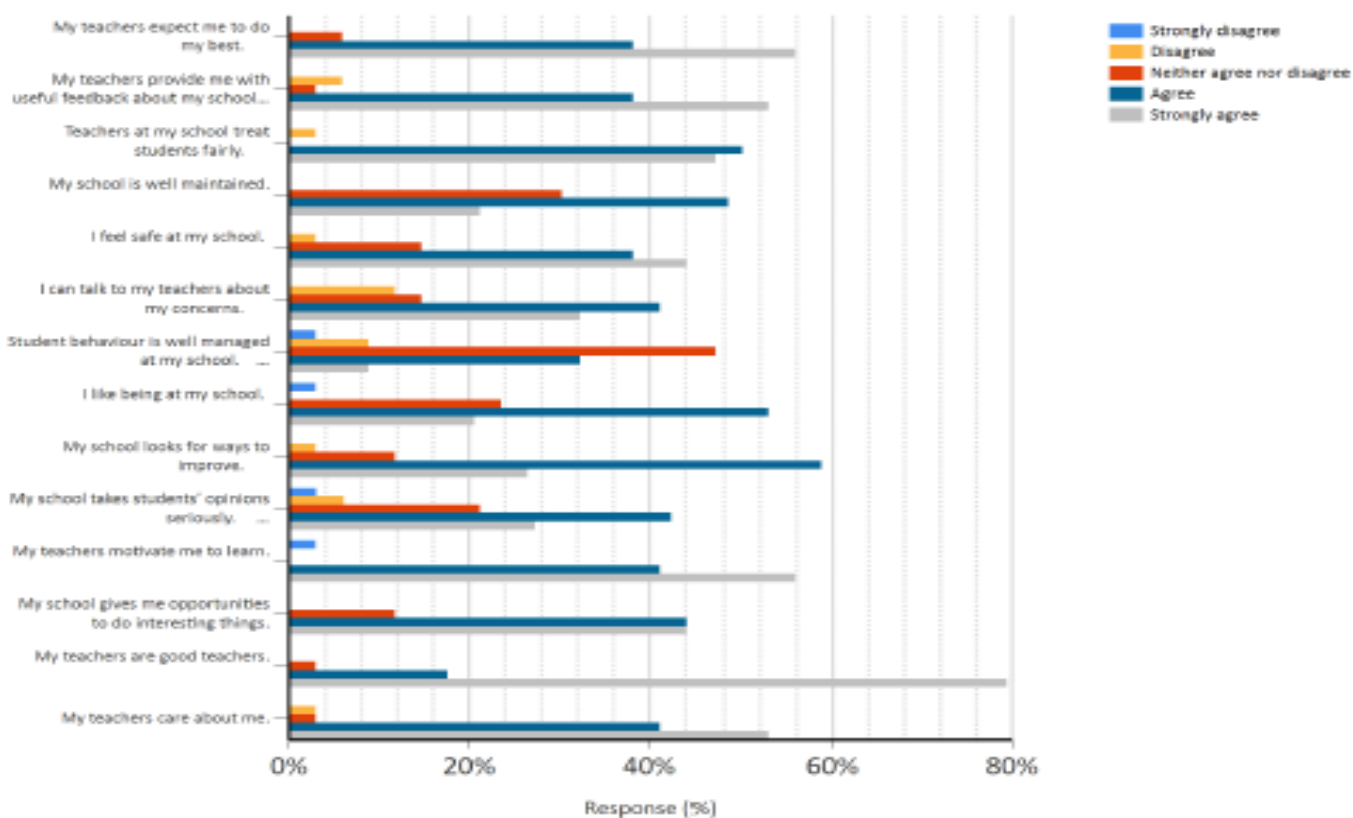
and engage in the cultural aspects of Indonesia. During the year they cook and taste foods. At the end of the year, Year 5 students hold an Anklong Concert which is attended by the whole school.



Year 6 Student Survey 2020

Due to the COVID19 restrictions we only surveyed our Year 6 students. Parents and staff will be surveyed in 2021.

Year 6 Student Survey 2020



Year 6 Student Responses

	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Num	%	Num	%	Num	%	Num	%	Num	%
My teachers expect me to do my best.					2	6%	13	38%	19	56%
My teachers provide me with useful feedback about my school work.			2	6%	1	3%	13	38%	18	53%
Teachers at my school treat students fairly.			1	3%			17	50%	16	47%
My school is well maintained.					10	30%	16	48%	7	21%
I feel safe at my school.			1	3%	5	15%	13	38%	15	44%
I can talk to my teachers about my concerns.			4	12%	5	15%	14	41%	11	32%
Student behaviour is well managed at my school.	1	3%	3	9%	16	47%	11	32%	3	9%
I like being at my school.	1	3%			8	24%	18	53%	7	21%
My school looks for ways to improve.			1	3%	4	12%	20	59%	9	26%
My school takes students' opinions seriously.	1	3%	2	6%	7	21%	14	42%	9	27%
My teachers motivate me to learn.	1	3%					14	41%	19	56%
My school gives me opportunities to do interesting things.					4	12%	15	44%	15	44%
My teachers are good teachers.					1	3%	6	18%	27	79%
My teachers care about me.			1	3%	1	3%	14	41%	18	53%

Overall the students' responses were very positive, with most students either agreeing or strongly agreeing with the items.

Some areas recorded a number of students who neither agreed or disagreed with the item. The school will continue to develop student opinion through Class and School Council Meetings.

Transition Programs

Transition programs operate for students in Kindergarten, Pre Primary and Year 1 to ensure a smooth entry from one year to the next as our youngest students move from our early childhood to the primary setting. Students from K-6 with identifiable needs have individual transition programs to address their particular circumstances.

A robust handover is undertaken by teaching and non-teaching staff from one year to the next to ensure a smooth transition as each child moves from year to the next. This includes information sessions for the class and specialist teachers. Class profiles and individual files identify individual student needs in the academic, social and emotional domains.

When a student requires additional support through the transition process we use a case management approach. A member of the Student Services Team facilitates a meeting with parents, staff members and additional support, including outside agencies where applicable. Parents attend a case conference at the conclusion of the school year as part of the transition for the new school year. The parent and child are invited to visit the school, class and teacher before the new school year commences.

Governor Stirling Senior High School and Hampton Senior High School provide a comprehensive transition program to ensure that our Year 6 students are prepared for their move from the primary to a secondary school environment. As part of this process Bassendean Primary School provides a broad range of relevant information for the various and diverse destination high schools to facilitate the move between primary and secondary school.

Specific transition programs for students with disabilities, specific learning difficulties or mental health needs are designed in partnership with members of the Bassendean Primary School Students Services Team and secondary school personnel.

Destination High Schools 2020

Students heading to High School from Bassendean Primary School enrol in a range of schools.

Destination High Schools	
Number of Students	School
3	Aranmore Catholic College
1	Applecross Senior High School
1	Bob Hawke College
1	Bold Park Community School
1	Canning Vale College
1	Dianella Secondary College
15	Governor Stirling Senior High School
2	Hampton Senior High School
8	John Forrest Secondary College
1	John Septimus Roe Anglican Community School
2	Kiara College
3	Mount Lawley Senior High School
1	Perth Modern
1	St Norbert's College

21 students continuing their education at Department of Education Schools were successful in applying for Specialist Programs. These programs included GATE, Football, Engineering, Netball, Agriculture, Cricket and Music programs in the various schools. For the first time girls were accepted into the Football program at Governor Stirling SHS.

Graduation of our Year 6 Students

In 2020 we celebrated the graduation of our Year 6 students who commenced their formal pre-compulsory (Kindergarten) schooling in 2013. Over the years the school has developed the strong support of its annual Graduation Ceremony. We receive lots of positive feedback about the high standard of our Ceremony and students from family members, staff and special invited guests.

We have a strong commitment with numerous donations of prizes from community groups, politicians and Regional Office. Many parents, family members, staff and community representatives attend the morning Graduation Ceremony, which is followed by a morning tea generously donated by the P and C and Year 5 parent group. Over time a range of traditions have been established in our Ceremony, this includes our opening song, the Year 8 Club, all of our Year 6 addressing the audience and reflecting on their friendship with one another. In 2020 due to COVID19 students received individual Graduation Cup Cakes at the morning tea.

Following the formal events, the graduating students and accompanying staff enjoyed lunch at the local venue *8Napkins* followed by an afternoon at *Bounce* Cannington. The students held two major fundraisers including a Disney Dress Up day, the sale of ice-creams at lunchtime and cake stalls in Term 4. With funds raised the graduating Year 6 class purchased a new flagpole which will fly the Aboriginal Flag. The school will also purchase two additional flagpoles. After consultation with the School Board and the P and C, and following Department Guidelines, all three flag poles will be located outside the Administration building. The inclusion of the Aboriginal flag supports our work as we move towards a Reconciliation Plan in 2021. This plan will be undertaken in collaboration with our AIEO and with our Aboriginal families

Teaching Quality

All educators at Bassendean Primary School have shared beliefs about how children learn best. There are a number of evidence based programs chosen by staff to best support the teaching and learning programs. The analysis of systemic and school-based data informs teaching plans.

The Bassendean Whole School Approach to Literacy and Numeracy articulates an agreed approach to teaching and learning, with specific strategies embedded in the document. Teachers have the responsibility to select from a range of best practice strategies based on the needs of the students in their class.

The Whole School Approach guides teachers to ensure they create a rich learning environment in their classroom, and consistency of practice across the school. There is an expectation that there is a minimum focus of 50% on Literacy and Numeracy within the learning programs. They plan, teach, assess and report using the Western Australian Curriculum.

The pedagogy of English and Mathematics need to be a balance of explicit and directed teaching and student application. Our approach is explicit instruction, guided practice and application. Teachers need to ensure they review and embed knowledge from short to long term.

Research has shown The Big Six are keys to effective instruction in reading – Oral Language, Phonological Awareness, Letter Sound knowledge (phonics), Vocabulary, Fluency and Comprehension.

We have embedded evidenced based programs into the learning programs, which supports and extends students learning and understanding.



Jolly Phonics and Jolly Grammar

These programs continue throughout the school years, by extending the earlier phonics teaching with further spelling, grammar and punctuation concepts. Each year of teaching provides continuous revision and consolidation of topics taught in previous years. Children are also taught the core concepts of grammar and punctuation, starting with simple age-appropriate definitions, which are gradually built on with each year of teaching.

Heggarty Phonological and Phonemic Awareness Program K-Year 2

Developed by Dr Michael Heggerty, the Heggarty Phonological and Phonemic Awareness Program is a curriculum that provides daily word play activities focusing on ten different phonemic awareness skills in every lesson.

Automatic and efficient decoding skills are essential for a child to become a proficient reader. Through teacher-led oral word play activities, students begin to develop the skills necessary for reading before they are able to recognise the letters of the alphabet. These lessons are taught consistently every day with explicit teacher modelling.

Talk for Writing

Talk for Writing is a powerful program based on the principles of how people learn. The movement from **imitation** to **innovation** to **independent application** is adapted to suit the needs of learners. It enables students to imitate the language they need for a particular topic orally, before reading and analysing it then **writing** their own version

Differentiated Learning

Differentiated teaching exists to cater for the learning needs of students. Teachers plan for the range of student understandings within their classroom and differentiate to support students learning needs. Some students may require additional support and they access small group or individual learning support through our Intervention Programs in Literacy and Numeracy.

Assessment

Assessment should inform learning and articulate student achievement. All assessment must be valid, educative, explicit, fair and comprehensive. Student assessment should focus on what students can do. This requires monitoring of student's progress, assessing student performance in relation to standards and exemplars to make "on-balance" judgements when determining achievement of a grade.



Bassendean Staff

There are a number of very experienced teaching staff members including experienced school leaders, a Level 3 teacher and eleven senior teachers. Teachers take on curriculum leadership roles through learning area committees and key initiatives of the Department of Education.

Our Education Assistants and Aboriginal and Islander Education Officer (AIEO) are an experienced team who support student learning in Early Childhood classes, across the school and provide additional support for students with additional learning needs. Education Assistants have undergone training in Reading and Literacy, Mathematics and Supporting Self-Regulation in students, and Autism, Diabetes, Dealing with Challenging Behaviours.

Our School Support Staff include our Manager Corporate Services, one full time School Officer, and part time School Officer and Library Officers who are an experienced and efficient team supporting the management and day to day operation of the school.

Our part time cleaners and gardeners are responsible for presentation of the grounds and building cleanliness. As part of the Department's response to COVID19 we also employed two part time high priority cleaners.

The Student Services Team consists of the Principal, Deputy Principal, a Learning Support Teacher, School Psychologist, Chaplain, and a School Based Support Worker. A case management approach is used by the Team to assist children and their families with a range of issues including academic, social, emotional and family matters.

The school has a Chaplain through YouthCare (two days per week), and employs a School-Based Support Worker through Parkerville Children and Youth Care Inc (one day per week). The Chaplain is very experienced, with counselling and social work qualifications. The Parkerville Support Worker is a qualified Social Worker. Both roles, whilst different in their operation, are focussed on the mental health and well-being of students and their families.

All teaching staff meet the professional requirements to teach in Western Australian schools and can be found on the public register of teachers of the Teacher's Registration Board of WA (TRBWA). All staff, both teaching and non-teaching have Working With Children Checks and Federal Police Clearances.

	No	FTE	AB'L
Administration Staff			
Principal	1	1.0	0
Deputy Principal	1	1.0	0
Total Administration	2	2.0	0
Teaching Staff			
Level 3 Teachers	1	0.5	0
Other Teaching Staff	20	15.2	0
Total Teaching Staff	21	15.7	0
School Support Staff			
Clerical	3	2.4	0
Gardening	1	0.5	0
Instructional	1	0.4	1
Other Non-Teaching	12	8.1	0
Total School Support	18	11.4	1
Total	40	29.1	1



Leadership

Each year the staff review school planning documents to ensure there is a strong alignment with the direction of the Department of Education's expectations. We review the Department's Focus documents and set plans in place to address key yearly initiatives, as well as following the longer term School Business Plans.

Staff Leadership

We have a very experienced staff at Bassendean Primary school. Of the 21 teachers almost all of them have gained senior teacher status. This requires teachers to have 9 years' experience and to demonstrate teacher leadership skills with a focus on curriculum knowledge, implementation and leadership.

All education assistants, teachers and administration staff are involved in a number of committees which lead curriculum and special programs within the school.

At various times, additional leadership opportunities and experiences are available to staff as they develop and hone their skills, this includes curriculum and policy development as well as school leadership opportunities. Whether these are school or Department driven, these staff are supported and mentored by the Administration staff.

As a staff we believe in, and are committed to developing the future generation of Teachers and Education Assistants. We assist the training institutions, including TAFE and the various Universities with suitable practicum placements. Both teachers and Education Assistants host and mentor preservice educators. All placements are overseen by the Administration staff.

Our school office is a vital part of our school operations, and the staff are a very important in our day to day operations. They deal with everything from messages, financial matters, communication, building and maintenance faults, HR and enrolments. They assist staff, students and parents each and every day. They are also a key part of our overall functioning and are part of the leadership team supporting the Administration staff.

Student School Council

In 2019 a School Student Council was developed and continued into 2020 as a vehicle to hear the student voice. Students and teachers participate in class meetings once a term. Minutes from the class meeting are kept and taken to the Student School Council Meeting with two representatives from each class from PP to Year 6. Students and the Principal listen to all class reports. Minutes are kept of this meeting and reviewed by the Student Councillors and the Principal. These minutes are shared with the students and staff, the P&C and School Board where applicable, where items are shared and actioned.

Key issues and outcomes raised by students have included:

- Students feel unsafe with the low fence on Whitfield Street. Any progress on this matter will be under the Guidelines of the Department of Education and will take some time, eventually involve the school and local community.
- The students accessed the piano and later in the year a range of musical instruments were located in the reflection garden along with the piano for students to 'jam' during the break times.
- During 2020 the Chaplain will open the Library during Wednesday lunchtimes so children can participate in Mindful Colouring in sessions.
- As play options were a particular key topic of discussion amongst the students, the P and C kindly provided funding for an extension of the nature playground. The ropes and bridges were a popular additions.

Professional Development of Staff

In 2020 the key focus of professional learning aligned with the Department's expectations on pedagogy in line with the School Curriculum and Standards Authority. All staff were very fortunate to work with Gavin Grift on Professional Learning Communities with colleagues from other Swan Valley Network Schools. While this has been a focus it is the way we have worked collegiately at the school for many years, with some staff very experienced in this area, it was a wonderful opportunity for all staff to come together for the day under Gavin's direction.

With the lockdown for COVID19 at the end of Term 1 there was a significant focus on ICT in preparation for Online Learning – Learning At Home schooling. Staff were very innovative in planning and preparation and trials. Fortunately, this form of learning did not occur and students returned to school for Term 2. However, all staff were well prepared, they had learnt a range of new skills and it was reassuring for all of us to know that we are ready should we need to go to online learning.

Later in the year, we continued our professional learning with a focus on Classrooms Management Skills, Trauma Informed Practices, and Planning for Students with Additional Needs using the Department's platforms, all presented by skilled and practiced educators. At Bassendean PS we are reflective professionals and as part of our Action Learning cycle we engage, implement and reflect on our own learning and work as a professional learning community.

Student Achievement and Progress

Student Information Performance

Student performance is monitored using system and school wide information. This data includes:

- On Entry Assessment (Pre-Primary)
- National Assessment Program for Literacy and Numeracy (NAPLAN) Years 3 & 5
- Analysis of teacher judgements from student reports
- School prescribed Alpha Assess and PROBE Reading data.
- Words Their Way inventories and profiles
- Westwood 1 Minute Basic Number Fact Tests
- Students at Educational Risk (SAER) Profiles
- Above Level NAPLAN testing in Year 2, 4 and 6.
- EnVision Concept Check Ins
- Wave 3 – teacher analysis of classroom configuration filtered to an individual student level

National Assessment Program for Literacy and Numeracy (NAPLAN) Years 3 & 5

Please note: due to COVID19 there was no 2020 NAPLAN Testing throughout Australia. Information in this section articulates the most recent data being 2019 NAPLAN results.

The NAPLAN Test assesses some of the numeracy, reading, writing, spelling and grammar and punctuation skills that students are expected to achieve in years 3, 5, 7 and 9.

Staff use the Disciplined Dialogue approach to analyse the data, along with additional school based information. This information is compared to grade allocations and teacher judgement. The focus is to identify:

- School priorities in Literacy and Numeracy
- Priorities for school and year level sub groups within in each cohort
- Confirm and highlight students needing further intervention
- Areas which need further investigation or adaption of teaching and learning processes and strategies.

Students in the bottom 20% continue to be the focus on Students at Educational Risk (SAER) planning and processes. The emphasis of these plans is to have a positive impact on student progress.

For students who sit at National Benchmark or just above National Benchmark scores, there is a particular emphasis on lifting the student's trajectories between Years 3 and 5. There is also a focus to 'lift' those students in the middle 60% with a focus on differentiation of the teaching and learning programs.

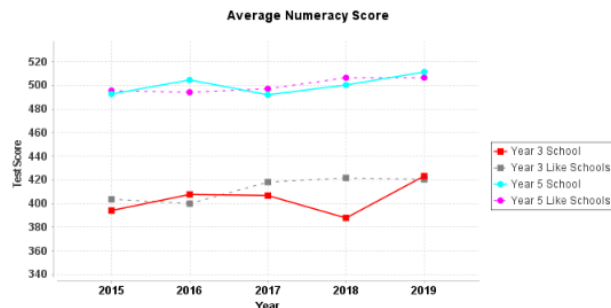
Students who score in the top 20% there is a particular emphasis on lifting their achievement and progress between Year 3 and 5, and where applicable extension programs to support their learning.

In 2019 Year 5 students undertook all sections of the NAPLAN Tests online. The Year 3 tests in Numeracy, Reading and Language Conventions (Spelling, and Grammar and Punctuation) were undertaken online. The Year 3 Writing Test was hand written as per previous years.

Please note: Care must be taken when interpreting data as the cohort number of students is small, for example 4 students is equivalent to 10% of the total group. Due to the small student numbers, percentages in the data may not necessarily add to 100.

Numeracy – NAPLAN 2019

- 40 of the 46 Year 3 students sat the 2019 NAPLAN Numeracy Assessment. There are a few individual students who have specific and additional learning needs.
- Teachers differentiate the learning programs in Numeracy to cater for the wide spread of student needs and achievement.
- 41 students in Year 5 sat the Numeracy Assessment.
- Compared to Like Schools we have a strong middle cohort.
- The graphs show both the Year 3 and 5 cohort are tracking just above 'like schools'.



WA Public Schools	Year 3 Numeracy					
	School			Like Schools		
	2017	2018	2019	2017	2018	2019
Top 20%	21%	20%	23%	28%	27%	27%
Middle 60%	68%	49%	70%	63%	61%	61%
Bottom 20%	11%	31%	8%	9%	12%	13%

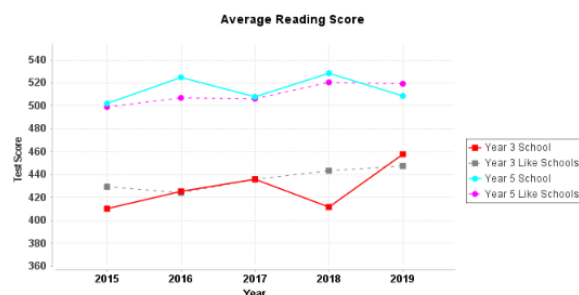
WA Public Schools	Year 5 Numeracy					
	School			Like Schools		
	2017	2018	2019	2017	2018	2019
Top 20%	24%	29%	23%	25%	27%	28%
Middle 60%	60%	54%	75%	61%	64%	62%
Bottom 20%	17%	17%	3%	14%	9%	10%

Practices and Recommendations

- Continue with whole school numeracy blocks and whole school practices.
- Whole class learning focus which is then differentiated for groups and individual needs.
- School and network focus on basic facts skills and mental computation to develop a strong foundation to support computation and skill development.
- Sessions for Teachers and Education Assistants will continue with Paul Swan on basic facts.
- With the deletion of EnVision Maths we will implement Oxford Maths in 2021.
- Continue tracking school and system data
- Investigate a school based intervention numeracy program

Reading – NAPLAN 2019

- 41 of the 46 Year 3 students sat the 2019 NAPLAN Reading Assessment. All 41 of the Year 5 students sat the Reading Assessment.
- Teachers differentiate the learning programs in Reading to cater for the spread of student needs and achievement.
- Compared to 'like schools' we have a strong upper and middle cohort sitting within the top 20% and middle 60%.
- The graphs show the Year 3 are performing better than 'like schools'. However, the Year 5 cohort are over represented in the middle 60% than 'like schools' and this effects the overall average score of the Year 5's when compared to Like Schools.



WA Public Schools	Year 3 Reading					
	School			Like Schools		
	2017	2018	2019	2017	2018	2019
Top 20%	23%	18%	29%	28%	26%	28%
Middle 60%	67%	62%	68%	58%	61%	61%
Bottom 20%	10%	21%	2%	13%	12%	11%

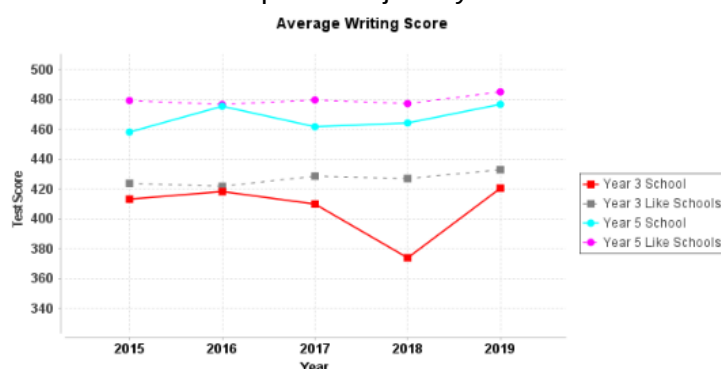
WA Public Schools	Year 5 Reading					
	School			Like Schools		
	2017	2018	2019	2017	2018	2019
Top 20%	32%	33%	17%	25%	29%	27%
Middle 60%	50%	53%	71%	63%	59%	63%
Bottom 20%	18%	14%	12%	12%	12%	11%

Practices and Recommendations

- Whole of school review of the approach to English. The guidelines articulate the educational direction of Literacy teaching and learning.
- Teachers to have a whole class focus which is then differentiated for group and individual needs.
- A focus on the Year 5 middle cohort with strategies used to 'lift' performance.
- Review and continue *Reading Intervention Program*.
- Staff to undertake *Talk for Reading* professional learning.

Writing – NAPLAN 2019

- 41 of the 46 Year 3 students sat the 2019 NAPLAN Writing Test. All 41 of the Year 5 students sat the 2019 NAPLAN Writing Test online.
- When looking at the breakdown of the bands, the Year 3 students are over represented in the middle 60% but sitting within Band 5 which is the top end of the 60 percentile. There are no students sitting in Band 6 which represents the top 20%. This discrepancy is reflected in the average score being below 'like schools'.
- There is an upward trajectory of the overall results when compared to previous years.



WA Public Schools	Year 3 Writing					
	School			Like Schools		
	2017	2018	2019	2017	2018	2019
Top 20%	23%	11%	0%	33%	22%	20%
Middle 60%	68%	69%	93%	59%	71%	72%
Bottom 20%	9%	19%	7%	8%	7%	8%

WA Public Schools	Year 5 Writing					
	School			Like Schools		
	2017	2018	2019	2017	2018	2019
Top 20%	18%	11%	10%	29%	25%	21%
Middle 60%	73%	71%	77%	63%	62%	69%
Bottom 20%	9%	17%	13%	8%	13%	9%

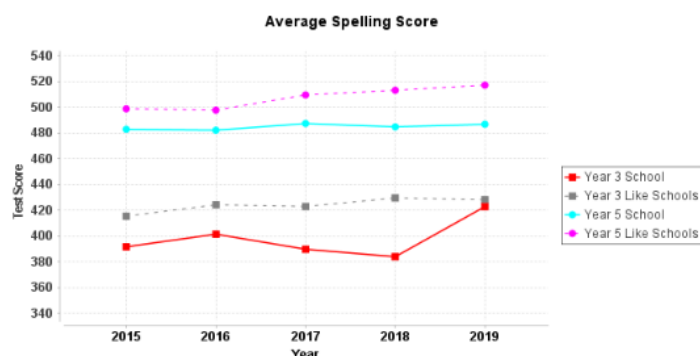
Practices and Recommendations

- Continue with Brightpath to plot student progress and set new learning focus and major teaching emphases.
- Teachers continue to moderate student performance in year level groups against the Brightpath writing samples.
- Staff to attend professional learning in *Talk for Writing*, and collaborate to establish implementation of the program.
- Staff focus student writing on the authorial concepts of a writer.

Spelling – NAPLAN 2019

- 41 of the 46 Year 3 students sat the NAPLAN Spelling test in 2019. All 41 of the Year 5 students sat the test.
- There is an over representation of the Year 5s in the bottom 20%. This group of students have identified learning needs and are supported by the Spelling Intervention program.

It should also be noted that the results in year 3 and 5 fall within the Expected Standard Deviation range.



WA Public Schools	Year 5 Spelling					
	School			Like Schools		
	2017	2018	2019	2017	2018	2019
Top 20%	14%	19%	13%	25%	26%	27%
Middle 60%	70%	56%	60%	65%	63%	61%
Bottom 20%	16%	25%	28%	10%	11%	12%

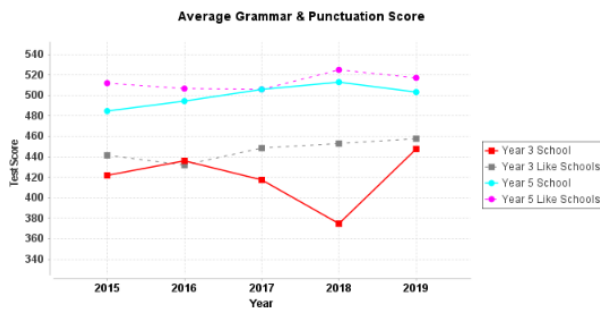
WA Public Schools	Year 3 Spelling					
	School			Like Schools		
	2017	2018	2019	2017	2018	2019
Top 20%	9%	12%	17%	23%	24%	26%
Middle 60%	75%	59%	71%	67%	63%	62%
Bottom 20%	16%	29%	12%	10%	14%	12%

Practices and Recommendations

- Continue with whole school approaches and build upon the review of these approaches from 2018.
- Continue with Jolly Phonics in K-PP.
- Implementation of the Jolly Grammar program in Year 1 – 2.
- Year 3 – 6 will use Words their Way and will implement Jolly Grammar in 2020.

Grammar and Punctuation- NAPLAN 2019

- 41 of the 46 Year 3 students sat the 2019 NAPLAN Grammar and Punctuation test
- 40 of the 41 Year 5 students sat the 2019 NPLAN Grammar and Punctuation Test
- We are under-represented in the bottom 20% however as we are over represented in the middle 60% this results in the cohort being under the state average mean.
- There needs to be a 'lift' from the middle 60% to the top 20% to address this concern.



WA Public Schools	Year 5 Grammar & Punctuation					
	School			Like Schools		
	2017	2018	2019	2017	2018	2019
Top 20%	25%	17%	23%	28%	25%	27%
Middle 60%	70%	72%	65%	63%	65%	62%
Bottom 20%	5%	11%	13%	9%	10%	11%

WA Public Schools	Year 3 Grammar & Punctuation					
	School			Like Schools		
	2017	2018	2019	2017	2018	2019
Top 20%	18%	9%	17%	26%	27%	27%
Middle 60%	64%	74%	76%	63%	62%	62%
Bottom 20%	18%	17%	7%	11%	11%	11%

Practices and Recommendations

- Collect data to show strengths and weaknesses in grammar understandings.
- Investigate a grammar program to support student learning for 2020.

On Entry Assessment

On-Entry Assessments of all Pre Primary students in Term 1 are mandated in public schools. The tests provide valuable information to teachers and parents about each individual child in the areas of Literacy and Numeracy. Teachers use the on Entry results to plan for whole class, small group and intervention groups. Those students who do particularly well are selected for the Early Years Extension Program. All students are also tracked through to year 3 NAPLAN and expected trajectories of learning are monitored.

Recommendations

- Review data with a specific focus on Early Phonological Awareness and Phonics
- Develop a school tracking tool for K-PP with a specific focus on Literacy and Numeracy.



Progress towards Achievement Targets

There was no 2020 NAPLAN Testing due to COVID19. To ensure we had continuous comprehensive data to set learning trajectories all students from Years 2-6 undertook 'above level testing'. data which we use. A focus groups of under-achieving students are tracked over subsequent years. The following table articulates their progress as we support them to 'lift' their learning and progress,

Focus Area	Achieved	Comments
<u>Numeracy</u> Lift the results of students from Year 3 to Year 5 into the higher progress quadrants when compared to 'Like Schools'. The 4 Year 3 (2020) students (17%) in Band 3 to achieve Band 4 by May 2021 and Band 5 by May 2022. The 8 Year 3 (2019) students (23%) in Band 3 to achieve Band 4 by May 2020 (<i>Above Level Testing</i>) and Band 5 by May 2021. The 9 Year 3 (2018) students (24%) in Band 3 to achieve Band 4 by May 2019 (<i>Above Level Testing</i>) and Band 5 by May 2020. The 8 Year 3 (2017) students (24%) in Band 3 to achieve Band 4 by May 2018 (<i>Above Level Testing</i>) and Band 5 by May 2019 and Band 6 by May 2020.	Achieved Achieved Achieved	5 students achieved Band 5. 2 students achieved Band 4. 1 student achieved Band 3. 2 students achieved Band 6. 5 students achieved Band 5. 2 students achieved Band 4. 5 students achieved Band 6. 3 students achieved Band 5.
<u>Reading</u> Lift the results of students from Year 3 to Year 5 into the higher progress quadrants when compared to 'Like Schools'. The 7 Year 3 (2020) students (32%) in Band 3 to achieve Band 4 by May 2021 (<i>Above Level Testing</i>), Band 5 by May 2022 and Band 6 by May 2023. (<i>Above Level Testing</i>) The 3 Year 3 (2019) students (30%) in Band 3 to achieve Band 4 by May 2020 (<i>Above Level Testing</i>), Band 5 by May 2020 and Band 6 by May 2022 (<i>Above Level Testing</i>). The 11 Year 3 (2018) students (30%) in Band 3 to achieve Band 4 by November 2019 (<i>Above Level Testing</i>), Band 5 by May 2020 and Band 6 by May 2021 (<i>Above Level Testing</i>).	Achieved Achieved	1 student achieved Band 5. 2 students achieved Band 4 2 students achieved Band 7. 2 students achieved Band 6. 5 students achieved Band 5. 1 student achieved Band 4. 1 student achieved Band 3.
<u>Writing</u> Lift the results of students from Year 3 to Year 5 into the higher progress quadrants when compared to 'Like Schools'. The 6 Year 3 (2019) students (14%) in Band 3 to achieve Band 5 by May 2021. The 7 Year 3 (2018) students (19%) in Band 3 to achieve Band 5 by May 2021.		No NAPLAN Testing 2020 because of COVID19
<u>Attendance & Punctuality</u> - Maintain attendance percentages above that of 'Like Schools' in each year level. - Reduce numbers of students arriving late to school	Partially Achieved Yes	All year levels matched or were above 'Like Schools', except the Year 6 students who were under the equivalent 'Like Schools'. Continuing to show improvement.

Use of Resources

The Manager Corporate Services and the Principal follow and comply with the expectations of the Funding Agreement for School. Resources are allocated through decision making processes which prioritise student and curriculum learning needs, including using the Student Characteristics and Targeted funding.

Cost centre managers provide comprehensive requests for funding, aligning with the operational plans, to ensure that all curriculum areas are well resourced. Our ICT replacement plan ensures that our technology driven resources are always operational and up to date, providing our students with a range of different equipment to learn with. All Budget submission requests which are presented and finalised by the Finance Committee which is made up of the Principal, the MCS and 4 staff members.

Funding received through targeted initiatives have ensured the continued service of a Chaplain at Bassendean Primary School and has allowed funding to remain available to secure the services of the Support Worker through Parkerville. Both services, along with the Student Services Team and School Psychologist, work collaboratively to ensure that our students needs are addressed.

Our PE teacher continues to apply and receive grants for School Sports which provides many opportunities for students to participate in different sports after school. The continued relationship with Camp Australia as an OSH provider to the school community remains a constant form of revenue to supplement our budget.

Bassendean Primary School received \$429107 through the High Priority Maintenance and High Priority Program. All works completed through this program were identified on the Building Condition Assessment Report.

State Government School Maintenance Blitz

Under the State Government School Maintenance Blitz many works programs, both big and small were undertaken at the school. The Principal and the MCS oversaw the program and worked with various contractors throughout most of the year. The works included:

- Resurfacing of the bitumen areas around the school.
- A refurbishment of the student and staff toilets
- Painting
- New carpets in rooms 1,2,4,6, and 9
- Additional cupboards and storage units were installed in various parts of the school
- New pinup and white boards
- New vinyl and carpet to Kindy
- Carpeting of the undercover area
- Automated the doors of the undercover area
- Kindy Kitchen refurbished
- Kindy staff and student toilet and storage
- Updates to the Art room – new troughs, storage cupboards and toilets partition.
- New drink fountain
- New hand washing trough
- Some outside painting to the Kindy and Undercover area.
- A delightful moment was when one of our younger students said – ‘Mrs Varris, come and see the toilets they look just like the toilets at the airport!’



Federal Grant – Local Schools Community Funding

It was announced in 2020 that our application in the 2019 Federal Grant – Local Schools Community Funding was successful and we received a grant for \$10 000 for playgrounds. This money was combined with funds raised through the School and P and C Fun Run in 2018. In 2020 a new playground was designed and installed in the Early Childhood Area.





Shade Funding

We were also successful and received a further \$20 000 grant for shade coverings. Shade Sails were installed on the Adventure Playground and the new Early Childhood Playground. These provide relief from the sun and also enable play during the cooler wet months.



Voluntary Contributions

The Voluntary Contributions for 2020 and 2019 have remained constant. These funds are vitally important to supplement the One Line Budget and support learning of the students through the purchasing of much needed equipment and resources. Funds are directed to Literacy, Numeracy, Library, ICT and Physical Education. We continue to encourage parents to pay the Voluntary Contributions to support student learning.

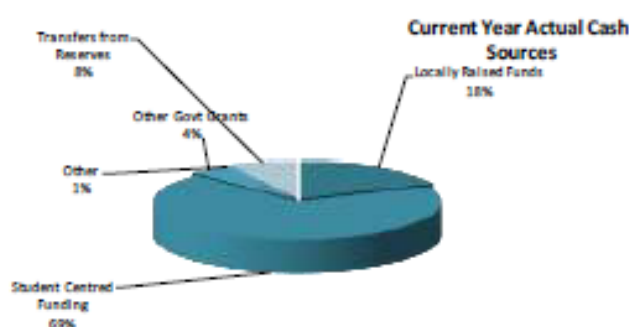
Voluntary Contributions	2020	2019
Kindy	65%	65%
Pre-Primary	58%	59%
Yr1-6	62%	61%
Whole School Average	61%	61%



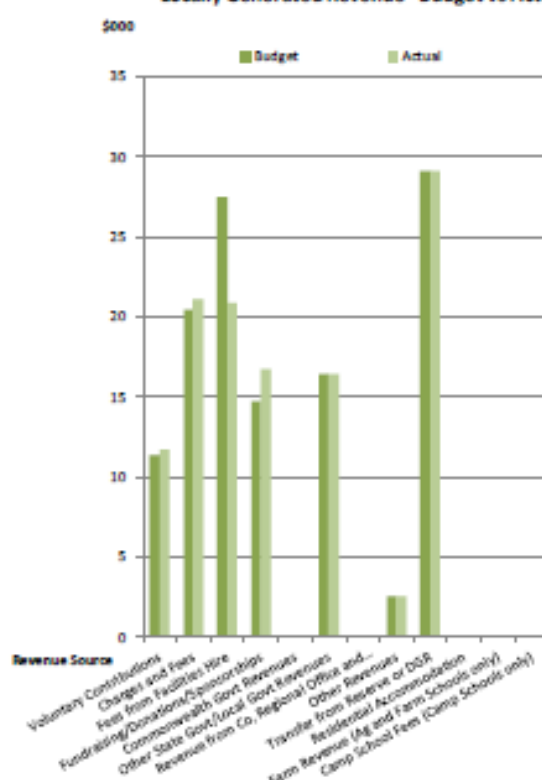


Bassendean Primary School Financial Summary as at 31 December 2020

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 11,340.00	\$ 11,715.00
2 Charges and Fees	\$ 20,394.00	\$ 21,066.59
3 Fees from Facilities Hire	\$ 27,473.10	\$ 20,883.63
4 Fundraising/Donations/Sponsorships	\$ 14,686.84	\$ 16,715.29
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 16,425.00	\$ 16,425.00
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 2,513.04	\$ 2,480.31
9 Transfer from Reserve or DGR	\$ 29,112.00	\$ 29,112.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 121,943.98	\$ 118,407.82
Opening Balance	\$ 88,470.45	\$ 88,470.45
Student Centred Funding	\$ 268,919.13	\$ 268,919.13
Total Cash Funds Available	\$ 479,333.56	\$ 475,797.40
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 479,333.56	\$ 475,797.40



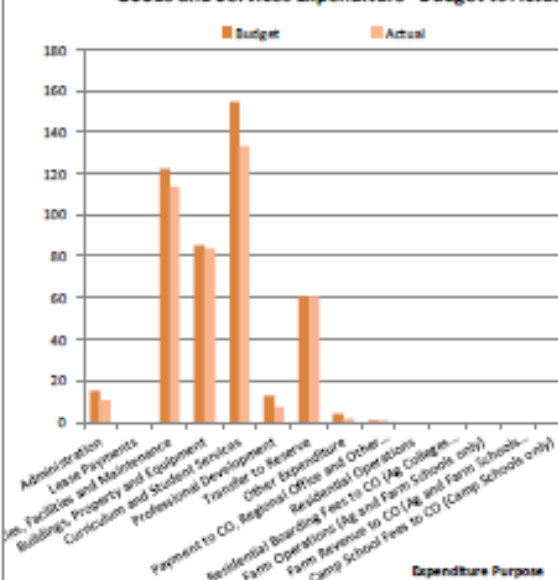
Locally Generated Revenue - Budget vs Actual



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 15,180.00	\$ 10,402.61
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 122,383.91	\$ 113,624.20
4 Buildings, Property and Equipment	\$ 85,135.58	\$ 83,504.17
5 Curriculum and Student Services	\$ 154,529.36	\$ 132,801.15
6 Professional Development	\$ 12,800.00	\$ 7,440.62
7 Transfer to Reserve	\$ 60,200.00	\$ 60,200.00
8 Other Expenditure	\$ 3,730.45	\$ 1,926.99
9 Payment to CO, Regional Office and Other Schools	\$ 710.00	\$ 431.53
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	\$ 454,678.30	\$ 410,331.27
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 454,678.30	\$ 410,331.27
Cash Budget Variance	\$ 24,655.26	



Goods and Services Expenditure - Budget vs Actual



Cash Position as at:	
Bank Balance	\$ 170,712.97
Made up of:	
1 General Fund Balance	\$ 65,466.13
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 105,607.84
5 Suspense Accounts	\$ 990.00
6 Cash Advances	\$ -
7 Tax Position	\$ (1,351.00)
Total Bank Balance	\$ 170,712.97