



Annual Report 2017

Introduction

The annual report for Kinross Primary School provides parents and the wider community with information about our school, including special highlights and achievements throughout the year. The report identifies our many successes and areas where we hope to improve.

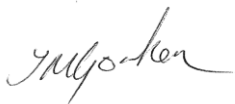
2017 was another successful year at Kinross PS. There were many special events held throughout the year to promote a positive school culture and enhance relationships within the community. This included events such as Harmony Week, Book Week, Sporting Carnivals, Crown Performance, One Big Voice, Kinross Has Talent, the Specialist evening, Year 6 Camp and Community Carols. Many of these events are elaborated on in this annual report.

There were also many enhancements carried out in the physical environment at the school. The undercover area was air-conditioned, due to funds provided by the Kinross P&C. The front office received an up-grade and shade was erected over the senior playground. Loose parts hubs were set up in the Years 1-3 and 4-6 playgrounds. A Makerspace was also set up in the school library. Two demountables were removed from the K/P area and the space was landscaped for future use. Further ICT resources were purchased including HP laptops, iPads and robotic equipment including

Kinross PS continued implementing the Kinross Business Plan in 2017. There has been a strong focus on improving performance in Reading and Mathematics. Staff participated in professional learning and worked together to implement strategies to strive for improvement in these areas. Data collected will assist us in our progress, as we move through the life of our second Kinross Business Plan. The P&C continued to work hard for our school community and I would like to thank them for all their support. It was exciting watching the development of our new Fathering Group in its second year and the continuing impact this has had on our school. The Camp Out was another huge success and fathers at Kinross PS have been given opportunities to get to know other Dads in the community.

I hope you enjoy reading this report to reflect on and remember a highly successful 2017.

Yours sincerely,



Therese Gorton
Principal



Jarryd Evans
Board Chair



SCHOOL OVERVIEW

“Growing Together....”

*‘Growing Together’ is not only the motto for KPS –
it embraces everything we value as a school.*

Kinross is a small suburb in the City of Joondalup located in the northern suburbs of Perth, Australia. Kinross was constructed around 1992-3 in various stages. It is bordered by Neerabup National Park, and is the City of Joondalup's most northerly suburb. The Scottish influence in Kinross extends throughout the suburb with road names, parks and others mainly derived from Scottish place names. This Scottish influence is reflected in the tartan design of the school uniform and publications.

Kinross mostly contains young families and overseas migrants, especially from the United Kingdom, Ireland and South Africa.

Kinross Primary School (KPS) prides itself on nurturing the educational, social and emotional wellbeing of all its students ensuring they are well equipped for the essential skills required to become lifelong learners. By providing a safe and supportive environment we are committed to enabling our students to discover more about themselves and their world, growing into responsible citizens well-equipped to embrace the demands of a 21st century global society.

Strong, well established partnerships with our local community and the broader communities enables us to promote and sustain effective networks. We welcome the input of knowledge and skills by encouraging different perspectives and embracing change to ensure that we not only grow as individuals but also as a whole-school community.

KPS has grown into a school which has clearly established agreed beliefs about teaching and learning. Effective teaching that delivers meaningful learning and assessment derived from thoroughly researched pedagogical practices is the cornerstone of our learning programs. We are continually exploring the innovative use of technology and embedding it into our learning and teaching programs.

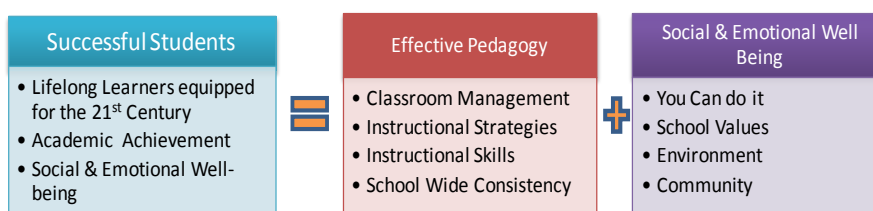
Effective leadership for the present and the future ensures growth is sustained, maintained and evolving. The leadership team supports current practices, keeps abreast of future directions in education and provides the catalyst for ensuring the school adapts to meet the ever-changing needs of today's education priorities. Our leadership structure also supports the growth of future leaders through employing a distributed leadership model that recognises teachers as instructional leaders in their classrooms and future instructional leaders in schools.

KPS has sound review planning structures resulting in excellent outcomes as validated by ongoing school improvement processes and shared leadership approaches. Kinross is widely acknowledged as an effective, progressive and contemporary school.

Our Mission

To ensure all students have opportunities to develop the skills, knowledge and confidence they need to achieve their individual potential.

Our Vision



We are dedicated to the following beliefs:

Effective Teaching	Social & Emotional Well Being	Supportive Environment	Partnerships	Instructional Leaders	This is the foundation for our school and we invite you to grow together with us as we continue to evolve into a
<ul style="list-style-type: none"> Meaningful learning and assessment derived from effective pedagogy. 	<ul style="list-style-type: none"> Emotional well being, personal success and positive relationships. 	<ul style="list-style-type: none"> Safe, respectful, motivating environment with clear expectations. 	<ul style="list-style-type: none"> Positive partnerships within the school and connecting the community. 	<ul style="list-style-type: none"> Leaders support student and teacher success and promote the school beliefs and vision. 	

school that promotes educational, social, emotional and sustained excellence.

Kinross Primary School commenced operations in 1995 and became an Independent Public School in 2013. It is located in the suburb of Kinross , a northern suburb of Perth and is incorporated within the Metropolitan North Education Region. However, the governance of the school lies initially with the School Principal and the School Board and then ultimately with the Director General of Education. The school operates under local intake conditions and the catchment area can be found at the Department of Education website, under 'Find a School'.

The school is bounded by Kinross Drive to the south and west and Callander Avenue to the north and east. We have shared rights with the City of Joondalup for the use of Callander Park. The school is in close proximity to Kinross College and has a YMCA after school centre situated on our site.

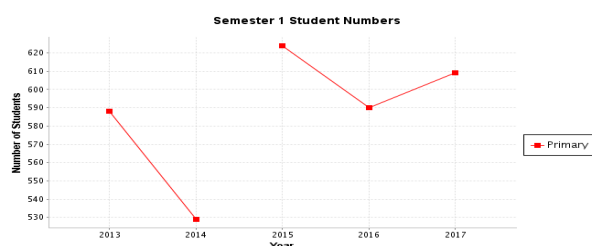
In previous years, Kinross PS was unique, in that it enrolled students up to Year 5 with the Year 6 and 7 students moving across to Kinross College as part of the Middle Years of Schooling. In 2015, Kinross Ps welcomed back the Year 6 students to our site. This was a smooth process and positively received by the whole school community.

WHOLE SCHOOL PEDAGOGY

Kinross Primary School prides itself on its whole school approaches to Literacy and Numeracy. The staff is committed to following these approaches and is accountable for ensuring they develop collaborative plans that reflect the whole school philosophy. Collaborative planning is an embedded practice within the school and timetables are structured to ensure these collaborative practices are adequately resourced. The staff is committed to using school data to inform both whole school and year level planning and is developing sound assessment practices including moderating of work samples to provide accurate reporting to parents.

ENROLMENT TRENDS

Semester 1	2013	2014	2015	2016	2017
Primary (Excluding Kin)	588	529	624	590	609



Numbers increased in 2015 with the return of the Year 6 cohort from Kinross College. There was a decrease in numbers for 2016. However, new enrolments occurred throughout the year and numbers are stable.

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PARTNERSHIPS

Kinross Primary School has developed close links with Kinross College and there is a sharing of both ideas and resources. The school psychologists have regular meetings, sharing information which assists greatly with the transition of students from the primary school to the college. School chaplains have developed a close working relationship which ensures a smooth transfer of knowledge about students in the transition phase.

Kinross PS actively promotes the ideals of leadership for both the students and staff of the school. There is a strong belief throughout the school that enabling people to take on positions of responsibility provides avenues for greater commitment, purpose and expectation. All staff members are encouraged to partake of leadership opportunities both within the school and in other areas. All Year 6 students are supported in applying for Student Council positions with two sets of student councillors elected throughout the year; in semester one and semester two.

The Student Leadership group is composed of a Student Forum and a Student Council. The Student Forum is responsible for being the student voice in the school. Students from Years 3 to 5 are elected by their peers and they provide information to the school about what is working well from a student viewpoint and what can be improved. This information is provided to the Teacher Facilitator, is considered by the school and appropriate actions taken.

Leadership opportunities presented to staff include those of Team Leader for each year level, Curriculum Leaders, Cost Centre Managers and acting positions that may occur during the year. Succession planning is an important cornerstone of leadership opportunities presented to staff and all staff members are encouraged to seek opportunities for further development. Teachers are assisted in applications for Senior Teacher and Level Three Classroom Teacher and encouraged to take on extra responsibilities within the school.

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Special Days and Highlights of 2017

National Day of Action against Bullying and Violence

The sixth National Day of Action against Bullying and Violence was held on Friday, 17th March 2016. This annual day is Australia's key anti-bullying event for schools, and encourages all students to 'take a stand together' against bullying and violence in schools, the classroom and beyond. Kinross PS participated in this day with all students participating in anti-bullying lessons and wearing a special anti-bullying wrist band.

Harmony Day

Harmony Day, 21 March, celebrates Australia's cultural diversity. It's about inclusiveness, respect and a sense of belonging for everyone. Kinross PS celebrated Harmony Week commencing from Monday 13th March and participated in a variety of activities to promote the theme 'Everyone Belongs'. The week began with a special 'Monday Muster' where students sang 'The Harmony Song' and student councillors presented some interesting facts

based on the theme of Harmony. Students also watched a special video presentation of students and staff dancing to 'Lonely Boy' by the Black Keys. Staff and students were dressed in multi-colours and contributed a gold coin donation for SD3 Cemagi, our sister school in Bali. We raised \$500. This money was sent to the Adopt-a-School Foundation and it was then provided to the school to spend on much needed resources. Many parents also joined us for a picnic at lunchtime where students sat with their buddy classes. A Jump Jam session was held at lunchtime for those interested, including some parents! The junior students watched a puppet show entitled 'Making Friends' and the seniors watched an inspirational talk by Lorin Nicholson. Many students were moved by Lorin's message and stories and were keen to learn more about him. Many classes watched a special documentary back in class and were amazed and humbled by what they observed.



Ride to School Day

National Ride2School Day is held around Australia in March every year. It provides an opportunity for students, parents and teachers to try riding, walking, skating or scooting to school as well as celebrating the regular walkers and riders. Our students participated in this day and it was well supported by the school community. Students were also able to ride their bikes around the school oval at lunchtime for a treat.



The Fathering Project

The Fathering Project (Dads OK) commenced at Kinross PS in 2016. The Fathering group has continued to strengthen in 2017 with a larger number of Dads involved. Another highly successful school camp out was held and run by the Fathering group. Additional events were held throughout the year including a Martial Arts afternoon and Terms of Reference were developed for the Fathering group to exist as a sub-group of the Kinross School Board. It has been a terrific way to involve our Dads and male role models more within the school.



SD3 Cemagi Sister School

In 2017, Kinross PS continued its involvement in the Adopt-a-School Program. Kinross PS has a sister school in Bali, SD3 Cemagi. The Principal and Associate Principal visited the school to create initial contact while they were on Long Service Leave in Bali. Kinross PS again supported SD3 Cemagi through fundraising ventures to provide valuable resources for the school and create relationships between the two schools where families and staff are able to visit the school whenever in Bali.

Anzac Day

A lovely ANZAC ceremony was held on Wednesday 26th April at 9am. Our Head Girl and Head Boy, hosted the ceremony which was well attended by parents. Students participated in many activities across the school to gain a deeper understanding of the meaning of ANZAC Day and much of this work was on display. They were a magnificent back drop for the ceremony. Special guests were invited to speak and lay the wreaths under the flag. The level of respect students displayed during the service was impressive and noted by all. The school choir performed beautifully conducted by Mrs Brierley and the whole school joined in at the conclusion of the service.



Summer Carnival Term 2

On Friday 31st April, our Year 6 students and a group of Year 5 students, competed in a variety of sports in the Summer Carnival. The schools that participated included Kinross PS, Beaumaris PS, Quinns Rocks PS, Connolly PS and Mindarie PS. Students had a wonderful day competing in cricket, speed ball, basketball, volleyball and t-ball. All students displayed wonderful sportsmanship and athletic skills throughout the day.



Mothers Day Crafts and Afternoon Tea

The Kinross P&C organised a delicious afternoon tea for the mothers of Kinross PS. It was terrific to see a large number of our Mums attend and enjoy some delicious cakes cooked by members of our P&C. P&C members also ran craft stalls for our students to make a small gift for their Mum for Mother's Day. Many students enjoyed participating in this activity before school.

Loose Parts Hubs

Loose Parts come with no instructions: rather, they invite children to use their own imagination and creativity and develop their own play scripts. Loose Parts Play provides plenty of decision making opportunities: to build, to invent, to choose, to collaborate, to consider.... Loose Parts Play suits each individual child's level - so that a 'just right' challenge level can be attained by many kids of different ages, at the same time. Loose Parts Play has now been established as a permanent fixture in our school in K/P, Years 1-3 and Years 4-6.



Makerspaces

Maker spaces are creative, self-directed learning spaces where students can create, invent and learn. In a maker environment, students have the opportunity to become involved with collaborative hands-on projects that promote multidisciplinary thinking and learning. Students can tinker, explore, discover and create new things using a variety of tools and materials. Junior and senior Makerspace Clubs have been established at Kinross PS for one lunchtime session each week. Many students attend these sessions and thoroughly enjoy exploring various concepts and challenges posed by the teachers.



Woodside Visit

As part of our dedication to promote STEM learning for our students, the Year 5 and 6 students were fortunate enough to participate in a STEM incursion, provided by Woodside. The students were given an insight into the life of a Woodside scientist and engineer in the field of oil mining. They began by learning about how oil is produced and simulated this process using layers of bread, vegemite, sprinkles and M&Ms. After sitting on the sandwich to demonstrate the process of heat and pressure creating fossil fuels, they learnt about the process of surveying and extracting oil samples, and the impacts this has on our everyday lives.



Naidoc Week

NAIDOC Week is held in the first full week of July. It is a time to celebrate Aboriginal and Torres Strait Islander history, culture and achievements and is an opportunity to recognise the contributions that Indigenous Australians make to our country and our society. Kinross PS students participated in a variety of activities to celebrate NAIDOC Week in Week 9 of Term 2. An incursion was held on Thursday 22nd June, where Mr Neville Collard and other presenters involved the students in a variety of activities. Students observed a traditional ceremony called the Smoking Ceremony and rotated through hands-on activities including storytelling, designing rock art, implement making, building a mia mia, spear throwing and boomerang throwing. Many classes also participated in a treasure hunt to find Aboriginal signs and symbols hidden around the school. Much learning came out of these activities and was enjoyed by all.



Lap-a-thon

Another successful Lap-a-thon was held on the last day of Term One. The theme was an Easter theme or bright colours. The weather was perfect and there was a sea of colour as students, staff and parents enjoyed walking and running laps around the oval. Thank you to everyone who supported the Lap-a-thon through donating to students. Approximately \$9, 000 was raised, which was a tremendous effort! All students had the opportunity of participating in a special 'Thank You' assembly. If they had returned their Lap-a-thon cards they were entered into the draw for a large selection of prizes on a first drawn – first choice basis. The money raised enabled a large shed to be constructed on the oval to store sport equipment. This will allow easier access to sport equipment for students.



Winter Carnival

Our Year 6 students and a group of Year 5 students attended a Winter Sport Carnival on Monday 27th June. The students had an enjoyable day and appreciated the lack of rain. Students participated in Soccer, Netball, Football, Rugby and Modcrosse.

Book Week

We celebrated Book Week in Term 3. The theme for 2017 was 'Escape to Everywhere'. The week commenced with the arrival of our staff and students dressed as a wide variety of book characters. The day commenced with a special

line up to launch Book Week 2017. Students also participated in Guess the Book competitions. Students were given the opportunity to examine clues to try and work out the name of the chosen book. Students also participated in a writing competition for Book Week. Each year level chose a different theme/genre and the students worked hard to put their creativity and writing skills to use in producing their best effort for this competition. A runner up and winner was chosen from each year level from P-6. A special play entitled 'Dorothy in Wonderland' was performed for our students by staff to provide a source of entertainment for them during Book Week. The kids absolutely loved the play and were delighted in observing the staff 'acting' skills.



Swimming Lessons

Kinross PS participated in two successful weeks of in-term swimming lessons, held at Aquamotion. The students were well behaved and managed the disruption to their routine very well. All the children who attended improved their swimming skills – vital knowledge when we spend so much of our time in and around water.



Drum Beat Program

We were very excited to start up the DRUMBEAT Program at our school. DRUMBEAT is an acronym for Discovering Relationships Using Music, Beliefs, Emotions, Attitudes and Thoughts. It is an evidence based program with proven social outcomes. This program is aimed at students between years 3 to year 6 and focuses on building positive relationships, develop social skills and self-esteem, and promote constructive and cooperative behaviours through playing the djembe drum in a friendly, small group setting.



One Big Voice

Our Year 5/6 choir performed at the One Big Voice Concert (formerly known as the West Coast Songfest) in Term 3 on August 18th at Perth Arena. 74 schools performed and approximately 4000 students. This year Lux Entertainment worked alongside the organisers, providing a 40 metre curved LED screen (the only one in Australia) and effect lighting to add some extra magic to the performance. Our choir performed for the first time in the new school choir uniform and appeared highly professional as they performed. Kinross Ps had the largest choir present. The Kinross P&C funded the purchase of the new choir shirts which was appreciated by the school.



Crown Performance

The WA Government Music Society (WAGSMS) was founded in 1929 with the objective: To foster Music Education in Government Schools of Western Australia and to engage in such activities as will help to achieve this purpose. The Society ran Concerts in High School Halls for many years until 2001 when it moved the venue to Crown Theatre (formerly Burswood) and Mandurah Performing Arts Centre. The Dr Seuss themed performance was performed by our students who participated. The standard of the performance was testament to the talent and skills of Mrs Kaminski in teaching dance to our students.



Jump Jam

The Jump Jam program was implemented in 2017. JUMP JAM is a fusion of dance & fitness disciplines along with cultural interpretations that capture the look, attitude, posture and elements of Aerobics and Fitness. The program has been designed to challenge fundamental movement skills, increase fitness, develop student leadership & motivate students to move and enjoy exercise. Auditions were held to join the Jump Jam Club in Term 2. Students meet each week in the undercover area to rehearse. New Jump Jam shirts were designed and purchased for the Jump Jam Club and were funded by the P&C.



Specialist Showcase Afternoon

The Specialist Showcase afternoon was held on Wednesday 1st November from 2.45-4pm. Students and teachers showcased the wonderful work done in Art, LOTE, Health, Music and the Extension program. The displays of student work were amazing and the music performances showcased the incredible talent and confidence of our students. The P&C worked hard as always selling afternoon tea.



Cross Country Carnivals

On 22nd May all Kinross students participated in a Faction Cross Country running competition. The aim is to promote running as a healthy activity and for enjoyment. Many students participate in Jogging Club on a Tuesday morning, which prepares them well for this event. A selected group of year 4, 5 and 6 students represented Kinross Primary at the Gumblossom Invitational Cross Country events held on 9th June. We competed against 6 other schools and ranked 3rd overall. Year 4 students ran 1500m and year 5 and 6 students competed over a 2000m course. All runners put in a solid training regime over 3 weeks, arriving at school early 3 times a week, to train with Mrs Kaminski. All our runners had outstanding behaviour and sportsmanship.



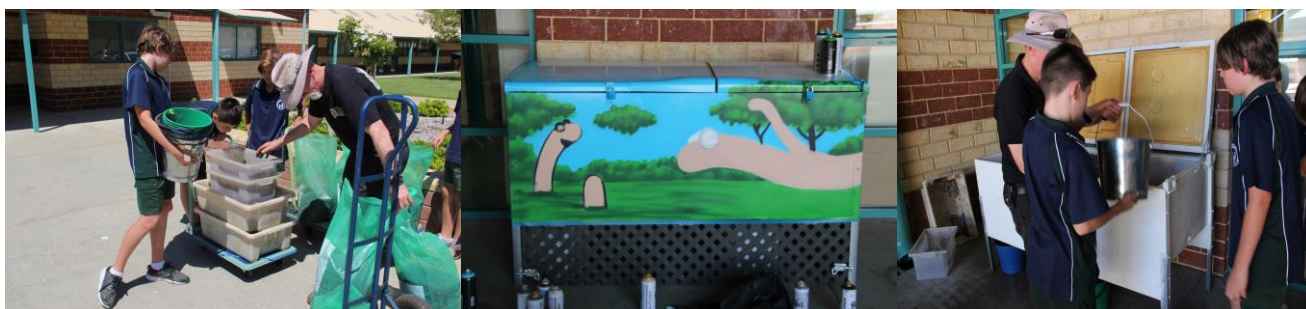
Faction Athletics Carnival and Interschool Carnival

The Faction Carnival was held on Monday 4th September after being postponed due to poor weather. It was a beautiful spring day and many parents and relatives attended. The students displayed wonderful skills and terrific sportsmanship. Our new faction banners were a big hit with the whole school community. The Kinross P&C provided sausage sizzles, cupcakes, drinks and tea and coffee. It was appreciated by all who attended. The Interschool was held on Friday 8th September. It was a wonderful to bring our local schools together in a fun, active way.



Resource Rescuers and Waste Wise Program

A number of environmental initiatives were embedded and established during 2017. Our Resource Rescuers program continued, with one student from every class attending a weekly meeting, discussing ways to reduce, reuse and recycle. These students took ownership of classroom recycling and promoted monthly challenges. These challenges were a tremendous success, diverted numerous resources away from landfill. We collected 186kg of batteries, finishing 5th out of 90 schools participating in the battery recycling program, coordinated by Mindarie Regional Council. We sent away 8.5kg of oral care products to be recycled by Terracycle. Our coffee pod recycling month was enormous! We collected 197.2kg! That's 11 689 coffee pods! The following monthly challenge had our community collecting balls of wool for Knit4Charities WA. We gathered 173 balls or part balls of wool which were knitted into scarves, beanies and gloves for homeless people and women in refuge. After that, we set our sights on helping Wheelchairs 4 Kids by collecting 18.9kg aluminium cans. Our final monthly challenge was the collection of glass jars for a community member who wanted to make his own jam. He set us a target of 200 jars but we managed to collect 210! Funds received from a successful Waste Wise grant application, enabled Kinross Primary School to install two commercial size worm farms to reduce our waste, feeding the worms fruit and vegetable scraps from our Year 2 and 3 classes. Throughout the year, our worm crew fed and maintained these farms with the assistance of our Sustainability Coordinators. Selling the leachate produced by these farms, *Wecycled*, provided the funding to have these bland looking repurposed fridges transformed into a talking point for our junior blocks. With a continued focus on diverting resources away from landfill and through a continuation of Waste Free Wednesdays, Kinross Primary School managed to halve its waste production, resulting in funds for rubbish removal being better spent on resources for our students.



Year 6 Camp

The Year 6 Camp was held at Woodman Point in Term 4. Students participated in many exciting activities including indoor rock climbing, raft building and archery. A highlight was the Quarantine Simulation Game that was held one evening and students enjoyed a movie night. It was the highlight of the year for many of our students. The Year 6 students and parents did an amazing job at fund raising to drop the price of the camp substantially!



Year 6 Graduation

The year 6 graduation assembly was a wonderful showcase of our students' successes throughout the year and for some of them, 8 years of learning at Kinross Primary School. This event was held on Thursday 7th December and was well attended by parents who were very proud of their child's achievements over the years. Students also enjoyed a Year 6 Graduation Dinner at Leapfrog Café. They enjoyed their meal and participated in a night of fun and dancing. The students showed lovely manners and a willingness to get involved in everything and the night seemed to pass very quickly.



Carols Night

Our school carols night was held on the school grounds on Monday 11th December. Parents and staff packed a picnic and joined in the festive fun. There was a wonderful mix of old favourites and Australian versions which will had the audience all singing to their heart's content. The choir also sang some of the less traditional songs and a surprise visitor attended! We were very fortunate that Santa arrived with Mrs Claus in his brand new sleigh, towards the end of the carols.





Review of School Business Plan

INTRODUCTION

At Kinross PS, data collection and analysis is an important aspect of our work. Datasets direct our decision-making, and ensure our practise is evidence-based. Should the data reveal that students do not seem to know what they are expected to know, understand it, or use it, we must examine our teaching strategies, curriculum design, and possibly our expectations of students. At Kinross PS, teachers draw on data to guide student learning, find answers to important questions and analyse reflect together on teaching practice.

Data is one of the most powerful tools to inform, engage, and create opportunities for students along their education journey—and it's much more than test scores. Data helps us make connections that lead to insights and improvements. Therefore, Kinross PS collects a range of data to support our decision-making in order to strive for school improvement.

In 2016, Kinross PS set targets based on the data collected at that time. Targets were set to be realistic, but challenging and a time frame of three years was set in the current Kinross PS Business Plan. This section of the Annual Report aims to monitor this progress towards achieving our targets and provides a simple snap shot of the data our school collects each year.

Many of the targets set were based on NAPLAN scores in Literacy and Numeracy. NAPLAN test results provide information on how students are performing in the areas of literacy and numeracy and support improvements in teaching and learning. The data from NAPLAN test results gives schools and systems the ability to measure their students' achievements against national minimum standards and student performance in other states and territories. On setting these targets and setting our strategic direction we focus on these questions:

What do we know that we can already do to achieve these targets?

What do we need to learn to do so that we can achieve these targets?

What will we do differently to ensure targeted improvements are made?

While change can come from short term focus on a particular area, in reality there is a limit to how much sustainable improvement can come this way alone, or just from greater effort. Lasting change will generally come from investment in professional learning and improved leadership and classroom practices. Therefore, at Kinross PS, we are always striving to improve our teaching practice through peer observations and sharing, professional learning, coaching opportunities and networking.

It is important to note that NAPLAN data is only one source of the information that we use to measure our student and school success. We value our teacher judgements and observations and believe students should be evaluating their own learning and set goals for improvement based on quality feedback. We believe our students need to grow and develop in all domains. It is imperative they are provided with the necessary social, emotional and physical training and programs to develop emotional and physical well-being, creativity, personal success and positive relationships. We believe in nurturing the whole child.

Our Mission

To ensure all students have the support and opportunities to develop the skills, knowledge and confidence they need to achieve their individual potential.

PRIORITY ONE– Achieving Student Potential

Teachers at KPS are professionals who understand that instruction is multi-faceted. They strive for excellence in the provision of learning programs that reflect highly effective instructional strategies, skills and tactics grounded in content that is relevant and meaningful to their students. Fundamental to the achievement of student potential is the recognition that the ‘whole’ student must achieve their potential—academically, socially and emotionally.

Therefore this priority has three guiding principles:

- Academic Achievement in the areas of English and Mathematics
- Social and Emotional Well-Being
- A Supportive Learning Environment

MATHEMATICS

TARGETS:

- Year 3 and Year 5 cohorts to perform 5% above the Australian mean in Numeracy-not achieved

Year 3: All means succeeded. However, +1.47% was the percentage achieved above the Australian mean in Year 3.

Year 5: WA mean succeeded. However, 0.81% below Australian mean. The gap has closed every year for the last 3 years, so good progress is being made.

- Year 3 students to reach or exceed the average Numeracy score of Like schools-achieved

COMPARISONS AGAINST NATIONAL, STATE AND LIKE SCHOOL MEANS

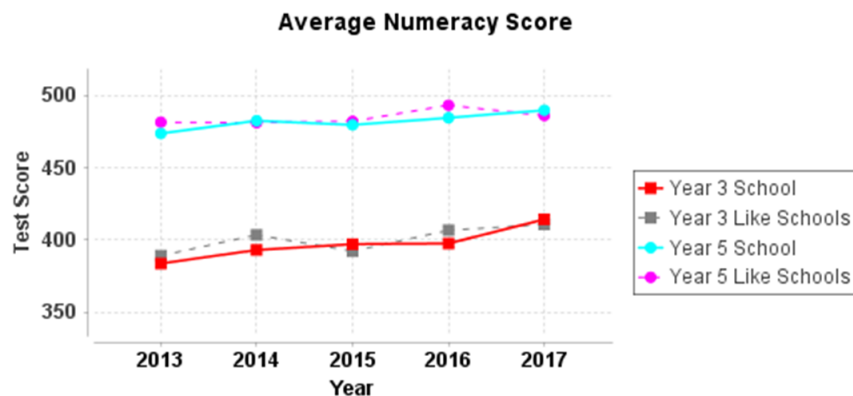
Year 3 Numeracy	2013	2014	2015	2016	2017
All Aust Mean	397	402	398	402	409
All WA Mean	388	392	388	395	402
Like Schools Mean	389	404	392	407	411
School Mean	384	393	397	398	415

Year 5 Numeracy	2013	2014	2015	2016	2017
All Aust Mean	486	487	492	493	494
All WA Mean	478	480	485	486	489
Like Schools Mean	482	481	482	493	486
School Mean	474	483	478	485	490

RESULTS

Year 3 results showed Kinross PS exceeded the Australian and WA state mean in 2017 and were statistically similar to the WA mean (margin within 1) in Year 5. The gap has been closed between the school mean and the Australian mean in 2017. The target has been achieved for Year 3 and we are closer to achieving our target in Year 5.

COMPARISON AGAINST LIKE SCHOOLS



RESULTS

There has been a general increase in achievement since 2013 compared to like schools in Year 3 and Year 5, plateauing in 2016. Pleasingly, students in Years 3 and 5 exceeded the like schools mean in Year 3 and Year 5 in 2017.

TARGET:

- Students achieving in Band 1 and Band 2 in Year 3 to improve by 80 NAPLANs by Year 5-Achieved

RESULTS

92% of students achieved this target and moved up 2 or 3 bands (7 students). 1 student did not meet the target. This target has been generally met in 2017 and we are on track to achieving this target in the 2016-2018 School Business Plan.

TARGET:

- The number of Year 5 students at or below minimum standard to be no more than 17%-achieved

RESULTS

Total of Year 5 Students	Below	At	Total At or Below
97 (100%)	3	10	13 (13%)

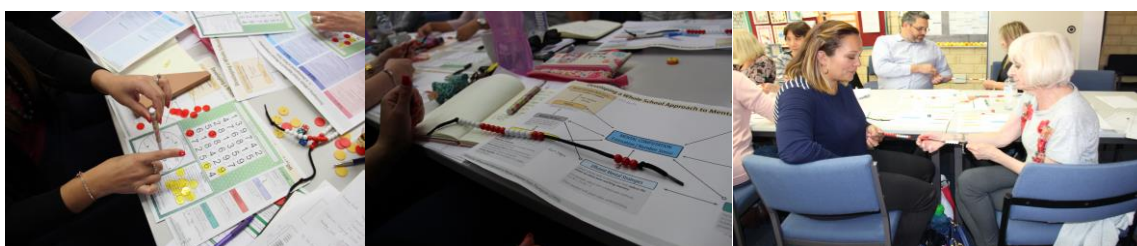
The target has been met in 2017.

TARGET:

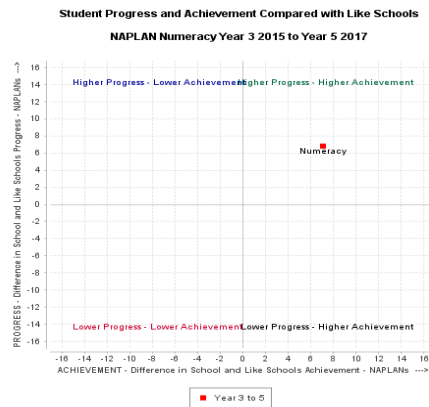
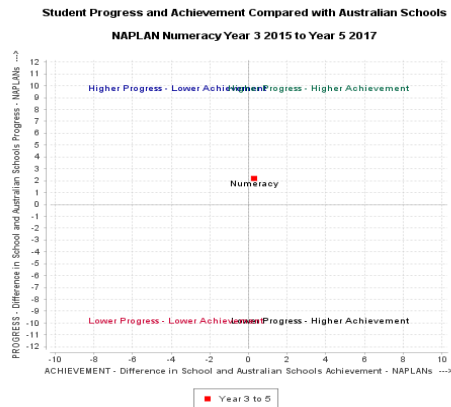
- Students achieving in Bands 5 and 6 in Year 3 to improve by 100 NAPLANs by Year 5-Not achieved

RESULTS

30% of students achieved this target in the 2017 cohort. This has improved since last year in 2016. This target has not been met. More continued focus will need to be placed on catering for higher ability students in Numeracy from Years 3-5 for 2017 and 2018. The target has also been recognised as highly ambitious.



STUDENT PROGRESS IN NUMERACY Years 3-5



When examining student progress and achievement compared with Australian and Like Schools our students have made higher progress and higher achievement than other schools. This is extremely pleasing to see as this is an area of focus.

REVIEW OF STRATEGIES

STRATEGIES	MONITORING
<ul style="list-style-type: none"> Review the Numeracy Block and provide Professional Learning for each component. 	<p>The numeracy block was reviewed and a lesson design was developed for all class teachers. A Paul Swan workshop was organised for staff to examine the use of games and materials in teaching Mathematics.</p>
<ul style="list-style-type: none"> Implement a research based whole school diagnostic Mathematics tool. 	<p>Kinross PS has implemented the use of the PAT Maths Tests from P-6. These tests were administered at the beginning and end of the year. The data was used to provide teachers information for planning and teaching and to track progress.</p>
<ul style="list-style-type: none"> Develop a whole school scope and sequence document for Mental Computation and Problem Solving strategies. 	<p>A calculate scope and sequence document was developed to ensure consistency across year levels. SCSA documents, First Steps resources and Paul Swan documents were used to develop this document. This has been implemented across the school.</p>
<ul style="list-style-type: none"> Implement strategies and an extension program to meet the differentiated needs of academically capable students. 	<p>Investigated the use of the Response to Intervention (RTI) model for differentiation. All collaborative teams to implement the RTI model in 2018 and take on shared ownership of student achievement. Continue to explore best teaching practice in Numeracy, with a focus on Problem Solving. Set up a peer mentor group to research and share best practice.</p>
<ul style="list-style-type: none"> Develop whole school planning documents for Numeracy in line with Western Australian Curriculum. 	<p>Teams continued to revise whole school planning documents. This is an on-going process. Collaborative teams plan maths lessons together using whole school documents and year planners.</p>
<ul style="list-style-type: none"> Continue the whole school implementation of Stepping Stones Mathematics program. 	<p>All staff continued to use the Stepping Stones program and new staff were supported in using this program. A focus on differentiation to be the focus for next year. The text book will not be used in 2018.</p>

Recommendations

As a result of our self-assessment, the following recommendations/questions were set:

- Focus on explicit instruction of problem solving strategies from K-6.
- Removal of text book to allow more flexibility and teacher control of Numeracy program, differentiation for students
- Better use of Stepping Stone online resources and utilise other resources to complement the existing program
- Deliver improved mathematics programs and instruction to students identified as academically capable from K-6.
- A focus on Mathematics intervention in the middle school, particularly on extension in Years 3 and 4.
- Implement a whole school approach to the teaching of problem solving and multi-step problems, including development of a scope and sequence document
- Use of shared language and vocabulary across the school in Mathematics
- Use of daily warm-ups for revision and basic facts
- Focus on using RTI to plan for differentiation
- More use of concrete manipulatives, particularly in the middle and upper years

ENGLISH

TARGET:

- Year 3 and Year 5 cohorts to perform 5% above the Australian mean in Reading and Writing.

RESULTS

Reading:	Year 3 not achieved (0.46%), but still above <u>all</u> means! Year 5 not achieved (-0.79%), but above W.A. means.
Writing:	Year 3 not achieved (3.62%), though all means exceeded. Year 5 not achieved, (1.48%), though all means exceeded.

- Year 3 and 5 cohorts to maintain or improve performance at least 5% above Australian mean in Spelling, Grammar and Punctuation.

RESULTS

Spelling:	Year 3 not achieved (2.05%), but above <u>all</u> means. Year 5 not achieved (1.8%), but above <u>all</u> means.
Grammar/Punctuation:	Year 3 not achieved (2.05%), but above <u>all</u> means. Year 5 not achieved (1.8%), but above <u>all</u> means.



COMPARISONS AGAINST NATIONAL, STATE AND LIKE SCHOOL MEANS: YEAR 3

Year 3 Writing	2013	2014	2015	2016	2017
All Aust Mean	416	402	416	421	414
All WA Mean	405	397	408	416	410
Like Schools Mean	419	412	418	425	415
School Mean	418	397	425	434	429

Year 3 Reading	2013	2014	2015	2016	2017
All Aust Mean	419	419	426	426	506
All WA Mean	406	407	413	416	499
Like Schools Mean	412	417	419	427	427
School Mean	423	409	424	420	502

Year 3 Spelling	2013	2014	2015	2016	2017
All Aust Mean	411	412	409	420	416
All WA Mean	400	403	400	412	409
Like Schools Mean	407	413	404	423	414
School Mean	422	419	431	426	430

Year 3 Grammar	2013	2014	2015	2016	2017
All Aust Mean	428	426	433	436	439
All WA Mean	415	413	424	425	429
Like Schools Mean	425	423	430	440	432
School Mean	441	400	458	438	448

RESULTS

An analysis of NAPLAN data in 2017 has indicated that the goal for Literacy achievement for Year 3 students has exceeded those achieved by all Western Australian students in all areas of Literacy. Kinross PS has exceeded the Australian Mean in all areas of Literacy (except Reading) in Year 3. Compared to like schools Year 3 students have performed better than like schools in all areas of Literacy in 2017. This has improved since last year.

RESULTS: YEAR 5

Year 5 Writing	2013	2014	2015	2016	2017
All Aust Mean	478	468	478	475	473
All WA Mean	470	465	471	470	469
Like Schools Mean	479	473	472	476	472
School Mean	483	473	479	482	480

Year 5 Reading	2013	2014	2015	2016	2017
All Aust Mean	502	501	498	502	506
All WA Mean	496	492	499	495	499
Like Schools Mean	496	494	487	499	500
School Mean	490	486	491	496	502

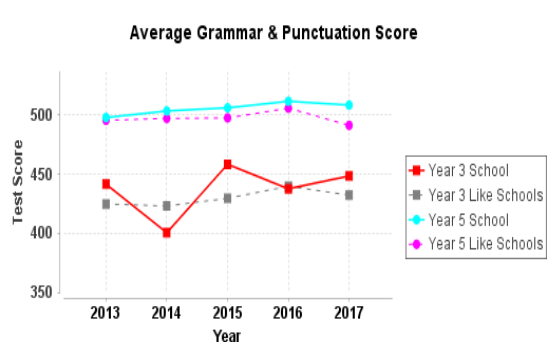
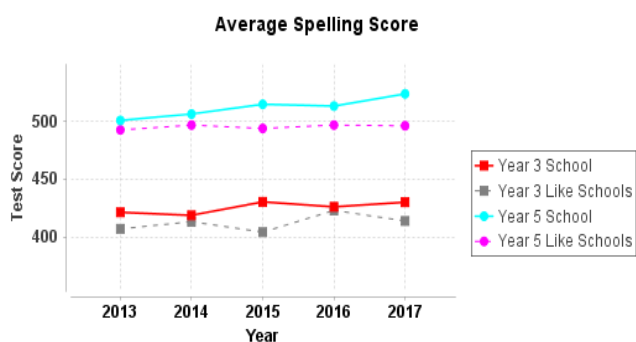
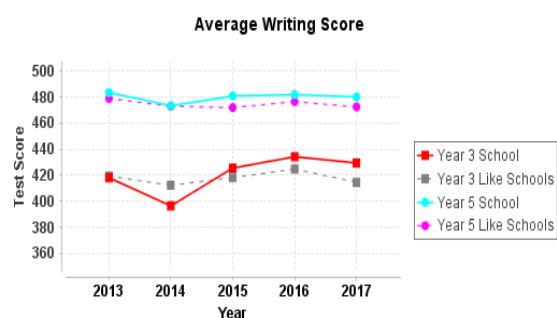
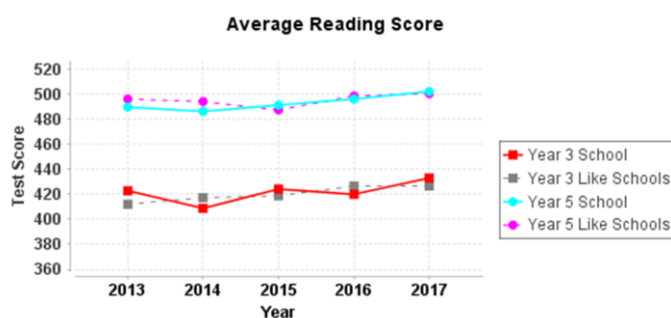
Year 5 Spelling	2013	2014	2015	2016	2017
All Aust Mean	494	498	498	493	501
All WA Mean	487	492	493	488	498
Like Schools Mean	492	496	494	497	496
School Mean	501	506	514	513	523

Year 5 Grammar	2013	2014	2015	2016	2017
All Aust Mean	501	504	504	505	499
All WA Mean	495	495	496	499	492
Like Schools Mean	495	497	497	506	491
School Mean	498	504	505	512	508

RESULTS

An analysis of NAPLAN data in 2017 has indicated that the goal for Literacy achievement for Year 5 students to be exceeded in all areas compared to the WA mean and Like Schools. Kinross PS has also exceeded the Australian Mean and like schools in all areas of Literacy, except Reading in Year 5. Reading remains an area of focus for 2018.

COMPARISON AGAINST LIKE SCHOOLS



RESULTS

Year 3 students performed better than like schools in all areas of Literacy. Year 5 students exceeded performance against like schools in all areas of Literacy in 2017.

TARGET:

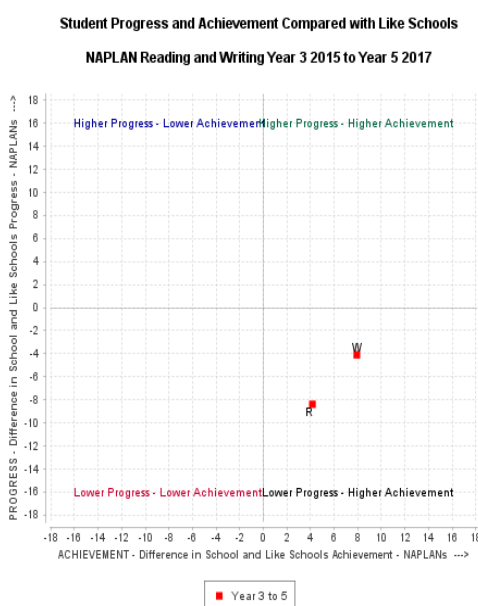
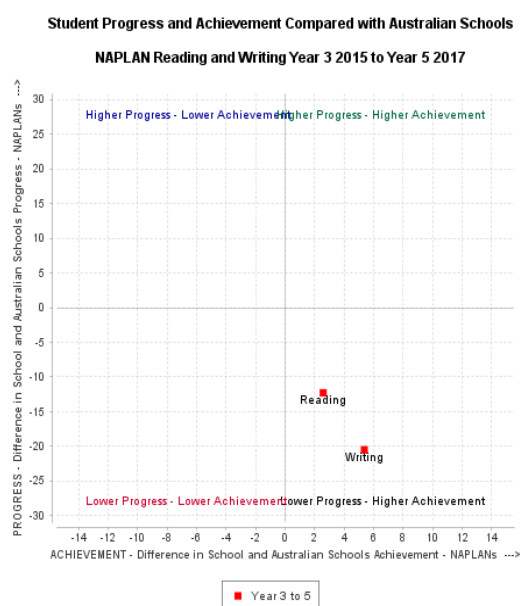
- Students achieving in Bands 5 or 6 in Year 3 to improve by 100 NAPLANs by Year 5 in both Reading and Writing-Not achieved

RESULTS

READING: 22% of students achieved this target in the 2017 cohort. This target has not been met. More focus will need to be placed on catering for higher ability students in Reading from Years 3-5. This has also been acknowledged as an ambitious target.

WRITING: 2% of students achieved this target in the 2017 cohort. This target has not been met. More focus will need to be placed on catering for higher ability students in Writing from Years 3-5. This is interesting, as Kinross PS performs above the state, country and like schools in Writing. The target may be too ambitious.

STUDENT PROGRESS IN READING AND WRITING



When examining student progress and achievement compared with Australian and Like Schools WA Schools our students have made higher achievement, but lower progress in Writing and Reading. There is a need to investigate how to add value increase progress into the higher achievement box.

REVIEW OF STRATEGIES

STRATEGIES	MONITORING
<ul style="list-style-type: none"> Continue to implement and monitor the use of the Literacy Block and explicit instruction. 	<p>All staff implemented Guided Reading, Inference Training and Repeated Reading across the school. Years 1 and 2 worked to develop more inference training resources that could be used in these year levels. Words Their Way assessments were used as diagnostic assessment, in conjunction with Sound Waves, to inform teaching and learning.</p>

<ul style="list-style-type: none"> Embed diagnostic tools in accordance with the whole school assessment schedule i.e. PM Benchmarks, Fountas and Pinnell, Words Their Way, Rainbow Assessment Tool—Revised (RAT-R), Kindergarten Assessment Tool (KAT), Common Assessment Tasks (CATS), and Online Interview (OLI). 	<p>All teachers assess students using PM Benchmarks, Fountas and Pinnell (Year 6 Only) and Words Their Way in Semester one and Semester Two. Assessment data is used to plan for student learning and meet individual needs of students. RAT –R was implemented by Kindergarten and Pre-Primary teachers to target teaching for Phonological Awareness. This tool was used to also assess students at risk throughout other year levels to address individual needs. KAT was used by Kindergarten teachers to meet areas of need for students with comprehension and assisted with planning for learning. Online Interview is valuable data all Pre-Primary teachers use to meet the needs of their students. All teachers plan common assessment tasks to assess students in writing and reading and to assist with planning in these learning areas.</p>
<ul style="list-style-type: none"> Develop whole school scope and sequence documents for Talk for Writing including planning documents and resources. 	<p>Whole school scope and sequence document has been developed by all year levels for Talk for Writing. This scope and Sequence is a working document and is adjusted as needed to ensure it meets the need of our students and the curriculum. There is a need to further refine the Talk 4 Writing Program in 2018, to ensure integration across the curriculum and refine the focus for each term in each year level. Send ECE staff to Talk 4 Writing in the early years.</p>
<ul style="list-style-type: none"> Implement strategies and extend extension program into middle and upper primary to meet the differentiated needs of academically capable students. 	<p>Extension programs were implemented from Years 1-6 in 2017. These sessions ran in the afternoons. These programs focused on both improving and extending students in reading and writing. In 2018, we will be implementing the Response to Intervention Model (RTI) across the school. This will allow teachers to collaborate when differentiating the curriculum. A review to take place of the way remediation is carried out across the school.</p>
<ul style="list-style-type: none"> Develop planning documents in line with the Western Australian Curriculum. 	<p>Planning documents and scope and sequence documents have been adjusted and continue to be worked on to ensure all documentation is current and in line with the WA Curriculum.</p>
<ul style="list-style-type: none"> Utilise the Critical Learning Path (WCLDC) to increase rigour and support planning and delivery of Phonological Awareness and structural synthetic phonics. 	<p>Reference to the Critical Learning Path is being made by teachers to assist with planning and creating documents for Phonological Awareness and Synthetic Phonics</p>
<ul style="list-style-type: none"> Introduce the Critical Learning Path to assist with planning for instruction in speaking and listening and, in particular, comprehension and vocabulary. 	<p>Teachers use the Critical Learning Path to assist with their programs and planning. Work using these documents will continue in 2018.</p>

Recommendations

As a result of our self-assessment, the following recommendations/questions were set:

- Continue the use of the Talk for Writing program and continue to refine scope and sequence documents.
- Continue the Sound Waves Spelling program and use of Words Their Way as support for assessment.
- Investigate further methods of differentiation for students achieving in the higher bands in Year 3 to ensure a continuation of high progress to Year 5.
- Continue Guided Reading, Inference Training and Repeated Reading in 2018

- Differentiate Repeated Reading
- Investigate the use of Literature as a platform to integrate the curriculum in the middle and senior grades
- Continued use of First Steps literacy strategies
- Use of Literature to enhance Literacy programs
- Explore cross/curricula links
- Top up non-fiction texts and link to topics
- Implement Lexile Program in Years 4-6
- Use of Bright Path resource for assessment/moderation
- Focus on two texts per term, not 3
- Make cross/curricula links with Talk 4 Writing
- Writing for a purpose eg competitions
- Use of Connect community for students to gain feedback on writing
- Use of whole school editing tools
- Link grammar and punctuation to Talk 4 Writing
- Investigate Jumpstart into Grammar-Pie Corbett

SOCIAL AND EMOTIONAL DEVELOPMENT

TARGETS:

To increase the numbers of students consistently demonstrating the foundation of PERSISTENCE by at least 10%. (ABE data)

Recommendations

As a result of our self-assessment, the following recommendations/questions were set:

- Commence the transition from You Can Do It to PATHS and finalise in 2018
- Formally implement the Protective Behaviours Program from K-6
- Student survey to be completed in Term 2, 2018
- Continue the Chaplaincy Program in 2018
- Implement the Zones of Regulation
- Revise the School Bullying Policy and gather data on Bullying

SUPPORTIVE ENVIRONMENT

GOALS:

- *Maintain a high level of attendance*

Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2015	94.8%	94%	93.8%	87.1%	90.4%	81.2%	94.7%	93.9%	92.7%
2016	95%	94%	93.7%	88%	87.7%	80.7%	94.9%	93.9%	92.6%

2017	94.2%	93.8%	93.8%	88.4%	86.9%	81.2%	94.2%	93.6%	92.7%
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	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2015	84.1%	13.6%	1.7%	0.4%
2016	85.7%	11.8%	2.2%	0.1%
2017	83.4%	14.1%	1.9%	0.5%
Like Schools 2017	79.2%	16.2%	3.8%	0.8%
WA Public Schools	77.0%	15.0%	6.0%	2.0%

Attendance % - Primary Year Levels

	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2015	94%	94%	94%	96%	96%	94%	96%
2016	95%	95%	95%	96%	94%	94%	96%
2017	95%	94%	95%	94%	94%	94%	93%
WA Public Schools 2017	92%	93%	93%	93%	93%	93%	93%

Kinross PS continued to maintain a high level of attendance in 2017.

Destination Schools

2017 school destinations of the 2016 student cohort

Destination Schools	Male	Female	Total
4172 Kinross College	41	44	85
4140 Ocean Reef Senior High School	3	1	4
4129 Duncraig Senior High School	2	1	3
1428 Peter Moyes Anglican Com School	2	1	3
4191 Butler College	1	1	2
1366 Lake Joondalup Baptist College	1	1	2
4012 Churchlands Senior High School		1	1
4026 John Forrest Secondary College	1		1
4192 Joseph Banks Secondary College	1		1
1383 Mater Dei College		1	1
1259 Newman College		1	1

1326 Prendiville Catholic College		1	1
1171 Scotch College	1		1

77% of our students transitioned to the local government high school, Kinross College. The remaining 23% of students enrolled in private schools, with many achieving scholarships for specialist programs. Kinross Ps continues to establish close links with Kinross College.

REVIEW OF STRATEGIES

STRATEGIES	MONITORING
<ul style="list-style-type: none"> • Use increased flexibility to better match school programs to student needs. • Utilise outside agencies and resources to assist in identifying and developing plans to meet the needs of students. • Continue the scheduled Student Services Leadership team meetings for individual case management. • Review whole school behaviour management plan. • Monitor and review student attendance and continue case management to maintain a high level of student attendance. • Continue to maintain and review the National Quality Standard Western Australian Education Early Years K-2. 	<p>The one-line budget was used to plan for a remediation and extension teacher to carry out intervention in Literacy using the Cars and Stars program, Direct Instruction Program and integrated programs in the afternoon for extension.</p> <p>Outside agencies were utilised on a needs basis. This included Therapy Focus, West Coast language Development Centre, School Psychology Services, CPFS (Child Protection). Student services leadership meetings were held each Thursday morning at 8.30am.</p> <p>A review of the Behaviour Management Plan was conducted in 2017 and a new Behaviour Management Policy was endorsed. The School Mission and Values were revised and will be implemented in 2018. These will be embedded in the new Business Plan for 2019.</p> <p>Bullying Policy to be revised in 2018.</p> <p>All staff participated in the Zones of Regulation PL. This program was trialled in Term 4 and will be fully implemented in 2018.</p> <p>All staff were trained in Protective Behaviours and resources were purchased for all year levels. This program will also be fully implemented in 2018.</p> <p>Attendance was monitored regularly and we maintained a high level of attendance.</p> <p>Student survey to be conducted in 2018 to assess Social and Emotional well-being.</p>

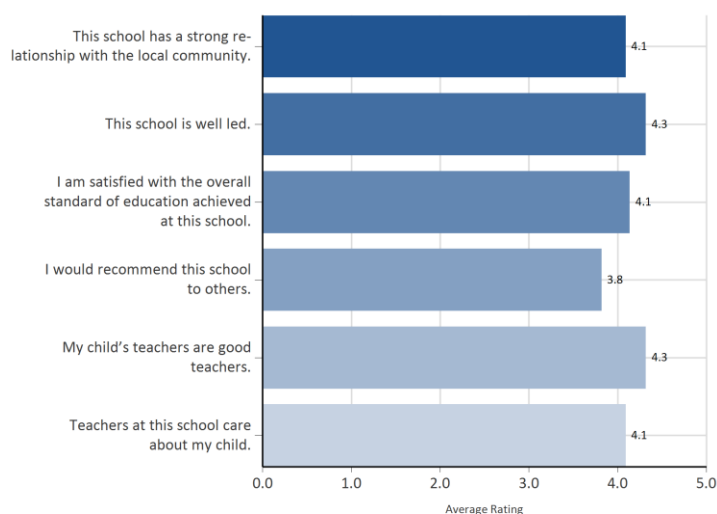
PRIORITY TWO—Engaging with the School Community

PARTNERSHIPS

GOALS:

- *Kinross Primary School will be a fully cooperative school within the Coastal Cluster of Schools.*
- *Establish positive relationships and a sense of community to encourage valuable contributions and enhance student learning.*

PARENT SURVEY RESULTS



The parent survey completed in 2016 showed that the school has strong relationships with the school community achieving a rating of 4.1. Parents also rated the staff and leadership of the school highly achieving ratings of 4.3. The survey will be administered again in 2018.

REVIEW OF STRATEGIES

STRATEGIES	MONITORING
<ul style="list-style-type: none"> • Develop and embed the operational guidelines reflective of the five schools within the coastal cluster. 	<p>The Coastal Cluster continued to work closely with each other throughout 2017. A highly successful conference was held at Mindarie College for all staff of the schools. The theme was ICT and Social Media.</p>
<ul style="list-style-type: none"> • Encourage family and the wider community involvement in the school. 	<p>The Fathering Group was established in 2016. This has promoted the role of fathers in their children's lives, particularly at school. The Fathering Group developed Terms of Reference and will be a sub-group under the Kinross School Board in 2018. Two picnics were held during the year to invite parents into the school to have lunch with their children. These were very successful and will be continued in 2018. The P&C continued to be an active part of the school community and raised valuable funds for many projects, including the air-</p>

conditioning of the undercover area. The community was also involved in supporting the Waste Wise initiative at Kinross PS, by participating in monthly challenges. Kinross remains an active school community that promotes positive relationships amongst all stakeholders.

Recommendations:

- A continued focus on developing the Fathering Group and building relationships between fathers within the school
- Look for opportunities and projects that involve the community in the life of the school
- Recommence Breakfast Club in the Kindy demountable on Fridays
- Continue to maintain good communication between staff and parents with the establishment of CONNECT for parents and the new school website and mobile app
- The Coastal Cluster will not continue in 2018. A larger focus will be placed on the RUMA Network of schools.

PRIORITY THREE: Enabling, Distributing and Sustaining Leadership

LEADERSHIP

GOALS:

- *The school board will have an identified high profile within the school community and will contribute significantly to the overall governance of the school.*
- *Provide staff with opportunity to become leaders and facilitators of Professional Learning within the school to further develop expertise across the staff*

REVIEW OF STRATEGIES

STRATEGIES	MONITORING
<ul style="list-style-type: none"> • Promote the school board through school communications. 	<p>The Kinross School Board was enhanced with new memberships, particularly from the school community. Two representatives from Edith Cowan University joined the Kinross Board, Ms Julie Wren and MS Janeen Thomsett. The Kinross PS Board continues to enhance and support the implementation of the Kinross PS Business Plan.</p>
<ul style="list-style-type: none"> • Provision of PL to teacher leaders in school priority areas. 	<p>Various opportunities were provided to staff to attend PL throughout the year and a number of staff presented at staff meetings for their colleagues. The Professional Learning communities continue to be enhanced at Kinross PS through collaborative weekly meetings and various committees including Literacy, Mathematics, HASS, Science, ICT, Wastewise and the Sunshine Committee. A distributed leadership model will continue to be developed in 2018.</p>

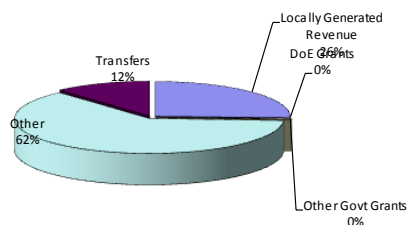
School Financial Summary 31st December 2017

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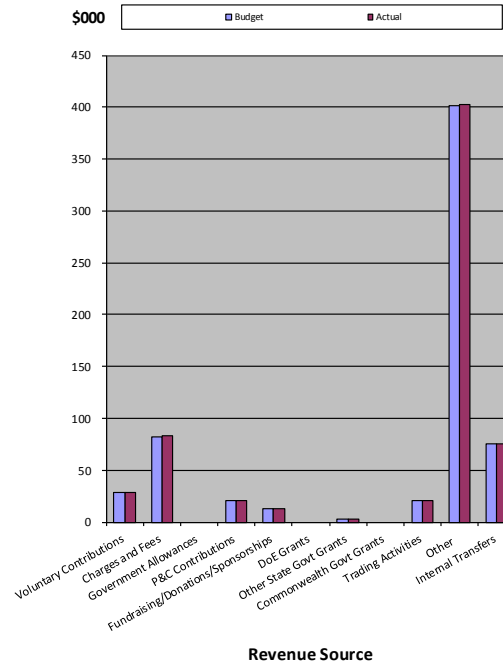
Kinross Primary School Financial Summary as at 31 December 2017

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 28,366.00	\$ 28,428.00
2	Charges and Fees	\$ 82,324.73	\$ 82,669.73
3	Government Allowances	\$ -	\$ -
4	P&C Contributions	\$ 20,908.05	\$ 20,908.05
5	Fundraising/Donations/Sponsorships	\$ 12,759.25	\$ 12,841.25
6	DoE Grants	\$ -	\$ -
7	Other State Govt Grants	\$ 2,475.00	\$ 2,475.00
8	Commonwealth Govt Grants	\$ -	\$ -
9	Trading Activities	\$ 20,301.86	\$ 20,335.49
10	Other	\$ 401,614.23	\$ 402,728.65
11	Internal Transfers	\$ 75,129.00	\$ 75,129.00
	Total	\$ 643,878.12	\$ 645,515.17
	Opening Balance	\$ 116,653.16	\$ 116,653.16
	Total Funds Available	\$ 760,531.28	\$ 762,168.33

Current Year Actual Revenue Sources

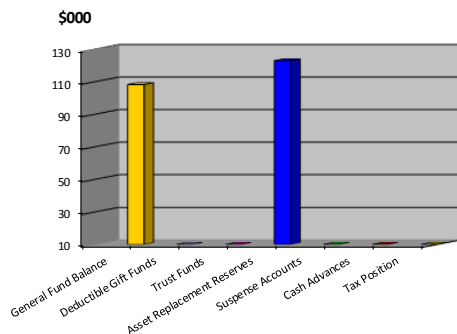


Revenue - Budget vs Actual

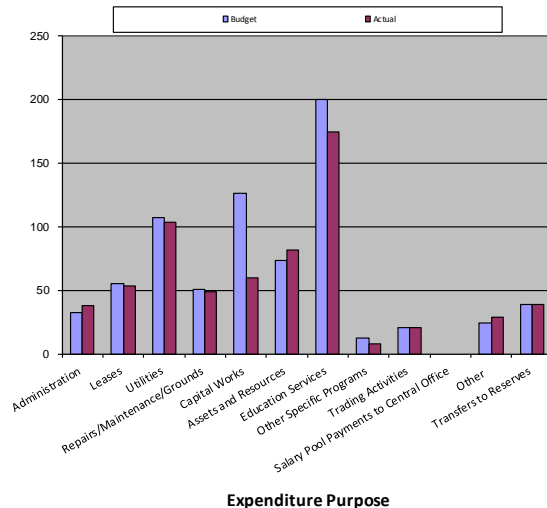


	Expenditure	Budget	Actual
1	Administration	\$ 32,432.87	\$ 37,848.05
2	Leases	\$ 54,988.00	\$ 53,015.67
3	Utilities	\$ 106,590.31	\$ 103,327.17
4	Repairs/Maintenance/Grounds	\$ 50,100.00	\$ 48,298.56
5	Capital Works	\$ 125,989.95	\$ 59,806.00
6	Assets and Resources	\$ 73,368.00	\$ 81,600.60
7	Education Services	\$ 199,797.12	\$ 174,357.80
8	Other Specific Programs	\$ 11,840.00	\$ 7,427.84
9	Trading Activities	\$ 20,263.68	\$ 20,803.72
10	Salary Pool Payments to Central Office	\$ -	\$ -
11	Other	\$ 23,868.58	\$ 28,413.43
12	Transfers to Reserves	\$ 39,000.00	\$ 39,000.00
	Total	\$ 738,238.51	\$ 653,898.84

Cash Position



Expenditure - Budget vs Actual



Cash Position as at:

Bank Balance	\$ 228,908.73
Made up of:	
1 General Fund Balance	\$ 108,269.49
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 122,898.24
5 Suspense Accounts	\$ 305.00
6 Cash Advances	\$ 200.00
7 Tax Position	\$ 2,364.00
Total Bank Balance	\$ 228,908.73