



Endeavour Schools 2020 Annual Report



Endeavour Schools (Primary and ESC) is a vibrant learning community that is located in the seaside suburb of Port Kennedy, approximately 55km south of the Perth CBD. The Schools form part of the South Peron school network within the South Metropolitan Education Region. We are Independent Public Schools (IPS), enabling localised planning and decision making to improve the outcomes for all students.

At the conclusion of the 2020 academic year, the student population across the two schools from Kindergarten to Year 6 was 513 students. The Schools' programs are guided by the WA Curriculum and Assessment Outline, with a focus on ensuring individual student needs are catered for. Endeavour Schools is committed to providing an environment that fosters a positive attitude towards learning that will ensure all students develop the knowledge, skills and confidence to achieve their potential and contribute to society. The Schools are fortunate in having a supportive School Board and P&C Association that works together to meet the academic and non-academic educational outcomes for our students.

School Vision

"Endeavour Schools provides an inclusive and supportive school environment where there is a focus on developing the whole child to achieve their personal best."

School Motto

"Every child is special."

Highlights for 2020

Term One

Leaders Camp
Swimming Lessons Years 3-6
Clean Up Australia Day
Summer Carnival
Interschool Swimming Carnival
Walk to School Day
Principals' reward afternoon tea
FAF Fair
ANZAC Service

Term Two

Faction Cross Country Carnival
Principals' reward afternoon tea

Term Three

Interschool Cross Country
School Photographs
Walk to School Day
Principals' reward afternoon tea

Term Four

Faction Athletics Carnival
Book Week/parade
Indonesian Lunch
World Teachers Day
NAIDOC Week
Science Alive incursion
Volunteer Morning Tea
Walk to School Day
End of Year Book Awards
Year 6 Graduation Ceremony

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Message from The Principals

This year has been a memorable year for Endeavour Schools. 2020 will go down in history as being a year like no other as we dealt with the impact of a worldwide pandemic. With students unable to attend school during parts of Semester 1, teachers had to quickly upskill themselves in remote learning strategies to ensure Literacy and Numeracy programs were still effectively delivered and that students' educational needs were being met. Endeavour staff successfully used a combination of Webex sessions, phonecalls and emails to maintain contact with their classes and developed weekly learning grids covering all subjects to ensure learning could still continue at home.

Term Two saw a change in leadership of the Primary School with Mr Burgess' departure and Mrs Jennette Maxfield joining the team. I (Jennette) felt very privileged to have the opportunity to step into the role at this time was very excited to win the position substantively at the beginning of term 4.

In 2020, Endeavour began the *Fogarty Edvance* 3-year school improvement journey. This program helps schools design their own pathway for improvement based on their specific context and current level of achievement. Using survey data (Organisational Health Index and Tell Them from Me) we identified our moral purpose and priority areas: Student Achievement and Progress, Student Engagement and Teaching Quality and Leadership. Staff worked closely with a Fogarty mentor to develop initiatives based around student achievement and progress, student engagement and teaching quality and leadership. Many staff took on leadership roles as Fogarty initiative owners to ensure there was a driving force behind each one.

Our dedicated leadership team has developed a Strategic Directions Document that clearly articulates milestones/timelines. We have made significant progress in creating a distributed leadership model and increased accountability of all staff. This work will inform the development of our new Business Plan 2021-2023.

A school cannot operate without students and how fortunate we are to have such a caring group of children. We would like to thank all students of Endeavour Schools for your support in working with us through what was a very challenging year.

In closing, we would like to thank all staff for the time and effort you have put into our programs in 2020. The Schools possess a group of staff who are passionate, supportive and place the learning needs of all students at the centre of all decisions.

Jennette Maxfield
Principal (Primary)

Jayne Gorbould
Principal (ESC)

Message from The School Board

The 2020 School year was like no other, with some unique challenges resulting from the Covid-19 pandemic. However, despite these challenges the School Board continues to work with the Schools' Principals and the administration team to provide governance and drive the strategic direction of Endeavour Schools.

The previously established sub-committee structure focused on reviewing the 2018-2020 Business Plan against our targets and milestones which included reviewing the results from the "tell them from me survey". The Board also reviewed and approved an updated uniform policy and guidelines and the Student Mobile Phone Policy.

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The Board was also represented in the recruitment of Mrs Jennette Maxfield to take up the position of Principal from our outgoing Principal Mr Christopher Burgess. The Board welcomes Mrs Maxfield and looks forward to working together to progress the strategic direction of the school and the best interests of the Endeavour Community.

The board continues to self-review its operations to identify ways of making itself stronger, more accountable and inclusive to the school community. We are supportive of the school's current strategic direction of developing and implementing consistent whole-school practices to help us achieve the targets which are outlined in the 2021-2023 school business plan.

A number of new members have joined the board over the course of the year which is bringing new ideas and allows us to utilise their skills to assist the school. We would like to thank the school community for all their support in 2020. Endeavour Schools' Board March 2021 Endeavour Schools' Board

March 2020

Progress Against Identified Priorities

Progress on the priorities, based on the 2018-2020 business plan, is outlined in the following.

Success for All Students

Literacy & Numeracy

As a result of the Covid 19 pandemic, Naplan testing was cancelled for the year. Student achievement and progress was monitored using a variety of assessments including the Brightpath writing tool, PM/Probe Reading assessments, on-entry testing, and Phonological Awareness screening in Kindergarten and Pre-Primary. The structured phonics program 'Letters and Sounds' was continued from Kindergarten to Year 2 and Words their Way Spelling assessments was used in Years 3-6. Both these programs are evidence based and support teachers to design effective sequential lessons.

Quality teaching and learning in literacy and numeracy took the form of daily literacy and numeracy blocks in all classes. Collaborative DOTT was planned for within year levels to allow phase teams to work together to ensure there was consistency with curriculum delivery in all classes. Staff worked collaboratively in their teams to analyse data and plan lessons accordingly.

Other Learning Areas

All Year 1-6 classes across the Schools engaged in Music and Physical Education lessons which were delivered by specialist teachers. In first term, the Junior and Senior Choirs presented a special Environmental themed assembly to give our students positive messages about how we can all help to save the planet.

Our second major achievement was both choirs made a music video of uplifting songs to send to Rockingham General Hospital. Class groups added pictures and cards that they made to include with the music gift. It was our schools' way of thanking the hospital staff for keeping us safe during the Covid-19 pandemic. In December, the choirs participated in the wonderfully entertaining Rockingham Christmas Festival on the Rockingham Beach Foreshore.

During the 2020 school year, Indonesian was taught to Pre Primary students for the first time at Endeavour Schools. It was an interactive, play-based program teaching language and culture that was engaging for students.

The pen pal relationship with Tambrey Primary School continued for our Year 2 students. Providing a real-life experience for students using the Indonesian language and made connections with other students in Western Australia.



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Our Year 1 and Year 3 students sent letters and pictures to our sister school students in Bali to send good wishes during difficult times. Students were shown photos of the sister school students receiving the letters which provided an insight into experiences of children in another part of the world during a global pandemic. Adjustments were made to the Year 6 Indonesian reward lunch so students could still participate. The lunch was held at school and purchased from a local restaurant. Also, students were treated to authentic Indonesian food cooked by an Indonesian member of our school community.

Visual Art integration programs were provided to a number of classes and delivered by a specialist teacher in the education support centre, where there was a focus on skill development and art appreciation, as well as art in the community. A variety of digital technology devices were made available to all classes to support developing creativity and critical thinking skills within the teaching and learning process.

Social & Emotional Development

Endeavour Schools encourage students to take responsibility for the choices they make which impact on themselves and others academically and socially. The focus on positive behaviour continued in 2020 with Endeavour Schools implementing the Positive Behaviour Support framework – a three-year project with strong commitment seen from staff in developing and implementing a matrix of expected behaviours, Good Standing and the introduction of Endeavour Tokens provided students with incentives to demonstrate positive behaviours. Guidelines for issuing the tokens were developed. Mascots competition for promoting the schools' values. Seeking input from staff, families and students through TTFM to determine areas of concern.



Quality Teaching and Effective Leadership

Our Schools continue to place emphasis on the development of staff for classroom, school and system leadership. Staff access to high quality professional learning and services which are aligned with our Business Plan and AITSL (Australian Teacher Standards) to support the quality of service that Endeavour students and school community has come to expect, enjoy and deserve.

In 2020 we embarked on our Fogarty journey, identifying Teaching Quality and Leadership as a strategic priority in order to **build and strengthen teaching quality and staff capability across the Schools**. Our work in this area has seen the development of a school Leadership Framework outlining roles and responsibilities, opportunities for leadership identified and provided, instructional leadership to support the implementation of whole school practices and targeted professional learning to support leadership development. Further work to refine and embed these strategies in whole school practices is on-going.

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As part of our leadership strategy in 2020, we have identified and supported staff to lead the development of our Schools' data analysis practices, further strengthen staff collaborative practices as well as using observation, coaching and feedback to enhance and support staff growth and development.

Three staff members were identified for leading Instructional Leadership across the Schools where they attended professional learning for research-based instructional model and coaching.

Professional Learning for all staff around data analysis and enhancing collaborative practices was provided throughout 2020 with procedures developed for implementation in 2021.

Staff engaged in performance management processes in 2020 that identified growth and development opportunities based on the AITSL national teacher standards. Performance management plans were utilised in order to document staff leadership aspirations, plot a course of action within a specific timeline and explore ways in which to achieve the goals set out.

In 2020 many opportunities for increasing student voice were offered to our students. Students were involved in designing our PBS Mascots, which represent our School's values or Respect, Responsibility, Resilience and Reconciliation, and will be used to promote our PBS expected behaviours across the Schools. They actively participate in guiding the design and implementation of our Schools behaviour token system to support acknowledgment of positive behaviour of students. Many of our students participated in writing persuasive arguments to the Schools' Administration team to support their requests for whole school programs and processes which were considered and responded to.



Community Partnerships

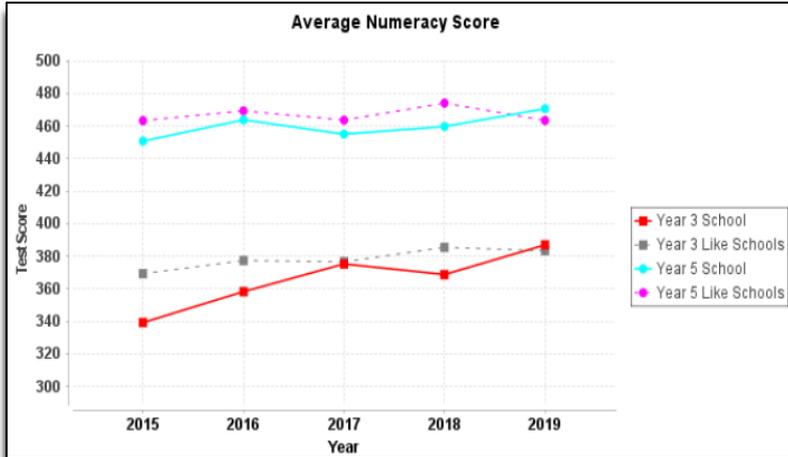
In 2020 Endeavour Schools continued to work with neighbouring schools and our feeder high school, Warnbro Community High School, in improving transition processes for our students who leave school at the end of Year 6. This includes better handover of student information to assist in supporting our students when they commence secondary schooling. The school board continued to play an important role in ensuring the Schools' direction reflects the community expectations.

Under the leadership of Fleur Ritchie, the school board has continued to strengthen its governance processes. The Endeavour Schools P&C Association continued to support the school through a number of financial donations, including reading resources, camps, swimming and incursions.

Student Achievement Data - Primary School

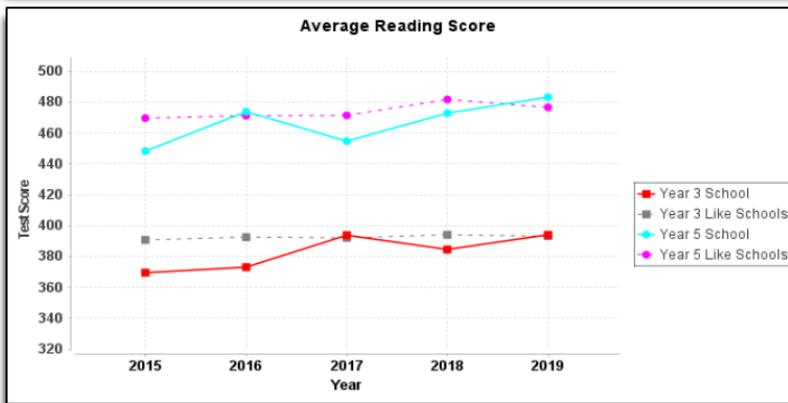
Due to COVID-19 NAPLAN testing did not go ahead in 2020.

The focus in the next Business Plan cycle will continue to focus on decreasing the gap in NAPLAN mean scores between Endeavour Schools and like schools (schools with similar students to Endeavour Schools) in Reading, Writing and Numeracy. The tables outline the mean student performance in comparison to like schools up to 2019 and will be the baseline for 2021.



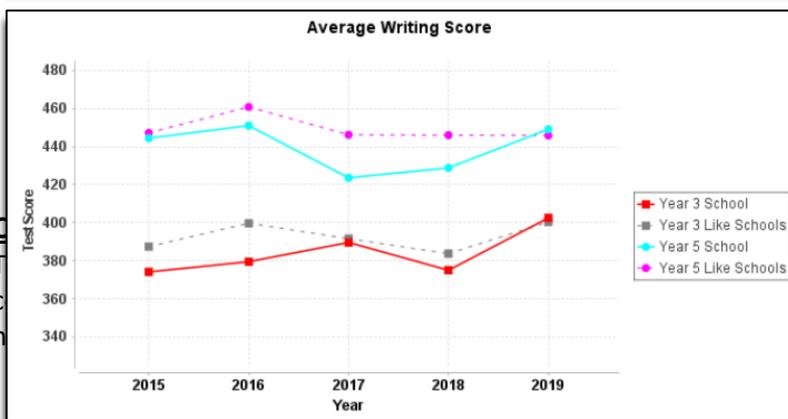
The baseline difference in scores used to monitor our business plan target is -17 for Year 3 and -8.6 for Year 5 (Average difference in scores from 2015-17).

In 2019 the difference in mean scores between Endeavour Schools and like-schools was +4 for Year 3 and +8 for Year 5 (i.e. both above like-schools). This indicates there was an improvement for both our Year 3 students in relation to our business target (i.e. the difference decreased).



The baseline difference in scores used to monitor our business plan target is -13 for Year 3 and -12 for Year 5 (Average difference in scores from 2015-17).

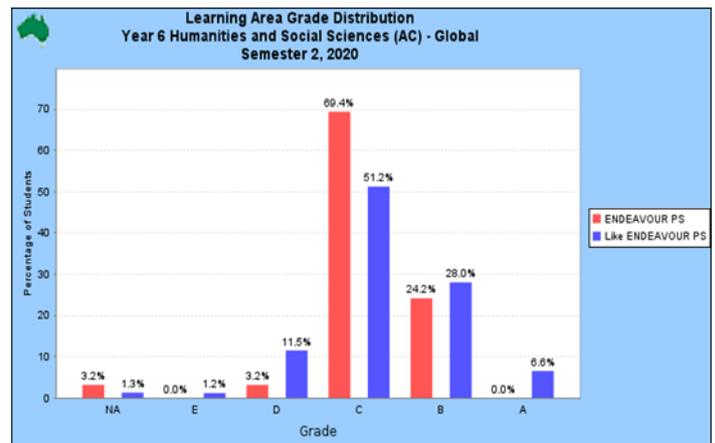
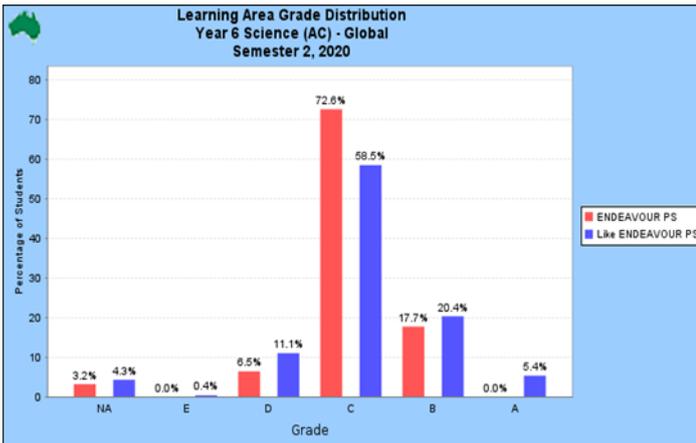
In 2019 the difference in mean scores between Endeavour Schools and like-schools was +1 for Year 3 and +6 for Year 5 (i.e. both above like-schools). This indicates there was an improvement for both our Year 3 and Year 5 students in relation to our business target (i.e. the difference decreased).



The baseline difference in scores used to monitor our business plan target is -12 for Year 3 and -11.3 for Year 5 (Average difference in scores from 2015-17).

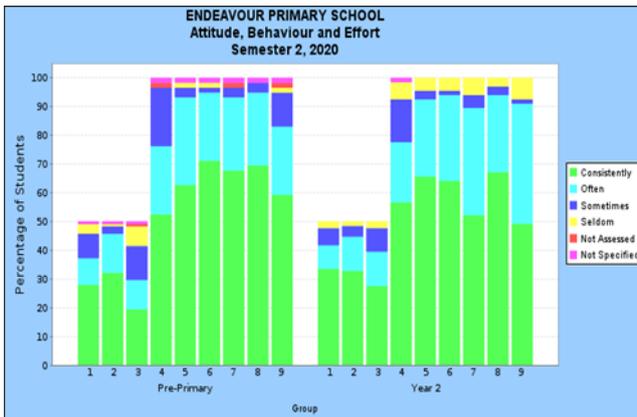
In 2018 the difference in mean scores between Endeavour Schools and like-schools was +2 for Year 3 and +3 for Year 5 (i.e. both above like-schools). This indicates there was an improvement for both our Year 3 and Year 5 students in relation to our business target (i.e. the difference decreased).

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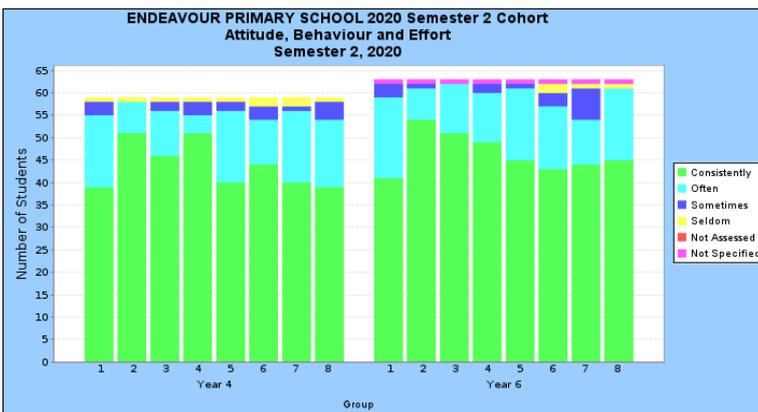


Attitude, Behaviour & Effort

At the end of each semester, a formal report is made on each student's progress and achievement. Part of this report includes the evaluation of a student's Attitude, Behaviour and Effort. Below is a comparison between Pre-Primary and Year 2, and Year 4 and Year 6 of these attributes for Semester 2, 2020. The 2018-2020 Business Plan is focused on increasing the percentage of students achieving a consistency rating in relation to goal setting and making positive choices. The target that has been set is to have 60% or higher achieving a consistency rating by 2020.



1. Is enthusiastic about learning
2. Makes positive choices with confidence
3. Sets goals and works towards them
4. Displays perseverance
5. Expresses emotions appropriately
6. Respects the ideas/feelings & needs of others
7. Resolves conflicts in a positive manner
8. Interacts with peers & adults in acceptable ways
9. Collaborates in group activities.



1. Works to the best of their ability
2. Shows self-respect & care
3. Shows courtesy & respect for the rights of others
4. Participates responsibly in social & civic activities
5. Cooperate productively & builds positive relationships
6. Is enthusiastic about learning
7. Sets goals & works towards them
8. Shows confidence in making positive choices & decisions

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Attendance

The impact of COVID19 was seen in many areas of the school, including attendance data. When first announced, most students stayed home, and home learning was offered. Around 50% returning at beginning of Term 2 increasing to almost 90% by the middle of the term. Once the government advised it was safe for children to return to school, the choice of some families to keep their children at home was respected with 5 students accessing support through SIDE. Attendance data was not a reliable indicator of absences not related to COVID19. Staff maintained contact with families to determine the welfare of students and encourage school attendance. It was determined through contact with families, that not all absences were COVID related and an Attendance Officer supported the school with home visits and formal meetings for students in the 'at risk' categories.

The data below is the latest data obtained in 2019 and has informed our planning for 2021.

	Primary School				ESC			
	Attendance Categories				Attendance Categories			
	Regular	At risk			Regular	At risk		
Indicated		Moderate	Severe	Indicated		Moderate	Severe	
2017	82.1%	13.9%	3.0%	1.1%	73.2%	17.1%	9.8%	0.6%
2018	78.7%	16.0%	4.7%	0.6%	77.6%	14.3%	8.2%	0%
2019	70.6%	23.2%	5.4%	0.8%	69.1%	20%	9.1%	1.8%
Like schools 2019	68.1%	22.5%	7.5%	2.0%				



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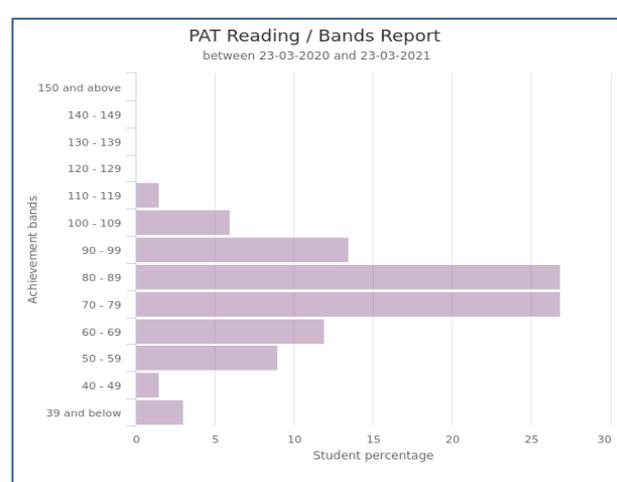
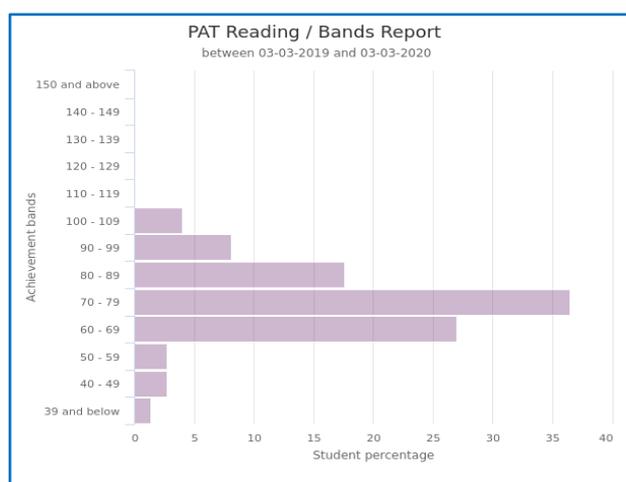
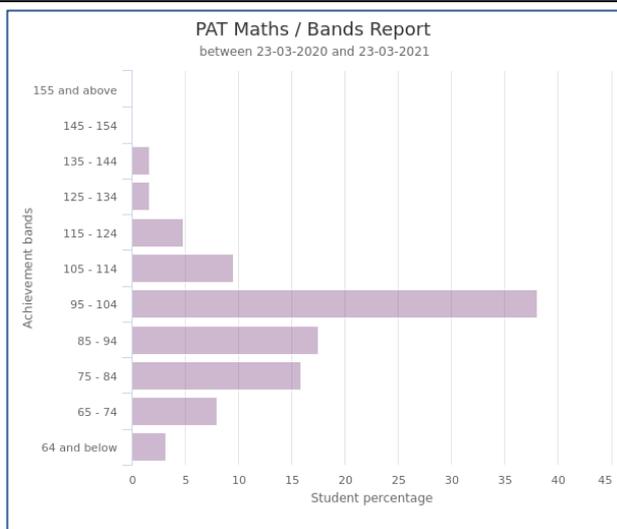
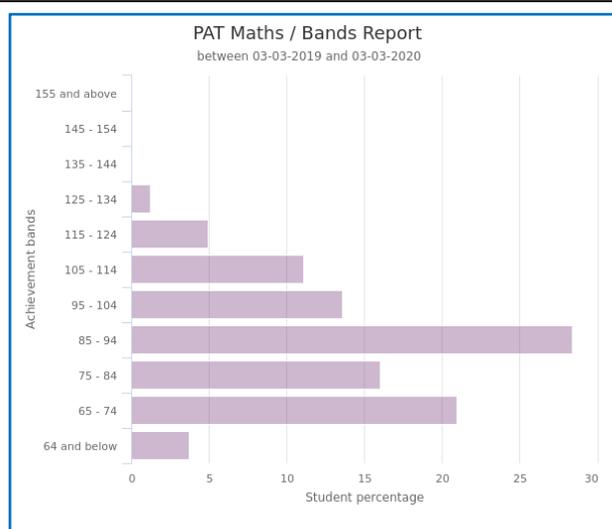
Student Achievement Data - Education Support Centre

2020 NAPLAN Testing

No students participated in NAPLAN testing in 2020 due to COVID-19.

Literacy and Numeracy

In 2020 Education Support students' Literacy and Numeracy development was assessed using on-line PAT Maths and PAT English (Reading) testing. These results represent overall student performance data for all year levels tested. This was our second year using these assessment tools so we have been able to compare our results with last year for improvement.

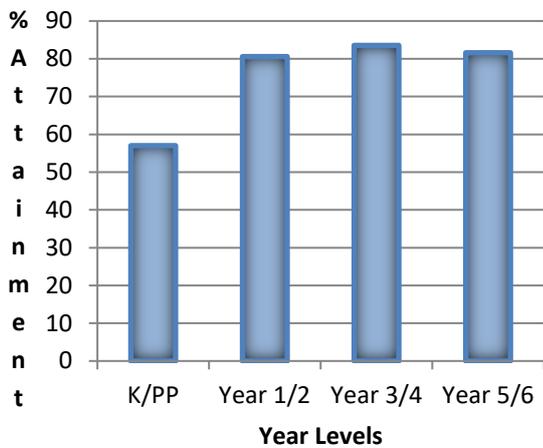


IEP Data

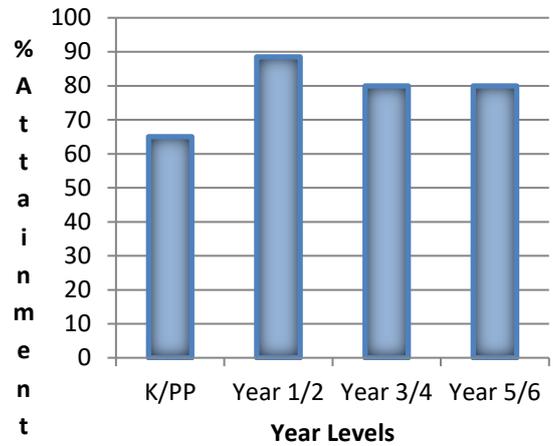
Student Individual Performance: Education Support students work on Individual Education Plans (IEPs) across other learning areas which are developed in consultation with parents/carers. Individual goals or outcomes are monitored and analysed on an ongoing basis with formal reports to parents twice yearly based upon the student's progress toward these goals. Whole school data is collected and analysed in order to reflect student progress in each learning area across the year and develop priority focus areas for the following year. The data used is combined year level student data in order to not identify specific students due to low numbers of students in some year levels. The Year Level tables below show the percentage of students demonstrating "Often or Consistently" in the attainment of their individual IEP goals for each learning area.

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2020 ESC IEP Data Science - All strands



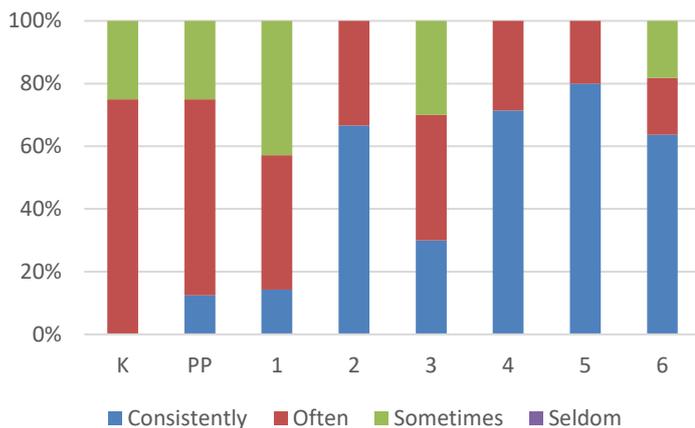
2020 ESC IEP Data HASS - All strands



Attitude, Behaviour & Effort

At the end of each semester, a formal report is made on each student's progress and achievement. Part of this report includes the evaluation of a student's Attitude, Behaviour and Effort. Below is the Pre-Primary – Year 6 ESC students' achievement for Semester 2. The 2018-2020 Business Plan target is set to have 60% or higher achieving a consistency rating in relation to *participating responsibly in class activities* by 2020. This year we reached an average of 45% across all year level (an increase of 9% from 2019), however we consistently surpass this target in our upper year levels (Years 3-6) and we attribute this to the fact that students in the early years are still learning how to learn.

ABE Semester 2, 2020 - PP-Year 6



ABE Descriptors

1. Works to the best of their ability
2. Shows respect towards others
3. Takes care of their belongings
4. Participates responsibly in class activities = 45% overall
5. Plays cooperatively with others, takes turns and shares
6. Is enthusiastic about learning
7. Shows confidence in making appropriate choices
8. Perseveres when faced with challenges

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Endeavour School Survey Data Summary

Endeavour Schools use the National School Opinion Survey to survey parents, students and staff. In 2020 the bi-annual Staff Opinion Survey was actioned with the following results. These results reflect the opinions of both Endeavour Primary and Endeavour Education Support Centre staffs.

The ratings key was 1. Strongly Disagree 2. Disagree 3. Neither 4. Agree 5. Strongly Agree
(a score of 4 and above indicates that every respondent agrees with the statement)

Item	Mean Score
Teachers at this school expect students to do their best	4.25
Teachers at this school provide students with useful feedback about their schoolwork	4.0
Teachers at this school treat students fairly	4.0
This school is well maintained	4.2
Students feel safe at this school	4.0
Students at this school can talk to their teachers about their concerns	4.25
Parents at this school can talk to teachers about their concerns	4.2
Student behaviour is well managed at this school	3.4
Students like being at this school	4.2
This school looks for ways to improve	4.3
This school takes staff opinions seriously	4.0
Teachers at this school motivate students to learn	4.0
Students learning needs are being met at this school	3.9
This school works with parents to support students' learning	4.1
I receive useful feedback about my work at this school	3.65
Staff are well supported at this school	3.7
This school has a strong relationship with the local community	3.45
This school is well led	4.1
I am satisfied with the overall standard of education achieved at this school	3.9
I would recommend this school to others	4.1

***Summary of the 2017 & 2019 Student Satisfaction Survey Results, Endeavour Schools
(Combined percentage of agree/ strongly agree responses to the various statements)***

Highest Ranking Items – Staff 2020

Item	Mean Score
This school looks for ways to improve	4.3
Teachers at this school expect students to do their best	4.25
Students at this school can talk to their teachers about their concerns	4.25
Students like being at this school	4.2

Lowest Ranking Items – Staff 2020

Item	Mean Score
Student behaviour is well managed at this school	3.4
This school has a strong relationship with the local community	3.45
I receive useful feedback about my work at this school	3.65
Staff are well supported at this school	3.7

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Summary

No items fell into the negative / unsatisfactory range from any of the surveyed groups.

- Overall, the level of satisfaction across all groups is very positive.
- The school looks for ways to improve, teachers expect students to do their best and students can talk to their teachers are strengths.

Recommendations

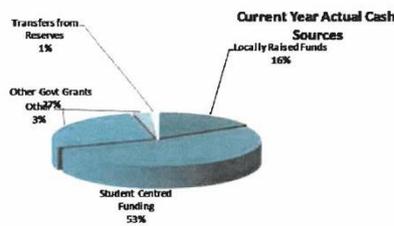
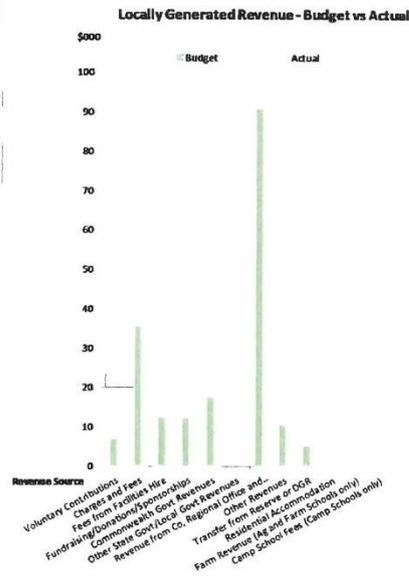
- Review Behaviour Management Policy through the Positive Behaviour Support program
- Develop a Community Engagement Plan
- Establish a model for collecting student feedback and provide opportunities for student voice
- Seek feedback from staff about the support they need

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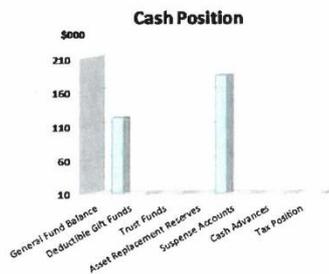
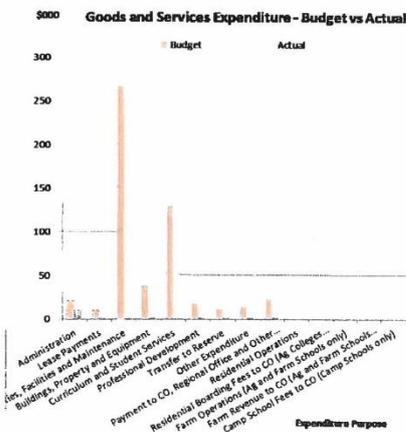
Financial Information – Endeavour Primary School

5750 Endeavour Primary School Financial Summary as at 31 December 2020

Revenue - Cash & Salary Allocation	Budget	Actual
1. Voluntary Contributions	\$ 6,853.30	\$ 6,853.30
2. Charges and Fees	\$ 35,352.96	\$ 35,352.96
3. Fees from Facilities Hire	\$ 12,272.72	\$ 12,272.72
4. Fundraising/Donations/Sponsorships	\$ 12,164.75	\$ 12,164.75
5. Commonwealth Govt Revenues	\$ 17,500.00	\$ 17,500.00
6. Other State Govt/Local Govt Revenues	\$ -	\$ -
7. Revenue from Co, Regional Office and Other Schools	\$ 90,711.10	\$ 90,711.10
8. Other Revenues	\$ 10,175.93	\$ 10,175.93
9. Transfer from Reserve or DGR	\$ 5,181.75	\$ 5,181.75
10. Residential Accommodation	\$ -	\$ -
11. Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12. Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 190,212.51	\$ 190,212.51
Opening Balance	\$ 205,448.95	\$ 205,448.95
Student Centred Funding	\$ 215,499.67	\$ 215,499.67
Total Cash Funds Available	\$ 611,161.13	\$ 611,161.13
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 611,161.13	\$ 611,161.13



Expenditure - Cash and Salary	Budget	Actual
1. Administration	\$ 21,356.43	\$ 20,017.44
2. Lease Payments	\$ 10,312.13	\$ 9,961.16
3. Utilities, Facilities and Maintenance	\$ 266,520.37	\$ 247,998.24
4. Buildings, Property and Equipment	\$ 37,627.47	\$ 36,207.47
5. Curriculum and Student Services	\$ 129,028.74	\$ 117,612.94
6. Professional Development	\$ 18,000.00	\$ 14,528.32
7. Transfer to Reserve	\$ 11,450.00	\$ 11,450.00
8. Other Expenditure	\$ 13,558.64	\$ 8,840.63
9. Payment to CO, Regional Office and Other Schools	\$ 22,500.00	\$ 22,500.00
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	\$ 530,353.78	\$ 489,116.20
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 530,353.78	\$ 489,116.20
Cash Budget Variance	\$ 80,807.35	



Cash Position as at:	
Bank Balance	\$ 298,417.66
Made up of:	
1 General Fund Balance	\$ 122,044.99
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 184,210.98
5 Suspense Accounts	\$ 726.75
6 Cash Advances	\$ -
7 Tax Position	\$ (8,565.00)
Total Bank Balance	\$ 298,417.66

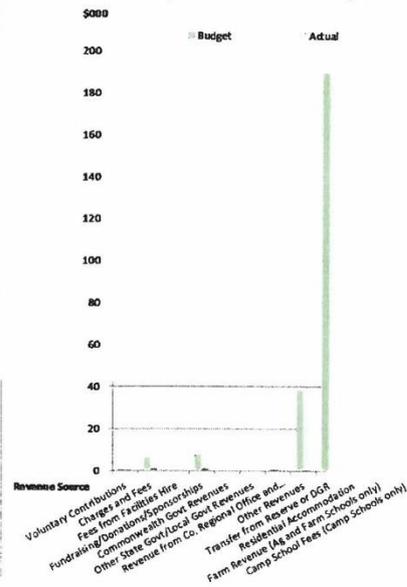
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Financial Report – Endeavour Education Support Centre

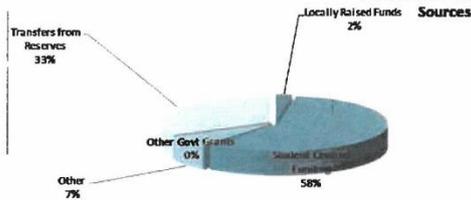
6152 Endeavour Education Support Centre Financial Summary as at 31 December 2020

Revenue - Cash & Salary Allocation	Budget	Actual
1. Voluntary Contributions	\$ 491.50	\$ 491.50
2. Charges and Fees	\$ 6,122.21	\$ 6,122.21
3. Fees from Facilities Hire	\$ -	\$ -
4. Fundraising/Donations/Sponsorships	\$ 7,641.70	\$ 7,641.70
5. Commonwealth Govt Revenues	\$ -	\$ -
6. Other State Govt/Local Govt Revenues	\$ -	\$ -
7. Revenue from Co, Regional Office and Other Schools	\$ 303.23	\$ 303.23
8. Other Revenues	\$ 38,075.11	\$ 38,075.11
9. Transfer from Reserve or DGR	\$ 189,503.00	\$ 189,503.00
10. Residential Accommodation	\$ -	\$ -
11. Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12. Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 242,136.75	\$ 242,136.75
Opening Balance	\$ 93,138.66	\$ 93,138.66
Student Centred Funding	\$ 338,019.13	\$ 338,019.13
Total Cash Funds Available	\$ 673,294.54	\$ 673,294.54
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 673,294.54	\$ 673,294.54

Locally Generated Revenue - Budget vs Actual

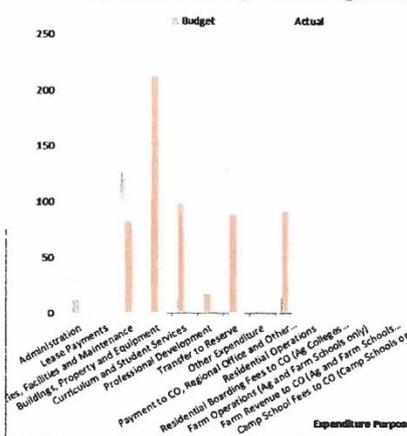


Current Year Actual Cash Sources

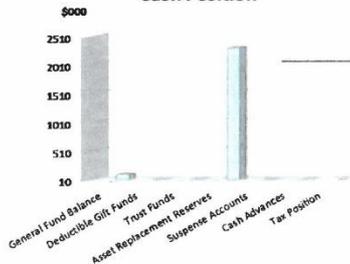


Expenditure - Cash and Salary	Budget	Actual
1. Administration	\$ 12,150.00	\$ 7,666.02
2. Lease Payments	\$ -	\$ -
3. Utilities, Facilities and Maintenance	\$ 82,055.25	\$ 74,195.98
4. Buildings, Property and Equipment	\$ 212,611.05	\$ 210,739.79
5. Curriculum and Student Services	\$ 97,685.02	\$ 72,123.91
6. Professional Development	\$ 17,099.56	\$ 17,099.56
7. Transfer to Reserve	\$ 88,635.00	\$ 88,635.00
8. Other Expenditure	\$ 709.58	\$ 449.13
9. Payment to CO, Regional Office and Other Schools	\$ 90,991.27	\$ 90,949.27
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	\$ 601,936.73	\$ 561,858.66
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 601,936.73	\$ 561,858.66
Cash Budget Variance	\$ 71,357.81	

Goods and Services Expenditure - Budget vs Actual



Cash Position



Cash Position as at:	
Bank Balance	\$ 2,399,086.78
Made up of:	
1. General Fund Balance	\$ 111,435.88
2. Deductible Gift Funds	\$ -
3. Trust Funds	\$ -
4. Asset Replacement Reserves	\$ 2,294,982.79
5. Suspense Accounts	\$ 199.11
6. Cash Advances	\$ -
7. Tax Position	\$ (7,331.00)
Total Bank Balance	\$ 2,399,086.78