



ANNUAL REPORT 2018

Greenmount Primary School

From the Principal

Following discussions and brainstorming sessions with staff and School Board members, our *School Community Plan 2018-2020* was developed, printed and shared with our families. Key to the plan was our focus on our students – their sense of wellbeing, alongside their academic progress. Four focus areas were identified 1. Safe and Happy Students 2. Engaged and Challenged Learners 3. Mathematics 4. English

In the plan we identified the strategies we will use to build on and achieve the targets we have set for the three-year period. In this Annual Report, information about how we are progressing towards these targets is provided, with data indicating that we are already making positive gains.

In this report the community is informed of our overall performance and achievements, and some of the highlights of 2018. Data is collected to guide our reflection on progress and inform our planning for the following year. This data is presented to the School Board, and shared as appropriate through newsletters, the P&C and our website. Evident throughout the information presented in this report is the strong, positive support of families at the school and the commitment of the staff to ensure that our students are supported to do their best. I would like to acknowledge and sincerely thank everyone for their continuing work and support during a most successful 2018.

Lucy Webb

From the School Board

Throughout 2018, the Greenmount Primary School board continued to build on strengths and worked towards further improvements in its governance and support of the school vision. It is an exciting time for the Board as it continues to grow in diversity and expertise. New members have brought specialist knowledge and enthusiasm to the team.

Following the school's very successful first Independent Public School review in 2017, the school board strongly endorsed the 2018 – 2020 School Community Plan. This plan captures the school motto 'learning side by side' in outlining the school's academic and wellbeing goals. We look forward to continuing to support the implementation of this plan in 2019 by working together to review progress and support the school's strategic direction.

The school board is made up of members from the school executive, teaching staff, parents and community members who volunteer their time in this important role. Thank you to all board members for your commitment and passion in supporting the school to improve student outcomes.

Congratulations to staff, students and parents on the positive outcomes achieved in 2018. The school has achieved excellent academic outcomes and has continued the focus on developing engaged and reflective learners in a safe and supportive learning environment.

Karly Keay

From the P&C

Greenmount Primary School P&C has once again had a fantastic year in 2018. Just like our students learn "side by side" our P&C has been building up our school community side by side.

So when I entered our P&C into a competition at the Annual WACSSO conference in August of last year, called "Good News Stories", I knew we would win at the same time as I send off my "story". Quite a boast some might think. But I knew what we have here at Greenmount -our people- and they are second to none.

Here is a little excerpt from my submission:

"This is not your typical Good News Story. Yes I can tell you about all the money we raised since the last conference, or all the things we did with that money, like purchase an untold amount of IPADS to help our school get ready for the new ITC curriculum, or the mature trees & shade sails we have purchased for shade around the school, or the Safety House program we can run, or even the fact that we started the Fathering Project (also called Guardians of Greenmount) with great success (50 Dads and kids showed up to our first event and we ended the year with a camp that 50 Dads and their kids attended). But none of that is as important as the people that make it happen. That is the Real Good News Story. Those amazingly awesome people that give their time and their energy to make these things happen. With love. With kindness. By simply being who they are. They are our Real Good News Story. People who freely and openly give their time and their energy. And they give it with love. With open hearts."

No amount of anything will happen for any school or any P&C without people like this. Greenmount Primary School P&C thanks you all for all that you do and all that you are.

It is with some sadness that I am stepping down after 4 years of being President of an always amazing team of people. But change is good and I am looking forward to helping out in other ways, as always "side by side".

Karliene Matthee

Our Vision

Having a clear understanding of about our purpose at Greenmount Primary School means that we maintain a focus of the important task of supporting and developing the students in our care. At Greenmount Primary School we strive to empower our students to achieve their full potential. We provide an inclusive, safe and supportive learning environment and engage students in quality learning and teaching programs which equip them with essential skills to be lifelong learners. We do this together with families and community.

Our Beliefs



We believe that students learn best when:

- ✓ They are set high expectations, appropriate goals and are provided with regular ongoing, informative feedback
- ✓ They have a caring and safe environment where their efforts and contributions are valued and they feel supported
- Their individual learning, social, physical, and emotional needs are met
- Learning is integrated, purposeful and connected to real life situations
- Students, home and school have a commonly understood purpose and work together

Our Values

Learning - We are engaged in the learning process and motivated to improve

Respect - We value each person's differences, caring for ourselves and others

Resilience - We can regulate our emotions, coping with challenging situations and solving problems

Responsibility - We are accountable for our actions and able to make positive choices

Collaboration - We work together, supporting each other to learn and share our thinking and ideas

Excellence - We do our best in all that we do. We set ourselves goals and work hard to achieve them

Relationships - We interact with everyone in a mutually respectful and positive manner



Our Staff

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Deputy Principals	2	1.6	0
Total Administration Staff	3	2.6	0
Teaching Staff			
Level 3 Teachers	1	0.4	0
Other Teaching Staff	24	17.0	0
Total Teaching Staff	25	17.4	0
School Support Staff			
Clerical / Administrative	5	1.8	0
Gardening / Maintenance	1	0.6	0
Instructional	1	1.0	1
Other Non-Teaching Staff	10	7.0	0
Total School Support Staff	17	10.4	1
Total	45	30.4	1

In 2018 our teaching staff and Education Assistants continued to work collaboratively to engage our students in educational programs responsive to student performance information and Department of Education initiatives. Our dedicated teams focused on the needs of the students in their care and committed to providing each student with the opportunity to learn and participate fully in the educational program.

Greenmount Primary is also part of the Swan Valley network providing our staff with the opportunity to participate in Professional Learning with staff from 12 member schools. In 2018, the focus was on Writing. Greenmount Primary school teachers continued to take on facilitator roles within the Network, supporting the implementation of Writing at a school level and Network level.

As trained facilitators, these teachers shared their skills and expertise with their colleagues, supported collaborative planning and developed teachers' familiarity with the content and standards of the WA Curriculum in targeted areas. The Administration Team, teaching and non-teaching staff are complemented by excellent support staff who all contribute to a welcoming school environment and form an important part of the Greenmount team.

Our Students



At Greenmount Primary School we have three clear expectations of all our students:

- *Use kind words and actions
- *Include everyone in their games and activities
- *Keep the school safe and orderly

Our proactive approach means that we explicitly teach the behaviours expected, teaching key social skills and self-regulation strategies both generally and at point of need. Students are provided with acknowledgements for positive and appropriate behaviours, and consequences are in place for negative behaviours. All students are supported to make good choices. There is a shared understanding of the school's values and their importance in the teaching and learning process.

Our focus on *Visible Learning* has ensured that students continue to learn the language of seven key dispositions: Resilience, Self-Management, Perseverance, Risk Taking, Accountability, Reflection and Engagement. These dispositions of effective learners are taught and reinforced in all classrooms, enabling students to be actively engaged in their own learning and providing them with the important skills and strategies to continue learning.

Students numbers continued to remain stable with 380 enrolled in 2018. Attendance continued to be higher than State averages, a result of having staff and families work together to ensure regular attendance of all students.

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2016	95.0%	93.1%	93.7%	90.4%	84.8%	80.7%	94.8%	92.7%	92.6%
2017	94.4%	93.5%	93.8%	85.7%	85.1%	81.2%	93.9%	93.1%	92.7%
2018	94.0%	93.6%	93.7%	90.0%	85.8%	80.8%	93.7%	93.2%	92.6%



Our Progress against School Community Plan targets

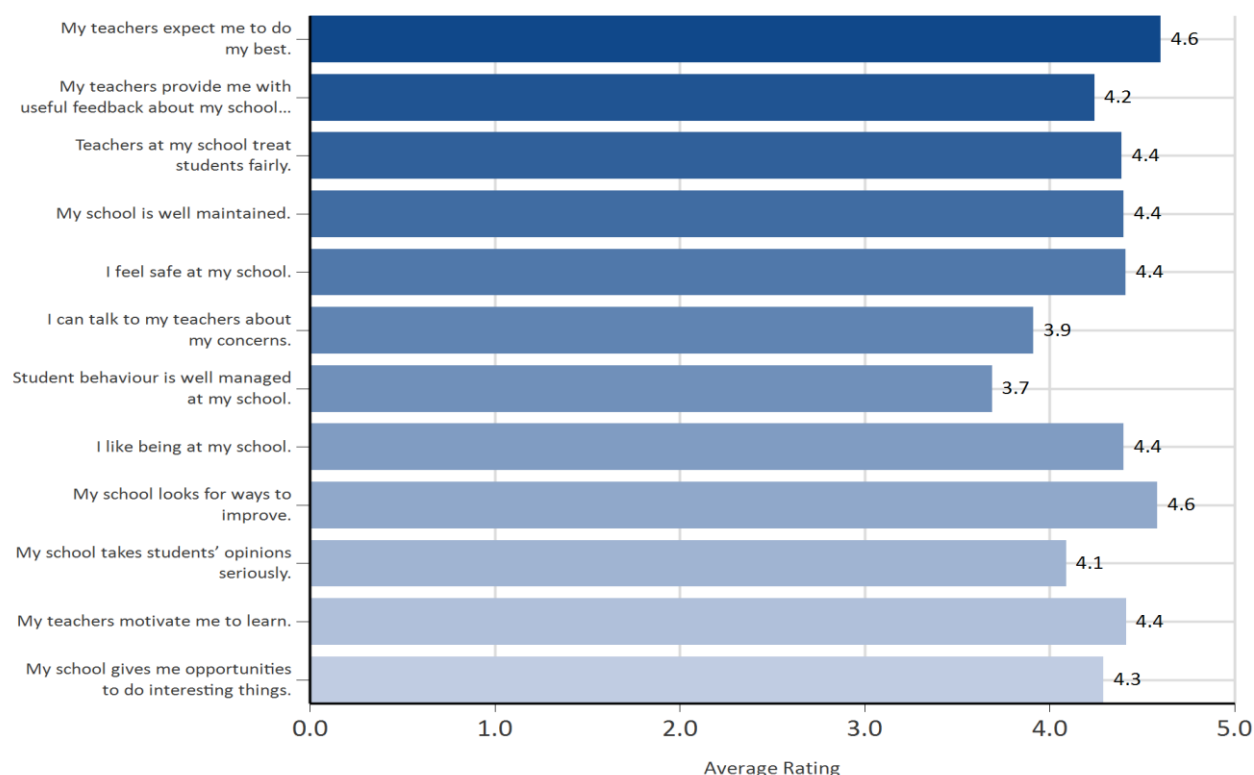
The four foci areas in our School Community Plan 2018 – 2020 were identified as

1. Safe and Happy Students 2. Engaged and Challenged Learners 3. English and 4. Mathematics.

Focus 1 Safe and Happy Students

Targets:

- *BMIS data continues to reflect positive student behaviours throughout the school*
- *Student feedback reflects positive dispositions and attitudes towards school and school activities*
- *The high percentage of students feeling safe and happy at school is maintained*



Year 5 and 6 students were surveyed during the year with results showing that students positively felt safe at school and liked being at Greenmount Primary. The most common comment made by the students was that they felt cared for by teachers and friends.

Students continue to better understand the skills and processes of learning, using the language of dispositions to describe themselves as learners. To support safe and accountable learning environments, two additional teachers were trained to facilitate the teacher conferencing and feedback process, pivotal to ensuring consistency in the use of effective classroom management strategies throughout the school.

At Greenmount Primary the 'Staying On Track' system is used to manage inappropriate behaviours both within classrooms and during break times. All students are familiar with the system which is implemented in all classes throughout the school. Positive behaviours are acknowledged in many varied ways including tokens, bronze, silver and gold awards and class incentive systems.

Staff work very closely with parents to manage any behaviour issues as soon as they become apparent. The Principal and Associate Principals are alerted to ongoing and/or severe behaviour issues and work with teachers and parents to develop individualized plans as appropriate. Our BMIS data continues to reflect the positive effects of our proactive approach to supporting positive behaviours throughout the school.

Findings:

- *Targets for Focus 1 are being met*
- *Build on strategies to support the health and wellbeing of students in 2019 including extension of 'Friendly Schools Plus' program*

Focus 2 Engaged and Challenged Learners

Targets:

- Classroom observations and student feedback indicate that students are engaged in learning
- Teacher survey reflects confidence in delivery and implementation of STEM program
- Individual Education Plans and Special Educational Needs (SEN) reporting inform parents of individual student progress and achievement

Through collaborative planning sessions, teachers developed and shared classroom activities around the Technologies curriculum. Staff were provided with Professional Learning sessions to further develop skills in this area. Many teachers used the STEM project books to implement the curriculum in their classes. In the Semester 1 and 2 reports, teachers reported on student achievement in Design and Digital Technologies respectively.

Problem solving and higher order thinking skills were developed through questioning (Bloom's Taxonomy), the STEM program and Mathematics. This provided opportunities for teachers to differentiate tasks and activities to accommodate varying ability levels and learning styles.

Findings:

- *Targets for Focus 2 are being met*
- *In 2019 we will continue to build on differentiation and challenge in classroom activities*

Focus 3 and 4 Mathematics and English

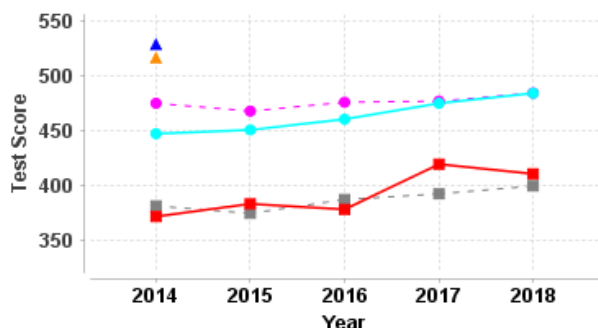
Targets:

- The Year 3 and 5 average to be equal to or higher than Like Schools average in NAPLAN Numeracy and Literacy testing
- Increase the percentage of students in higher bands when compared to Like Schools

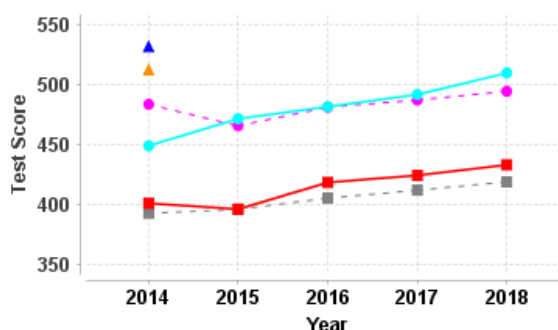
From the NAPLAN 2018 assessment student average achievement at Greenmount Primary School was higher than 'Like Schools' in 5 of the 10 domains – Year 3 Numeracy, Year 3 and 5 Reading, Year 3 Writing and Year 5 Spelling.

Longitudinal data indicated an overall continuing upward trend in most areas. No students were below the minimum standard in Year 3 Numeracy, Reading and Writing.

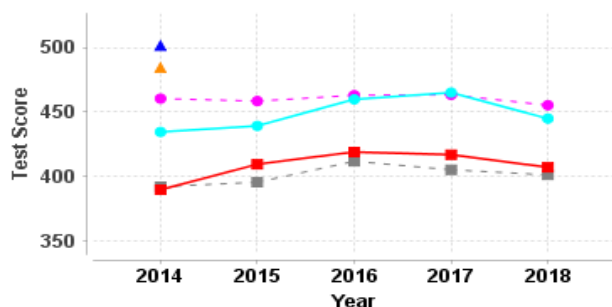
Average Numeracy Score



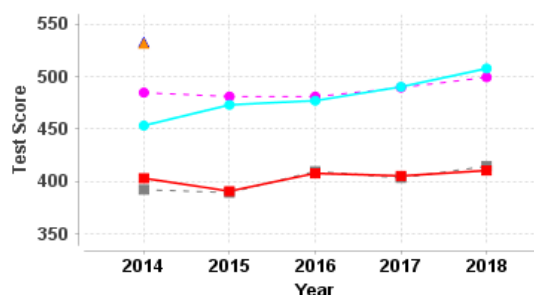
Average Reading Score



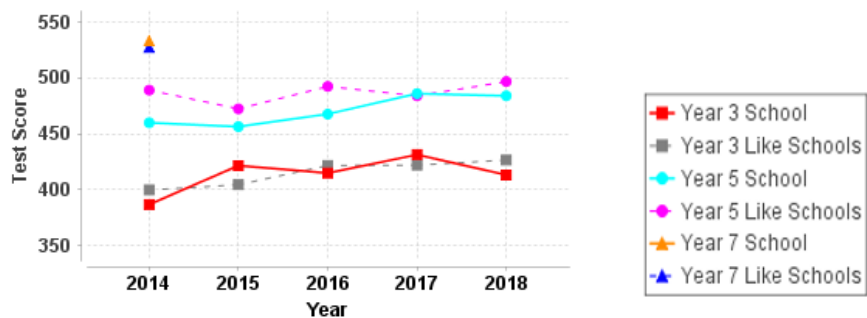
Average Writing Score



Average Spelling Score



Average Grammar and Punctuation Score



In Proficiency Band data, the percentage of students represented in the higher bands of achievement improved for Year 3 reading – with 30% of students in Band 6 compared to 23% Like Schools (LS) and in Year 5 Reading – 20% GPS and 14% LS.

Improvements in the number of students represented in higher bands were made in Year 5 Numeracy.

No students were below the minimum standard in Year 3 Numeracy, Reading, Writing and significantly less students (2%) below the minimum standard in Year 5 Spelling and Grammar and Punctuation.

Band	NAPLAN Score Range	Numeracy							
		Year 3				Year 5			
		2017		2018		2017		2018	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					5%	6%	9%	8%
7	530 - 581					13%	14%	16%	17%
6	478 - 529	18%	14%	11%	13%	36%	30%	24%	25%
5	426 - 477	27%	16%	33%	26%	30%	30%	31%	32%
4	374 - 425	39%	29%	29%	27%	11%	16%	18%	15%
3	322 - 373	3%	23%	16%	18%	5%	4%	2%	3%
2	270 - 321	9%	14%	11%	14%				
1	Up to 269	3%	3%	0%	2%				

Band	NAPLAN Score Range	Reading							
		Year 3				Year 5			
		2017		2018		2017		2018	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					11%	10%	20%	14%
7	530 - 581					25%	18%	24%	19%
6	478 - 529	30%	21%	30%	23%	23%	29%	18%	24%
5	426 - 477	18%	19%	32%	25%	16%	20%	18%	23%
4	374 - 425	27%	26%	7%	22%	16%	17%	13%	13%
3	322 - 373	9%	19%	18%	16%	8%	5%	7%	7%
2	270 - 321	6%	9%	14%	10%				
1	Up to 269	9%	6%	0%	4%				

Band	NAPLAN Score Range	Writing							
		Year 3				Year 5			
		2017		2018		2017		2018	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					2%	2%	0%	3%
7	530 - 581					5%	8%	4%	7%
6	478 - 529	9%	11%	2%	10%	31%	29%	22%	23%
5	426 - 477	39%	33%	37%	32%	50%	41%	40%	39%
4	374 - 425	36%	25%	35%	24%	3%	11%	18%	15%
3	322 - 373	6%	20%	21%	21%	10%	9%	16%	12%
2	270 - 321	3%	6%	5%	9%				
1	Up to 269	6%	4%	0%	4%				

Band	NAPLAN Score Range	Spelling							
		Year 3				Year 5			
		2017		2018		2017		2018	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					13%	10%	13%	11%
7	530 - 581					13%	17%	20%	23%
6	478 - 529	15%	19%	16%	23%	42%	31%	33%	32%
5	426 - 477	27%	24%	25%	24%	18%	23%	18%	18%
4	374 - 425	24%	23%	27%	23%	5%	12%	13%	12%
3	322 - 373	12%	17%	16%	16%	10%	6%	2%	5%
2	270 - 321	21%	12%	11%	9%				
1	Up to 269	0%	6%	5%	6%				

Band	NAPLAN Score Range	Grammar & Punctuation							
		Year 3				Year 5			
		2017		2018		2017		2018	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					19%	15%	11%	17%
7	530 - 581					15%	13%	9%	17%
6	478 - 529	30%	28%	25%	33%	16%	24%	40%	29%
5	426 - 477	30%	24%	18%	13%	26%	20%	18%	18%
4	374 - 425	15%	18%	30%	24%	13%	21%	16%	13%
3	322 - 373	15%	13%	14%	13%	11%	8%	7%	6%
2	270 - 321	3%	8%	9%	11%				
1	Up to 269	6%	9%	5%	5%				

Findings:

- School is making progress towards targets set
- Focus for 2019 will be on Writing and continuing to build on Problem Solving strategies in Mathematics

Specialist Programs

MUSIC

The music program for 2018 was a busy and exciting one with a strong push for collaborative working and creative exploration. The diverse lessons provided students with the opportunity to learn in various ways with hands on approaches, visual learning and aural listening aspects.

Students in the early years focused on the foundations of music, discovering sounds, rhythms and creating exciting melodies. Students were introduced to musical terminology and began incorporating this into their weekly music dialogue. In term 2, students learnt an Aboriginal lullaby, and explored ways in which to incorporate beat and rhythm using percussion instruments. Students finished the year with a focus on Ukulele, learning to hold the instrument correctly and creating their own compositions with simple melodies.



The upper primary students began the year focusing on learning how to read and write music. These skills came in handy later in the year when they began to compose their own songs with lyrics. Students then learnt about Dreamtime stories, creating musical pieces to retell the stories through performance. The students finished off the year learning to play the ukulele, strumming chords to popular and folk songs, and using improvisation to explore body percussion and performance.

Choir Auditions were held in term one, with over forty students being accepted into the choir, creating a strong ensemble for the year to come. The hard working singers began preparation for the annual ANZAC day service immediately. They performed beautifully alongside St Anthony's choir and it was a truly moving moment for all. The choir continued their weekly rehearsals and fortnightly performances at the assembly.

The choir had a big year of performance, learning and performing a 'mini musical' at the *Greenmount's Got Talent* open night, and taking the show on the road, performing at the Perth Royal Show in the October school holidays. They continued to develop their strong movement and singing performance skills, culminating in a heart-warming performance at the Year 6 graduation concert. This was a fantastic opportunity for students to step up to the challenge of solo performances, participating in soloist auditions and performing on the microphone in front of a large audience of the school community.



ART



In the art room for 2018, we have continued our school priority of Visible Learning, being a risk-taker in our artwork and trying new techniques. This resulted in the students' having a positive mindset to have a go, achieve success, and create great artwork to be proud of.

In Term 1, students extended their drawing skills using line and shape. Junior classes studied the work of Bridget Riley and Joan Miro creating their own inspired art. The senior students explored the use of value in the work of Wayne Thiebaud as well as one-point linear perspective used by renaissance artists from long ago, mimicking the mathematical skills needed to produce art.

The end of Term 1 was focused towards printing techniques with junior classes producing their own prints through exploration of realistic drawings of insects and animals. The year 6's focused on the mathematical art of M.C. Escher and produced printed tessellations with use of contrasting colours.

Term 2 was all about watercolour painting, learning all about the techniques and colour blending to create gorgeous artworks. The early childhood students focused on landscape painting, and we made use of our beautiful Japanese garden outside the art room, studying the foreground and background to paint of our view. Senior students in years 4 and 5 created realistic owl paintings, inspired by our school's late night visitors in the trees outside the art room and local artist and Greenmount parent, Stacy Gardoll.

In Term 3, junior classes tried their hand at still life drawing, with their focus on artist Vincent Van Gogh. We practiced looking up and back down at our page to create an accurate drawing of sunflowers in the class, producing some lovely artworks. The end of Term 3 was the beginning of the whole school creating clay masterpieces! The juniors practiced their skills in slab rolling and pattern pressing, with the older students creating realistic clay hamburgers perfecting their scratch and slip joining techniques. All the clay work produced turned out amazing and the students were thrilled to see their work when it came out of the kiln.

These artworks across all year groups were on display for parents to see during our Open School Night at the end of Term 3. Parents were encouraged to come and observe the students work, with students proudly showing off their art journals and the progress they had made throughout the year in art.



PHYSICAL EDUCATION



Term 1 was to mark a change in the running of the Faction Athletics Carnival. Schools in the Hills Schools Sports Association all changed to having their carnivals in term 1 and an early Interschool Athletics Carnival in term 2. This seemed well received by all parties. With the possibility of slightly warmer temperatures towards the end of term 1, it was decided that the juniors (year 1&2's) would complete their portion of the carnival in the morning. The intermediates and seniors battled out the carnival for the rest of day. Also in term 1 we participated in the T-20 Big Bash cricket competition.

Early in Term 2 we had our Interschool Athletics Carnival hosted by St Anthony's Primary School. Greenmount finished third overall. We were again well represented with many Champions and Runner-up Champions in the various age group categories. Our next big event was the Kalamunda Cup basketball competition. We had a girls and boys team for the competition. All teams played well with our girls' team coming runners-up in the girls' competition.

Greenmount once again participated in the Interschool Cross Country Carnival held at the Mundaring Sports Grounds and parts of the Mundaring Golf Course. Greenmount had many individual winners and attained various places in most events. We finished in 3rd Place behind Helena College and St Anthony's Primary School.

Our year 5/6 students represented our school during the Interschool Sports. We participated in Football, Netball, Soccer and Volleyball. By all accounts all coaches were happy with the constant improvement that all teams showed - another great year in Physical Education!



JAPANESE

<u>おじいさん</u>	Grandfather
<u>おばあさん</u>	Grandmother
<u>おかあさん</u>	Mother
<u>おとうさん</u>	Father
<u>おにいさん</u>	Big Brother
<u>おねえさん</u>	Big sister
<u>おとうと</u>	Little Brother
<u>いもうと</u>	Little sister
<u>あかちゃん</u>	Baby

With the return of the Japanese Language program to Greenmount Primary School, students from Year 3 to Year 6 were immersed in lessons which were not only about the language but also about Japanese culture. In Term 1 students enjoyed learning animal names and seeing how they were written in *hiragana*.

A fun way to learn about cultural aspects of life in Japan was through watching the adventures of 'Big Bird in Japan' and also reading the oldest Japanese folk story, 'The Bamboo Princess'. The Year 6 students in Room 14 performed a wonderful Japanese play of this folk tale – it was an impressive performance!

Colourful Carp kites were made and flown to mark Children’s Day in May. It is a day set aside to remind children they are important and recognized in society. Tanabata (the Star Festival) was another important event on the Japanese calendar that the students enjoyed learning about.

By Term 4 students were building on their knowledge of the Japanese names for animals expanding these into sentences to talk about animals in more depth, with many students becoming confident in recognizing the hiragana symbols.

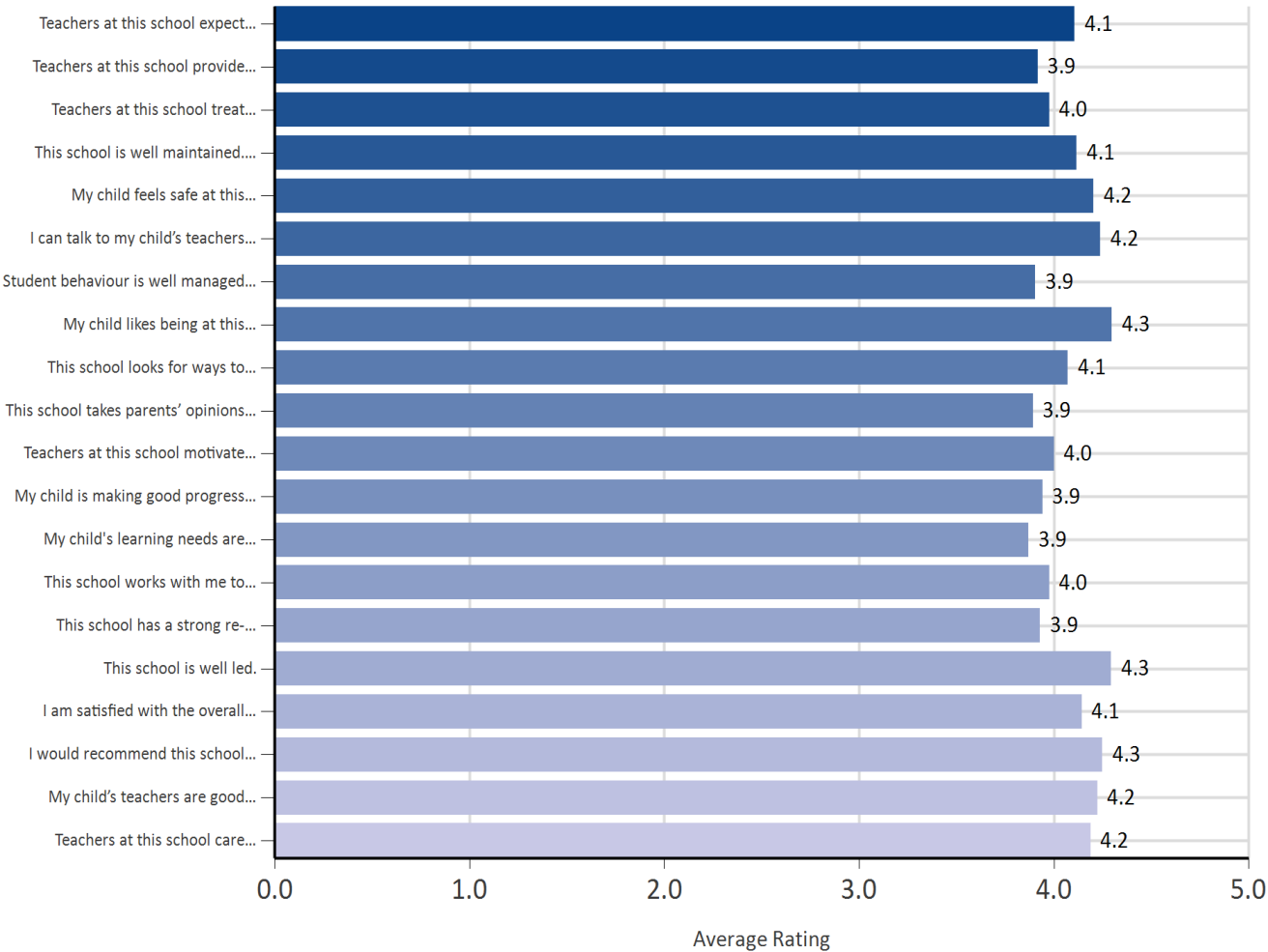


Our Community

A very strong community focus continues to exist at Greenmount Primary School. The support of a proactive School Board and dedicated P&C ensures that the very best educational learning environment is provided for our students. The school is responsive to feedback provided through varying sources, including a biennial survey which was conducted in 2018.

With almost 50% of families responding to the survey, information gleaned from the responses and comments provided points for discussion with the School Board and considerations for 2019 planning. Most positive responses were related to:

- ✓ My child likes being at this school
- ✓ I would recommend this school to others
- ✓ The school is well led
- ✓ My child feels safe at the school
- ✓ Teachers care about the students
- ✓ My child’s teachers are good teachers



Some highlights of 2018

Term 1 started off super busy with choir auditions in preparation for our annual ANZAC DAY ceremony performance. With over 40 students in the ensemble this year the choir were stronger than ever, with many compliments made about their excellent sound.



We held our Faction Carnival and Jumps and Throws in April – the first time in Term 1. Teams participated well, with Chipper taking out the team trophy. There were many talented athletes recognized with their Championship medals and the excellent team spirit made for a successful day of events.



In May Year 6 students enjoyed a three-day camp at Bickley Outdoor Recreation Camp. The weather was perfect for canoeing, raft making and search and rescue activities. The students had the chance to show off a range of talents during the quiz night and talent quest and finished each day by building a campfire.



Our Indigenous students were in high demand, performing their welcome dance under the guidance of Ms Cindy Nelson at official openings in the Mundaring Shire Offices and the Boya Community Centre. Feedback about their performance was outstanding, the students looking wonderful with their costumes and smiles.



The Book Week Dress Up Parade was a tremendous success – amazing, creative costumes were on display much to the delight of the students and the audience. It was a fantastic effort from families to organize such colourful and clever costumes for students to enjoy.



During the open night at the end Term 3, families visited classrooms and specialist areas, taking the opportunity to view students' work and see what was happening in classrooms. Everyone had the opportunity to do their bit for an Art project that was finished off during class time, and to enjoy the final of *Greenmount's Got Talent!*



The P&C held a fabulous disco with excellent turnout by students who enjoyed themselves and showed off their dance moves and our senior students were thrilled to receive (and proudly wear) the new Sports uniforms provided by the P&C.



The Greenmount Fathering Project (Guardians of Greenmount) organized a wonderful 'camp out' on our school oval. It was an awesome night! A massive softball game, picnic dinners, watching the *Incredibles 2* movie in the Undercover area, a game of spotlight and delicious bacon and egg rolls for breakfast created wonderful memories for all involved. 48 families registered – a fantastic effort from the committee and Greenmount families!



In November, our four prefects were invited to participate in the Centenary of Armistice commemorations at Kings Park. Our student representatives were involved in placing some of the 62,000 poppies which were on display around the memorial.



Once again, we finished off the school year with the Presentation and Graduation Night. EduDance routines provided great entertainment and the audience went wild when the teachers did their surprise performance.

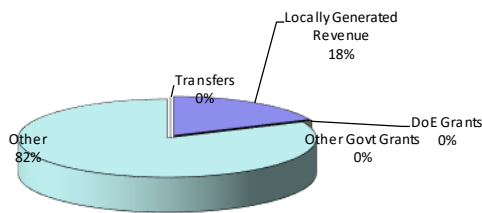


Greenmount Primary School

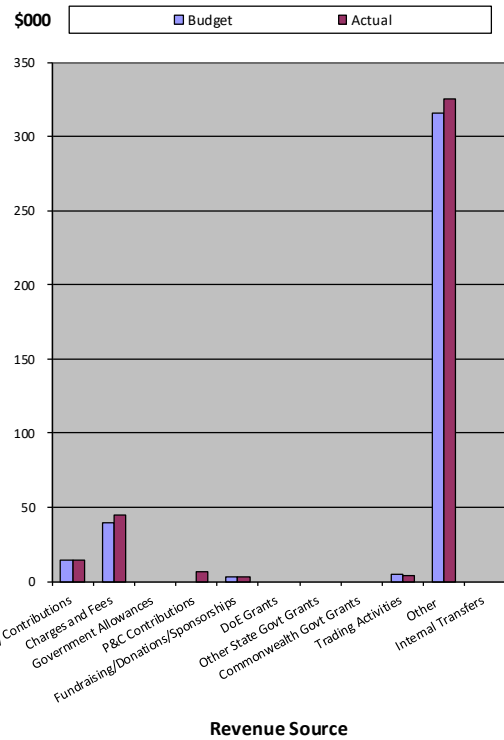
Financial Summary as at
23 January 2019

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 14,000.00	\$ 14,250.00
2	Charges and Fees	\$ 39,117.00	\$ 44,356.91
3	Government Allowances	\$ -	\$ -
4	P&C Contributions	\$ -	\$ 6,575.00
5	Fundraising/Donations/Sponsorships	\$ 3,000.00	\$ 3,387.30
6	DoE Grants	\$ -	\$ -
7	Other State Govt Grants	\$ -	\$ -
8	Commonwealth Govt Grants	\$ -	\$ -
9	Trading Activities	\$ 4,400.00	\$ 4,126.78
10	Other	\$ 316,000.00	\$ 325,629.21
11	Internal Transfers	\$ -	\$ -
	Total	\$ 376,517.00	\$ 398,325.20
	Opening Balance	\$ 33,909.00	\$ 33,908.55
	Total Funds Available	\$ 410,426.00	\$ 432,233.75

Current Year Actual Revenue Sources

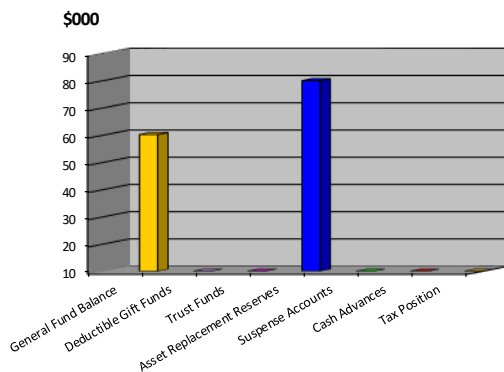


Revenue - Budget vs Actual

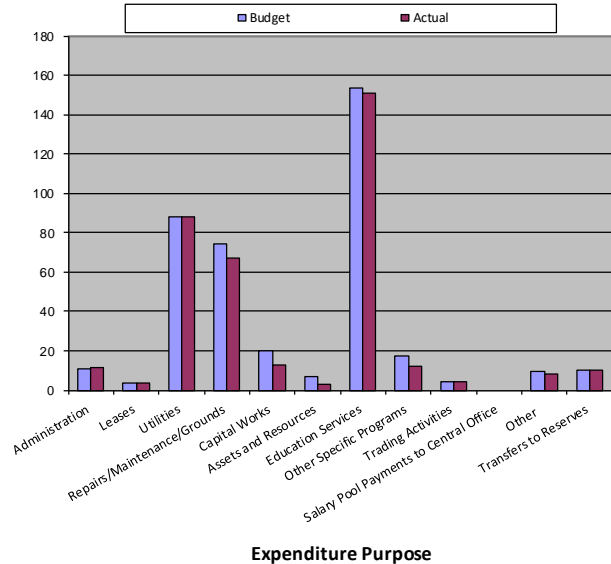


	Expenditure	Budget	Actual
1	Administration	\$ 10,500.00	\$ 11,300.13
2	Leases	\$ 3,773.00	\$ 3,759.42
3	Utilities	\$ 88,000.00	\$ 88,008.14
4	Repairs/Maintenance/Grounds	\$ 74,000.00	\$ 66,976.31
5	Capital Works	\$ 20,000.00	\$ 12,960.00
6	Assets and Resources	\$ 7,000.00	\$ 3,102.14
7	Education Services	\$ 153,246.00	\$ 150,746.66
8	Other Specific Programs	\$ 17,400.00	\$ 12,319.55
9	Trading Activities	\$ 4,400.00	\$ 4,392.17
10	Salary Pool Payments to Central Office	\$ -	\$ -
11	Other	\$ 9,217.00	\$ 8,460.46
12	Transfers to Reserves	\$ 10,000.00	\$ 10,000.00
	Total	\$ 397,536.00	\$ 372,024.98

Cash Position



Expenditure - Budget vs Actual



Cash Position as at:

Bank Balance	\$ 135,750.62
Made up of:	
1 General Fund Balance	\$ 60,208.77
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 80,000.85
5 Suspense Accounts	\$ -
6 Cash Advances	\$ -
7 Tax Position	-\$ 4,459.00
Total Bank Balance	\$ 135,750.62

