



Beverley District High School

Annual School Report 2016



Sustainable Supportive Successful

OVERVIEW

Our students

Beverley DHS is a small district high school of around 160 students. The school caters for 130 students from Kindergarten to Year 6 and around 30 secondary students.

Our students include those from farming backgrounds as well as those whose families have come to Beverley to work in other industries or to enjoy a change from the city lifestyle. Around 15% of our students are Aboriginal, 4% have a diagnosed disability, and nearly all speak English as their first language at home.



Our programs

The school provides an inclusive and differentiated educational program catering for a broad spectrum of abilities, needs and interests. We provide extension programs for talented and gifted students as well as a range of support programs for students with additional learning needs.

English: Our school boasts well established and highly effective early literacy and language support programs as well as additional research-based programs for students in primary and secondary school who require literacy support.

Our literacy block operates across the primary school, offering a rigorous

program in early reading, spelling and writing. We provide structured phonics programs including Lit Booster and the ALISSEN program for junior primary students, the evidence-based MultiLit and MacqLit programs for students needing more intensive help, and the highly regarded Spellit program for upper primary students.



Mathematics: The school encourages the use of concrete learning materials for mathematics and in 2016 has trialled the Origo Stepping Stones mathematics program. Teachers have been trained in the use of this program and have undertaken additional professional development in supporting learning difficulties in mathematics.

Science: Pre-primary to Year 6 teachers make use of the effective Primary Connections program and resources. This ensures that the science curriculum is carefully structured so that all essential skills and knowledge are covered.



Secondary studies: Curriculum provided by teachers in Years 7 – 10 is aligned with

WA School Curriculum and Standards Authority (SCSA) syllabus documents. It is thus equivalent to that offered across any public schools in WA, providing the academic skills necessary for ATAR courses in Year 11 and 12.

Learning Support Our learning support (LSP) program is highly regarded, and provides targeted academic, functional and vocational training for primary and secondary students with special needs.

Specialist programs In 2016, Italian was taught as the language (LOTE) program across the primary school. A specialist music program for all students in Pre-Primary to Year 6 was complemented by an active middle and upper primary choir.



The Sporting Schools initiative provided our students with coaching in baseball, hockey and swimming.



Our Staff

The staff team at Beverley DHS has been led by principal Wendy Moore and deputy principal Aliesha Murray since 2014.

Corporate services are managed by Marie Carroll.

Staff members at Beverley DHS work in a caring and supportive environment where their knowledge and skills are valued and appreciated and where there is an expectation of continuous professional development. Our teachers aim to maintain open and honest communication with students, parents and each other.

Our teachers are experienced educators. The teachers and education assistants work collaboratively in Developmental Learning Teams from the Early Childhood (K-2), Middle Childhood (3-6) and Early Adolescent (7-10) phases of learning.

Our staff team includes WA Primary Teacher of the Year nominee Karen Wansbrough, and WA Education Assistant of the Year 2016 finalist Marie Walker.

Our school community

Our School Council, chaired in 2016 by Mr Brendan McLean, was active in evaluating and strengthening school governance processes and increasing parent input into the school's vision and future. Notably, the School Council drove the decision of the school to apply for Independent Public School status from 2017.

The P&C Association has worked closely with the school to run a successful canteen and uniform shop, to co-ordinate an enjoyable and profitable school fete, to cater for families at concerts and carnivals, and to encourage parent participation across the school.

The school has continued to work closely with the Beverley Agricultural Society and with Beverley Station Arts on productions including the Choir Bash, Barking Gecko Theatre and the school's own production of 'The Jungle Book'.

PRIORITY AREAS: CURRICULUM

The 2016-2018 school plan was developed by staff over the first half of 2016. Staff identified seven priority curriculum areas, against which key strategies were developed and key outcomes were measured.

Curriculum teams and leaders were assigned to six of these seven areas, each with responsibility for planning, resourcing and monitoring implementation of strategies to further strengthen outcomes in each area.

Focus Areas and Outcomes

The school has demonstrated progress towards goals in the following priority areas

Literacy:

Strong foundation skills in reading and writing

- The curriculum team developed a rubric of minimum progress expectations for each year level.
- Progress of students from K to 2 and students at educational risk was tracked using the school's literacy assessment profile (LAP) data
- Universal growth in LAP scores over the course of the year was achieved
- Students who did not meet specified school targets received supplementary LitBooster or MacqLit support

Numeracy:

A whole school approach which provides opportunities for both support and extension

- The Origo Slate program was introduced across all primary classes to support implementation of the WA Curriculum in mathematics.
- Students in the LSP program and secondary numeracy skills group used the JEMM program to develop basic number understandings.
- Key staff members were trained in strategies for dyscalculia, use of concrete materials, and problem solving strategies.
- The curriculum team developed a scope and sequence outlining key expectations and teaching foci for each year level.

Science and sustainability:

A STE(A)M outlook with a local focus which encourages innovation and problem-solving around sustainability

- A Waste Wise grant supported the construction of a chicken run which was planned and constructed by the Yr 5/6 class with parent support. The project was the focus of classroom learning about sustainable waste management practices



- The school supported a successful P&C grant application from the Department of Water for the construction of a water retention basin to allow rainwater to be harvested and used on the school grounds. Preparatory works have commenced. Student learning will focus on HASS and Science topics

related to resources use and the water cycle.

- A successful TAGS program for talented and gifted students ran in 2016, focusing on science, digital technologies, and humanities.

Learning support:

An inclusive school culture and 'Response to Intervention' model of support for children with learning difficulties

- Literacy and oral language support programs have been provided for between two and four sessions per week, and staff members have received comprehensive training.
- Professional learning has been provided for teachers in the areas of learning difficulties, dyslexia, and support for students with disabilities.
- Partner arrangements with C Y O'Connor TAFE and SIDE have supported secondary students with differentiated learning needs.
- Successful participation in accredited workplace learning placements.

Wellbeing:

Resiliency and a sense of belonging for students, families and staff, supported by physical fitness & healthy relationships.

- The Rock and Water program was initiated as per the school plan
- The 'positive behaviour schools' initiative was commenced to develop a strong, universally recognised and school-wide set of guidelines for expected behaviours and attitudes.
- Initiatives to increase family involvement in the school were implemented including community forums and meetings, a Mini-Olympics, a school fete, and a whole

school musical production.



Secondary pathways:

A future focus with genuine vocational and ATAR pathways.

- Students in Years 7 – 10 were taught WA School Standards and Curriculum Authority (SCSA) mandated Year level content in Mathematics, English, and Science, and Australian Curriculum topics in History and Geography. Assessments were moderated to ensure grades levels were assigned appropriately.
- Six Year 10 and 11 students participated in VET level workplace learning placements that provided direct credit towards their Year 12 WA Certificate of Education requirements.

Being, belonging, becoming:

An early years' focus on play and relationship-building with families

- Resourcing was provided for the school to work with community organisations to facilitate the development of an Early Years network
- An early years teacher undertook comprehensive training to allow local delivery of Triple P parenting support programs
- A Transition to Kindy program was established for three year olds for children and their parents to meet staff and to provide some additional support if necessary prior to starting Kindy in 2017.

- A school self-audit was conducted against the Early Years Quality Framework and an external audit booked for 2017.

SCHOOL IMPROVEMENT PRIORITIES

The focus on improvement in each of these priority areas has been supporting by an ongoing commitment to developing the school culture of continuous improvement by focusing on the following school practices:

Area 1: Strengthening school governance

In order to further develop school governance and drive school improvement, the school reflected on existing school governance structures to identify opportunities for improvement through the following initiatives:

The School Council led a community luncheon forum at which parents and community members were invited to reflect on the strengths and needs of the school. In addition, school staff undertook their own audit of school governance processes and identified key areas of strength and opportunity.



Following consultation with staff, parents and the wider school community, School Council decided to proceed with applying to become an Independent Public School

in order to further strengthen school governance, increase community input into the school, and raise public awareness about the distinctive strengths of the school. This application was successful, and Beverley will operate as an Independent Public School from 2017.



Area 2: Aligning resources to focus areas and needs

In order to ensure that staffing and cash resources were appropriately applied to curriculum priority areas, each curriculum committee had a representative on the finance committee. Curriculum leaders' meetings were established to ensure communication across school teams about new and ongoing initiatives. An operational plan was established to ensure that the new initiatives were enacted in a timely manner and on budget.

Areas 3-5: Developing capacity

Instructional strategies

Teachers and educational assistants have been working to develop their skills in explicit instruction techniques to add to their repertoires of teaching strategies.

Early childhood teachers undertook training using 'Let's Decode' with literacy expert and explicit direct instruction authority Dr Lorraine Hammond from

Edith Cowan University. Key teachers undertook more in-depth training ahead of further coaching and rollout of this technique in 2017.

Content Knowledge

Teachers and education assistants have undertaken professional training in the following areas:

- English/Literacy: Talk for Writing and MacqLit training;
- Health and Physical Education: Rock and Water training (all staff)
- Mathematics/Numeracy: Paul Swan PD; Dyscalculia workshop (Dyslexia-SPELD Foundation)
- Secondary Pathways: Certificate IV in Assessment (for VET course provision)
- Digital technologies professional learning
- Special Needs (Team Teach; Nationally consistent collection of data for students with disabilities)

Leadership & empowerment

The school has focused on strengthening distributed leadership structures across students, staff and the school community.

Student leadership. Our student leadership structure was re-aligned in 2016 to provide for more student leaders and greater involvement in school decision making. The traditional 'head boy and head girl' positions were replaced with two 'Heads of School', who lead three faction captains, three student councillors, and class representatives serving for one term each from the middle and upper primary classes. In 2016, our student leadership team was active in organising fun days, charity fundraising, leading assemblies, and organising sports equipment.

Beverley DHS took the lead in organising two regional student leadership forums, which were highly regarded and well attended.



Team Leadership: A broader concept of the school leadership team has been established to allow greater investment in school improvement strategies by staff. Curriculum and phase of learning leadership teams have been active in driving the school improvement agenda. Opportunities for team leaders to participate in additional leadership training have been provided.

Area 6: Using data to review and adapt

Good data provides the opportunity to establish what is working and what needs improvement in relation to the Department of Education's strategic focus on High Performance and High Care.

In 2016, the school collected rich qualitative data based on the areas outlined in the National School Improvement Tool. Opinions were collected from staff, parents and community members through surveys, community forums and meetings. Ideas were brainstormed and records collected. This information was supplemented by in-depth interviews conducted by the principal and School Council Chair.

The data from both community forums and staff workshops were used by staff to establish the following model for the community's aspirations for its school:

| | |
|--------------------|--|
| Sustainable | Strengthening the school's place at the heart of the Beverley community now and for years to come. |
| | Promoting and modelling smart use of natural resources in the school and wider community |
| | Valuing our history and our school surroundings as we adapt for the future |
| | Ensuring that our school meets the needs of the community to keep numbers and programs strong. |
| Supportive | Giving students the help they need to be resilient and successful. |
| | Building a caring close-knit school community with strong relationships with families |
| | Valuing a community that supports its school and a school that supports its community |
| | Staff members working together and helping each other to continually improve their practice |
| Successful | Using data & research to plan effective programs and make sure they are working well. |
| | Ensuring that our students are achieving or exceeding standards, particularly in literacy and numeracy |
| | Providing challenging opportunities in science, technology and the arts. |
| | Providing effective alternative programs and pathways to meet the diverse needs of all students. |

The '***Sustainable, Supportive, Successful***' framework developed from this data will be used to frame school improvement strategies and targets in the next school business plan.

Wellbeing Data: Baseline data to inform assessments of progress in relation to student wellbeing were taken in Term 1 using the Kidsmatter instrument and in Term 4 based on the Rock and Water program that was begun in the school in 2016 and which will be ongoing in 2017. This data has been used for initial planning and supplements the information provided in the National Opinion Survey for students.

Academic Data: To supplement the data provided by existing assessments (i.e., Pre-primary 'on-entry' assessments, the school's Literacy Acquisition Profile and NAPLAN data), the school began to collect data using the *Screen of Communication Skills* for Kindergarten and Pre-Primary students and the standardised *Progressive Achievement Tests* in Mathematics, Reading and Science (PAT-R, PAT-M and PAT-S). The PAT tests are standardised against an Australian sample so that students scores can be validly compared to those of students in other schools. This data will be used to measure and track student achievement and set targets for our students from 2017.

Student Achievement - NAPLAN 2016

Student achievement can be measured according to a range of different criteria. The Pre-Primary 'on-entry' assessments and the National Assessment Program in Literacy and Numeracy (NAPLAN) provide data that allow schools to track progress in literacy and numeracy over time. The data allow comparison to schools with similar demographic profiles ("like" schools), as well as with schools across Western Australia. Demographic data are assessed using a scale of social and educational advantage (ICSEA). The ICSEA for Beverley DHS in 2016 was 943 (Decile 8).

Comparison to expected NAPLAN scores

Anticipated levels of achievement are generated for each school by the School Curriculum and Standards Authority based on past student performance and ICSEA level. Performance one standard deviation higher than the anticipated level is considered to be 'above expected'. In 2016, achievement of our Year 3 cohort was **above expected** levels in Numeracy, Reading, Writing, Spelling and Punctuation and Grammar. Achievement of our Year 5 cohort was at **expected** levels for Numeracy, Reading and Writing, and **above expected** levels for Spelling and Punctuation and Grammar. Our cohort of Year 7s was too small for summary data to be generated. Our Year 9 cohort performed at **expected** levels in Numeracy, Reading, Writing, and Grammar and Punctuation, and **above expected** level for spelling.

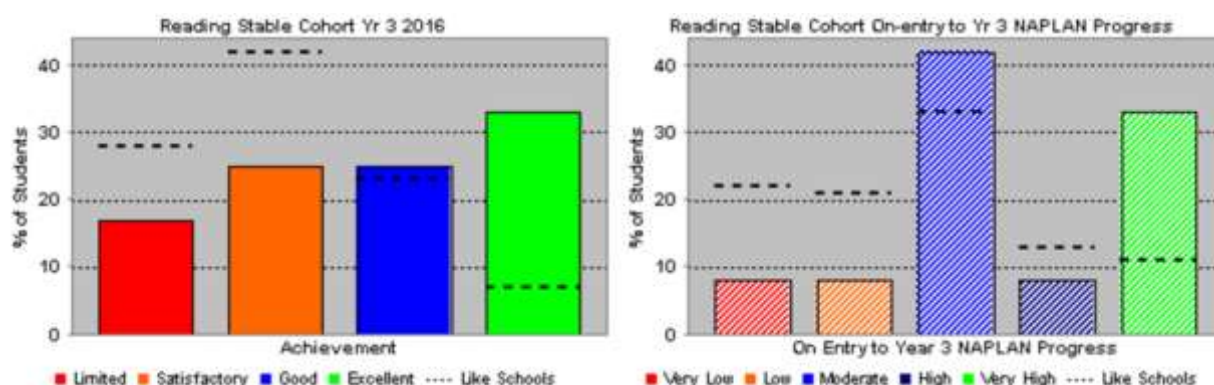
| 2016 Data | Year 3 | Year 5 | Year 7 | Year 9 |
|---------------------|--------|--------|----------------|--------|
| Numeracy | 1.2 | 0.6 | Not calculated | 0.7 |
| Reading | 2.4 | 0.2 | Not calculated | 1.0 |
| Writing | 2.3 | 0.8 | Not calculated | -0.1 |
| Spelling | 1.5 | 1.4 | Not calculated | 1.6 |
| Grammar/Punctuation | 1.4 | 1.3 | Not calculated | 0.8 |

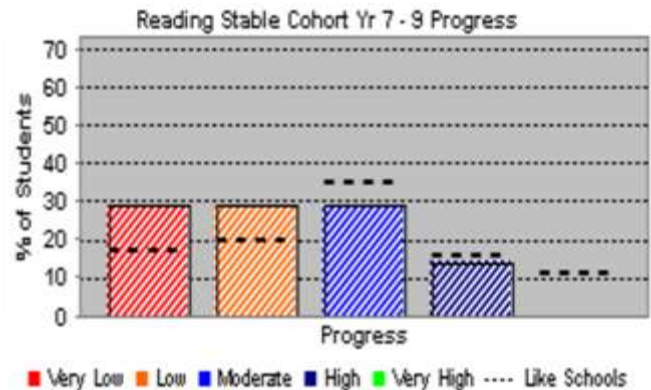
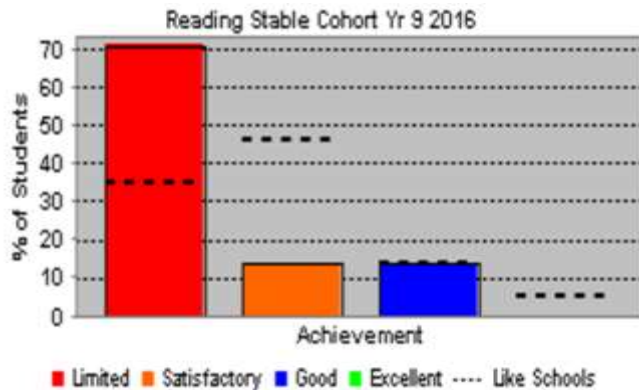
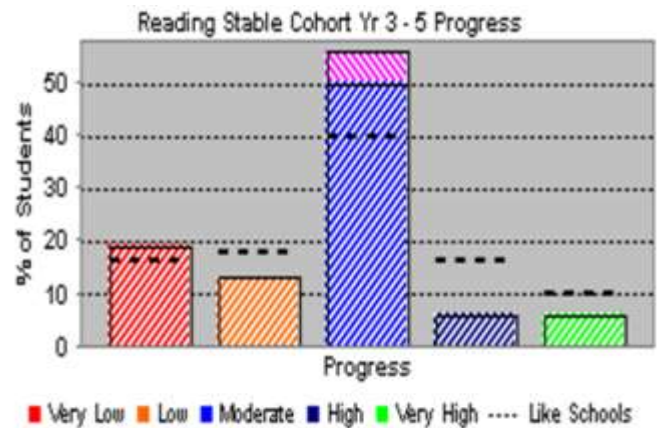
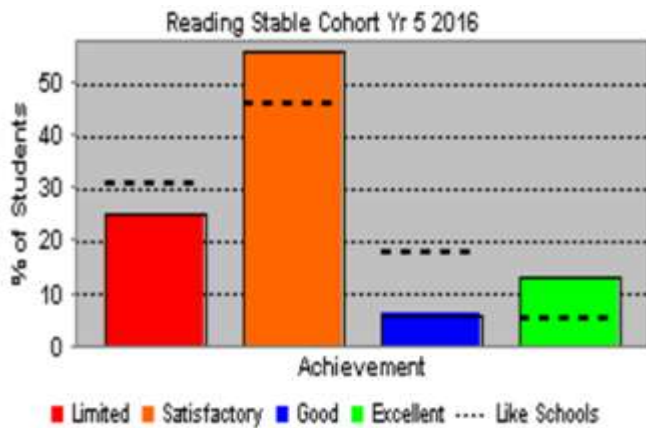
Figures represent standard deviations. Numbers greater than 1.0 (green) are above expected level; numbers less than -1.0 (red) are below expected level.

Achievement and Progress data for Reading (stable cohort)

As well as measuring achievement, the data allow schools to determine progress of students relative to that of students in 'like' schools. The following figures summarise this information for the 'stable' cohort who undertook the assessments in both 2014 and 2016.

Reading:



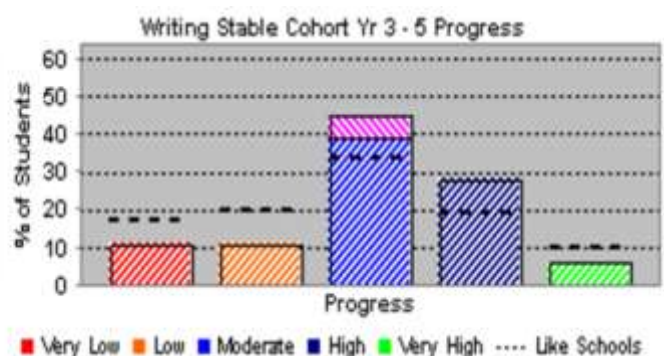
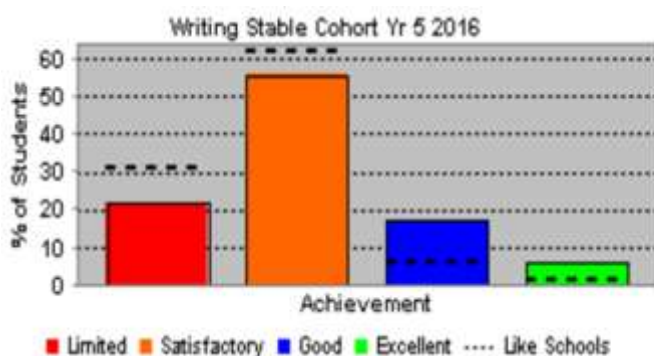


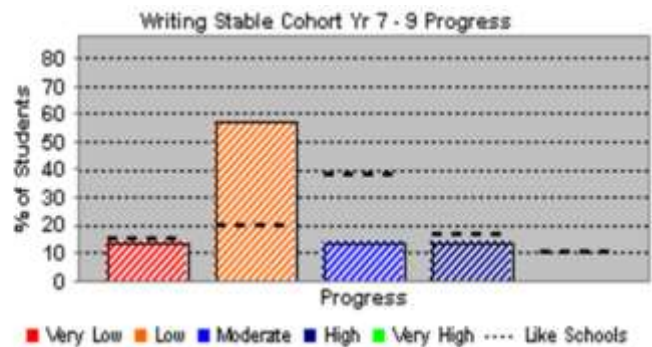
The NAPLAN data for reading indicates strong progress for the Year 3 cohort, moderate progress for the Year 5 cohort, and a little lower than ideal progress for the Year 9 cohort. The Year 3 group includes a large group of students with strong achievement. Both the Year 5 and the Year 9 group have a high proportion of students with skills that are either limited or satisfactory. A focus on reading comprehension across the current Year 5 and Year 9 group is thus warranted for 2017 and beyond.

Writing



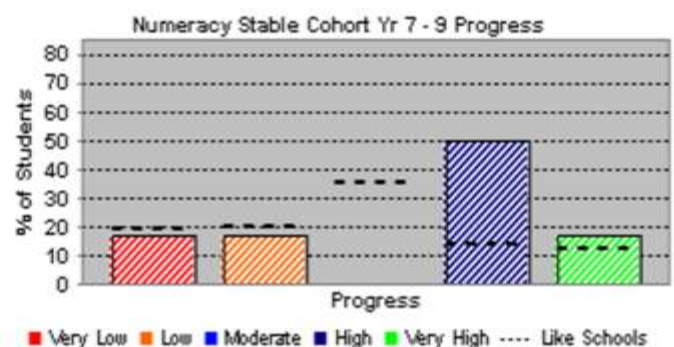
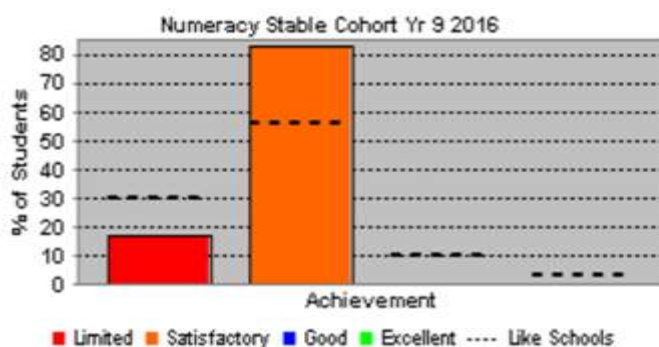
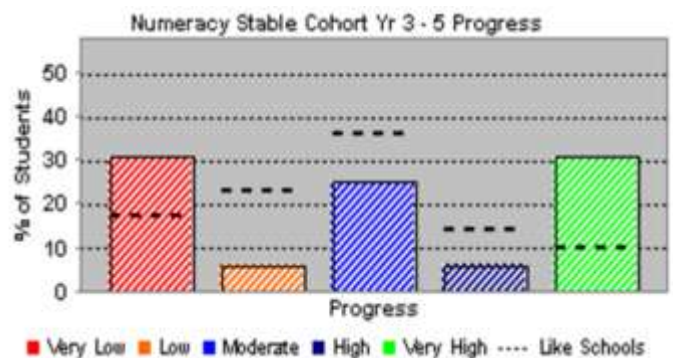
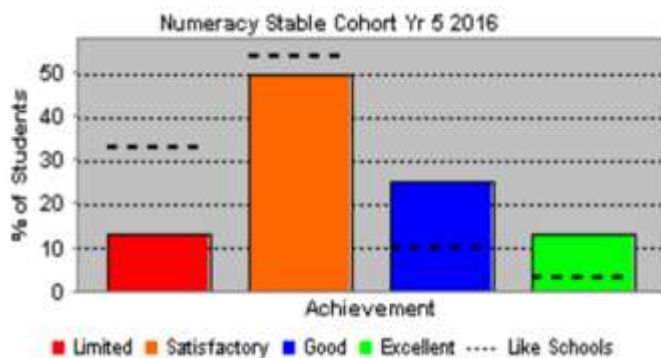
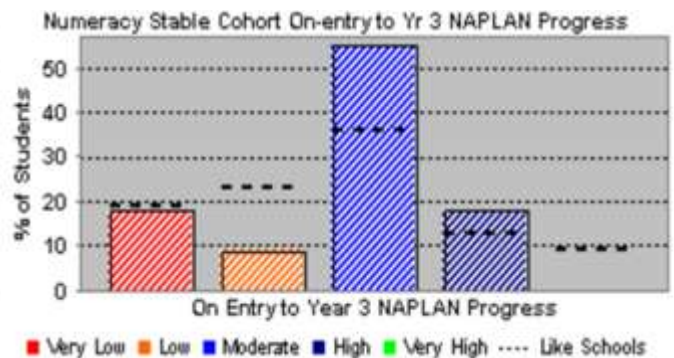
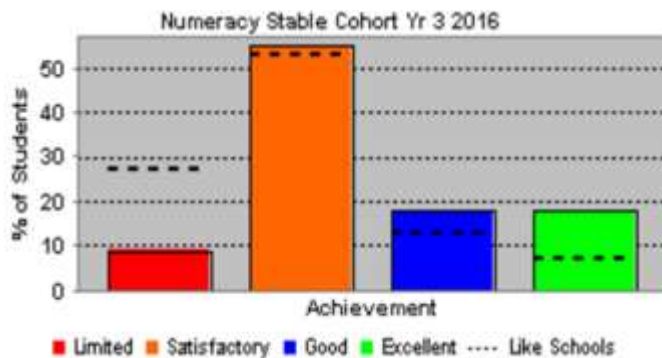
N.B. Progress against on entry data is not assessed for writing.





The NAPLAN data for writing indicates solid progress for the Year 5 group. Only a limited proportion of Year 9 students made strong progress in writing. Achievement was sound for the Year 3 and Year 5 cohort, but there was notably low achievement for the Year 9 group. A focus on writing for the Year 9 group thus needs to be a priority.

Numeracy



Progress for the Year 3 and Year 5 groups in numeracy was variable, but within expectations overall. There was a fair proportion of Year 9 students who had made good progress in numeracy from Year 7 to Year 9, although overall achievement remained low. Achievement in numeracy in Year 3 and Year 5 was solid, with a higher than expected proportion of students demonstrating excellent achievement.

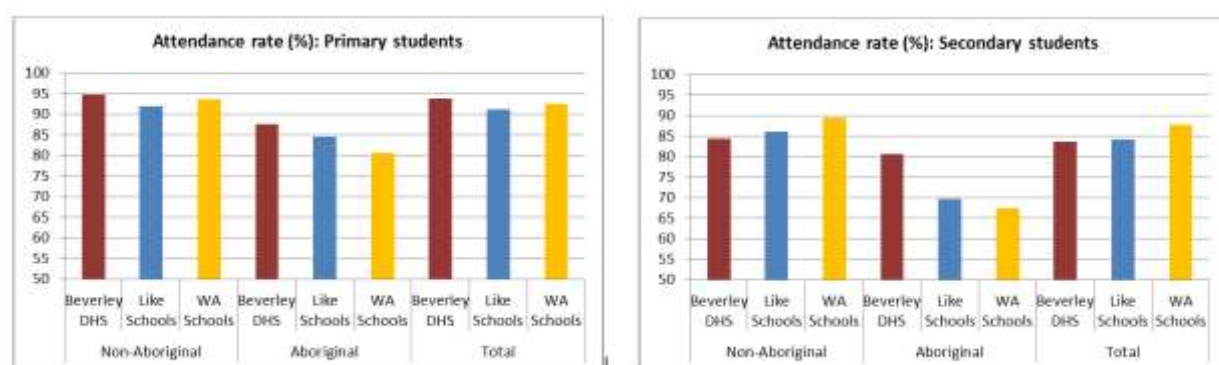
Overall, the progress and achievement of the primary students was pleasing and validates a focus on strong early literacy, whole school programs and learning support initiatives. The lower than expected progress for the secondary students in a number of areas is of concern. One area that the school has needed to address is staffing consistency in the secondary cohort. Another is attendance, which will be considered next.

Attendance

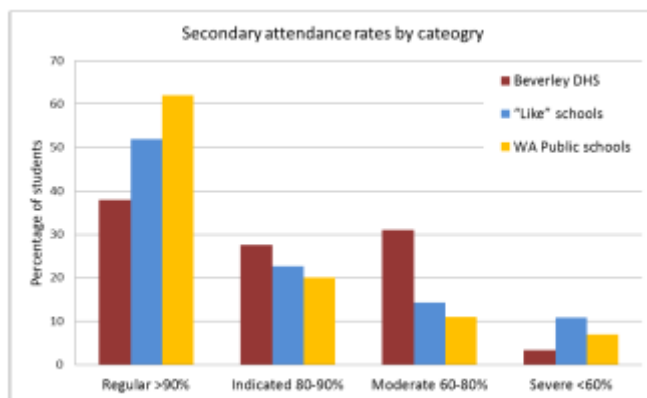
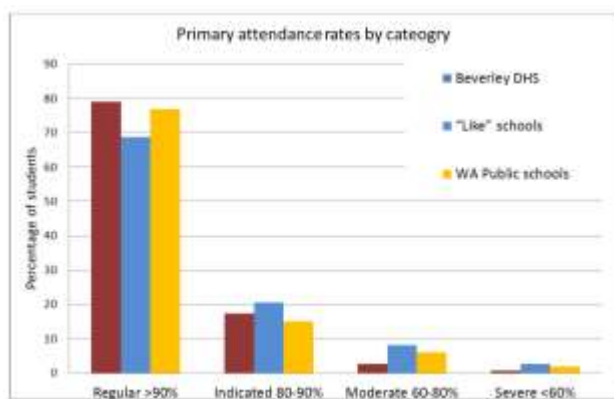
Student attendance is an important determinant of academic progress, and also an important measure of student engagement with learning programs. In 2016, our primary students had attendance rates more than one standard deviation above that for 'like schools' and above 'all WA schools' for both Aboriginal and non-Aboriginal students. Our secondary students had attendance rates above 'like schools' and 'all WA schools' for Aboriginal students, but had attendance rates for non-Aboriginal students of more than one standard deviation below that for 'like' schools.

| | Non-Aboriginal | | | Aboriginal | | | Total | | |
|-----------|----------------|--------------|------------|--------------|--------------|------------|--------------|--------------|------------|
| | Beverley DHS | Like Schools | WA Schools | Beverley DHS | Like Schools | WA Schools | Beverley DHS | Like Schools | WA Schools |
| Primary | 94.8 | 91.9 | 93.7 | 87.6 | 84.5 | 80.7 | 93.8 | 91.1 | 92.6 |
| Secondary | 84.3 | 86.1 | 89.5 | 80.6 | 69.6 | 67.4 | 83.7 | 84.2 | 87.7 |

This data has been illustrated graphically below.



Attendance can also be assessed by considering the percentage of students who fall into various attendance categories. Over 79% of students in the primary school at Beverley had 'regular' (above 90%) attendance. For the secondary cohort, only 38% of students had 'regular' attendance. while 35% of students had attendance rates of below 80% in 2016 (moderate to severe attendance concerns).



Improvement targets are warranted for secondary attendance in 2017.

Behaviour

School suspensions for serious or ongoing behaviour difficulties are tracked. Six students (3.9% of students) received suspensions, and the total number of days of suspension was 17.

During 2016, the school initiated the process of implementing the Positive Behaviour Support program, with strong support from staff and the School Council and support from regional consultant Jackie McBurney. The purpose of this initiative is to develop whole-of-school-community expectations for behaviour and engagement, and ensure that students, staff and families all have a clear understanding of what they mean and what they look like in practice. Staff members will then model, teach and reinforce these behaviours and attitudes. The PBS team will be led by Karen Wansbrough. The parent representative is Annette Quartermaine. The PBS process will continue throughout 2017.

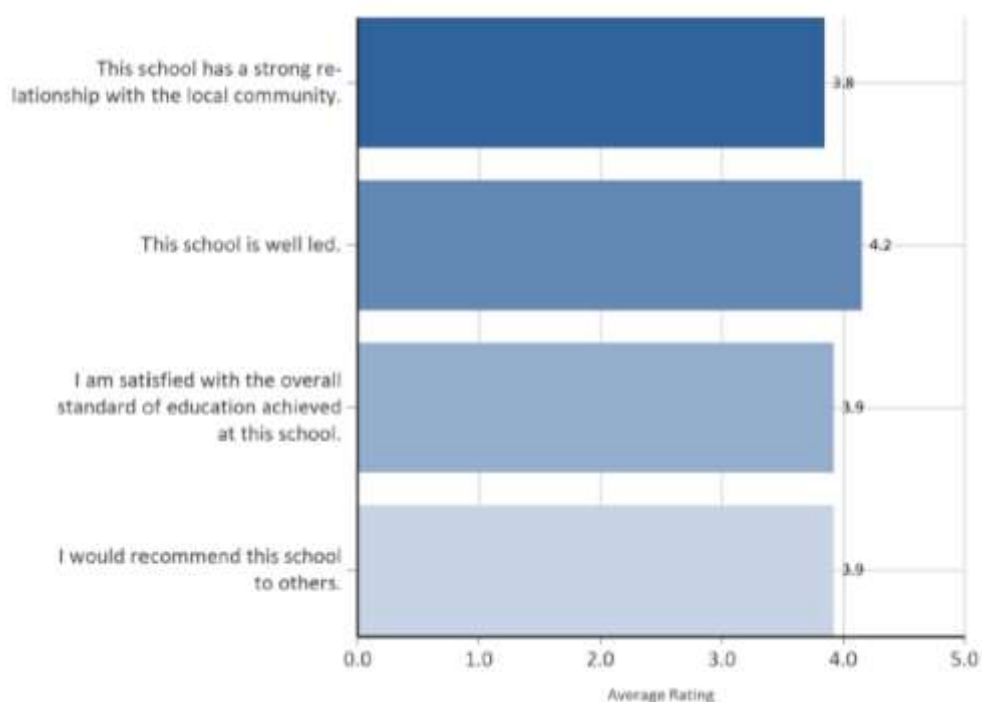
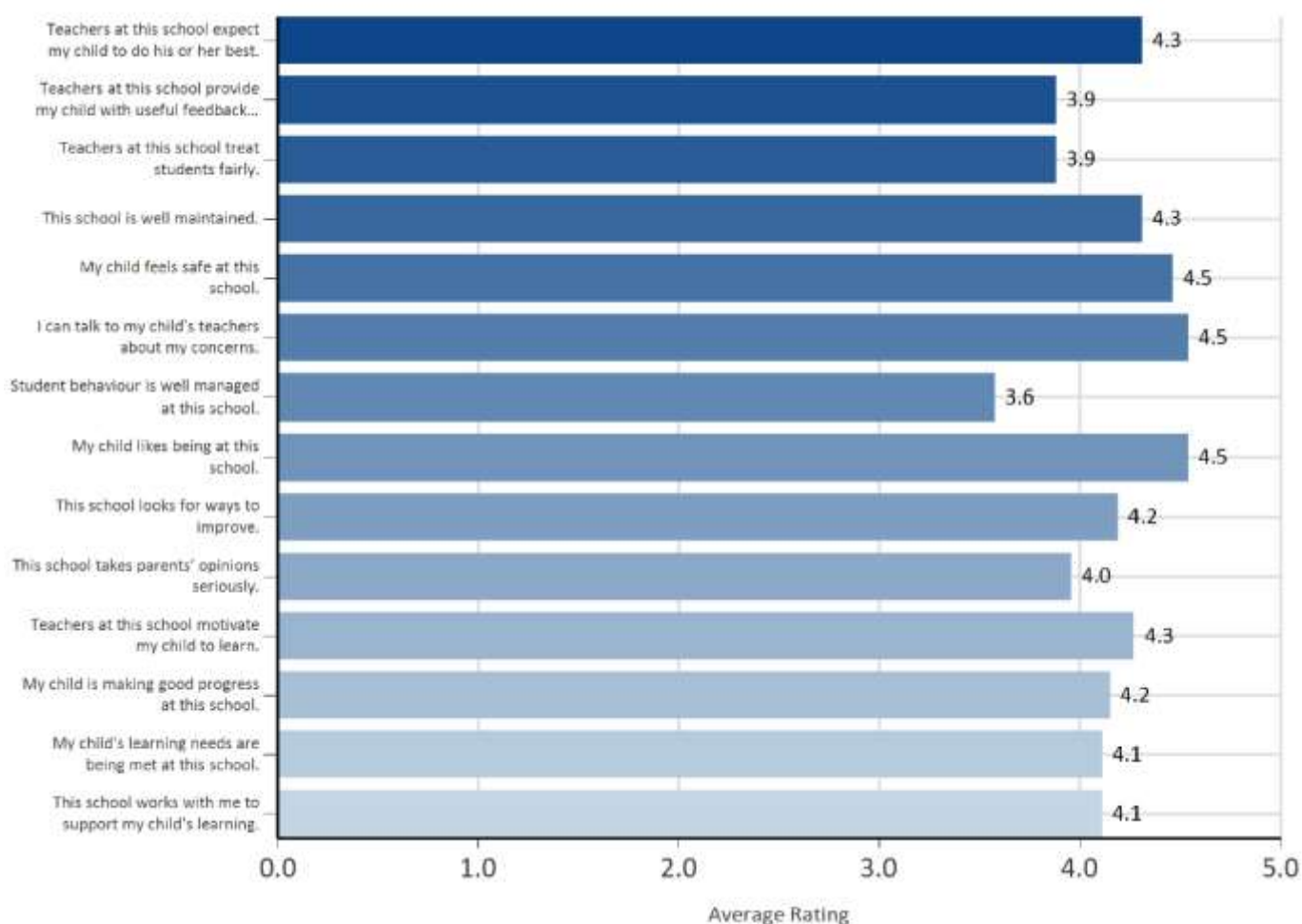
Attitude, behaviour and effort (ABE) ratings were collected from student reports. Reports from teachers about the performance of students in primary classes at Beverley District High School were above expected when compared to 'like schools'. Reports from secondary teachers indicated that secondary students were below expected levels. It should be noted that there was a disparity between Semester 1 and Semester 2 reports for ABE in 2016. The students' regular secondary teachers were on extended leave when reports were written, with relief teachers taking classes in all major subject areas across Term 4.

National School Opinion Survey

Every two years, the school completes a parent, staff and student survey to measure satisfaction with the school and identify areas for planned improvement. In 2016, this survey was completed in November. Parents received paper-based copies of the survey, as well as online links to the survey. Teaching and support staff were invited to complete the survey online. Students from Years 5 through to 10 completed the survey online supervised by school staff. The number of responses received was: parents – 28 surveys; staff – 18 surveys; students – 62 surveys.

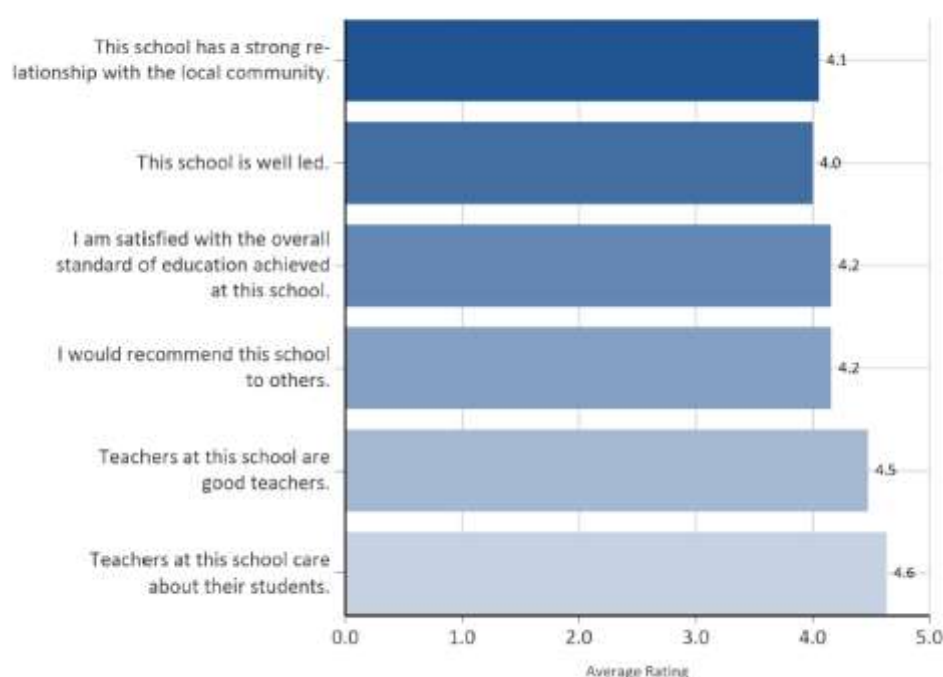
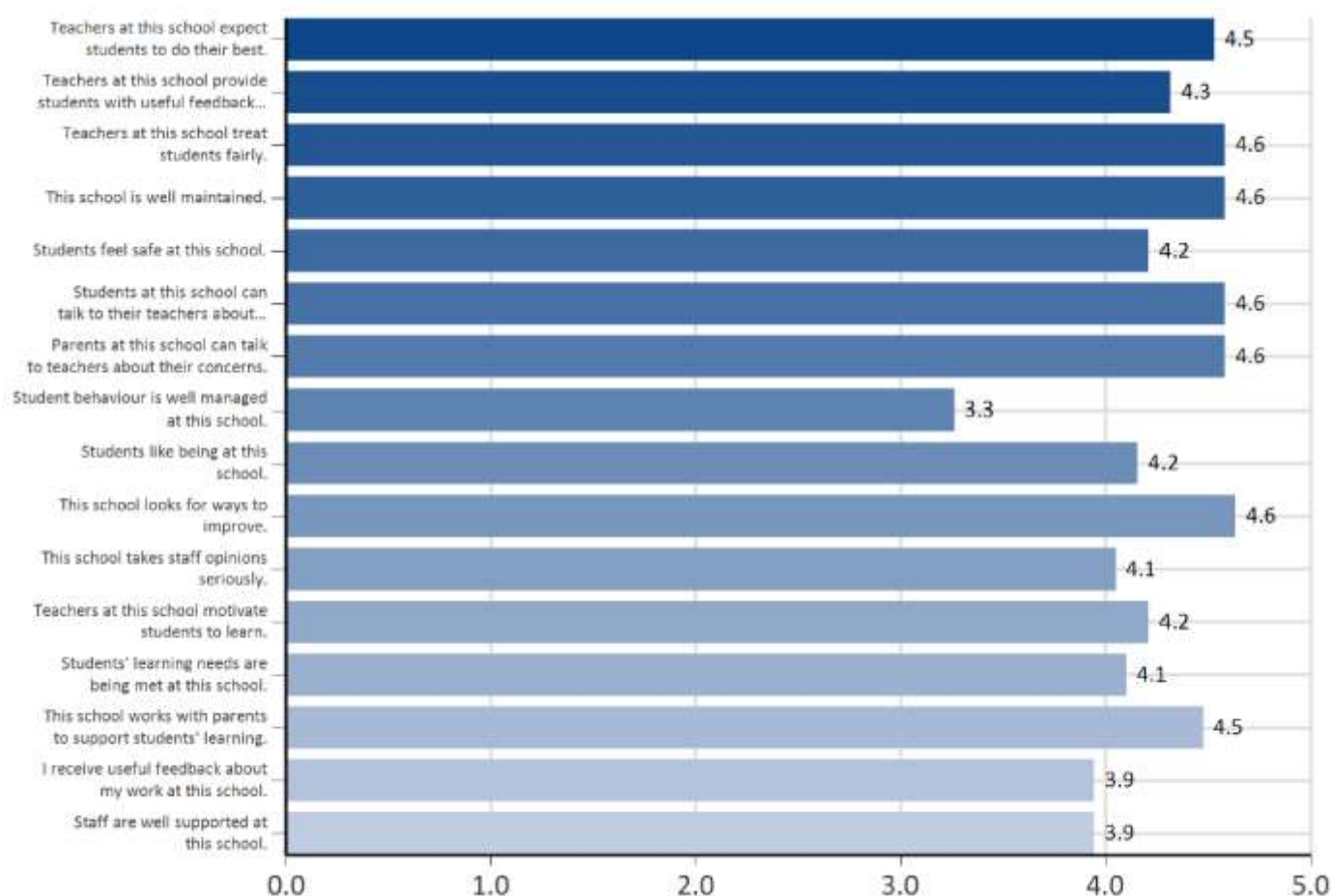
Parent Survey responses

While most responses averaged a satisfaction level of around 4 out of 5, the question about management of student behaviour was less positive, with a mean rating of 3.6: the lowest of all responses. Parents particularly affirmed that their children liked being at this school and that they could talk to teachers about any concerns that they had about their child.



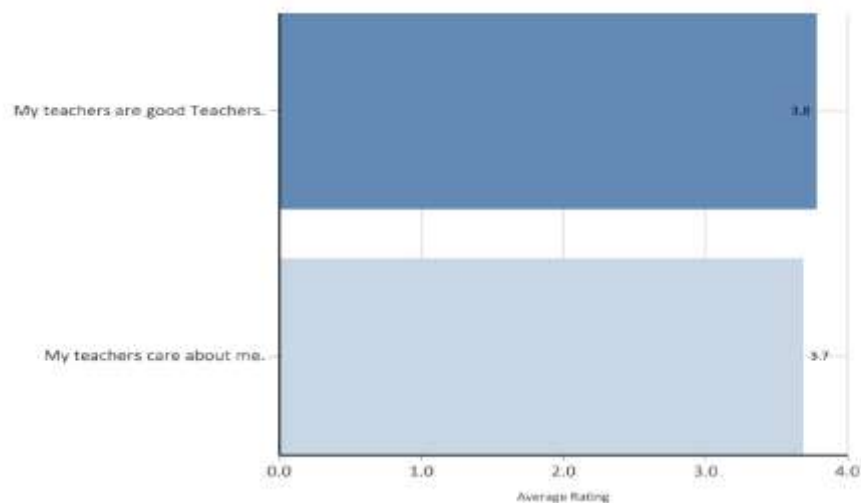
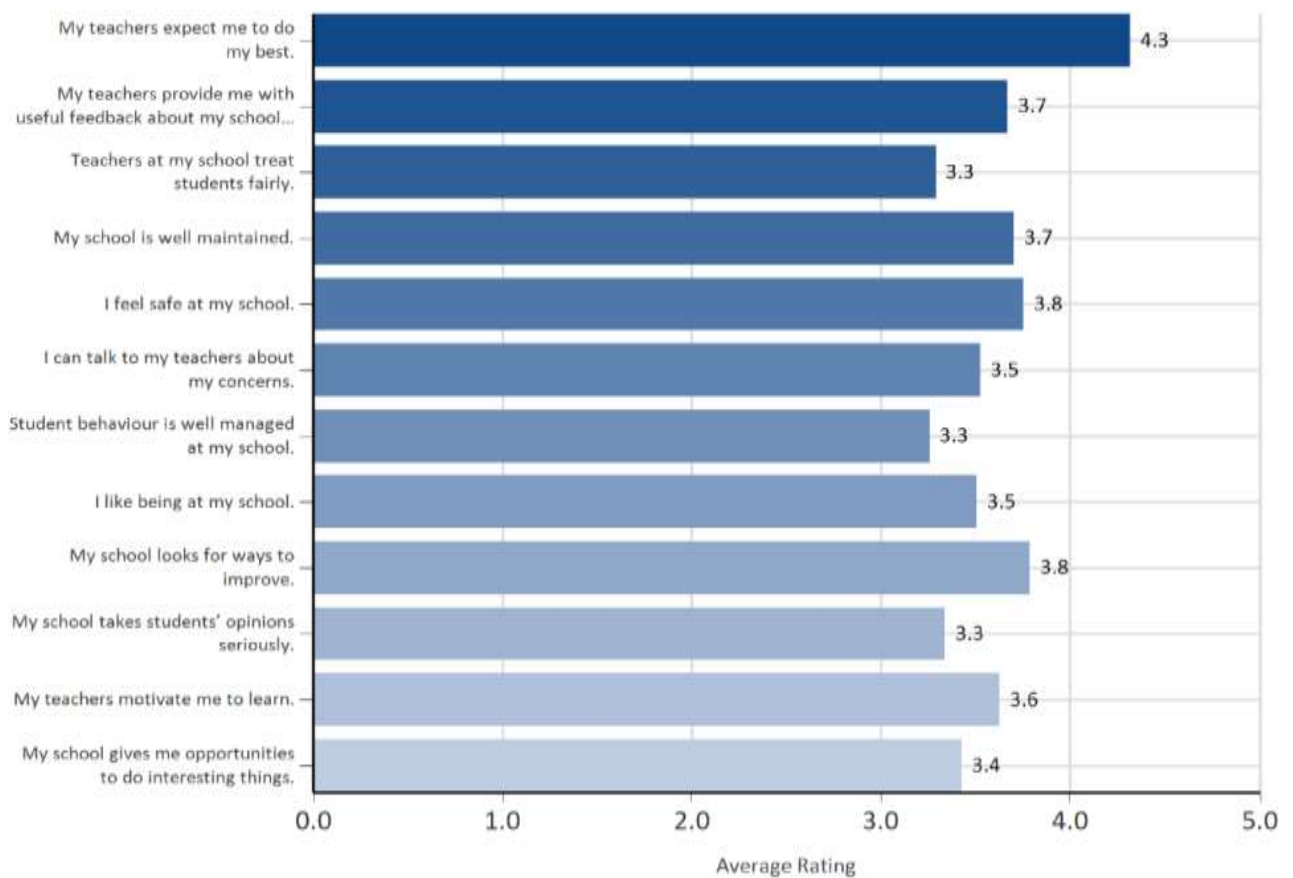
Staff Survey responses

Staff were positive about the school in most areas, particularly in treatment of students, parent and teacher ability to talk to staff about concerns, and school self-improvement. Management of student behaviour was rated much less positively, in line with parent responses. This outcome validates the school's decision to develop the positive behaviour support program across the school throughout 2017.



Student survey responses

Student survey responses reflect the experiences of both upper primary and secondary students from Years 5 to 10. It is to be noted that the students' regular secondary teachers were on extended leave at the time of the survey, with relief teachers taking classes in all major subject areas across Term 4. While the summary data here masks the spread of scores from this diverse cohort, it is clear that students feel that staff expect them to do their best, and also that there are concerns by students about fair and effective behaviour management across the school, confirming the need for clear, whole-of-school behaviour expectations and consequences to be established.



School Financial Position

The following tables and figures summarise the school's budget position as at the end of 2016.

Cash position at 31 December 2016 – revenue and expenditure

| | Revenue - Cash | Budget | Actual |
|----|--|------------------------|------------------------|
| 1 | Voluntary Contributions | \$ 5,281.00 | \$ 5,591.00 |
| 2 | Charges and Fees | \$ 9,555.00 | \$ 10,512.00 |
| 3 | Fees from Facilities Hire | \$ 40.00 | \$ 40.00 |
| 4 | Fundraising/Donations/Sponsorships | \$ 12,003.00 | \$ 12,628.20 |
| 5 | Commonwealth Govt Revenues | \$ - | \$ - |
| 6 | Other State Govt/Local Govt Revenues | \$ 2,825.00 | \$ 2,825.00 |
| 7 | Revenue from Co, Regional Office and Other Schools | \$ 46,815.00 | \$ 46,815.00 |
| 8 | Other Revenues | \$ 5,150.00 | \$ 5,294.71 |
| 9 | Transfer from Reserve or DGR | \$ 33,044.00 | \$ 33,043.67 |
| 10 | Residential Accommodation | \$ - | \$ - |
| 11 | Farm Revenue (Ag and Farm Schools only) | \$ - | \$ - |
| 12 | Camp School Fees (Camp Schools only) | \$ - | \$ - |
| | Total Locally Raised Funds | \$ 114,713.00 | \$ 116,749.58 |
| | Opening Balance | \$ 59,532.00 | \$ 59,531.81 |
| | Student Centred Funding | \$ 217,090.00 | \$ 217,089.75 |
| | Total Cash Funds Available | \$ 391,335.00 | \$ 393,371.14 |
| | Total Salary Allocation | \$ 2,002,662.00 | \$ 2,002,662.00 |
| | Total Funds Available | \$ 2,393,997.00 | \$ 2,396,033.14 |
| | | | |

| | Expenditure | Budget | Actual |
|----|--|------------------------|------------------------|
| 1 | Administration | \$ 38,955.00 | \$ 11,157.96 |
| 2 | Lease Payments | \$ 26,576.00 | \$ 25,771.89 |
| 3 | Utilities, Facilities and Maintenance | \$ 91,616.00 | \$ 70,117.19 |
| 4 | Buildings, Property and Equipment | \$ 62,455.00 | \$ 55,871.54 |
| 5 | Curriculum and Student Services | \$ 66,625.00 | \$ 60,783.78 |
| 6 | Professional Development | \$ 13,120.00 | \$ 10,872.25 |
| 7 | Transfer to Reserve | \$ 40,000.00 | \$ 40,000.00 |
| 8 | Other Expenditure | \$ 4,939.00 | \$ 4,197.61 |
| 9 | Payment to CO, Regional Office and Other Schools | \$ 43,126.00 | \$ 17,387.36 |
| 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) | \$ - | \$ - |
| 15 | Unallocated | \$ - | \$ - |
| | Total Goods and Services Expenditure | \$ 387,412.00 | \$ 296,159.58 |
| | Total Forecast Salary Expenditure | \$ 1,926,629.00 | \$ 1,926,629.00 |
| | Total Expenditure | \$ 2,314,041.00 | \$ 2,222,788.58 |
| | | | |

| Cash Revenue: | |
|---|---------------|
| Previous Year Closing Balance Brought Forward | \$ 59,531.81 |
| Current Year Budgeted Revenue | \$ 331,801.00 |
| Actual Revenue Received | \$ 333,859.33 |
| Revenue Shortfall/Surplus | \$ 2,058.33 |
| Revenue Collected as a % of Current Budget | 100.6% |
| Total Funds Available | \$ 393,371.14 |

| Cash Expenditure: | |
|---|---------------|
| Current Year Budgeted Expenditure | \$ 387,412.00 |
| Actual Expenditure | \$ 296,159.58 |
| Expenditure Remaining | \$ 91,252.42 |
| Unallocated Expenditure Budget | \$ - |
| Unallocated as a % of Total Funds Available | 0.0% |
| Actual Expenditure as a % of Budgeted Expenditure | 76.4% |

| Cash Position as at: | |
|------------------------------|----------------------|
| Bank Balance | \$ 315,642.17 |
| Made up of: | \$ - |
| 1 General Fund Balance | \$ 97,211.56 |
| 2 Deductible Gift Funds | \$ - |
| 3 Trust Funds | \$ - |
| 4 Asset Replacement Reserves | \$ 221,565.21 |
| 5 Suspense Accounts | \$ 1.60 |
| 6 Cash Advances | \$ - |
| 7 Tax Position | \$ 3,133.00 |
| Total Bank Balance | \$ 315,642.17 |

| Reconciled Bank Balances: | | |
|----------------------------|-----------------------------------|---------------------------|
| | Current Year as at: 31/12/2016 | Previous Year - Same Time |
| Cheque Account | \$ 43,665.23 | \$ 33,200.64 |
| Investment Account(s) | \$ 272,392.75 | \$ 187,989.64 |
| Building and Other Fund(s) | \$ - | \$ - |
| Total | \$ 316,057.98 | \$ 221,189.68 |

| Equipment Replacement Reserves: | | |
|--|----------------------|------------------------|
| | Current Year | Previous Year 31/12 |
| Total Asset Reserves (Incl General Reserves) | \$ 77,275.50 | \$ 50,639.50 |
| Total Resource Reserves | \$ 144,289.71 | \$ 123,969.38 |
| Total Building Fabric & Infrastructure Reserves | \$ - | \$ - |
| Total All Reserves | \$ 221,565.21 | \$ 174,608.88 |
| Current Year Reserve Transfer Funds Included above | \$ 40,000.00 | N/A |
| Budgeted Reserve Transfer Funds not Transferred | \$ - | N/A |

| Bank Account Composition | |
|--------------------------|-----|
| General Fund | 31% |
| Reserves | 70% |
| Suspense/Tax | -1% |

| Reserve Transfers | |
|----------------------------------|---------------------|
| Transferred from Reserves: | |
| Assets | \$ - |
| Building fabric & Infrastructure | \$ - |
| Other | \$ 33,043.67 |
| Total | \$ 33,043.67 |
| Transferred to Reserves: | |
| Assets | \$ 33,000.00 |
| Resources | \$ 26,500.00 |
| General | \$ - |
| Building Fabric & Infrastructure | \$ - |
| Total | \$ 40,000.00 |

| Asset and Resource Acquisitions | |
|---|----------------------|
| Expenditure on Resources | \$ 52,500.11 |
| Expenditure on Assets | \$ - |
| Expenditure on Building Fabric and Infr. | \$ 3,371.42 |
| Total Resource/Asset Exp | \$ 55,871.54 |
| Reserve Balances | |
| Asset Reserves | \$ 77,275.50 |
| Resource Reserves: | \$ 144,289.71 |
| General Reserves | \$ - |
| Building Fabric & Infrastructure Reserves | \$ - |
| Total Reserves | \$ 221,565.21 |

| School Salary Allocation (SCFM) | | | | | | | | |
|---------------------------------|----------------------------------|-----------------------------|--------------------|-----------------|--------------|---------|----------------------|-------------------|
| As at 31.12.2016 | | | | | | | | |
| Salary Carry Forward | Student Centred Funding - Salary | School Transfers & Dept Adj | Total Salary Funds | YTD Spend | YTD Balance | % Spent | Forecast Expenditure | Forecast Variance |
| \$ 76,093.00 | \$ 2,154,172.00 | \$ 163,394.00 | \$ 2,066,811.00 | \$ 2,033,582.00 | \$ 33,229.00 | 98% | \$ 2,033,582.00 | \$ 33,229.00 |