

# ANNUAL REPORT

## 2021



**Maidens Park Primary School**

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# CONTEXT

## Principal's Message

It gives me great pleasure to present the 2021 Annual Report. This report outlines the school's performance, highlights, and financial expenditure for the year. The information allows parents, carers, and members of the wider community to join in the celebration of our successes, but also provides us with the opportunity to communicate areas of improvement in 2022 and beyond.

Throughout 2021, in consultation with the School Board and community, staff completed a rigorous self-assessment of student and school performance data. The self-assessment identified priority areas and key strategies that shape our school's improvement agenda. Our Business Plan 2021-2024 describes the four priority areas:

- Student achievement
- Wellbeing
- High-Quality Teaching and Leadership
- Relationships and Partnerships

Our plan seeks to complement the Department of Education's Strategic Plan for WA Public Schools 'Building on Strength.' *Every student, every classroom, every day* is both the foundation and intent of our plan.

Our improvement agenda is ambitious. Through high-quality teaching and the provision of a safe, caring, and inclusive learning environment where *Every Child Matters*, every day, we seek to increase opportunities for our students to reach their potential and improve student achievement and progress.

I would like to thank the staff, students, parents, and community for a fantastic year. I look forward to continuing our improvement journey throughout 2022.

Louise Cairns

**Principal**

## Maidens Park Primary School

Maidens Park Primary School is located approximately 180 kilometres from Perth in the Southwest Education Region. The school was established in 1977 as Withers Primary and was renamed Maidens Park Primary in 2010. The school became an Independent Public School in 2015.

Literacy, numeracy, and STEAM are priority focus areas, as outlined in our Business Plan 2021 – 2024. These areas are complemented by specialist programs in Science, Digital Technologies, Physical Education, Health and Learning Support. The whole-school approach to teaching and learning includes explicit instruction and hands-on learning, providing varied opportunities for students to demonstrate and extend their understanding. Student engagement is enhanced through cultural connections, classroom management strategies and information technology for teaching, learning, and communication.

Values education includes Positive Behaviour Support and The Virtues Project. Great importance is placed on character education, providing opportunities for students to develop leadership, values, and mindfulness. The school promotes positive behaviour through our whole-school expectations of being Safe, Tolerant, Achieve and Responsible.

Community support for the school is demonstrated through the work of the School Board and Parents and Citizens (P&C) Association.

# STAFF

## Workforce Profile

The Maidens Park Primary School teaching staff meet the professional requirements to teach in Western Australian public schools and hold current Working with Children Checks. The AITSL Professional Standards for Teachers supports reflection and improvement for teachers. Our dedicated team of Education Assistants work to support school programs and students with special educational needs.

	Number	FTE	AB'L
<b>Administrative Staff</b>			
Principal	1	1.0	0
Associate / Deputy / Vice Principal	1	1.0	0
<b>Total Administrative Staff</b>	<b>2</b>	<b>2.0</b>	<b>0</b>

<b>Teaching Staff</b>			
Level 3 Teachers	2	2.0	0
Other Teaching Staff	10	7.6	0
<b>Total Teaching Staff</b>	<b>12</b>	<b>9.6</b>	<b>0</b>

<b>School Support Staff</b>			
Clerical/Administrative	4	2.45	0
Gardening/Maintenance	1	1.0	0
Instructional	1	0.6	1
Other Non-Teaching Staff	12	6.7	0
<b>Total School Support Staff</b>	<b>17</b>	<b>10.1</b>	<b>1</b>

<b>Total</b>	<b>31</b>	<b>21.7</b>	<b>1</b>
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## School Vision

To unite with families to provide a culturally safe and supportive environment where students are valued and encouraged to achieve.

## Professional Learning

All staff are engaged in professional learning during School Development days and after school. Staff also stay abreast of new initiatives and educational practices by attending relevant professional learning courses throughout the year. Planning sessions are focused on implementing the School Plan and priorities.

Some of the Professional Learning that staff have undertaken in 2021 include:

Leadership & Strategy	Teaching, Learning & Curriculum
<ul style="list-style-type: none"><li>→ Leading School Improvement – Small School</li><li>→ WA Future Leaders Framework</li><li>→ Key Support Teacher (ASD)</li><li>→ Child Protection and Abuse Prevention (Mandatory Reporting)</li><li>→ Working with Children Checks</li><li>→ Language Leaders Conference</li><li>→ Code of Conduct</li><li>→ Occupational Safety &amp; Health</li><li>→ The Mindful Leader’s Program</li><li>→ WAMCSE Conference</li><li>→ Southwest Principal’s Conference</li><li>→ Youth Mental Health (refresher)</li></ul>	<ul style="list-style-type: none"><li>→ On-Entry Writing Assessment</li><li>→ Kindergarten Assessment Tool</li><li>→ Introduction to Brightpath (Writing)</li><li>→ Introduction to Brightpath (Mathematics)</li><li>→ Trauma Awareness</li><li>→ Classroom Management Strategies for Education Assistants: Modules 1-4</li><li>→ Curriculum Support Materials</li><li>→ PBS Catch-up</li><li>→ PBS: Eight Effective Teaching Practices</li><li>→ Relationships, Gender &amp; Sexual Health</li></ul>



## South Bunbury Schools Network

Maidens Park Primary School belongs to the South Bunbury Schools Network, which comprises eleven schools from within the Southwest Education Region.

# STUDENTS

## Index of Community Socio-Educational Advantage (ICSEA)

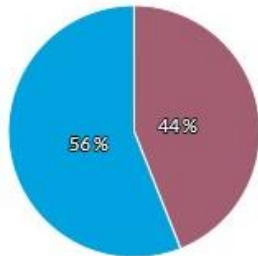
The ICSEA is a scale that allows fair and reasonable comparisons among schools with similar students. It indicates the socio-economic background of the students. Many student and school factors, including geographical location, impact the ICSEA value. The table below shows a decreasing ICSEA over time.

2016	2017	2018	2019	2020	2021
840	829	848	838	825	836

## Student 2021

Total enrolments: 169

- Boys 94
- Girls 75



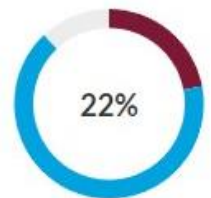
Full-time equivalent enrolments: 158.2

Indigenous students



Language background other than English

- Yes (22%)
- No (66%)
- Not stated (12%)



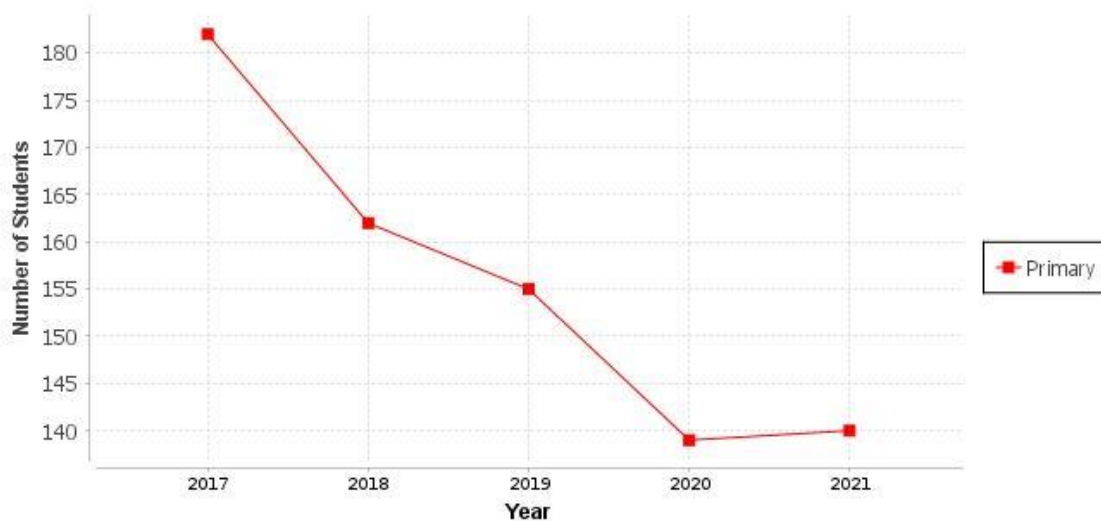
The table below shows the distribution of students from Kindergarten to Year 6 in 2021.

Primary	K	PP	1	2	3	4	5	6	Total
Full Time	(14)	23	23	18	15	21	20	22	156
Part-Time	27								

## Enrolment Trends

(Based on Semester 1 census data)

Semester 1 Student Numbers



## Attendance Summary

There is evidence-based research indicating the vital link between attendance and educational outcomes. Maidens Park Primary monitors attendance with regular tracking of students at risk. Ongoing communication

with parents is critical. The school focuses on working with families to improve attendance rates for at-risk students.

Attendance Category	2019	2020	2021
Overall Average Rate	83.7%	85.2%	81.9%
Regular attendance (>89%)	44.0%	40.9%	38.6%
At-risk attendance (>89%-80%)	22.6%	26.6%	29.4%
Moderately at-risk attendance (>79%-60%)	21.4%	17.5%	22.9%
Severe attendance (>60%)	11.9%	14.9%	9.2%

Primary Attendance Rates	Non-Aboriginal			Aboriginal			Total		
	School	Like School	WA Public Schools	School	Like School	WA Public Schools	School	Like School	WA Public Schools
2019	83.7%	91.2%	92.7%	72.9%	76.9%	79.5%	80.9%	85.4%	91.6%
2020	85.2%	90.7%	93.2%	69.7%	75.6%	77.6%	81.1%	84.6%	91.9%
2021	86.1%	90.5%	92.4%	73.4%	75.2%	76.8%	81.9%	84.8%	91.0%

#### Strategies used to improve attendance rates/notification of absences:

- SMS messages are sent daily to carers by 10:00 am when a student is marked as having an unexplained absence.
- Regular checks of attendance input by staff to ensure entry on Integris by 9:00 am.
- Attendance data was provided to staff to identify students with low attendance.
- Initial contact attempts from the classroom teacher when student attendance is of concern.
- Administration involvement when student attendance does not improve.
- Case conferences are held for students with high, unexplained absentee rates.
- Individual Attendance Plans are developed for students with high, unexplained absentee rates.
- Letters are sent to parents explaining concerns regarding high absentee rates
- Involvement of Badged Attendance Officer to assist carers in getting 'school refusers' to attend school.
- Involvement of Regional Attendance Co-ordinator where engagement efforts are exhausted.

#### School Destination of the 2021 Year 6 Cohort

In 2021, most of our Year 6 students enrolled at Newton Moore Senior High School.

A transition program is offered to support students and families, which involves visits to the students' new school. Preparation for transition commenced in May, including a visit from a team of teachers and students from NMSHS to share high school life with Year 6 students and parents. Following the meeting, our Year 6 classroom teachers completed an extensive interview process with the NMSHS team, where detailed information was shared to ensure school readiness. Three of our students were nominated for Flying Start, a three-day intensive transition in November. Also, in November, our Indigenous students attended the Clontarf and Stars Academy Transition Day. Finally, in December, all our Year 6 students who were eligible attended Transition Day at NMSHS and came back confident and excited for 2022.

Destination Schools	Male	Female	Total
4040 Newton Moore Senior High School	11	9	20
4183 Dalyellup College		1	1

# GOVERNANCE & SUPPORT

## School Board Report

Emerging from the disruptions of the Covid-19 pandemic, with a change in principal, 2021 commenced with an opportunity to reflect. Together, the Board has reflected on the past and assessed the present challenges and opportunities, assisting in redefining necessary structures to optimise the learning experiences of both the children and the staff.

In my experience over several years as Board Chair, sometimes the only community representative, the most significant challenge has been to recruit members from outside the school. The nature of the demographic from which we draw has meant it is easier to find “hands-on” parents to contribute to practical activities. I am pleased to report that we have been able to attract new members with the potential to enrich our discussions and to become more familiar with the Board.

Over the years since transitioning to Independent Public-School status with greater financial flexibility, the principal and staff worked hard and in caring and supportive ways to meet the challenges of providing a happy environment for children and families.

The fundamental need is to get children to attend school regularly and with a positive attitude, ready to learn. A surrogate “home” where the children feel happy and safe provides a magnet for good attendance. In 2021, attendance was a regular feature of Board agendas. A clear structure has been developed so that absences are followed up. How the school is travelling requires a historical narrative, and the disruption of 2020 has made that difficult. Comparing 2019 and as we advance with our baseline in 2021 will assist in honing the model.

Board training has commenced. With new teaching staff putting their hands up to join the Board and recruits from the community, the various roles are being clarified. What roles are mandatory, what roles are advisory, information notified, and what matters are the responsibilities of the principal and staff. This training will continue to be rolled out in 2022 and beyond.

Board meetings are held twice a term. The agenda provides our new Principal, Louise Cairns, the opportunity to report on past and future events. She also provides leadership that the Board needs to build up members’ understanding of policy issues. The MCS, Cindy Richardson, updates the Board on the current financial position. The school's physical plant is quite old, and reserves are being augmented to balance the more immediate needs in IT with refurbishment/ replacement of aging facilities.

An external review is scheduled for early Term 1, 2022. This will allow a stocktake of “where we are” and where we need to go in the next triennium.

The Board would like to congratulate and thank Louise for her leadership in her first year at Maidens Park. Thank you too to the board members for their contributions. Finally, the Board expresses its appreciation to the teaching and support staff for helping to make Maidens Park a caring and purposeful community.

John Jeffreys

**School Board Chair**



## Student Board

In 2021 ten self-nominated students formed a school student board with the principal and deputy's guidance. The Board's purpose was to include the student voice in the school's governance.

The Board's actions for 2021 include:

- Surveying children for their opinion for coming events.
- Developing ideas to improve attendance and engagement.
- Gathering information to change faction names and improve the playground.
- Promote school's positive behaviour by recess activities for the class receiving the star award at assembly.
- Fundraise for volunteers by arranging a whole school 'pyjama day.'
- Promote community service by collecting cans for the Salvation Army Christmas Appeal

**Actions for 2022 are to:**

- Survey students to decide on faction name change
- Survey students for their choice in play equipment
- work with manager corporate services to select play equipment
- Raise funds for a worthwhile charity
- Unpack the National School Opinion Survey (Students 2021) and choose a new project



## PBS Expectations





## Parents & Citizens Report

It has been an interesting year for the P&C with a complete restructure of the P&C Board and its members. Fundraising activities during 2021 were, unfortunately, off to a slow start. However, we have still raised some much-needed funds for the school.

Our fundraising activities throughout 2021 have raised a total of \$1,518.25.

Money raised in 2021	
NAIDOC Family BBQ	\$456.55
Father's Day Raffle	\$287.00
Disco	\$375.00
No Nasties Ivey Pole Day	\$120.00
Christmas Raffle	\$279.70
<b>Total</b>	<b>\$1518.25</b>



We would like to send out a big Thank You to all the teachers, parents and families who have so generously given their time, cooking skills and donations throughout the year. Without everyone helping with these events, we would not be able to do all this fundraising for our children and the school.

This year the P&C was very pleased to be able to provide funding for the following:

Contributions to the school	
Sport uniforms	\$1451.00
Aussie of the month – lunches	\$57.50
Swimming lessons	\$1296.00
SciTech incursions	\$357.00
<b>Total</b>	<b>\$3161.50</b>

Although we have provided funding that outweighs our fundraising efforts for the year, we look forward to an even better profit margin next year to make up for this. The P&C has worked together with the school for next year in setting spending priorities, or a 'Wish List', to assist the school in providing amazing learning experiences for our children.



We would again like to express our appreciation and thank everyone for their support during our first year as part of the P&C Committee.

Katelin Oakley  
**P&C President**

# ACHIEVEMENTS & HIGHLIGHTS 2021

The students of Maidens Park enjoyed many different activities and events throughout the year.

Term 1	
<ul style="list-style-type: none"> <li>• Athletics Carnival</li> </ul>	<ul style="list-style-type: none"> <li>• Crunch &amp; Sip 'March Munch'</li> </ul>
<ul style="list-style-type: none"> <li>• Constable Care incursion</li> </ul>	<ul style="list-style-type: none"> <li>• Money Smart incursion</li> </ul>
<ul style="list-style-type: none"> <li>• School Photographs</li> </ul>	<ul style="list-style-type: none"> <li>• Easter activities</li> </ul>
Term 2	
<ul style="list-style-type: none"> <li>• ANZAC Day</li> </ul>	<ul style="list-style-type: none"> <li>• Cross Country</li> </ul>
<ul style="list-style-type: none"> <li>• Interschool Carnival</li> </ul>	<ul style="list-style-type: none"> <li>• Fire &amp; Emergency Services incursion</li> </ul>
<ul style="list-style-type: none"> <li>• Mother's Day</li> </ul>	<ul style="list-style-type: none"> <li>• NAIDOC Week</li> </ul>
<ul style="list-style-type: none"> <li>• Pyjama Day</li> </ul>	<ul style="list-style-type: none"> <li>• STEM Day with Manea College</li> </ul>
<ul style="list-style-type: none"> <li>• Swimming lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Year 6 Excursion – Manjimup</li> </ul>
<ul style="list-style-type: none"> <li>• Schools Clean Up Australia Day</li> </ul>	<ul style="list-style-type: none"> <li>• Paint the Town REaD</li> </ul>
Term 3	
<ul style="list-style-type: none"> <li>• Enterprise Day</li> </ul>	<ul style="list-style-type: none"> <li>• Family Maths Day</li> </ul>
<ul style="list-style-type: none"> <li>• Food Sensations</li> </ul>	<ul style="list-style-type: none"> <li>• Jump Rope for Heart</li> </ul>
<ul style="list-style-type: none"> <li>• Science Week</li> </ul>	<ul style="list-style-type: none"> <li>• Visiting Author</li> </ul>
<ul style="list-style-type: none"> <li>• Children's Book Week &amp; dress-up</li> </ul>	<ul style="list-style-type: none"> <li>• Year 6 Excursion – Lighthouse &amp; cave</li> </ul>
Term 4	
<ul style="list-style-type: none"> <li>• Year 5 STEM Day at NMSHS</li> </ul>	<ul style="list-style-type: none"> <li>• Kindergarten Orientation</li> </ul>
<ul style="list-style-type: none"> <li>• Basketball Carnival</li> </ul>	<ul style="list-style-type: none"> <li>• Bush Tucker Garden – frog pond</li> </ul>
<ul style="list-style-type: none"> <li>• SciTech incursion</li> </ul>	<ul style="list-style-type: none"> <li>• High School Transition Day</li> </ul>
<ul style="list-style-type: none"> <li>• Year 6 Excursion – Forest Adventures</li> </ul>	<ul style="list-style-type: none"> <li>• Christmas in the Park at Des Ugle</li> </ul>
<ul style="list-style-type: none"> <li>• Connecting with Families – Mental Health Week</li> </ul>	<ul style="list-style-type: none"> <li>• Choir &amp; Drumtastic at Ocean Park Nursing Home</li> </ul>

## NAIDOC Week

In 2021, our new AIEO, Robert Jones, worked hard to reinstitute NAIDOC Week. Robert organised Aboriginal Elders Charmaine Bennell and David Dann to run a workshop on Aboriginal dance and didgeridoo playing through storytelling for our Indigenous students in Years 3 to 6. He also organised a team of Aboriginal Elders to support our NAIDOC Week Assembly. The Dardy Koorlangkas participated in a range of dances that we can continue in our Acknowledgement of Country at school assemblies. This was achieved through a PALS Grant.



## Sporting Opportunities in 2021

In Term one, the school held a successful School Athletics Carnival with all students competing in various events. Parents and families well supported the day. The P&C provided fruit and coloured hair spray.

Term 2 saw students compete at the Interschool Carnival at Hay Park. Parents and Student Leaders ran events, and several students attained medals in their divisions. We opened our Cross Country to the whole school for the first time, with Pre-Primary running a shorter route. Parents were encouraged to come along and cheer. The inclusive day was a great success and will be repeated in future years.



Throughout Term 3, students skipped during morning fitness for 20 minutes. They learned new skills and raised heart rates while fundraising for The Heart Foundation. At the end of the term, a group performed a technical skipping routine. In the afternoon, we had our 'Jump Off' with parents coming to observe a range of skipping and jumping activities as well as an obstacle course and a new slackline course. We also took Soccer and Netball Teams to the Winter Carnival. Many of our soccer players had never competed in an event out of school. It was great to foster their enthusiasm for team sports.

Maidens Park organised the Interschool Basketball Carnival in Term 4. Sixteen Teams competed all day, with our teams doing very well. In 2021, we welcomed coaches from Bunbury Senior High and hope to build on that relationship at future events.



## SciTech Incursion

In October, the crew from SciTech visited our school. Working with our junior students (PP-2), the team demonstrated the nature of motion and experimented with items that could be found in any child's toy box. Our senior students (3-6) got to test and experiment with some of the rules of physics and discover that there is often more to consider than first thought. The fun and lively shows mixed explanations with interactive demonstrations to showcase different scientific processes. The learning opportunity was made possible thanks to our hard-working P&C, who donated the total cost of the incursion.



## Paint Bunbury REaD

In March, Pre-primary students witnessed the magical egg's hatching. The egg visited our school twice during 2020. We read and sang to the egg to make it grow during this time. Students and teachers walked to Withers Library, engaged in a morning of community activities, and witnessed the egg hatching. The students got to meet Bubbles Biyabeda and dance and sing in Noongar and English many familiar and new songs and dances.

## STEM Day with Manea College

We had the amazing opportunity to have Year 11 and 12 students from Manea Senior College visit our school in May. As part of a Career and Enterprise project, Manea students planned and organised a STEM activity day for our PP to Year 6 students. The activities ranged from arts and crafts to physical challenges, show and tell, and group problem-solving activities! Students moved through many activities over the day, and all had fun. Most importantly, our students had the opportunity to get creative and interact with a group of older students have they may otherwise not have interacted with before.

## Family Maths Day

In September 2021, the children from Pre-Primary – Year 6 took part in a rotation of five mathematics activities. Families and carers were invited to attend and participate in the activities and then stay for a picnic lunch. Many families took part in the day. It was an excellent opportunity to illustrate the hands-on learning at our school and the children's enjoyment from doing so.





# STUDENT ACHIEVEMENT & PROGRESS

## National Quality Standard (NQS)

The National Quality Standard (NQS) sets a national benchmark for education and care services across Australia. Early Childhood Education programs to Year 2 in Western Australia are required to meet the NQS. In 2021, Maidens Park Primary staff reflected on each element of the NQS and assessed our performance within the expected range against all seven standards.

The school has requested an external verification audit for 2022 to moderate our school-based self-assessment.

National Quality Standard	2020
QA 1 – Education Program and Practice	WT
QA 2 – Children’s Health and Safety	M
QA 3 – Physical Environment	WT
QA 4 – Staffing Arrangements	WT
QA 5 – Relationships with Children	M
QA 6 – Collaborative Partnerships with Families and Communities	M
QA 7 – Leadership and Service Management	WT

\* WT – Working towards; M – Meeting

## On Entry

The On-entry Assessment Program is an assessment for learning rather than an assessment of learning. This assessment is conducted in the first term of each year for Pre-Primary – Year 2 students. It ensures teachers get information about the skills and understanding of each child to assist with the planning and delivery of targeted learning programs.



On-entry Assessment - Performance Summary Comparison - Cohort to State

Class : MAIDENS PARK PS -

Assessment Period : Start of 2021

Assessment Module : Module 1

Additional Filters Applied : Year Level : Pre Primary

Scale Score Range	Speaking and Listening				Reading				Writing				Numeracy				
	State Wide		Students		State Wide		Students		State Wide		Students		State Wide		Students		
	%	CF%	%	CF%	%	CF%	%	CF%	%	CF%	%	CF%	%	CF%	%	CF%	
0 - 99	<1%	0%	0%	0%	0%	0%	0%	0%	0%	13%	13%	30%	30%	<1%	0%	0%	0%
100 - 149	1%	2%	4%	4%	0%	0%	0%	0%	14%	26%	30%	61%	<1%	0%	0%	0%	0%
150 - 199	1%	3%	17%	22%	1%	1%	0%	0%	16%	42%	17%	78%	<1%	1%	4%	4%	
200 - 224	1%	5%	0%	22%	0%	1%	0%	0%	19%	61%	17%	96%	<1%	1%	0%	4%	
225 - 249	2%	6%	4%	26%	<1%	1%	4%	4%	17%	78%	0%	96%	1%	1%	4%	9%	
250 - 274	0%	6%	0%	26%	<1%	1%	0%	4%	6%	84%	4%	100%	1%	3%	4%	13%	
275 - 299	3%	9%	4%	30%	<1%	2%	4%	9%	4%	88%	0%	100%	2%	5%	13%	26%	
300 - 324	0%	9%	0%	30%	1%	3%	4%	13%	2%	90%	0%	100%	3%	7%	0%	26%	
325 - 349	3%	13%	17%	48%	2%	4%	9%	22%	2%	92%	0%	100%	4%	12%	13%	39%	
350 - 374	4%	17%	9%	57%	4%	8%	4%	28%	3%	95%	0%	100%	8%	20%	22%	61%	
375 - 399	5%	22%	4%	61%	6%	14%	4%	30%	1%	97%	0%	100%	9%	29%	17%	78%	
400 - 424	13%	34%	13%	74%	12%	26%	35%	65%	1%	98%	0%	100%	16%	44%	17%	96%	
425 - 449	8%	42%	13%	87%	17%	43%	9%	74%	1%	98%	0%	100%	18%	62%	4%	100%	
450 - 474	16%	58%	9%	96%	24%	67%	22%	96%	1%	99%	0%	100%	12%	75%	0%	100%	
475 - 499	7%	65%	0%	96%	16%	83%	4%	100%	<1%	99%	0%	100%	10%	84%	0%	100%	
500 - 524	13%	78%	4%	100%	10%	94%	0%	100%	<1%	100%	0%	100%	7%	92%	0%	100%	
525 - 549	6%	84%	0%	100%	4%	98%	0%	100%	<1%	100%	0%	100%	3%	95%	0%	100%	
550 - 574	8%	92%	0%	100%	1%	99%	0%	100%	<1%	100%	0%	100%	2%	97%	0%	100%	
575 - 599	3%	95%	0%	100%	1%	100%	0%	100%	<1%	100%	0%	100%	2%	99%	0%	100%	
600 - 624	2%	97%	0%	100%	<1%	100%	0%	100%	<1%	100%	0%	100%	<1%	100%	0%	100%	
625 - 649	0%	97%	0%	100%	<1%	100%	0%	100%	<1%	100%	0%	100%	0%	100%	0%	100%	
650 - 674	2%	99%	0%	100%	<1%	100%	0%	100%	<1%	100%	0%	100%	<1%	100%	0%	100%	
675 - 699	0%	99%	0%	100%	0%	100%	0%	100%	<1%	100%	0%	100%	0%	100%	0%	100%	
=> 700	1%	100%	0%	100%	<1%	100%	0%	100%	<1%	100%	0%	100%	<1%	100%	0%	100%	
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Comparing the % of students above the Scale Score Range – State and **School**, see observation notes for data explanation.

Reading: 74% **35%**

Writing: 58% **22%**

Numeracy: 71% **22%**

All Assessment Overview indicating Scale Score averages over time – Historical Data			
	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>
<b>2021</b>	422	176	379
<b>2020</b>	428	176	379
<b>2019</b>	428	176	372

\*The reporting of median scores for Pre-Primary students is intended to further support schools in analysing and interpreting their On-entry data and providing a means of comparison to students in similar schools. This information should not be used to set targets for Pre-primary students.

### Responses to On Entry Data

- Continue to work with The Language Development Centre (LDC) to collate formative assessment data to identify students at risk with comprehension and plan for intervention.
- Continue with Speech and Language program.
- Continue Play Café with regular visits from a Health Nurse to promote early intervention (0-4-year-old).
- Term 4 On Entry retest for PP students at risk.
- Continued implementation of Words, Grammar & Fun program in K-PP, extending into Year 1 for 2022.
- Investigate the Heggerty Program in Kindergarten to Year 1 in 2022.

### NAPLAN

The National Assessment Program – Literacy and Numeracy is a series of standardised tests focused on basic skills essential for every child to progress through school and life, such as reading, writing, spelling, grammar, and numeracy. NAPLAN is not about passing or failing but about assessing learning progress.

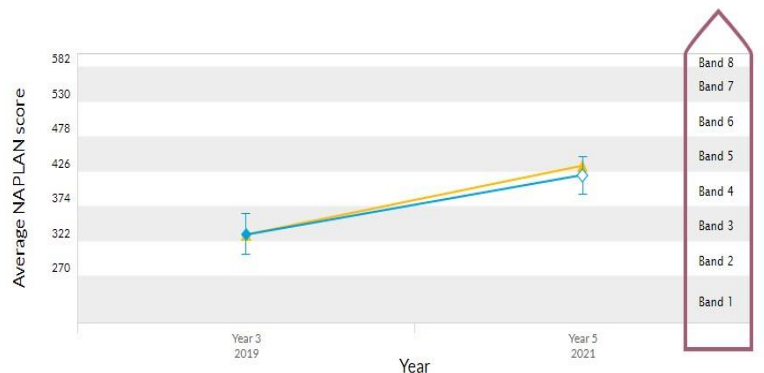
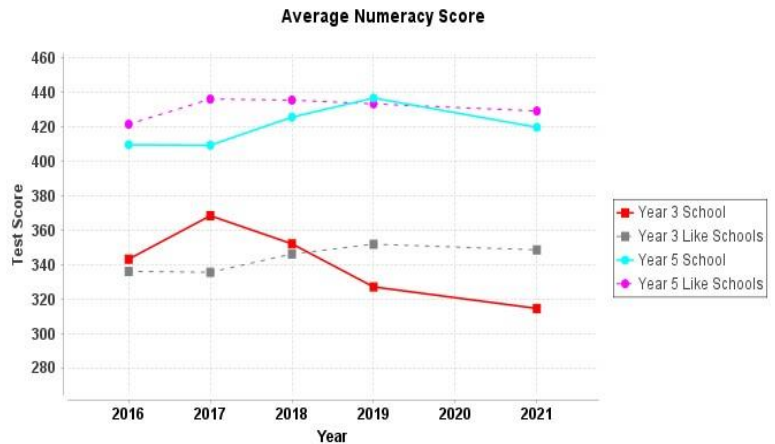
#### Numeracy

Year 3 and 5 numeracy scores were below like schools in 2021. There is a significant downward trend line in Year 3.

Year 5 numeracy scores also show a downward trend line. However, student progress in numeracy from 2019 to 2021 highlights an upward trend line below that of like schools.

These results reflect that continued focus will be required to improve future progress and achievement. This will include:

- Closely monitoring the impact and consistency in implementing agreed whole school programs and interventions.
- Data tracking processes to continue to increase teacher data literacy knowledge to ensure continued student progress in Mathematics.



## Reading

Year 3 reading scores were well below like schools in 2021. There is also a downward trend line in Year 3.

Year 5 reading scores show an upward trend line. Student progress in reading from 2019 – 2021 also highlights an upward trend line, on par with like schools.

These results reflect that a review of progress from On-Entry to Year 3 is required to:

- Determine the effectiveness of programs and the instructional approach in the early years.
- Improve data tracking processes to ensure intervention is provided and aligned.
- Investigate the impact and consistency in the implementation of agreed whole school programs.

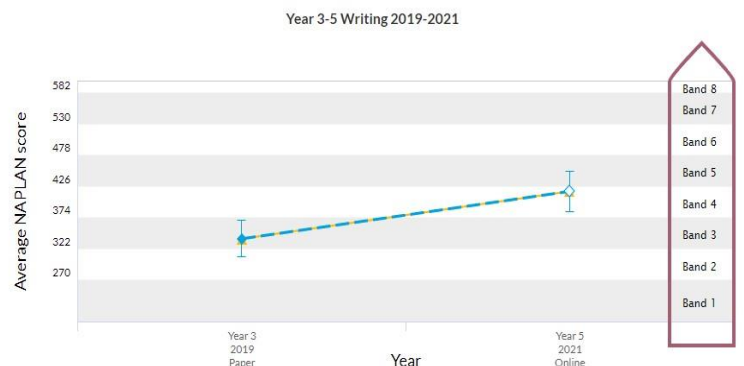
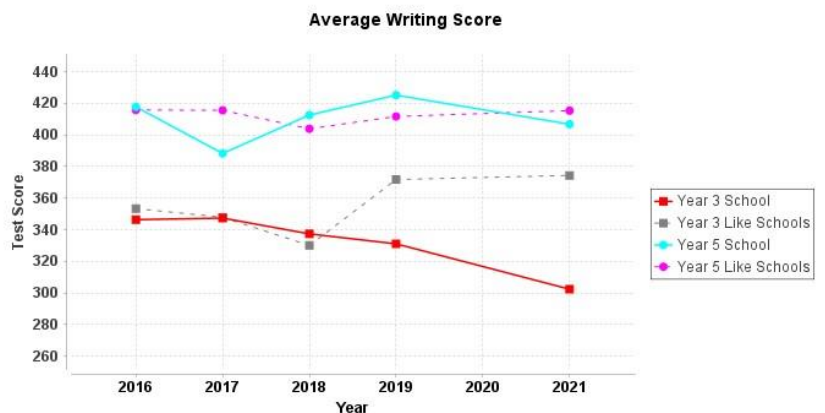
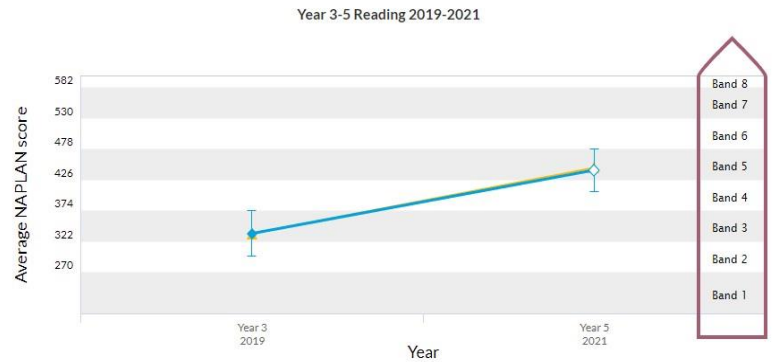
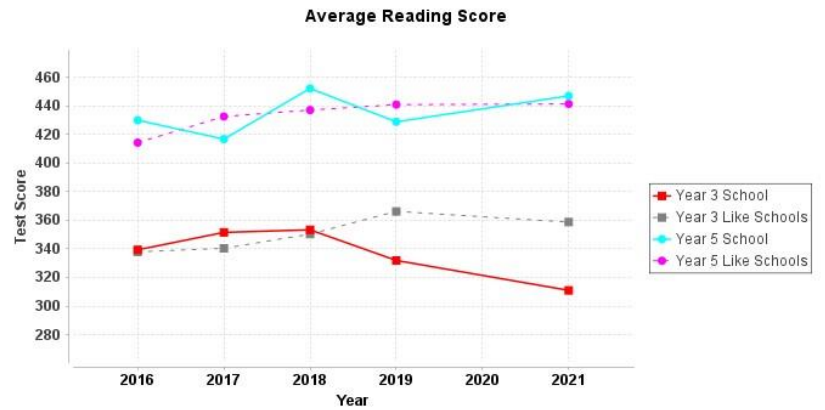
## Writing

Year 3 writing scores were well below like schools in 2021. There is also a downward trend line in Year 3.

Similarly, Year 5 writing scores show a downward trend line. However, student progress in writing from 2019 to 2021 highlights an upward trend line, comparable to like schools.

These results reflect that a review of progress from On-Entry to Year 3 is required to:

- Determine the effectiveness of programs and the instructional approach from K-2.
- Continue Speech and Language interventions (K-2) to target developmental vulnerabilities.
- Ensure adequate opportunities for staff to engage in moderation processes to make judgements (Brightpath) accurately.





## Implementation of whole-school programs (Literacy)

### Brightpath - Writing

In 2021, the school commenced a trial of Brightpath (Writing) to provide moderation and improve teacher judgment consistency when reporting. Students across the school completed a set writing task using a recount structure in K-2 and a narrative structure in 3-6. Staff then selected three samples from their class and worked together in small groups to moderate each sample. Using the Brightpath rulers, staff were able to identify key factors to support students' improvement in writing according to their level of ability. Implementation of Brightpath will continue in 2022.

### Words, Grammar & Fun

In 2021, Maidens Park Primary worked with the Peel Language Development Centre to support implementing and assessing the Words, Grammar, Fun program in Kindergarten and Pre-Primary. The Words grammar and Fun program is designed to develop children's oral language skills focusing on Vocabulary (semantics) and Grammar by using good quality literature. Teachers conducted a pre-assessment and attended professional learning during Term 1. Throughout Term 2 & 3, the program was delivered in Pre-primary and Kindy classes. In Term 4, students were reassessed to measure growth. In 2022, the program will also involve Year 1 and 2 students.

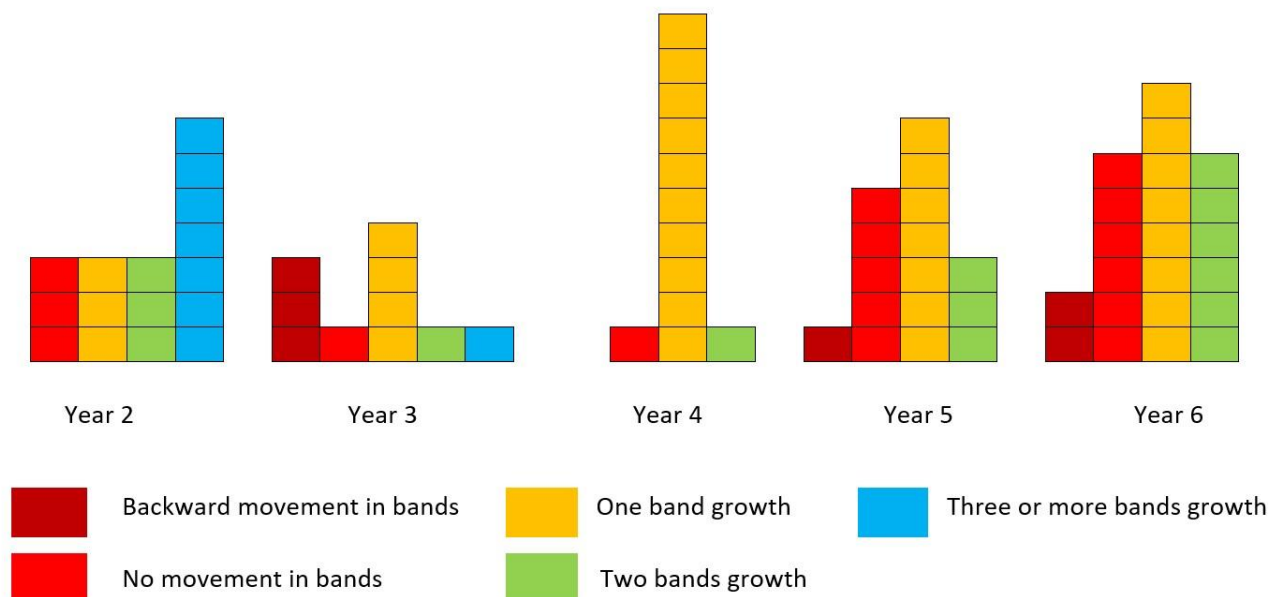
### Speech & Language

At Maidens Park Primary, we work in partnership with the Department of Health at Hudson Road Allied Services. Speech Pathologists visit our school to assess early years students when referred. Our speech trained Education Assistant will then follow the programs, working with the children individually and in small groups. Teachers also integrate activities into their programs to support the students' oral language development in class. Early intervention is followed through Kindergarten into Pre-primary and beyond when required.

### Progressive Achievement Tests (PAT)

Progressive Achievement Test – Reading Comprehension testing was introduced to the school for Year 2-6 students in 2021. Testing commenced in Term 2 for baseline data and again in Term 4 to see student progress. The results are shown in the graph below:

Band movement over the year





## Analysis of Data

- Year 2 data show several children reaching high levels of growth.
- Year 3 and 4 data shows a limited number of students who sat both PAT testing sessions and those who did had limited growth.
- 37% of students in Years 5 and 6 are showing no growth.
- Students showing a loss in band movement or no growth across the year level have been identified. The classroom teacher requires a documented plan to target reading.
- Limited growth will be addressed by targeted intervention in 2022.
- In 2022, teachers will follow up on absent students to ensure testing occurs.

## Attitude, Behaviour & Effort

The following tables represent judgements made by teachers about a student's attitude, behaviour, and effort at school in 2021.

Lower Primary Attribute Summary	Con	Oft	Som	Seld	N/A
Is enthusiastic about learning	25	25	12	1	0
Participates responsibly	29	18	11	5	0
Sets goals and works towards them	12	28	17	6	0
<b>Totals</b>	66	71	40	12	0
<b>Percentages</b>	34.9	37.6	21.2	6.3	0.0

Primary Attribute Summary	Con	Oft	Som	Seld	N/A
Works to the best of his/her ability	55	20	0	4	3
Shows self-respect and care	67	7	3	2	3
Shows courtesy and respect for the rights of others	63	11	3	2	3
Participates responsibly in social and civic activities	65	9	3	2	3
Cooperates productively and builds positive relationships with others	61	12	4	2	3
Is enthusiastic about learning	61	13	0	4	3
Sets goals and works towards them with perseverance	55	18	3	3	3
Shows confidence in making positive choices and decisions	59	14	4	2	3
<b>Totals</b>	486	104	20	21	24
<b>Percentages</b>	74.2	15.9	3.1	3.2	3.7

**Con:** Consistently

**Oft:** Often

**Som:** Sometimes

**Seld:** Seldom

**N/A:** Not Assessed

## Common Assessment Tasks (CAT) & tracking

In 2021, we designed and created a Common Assessment Task (CAT) matrix. The matrix enhanced our organisation of student data and enabled the continual analysis and tracking of student performance. The matrix informs teachers of the required student data to be collected. It allows teachers to make data-driven decisions about learning requirements.

# MANAGING STUDENT BEHAVIOUR

## Positive Behaviour Support (PBS)

Maidens Park Primary continues developing and maintaining Positive Behaviour Supports (PBS) as a whole school approach. Safe, Tolerant, Achieve and Responsible (STAR) values guide the teaching, acknowledgement, and reward system. Additionally, specific target behaviours and virtues are set on a recurrent basis. These are the focus for all during the designated timeframe. Our whole school strategy reflects our school's desire to teach expected behaviours, supporting students in their social and emotional development and wellbeing.

## Positive Behaviour Referral Summary

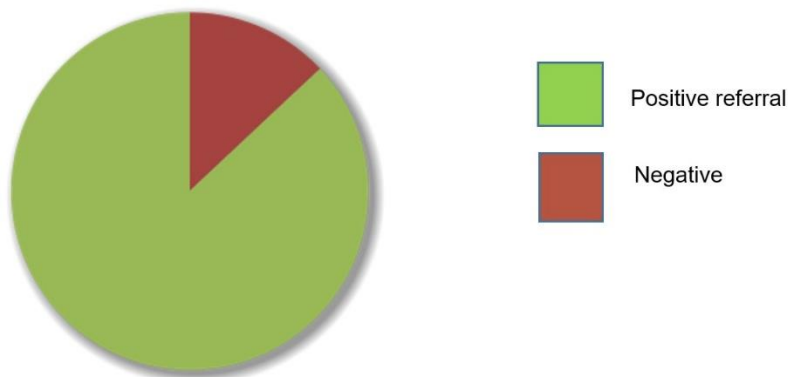
Term	Merit Certificate, Good Work or 20 Classroom Positive Acknowledgements
1	793
2	1291
3	1230
4	798
<b>Total</b>	<b>4112</b>

## Negative Behaviour Referral Summary

As an integral part of PBS, the school has in place and continues to develop its responses to inappropriate behaviours. These behaviours are viewed as teaching and learning opportunities or hot spots. They need to be considered alongside the positive behaviours. Targeted interventions are managed accordingly, and the school continues to build upon and refine its responses to intervention.

Term	Suspensions	Intention to Suspend	Withdrawal	Detention	Green Slip	Reprimand
1	1 (2)	4	5	20	28	29
2	5 (7)	2	3	21	38	85
3	1 (2.5)	1	3	21	24	75
4	2 (6.5)	2	7	27	31	98
<b>Total</b>	<b>9 (18)</b>	<b>9</b>	<b>18</b>	<b>89</b>	<b>122</b>	<b>287</b>

## Classroom Managed Behaviour



### Response to data

- PBS strategies are continuing to support most students.
- Behaviour areas are problem solved by whole staff when frequently occurring. These are known as hot spots.
- In 2022, staff will improve practice using the Team Initiated Problem Solving (TIPS) systems.

# SPECIALIST CURRICULUM & PROGRAMS

## Science

Learning in Science in 2021:

### Biological Sciences

Year 5/6 learnt about the growth and survival of living things. They investigated the importance of soil, the role of fungi, and plant and animal adaptations through growing and maintaining their living examples.

Year 3/4 learned about how living things can be grouped. By growing and maintaining their plants, they made predictions, gathered data, compared results, and reflected on investigations about how living and non-living things differ.

Year 1/2 explored the different parts of living things and how they survive. By growing and caring for their plants, they asked questions, recorded observations, and made conclusions about various living things.

### Chemical Sciences

Year 5/6 explored the properties of solids, liquids, and gasses and how they behave differently. They carried out several experiments (including making playdough and stacking liquids) to test predictions, gather data and make conclusions.

The Year 3/4 students compared natural and processed materials. They carried out several experiments (including making playdough) to observe commonly used materials, then make conclusions about how they are used.

The Year 1/2, students discovered that mixing different materials can change the properties of those materials, for example, how the materials in playdough make it pliable. They investigated materials in the local environment and concluded why those materials are most appropriate for certain purposes.

### Earth and Space Sciences

Year 5/6 students learnt that the Earth is part of planets orbiting around a star (the Sun). They created a model solar system to describe the relative size and distance between Earth, other planets, and the Sun.

Year 3/4 students learned how Earth's surface changes over time because of natural processes and human activity. Students conducted several experiments to demonstrate how erosion occurs and how they can help prevent it with environmentally sustainable methods, such as crop management on farms to bind the soil.

Year 1/2 students explored how Earth's resources are used in various ways. They made butter and investigated how common materials such as glass are made from a combination of minerals that we get from the Earth. We investigated how we use water and dispose of rubbish at school and what we can do to help conserve, reduce, and reuse in a sustainable way.

### Physical Sciences

Year 5/6 students were introduced to Physical Sciences by the team from Scitech. They then explored the properties of light and shadows and carried out several experiments (including making a light "peek box") to test predictions, gather data and make conclusions.

Year 3/4 students elaborated on what they learned from the SciTech crew by exploring the effect of forces on the behaviour of objects. Students conduct several experiments (including making a "Friction Frog") to observe friction, gravity, and magnetism.

The Year 1/2 students investigated how a push or a pull affects how an object moves or changes shape. The introduction presented by the Scitech team helped them to pose predictions. They could then test and observe different forces on everyday objects.

## Languages - Indonesian

At Maidens Park Primary School, every student from Year 3 – 6 participates in a Language program, learning one hour of Indonesian language each week. The teachers utilise the online Ketawa Indonesian resources to immerse students in Indonesian through instructions, stories, viewing, listening, and speaking activities. Additional resources, including Angklung (bamboo musical instruments), are borrowed from NMSHS. In 2021, we had a team for the South West Languages Showcase for Indonesian. Our Year 6 student, Noah, received a certificate and medal from NMSHS for his remarkable speech on friendship.



## Instrumental Music - Clarinet

The clarinet was offered again to Year 5 and 6 students. In 2021 we had no Year 6 students taking up the clarinet and three Year 5 students. In 2022 we will have five Year 5 students joining the classes.

## Digital Technologies

In Digital Technologies, we have continued to try and integrate learning, increase engagement, and improve partnerships with families. Handling data presentation skills using video, audio, and Microsoft applications have aligned to Maths and Science. Our students' survey showed an increased engagement using coding and Minecraft through popularity. By using BEBRAS, students have increased their abilities in computational thinking (problem-solving) and provided assessment data to measure progress from Term 1 to Term 3. Our school trials of 'Natterhub' and 'DiGi Social' allowed students to practice social networking in safe and controlled environments. The feedback from students and staff was extremely positive, and we are looking into how to fund one of them for our older students.



## Physical Education

In the 2021 Student NSOS, Sport was rated as the most popular subject. This year students covered a range of traditional and less well-known Sports, from athletics, AFL, and basketball to lawn bowls and Yulunga games. Using iDoceo, Coaches Eye, and video evidence, students have been assessed against the bank of clips on SCASA. Having made strong connections with SEDA, the school held several sports clinics and had two students on work placement for most PE lessons this year. This enables more significant support for small groups and station-based rotations. Mr Patterson identified that some students were getting to Year 3 with an insufficient level of the basic sport. He participated in Professional Learning through Kiddo. This has provided new and exciting ways to teach and assess Fundamental Movement Skills in the Early Years.



## Health

During Semester 1 in Health, students followed the SDERA lessons on resilience, bullying, and drug and alcohol awareness. A key aspect for older students was to use the strengths they developed during our work on resilience to make positive choices in difficult situations. They were able to consider, discuss and act out what to do if offered alcohol or drugs and where to get support. Using assessments from SCASA relationships allowed for marking against exemplars and providing feedback on achievement. In Semester 2, students followed WA lessons on Protective Behaviours and Sexual Health Education. In Term 4, two teachers attended a PD on Sexuality and Relationships. Professional learning has provided support and contacts for a transgender student and ideas for teaching about inclusion and compassion.

## Dardy Koolaankas

The Dardy Koolaankas is a performing group of Indigenous students. The opportunity to be involved is open to any interested students in Years 3 to 6. The boys mentor each other to learn the didgeridoo. The girls mentor each other to speak the Noongar language when delivering the Acknowledgment of Country at school assemblies. Once a week, students practice dances linked to storytelling reflecting the current Noongar season. Each year the school applies for a PALS Grant to fund a Noongar Elder to share cultural knowledge through a workshop.



## Choir & Drumtastic

Choir and Drumtastic involve Year 5/6 students who practice weekly. The students rehearse popular songs they have chosen and learn to play bin drums and djembe drums. We have also learned the Indonesian Angklung, which we borrow from Newton Moore Senior High School. In 2021, the students accompanied the school song at school assemblies and performed at the Des Ugle Christmas Fair and Ocean Star Nursing Home. For many years, both external events have been our destination, and we have been invited back to both for 2022.



# STUDENT SERVICES & SUPPORTS

## **Learning Support Coordinator**

The Learning Support Coordinator forms part of our Student Services team and oversees students with diverse learning needs, including students at education risk (SAER). Our LSC supports the development of staff, curriculum, learning support and extension and enrichment programs for K-6. In 2021, the LSC has worked with Disability Resourcing Services (DRS), facilitated case conferences with Child Protection caseworkers, liaised with visiting teachers from SSEN, ensured all SAER have regularly reviewed documented plans and provided support for staff in developing escalation profiles and functional behaviour assessments (FBA). Our LSC also oversees and supports enrichment and wellbeing initiatives throughout the school. We are fortunate to have a large team of people working to improve wellbeing outcomes. Programs, initiatives, and referrals include Gatekeeper referrals and risk management plans, wellbeing alerts, family and student counselling, Foodbank referrals (i.e., Breakfast club, Crunch & Sip, and family referrals), liaison with NMSHS, School Psychologist referrals, SDERA, Protective Behaviours education, Autism Heroes, sexual health education, cyber-safety, medical needs (including updated asthma and allergy action plans), Wellbeing Wednesday emails for staff and more.

## **Key Support Teacher (Autism Spectrum Disorder)**

Our Key Support Teacher (KST) develops knowledge and understanding of the characteristics of ASD and how these may impact engagement and learning within our school. Our KST coached seven people in the school community this year: four teachers and three education assistants. The coaching sessions developed the knowledge, understanding, and experience of completing four planning frameworks (Ziggurat Worksheet, Learner Profile, Planning Matrix, and Escalation Profile) to meet the individual and specific needs of students with ASD and imputed disabilities.

## **Aboriginal Islander Education Officer**

Aboriginal Islander Education Officers help promote inclusive practices within schools and build positive participation, communication and interactions between staff, Aboriginal and Torres Strait Islander students, their parents and families and the local Aboriginal community. In 2021, the school appointed Mr Robert Jones as our permanent AIEO, working Tuesday, Thursday, and Friday. Robert assists in fostering a supportive and inclusive learning environment for all. He is very passionate about developing their pride and cultural knowledge with students.

## **Chaplain**

In 2021, Mr Doug McDowell serviced our school on Monday and Friday before retiring in Term 3. A new chaplain, Mrs Natasha Lay, commenced in Term 4 and will continue to provide service to our school in 2022. This program is funded by the WA Government and managed through YouthCARE WA under the National School Chaplaincy and Student Welfare Program guidelines. Chaplaincy is a non-denominational program that assists our school community to support the spiritual, social, and emotional wellbeing of students, parents, families, and staff. Both Doug and Natasha have given advice and guidance about ethics, values, relationships and the provision of pastoral care and emotional comfort to students during times of personal and emotional challenges. This is irrespective of their faith or belief.

## **School Psychologist**

Maidens Park Primary is very fortunate to have a school psychologist on-site three days per fortnight. School psychologists provide services in mental health and wellbeing, disability, behaviour, learning and motivation and incident management. In 2021, our school psychologist, Samantha Parsons, worked with our student services team, including our learning support coordinator and teachers, students, parents, the community, and interagency partners. Her work included assessment, consultation and intervention with individuals and groups.



# PARTNERSHIPS

## Hudson Road Family Centre Partnership

This year the school partnered with the Hudson Road Family Centre for several events, mainly the “Connecting with Families” day as part of Mental Health Week.

On October 12th, the kindergarten children and several parents and grandparents walked from the school to the family centre to participate in fun activities and have lunch. Both the children and adults had a fantastic time painting their faces, singing songs, making crafts, and listening to stories. Bubbles Biyabeda, the octopus from the ‘Paint Bunbury Read’ program, was also there, and the children loved dancing with him. It was a fantastic event and an excellent opportunity for parents to see what the family centre and other agencies offer to support them and their children.

The theme of this year’s Mental Health Week was ‘*Mental Health Starts with Our Children*’, and it was great to see the smiles on the kids’ faces and the families.



## Child-Parent Centre / Investing in our Youth

The school’s Play Café partnered with the Child and Parent Centre and Investing in our Youth to present the ‘Imagination Library’ to Play Café parents in March this year. The ‘Imagination Library’ is a free monthly home-delivered book program for children aged 0-5 years old. Tricia from the CPC and Gaia from IIOY brought Bubbles Biyabeda the octopus to Play Café and read the children a story to promote the importance of reading to your child. Morning tea was provided, and many of the Play Café parents signed up for the program on the day.

## Hands Up 4 Kids

Hands Up for Kids program has volunteers from the community listening to reading. We have approximately 15-20 volunteers who work across the school.

## Ed Connect Mentors

Our Ed Connect volunteers do one-to-one mentoring and classroom support. The year started slowly with many of our volunteers on extended holidays and recovering from injuries. However, they returned as the first term progressed, and we acquired some new volunteers. The volunteers are becoming more invested in the school, dedicating more time, meeting parents, arranging special events, or sponsoring some children.





# NATIONAL SCHOOL OPINION SURVEY

In Term 3, Maidens Park Primary conducted the National School Opinion Survey (NSOS) for staff, students, and parents/caregivers. Our school uses the NSOS to obtain the views from our stakeholders to determine what we do well and how we can improve.

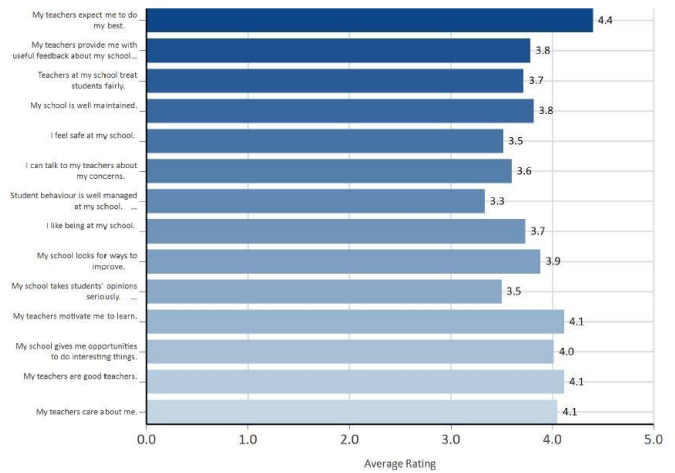
## Students

The responses indicated the highest approval rating for:

- My teachers expect me to do my best.
- My teachers are good teachers.
- My teachers care about me.

Areas that included the lowest responses were:

- Student behaviour is well managed at my school.
- My school takes students opinions seriously.
- I can talk to my teachers about my concerns.



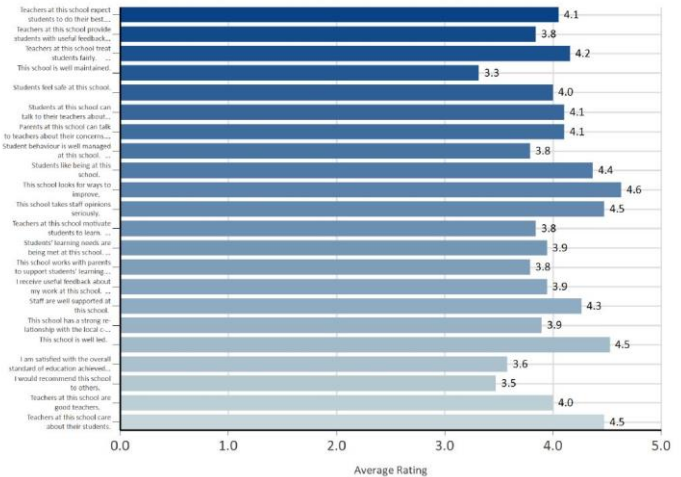
## Staff

The responses indicated the highest approval rating for:

- The school is well led.
- The school looks for ways to improve.
- The school takes staff opinions seriously.

Areas that included the lowest responses were:

- I receive useful feedback about my work at this school.
- I am satisfied with the overall standard of education achieved at this school.
- I would recommend this school to others.



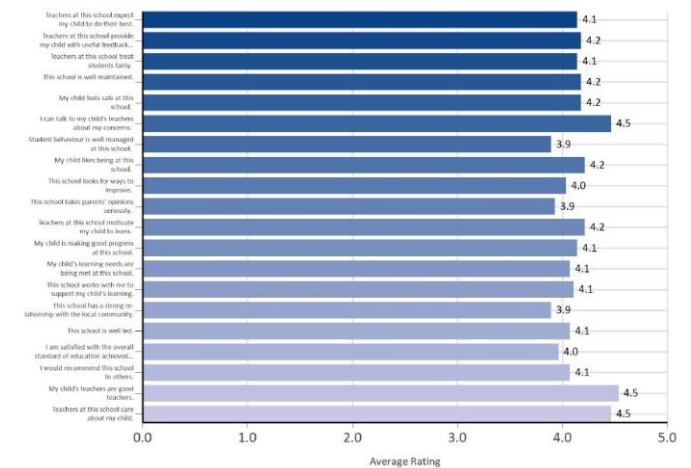
## Parents & Community

The responses indicated the highest approval rating for:

- My child's teachers are good teachers.
- I can talk to my child's teachers about my concerns.
- Teachers at this school care about my child.

Areas that included the lowest responses were:

- The school takes parents' opinions seriously.
- Student behaviour is well managed at this school.



Maidens Park Primary will continue to survey the staff, students, and parent community biennially, to assist in determining the effectiveness of the school in satisfying the needs of all stakeholders. The next NSOS will be conducted in 2023.

# TARGETED INITIATIVES & FUNDING

## **Additional Education Assistant**

In 2021, the school received \$111,032.40. This funding assists the school to employ additional Mainstream Education Assistants. These assistants support school programs, such as the Speech and Language Program, and provide extra support in classrooms for students at educational risk.

## **Chaplaincy Funding 2020 - 2022**

Maidens Park Primary applied for and received partial funding for the 2020-2022 School Chaplaincy Program. In 2021, the school was allocated \$20,280.00 (National School Chaplaincy Program) and \$1,852.67 (In School State-Funded Chaplaincy Program) to purchase chaplaincy services through Youthcare two days per week to support the pastoral care of children.

## **Level 3 Classroom Teacher (Additional Teacher Time) and Mental Health Programs**

Maidens Park Primary receives \$11,479.51 for Level 3 Classroom Teacher time and \$11,479.50 as additional support for the delivery of Mental Health Programs. These funds are used to provide release time for our Learning Support Coordinator (LSC).

The LSC is responsible for overseeing students with diverse learning needs, including students at education risk (SAER). We consider SAER to be those students at both ends of the spectrum: Gifted and Talented and those who are towards the bottom echelon of achievement and/or are funded through disability resourcing. Our LSC supports the development of staff, curriculum, learning support and extension and enrichment programs for K-6.

## **National Partnership on Universal Access to Early Childhood Education**

The National Partnership on Universal Access to Early Childhood Education is an Agreement that aims to ensure every child can participate in a quality preschool program in the year before full-time school. Funding is based on enrolment numbers at the February census. In 2021, the school received \$23,592.00. This money helps to provide the opportunity for kindergarten children to access early childhood education and attend fifteen hours per week (or 600 hours per year).

## **Sporting Schools**

Sporting Schools is an Australia Government initiative that provides schools easy access to accredited coaches and sporting goods packages. In 2021, we applied for four terms of Sporting Schools funding to the total value of \$9,600.00, providing over 50 hours of additional sports activities across the school. Each term, Mr Patterson has successfully applied for Specialist Coaches in T-ball, Rugby Union, and Gymnastics and improved our sports equipment. Our school now has a fantastic range of additional AFL, basketball, and gymnastics resources.

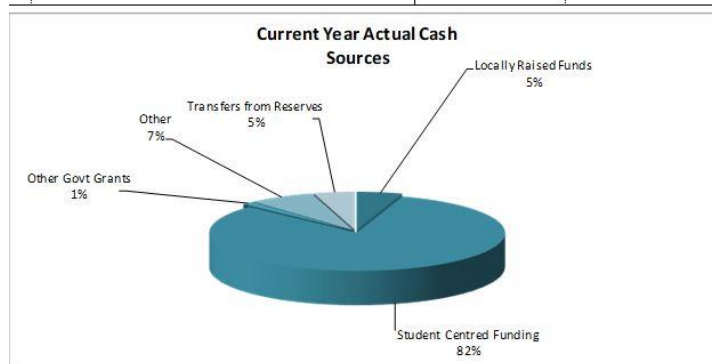
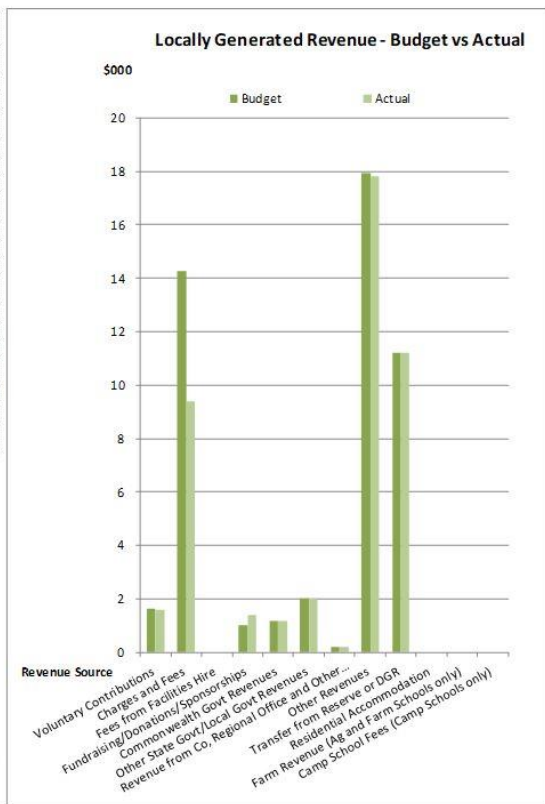
## **Containers for Change**

From April to December this year, Maidens Park Primary has saved 2236 containers from landfill. These containers have been collected from children's lunchboxes, brought from family's homes, and even had some donated directly at collection centres in the school's name. This is the first year the school has formally collected containers. We have two collection points within the school. We have had a fantastic response from students and families who regularly bring in containers from home. We hope to increase our container collection numbers in 2022!

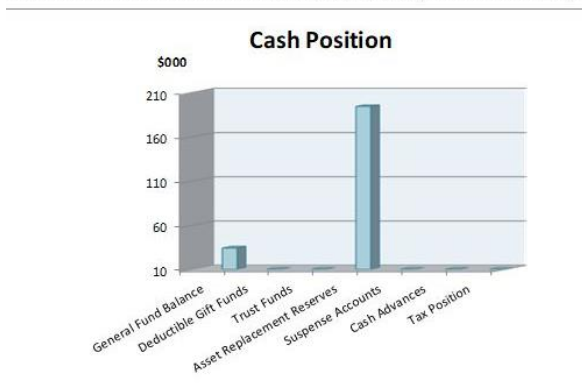
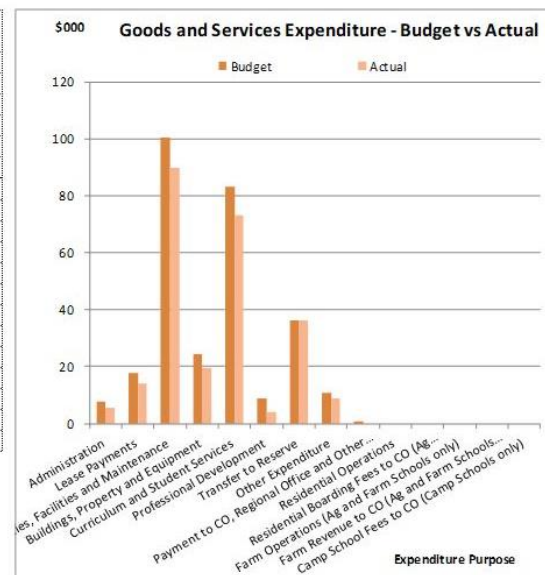
# FINANCIAL SUMMARY 2021

## Maidens Park Primary School Financial Summary as at 31 December 2021

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 1,638.00	\$ 1,600.00
2	Charges and Fees	\$ 14,259.50	\$ 9,398.25
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 993.50	\$ 1,395.50
5	Commonwealth Govt Revenues	\$ 1,156.49	\$ 1,156.49
6	Other State Govt/Local Govt Revenues	\$ 2,000.00	\$ 2,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ 198.00	\$ 198.00
8	Other Revenues	\$ 17,937.74	\$ 17,818.31
9	Transfer from Reserve or DGR	\$ 11,206.94	\$ 11,206.94
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 49,390.17</b>	<b>\$ 44,773.49</b>
	Opening Balance	\$ 36,820.91	\$ 36,820.91
	Student Centred Funding	\$ 203,495.84	\$ 203,495.84
	<b>Total Cash Funds Available</b>	<b>\$ 289,706.92</b>	<b>\$ 285,090.24</b>
	Total Salary Allocation	\$ 2,375,673.00	\$ 2,375,673.00
	<b>Total Funds Available</b>	<b>\$ 2,665,379.92</b>	<b>\$ 2,660,763.24</b>



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 7,817.40	\$ 5,715.18
2	Lease Payments	\$ 17,572.00	\$ 14,181.37
3	Utilities, Facilities and Maintenance	\$ 100,564.19	\$ 89,798.05
4	Buildings, Property and Equipment	\$ 24,347.49	\$ 19,675.65
5	Curriculum and Student Services	\$ 83,014.72	\$ 72,985.70
6	Professional Development	\$ 9,000.00	\$ 3,897.27
7	Transfer to Reserve	\$ 36,028.00	\$ 36,028.00
8	Other Expenditure	\$ 10,792.00	\$ 8,681.12
9	Payment to CO, Regional Office and Other Schools	\$ 571.12	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 289,706.92</b>	<b>\$ 250,962.34</b>
	Total Forecast Salary Expenditure	\$ 2,192,900.00	\$ 2,192,900.00
	<b>Total Expenditure</b>	<b>\$ 2,482,606.92</b>	<b>\$ 2,443,862.34</b>
	Cash Budget Variance	\$ -	\$ -



Cash Position as at:	
<b>Bank Balance</b>	<b>\$ 226,714.46</b>
Made up of:	
1 General Fund Balance	\$ 34,127.90
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 194,131.06
5 Suspense Accounts	\$ 544.50
6 Cash Advances	\$ (150.00)
7 Tax Position	\$ (1,939.00)
<b>Total Bank Balance</b>	<b>\$ 226,714.46</b>