Dear Parents, Carers and School Community Members,

On behalf of Bannister Creek Primary School Staff and the School Board, I present the 2014 School Annual Report to you.

The 2014 Bannister Creek Primary School Annual Report articulates and demonstrates our commitment to excellence and our pursuit of achieving improved outcomes for our students. Our teachers are reflective and responsive to student needs and there is quality commitment from our entire school community, as we work together to embrace Courage, Wisdom and Happiness.

The 2014 school year started with Mrs Marie Hand continuing as Principal and leading the school through Term One establishment processes. In Term Two, I was appointed substantive Principal of this impressive school. I quickly ‘felt the friendly beat at Bannister Creek’, thanks to the ongoing support and handover I received from Marie Hand and Travis Miller, and the warm welcome from staff, students and parents.

As an Independent Public School, Bannister Creek Primary School is shaping the future of our children, with a focus on a positive learning culture and local community engagement. Our parents, School Board and Parents &Citizens (P&C) play active and important roles in our school.

I trust that you find this report to be a practical and informative summary of our 2014 school year.

Additional information can be found on our school website http://www.bannistercreekps.wa.edu.au/ and the Department of Education’s ‘Schools Online’ website at http://www.det.wa.edu.au/schoolsonline

I look forward to the 2015 school Year with confidence.

Lyn Macauley
PRINCIPAL

Our Vision

Bannister Creek Primary School is dedicated to providing:

- Excellence in education through a range of inclusive and contemporary programs across all learning areas.
- A learning environment that is safe, positive and stimulating. A place where everyone is encouraged to develop resilience and reach their full potential.
- Opportunities for open communication by all members of the school community that supports an environment where COURAGE, WISDOM and HAPPINESS are embraced.
The Bannister Creek Primary School Board is responsible for the shaping and monitoring of the school’s objectives, priorities and general policy direction. In order to inform our community about the functions of the Board, profiles of members and a role overview was included on our school website. Led by our Board Chair, Tanja Pope, achievements and decisions for 2014 include the School Board having a significant role in:

- input into parent parking changes
- reviewing annual NAPLAN data
- endorsing the annual budget and throughout the year, reviewing revenue and expenditure
- approving and endorsing the 2014 fees, charges and voluntary contributions
- analysing our school community, staff and student survey, and publishing an action plan
- endorsing a Homework Policy
- endorsing an Out of School Care provider, Helping Hands, to run an on-site service, commencing in 2015.

Our P&C are active partners in setting school direction and in 2014, provided $16470 for resources enhancing school programs. Our P&C manages the operation of the school canteen and maintains an effective communication network for parents. Thank you to the P&C for generously funding and supporting the following projects:

- our Mother’s and Father’s Day stalls
- running the School Disco
- the extension of wireless network into ECE classrooms
- increased library resources
- resources for Science and the school garden
- organising the Parent School Garden Busy Bee
- parent parking changes

Our student numbers are steadily increasing. Bannister Creek Primary operates as a Local Intake Area School, ensuring there is provision for local students to attend. With our Year 7’s moving to high school in 2015, and increasing Kindergarten enrolments, we anticipate that student numbers will start to stabilise.

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>458</td>
<td>537</td>
<td>534</td>
<td>570</td>
</tr>
</tbody>
</table>
2014 will go down in Western Australian history, as two cohorts of children graduated from their primary schools. At Bannister Creek, we were very proud of the way in which our Year Six and Seven students managed necessary changes. The majority of our students moved to Lynwood Senior High School. We are proud to acknowledge that 23 of our Year 6 and 7 students received offers for entrance into Gifted and Talented specialist programs.

### Year 7

<table>
<thead>
<tr>
<th>Destination Schools</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>4113 Lynwood Senior High School</td>
<td>21</td>
<td>12</td>
<td>33</td>
</tr>
<tr>
<td>4034 Melville Senior High School</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4045 Rossmoyne Senior High School</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4126 William Senior High School</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

### Year 6

<table>
<thead>
<tr>
<th>Destination Schools</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>4113 Lynwood Senior High School</td>
<td>26</td>
<td>10</td>
<td>36</td>
</tr>
<tr>
<td>4226 John Curtin College Of The Arts</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>1470 Dunsborough College</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>404 Melville Senior High School</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4042 Perth Modern School</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4127 Yule Brook College</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

### Student Highlights of 2014

Our priority is always our children – the students of Bannister Creek. It has been fantastic to see our students taking on challenges and striving to do their best. Staff and Parents are inspired by the confidence, joy and energy our children display.

- School and class assemblies, special events such as the ANZAC service and Harmony Day celebrations
- Student leadership initiatives – School Councillors, Faction Captains, Science and Music Captains
- Special school fundraisers – Crazy Hair Day, Pyjama Day, Team Colour Day, Book Week character dress-up day
- Sports and Faction Carnivals
- Sustainability initiatives - our school garden and chooks, Wastewise, Waterwise, Crunch and Sip School.
- Year 6 and Year 7 Camps
- Graduation ceremony and the amazing Graduation Dinner/Dance organised by the Parent Graduation Committee.
- Years 1 to 5 Dance Sports Concert
- Dads and Kids Campout - organised by Craig Palmer from The Fathering Project
- Class and School Community Events - Maths Tabloid, Year 5 Howard Solomon visits, Year 1 Mother’s and Father’s Day events
- Gym Bus behaviour incentive
Reading and Viewing
Bannister Creek Primary School continued to have levelled reading groups for Years 1-7. Students were explicitly taught *First Steps* reading strategies and teachers were able to better cater for a range of reading abilities. Reading books were purchased for the middle and upper years, as well as subscribing to Reading Eggs for the lower years. Staff attended several Professional Learning seminars targeting Reading and Viewing, in order to develop knowledge of the Australian Curriculum.

Writing
A range of writing genres were explicitly taught, with teachers following a Genre Scope and Sequence, to ensure consistency across the school. A focus on developing students editing skills was a priority in the English Learning Area. A whole school editing strategy was implemented to address these needs (CHIMPS).

Spelling and Grammar
Bannister Creek Primary School teachers continued to implement a whole school focus on grammar and sentence structure within their classrooms. Students were explicitly taught different sentence types and word grammar to assist with enhancing their writing skills. A range of highly recognised programs were used throughout the school, including Jolly Phonics and Diana Rigg, to improve students’ English spelling and grammar skills.

Highlights 2014
Bannister Creek Primary students continued to perform well against *like* schools in the NAPLAN testing in Years 3, 5 and 7. In particular, our writing results were higher than our *like* schools. The whole school participated in a Literacy and Maths Tabloid Day. We also celebrated Book Week, by encouraging students to dress as their favourite book character.

Directions for 2015
Staff will continue to implement various whole school approaches in the areas of the Australian Curriculum *English*. Our English priorities for 2015 include a focus on Guided Reading (PP-Year Six) and Jolly Phonics (K-Year Two).
In 2014, Numeracy continued to be a priority area to improve students’ understanding and standards in this area. A whole school approach was adopted in the delivery and implementation of the first phase of the Australian Curriculum in the Mathematics Learning Area, and integrated into all other learning areas of the curriculum.

**Highlights of the Year**

Bannister Creek Primary School continued to have levelled Number Groups for Years 1-7. Students were explicitly taught using *First Steps* reading strategies, and teachers were able to better cater for a range of mathematical abilities.

A major highlight of the year was our whole school Literacy and Mathematics Tabloid Day. Multi-age groups were formed and students rotated through a number of Mathematical activities, inspired or supported by a shared piece of literature.

As a continuation of the work commenced last year, the staff collaborated over a number of sessions to develop a comprehensive Mathematics vocabulary. The aim was to create a common bank of mathematical terms for each phase of learning across the school.

Staff also engaged in excellent professional learning conducted by Dr Paul Swan, focusing on Geometry. Teachers were supported in their implementation of their learning through the purchase of Dr Swan’s concrete and digital resources.

As a continuation of the work commenced last year, the staff collaborated over a number of sessions to develop a comprehensive Mathematics vocabulary. The aim was to create a common bank of mathematical terms for each phase of learning across the school.

Staff also engaged in excellent professional learning conducted by Dr Paul Swan, focusing on Geometry. Teachers were supported in their implementation of their learning through the purchase of Dr Swan’s concrete and digital resources. Teachers also met with their colleagues in the Lynwood Cell groups to discuss and moderate common assessment tasks focusing on Geometrical concepts and vocabulary.

**Key Programmes and Initiatives**

In 2014, Bannister Creek Primary School implemented a number of key programs and initiatives in Mathematics. The Westwood Mental Maths Assessment was introduced, as an effective way to monitor our students’ knowledge of basic number facts.

Teachers across the school supported their numeracy learning programs with online resources such as Study Ladder, MTS Online, Sum Dog and Zoo Whiz. Many of these online resources feature useful monitoring options which allow teachers to identify key strengths and areas of need for each student. The resources also monitor student success and adjust the level of content to suit the user. The school’s bank of iPads and notebook computers has allowed us to make these resources readily available to all students.

The teaching staff also examined the use of a plenary session at the conclusion of their maths lessons. Research has demonstrated that plenary sessions can lead to improved student engagement and retention of lesson content.

**Student Achievement**

The assessment of student achievement across the school was focussed on students’ level of achievement in every content strand of mathematics and their development in the proficiency strands of the Australian Curriculum (understanding, fluency, problem solving and reasoning).

The progress of students’ achievement can be gained through the examination of student results from a range of different types of assessment. The examination of NAPLAN, EARS and First Cut data to identify school, year level, group (boys, LBOTE, ATSI and special needs) and individual student performances indicates that students performed at or above expectations when compared to results in other WA public schools.

Bannister Creek Primary students continued to perform well against *like* schools in the NAPLAN testing in Years 3, 5 and 7. Significant growth was noted in our Year 7 students, when comparing this year’s results to their results two years ago. In 2012, the Year 5 results were below ‘like’ schools but had increased significantly in 2014.

**Concerns and Weaknesses**

Information gathered through NAPLAN testing, school data collection and teacher observation identified two key focus areas of concern: mental maths and multistep word problems.

**2015 Suggestions**

- Continue to engage staff in Professional Development with Dr Paul Swan, with a focus on Number and Algebra.
- Support teachers in the implementation of Dr Swan’s strategies, through the purchase of resources, such as Number Card Games, Place Value Spinners and Tens Frames.
- Purchase the THINK TANK Problem Solving Kits for each level, as a means to explicitly teach problem solving skill and also to extend mathematically talented students.
- Continue to meet with the Lynwood Cell to moderate tasks.
Science

In 2014, Science was taught in Years 1 to 7 by our science specialist teacher, Mr Daniel Stanley.

Science lessons were planned, taught and reported through the Australian Curriculum. Four areas of science were completed; these include Earth and Space, Chemical, Biological and Physical Sciences. Students in Years 3 and 5 were given the PAT Science assessment to track progress.

Primary Connections was implemented from Years 1-7, which engaged the students in a variety of activities and experiments. Children were motivated and challenged during these lessons. Some of these included erupting volcanoes, discovering ‘Elephant Toothpaste’ and the exploding Mentos Geysers. The students were eager to achieve ‘Scientist of the Month’ awards.

The Science Program was complemented by a range of other school programs, such as Waterwise, Wastewise and the Garden Club working in BCPS’s sustainable garden.

The Science Program and related sustainability initiatives were well supported by the parents and other community groups.

In 2015, we look forward to celebrating Science Week throughout the school, engaging students in a variety of exciting experiments and encouraging family and community participation.

LOTE – Chinese Language Mandarin

2014 proved to be another fruitful year for the Mandarin language program, with Mrs Priscilla Prince driving its success. Bannister Creek was fortunate to have Ms Deborah Deng, Chinese Language Assistant Teacher, visiting on an exchange program from China. Her presence and expertise in Chinese language and culture was a huge asset to the Bannister Creek school community. Students were provided with opportunities to engage with Chinese language and culture, within and outside of the school setting in various events.

Highlights in 2014:
- Whole school participation in the Chinese New Year (Year of the Horse) Art Competition
- Participation in various events organised by the Chinese Language Teachers’ Association of Western Australia: Year 6 Pandas’ Picnic excursion, Chinese Background Story Telling Competition, State Chinese Speaking Competition for second language, Learners, and Chinese Writing Competition
- 8 Bannister Creek staff members participated in a self-funded tour of China that involved a school visit and local tours of cultural sites in Hangzhou, China. The tour gave insight into the Chinese education system and culture. The staff members in attendance appreciated learning about the diverse culture and history of China.

Directions for 2015

In 2015, Mrs Priscilla Prince will again be leading the Mandarin language program with the introduction of a dedicated Chinese classroom. Students will have the opportunity to fully engage in Chinese language learning through visual displays, access to various technologies and resources to help further consolidate their learning of Mandarin.
**2014 Highlights**

**Harmony Day:** The idea for Harmony Week came from the United Nation’s International Day for the Elimination of Racial Discrimination, recognised annually on the 21st of March. Given our geographic location and demographics, we felt that the philosophy behind Harmony Day and Cultural Diversity Week complemented our social and cultural teaching and learning programs.

At BCPS, we had a super special incursion “The WALA” dynamic fusion of drumming, dance, percussion and soaring vocal harmonies. Three passionate, exuberant and talented performers presented audiences with an exciting display of Ghanaian culture. With 20 hand-made African drums, flutes and stunning costumes, WALA engaged our students in a call and response song, invited them to try out different instruments and to join in the dance. Their enthusiasm was utterly contagious, as they rejoiced in the live sounds and rich heritage of their people.

WALA means “life” in their local language and the perfection of the name becomes clear, as they explode into their breathtaking celebration of the Ghanaian Spirit.

**Parents’ Programme:** This programme ran for 2 hours a fortnight. The Programme was important for not only helping the parents communicate more effectively, but it helped their confidence too.

Parents who don’t have English as their first language felt more valued within this school community. We acknowledge their cultures/backgrounds and celebrate their festivals, in order to make them secure within their “new country”. We have forged strong community links, including “Parents Programs” which we use to instil in students and families a sense of belonging and responsibility to others. Our program is an opportunity to meet parents, develop friendships and share skills. We are very pleased with how the program is going and we have a core group of people who attend regularly and others who attend when topics of interest are presented. We want to continue this program and therefore, we need to ensure we offer presentations and guest speakers that “value add” for our community.

We continue to listen and respond; this is our greatest asset!!!

**Recommendations for 2015:**

- Continue with the Parent’s Programme.
- Working in collaboration with other specialist teachers to create diversity awareness in our school and the wider community.
- Continue using interpreters on site and by phone to break down the language barriers.
- Continue to allocate time/liaise with the Registrar and the Education Officers to help out with enrolments when it is needed.
The Arts

Visual Arts

Overview
In 2014, Visual Arts were taught by classroom teachers for students in Years 1-7. The program focused on two learning outcomes – Creating Arts Ideas and Arts Skill and Processes. Visual Arts was also represented through cross-curricular priorities within the Australian Curriculum. Art supplies were purchased on a communal basis, with special orders submitted for specific activities.

Highlights
• In 2013, Julie Stone delivered clay skills workshops to staff members. Skills learnt as part of these workshops were used successfully in 2014 with students across a number of year levels.
• Bannister Creek P.S. was approached by CREEK to produce 8 flags to promote concepts of sustainability for the launch of the CREEK 2014 expo. Students produced work of an extremely high standard, which continue to be used to embellish the CREEK newsletters.
• Collaboration with the City of Canning in creating a China themed table for the Spice Road event run by the City of Canning.
• Students entered works into various art exhibitions displayed at various community events and venues – such as Stocklands Riverton.
• Students designed and painted a fibreglass cow, promoting agriculture in WA for the Perth Royal Show.

Room for Improvement
Lack of continuity and focus throughout year groups. Sequence and scope for the Visual Arts would be beneficial to better aid classroom teachers and enhance student learning.

Performing Arts

Overview
2014 was a quieter year for the Performing Arts at Bannister Creek P.S. Music was taught as a specialist program for students in Years 1-7 by two different specialists. In 2014, there was a continued focus on the development of music skills and appreciation with individual classes and at a whole school level.

Highlights
• Community dance/song featured at fortnightly assemblies.
• Purchase of djembes and ukuleles created more opportunities for students to engage in different genres of music.
• All Students participated in the Dance Sport Program.
• Ukulele Club was run during lunch times for interested students.
• Music Specialists supported classroom teachers in preparing assembly items.
• Second half of the year saw the introduction of a Junior and Senior Choir, and provided students with opportunities to further develop choral technique and performance opportunities.
• Senior Choir performed as part of the City of Canning, Act Belong Commit Community Concert.
• Performance of specialist groups (Senior Choir, Ukulele Club) at assemblies and final graduation.
• Design and implementation of a varied program including Indigenous, Australian and International music styles.
• SIMS program was run for students in Year 6 - 7. Five positions each were offered for Years 6 and 7 students on the following instruments; guitar, flute and clarinet.

Room for Improvement
Due to the change of teachers at the end of Term 2, it was difficult to participate in larger community music performances, such as the WAGSMS Concert Series and Wakakirri.
During 2014, the Student Services Team, which comprised of the Student Services Deputy Principal (Semester 1: Marie Hand, Semester 2: Natalie Oddy), Learning Support Coordinator, School Psychologist, School Chaplain and Aboriginal Indigenous Education Worker, supported students in a wide range of areas. The team was further supported by the Student Services Committee, with representatives from the teaching staff across the year levels.

**Highlights and initiatives in this area include:**
- Audit of practice with a review of the current approaches that fall within the Student Services area across the school, to work towards whole school approaches.
- Review of Student Service staff roles to effectively and efficiently case manage student support for special needs students and students at educational risk.
- Utilisation of the expertise of the Learning Support Coordinator, School Psychologist, School Chaplain and Aboriginal Indigenous Education Worker across the school.
- Extensive use of school staff to support children with Individual and Group Education plans, including a reading specialist teacher.
- The provision of specialised support for English as an Additional Language students.
- Review and formulation of an attendance policy to improve unexplained absences and at risk absences.
- Nomination and selection to be part of the ‘Preventing Anxiety and Victimisation through education’ (PAVe) research project, to trial a whole of school program designed to enhance students’ social and emotional learning and foster the prevention of bullying behaviours through the ‘Friendly Schools Plus’ program, and a strengths—based targeted program designed to build resilience in those children who have been targeted by bullying behaviours in the ‘Cool Kids: Taking Control’ program.
- Student registers completed to provide handover from current to future teaching staff, to accommodate seamless transitions.
- As a ‘KidsMatter’ school, we co-sponsored through a Variety grant to establish a room with a strong sensory basis that we called ‘Kids Space’, to support the social and emotional learning needs of the students.
- Enhanced our status as an ‘Act, Belong, Commit’ school, through coordinating an excellent ‘School Volunteer Program’.

**To work towards achieving the 2014-2016 Business Plan targets,** 2015 areas of focus include:
- Development of a ‘Student Services Operational Plan’.
- Implementation of Special Education Needs (SEN) planning, to create individual and group education plans that can be linked to SEN Reporting.
- Formation of a ‘Positive School Community’ committee, to form strong collaborative community partnerships.
- ‘Aboriginal Parent Partnership Group’, to have increased involvement with NAIDOC celebrations.
- Development of a whole school health curriculum implementation plan.
Attendance

Attendance was an area of focus in 2014, with the formulation of an ‘Unexplained Absences Policy’ and an ‘At Risk Attendance Policy’. Specific strategies to encourage parental awareness of the importance of attending school included; SMS messaging to parents of absent students, phone calls and letters to parents of students with unexplained absences indicating a pattern of non-attendance, regular updates in the newsletter of attendance rates, and rewarding students 99%+ attendance each term. As a staff, we made reducing the unauthorised absences the key focus of attendance strategies in Term 3, and reducing at risk attendance a Term 4 focus.

The table below shows our attendance rate in 2014 for Non-Aboriginal and Aboriginal students compared to like schools and WA public schools.

<table>
<thead>
<tr>
<th>Year</th>
<th>Non-Aboriginal School</th>
<th>Like Schools</th>
<th>WA Public Schools</th>
<th>Aboriginal School</th>
<th>Like Schools</th>
<th>WA Public Schools</th>
<th>Total School</th>
<th>Like Schools</th>
<th>WA Public Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>92.4%</td>
<td>93%</td>
<td>93.3%</td>
<td>86.1%</td>
<td>86.3%</td>
<td>81.1%</td>
<td>91.8%</td>
<td>92.7%</td>
<td>92.3%</td>
</tr>
<tr>
<td>2013</td>
<td>93.3%</td>
<td>93.2%</td>
<td>93.7%</td>
<td>84.5%</td>
<td>86.4%</td>
<td>80.7%</td>
<td>92.6%</td>
<td>92.9%</td>
<td>92.6%</td>
</tr>
<tr>
<td>2014</td>
<td>93.1%</td>
<td>93%</td>
<td>93.2%</td>
<td>82.2%</td>
<td>83.5%</td>
<td>80.4%</td>
<td>92.2%</td>
<td>92.6%</td>
<td>92.1%</td>
</tr>
</tbody>
</table>

The second table shows the number of students in each of the attendance categories: Indicated (between 80-90% attendance), Moderate (between 70-80% attendance) and Severe (below 70% attendance).

<table>
<thead>
<tr>
<th>Attendance Category</th>
<th>Regular</th>
<th>At Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indicated</td>
<td>Moderate</td>
</tr>
<tr>
<td>2012</td>
<td>72.8%</td>
<td>18.9%</td>
</tr>
<tr>
<td>2013</td>
<td>75.1%</td>
<td>17.4%</td>
</tr>
<tr>
<td>2014</td>
<td>77.0%</td>
<td>14.7%</td>
</tr>
<tr>
<td>WA Public Schools</td>
<td>75.0%</td>
<td>17.0%</td>
</tr>
</tbody>
</table>

The targets in our Business Plan 2014-2016 were to:

- Remain above the state average attendance of 92.1% for the whole school.
- Remain above the state average attendance of 80.4% for Aboriginal students.

The 2014, whole school attendance of 92.2%, reflects a similar attendance rate as WA public schools. The Aboriginal student attendance of 82.2% reflects a better attendance rate than WA public schools. We have made significant improvements in our unauthorised attendance rates, halving unexplained absences from 32% to 16% in Semester 2. In 2015, we will focus on raising the percentage of students attending school regularly to better than the state average, by reducing the percentage of students in Indicated, Moderate and Severe attendance risk categories.
Bannister Creek Primary School
Financial Summary as at
31 December 2014

Revenue - Cash

<table>
<thead>
<tr>
<th></th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Voluntary Contributions</td>
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</tr>
<tr>
<td>2</td>
<td>Charges and Fees</td>
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<tr>
<td>3</td>
<td>Government Allowances</td>
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<td>4</td>
<td>P&amp;C Contributions</td>
<td>$216,743.00</td>
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<tr>
<td>5</td>
<td>Other State Govt Grants</td>
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<td>6</td>
<td>Commonwealth Govt Grants</td>
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<td>7</td>
<td>DoE Grants</td>
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<tr>
<td>8</td>
<td>Other</td>
<td>$2,788.00</td>
</tr>
<tr>
<td>9</td>
<td>Trading Activities</td>
<td>$10,728.00</td>
</tr>
<tr>
<td>10</td>
<td>Internal Transfers</td>
<td>$12,340.00</td>
</tr>
<tr>
<td>11</td>
<td>Internal Transfers</td>
<td>$-</td>
</tr>
<tr>
<td>Total</td>
<td>$370,336.75</td>
<td>$364,338.90</td>
</tr>
</tbody>
</table>

Opening Balance | $115,111.75 | $115,111.75 |
Total Funds Available | $485,448.50 | $479,450.65 |

Revenue Source

Voluntary Contributions
DoE Grants
Other Govt Grants
Other
Transfers

Current Year Actual Revenue Sources

Locally Generated Revenue 33%
DoE Grants 59%
Other Govt Grants 6%
Transfers 0%

Expenditure

<table>
<thead>
<tr>
<th></th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Administration</td>
<td>$34,494.00</td>
</tr>
<tr>
<td>2</td>
<td>Leadership</td>
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<tr>
<td>3</td>
<td>Utilities</td>
<td>$25,511.00</td>
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<tr>
<td>4</td>
<td>Repairs/Maintenance/Grounds</td>
<td>$2,788.00</td>
</tr>
<tr>
<td>5</td>
<td>Assets and Resources</td>
<td>$40,796.00</td>
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<tr>
<td>6</td>
<td>Education Services</td>
<td>$133,425.00</td>
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<td>7</td>
<td>Other Specific Programs</td>
<td>$16,942.00</td>
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<tr>
<td>8</td>
<td>Other Extra Cost Optional Charges</td>
<td>$10,728.00</td>
</tr>
<tr>
<td>9</td>
<td>Internal Transfers</td>
<td>$12,340.00</td>
</tr>
<tr>
<td>10</td>
<td>Internal Transfers</td>
<td>$-</td>
</tr>
<tr>
<td>Total</td>
<td>$455,395.00</td>
<td>$387,969.33</td>
</tr>
</tbody>
</table>

Cash Position

Cash Position as at:
Bank Balance | $221,382.65 |
Made up of:
1 General Fund Balance | $91,481.32 |
2 Deductible Gift Funds | $- |
3 Trust Funds | $- |
4 Reserves | $128,956.96 |
5 Suspense Accounts | $3,934.37 |
6 Cash Advances | $- |
7 Tax Position | $2,990.00 |
Total Bank Balance | $221,382.65 |

VOLUNTARY CONTRIBUTIONS AND CHARGES COLLECTION RATES FOR CALENDAR YEAR 2014

<table>
<thead>
<tr>
<th>Description</th>
<th>Received</th>
<th>Requested</th>
<th>Rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Combined Voluntary Contributions</td>
<td>$24,548.00</td>
<td>$33,540.00</td>
<td>73.19%</td>
</tr>
<tr>
<td>Total Extra Cost Optional Charges</td>
<td>$56,781.00</td>
<td>$57,284.00</td>
<td>99.12%</td>
</tr>
</tbody>
</table>