Beverley District High School

Annual Report for 2015

Contents

School Context

The school community

Beverley District High School provides school services to students from the town of Beverley and the surrounding district. Some students live in town with their families; others live on farms or small landholdings and travel to school by bus each day. Beverley is approximately 120km east of the Perth, and some families have members who commute regularly to Perth or work in fly-in/fly-out industries. Beverley DHS has an ICSEA rating of 976 (decile 7) and a transiency rate of 19.2% (decile 6). Students with a diagnosed disability account for 3.5% of the school populations, and 12.3% of the student population identifies as Aboriginal. Beverley has an active arts community and a strong culture of family involvement in sports and community activities.

School vision statement

In unity, nurturing learning for life for the future

The following values guide our work and our relationships with each other:
- Respect for self, others and the environment
- Commitment to learning
- Honesty and open communication
- Confidence to take all challenges
- Resilience to cope with life situations

Enrolment and demographic trends

In 2015, school numbers declined in the primary school and increased in the secondary school as Year 7 officially become the first year of secondary school for all students in Western Australia. There was a significant drop in student numbers overall, with the entry cohort of Kindergarten students continuing to reduce each year.

	2012	2013	2014	2015
Kindy	21	20	17	14
Primary	150	154	154	120
Secondary	11	13	18	37
Total	182	187	189	171

School leadership and staffing

Principal Norm Ireland officially resigned from the Department of Education in March 2015. Wendy Moore occupied the position of acting principal through until June 2015, and was then appointed permanently to the position. Aliesha Murray continued as deputy principal in an acting capacity throughout 2015. Other staffing has been stable, with two new part time teachers working at the school in a tandem arrangement.

The number of individual staff members is 36, representing a full-time equivalent (FTE) of 24.8. Parental leave has been filled by experienced local staff employed through fixed term contracts. Regular, experienced relief teachers, education assistants, school officers and support staff have provided continuity when staff members have taken medical or accrued leave.

Specialist staffing has allowed for appropriately resourced Italian, Design and Technology and Music programs. Secondary Science and Mathematics programs have been run by experienced, secondary specialist trained teachers.

School Priorities 2015

Planning for the 2015 school year in the priority areas of literacy and numeracy was initiated in October 2014 based on that year's NAPLAN data. This data indicated that Beverley had more than the expected number of Year 3 students performing at the lowest levels in literacy compared to 'like' schools, although the Year 3 cohort also had greater than average numbers of students achieving excellent writing results. The progress of students in literacy and numeracy from Year 3 through to Year 5 was strong compared to 'like' schools.

The 2014 cohort of Year 7 students was performing at similar levels to cohorts at 'like' schools. There were high performing students in the Year 7 cohort: this group had more than the expected number of students achieving at the highest bands for writing. However, results for this group were of concern due to the proportion of students - over one quarter in each area - performing at a *limited* achievement level which would be insufficient to adequately access the secondary curriculum. Based on this data, focus areas for 2015 included provision for both support and extension.

Literacy:

Early (K-2) goals:

- Year 3 NAPLAN results in 2016 will indicate performance levels for the cohort at or above 'like' schools.
- Fewer than 10% of students will fail to achieve the National Standard.
- The Literacy Acquisition Profile (LAP) measures collected for individual students each term will meet growth targets.

Early (K-2) focus areas and key strategies:

Comprehension

- Comprehension focus during regular class lessons on story narratives.

- Small group oral language-based support lessons for SAER students.
- Weekly take home books with question sheets for parents to share with their children.

Vocabulary

- Explicit vocabulary focus on functional and Tier Two vocabulary.

Phonics

- Implementation of a systematic synthetic phonics program during a regular literacy block

Spelling and Handwriting

- Development of knowledge of spelling rules and strategies to complement the phonics program
- Introduction of the Foundation font in K-2

Early (K-2) review:

The ALISSEN Literacy program was implemented in Year 1 and 2 and introduced in Pre-Primary in Semester 2 as part of a daily literacy block. The NSW Foundation handwriting font was introduced in Kindy and Pre-Primary rather than changing the style being used with the current group of Year 1s and 2s.

Literacy Acquisition Profile (LAP data) is used to assess how well students have developed their skills in the areas directly targeted by their classroom teaching programs. It measures fluency and accuracy; students are expected to make at least 10% progress each term. LAP data was collected each term in the key areas of regular and sight word reading and spelling, phonemic awareness, and reading of connected text. This data was used to identify students requiring additional small group and individual teaching support (an example is provided in Figure 1 below). Students not meeting LAP growth targets began on Tier 2 and 3 support programs using Lit Booster or other targeted IEP programs.
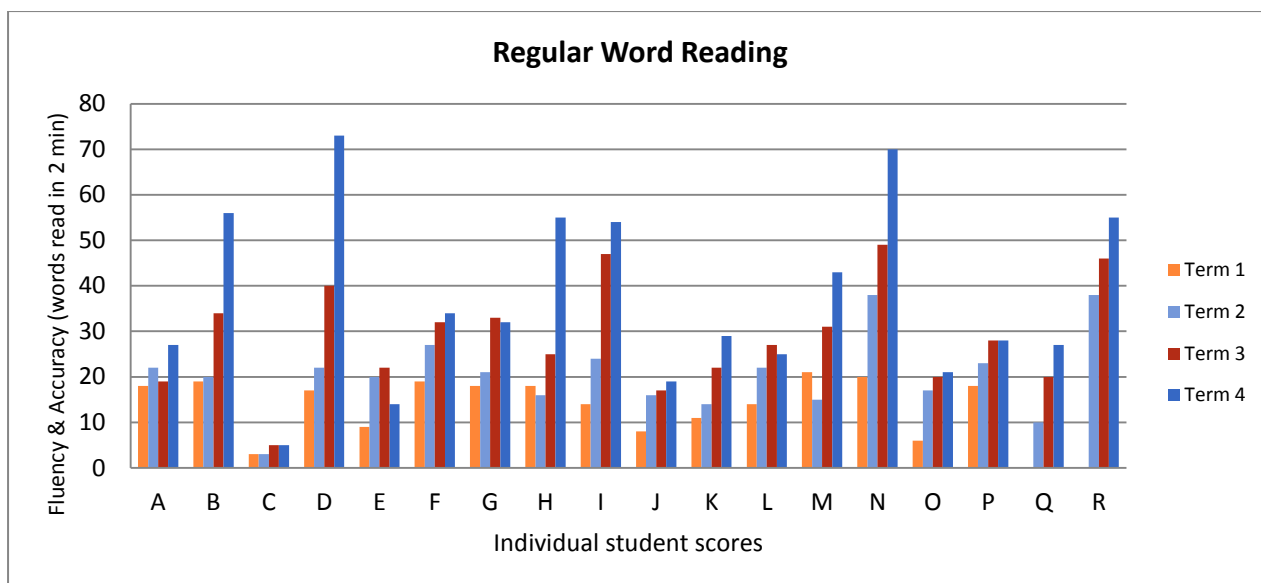
Regular Word Reading

Figure 1.   Example of LAP data collected each term.

Years 3-5 goals:

Year 5 NAPLAN results in 2016 will show progress for the stable cohort above that of 'like schools'.

Years 3-5 focus areas and key strategies:

Reading Comprehension

- Guided reading sessions that include explicit comprehension instruction at least twice per week.

Grammar

- Use of a 'sentence grammar' model to analyse and write simple, elaborated and then complex sentences.
- Teaching of parts of speech as components of sentence structure.

Phonics/Spelling

- Mastery learning for phonics/spelling involving the cross-setting of students as appropriate using a systematic synthetic phonics approach. Students at educational risk will undertake individual tutoring using MULTILIT. Progress on reading connected text was assessed using WARP (the Wheldall Assessment of Reading Passages) and Benchmark reading texts.

Text type knowledge

- Explicit instruction in the use and analysis of text types, with a focus on both structure and social purpose, in the areas of report, narrative and exposition (persuasive writing).

Word processing

- Teaching students to use a specific list of basic editing and formatting functions within word processing programs.

Years 3-5 review:

Teachers used the ALISSEN phonics materials, PLD materials, and existing scope and sequence documents for phonics programs.

Teachers began to explore comprehension strategies including SMART reading; they presented grammar lessons supported by dedicated student workbooks; and they focused writing instruction on the specified genres. The XO student laptops continued to be used throughout the year for writing activities. Students learnt keyboarding skills using programs including 'Dance mat'.

Cross setting for literacy was used throughout the year. There were both advantages and disadvantages of this approach: smaller

groups, levelled programs and a regular literacy block provided differentiated teaching and allowed targeted programs in phonics, reading and writing; however students performing at the lowest levels saw their classroom teachers for fewer periods each day, there was less opportunity to generalise and apply their learning in other subject areas, and there was less flexibility in timetabling.

Victorious students after the finals of the Spelling Bee

Upper Primary/Secondary goals:

Year 7 NAPLAN results in 2016 will show progress for the stable cohort which is at or above that of 'like schools'.

Upper Primary/Secondary focus areas and key strategies:

Reading

- Increase reading rates (amount of sustained reading students undertake during school hours and at home) by providing access to digital devices such as iPads and Kindles

Grammar

- Improve students' knowledge of and ability to analyse and use correct grammar and punctuation through explicit teaching of sentence structure and parts of speech.

At risk students

- Improve outcomes in word level and text level reading and spelling for students at risk of not achieving passes in OLNA by streaming and providing specific remedial intervention using MULTILIT or similar as assessed by WARP or similar.

Upper Primary/Secondary review

Streamed 'skills' subjects (four periods per week) were used to enable a differentiated focus on basic literacy (word level reading, spelling, grammar and text level writing structure) for students requiring more support in these areas. This additional class allowed for smaller, targeted groups and was provided in addition to the standard four curriculum English periods per week for students in years 6-10. Students identified as being at the 'limited' level also undertook individual remedial reading and spelling sessions several times per week using MULTILIT, Intensive Reading Program, or similar programs, two or three times per week.
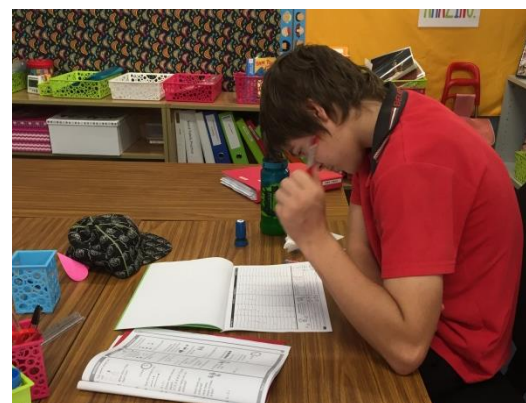
Student at work on individual literacy tutoring program.

Numeracy

Planning for Numeracy for 2015 was informed by analysis of 2014 NAPLAN data and Pre-Primary on-entry data.

Early Years (K-2) goal

- Over 90% of Yr 1 students will achieve 1.0 or higher on Numeracy in the 2016 on-line entry test in Term 1
- Yr 3 NAPLAN results in 2016 indicate performance levels at or above 'like' schools.
- Fewer than 10% of students fail to achieve benchmark.

Early Years (K-2) focus areas and key strategies:

- Focus on mathematical vocabulary
- Use of a 'back focus' to support early number concepts using rote learning and concrete materials
- Use the iSTAR model for lesson delivery, supported by Go Maths (ORIGO) texts.

Early Years (K-2) review

Teachers explored the use of the iSTAR lesson structure to deliver learning programs and focused on key mathematical terminology from the Go Maths series, which was challenging for many students. Formal back-mapping of skills and knowledge for the mathematics syllabus was carried over until 2016 in light of a decision to implement the Slate Stepping Stones resources.

Middle Years (K-2) goal

Year 5 NAPLAN results in 2016 will show stable cohort progress which is equivalent to or better than that of 'like' schools.

Middle Years (3-5) focus areas and key strategies:

- Focus on mathematical vocabulary
- Use the iSTAR model for lesson delivery, supported by Go Maths (ORIGO) texts.

- Support developing understanding of basic number skills by developing mental strategies and problem solving.
- Use rote learning of tables and Mathletics
- Identify, monitor and provide support programs for students at educational risk

Middle Years (3-5) review

Teachers explored the use of the iSTAR lesson structure to deliver learning programs and focused on key mathematical terminology from the Go Maths series using student workbooks. Additional staffing capacity allowed for single year level programs to be offered in Years 3, 4 and 5 to assist with implementation of the Go Maths resource aligned to the Australian Curriculum. Nonetheless, differentiation was a challenge in providing for the needs of students in the middle primary classes.

Upper Primary/Secondary goals:

- Improve student knowledge of mathematical terminology.
- Improve understanding of mental mathematics and problem-solving strategies.
- Improve outcomes for students at risk of not achieving a pass in OLNA.

Upper Primary/Secondary strategies:

Streamed 'skills' subjects (four periods per week) were used to enable a differentiated focus on basic numeracy for students requiring more support in years 6-10 in addition to timetabled Mathematics lessons.
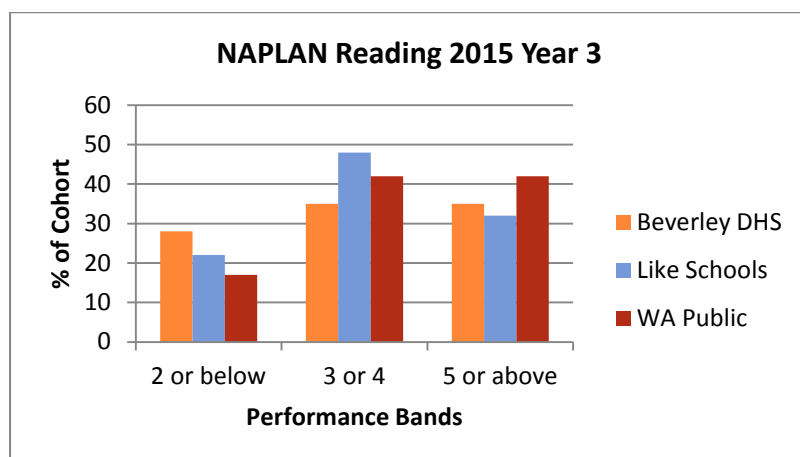
The Pearson and Origo textbook series were used to support implementation based on the Australian Curriculum.

Upper Primary/Secondary review

Elementary Maths Mastery was used effectively to support Numeracy Skills. Unavoidable but sustained medical leave resulted in some interruption to the Secondary Maths program during 2015.
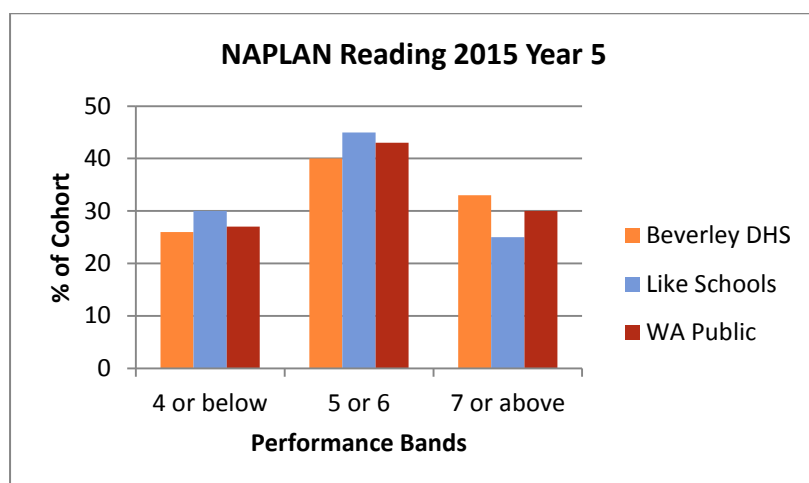
School Performance NAPLAN (May 2015)

Students in Years 3, 5, 7 and 9 sat the annual NAPLAN tests in May of 2015, and results were available towards the end of the year. In the graphs below, student performance on these assessments is reported in bands. The national standard for Year 3 is Band 2; the national standard for Year 5 is Band 4. Here, performance of Beverley students is compared to students in schools with similar ICSEA (social and educational advantage) ratings as well as with all WA public schools. There are too few students to report band level performance for students at Year 7 or Year 9.

NAPLAN Reading 2015 Year 3

% of Cohort vs *Performance Bands*

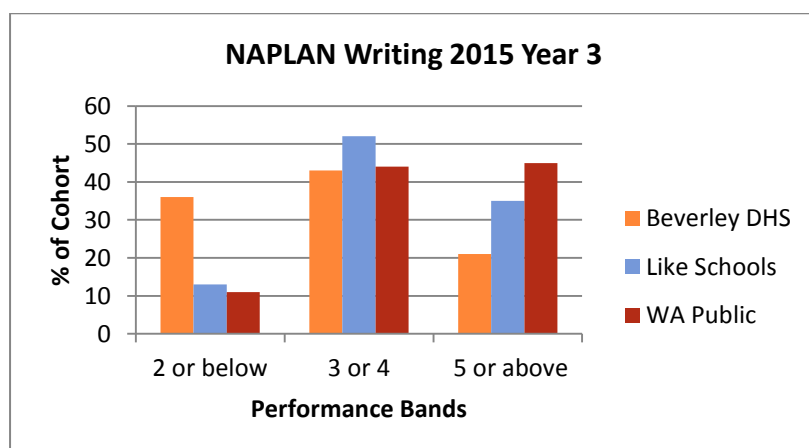| Performance Band	Beverley DHS	Like Schools	WA Public
2 or below	28	22	17
3 or 4	35	48	42
5 or above	35	32	42

Year 3 performance in reading shows a similar pattern to Year 3 performance in 2014.

Students in the lowest bands are over-represented compared to like school and all WA public schools, but there is a group of students performing relatively well at the highest bands.

NAPLAN Reading 2015 Year 5

% of Cohort vs *Performance Bands*

Performance Band	Beverley DHS	Like Schools	WA Public
4 or below	26	30	27
5 or 6	40	45	43
7 or above	33	25	30

Year 5 performance also shows a similar pattern to Year 5 performance in 2014.

There are relatively few students at the very lowest bands, while some students continue to perform well compared to like school and WA public school averages.

NAPLAN Writing 2015 Year 3

% of Cohort vs *Performance Bands*

Performance Band	Beverley DHS	Like Schools	WA Public
2 or below	36	13	11
3 or 4	43	52	44
5 or above	21	35	45

Year 3 writing performance is particular concerning for this cohort. Over a third of the student group is performing at the national standard or below, compared to 10% of students across the state.

One in five students has achieved results at the higher bands.

NAPLAN Writing 2015 Year 5
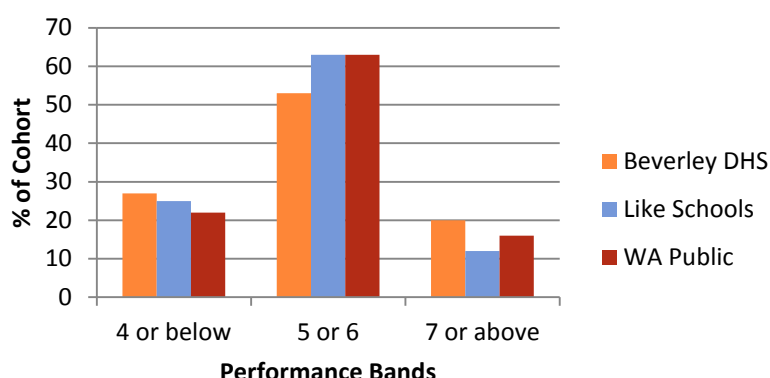
Students in the Year 5 cohort have performed relatively well overall in writing.
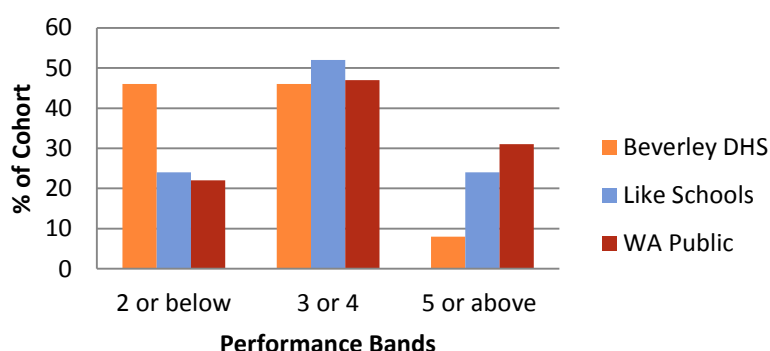
The number of students at the highest bands is better than the 'like' schools or state average, although there is still a group of students performing at the standard (or below) who will require continued support.

NAPLAN Numeracy 2015 Year 3

While the proportion of Year 3 students performing at Bands 3 or 4 for numeracy is at the expected level, there is a significant group of students performing at or below the standard, and only a small group of students performing at the highest levels.

NAPLAN Numeracy 2015 Year 5
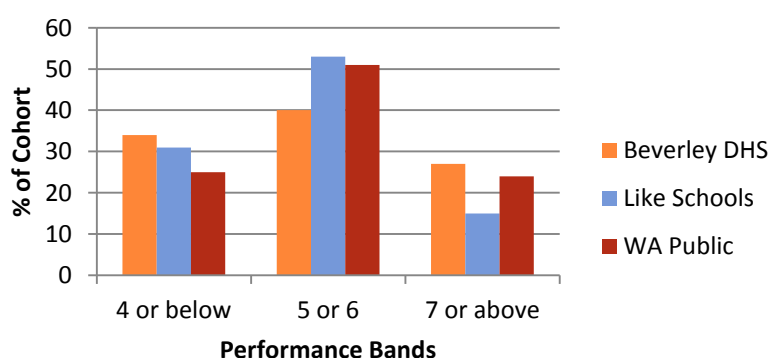
One quarter of Beverley students are performing in the highest bands for numeracy at Year 5, which is higher than either like school or WA public school averages.

However, more students than the 'like' school and WA averages are also performing at the lower bands.

While cohort variations from year to year are to be expected in small schools, it is clear that there is a proportion of students who begin their schooling at Beverley each year who will require systematic early support to reach Band 3 in literacy and numeracy in their Year 3 NAPLAN assessments. The strategies outlined in the previous section, which were put in place based on the 2014 data, address both the need for systematic structured early literacy instruction and additional early intervention for students who require this support. These strategies are anticipated to have a significant positive impact on reducing the number of students who are performing at or below the Year 3 national standard in reading, writing and numeracy in 2016 and beyond.

Once students have made a strong early start, a focus on progress is important. The following section outlines both achievement and progress across all five areas of NAPLAN assessment.
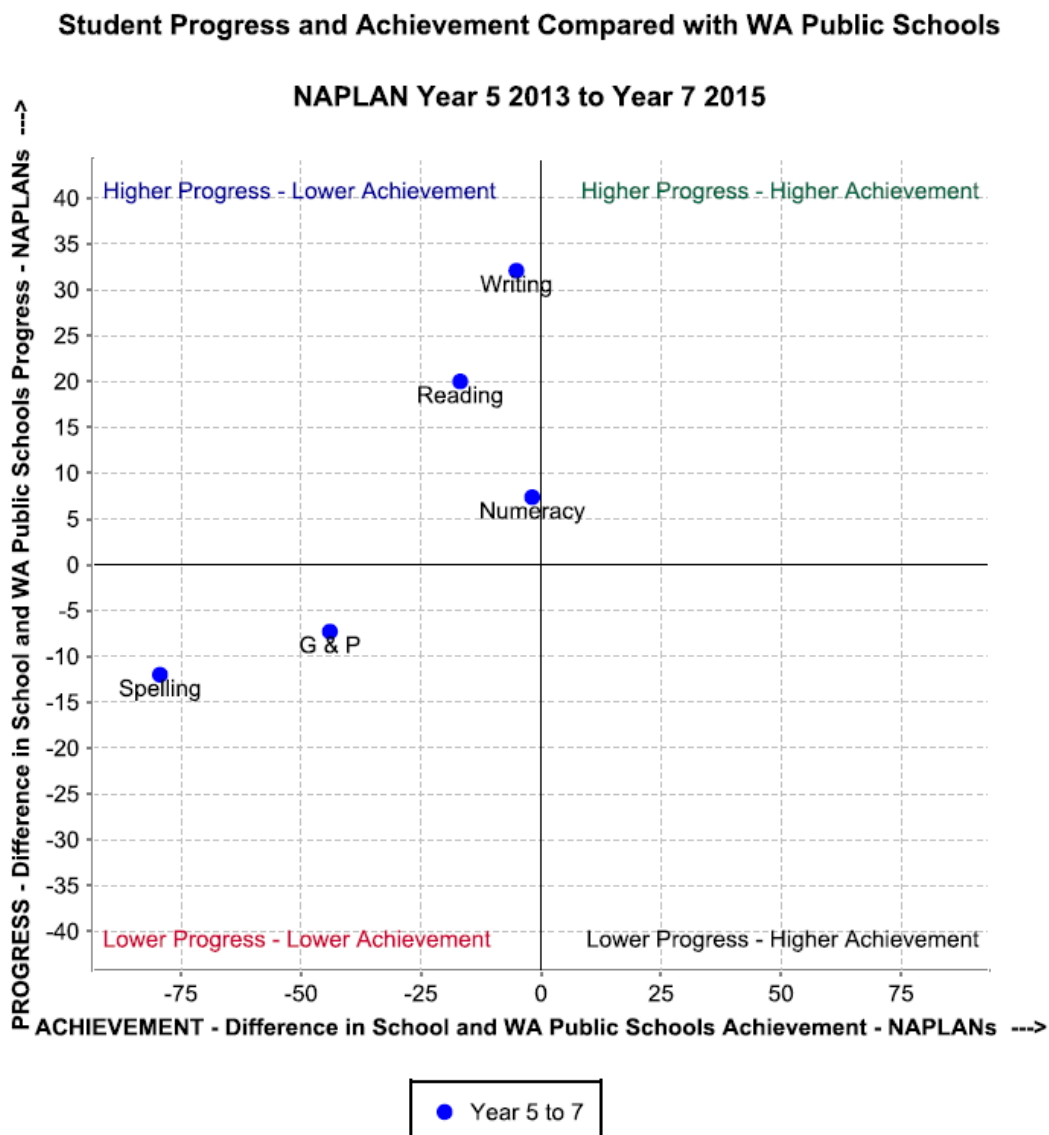
Students who sat NAPLAN tests as Year 3s in 2013 sat these assessments again as Year 5s in 2015. As well as comparing Year 5 results with cohorts from 'like' schools and WA public schools, it is possible to compare the Year 5 students' progress with that of students at like schools who achieved the same scores two years previously. The graphs reproduced below show both cohort achievement and cohort progress in the five NAPLAN assessment areas.

Beverley District High School

Student Progress and Achievement Compared with WA Public Schools

NAPLAN Year 3 2013 to Year 5 2015
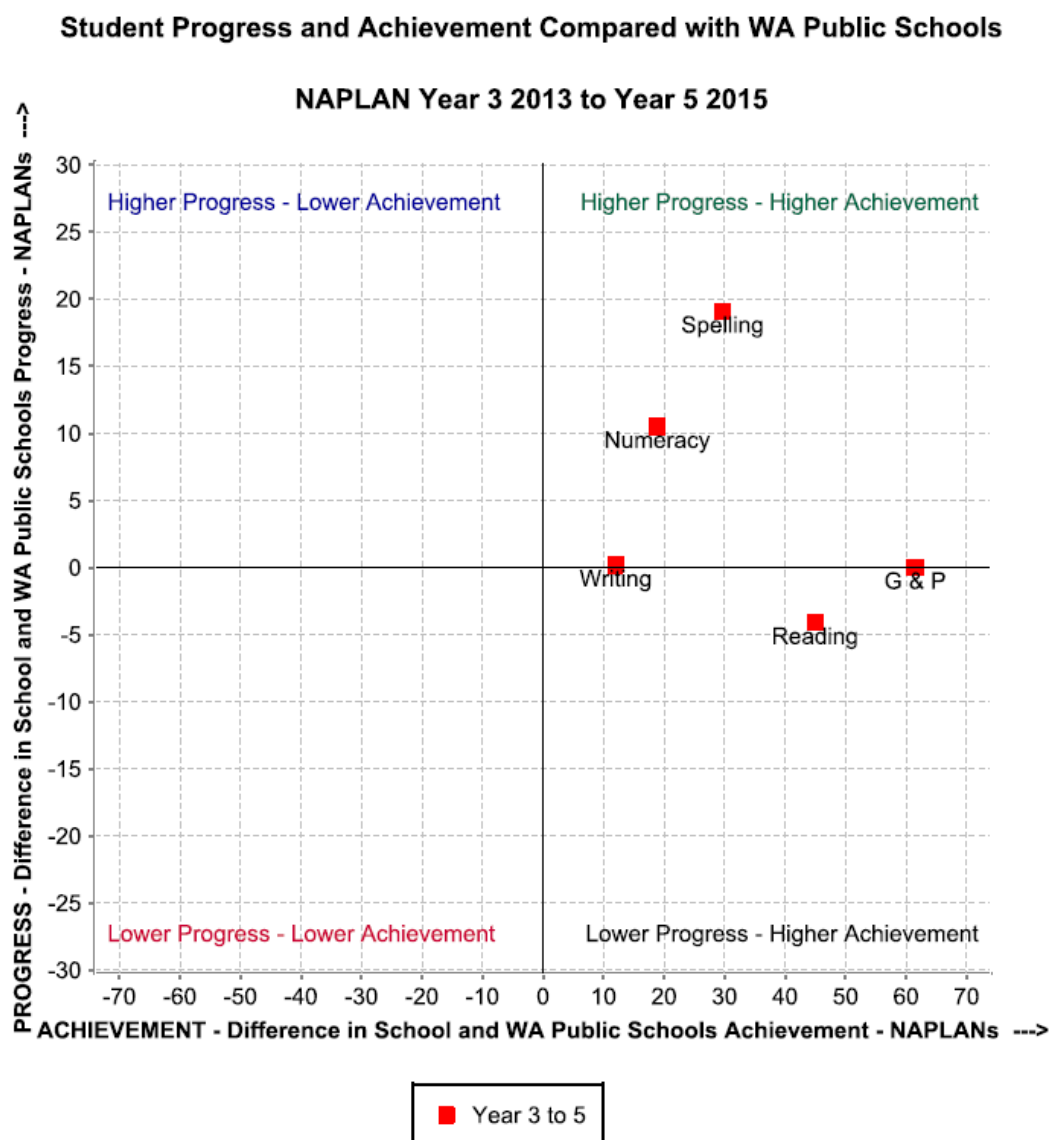

This graph shows that the Year 5 group at Beverley had made excellent progress overall in spelling and numeracy and typical progress in writing, grammar and reading. It also shows that this cohort had demonstrated above average achievement across all testing areas. This confirms that the programs in place at Beverley DHS are 'value-adding' effectively for students across the middle primary.

Beverley District High School

Student Progress and Achievement Compared with WA Public Schools

NAPLAN Year 5 2013 to Year 7 2015

The cohort at Beverley DHS typically changes considerably between Year 5 and Year 7. Although the progress shown on this graph is calculated from the 'stable cohort' – students who were tested in both Year 5 and Year 7 – it is typical that some of the highest performing students leave Beverley DHS prior to NAPLAN assessment in Year 7 and this has been the case for the 2015 cohort.

Nonetheless, this group has demonstrated above average gains in the areas of reading, writing and numeracy – the three areas which are critical to ongoing curriculum engagement and achievement of the WACE. The cohort achieved lower than average outcomes and progress in spelling and grammar – two of the three areas addressed by the Year 6-10 Literacy Skills program in 2015.

Beverley District High School

Student Progress and Achievement Compared with WA Public Schools

NAPLAN Year 7 2013 to Year 9 2015
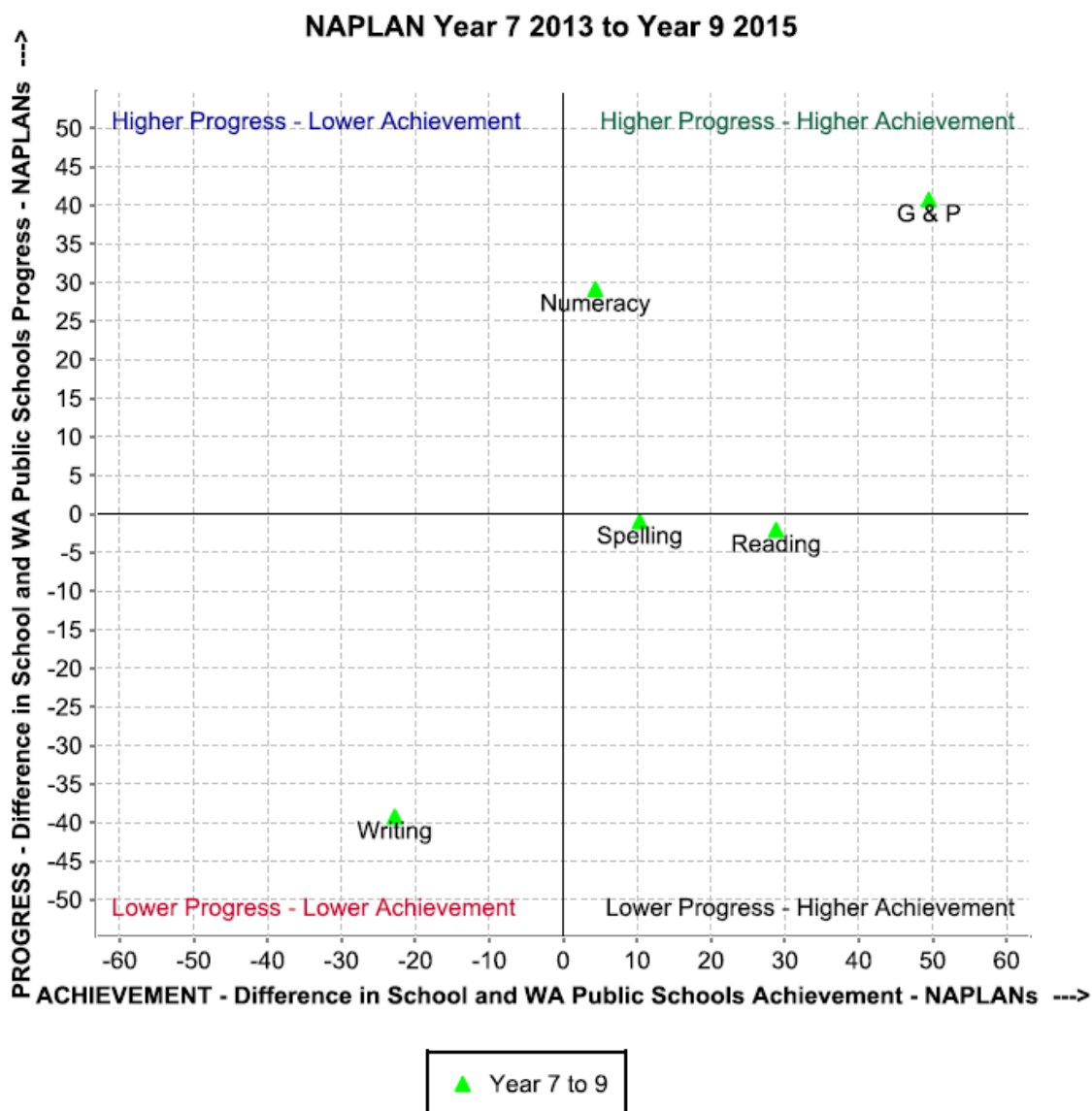
▲ Year 7 to 9

The Year 7 to 9 progress and achievement chart needs to be interpreted with caution because of the small student group sitting both assessments. Nonetheless, based on these assessments, the students made good progress in grammar and numeracy, typical progress in spelling and reading, and low progress (and low achievement) in writing. Their outcomes were above average overall in all areas except writing.

A writing focus in the 2015 literacy skills program was designed to address difficulties with planning, structuring and editing short narrative and persuasive texts. Overall, NAPLAN results for th eYear 9 group are pleasing and confirm the valuable programs being provided in the secondary school for students who continue their education at Beverley DHS.

Other focus areas

Play: Early Childhood Focus area

In line with the implementation of the National Quality Standard for Early Childhood Education, and the use of the Early Years Learning Framework, K-2 teachers identified play as a focus area for developing student resilience and language skills. Teachers chose to focus on increasing time available for guided and student-initiated play, and on introducing play resources to encourage risk taking and role play.

No formal audit of play activities or record of outcomes was undertaken in 2015. Specific identification of appropriate strategies for recording play skills and related behaviours and outcomes will be formalised by the Early Childhood team in 2016.

Science: Extension and challenge

Students from Pre-Primary to Year 6 were taught Science based on the WA Curriculum Outline using the Primary Connections strategies and materials. The Science co-ordinator has undertaken staff training and co-ordinated resources and programming to ensure an uninterrupted K-6 approach focusing on key scientific knowledge and investigative processes. The secondary science program, taught by an experienced secondary science specialist, is based on the year level requirements of the WA Curriculum outline. To support effective implementation, students were taught science in straight year level groups throughout 2015.

In addition to the mainstream science program, students who did not require literacy or numeracy support as part of the Skills program had access to extension science activities for four periods per week. They undertook individual and collaborative investigations and science challenges.

Vocational Education: Secondary Pathways

In 2015, the school provided staffing and supervision to allow the introduction of a formal work experience program for Year 10 students. All but one of the Year 10 students successfully completed an ADWPL placement of 55 hours of workplace learning. Students received completed documentation and received formal reports from the employer.

As part of a course of study, ADWPL contributes to the students' WA Yr 12 Certificate of Education requirements. Local businesses and organisations were generous in hosting students in these positions throughout Semester 2. One employer offered a student a full time traineeship for 2016 on the basis of his work experience placement.

Sustainability: Artist in Residence program

A $50 000 grant from the Arts Edge program funded by the Department for the Arts allowed us to run a successful Artist-in-Residence program during Terms 2 and 3 of 2015 for students from Pre-Primary to Year 10. Students and teachers were involved in creating artworks using recycled materials to promote the theme of Sustainability. Students displayed their work at the Beverley Show, and the program culminated in an Arts Extravaganza at the Platform Theatre in collaboration with local Beverley Station Arts group.

Student engagement, behaviour and wellbeing

Typically, non-academic outcomes for students are reported by reference to three measures: attendance, behaviour tracking (e.g. suspensions) and student opinion survey data (due in 2016).

Attendance

Attendance data can be related to students' sense of engagement and belonging, but is also sensitive to school engagement with parents about the importance of regular attendance. In 2015, attendance for primary students and secondary students showed slight improvements over previous years, and was slightly better than state and like school averages.

Suspensions

Five students (4%) were given suspensions of one or two days in 2015 for breaches of the school's code of conduct. This figure is stable in comparison with 2014 and within the expected range for the school.

Wellbeing

One of the school's most significant priorities is the safety and wellbeing of its students. Physical and mental health and wellbeing requires policy responses to flexibly support students at point of need. To that end, staff training was undertaken and appropriate programs and procedures developed. Initiatives included appropriate referrals to external agencies, risk management plans, programs to support positive self-image and resilience, and programs to increase awareness of depression, anxiety, other forms of mental illness, including risk factors for self-harm.

These policy initiatives and supports for students across the school will continue into 2016.

Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2013	93.2%	93.3%	93.7%	91%	83.2%	80.7%	92.9%	92.6%	92.6%
2014	93.5%	92.7%	93.2%	80.9%	87.5%	80.4%	92.1%	92.4%	92.1%
2015	94.3%	92.7%	93.8%	94.5%	84.5%	81.2%	94.3%	92.1%	92.7%

Attendance Overall Secondary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2013	87.4%	88.4%	89.1%	93.5%	80.4%	67.2%	88.7%	88.1%	87.4%
2014	89.2%	87.7%	88.6%	67.2%	74.5%	66.3%	82.7%	87%	86.9%
2015	91.7%	88.7%	89.7%	84.5%	77.4%	68%	90.5%	88%	87.9%

School Finances

This overview provides a summary of the school's financial position for 2015 based on the one-line budget. Funds were provided to the school based on enrolments, student and school characteristics, and targeted initiatives. Locally-raised and carryover funds also contributed to revenue. A carryover of $9008 from 2014 was added to the school's student centred funding to create an overall budget of $2 002 662 for 2015. The school transferred $198 000 to cash accounts according to the standard one-line budget procedures, and the remaining $1 926 629 was available for staffing for the year.

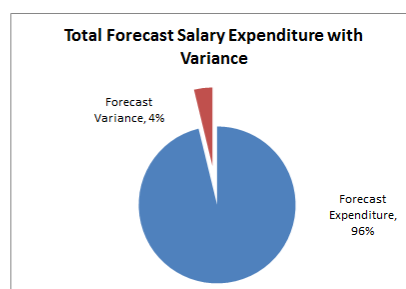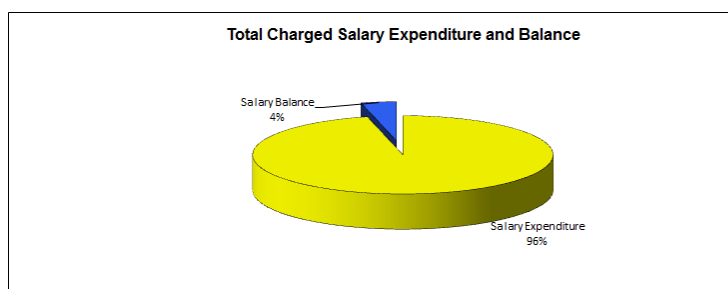## Revenue for 2015

One Line Budget Overview 2015
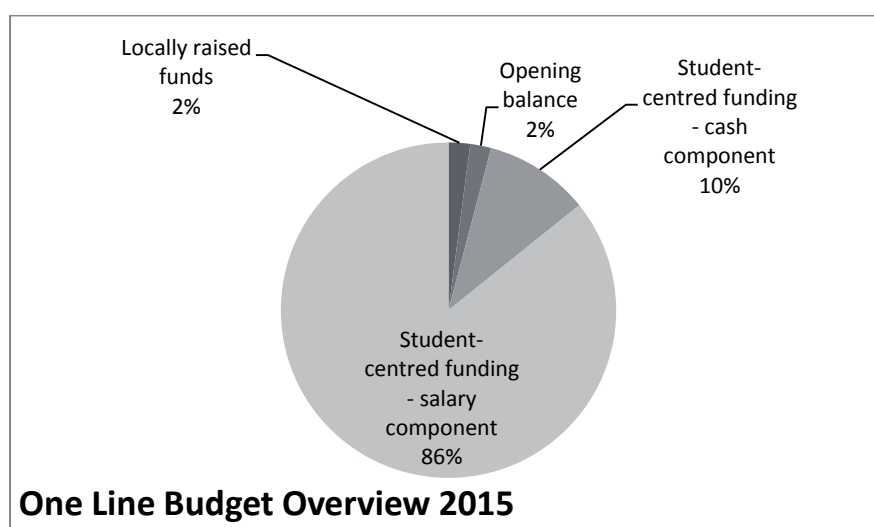
School Financial position 2015

The school's financial position can be considered in relation to revenue and expenditure for salaries and goods and services, as well as in terms of cash which is allocated to reserve accounts.

Salary expenditure

While $1 922 330 was initially budgeted for staffing for 2015, a budget surplus was realised due to additional one-off targeted initiatives and lower than anticipated relief and casual payments. The surplus of $76 033 was carried over to the 2016 budget.

	School Salary Allocation (SCFM)								
			As at	31.12.2015					
	Salary Carry Forward	Student Centred Funding - Salary	School Transfers & Dept Adj	Total Salary Funds	YTD Spend	YTD Balance	% Spent	Forecast Expenditure	Forecast Variance
	$ 9,008.00	$2,191,754.00	-$ 198,100.00	$ 2,002,662.00	$ 1,926,629.00	$ 76,033.00	96%	$ 1,926,629.00	$ 76,033.00

Total Charged Salary Expenditure and Balance

Total Forecast Salary Expenditure with Variance

Cash Budget

The following tables summarise cash revenue and expenditure for the year.

Revenue for 2015

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	$ 7,539.00	$ 7,618.00
2	Charges and Fees	$ 16,437.00	$ 16,807.45
3	Fees from Facilities Hire	$ 287.00	$ 287.27
4	Fundraising/Donations/Sponsorships	$ 10,941.00	$ 9,358.44
5	Commonwealth Govt Revenues	$ 640.00	$ 640.12
6	Other State Govt/Local Govt Revenues	$ 3,792.00	$ 3,791.76
7	Revenue from Co, Regional Office and Other Schools	$ -	$ -
8	Other Revenues	$ 8,809.00	$ 8,305.14
9	Transfer from Reserve or DGR	$ -	$ -
10	Residential Accommodation	$ -	$ -
11	Farm Revenue (Ag and Farm Schools only)	$ -	$ -
12	Camp School Fees (Camp Schools only)	$ -	$ -
	Total Locally Raised Funds	$ 48,445.00	$ 46,808.18
	Opening Balance	$ 47,219.00	$ 47,218.84
	Student Centred Funding	$ 236,839.00	$ 236,839.04
	Total Cash Funds Available	**$ 332,503.00**	**$ 330,866.06**
	Total Salary Allocation	$ 2,002,662.00	$ 2,002,662.00
	Total Funds Available	**$ 2,335,165.00**	**$ 2,333,528.06**

Expenditure for 2015

|	Expenditure	Budget	Actual
1	Administration	$ 17,557.00	$ 14,642.95
2	Lease Payments	$ 27,180.00	$ 26,427.84
3	Utilities, Facilities and Maintenance	$ 92,924.00	$ 70,479.22
4	Buildings, Property and Equipment	$ 27,317.00	$ 10,786.36
5	Curriculum and Student Services	$ 108,976.00	$ 98,277.18
6	Professional Development	$ 9,660.00	$ 4,438.56
7	Transfer to Reserve	$ 40,000.00	$ 40,000.00
8	Other Expenditure	$ 6,688.00	$ 6,282.14
9	Payment to CO, Regional Office and Other Schools	$ -	$ -
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	$ 2,201.00	$ -
	Total Goods and Services Expenditure	**$ 332,503.00**	**$ 271,334.25**
	Total Forecast Salary Expenditure	$ 1,926,629.00	$ 1,926,629.00
	Total Expenditure	**$ 2,259,132.00**	**$ 2,197,963.25**

Reserve accounts

To support planned expenditure on computing resources and possible expenditure associated with a grant application through the P&C for a water harvesting project, additional funds were transferred to reserve accounts.
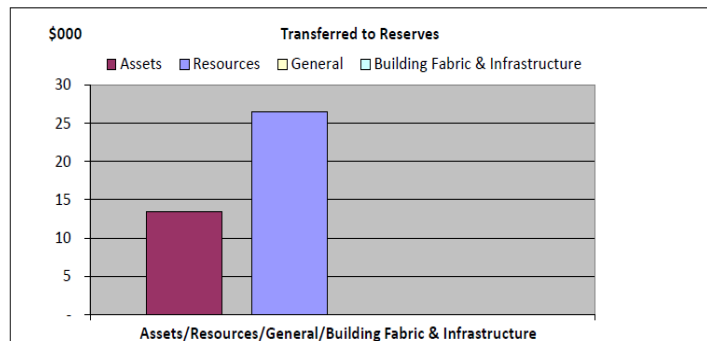
Reserve Transfers

Transferred from Reserves:

Assets	$ -
Building Fabric & Infrastructure	$ -
Other	$ -
Total	$ -
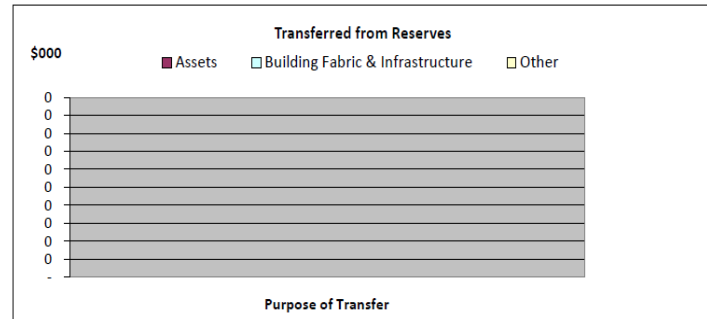
Transferred to Reserves:

Assets	$ 13,500.00
Resources	$ 26,500.00
General	$ -
Building Fabric & Infrastructure	$ -
Total	$ 40,000.00

Asset and Resource Acquisitions

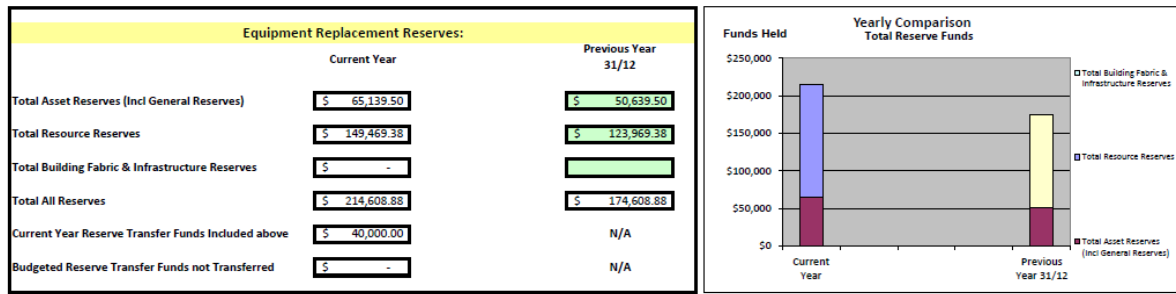|	
Expenditure on Resources	$ 5,768.94
Expenditure on Assets	$ -
Expenditure on Building Fabric and Infr.	$ 5,017.42
Total Resource/Asset Exp	$ 10,786.36
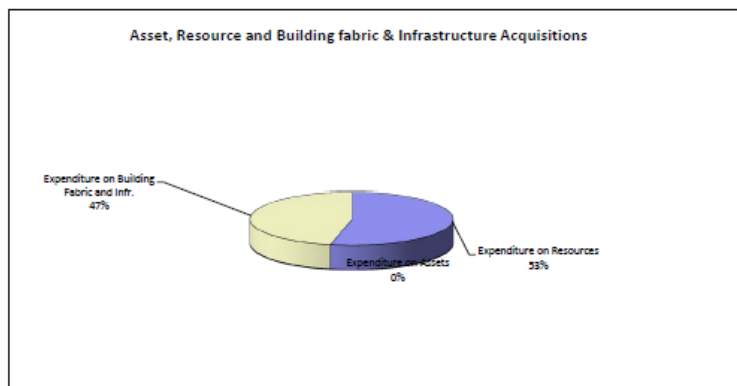
Reserve Balances

Asset Reserves	$ 65,139.50
Resource Reserves	$ 149,469.38
General Reserves	$ -
Building Fabric & Infrastructure Reserves	$ -
Total Reserves	$ 214,608.88
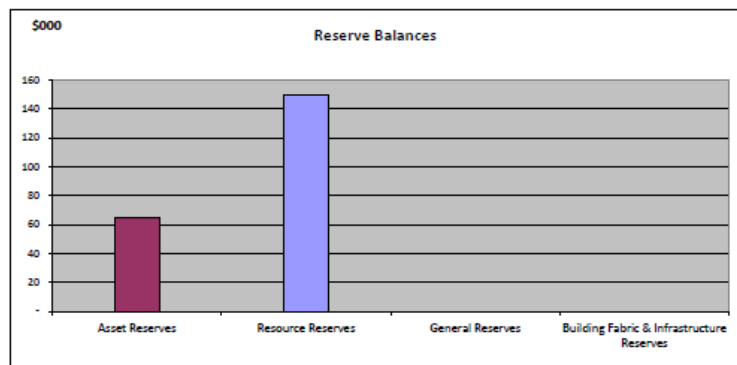
Total reserves at close of year for 2015 were as follows:

Equipment Replacement Reserves:		
	Current Year	Previous Year 31/12
Total Asset Reserves (Incl General Reserves)	$ 65,139.50	$ 50,639.50
Total Resource Reserves	$ 149,469.38	$ 123,969.38
Total Building Fabric & Infrastructure Reserves	$ -	
Total All Reserves	$ 214,608.88	$ 174,608.88
Current Year Reserve Transfer Funds Included above	$ 40,000.00	N/A
Budgeted Reserve Transfer Funds not Transferred	$ -	N/A

A comprehensive equipment replacement and reserve management plan will be developed during 2016 to support future short and long term school improvement and replacement planning and budgeting.

Bank Balances

Bank balances at close of year for 2015 were as follows:

Reconciled Bank Balances:		
	Current Year as at: 28/01/2016	Previous Year - Same Time
Cheque Account	$ 54,175.30	$ 33,200.04
Investment Account(s)	$ 220,728.48	$ 187,989.64
Building and Other Fund(s)	$ -	
Total	$ 274,903.78	$ 221,189.68

Bank Account Composition	
General Fund	22%
Reserves	79%
Suspense/Tax	-1%