



AVELEY
SECONDARY COLLEGE



AVELEY SECONDARY COLLEGE

2020 Annual Report

Message from the Principal

2020 was a unique challenge across the globe. The capacity of our College to respond shows the solid foundations that we are built on. We have been able to see that thoughtful, collective respectful and sympathetic responses are the most effective. We have in fact been very lucky that so much of our life, especially in schools, remained largely unaffected when all around the world children have been much less fortunate. In spite of everything Aveley Secondary College continued our vision throughout the year to be a school of excellence underpinned by our values of integrity and innovation. Our moral purpose to achieve success for every child every day continues to drive us. Our common goal is to be a school of choice for our community.

2020 was our third year of operation yet we have consolidated our development. Our programs in teaching and learning cater for all students. A culture of collaboration and innovation is very strong. Other schools and leaders have shown great interest in our work. I am privileged to be in my position to see how our strategic direction is taking shape.

We have access to outstanding education at Aveley Secondary College. I don't just refer to our facilities though they are wonderful. But education is about people and we are lucky that our students are supported by their carers and parents value their school. The teachers at ASC care and aspire to be the best they can be. Their commitment to improving, learning and developing their craft is outstanding.

My key belief, as a teacher and Principal, is that every child can be successful and achieve their best. I believe that the students and staff supported by the community share a connection to create a safe, respectful place of learning. This belief is supported by the vision that every student is empowered to learn through high quality teaching practice and the best conditions for learning knowledge, skills and developing confidence to achieve success not only now, while at school, but to be lifelong learners and be successful in their futures.

We now look forward to our next stage as we prepare for Senior School: our wonderful stage two facility is now open, our new sub schools will continue to foster a whole child approach, and we are establishing ourselves as leaders in our pedagogy.

Finally, I need to thank the community, parents, our staff and our students as we work in partnership for another great year in our journey towards excellence.

Stephen Pestana
Principal

2020 ASC BOARD MEMBERS

Parent Representatives:

Sam McCready - Chair

Michelle Del Nero

Jessica Peach

Denise Williams

Community Representatives:

Jimmy Cangy

Cameron Fairbrother

Jessica Shaw

Teacher/School Representatives:

Stephen Pestana (Principal)

Rachael Ball

Bev Day

School Review

In 2020 we started working towards the Assess phase of the triennial School Review process. The School Review is the summation of an ongoing self-assessment cycle over six domains. All staff are involved in collecting evidence and making a judgement about school achievements.

The six domains of the School Review align with the College Business Plan and the Focus Areas of our Fogarty EDvance Strategic Directions Document (SDD):

College Business Plan	Fogarty SDD Focus Area	School Review Domains
Priority 1: Academic Excellence	Focus A: Curriculum and Teaching	Student Achievement and Progress
Priority 2: Excellence in Teaching and Learning	Focus B: Staff Capacity	Teacher Quality
Priority 3: Safe and Caring School Culture	Focus C: Learning Environment	Learning Environment
Priority 4: Community Partnerships and Networks	Focus B: Staff Capacity	Relationships and Partnerships
	Focus C: Learning Environment	
ALL	ALL	Use of Resources





Fogarty EDvance



Aveley Secondary College is a member of the Fogarty EDvance School Improvement Program, a three-year leadership development program for schools in disadvantaged communities, to improve educational outcomes for students. The program focuses on building the capacity of school leadership teams to make informed evidence-based decisions, strategically plan and ultimately improve student achievement. This is a holistic model which brings together international research and best practice into a School Transformation Framework. This includes whole-school approaches to teaching and learning based on research and an understanding of the experience of stakeholders in the community.

Data is collected and used to inform ongoing strategic planning that can target and track improvements in key areas that have a strong impact on student outcomes, such as teaching, learning and leadership practice. A core component of the program is the idea that a school's culture, or "organisational health" drives the performance of student outcomes. This means that a healthy school, where staff collaborate, will result in improved outcomes for students. Early in 2020 all staff completed the Organisational Health Index (OHI) and Tell Them From Me (TTFM) surveys. The TTFM was also completed by students and parents. This allowed us to compare 2019 and 2020 data:

The McKinsey Organisational Health Inventory (OHI)

The McKinsey Organisational Health Inventory is a highly regarded survey of the quality of an organisation. This survey is a sophisticated tool for measuring our improvement journey. Our College attained an overall Organisational Health Index of 82. While this has decreased by five points from the 2019 score, it is still within the top decile and we remain the top performing school in our Fogarty EDvance cohort.

The Practice Profile gives finer-grained details about improvements and areas for development.

IMPROVEMENTS

- Accountability practices improved in 2020, although not reflected in the OHI results due to our situation as a foundation school with new staff coming on board every year.
- Direction improved in 2020 due to an increased focus at the leadership level including aspects of communication and a more developed middle leadership structure.
- Our strongest areas are direction, capabilities and innovation and learning.

Based on this data, our 2020 development areas were identified:

• ROLE CLARITY

- schools organisation structure helps create clear accountability
- roles in the school are designed to have clear objectives and accountabilities for results

• PEOPLE PERFORMANCE REVIEW

- the school's performance feedback and review processes collect accurate information about staff strengths, weakness and potential



- the school systematically tracks staff performance over time

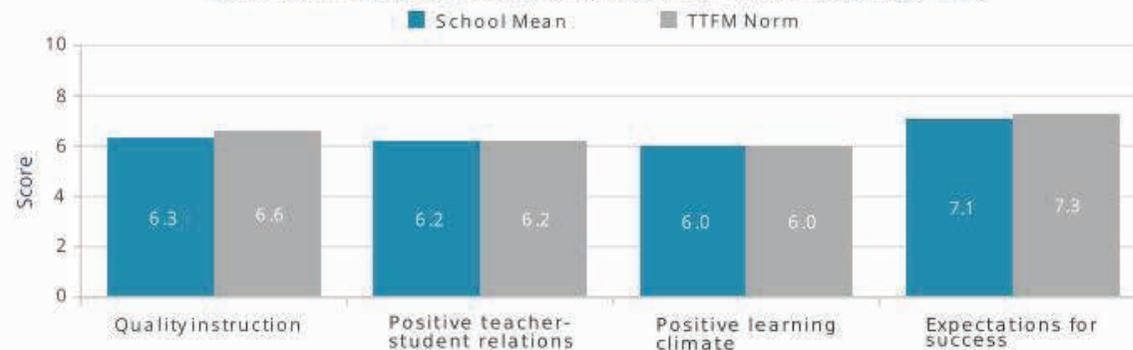
• CAREER OPPORTUNITIES

- the school offers top performers the most attractive career opportunities within the school
- promotions in the school are offered on merit

The Tell Them From Me (TTFM) Survey

The TTFM measures parent, teacher and student engagement on eight drivers of student learning: leadership, parent involvement, inclusivity, technology, teaching strategies, data informed practice, learning culture and collaboration. Survey results showed that parents feel they are more informed compared with other schools in the region, all measures of teacher efficacy were sound with technology very strong and students experience high intellectual and social engagement at the College. The TTFM highlighted our need to improve student wellbeing and career aspiration.

Figure 5: School-level factors associated with student engagement



STRENGTHS & IMPROVEMENTS

- Learning Culture, Inclusive School, Teaching Strategies
- Parent web – inclusive school and parents are informed are above the region mean (same as 2019)
- Student – rigour, effective learning time, learning climate has maintained or increased

Key Areas Requiring Attention in 2020

- Students feeling safe at school – TTFM student survey
- Students planning to finish Year 12 – TTFM student survey
- Students with high levels of anxiety and depression – TTFM student survey

Priority 1: Academic Excellence

ASC is committed to achieving excellence. We believe that every child deserves success every day. We have an unrelenting focus on students' learning. Central to our mission is to ensure, regardless of their ability, that we meet each student's needs. Data informed practice is key to our approach. Students are tested prior to entering the College or on entry for diagnostic purposes and where required students are placed in relevant programs to ensure that students meet benchmarks. Our emphasis on a guaranteed curriculum for all students is achieved through extensive collaboration in planning, lesson delivery and assessments.

Our emphasis in the Middle School years is to ensure that all students can meet the National Minimum Standard (NMS) in Literacy and Numeracy and we aim to have students move beyond that NMS by Year 9. We plan for all students to have high quality Explicit Direct Instruction and have a strong commitment to embed differentiated programs and courses for students. We place students in Direct Instruction classes when required in English and Mathematics and have developed highly structured interventions with early morning classes for students who require further support. There is broad streaming including extension classes in each year level to extend or enrich the coverage of the curriculum in readiness for the more challenging WACE courses.

Students in Years 7, 8 & 9 at the College sit an annual PAT test as a further measure to monitor progress in Reading and Numeracy. In 2020 the College did not achieve our interim targets for Year 8 of being at the median norm in Numeracy and above the median norm in Reading. Although these targets were aspirational, it indicates that there are additional

opportunities for target teaching of specific numeracy and reading skills.

Our Academies which were launched in 2019 continue to provide opportunities for extension and engagement for a wide range of students. Students were able to access a range of academies throughout the school year examples include Japanese Taiko Drumming, sporting teams, Dance, ATAR preparation classes and homework clubs.

During 2020 the College launched two new programs to support excellence.

- Academic Elite Program - a select entry program for students with academic strength in either or both of the two streams; Mathematics/Science and English/Humanities. Students were able to sit selection testing in Semester 2 in readiness for the program commencement in 2021.
- Sports Elite Program - this program is a talent development and support model for athletes who are already performing at a high level (usually State or National level). This program was trialed in 2020 and is planned to be rolled out in full for 2021. Students are supported with trained professionals in the fields of biomechanics and sports science.

OLNA 2020

With the cancellation of the 2020 round of NAPLAN due to COVID19, students in Year 9 were offered the opportunity to sit a prequalification round of their OLNAs. One positive sign was the number of students passing all three components of OLNAs in their first sitting, with many of the remaining students on-track to achieve their OLNAs by 2023. It was also pleasing to see that for the reading and writing components a greater proportion of our students achieved Category 3 on these components compared to Like Schools. The College has implemented further remediation opportunities for students who achieved Category 1 in any of the tests.

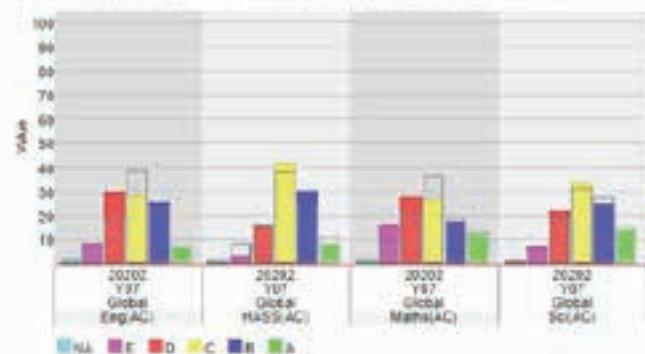


Grading in Year 7-9

We have recognised that more work needs to be done with aligning Learning Area grades to those of like schools, particularly for students in our differentiated programs. A key emphasis continues to be staff using external data to moderate grading in Learning Areas to achieve closer alignment. Our aspiration is that the current benchmark of like schools will in future be replaced by the higher State level benchmarks.

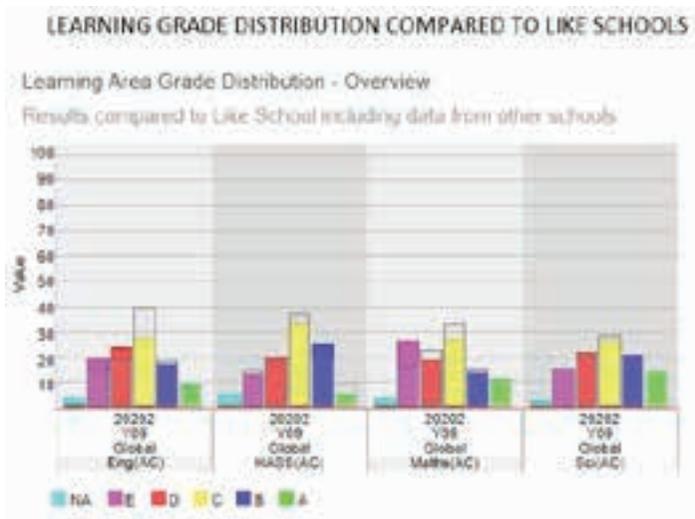
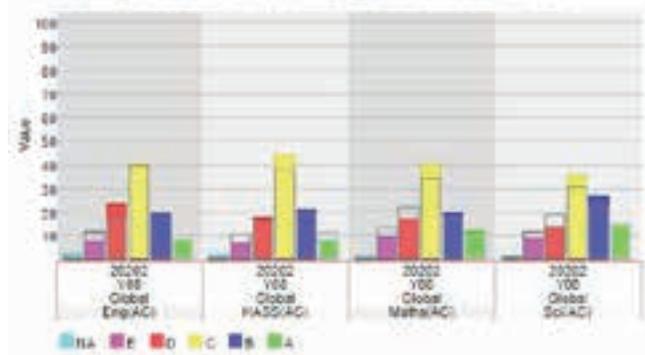
YEAR 7 LEARNING GRADE DISTRIBUTION COMPARED TO LIKE SCHOOLS

Learning Area Grade Distribution - Overview
Results compared to Like School including data from other schools



YEAR 8 LEARNING GRADE DISTRIBUTION COMPARED TO LIKE SCHOOLS

Learning Area Grade Distribution - Overview
Results compared to Like School including data from other schools



Targets	Begun	Making progress	Achieved
1. 85 % of students will achieve above the National Minimum Standards in Year 9 NAPLAN in Literacy and Numeracy		✓	
2. An increase in performance between Year 7 and Year 9 NAPLAN greater than like schools	✓		
3. Grading in Maths, English, Science and Humanities and Social Science will be within 10% of state distributions		✓	

Highlights

- Intervention strategies implemented for literacy and numeracy based on data and achievement
- Tier 3 intervention strategies have made a positive difference to targeted students
- Lego Robotics League Competition hosted at the College
- Annual STEM day held which provided highly engaging activities with a cross-curriculum approach.

Commitments

- Have a greater focus on grade alignment and moderation, particularly for students in differentiated programs
- Development of more data analysis to monitor progress and growth in students
- Intervention strategies to be expanded to identified students not meeting benchmarks
- Curriculum scope and sequence to be adjusted to target higher levels of achievement for students at the mid and upper ends.

Priority 2: Excellence in Teaching and Learning

Aveley Secondary College's unrelenting focus on our signature pedagogy of Explicit Direct Instruction (EDI) continues to be a hallmark of our practice. As a foundation College a high quality targeted induction of new staff is paramount to the ongoing success of our emphasis on Excellence in Teaching and Learning. Staff collaboration, clear guidelines, targeted high quality professional learning, coaching and mentoring remains a critical emphasis of the College.

In 2020, we recognised the capacity of our instructional coaches as school leaders to deliver targeted professional learning to improve staff capacity. We identified high performing teachers with the capacity to coach staff in EDI lesson design and delivery. We directed resources to release these coaches from classroom commitments to work side by side with teachers to improve practice. We conducted 181 coaching sessions between four coaches and 50 classroom teachers.

A continued focus on high quality professional learning was enhanced through whole school professional learning led by Joe Ybarra from Dataworks Educational Research (Explicit Direct Instruction, Hollingsworth and Ybarra) who is a leader in EDI pedagogy. EDI Foundation and EDI Advanced workshops were delivered to staff in Term 1 2020. This was followed by all staff engaging in in-class observations of ASC Expert Teachers delivering EDI with in-situational coaching from Joe Ybarra.

An EDI Working Party consisting of teachers, coaches and school leaders was established to support our implementation journey towards senior school. The Working Party articulated the challenge statement "*We need to build a deeper understanding of the EDI pedagogy and support LAs in*

implementing EDI consistently across the College, in order to develop an effective upper school delivery model." and identified solutions and actions to be undertaken by the College. Key tasks were;

- Implement a consistent pedagogical language
- Refine Teaching & Learning Guidelines
- Update induction process for new staff
- Design and implement an EDI lesson teaching EDI to students to be implemented across College beginning of 2021.
- Scaffold lesson templates to support lesson design
- Refined Instructional Coaching Model for 2021 to include one-to-one lesson design coaching, peer observations and CMS coaching

The College places a high value on the power of professional collaboration with teachers creating a dynamic culture of continuous improvement with a focus on results. Professional Learning Communities (PLC) collaborate on the development of high quality EDI slide presentations, resources and delivery methods, reducing teacher variability by ensuring that every teacher delivers the same EDI lesson presentation to their classes. The implementation of EDI lesson review maintains accountability and continues to build on collective teacher efficacy which is strongly correlated with student achievement (Hattie).

We successfully implemented an enhanced new staff induction based on feedback from the EDI Working Party. This comprised a two-day program including observation of our expert teachers, engagement with external expert Dr Lorraine Hammond and targeted workshops on lesson design and delivery presented by our instructional coaches. This process places a priority on developing and retaining the best possible teachers where they are experts in their fields and highly committed to the continuous improvement of their own teaching.

Parent, student and staff survey results 2020

Staff and students provide feedback on Teaching and Learning by participating in externally validated PIVOT, Tell Them From Me (TTFM) and Organisational Health Index (OHI) surveys. The 2020 TTFM survey data shows that we are making progress on the extent to which parents, students and staff are satisfied with the quality of teaching at ASC. Student perception of effective learning time was stable between 2019 and 2020 and more than two thirds of parents agreed or strongly agreed that teachers in the school have a common understanding of what great teaching is. Teacher's perception of their ability to drive student learning increased in 2020. This data indicates that our signature pedagogy and instructional coaching model ensures that teachers are effective practitioners with a robust understanding of high impact teaching strategies.



Targets	Begun	Making progress	Achieved
4. 66% of all lessons will use Explicit Direct Instruction lesson design and delivery components with 100% of all lessons using Daily Review and Checking for Understanding		✓	
5. 100% of permanent teachers are trained in Classroom Management Skills and Explicit Direct Instruction		✓	
6. 100% of permanent teachers use student survey data as part of their feedback process			✓
8. Extent to which parents, students and staff are satisfied with quality of teaching as measured by National Schools Online Survey.		✓	

Highlights

- Building staff capacity and providing leadership opportunities through the appointment of three combined EDI Coach and EDI Review Roles, in addition to one designated EDI reviewer and one EDI coach.
- Devised a Working Party Framework that includes identifying the challenge and lines of enquiry with a solutions focused approach that is an iterative process
- The College employed two Teach for Australia (TFA) Associates and nine graduate teachers within their first three years of teaching. These teachers were supported with a dedicated TFA Mentor and high quality induction and access to a support team comprising line management, Level 3 Teaching and Learning Coordinator and EDI coach and reviewer
- 100% of teaching staff received in house EDI coaching
- Implemented refine ASC Coaching Model to align

practices for new coaches and across priorities that outlines clear standards and expectations of coaching at Aveley SC to support mastery goals

- Maintain our top decile score of 97 in the OHI Work Environment – Operationally Disciplined staff survey
- Maintain our TTFM Survey Mean score of 8.1 in Collaboration
- Two ICT coaches were appointed
- All Staff identified an EDI goal in their performance management plan
- Hosting and advising Catholic Education, Canberra on successfully embedding a whole-school pedagogy

Commitments

- Survey new teachers to gauge effectiveness of new staff induction
- Implement a combined EDI and CMS Instructional Coaching Model
- Support learning areas to manage EDI presentation review
- Implement a peer observation process
- Delivery of the EDI for Students presentation is achieved through MESH in Week 1 Term 1
- Create a classroom walkthrough process
- Formalise a professional learning plan for EDI
- Select staff to enroll in the TeachWell Program



Priority 3: Safe and Caring School Culture

Aveley Secondary College recognises that all students need to feel safe and supported at school and have a strong sense of belonging and connectedness to their school community. Student wellbeing as always, has been a priority in 2020. Unfortunately, many pastoral care programs and Inter-house activities were paused in 2020 due to COVID-19. We recognised the increased need to attend to the development of the whole child, beyond the academic dimension - placing great emphasis (especially during Semester 1) on all student's positive mental health and emotional wellbeing. Individual check-ins were carried out for students at educational risk and a successful online Homeroom program was developed and focused on the promotion of resilience, optimism, confidence and self-efficacy. Regular year group assemblies were streamed through classrooms and inter-house competitions were developed to ensure every student felt a strong sense of connection and belonging to the school community. The student wellness program continued to strengthen with all Year 7 and 8 students participating in the program over a trimester.

The ASC Positive Schools Committee played a vital role in creating a safe and caring school culture in 2020 by continuing to focus on the enhancement of the conditions for learning. The 4 Agreement Matrix was refined, a whole school Good

Standing Policy was developed and a holistic student and staff wellbeing framework was drafted for implementation in 2021.

The College recognised that attendance data for 2020 is very inconsistent as a result of the varying health advice and schooling arrangements across the state in response to the COVID-19 pandemic. System attendance data for all schools 2020 has not been published. However, the overall school attendance rate for Semester 2 2020 was 88.2%, below our target of 92%. In aiming to reach this target, the current Attendance Plan was updated to align role and responsibilities with staff and many positive initiatives to promote regular attendance such as the end of year attendance raffle were introduced. A Return to School - RTS program was developed to meet the needs of students with critically low attendance and complex behaviour needs. Four students engaged in the program and all students were supported to engage in school readiness and alternative schooling options.

ASC places great emphasis on strengthening the academic success of our Aboriginal students. The Follow the Dream Program prospered in 2020 and a pastoral care program specifically for Aboriginal girls ran throughout the year,

focusing on identity, resilience and belonging. In order to expand our culturally responsive classrooms that build on the strength of Aboriginal students, whole staff professional learning was carried out on the Aboriginal Cultural Standards Framework and cultural "Blanket Activity". Aboriginal Education will continue to be a priority in 2021 as we look to further build strong partnerships between Aboriginal families and the school.

The Classroom Strategies Program - CMS was successfully implemented for a second year. All but two permanent staff were upskilled in CMS. The CMS program expanded in 2020 with a second CMS conference resourced to provide an extra level of support for staff. Head of Learning Areas also engaged in professional learning in CMS to develop a concrete understanding of CMS and how it integrates with EDI. A CMS program for mainstream Education Assistants was



also delivered to support their management of students with varying needs. 100% of staff participating in CMS stated via a survey that they felt more confident and were able to manage their classrooms more competently

A continued focus in 2021 will be to address the TTFM students survey results of students with moderate to high levels of anxiety, positive self-esteem and feeling safe at school. All are significantly below the TTFM norm.

Highlights

- Implementation of an online Homeroom program
- CMS professional learning for staff, Head of Learning Areas and Education Assistants
- Appointment of a CMS conference
- Building staff capacity in their understanding of the Aboriginal Cultural Standards Framework
- Review of Matrix, development of Good Standing and Wellness Framework by the Positive Schools Committee

Targets	Begun	Making progress	Achieved
7. Extent to which parents, students and staff are satisfied with management of student behaviour as measured by National Schools Online Survey		✓	
9. Student attendance in mainstream Year 7 is at 94% and overall attendance is above 92%		✓	

Commitments

- Resume pastoral care programs and activities in 2021
- Review conditions of learning documents to align with each sub school
- Increase CMS professional learning to Head of Learning Areas to support CMS program
- Implement the whole school 'Wellness Framework'
- Continue to refine attendance strategies to promote and restore regular attendance
- Expand the RTS program to meet the needs of a targeted group of students



Priority 4: Community Partnerships and Networks



2020 TTFM survey shows parent satisfaction compares with the norm but is stronger in being informed and feeling the school is inclusive.

A key focus of the College has been developing a strong brand based on connections with our local community. Creating a culture of high expectations and working with parents has continued to be a strength. Results from the TTFM survey show good alignment with the parents, community and the College.

The College has begun strong partnerships with local schools. The College leads the Ellenbrook Network of Schools with the Principal and Executive Officer managing the network. A key focus of the network is meeting the Professional Learning needs of the network.

The Fogarty partnership has been very valued. The College has been consistently seen as performing above expectations in the program. We also developed strong working partnerships with ECU, Teach for Australia Program and the College has strong working relationships with inter agency support. Teach for Australia is a program where talented graduates in specialist fields are recruited into teaching. The TFA program has acknowledged that ASC provides exemplary support for its TFA Associates.

The College has developed strong communications with the parent body through an extensive network of online and electronic communication. The College uses several surveys of staff, parents and students to review its strategic development. These include the PIVOT survey where students give feedback to teachers twice a year, the Tell Them From Me Survey of parent, student and teacher surveys on a wide range of measures and the Occupational Health Inventory whereby all staff including teaching and non-teaching staff supply key metrics on the College. Leaders also undertake the Educator Impact survey which is a form of 260 Degree feedback.

The College has developed a strong repertoire of forums and workshops to develop parent awareness and engagement. The College Board meets regularly

to review the strategic planning of the College. The P&C is still developing and continues to change its leadership.

Highlights

- Strong partnership with Fogarty Foundation
- Highly successful engagement with Teach for Australia program
- Parents feel communication is strong and welcome at school
- Board functions well as measured by the self-assessment

Commitments

- Develop better working relationships with parents in learning programs
- Develop involvement in the P&C.

Education Support

The Education Support program provides the opportunity for students with disability and high educational needs to attend a dedicated facility staffed by expert Education Support teachers and Education Assistants, at a school in their local community. Individual Documented Plans are written biannually in collaboration with teachers, parents, therapists and other stakeholders. Our specialist Education Support teachers deliver core curriculum programs in literacy, numeracy, social and personal independence skills, plus rich cross-curricular programs that address HASS and Science topics. Practical classes such as health and physical education, technologies including woodwork and home economics, art and dance are delivered by Learning Area teachers. All staff contribute to the inclusive culture of Aveley Secondary College, evidenced by the 8.4 mean score for Inclusive Schooling on the TTFM survey.

In 2020 we met our commitment to ensure all students participated in the ASDAN Transition Challenge program, with students successfully completing a total of 106 modules. Direct Instruction programs were expanded to include Expressive Writing, Language for Thinking and Language for Writing as appropriate for individual students. Appointing a Program Coordinator for Senior Schooling in Term 4 was critical for planning workplace readiness programs and making links with the local community to develop opportunities for our students.

Consolidating our Positive Behaviour Support processes and developing a guiding document that articulates our beliefs, values and practices was a significant achievement. Providing staff with standardised templates for whole-class

and individual documentation and a three-tiered model of procedures has increased teacher capacity to identify appropriate intervention strategies and develop targeted plans to support students.

Students achieved an average of 65.68% of their Documented Plan goals in 2020. This is a 6% increase on 2019 achievement data. A total of 14 students achieved more than 80% of their Documented Plan goals. In most cases lower achievement can be attributed to absence due to student illness. Additionally, the achievement of one student can significantly affect results, as it is a small sample size. For example, one student did not achieve any Documented Plan goals due to participating in an alternative program, and this data will impact the overall achievement rate.

Number of students	Total number of goals	Number of goals achieved	Percentage goals achieved
42	678	424	65.68%

Targets	Begun	Making progress	Achieved
10. Education Support enrolments will achieve 80% of documented plan goals.		✔	

Highlights

- Student music performance at the Aveley SC Arts Festival.
- Education Support students accessed Learning Area teachers for Health & Physical Education, Design & Technology (Woodwork and Food), Music, and Digital Technology.
- Two students participated in Dance with their mainstream peers.
- Four students participated in Physical Education with their mainstream peers.

- Education Support students completed 106 modules from the ASDAN Transition Challenge program.
- All Education Support staff participated in ASDAN moderation activities.
- 80% of Education Support teachers completed ASDAN training.
- 100% of Education Support teachers completed Thematic Planning PL
- 100% of Education Support staff attended Aboriginal Cultural Standards Framework PL (Blanket Activity)

Commitments

- Provide PL on Positive Behaviour Support Guidelines
- Implement Person Centred Planning sessions for Year 10 students
- Provide Instructional Coaching on EDI to target teachers
- Increase community engagement through information sessions
- Increase community networks to support work experience
- Articulate and document learning pathways according to student need
- Implement Protective Behaviours program
- Develop Workplace Learning Management Plan



Financial Summary

Aveley Secondary College has a notional budget of \$12.8 million.

The expenditure for 2020 complied with the Department of Education's "Minimum Expenditure Requirement" this included Salaries \$10,878,526 and as a Public Private Partnership (PPP) a total of \$527,461 was expended on Facility Management.

Aveley Secondary College aims to utilise its resources effectively and efficiently to provide a well-resourced environment for optimal teaching and learning outcomes for students.

Parent support in terms of making payments for Contributions and Charges is an important component in ensuring this. Voluntary Contributions collection rate improved by 1.31% bringing it to 61.18%. All income generated by Contributions and Charges is allocated to classroom budgets.





REVENUE - CASH & SALARY ALLOCATION	BUDGET \$	ACTUAL \$
Voluntary Contributions	79,360	69,399
Charges and Fees	55,200	43,372
Fees from Facilities Hire	3,000	1,248
Fundraising/Donations/Sponsorships	11,770	11,770
Other State Government/Local Government Revenues	-	-
Revenue from CO, Regional Office and Other Schools	-	-
Other Revenues	17,905	14,187
Transfer from Reserve or DGR	30,865	30,865
Total Locally Raised Funds	198,100	170,841
Opening Balance	272,014	272,014
Student Centred Funding	1,457,152	1,457,152
Total Cash Funds Available	1,927,266	1,900,007
Total Salary Allocation	10,878,526	10,878,526
Total Funds Available	12,805,792	12,778,533
EXPENDITURE - CASH AND SALARY	BUDGET \$	ACTUAL \$
Administration	126,664	109,375
Lease Payments Lease Payments	-	-
Utilities, Facilities and Maintenance	172,635	162,970
Buildings, Property and Equipment	527,982	395,150
Curriculum and Student Services	254,267	201,796
Professional Development	39,182	21,069
Transfer to Reserve	57,302	57,302
Other Expenditure	22,972	14,755
Payment to CO, Regional Office and Other Schools	726,262	527,461
Total Goods and Services Expenditure	1,927,266	1,489,878
Total Salary Expenditure	10,202,273	10,202,273
Total Expenditure	12,129,539	11,692,151
Cash Budget Variance	-	-

Success
for every child
every day

