CASSIA PRIMARY SCHOOL
ANNUAL REPORT 2014

Our Vision
TO DELIVER A CARING, SUPPORTIVE AND SAFE SCHOOL ENVIRONMENT IN WHICH ALL STUDENTS HAVE THE OPPORTUNITY TO REACH THEIR FULL POTENTIAL, ENABLING THEM TO CONTRIBUTE TO SOCIETY IN A POSITIVE MANNER.

Principal: Narelle Ward

Endorsed by School Board Chair Harry Taylor and School Board March 2015
As an Independent Public School Cassia Primary School aspires to deliver a caring supportive and safe school environment in which all students have the opportunity to reach their full potential, enabling them to contribute to society in a safe manner.

INFORMATION Cassia Primary School is in the Pilbara Education Region and forms part of the Hedland Network of Schools which incorporates South Hedland Primary Schools, Port Hedland Primary School, Marble Bar Primary, Yandeyarra Remote Community School, Port Hedland School of the Air and St Cecilia’s Catholic Primary School. Cassia Primary School was officially opened on the 21 August 1989 with further additions completed in 1989 and 2010.

ENROLMENTS In 2012 the local intake area was regazetted to increase the intake area of the school leading to an increase in student numbers over time, with a particular area of growth in the Junior Primary. At the end of 2014 52% of the cohorts were in the early childhood area (K-2) with an expected increase in student numbers at the commencement of 2015, an anticipated number of Kindergarten children of 70, leading to an additional K class in 2015. Two cohorts of students transitioned to high school at the end of 2014 with Year 7 moving to High School. Students participated in a full week of programmed high school learning at Hedland Senior High School. This transition process supported students to adopt to their new learning environment, form new peer relationships with five primary schools feeding into HSHS, adapt to timetable changes and moving around in their new setting. This process allows the high school to support students and identify areas of need prior to students commencing in the new year. From 2015 CPS and all Western Australian Schools will no longer have Year 7 students as part of their cohorts, this has not affected projected enrolments and student numbers for 2015 as growth is in the ECE area.

POPULATION Student population is a representative of community demographics reflecting a range of socio-economic backgrounds. 34.3% of the student population are from an Aboriginal and Torres Strait Islander background, an increase of 5.3% from 2013.

Cassia PS has an Index of Community Socio-Educational Advantage (ICSEA) value of 926 with the average being 1000. Student Distribution demonstrates 39% of students in the bottom quarter, 52% of students in the middle quarter and 9% in the top quarter of the ICSEA Profile.

SETTING An Education Support Centre shares the School site and students from Cassia Education Support Centre transition to the mainstream setting each afternoon to participate in mainstream sessions with their primary school peers.

Cassia PS has two Kindergarten Classes, two Pre-Primary Classes, 12 primary classrooms, an Art Room, Administration Block, Undercover Area and P & C run canteen and uniform shop. A Library Resource Centre, two multipurpose rooms (Science and Music/Drama) and a senior playground are shared by CPS and CESC. CPS in 2014 ran specialised programs in Physical Education and Science. Computers are fully networked. Students use ICT through interactive whiteboards, laptops and iPads which are embedded in daily practice to support learning. In 2014 the school creed was re launched to support the new motto launched in 2013 as part of the IPS process.
Writing
NAPLAN Performance in Writing demonstrates clear achievement above that of like schools for Year 3 and 5 with a notable incline in Year 3 Writing achievement trend lines. A sharp decline in Year 7 2014 is evident with performance below that of like schools.

Reading
In Reading students growth has not been as significant and through further implementation of school based targets in PM Benchmarks and First Steps Strategies we look forward to further improvement in this area.

BUSINESS PLAN TARGETS
1. On Entry Testing Pre-Primary to Year 2
Increase the percentage of students achieving Victorian Essential Learning Standards (VELS) for Speaking and Listening, Reading, Writing and Western Australian Numeracy Development Points for Numeracy by the end of the year. (1.0 or higher in Pre-Primary, 1.5 or higher in Year 1 and 2.0 or higher in Year 2)

SUMMARY
Whilst the school transiency rate is 48.9% the majority of students who complete Kindergarten at Cassia PS enroll for Pre-Primary, therefore students have been immersed in CPS pedagogy prior to being assessed in On Entry. Overall results are comparable with the state with data in 2014 demonstrating that in Speaking and Listening, Reading and Numeracy the school outperformed the state average by between 1% and 9% across these three domains. The difference in writing is 1% below state average. The implementation of Core Schools Project in the NQS, particularly Quality Area 1 in 2015 will support the further development of programs implemented in the early years which supports this positive trend.

2. NAPLAN TARGETS Years 3,5,7
2a) Increase the number of Aboriginal students performing above the National Minimum Standard in NAPLAN

SUMMARY
Student performance in Year 3 and 7 has decreased in comparison with 2013 however it is pleasing to note the improvement within the Year 5 cohort ATSI students above the NMS in 2014. In comparison the ATSI cohorts have increased by 5.3%. Staff development included the introduction of Our Story presented by AIEO staff with support from Regional Office Coordinator of Aboriginal Education and Professional Learning provided to staff in the ESL/ESD progress maps to support students whom come with additional languages and dialects from associated outlying communities. In 2014 Personalised Learning Plans were created in consultation with families to support student learning and develop clear targets. Staff participated in Two Tracks Learning to support student achievement and Two way learning in the classrooms.

RECOMMENDATIONS
To implement a case management approach and embed effective and realistic SAER processes to support students at educational risk. To provide professional learning using the Two Tracks approach and revise Our Story and Cultural Awareness of Aboriginal Learning Styles. Further emphasis on use of First Steps as effective pedagogy to support literacy and numeracy development. In 2015/2016 Cassia PS will participate in the Hedland Network ILNP project to support teacher understanding of effective literacy and numeracy practices to improve student achievement and implement an effective case management approach.
Performance Against Business Plan Targets

PRIORITY AREA 1 ENHANCE STUDENT ACHIEVEMENT

2b) Achieve the school average equal or above like schools in all areas of NAPLAN

SUMMARY In 2014 NAPLAN Performance against like schools demonstrates in the learning areas Literacy Year 3 students performed above like schools. Students in Year 5 also performed above like schools in Writing, Grammar and Punctuation and Numeracy. However Year 7 students only performed above like schools in Reading. On Entry Data in collaboration with NAPLAN data indicates that students commence the early years strong in the Numeracy learning area.

RECOMMENDATIONS Greater emphasis in 2015 will be placed on Spelling, Numeracy in 2015 and Writing for Year 6 students. This may include interrogating the Writing Assessment continuum, developing a whole school Guided Writing component into the literacy block. Support from ILNP and TDS in English Western Australian Curriculum and Assessment Outline.

2c) Reduce the number of students at or below NAPLAN national minimum standard each year from 2013.

This target has been achieved only for Year 3 Reading, Year 5 Writing, Year 3 and 5 Numeracy. The difference in Year 5 writing was slightly elevated for Year 5 in 2014.

RECOMMENDATIONS Continued emphasis on teacher development of understanding in learning areas previously reported on to be embedded (ILNP, TDS, WACAO)

2d) Equal or be above the state school mean in NAPLAN Writing for Years 5 & 7 by 2014

SUMMARY Student performance in 2014 NAPLAN indicates performance 15 points below state mean in Year 5 Writing (37 points below in 2013) and 38 points below state mean in Year 7 writing (6 points below in 2013). Data analysis of student performance in writing over time indicates a decline in student performance

Recommendations for 2015 include;
⇒ engaging Teacher Development School for supporting the school and staff in deeper understanding of Western Australian Curriculum and Assessment Outline in the area of Writing
⇒ engaging in the Departments endorsed Improving Literacy and Numeracy Partnership in collaboration with the Hedland Network of Schools.
⇒ With Year 3-5 an increased emphasis on spelling with continued implementation of Diana Rigg Professional learning and embedding of the PLD resources and
⇒ engaging the Fremantle Language Development Centre to embed Words, Grammar and Fun to improve student achievement acquisition of vocabulary in the early years
⇒ and teacher understanding of how to improve student performance.
4. WAMSE Testing
4a) The percentage of students at or above the WAMSE test standard in Science will equal or exceed past school averages and will aspire to equal WA public school averages.

WAMSE Science testing has currently ceased and the school is embedding PAT Science(ACER) assessments in 2015. This practice is also supported by student entry into the Polly Farmer Hedland Maths and Science Centre of Excellence.

5. OTHER
5a) Raise the percentage of students who achieve “consistently” or “often” in the work habit area of their school report

SUMMARY
Overall against “Working to the best of their ability” under ABE reporting to parents data in comparison with 2013 student performance indicates great growth in this area. Key contributing factors identified by staff are clear, high expectations and the development of a whole school work presentation policy.

RECOMMENDATIONS
Continue to develop Teacher understanding of this area and support students at risk to develop effective work habits. Particular emphasis in 2015 will be placed on students developing learning and achievement goals with greater frequency and reflection, with support from the implementation of PATHS (Promoting Alternative Thinking Strategies).

5b) Students will provide positive feedback in relation to their school – via feedback from the Cassia Primary Satisfaction Survey

SUMMARY
Of the 84 student responses in Years 4-7, 41 students disagreed with the statement “This school does not have a bullying problem.” and 17 students disagreed with the statement “Parents and students can have a say about this school”. Students are represented through a student council and shadow council in which they meet regularly with the administration. Identified by staff is the need for students to have a more constructive voice through these meetings. The schools bullying policy in place addresses this issue, however it is noted that there was a significant reduction in reported bullying incidents in 2014.

RECOMMENDATIONS
In 2015 The Bully Policy is to be revisited with students and include reporting to parents through formal meetings once tracking indicates concern.
1. All staff will effectively incorporate identified explicit teaching strategies into their daily teaching practices by using the school-developed Australian Curriculum planning documents.

SUMMARY
In 2014 Explicit Teaching commenced as a continued focus with an understanding developing amongst staff that the Hedland Explicit Teaching Practice Model Planning Documents whilst supporting student learning, did not support more experienced teachers in developing a deeper understanding of the Western Australian Curriculum and Assessment Outline. New approaches to classroom planning were trialed with experienced staff with the outcome in 2015 for all staff to implement. This documentation clearly links with the Teacher Development Schools and support the enhancement of effective teaching pedagogy in 2015. The emphasis was placed on a gradual release model in which students were supported in learning, with automaticity and warm ups focused on key aspects of knowledge including basic number facts, meta-language of subjects across all learning areas and basic literacy skills such as sight word, phonics and grammar.

2. Staff and students will use identified information and communications technologies and online learning strategies and tools to improve learning, communication and reporting.

In 2014 Cassia Primary Continued to be an ILNNP(Improving Literacy and Numeracy National Partnership school) in the area of iPads. Staff were supported with professional development in effective use of this technology through professional learning, professional sharing in staff meetings and collaborative support. Through the Pilbara Cities project Peer Coaching was implemented to support the authentic use of technology and implementation of Connect at a staff level to create libraries of information and regular communication for all staff. Mathletics was another key project and investment for the school. The implementation of Video-conferencing was resourced by Pilbara Cities. Equipment and infrastructure was implemented for all Pilbara schools to enhance access to professional learning opportunities and communication without the travel.

3. Teacher judgements for English and Mathematics in student summative reports to align closely with NAPLAN results.

SUMMARY
On Balanced Teacher Judgements are closely aligned with NAPLAN results in Semester 1 however no A grades were given in Semester 1, where as NAPLAN performance indicates there are students operating at an A grade. Year 3 Reading was the greatest area of disparity.

RECOMMENDATIONS
Implement cross class, cohort, school moderation including opportunities to voluntary participation in WACI Club and Teacher Development School support through staff meetings in 2015.

4. Staff will provide positive feedback in relation to their school via feedback from the Cassia Staff Satisfaction Survey.

Summary
The staff satisfaction survey was opened in April during a phase of Acting Administration. Of the 30 survey respondents the strongest positive responses related to the organisation operations and positive public image, a safe and secure environment in which discipline was understood by all. Responses indicating area of need included bullying, parent collaboration and recognition and feedback of staff work performance. Also highlighted was the collaborative opportunities for staff to share teaching practices with one another.

RECOMMENDATIONS
As per the Student survey a relook at the bullying processes in place with further support from administration and implementation of PATHS was commenced in Semester 2 of 2014. These processes will continue into 2015. The development of Peer Observation and Feedback through a coaching approach was built on developing empowered staff, leading to embedding of a more rigorous approach, development of a coaching philosophy for Cassia PS and resources being allocated to this area in 2015.
1. The community will support the school, ensuring all students attend in school uniform (including a broad brimmed hat) by 2014.

The new school uniform launched in 2013 is embedded in the school and students are encouraged to wear this uniform daily. Student councillors are supplied a broad brimmed hat to encourage others to wear theirs. With an increasing number of students from disadvantaged backgrounds, in 2014 a supply of Emergency Uniforms was created to support families commencing at Cassia Primary School whom initially may not have had the opportunity to purchase. This ensures all children are seen as part of the school and are supported to do so. The P & C purchased uniforms with the new school logo and have begun phasing out the existing uniforms. Uniform purchases for 2014 increased. RECOMMENDATIONS To increase the capacity of Emergency supplies to support families. To ensure that uniforms with new logo are sold at the uniform shop.

2. Annual whole school attendance to equal or exceed 90%

SUMMARY CPS attendance was 87.9% in 2014, 2.5% below that of like schools and 4.2% below that of WA Public schools. It is pleasing to note that from 2013 comparisons that our Aboriginal students attendance increased by 1.5% and is 1.2% above like schools, and 1.2% above the state. However, our Non Aboriginal students were .5% below that of like schools and 1.8% below that of the state. In 2014, more formal processes for managing attendance at Cassia Primary School were embedded and greater accountability measures were put in place including an Attendance Policy and Procedures, Attendance team and increased community sharing of data. Staff developed a better understanding of processes and procedures through ongoing professional learning in attendance and reporting.

RECOMMENDATIONS In 2015 the Skoolbag App to have an explainable absence form and SMS notifications to parents to be implemented in regards to explainable absences. Parents wishing to take their children out of school during term are now also required to write to the Principal requesting permission. Increase regularity of attendance follow up with Deputy Principal leading this area.

3. School Community Partnership Plan is endorsed by Aboriginal parents/carers by the end of 2013.

The School Community Partnership Plan was developed in consultation with all stakeholders in 2013 and embedded as part of the schools processes and strategies for supporting the school community. This document is due for review in 2015.

4. Parents and Community members will provide positive feedback in relation to their school—via feedback from the Cassia Parent and Community Satisfaction Survey. All School Board Members to have training within three months of commencing a position on the board.

SUMMARY There were only 19 parent/community returns to the parent survey in 2014, despite being published on the website, notes home to parents and hard copies available. The best performing items related to the School encouraging pride in their students and the way in which staff and students care about each other. The poorest performing questions related to parents being well informed of their child’s progress (4 negative responses) and the school seeking opinions of educational programs (5 negative responses).

RECOMMENDATIONS Continue community consultation through the Website, Skoolbag App, P & C Meetings and Board Opportunities. Develop block brochures where staff communicate with parents about programs being run. Advertise in school newsletter new initiatives seeking support. Increase opportunities for volunteering within the school in educational programs and new initiatives.

All new school board members in 2014 participated in training in conjunction with Hedland Senior High School Board. In 2015 three new board positions were allocated and training will be complet-
Physical Education Report - Laura Bushby

Students at Cassia Primary School receive one hour of structured Physical Education and one hour of Health per week. They are also involved in Morning Fitness Monday to Thursday for 15 minutes each day. Physical Education provides students with the essential skills to participate in a variety of sports and athletic events. In the younger years there is a focus on the Fundamental Movement Skills that children require to advance and contribute in game situations. Sport specific education is relevant in our middle to senior classes. At Cassia PS we provide our students with a variety of sporting contexts and individual tasks to promote all styles of physical activity and leadership skills. Some of the sports covered this year have included AFL football, soccer, basketball, volleyball and hockey.

Morning fitness is part of Cassia Primary School’s physical activity regime and is an essential part of our leadership program. It creates an opportunity for our senior students to develop essential life skills such as responsibility, organisation and communication skills as they run individual activity sessions for the whole school.

In term one the student’s were involved in Cassia Primary School’s Swimming carnival and the Hedland Primary School’s Interschool Swimming Carnival. In term two the students took part in the Adidas Fun Run and Cassia Primary School’s Athletics Carnival. In term three the year five to seven students took part in the Hedland Primary School’s Interschool Athletics Carnival. Cassia Primary School has also been involved in sporting clinics with the Australian Football League, National Rugby League, Disabled Basketball Association, Western Australian Cricket Association and Buzz Dance.

There are three aspects of health: Nutrition, Physical activity and Social and Emotional (mental health). The students at Cassia Primary School are aware that all three aspects of health are essential to a person’s overall wellbeing. Whilst exploring these areas the students have made Food Pyramid’s, analysed the media’s influence on what foods we buy, researched the benefits of fitness and its relation to the cardiovascular system, explored the necessity of being hygienic and how this is achieved and required safety percussions involving smoking, medicines and sun safety. A nurse also took three sessions with the year six and seven students regarding Sexual Education.

KINDERGARTEN ORIENTATION PROGRAM

This has been another success story at Cassia Primary. Parents and children were invited to attend 4 weekly sessions at the school. The aim is to familiarise children with the school environment and key staff involved with their 2015 schooling. It also provides parents with the opportunity to attend workshops presented by key note speakers in various subjects such as; diet and nutrition, behaviour and child development, what to expect at kindergarten and the Positive Parenting Program. This year the orientation program attracted approximately 20 parents per workshop and each session held over 5 weeks, it was very interactive with parents asking many questions of the experts who came to speak to them.

Mr Brendan Everett
Principal of the Pilbara Behaviour Centre

Dietician Ms Eunice Asare
presenting to parents healthy options for lunchboxes.

Whilst parents attended workshops, their children attended Kindy. This is the children sitting and listening to the teacher within minutes of parents leaving.
**STUDENT SERVICES**

In providing for students at educational risk at Cassia Primary, each level of the system must take responsibility for its contribution to improving outcomes. The SAER Policy clearly outlines the responsibilities of Administrators, Teachers, Students and Parents/Carers along with the expected level of engagement with SAER process in the school. The table below shows the level of school and parent engagement with support services used at Cassia Primary. Areas of need have included (but not exclusive to), social skills, behaviour, diagnosed disorders, hearing, vision and speech pathology.

**PATHS**

The school is delivering a new program to students in 2015 called Promoting Alternative Thinking Strategies. The PATHS program is grounded in social and emotional learning (SEL). SEL helps children, resolve conflicts peacefully, handle emotions positively, empathise and make responsible decisions.

When students learn and use SEL skills, behaviour improves and disruptions lessen. Teachers undertook a full day of training in the use of the package and started implementing the program in Term 4 2014.

**SPECIAL EVENTS**

A number of special events have been held at Cassia Primary in 2014. The most notable being NAIDOC younger celebrations. This year’s NAIDOC theme honours all Aboriginal and Torres Strait Islander men and women who have fought in defence of country. The theme tied in with the History Curriculum and, students and teachers took great pride in the work they did around the theme and classes presented their learning to the school during afternoon assemblies. As part of NAIDOC we were very lucky to have an artist in residence. The fabulous Hellena Stokes worked with a select group of students to produce pieces of art which are on display in the front office.

Cassia Primary has had a number of incursions this year such as Constable Care. Constable Care taught the students how to get to school safely and the upper school students were given a valuable lesson in social media and cyber bullying.

Another stunning incursion was the Bell Shakespeare Theatre. This incursion tied in with the Literature strand of the English curriculum. Students were exposed to the wonderful language, poetry and drama of William Shakespeare. This incursion was also the launch pad of the semester 2 curriculum for the Arts being Drama.

To add to the Arts program of Dance, Cassia Primary secured the Buzz Dance Group who came into the school for 2 days and taught students how to express themselves through dance. All students were given the opportunity to participate and the incursion added to the skills of The Cassia Primary Swagganators Hip Hop Group.

Book week was full of excitement this year as the school was treated to a story reading each morning. Two of the guest readers were Mayor Kelly Howlett and the Hon. Stephen Dawson MLC. Students engaged in a wide range of literacy activities in their classes revolving around the recommended book week list of books. The highlight of the week was a whole school story. Mrs Ward the Principal commenced the story on an iPad and the iPad was taken around the school for every class to continue the story. Then on the Friday afternoon the whole school assembled to hear the creation of “Devi’s Turtle Adventure”.

**EARLY CHILDHOOD EDUCATION**

Cassia Primary School received a record number of Kindergarten enrolments for 2015 which brought about the need for a new Kindergarten Orientation program to run alongside the Pre-Primary to Year One Orientation. Co-ordinated by Mrs Debra Edwards, the program ran over four weeks with overwhelming attendance. Parents attended workshops to help in with the transition into school. The workshops included; what to expect in Kindy, nutrition, a visit from the child health nurse who provided information about development, behaviours with the Positive Parenting Program. The students were instructed by their teachers in Whole Body Listening and teachers were able to get a jump start on identifying educational needs.

During Semester Two, local day care providers were given the opportunity to participate in a School Readiness Program. The children visited the school site, engaging in activities and using the facilities. The students’ teachers Ms Erica Zappelli and Mrs Rebecca Wyatt visited the centres for a handover meeting. This has been beneficial to assist in a smooth transition for the children from day-care to Kindergarten.

The Pre-Primary students have been fully engaged in iPad technology thanks Miss Lauren Manuel. During Term Two we were lucky enough to do some work with Mr Paul Fuller who works with the Department of Education to encourage the use of iPads in the classroom. He paid a visit to TA11 and did a workshop with the students teaching them to use iPads in innovative ways. Cassia Primary School staff were able to participate and observe during these lessons.

Miss Manuel’s class also participated in the WA’s Biggest Classroom iPad Project. Each week they utilised different applications to complete the challenges which we submitted through the Showbie App. The Pre-Primary students in TA11 and TA12 have also had a large focus on developing behaviours for healthy bodies and minds during 2014. They participated in the “Take the Challenge” Program, moving at least half an hour, identifying and making healthy choices every day such as drinking plenty of water and eating fresh fruits and vegetables.

Ms Erica Zappelli attended the National Quality Standards workshop with the administration team and Cassia Primary School will be working towards meeting all the standards set out by the NQS. Our staff has identified areas that need attention or improvement at whole school level.
SCIENCE

Semester 1:

Students learned about Life and Living. Students understand their own biology and that of other living things, and recognise the interdependence of life. Students learnt that all living things in an environment and can explain how changing one aspect of the environment will affect other organisms. Students investigated ants, worms and butterflies living environments and recorded interesting facts they have found.

Students also learnt about Energy and Change this semester. Students understand the scientific concepts of energy and explain that energy is vital to our existence and to our quality of life. Students investigated scientific concepts of energy, energy sources and described patterns of energy use around the home and in the community.

Semester 2:

In Semester Two the students investigated Earth and Beyond. Students now understand how the physical environment on Earth and its position in the universe impact on the way we live. Students know that the sustainability of life depends on the quality of the air and the availability of water and materials from the ground. We learnt about weather pattern and describe how weather affects them and their environment. Also this semester Miss Smith named a star after our wonderful school Cassia, and we had a visit form Atlas, Earth Science Western Australia. Jo Watkins showed us some amazing fossils and how to make our own.

The last term we focused on Natural and Processed materials. Students investigated the structure of materials and how they determine their properties and that the processing of raw materials results in new materials with different properties and uses. Students now understand that they can identify similarities and differences between materials by sorting or classifying. This term four students were selected to participate in a weather wall program. This was organised by Scitech and GWN7 news.
### Cassia PS
Financial Summary as at 31 December 2014

#### Revenue - Cash
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<th>Description</th>
<th>Budget</th>
<th>Actual</th>
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<td>Voluntary Contributions</td>
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<td>Charges and Fees</td>
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<td>Commonwealth Govt Grants</td>
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<td>Internal Transfers</td>
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#### Total Contingency Funds Available
- $1,099,821.00
- $1,091,524.85
- $2,196,321.00
- $2,196,324.38

#### Current Year Actual Contingedes Revenue Sources

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<td>Local/State Government</td>
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#### Expenditure
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#### Cash Position

- Bank Balance: $636,436.50
- Made up of:
  - General Fund Balance: $230,531.85
  - Trust Funds: $809,805.64
  - Cash Advances: $3,740.00
- Tax Position: $4,480.00
- Total Bank Balance: $636,436.50