

Armadale Education Support Centre



2021
ANNUAL REPORT

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GLOSSARY OF TERMS

AESC	Armadale Education Support Centre
ASDAN	Award Scheme Development and Accreditation Network
ASHS	Armadale Senior High School
ESSN	Education Support South Network
ICT	Information and Communication Technologies
IEP	Individual Education Plan
InCAS Testing	Interactive Computerised Assessment System
ITP	Individual Transition Plan
MCS	Manager of Corporate Services
Music Rocks	Music Rocks Australia; external Specialist Music Program
NDIS	National Disability Insurance Scheme
OLNA	Online Literacy and Numeracy Assessment
PBS	Positive Behaviour Support
PCP	Person Centred Planning
PD	Professional Development
SAER	Students at Educational Risk
SCSA	School Curriculum and Standards Authority
SMART	Specific, Measurable, Attainable, Realistic and Time Bound
VET	Vocational Education and Training
WACE	Western Australian Certificate of Education
WASSA	Western Australian Statement of Student Achievement

OVERVIEW



Armada Education Support Centre (AESC) is a government school catering for students with special needs ranging from years 7-12. All students have been offered an enrolment at the school via Disability Resourcing or local area placement. AESC is co-located on the grounds of our partner school Armadale Senior High School (ASHS). Both schools are committed to inclusive practices and work collaboratively to maximise learning opportunities for students.

The school motto 'Education for life' reflects our belief that our specialised curriculum will prepare students for a happy and fulfilling life. Every student is an individual with the potential to learn and achieve. We believe in building strong relationships with our families and the wider community. We know how important it is for parents and carers to be involved in their child's education.

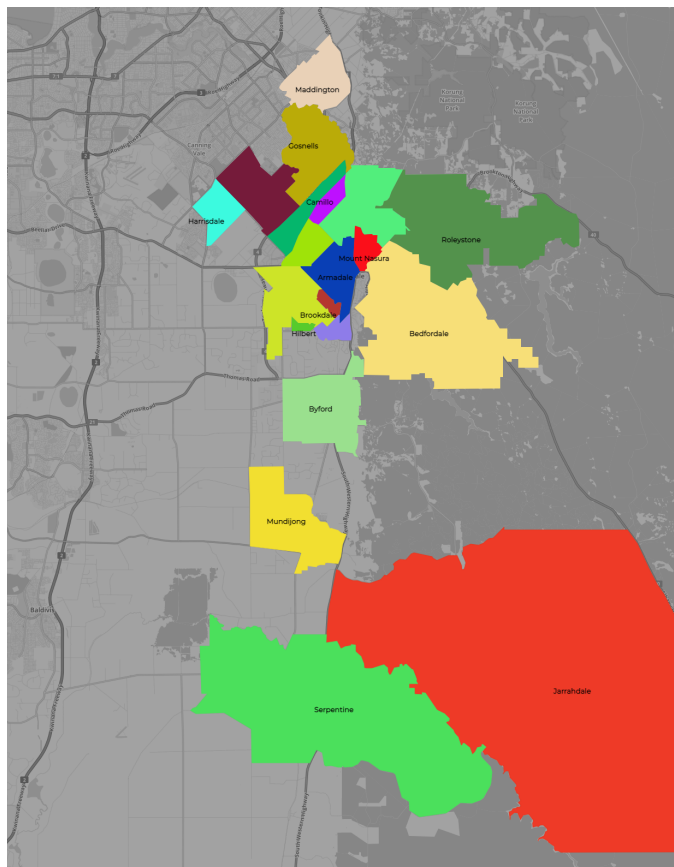
Throughout 2020 and 2021 Covid-19 affected the lives of our students and the school community. As a school community we actively looked for new ways to address the need for interconnectedness as a school community. This led to innovations including the use of educational technology including Apps and Connect, the Education Department's online learning platform across our school. This challenged both staff and students and there were some highly creative outcomes including WebEx and pre-recorded assemblies that displayed student skills and helped students meet their requirements for ASDAN portfolios and School Curriculum and Standards Authority (SCSA) endorsed programs. These innovations are now embedded in the AESC teaching and learning programs.

All students in middle school (Years 7-9) have an Individual Education Plan (IEP). These students were enrolled in ASDAN (Award Scheme Development and Accreditation Network) Stepping Stones, a citizenship curriculum that encourages personal skill development, wellbeing, enterprise, and financial education as well as environmental awareness, which was linked with the existing Bushrangers cadet program.

Students in Senior School (Years 10-12) have an Individual Transition Plan (ITP) to identify goals and strategies required to transition to life beyond school. These students were enrolled with the School Curriculum and Standards Authority (SCSA) in Preliminary Unit Courses of Study in English, Maths, Health, and Physical Education. Students were also enrolled in SCSA endorsed programs, including ASDAN life skills programs that focus on student centred learning. Endorsed programs contribute to a Western Australian Statement of Student Achievement (WASSA), which is issued to all Year 12 students at the completion of their secondary schooling. By the end of Year 12 all students have compiled a portfolio of their achievements and a resume identifying their skills and accomplishments. The portfolio is important for students when work, further study, or alternative to employment programs.

Our mission is to encourage growth, respect for others and create opportunities for all our students in a safe and caring environment. We explicitly teach positive behaviour and social skills whilst providing a quality curriculum to prepare students for life beyond school.

STUDENTS

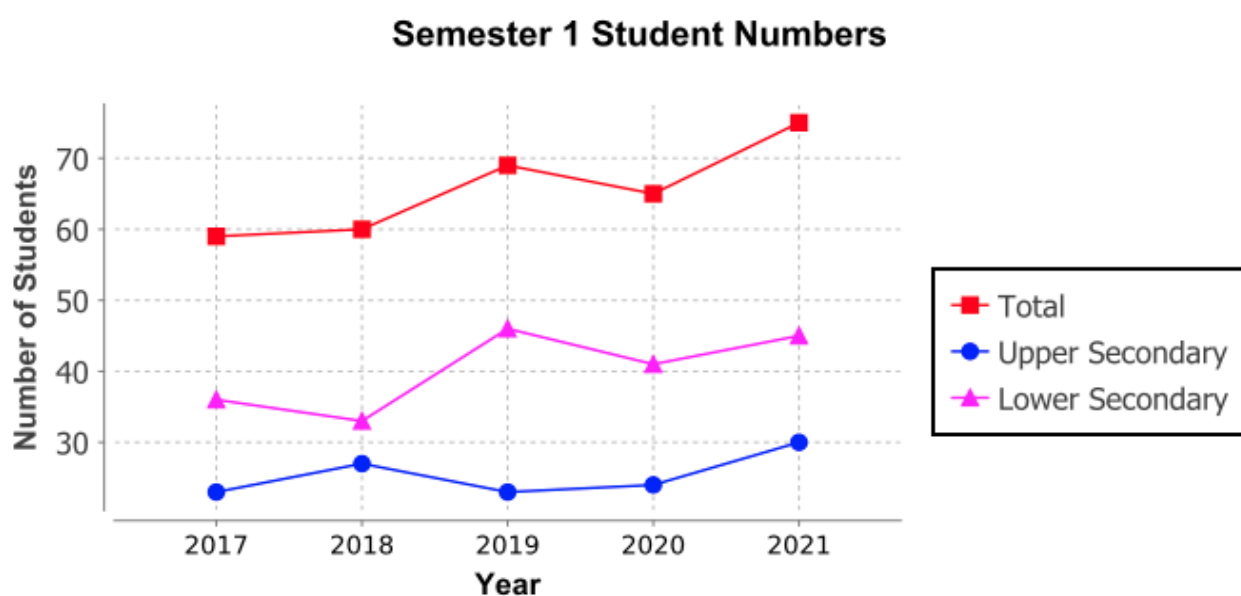


Geographically the students come from a mixture of urban, semi-rural and rural settings across Armadale, Bedfordale, Brookdale, Byford, Camillo, Champion Lakes, Gosnells, Harrisdale, Haynes, Hilbert, Jarradale, Kelmscott, Maddington, Mundijong, Roleystone, Serpentine, Seville Grove, Southern River, Mount Nasura and Wungong.

Transport is available through the Public Transport Authority's contract school bus services (SBS).

Some students are transported to and from school by parents and carers and others travel independently using public transport, walk or ride their bikes.

In 2021 we had 76 students enrolled. Student numbers have been trending upwards since 2017.



Source: Schools Online

STAFF AND SUPPORT SERVICES

As a level 4 school we are staffed with a Principal, two Deputy Principals, a Student Services Officer, Manager of Corporate Services, two FTE School Officers, an AIEO, as well as a part-time School Psychologist and School Nurse. The second Deputy position was newly created in 2021 and officially commenced in term 4.

In 2021 there were 5 middle school classes and 4 senior school classes. The school employed 11 teachers and 26 Education Assistants. Each class had a co-ordinating teacher and at least two full time education assistants. Additional teachers and allied professionals were appointed to work with students and to facilitate programs including Bushrangers Cadets, Permaculture Cert 1, Protective Behaviours, music, sport, workplace learning and community access programs. AESC purchased teacher time from its partner school, ASHS to run specialist Technology and Enterprise programs including Woodwork. The school also purchased a specialist music program from Music Rocks.

Table 4 presents the student and staff numbers (teaching and support) for each year since 2018.

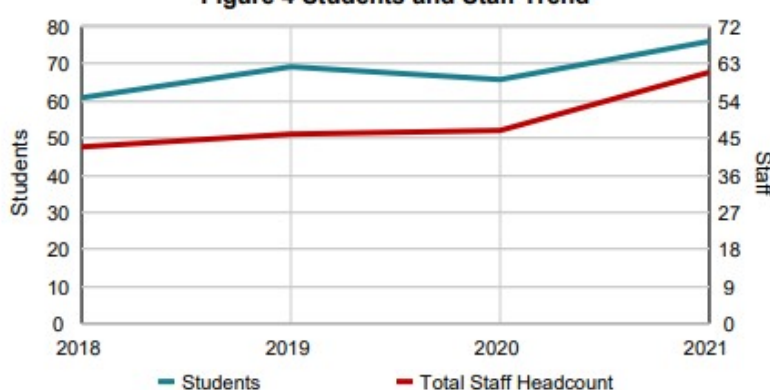
Table 4 Students and staff trend

Year	Total Staff Headcount	Teaching Staff Headcount	School Support Staff Headcount	Students
2018	43	12	31	60
2019	46	13	33	69
2020	47	15	32	65
2021	61	15	46	75

* Note: student numbers are taken from Semester 1 schools online figures each year

As indicated in Figure 4 below, student numbers have followed a similar trend to total staff headcount.

Figure 4 Students and Staff Trend

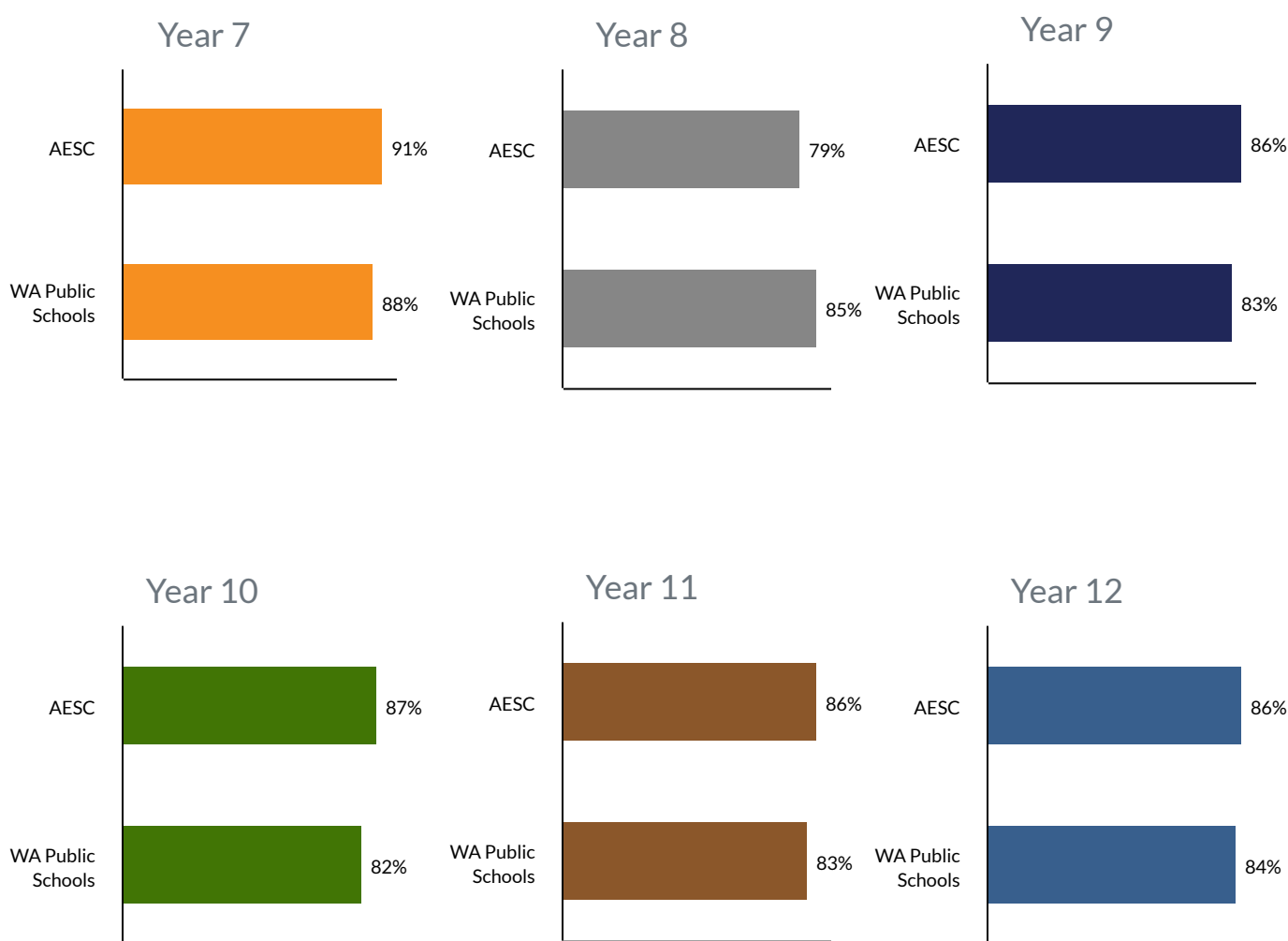


Source: Workforce Management Plan

STUDENT ATTENDANCE

Given the numbers of students enrolled at the school is less than 100, percentage attendance figures are highly impacted by minor changes in individual student attendance. The average student attendance rate in 2021 was 86.2%. The students who are enrolled have special needs that include medical conditions that affect attendance rates. AESC attendance varies by year group and is comparable with other WA Public Schools.

AESC Compared to State Averages



Source: Schools Online

We have a dedicated Student Services team committed to providing support to students and their families who are experiencing difficulties. During 2021 the team identified students that were at educational risk due to their attendance level. They provided support for students and families that included support to access the school bus service, travel training as required, regular phone calls and home visits to follow up on student attendance. Students and families who were identified as needing extra support, including food packages and Centrelink assistance were referred to the Social Work team at the Youth and Community Service Hub.

SCHOOL PRIORITIES

Our 2020- 2022 Business Plan guides our strategic directions and supports students to reach their full potential. Due to government mandates and community restrictions Priority 1: Teaching and Learning and Priority 3: Community Partnerships were impacted and not all targets were able to be progressed as proposed in 2021. These targets will be addressed in 2022.

The school priorities identified in the 2020 - 2022 Business Plan are:

Teaching and Learning

Targets

Provide every student with a pathway to a successful future.

Strengthen support for teaching and learning excellence in every classroom.

Progress

Due to COVID restrictions our learning programs were significantly affected and changed the way programs were delivered for our students. This led to an increased focus on the use of Information and Communication Technologies (ICT) across all year groups and included teaching parents and students to access the school curriculum via Connect. Students were provided access to online apps for Literacy and Numeracy Programs (Reading Eggs, Maths Online and World Book Online). The students' online progress was regularly monitored by the class teachers. Hard copy learning packs were delivered to students' homes as required, to ensure everyone had access to continue their education in addition to online learning.

Other innovations included the creative use of WebEx to enable students to actively participate in assembly by pre-recording segments to display their skills and help them meet their requirements for their learning programs. On the day of assembly classes and parents were given the link to login and participate in the event.

Throughout the year staff continued to engage in professional learning to develop their skills to support the Business Plan's Teaching and Learning priorities:

- ASDAN Training (100% of classroom staff)
- Training in the 4 Blocks Literacy Model of Instruction (100% of Teachers)
- Training in the use of RIC Australian Curriculum Maths resources (100% of Teachers)
- Aboriginal Cultural Appreciation course (95% of staff completed)

Planned Action

- Update and implement a school-based Literacy and Numeracy scope and sequence
- Classroom plans to reflect that Literacy and Numeracy is embedded in all school programs
- Maintain and strengthen Indigenous cultural expression and conservation with the school community

Leadership

Targets

Build the capability of school staff. Use evidence to drive decision making

Progress

The School Leadership team acknowledges the business needs of the school and personal growth goals of staff by ensuring succession planning is in place to fill key positions at our school.

AESC operates under a distributive Leadership model. Teachers who have expressed interest in becoming a Deputy or Principal attended Aspirant Leadership PD and were given leadership opportunities within the school. The Aspirants had planned opportunities to undertake learning essential to their chosen role. The requirement for staff to take Long Service Leave (LSL) within set periods gave teaching staff the opportunity to take on leadership roles, including backfilling the Principal and Deputy roles. The growing student numbers and strategic direction of the school created the opportunity for a permanent second Deputy position in 2021, which was successfully filled by an aspirant.

The Manager of Corporate Services (MCS) completed the Graduate Certificate of Education Business and Leadership in 2021. The MCS, as a member of the Education Support South Network (ESSN) Strategic Group took an active role in mentoring staff new to the MCS role within the ESSN network. The MCS identified an office staff member with aspirations to become an MCS and supported them to secure a place in the accredited Aspirant MCS program at the Leadership Institute.

Teaching and non-teaching staff are assigned specific leadership roles to facilitate leadership capacity building. These roles include Student Services team leader, PBS leader, WPL team transition coordinator, family liaison officer, Bushrangers cadet unit leader, and ICT support.

84% of staff actively participate in school improvement through membership of school-based committees and working parties. The committees fall into the following categories:

- Mandated Committees
- School Business Plan priority area committees
- School program / project committees

Staff are strongly encouraged to join one or more Committees to share their knowledge and expertise for the benefit of our school community.

Planned Action

- Deputy Principal's and Teaching staff will be offered Principal and Deputy leadership opportunities due to staff taking planned LSL in 2022.
- Update the succession plan for office staff including the MCS and school officer roles
- Advocate for staff to represent the school on specialised ESSN groups to promote collaboration and networking with like schools.
- Progress opportunities for leadership using the WA Future Leaders Framework

Community Partnerships

Target

Partner with families, communities and agencies to support student engagement

Progress

The Student Services team, teaching staff and the Workplace Learning Team worked closely with our students and their families to identify their dreams and aspirations to create individualised Person Centred Plans (PCP). The PCP's assisted families to plan for suitable support when attending their National Disability Insurance Scheme (NDIS) planning meetings. As part of the NDIS plans of individual students Therapy services were provided onsite during school hours. Agencies delivering therapy on campus include; the Autism Association, Senses WA, Therapy Focus, Rocky Bay St Jude, Wizetherapy, Kids are Kids, AIM Therapy, Logic Lounge, Downsouth Therapy, Straight Talk Speech, Nexus Allied Therapy, Directions, and the ORS Group. Room bookings are made through the AESC office.

AESC is a member of the Education Support South Network (ESSN) which gives our students the opportunity to participate in fun events with students from 23 like schools including Soccer and Basketball Carnivals. Our students enjoy competing and highly prize the individual medals won on the day.

The school has a positive relationship with our co-located school and students enjoyed several activities with ASHS including the RUOK drone photo shoot, Year 7 fun day, Year 12 breakfast, annual Athletics Carnival and the School Ball.

The Department of Education is the lead agency for the Full Service Schools pilot project, known as the Youth and Community Services 'Hub' located on the shared AESC/ASHS campus. The AESC Student Services Team collaborated with the 'Hub' to provide a range of services and activities to help meet the needs of students, their families and the wider community. Through this avenue we were able to assist and encourage our Students at Educational Risk (SAER) with various engagement programs such as Dismantle - Bike Rescue and YMCA programs. We also accessed the Youth Policing Unit, for positive behaviour support for individual students at risk of engaging in antisocial behaviour. Through the Dismantle Bike Rescue youth development and mentoring program (JobReadii) two of our year 12 students were offered employment.

Planned Action

- Organise parent information sessions and morning teas with guest speakers from community agencies after each school assembly
- Continue to represent the AESC school cohort at the Youth and Community Services HUB
- Continue the Dismantle Bike Rescue program as part of our senior school program.

Health and Wellbeing

Target

Explicitly teach social skills and interpersonal problem solving skills to encourage positive peer relations and reduce bullying behaviour.

Focus on empowering staff and students to care for themselves and others by increasing their knowledge and skills of health-related topics including physical, mental and social wellbeing.

Progress

Over the course of the year, various community and government grants were secured, including NAIDOC, PALS and Sporting Schools. Through the Sporting School's grants we were able to encourage our students to lead a healthy and active lifestyle through sports. The Stephen Michael Foundation has been a major partner in our student wellbeing program. This year our students actively engaged in various sports and recreational activities including football, basketball, cricket and golf clinics. Through the NAIDOC and PALS grants the school was able to increase Aboriginal cultural awareness and wellbeing through community connections. The grants enabled the school to partner with local artists to paint a 6 seasons mural at the entrance of the school.

AESC is a health promoting school. We explicitly teach social skills and interpersonal problem solving skills to encourage positive peer relations and reduce bullying behaviour. This creates a learning environment that is positive, safe, engaging, culturally inclusive for our students. Being a Positive Behaviour School (PBS), we promote expected behaviours through explicit teaching and reward programs. PBS is used as a motivator for many of our wellbeing and pastoral care activities. Throughout the year, we had termly "Fun Days" organised by the Health & Wellbeing Committee together with the Positive Behaviour Support (PBS) Team. Students enjoyed games, activities, and pizza parties. Within the individual classes, students engaged in Health lessons which encouraged them to explore ways to manage their emotions and build resilience.

The AESC Breakfast Club continued to be run every morning to ensure students were ready to start their day. In partnership with the HUB, Foodbank and the Perth Homeless Support Group we supported our students and their families by delivering donated food hampers to those in need.

Planned Action

- Create posters or infographics that can be shared with staff, students and parents, which highlight health and wellbeing initiatives.
- Promote prosocial behaviour such as helping, sharing, teamwork, cooperating and listening to others to encourage friendships, and improve social skills and personal wellbeing.

STUDENT ACHIEVEMENT 2021

Our Programs

Middle School Year 7-9

ASDAN Stepping Stones

ASDAN New Horizon

ASDAN Transition Challenge

Literacy - DI

Numeracy - Prime Mathematics

Health and Physical Education

Design and Technology

Aboriginal Studies

Science

Computer Literacy

Protective Behaviour

Music Rocks

Guitar Lessons

Choir Lessons

Drumbeat

Art and Media

Cooking

Bushrangers and Cadets

Technology and Enterprise

Life Skills Programs

Senior School Year 10-13

School Curriculum
Standards Authority
Preliminary Courses

English
Preliminary Units – 1,2,3,4

Mathematics
Preliminary Units – 1,2,3,4

Health & Physical Education
Preliminary Units – 1,2,3,4

School Curriculum
Standards Authority /
Provider Developed
Endorsed Courses

Workplace Learning - ADWPL

Bushrangers - PPWBR1,2 & 3

Community Arts Performance

Community Service

Music Performance Ensemble

Recreational Pursuits

Public Transport Authority-
Right Track

Keys for Life Plus driver
education programs

ASDAN: Short Courses

ASDAN Programs: Towards
Independence Modules and
Workright

Life Business Consultancy -
Coaching Young People for
Success - Career Coaching
Program (PLBCC)

VET Certificate
Courses and School
Based Traineeships

Certificate II in Hospitality

Certificate I in Permaculture

Certificate III in Retail

Certificate II in Automotive

Vocational Preparation

**Certificate II in Building and
Construction (Pathway -
Trades)**

Student Achievement Data

Individual Education Plans

All students attending AESC have a biannual Individual Education Plan (IEP) which defines their individualised learning objectives. These plans form the basis for reporting to parents on student progress however making comparison between student achievements with others does not provide useful data. At AESC the expectation is that 80% of SMART student goals will be achieved however there are factors such as absences that impact on individual student achievement.

IEP Data: Percentage of IEP goals achieved by Year Group Semester 2 2021

Year Group	Achieved
Year 7	85.33%
Year 8	83.60%
Year 9	84.14%
Year 10	88.37%
Year 11	79.27%
Year 12	91.45%

Source: Reporting to Parents, Student Analysis

In 2021, Year 7 – 9 students were enrolled in ASDAN Program (Key steps, New Horizon and Transition challenge). Students in Year 10, 11 and 12 are enrolled in a combination of ASDAN, Vocational Education and Training (VET) and Endorsed Programs, all of which are formally recognised by the School Curriculum and Standards Authority (SCSA). SCSA subjects have set requirements that must be met for students to be accredited.

85% of students sit the OLNA test (online literacy and numeracy assessment) in Year 10, 11 and 12. The minimum literacy and numeracy standard for mainstream General Courses is Category 3 however the majority of AESC students attained category 1 or 2. Students achieving Category 3 have the option of attending classes in our partner school. Students achieving category 1 and 2 are enrolled in SCSA Endorsed Programs which contribute to their WASSA Certificate.

ASDAN Student Achievement Years 7 - 9

ASDAN PROGRAM	MODULES	YEAR GROUP	ACHIEVED
New Horizon	Personal Social Health Citizenship Relationships	Year 7	100%
Transition Challenge	Knowing How Making Choices Feeling Good Moving Forward Taking the Load	Year 8 and 9	100%
Key Steps		Year 9	100%

ASDAN Moderation Results

ASDAN Programs 2021

New Horizon

This learner-centred program offers structure and flexibility providing recognition for small steps in achievement. The activities are split into five modules: Personal, Social, Health, Citizenship and Relationships.

Transition Challenge

This program consists of five modules: Knowing How, Making Choices, Feeling Good, Moving Forward, Taking the Lead. The modules are activity-based programs which enhance students skills required for adult living.

Key Steps

This is a comprehensive program of activities in a range of topic areas covering Citizenship, Physical and Health Education, Environment Education, Personal Finance Education, Enterprise, and Internationalism.

Moderation

Each student completes challenges and collects evidence of their activities to build their portfolios. A fair and open internal moderation is completed by the ASDAN coordinators before the portfolios are sent out for external moderation. Since 2018, AESC has received 100% ASDAN achievement.

Senior School Student Achievement Years 10 - 12

Table 1: Literacy

COURSE/ PROGRAM	ENROLLED	ACHIEVED COMPETENCY	ACHIEVEMENT IN %
P1 English	9	8	89%
P2 English	9	8	89%
P3 English	9	9	100%
P4 English	9	9	100%
General English	2	2	100%

Source: Reporting to Parents

Table 2: Numeracy

COURSE/ PROGRAM	ENROLLED	ACHIEVED COMPETENCY	ACHIEVEMENT IN %
P1 Mathematics	11	8	73%
P2 Mathematics	11	10	91%
P3 Mathematics	8	7	88%
P4 Mathematics	8	7	88%

Source: Reporting to Parents

Table 3: Recreation and Leisure

COURSE/ PROGRAM	ENROLLED	ACHIEVED	ACHIEVEMENT IN %
P1 Health and Physical Education	14	12	86%
P2 Health and Physical Education	14	12	86%
P3 Health and Physical Education	7	5	71%
P4 Health and Physical Education	7	5	71%
ADMPE - Music Performance Ensemble	9	7	78%
ADRP - Recreational Pursuit	30	24	80%
ADCAP - Community Art Performance	30	24	80%

Source: Reporting to Parents

Table 4: Community Service

COURSE/ PROGRAM	ENROLLED	ACHIEVED	ACHIEVEMENT IN %
PPWBR1 & 2 - Bush Rangers Cadet	25	23	92%
Authority Developed Community Service	8	8	100%

Source: Reporting to Parents

Table 5: Independent Living

COURSE/ PROGRAM	ENROLLED	ACHIEVED	ACHIEVEMENT IN %
ASDAN: Preparatory Award Programs Towards Independence - Independent Living (Introduction)	10	10	100%
ASDAN: Preparatory Award Programs Towards Independence - Independent Living (Progression)	5	5	100%
ASDAN - The Wider World	9	5	56%
ASDAN - My Future Choice	15	3	20%
PTART - Right Track	8	8	100%
Keys for Life	11	11	100%

Source: Reporting to Parents

Table 6: Career Education

COURSE/ PROGRAM	ENROLLED	ACHIEVED	ACHIEVEMENT IN %
ASDAN Work Awareness	10	8	80%
Workplace Learning (ADWPL)	24	21	86%
Life Business Consultancy - Coaching Young People for Success - Career Coaching (PLBCC)	8	8	100%
Authority Developed Community Art Performance	30	28	93%
Authority Developed Recreational Pursuit	39	32	82%
Authority Developed Music Ensemble	8	8	100%
VET Certificate Courses			
Certificate II in Construction (Pathway)	1 Student Competent		
Certificate II in Automotive Vocational Preparation	2 Students Competent		
Certificate I in Permaculture	5 Students Competent		

Source: Reporting to Parents

POST SCHOOL DESTINATION

Twelve students graduated in 2021.

Two former students are pursuing further education and are enrolled in the following Tafe Courses:

- Cert II in Painting and Decoration
- Cert II in Automotive (Heavy Duty)

Six former students are employed part-time in supported employment at Activ Foundation, Good Samaritan Industries and Cash for Cans.

Four former students are employed in the following industry areas: Child Care, Hospitality and Cleaning Services after completing successful work experience placements in their final year at AESC.

Two students have continued to engage in engagement and recreation programs that they commenced during their enrolment in SCSA Endorsed programs:

- DADAA Performing Arts
- Music Rocks Allstars

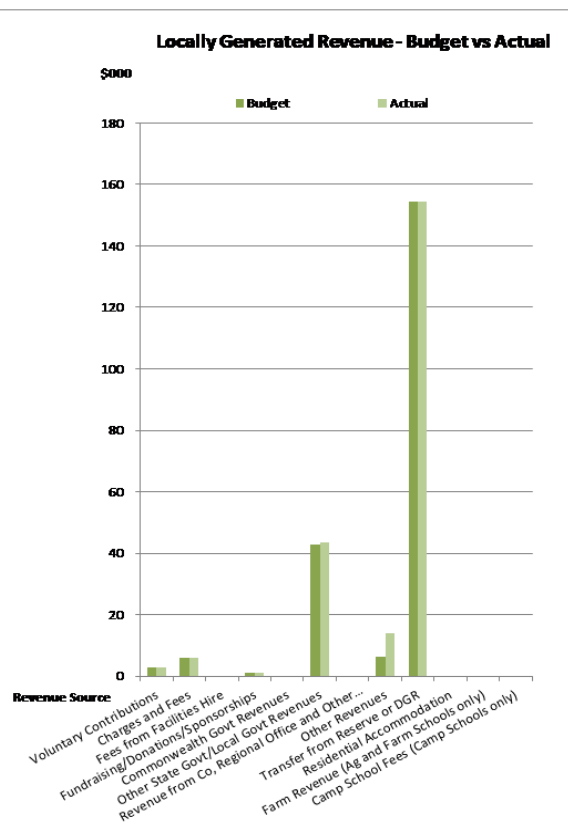
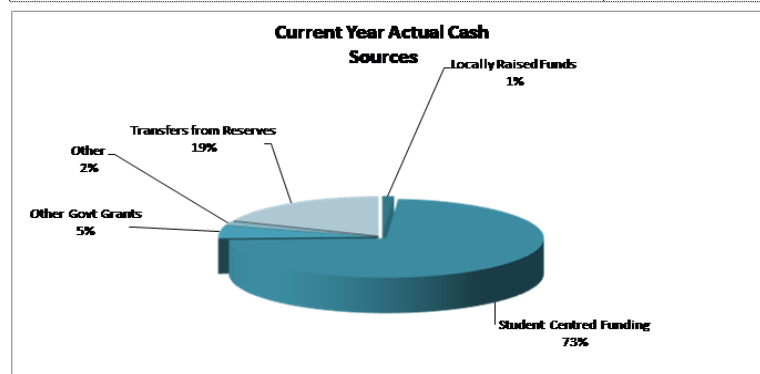
INDUSTRY	COURSE COMPLETION	EMPLOYED/ VOLUNTEERS	NUMBER
Hospitality Retail	Hospitality Retail Cert III (Partial Completion)	Employed in Hospitality Industry	1
Supported Employment	Completed ADWPL required Hours	Employed in Supported Employment (ACTIV, GSI, Bike Rescue, Cash for Can)	6
Child Care	Completed ADWPL required Hours	Employed in a Child Care Centre	1
Cleaning Services	Completed ADWPL required Hours	Employed in Cleaning Services (part time)	1
Hospitality Automotive	Completed ADWPL required Hours in different industries	Employed (Casual in Hospitality Industry) Pursuing Cert II in Automotive (Heavy)	1
Painting and Decoration	Completed partly the UOC in Cert II Painting and Decoration	Pursuing Cert II in Painting and Decoration	1
DADAA	As part of ADCAP completed Hours in DADAA	Participates in DADAA Performing Arts	1
Music Rocks	As part of ADMPE completed hours with Music Rock	Participates in Music Rock performance	1

School leavers and their parents/caregivers are given information to make informed decisions regarding employment options available. The AESC Workplace Learning Team provides an intensive transition process for graduating students, including a Parent Information session to provide information about relevant services including Centrelink, NDIS, and Service Providers.

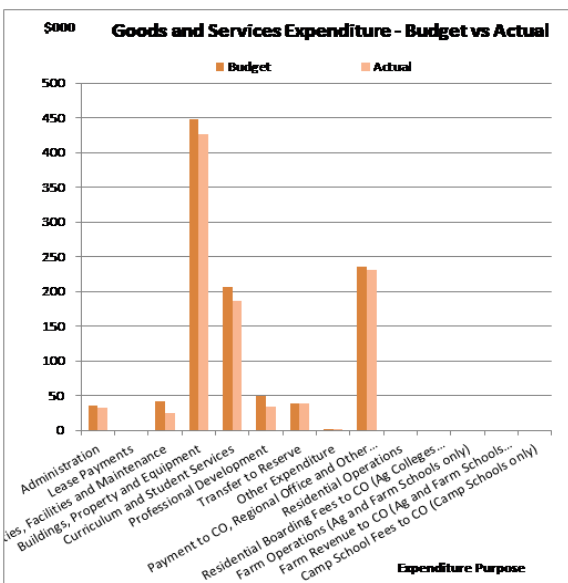
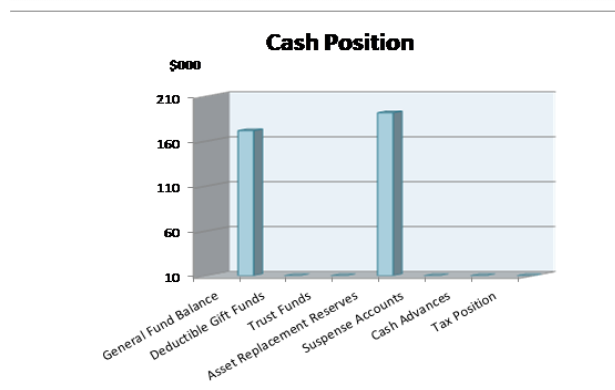
FINANCIAL SUMMARY

Armadale Education Support Centre Financial Summary as at 31st December 2021

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 2,929.00	\$ 2,928.50
2 Charges and Fees	\$ 6,004.00	\$ 6,003.99
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 967.00	\$ 967.01
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 42,773.00	\$ 43,522.75
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 6,132.00	\$ 13,849.52
9 Transfer from Reserve or DGR	\$ 154,579.00	\$ 154,579.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 213,384.00	\$ 221,850.77
Opening Balance	\$ 317,420.00	\$ 317,420.58
Student Centred Funding	\$ 605,161.00	\$ 605,161.44
Total Cash Funds Available	\$ 1,135,965.00	\$ 1,144,432.79
Total Salary Allocation	\$ 4,034,741.00	\$ 4,034,741.00
Total Funds Available	\$ 5,170,706.00	\$ 5,179,173.79



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 36,066.00	\$ 32,621.69
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 41,415.00	\$ 24,324.57
4 Buildings, Property and Equipment	\$ 448,190.00	\$ 425,414.00
5 Curriculum and Student Services	\$ 206,198.00	\$ 186,067.43
6 Professional Development	\$ 50,000.00	\$ 33,712.97
7 Transfer to Reserve	\$ 39,000.00	\$ 39,000.00
8 Other Expenditure	\$ 1,700.00	\$ 1,682.80
9 Payment to CO, Regional Office and Other Schools	\$ 235,000.00	\$ 230,004.70
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)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 1,057,569.00	\$ 972,828.16
Total Forecast Salary Expenditure	\$ 3,868,612.00	\$ 3,868,612.00
Total Expenditure	\$ 4,926,181.00	\$ 4,841,440.16
Cash Budget Variance	\$ 78,396.00	



Cash Position as at:	
Bank Balance	\$ 355,116.89
Made up of:	
1 General Fund Balance	\$ 171,604.63
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 191,511.30
5 Suspense Accounts	\$ (4,953.04)
6 Cash Advances	\$ -
7 Tax Position	\$ (3,046.00)
Total Bank Balance	\$ 355,116.89





SCHOOL SURVEY

As part of our school's ongoing review processes and commitment to improvement, an Opinion Survey was conducted in 2020.

Collectively this data suggests that our school is performing to a very high level of satisfaction among students, parents and staff.

Importantly, there is a continued positive trend in results from key areas such as:

- Parents being able to talk to teachers about their concerns
- The school looks for ways to improve; and
- The school works with parents to support students' learning

 QUESTION	 PARENTS	 STUDENTS	 TEACHERS
Teachers at this school expect students to do their best	96%	96%	96%
Teachers provide students with useful feedback about their work	96%	92%	96%
Parents can talk to teachers about their concerns	100%	-	100%
Teachers at this school motivate students to learn	96%	91%	96%
This school looks for ways to improve	100%	83%	100%
Teachers at this school care about students	95%	96%	95%
The school works with parents to support students' learning	100%	-	100%



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