Principal's Message

The 2012 school year continued to be interesting, exciting and productive for Swan View Primary School staff, students and parents. Positive outcomes were achieved through the focus on Literacy and Numeracy and Behaviour Management whilst not neglecting the other learning areas. It was disappointing that our results in the persuasive writing test were well below those of like schools. Highlights celebrated throughout the school year included:

- Whole school focus days with community involvement in the Italian Cultural Day and displays for the Swan View Show.
- Incursions to support the Music Program; Didgeridoo of Urban Aboriginal Arts and Rubbish RRR and the presentation of the school Aboriginal Choir.
- Celebration of Book Week with the theme ‘One World, Many Stories’
- Participation in the Sing Festival at The University of Western Australia and in the Massed Choir.
- Jump Rope For Heart demonstrations and student participation.
- Awarding of the prestigious Good Citizen medallions to students voted by their peers.
- Continuation of the Djembe Drumbeat program.
- Refining the Wastewise Program and expanding the Environmental Studies to include Water wise.
- Years 1-7 Edu Dance program and presentation.
- Year 7 Graduation Dinner and presentation of awards.
- Involvement in the Make it Count Indigenous Numeracy Project.

The programs and learning opportunities that are developed to enrich student learning would not be possible without the dedication and hard work of the staff. The level of pastoral care and understanding exhibited by members of the learning community is outstanding. They are to be commended for their commitment to the pursuit of continual improvement in teaching and learning.

This is a great school and I am very proud to be a team player within a culture of professional learning. Thank you to all our staff members.

Margaret Dove
School Profile

Swan View Primary is a Level 5 school with an enrolment of 428 students from Kindergarten to Year 7, of this enrolment, 62 are Indigenous students.

Of our total student body 164 students come from outside the local intake area. The school has 17 teaching areas, including an Early Childhood Unit, Music Room, Art Room, Computer Laboratory, Library Resource Centre, Covered Assembly Area, Canteen and Dental Therapy Unit.

The learning program consists of rich and varied learning experiences focusing on literacy and numeracy and the management of appropriate behaviour.

Attendance data has been considered as part of the School Self Assessment process, students and families categorised as being at risk are identified.
To support Indigenous attendance the school uses the District Attendance Officers as part of a case management plan.

Graduates from Swan View Primary School enrol in surrounding high schools. Most students transition to Swan View Senior High School. In 2012 there was an increase in the number attending Governor Stirling Senior High School for specific specialised programs such as sport, visual arts and academic extension programs.

The socio-economic index is 96.8, a slight increase over the past few years. Our students come from a wide range of social circumstances creating many challenges for the staff. Our parent/carer community is supportive of the school, and many volunteer time and resources to the learning programs.

The school’s priorities are Literacy, Numeracy and Behaviour Management and Discipline, which embraces the Values Education Framework.

24 teaching staff and the 25 support staff working in the school were retained from the previous year. Two of the three leadership team members were engaged in teaching. All teaching staff members are registered with the Teachers Registration Board of WA.

<table>
<thead>
<tr>
<th>Attendance Rate</th>
<th>School</th>
<th>State</th>
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</thead>
<tbody>
<tr>
<td>2010</td>
<td>92.6%</td>
<td>92.9%</td>
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<tr>
<td>2011</td>
<td>90.7%</td>
<td>92.7%</td>
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<tr>
<td>2012</td>
<td>90.9%</td>
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Administration Staff

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<tr>
<th></th>
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<tr>
<td>Principals</td>
<td>1</td>
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<tr>
<td>Deputy Principals</td>
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<tr>
<td>Total Administration Staff</td>
<td>3</td>
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Teaching Staff

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Other Teaching Staff</td>
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<tr>
<td>Total Teaching Staff</td>
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School Support Staff

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Clerical / Administrative</td>
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<tr>
<td>Gardening / Maintenance</td>
<td>1</td>
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<tr>
<td>Instructional</td>
<td>3</td>
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<tr>
<td>Other Non-Teaching Staff</td>
<td>16</td>
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<tr>
<td>Total School Support Staff</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>51</td>
</tr>
</tbody>
</table>
The role of the Library Resource Centre is to be a service centre for the entire school community. This is done by having a qualified staff member available to assist the community in accessing quality resources, involving students in becoming information literate, developing a knowledge and enjoyment of literature and providing a vibrant environment where learning is challenging and enjoyable.

All classroom teachers inform the Library Resource Teacher of their learning programs and a resource based program of learning is designed by the Teacher to support classroom programs. All children attend the library every week and years 1 to 7 have time to search, borrow, read and participate in a planned learning experience. Kindergarten and Pre Primary borrow resources every week. Each term, four Library monitors in years 4-7 are responsible for keeping the Library Resource Centre in an organised and tidy condition and are provided with a ‘Thank you morning tea’ as a reward for their efforts.

The library is open every lunchtime.

Highlights of 2012

Children’s author Teena Raffa-Mulligan visited the children in a year 3 and 4 class to discuss her books and motivate students to attempt writing stories.

On two separate occasions our students were featured in the West Australian newspaper voicing opinions and showing their love of reading.

The Library Resource Centre won a $1,000 prize that enabled student ‘book lovers’ from years 3-7 to attend the Fremantle Children’s Centre. Here we were entertained and educated by Leigh Hobbs, one of Australia’s leading author/illustrators.

Competitions were run each term and book prizes were awarded at school assemblies. Initiatives to celebrate the National Year of Reading were implemented and coordinated by the Library Resource Teacher. At every school assembly a staff member read their favourite children’s book to the whole school community. A display of Reading Activity Day photos was organised each term in the school foyer.

Announcements were made fortnightly in the school newsletter about competitions in the wider community, community events to support, educative information for adults, book buying suggestions and news of Library Resource Centre happenings.

As usual, we participated in National Simultaneous Storytime this year.

‘Book Fortnight’ on the theme ‘Champions Read’ saw special activities for every class in the Library Resource Centre, including a performance presented by the drama students from SVSHS and an excursion to the Midland library. In our library we had 15 learning centres with varied activities for the students to do over a two week period, a dress-up parade and the performance of a reader’s theatre written by year 6 student based on the book ‘The Littlest Refugee’, a 2012 award winning book. The canteen joined in this year with a Champion’s menu to support our celebrations.

A library award was presented at each school assembly. A class receives and displays the award for notable efforts or results achieved in the library.

The Library Resource Centre is an essential resource. Support is given to staff by providing relevant resources to compliment learning programs in the school and children are encouraged to take responsibility for developing as independent learners.

Helen McGinniss
Music

The Music program in 2012 focussed on skill building in Semester 1. These skills were contextualised in Semester 2, in student centred, group work projects that promoted their ability to Communicate Arts Ideas through Music.

All year 4 and 5 students attended choir sessions in semester one, learning a wide repertoire of songs. In semester two, forty of these students performed as part of the WA Primary Schools Massed Choir Festival at UWA. In term 4 this group performed a program of Christmas songs at the Centrepoint Shopping Centre in Midland, as well as performing at the Year 7 Graduation and at a special choral school assembly.

The Aboriginal students and the school choir combined to create a recording of the song “Hands Across Australia” as part of the school’s entry in the Generation One video competition. These students had the opportunity to learn how a recording studio functions, when they went to Satellite Recording Studio in Burswood to record the song. They lead the whole school in singing this song as part of a special assembly. This whole process was videoed and edited with photos of the special programs operating at Swan View Primary School, that are aimed at reducing Indigenous disadvantage, along with the studio recording to create an impressive record of the school’s achievements in the Generation One Competition entry.

The year 2 students of B4 and B5 prepared a Christmas song which was performed at the final assembly, accompanied by Mrs Lovi on guitar.

The year 6 and 7 students, inspired by the school’s entry in the Generation One competition, worked in groups to create their own music videos. In addition to this, they prepared speeches about how music reflected Australian society from pre-colonisation to the present day.

Tim Schoenmakers

LOTE

The Italian language program at Swan View Primary School engages students from years 3 to 7 in a variety of interactive and stimulating language-learning activities.

The program is both linguistic and cultural so that students develop basic vocabulary and communication skills as well as a knowledge and understanding of the Italian culture.

Students participate in various cross curricular activities which include art and craft, cooking lessons, music, movement, IT, maths, science, drama and history.

There is a strong emphasis on the development of literacy skills in both English and Italian, particularly in reading and spelling. Students explored various topics in 2012 and most classes also participated in Italian cooking lessons.

In term 2 we were very fortunate to have a Language Assistant from Milan, Italy to work with us in the Italian classroom. Giovanna Calvano helped students to develop their reading and speaking skills in Italian and she also shared her knowledge and personal experiences of Italy with us. It was a great opportunity to improve our language skills and our cultural awareness.

We are now looking forward to our exciting Italian Day in 2013!

Signorina Marita Russo
All of the students at Swan View Primary School are given the support they need in order to enjoy equity of access to our learning programs. We do as much as we can to provide the best that we can and the following list of programs is testimony to that vision:

- **V Swans – Yr 6/7** aimed at developing football skills, self esteem, resilience and responsibility and wrapped around the development of numeracy.
- **Mathematics – Across the years 6 and 7 mathematics programmed** aimed at creating smaller groups from low achievers to mathematics enrichment groups.
- **Year 3 Mathematics extension.** More able students attend two workshops per week on algebraic thinking and problem solving.
- **Lifeskills program – Students from the Curriculum Assisted Program** attend three afternoon sessions devoted to cooking, sewing, grooming, gardening and craft.
- **Chaplaincy program – Visiting chaplain one day per week** as part of the pastoral care team.
- **Playgroup – held Friday mornings.**
- **Parent and Community Education (PaCE) program - Mondays.**
- **Junior Science program – Years 2/3.**
- **Indigenous learners program.** Small group of Indigenous students requiring support to re-engage with the school attendance and learning.
- **Environmental Studies – Specialist teacher manages this area** part time. It includes kitchen gardens, recycling, worm farm and water wise practice.
- **Re vegetation of Blackadder Creek.**
- **Education Support known as the Curriculum Assisted Program (CAPS) - 5 half days per week.**
- **Literacy Support Senior School – Year 6 and 7 students attend support classes 5 one hour sessions per week conducted by the Deputy Principal.**
- **English as a Second Language – students requiring English assistance attend with specialist teacher on Tuesdays.**
- **Speech Pathology – Fourth year students from Curtin University work in the school each Wednesday providing professional learning to staff members and individual assistance to selected students.**
- **Make it Count – This federally funded program is focused on the development of Indigenous numeracy pedagogies and has been running for the past three years resulting in research papers and evidence based strategies presented to schools across Australia.**
- **Edu Dance program – All students participate in a hip hop dance program during Term 2 with a presentation to parents on the last day.**
- **Incursions-Excursions - All students have an opportunity to take part in excursions to the Zoo, museum, local shops, post office etc and we have visiting presentations and performances throughout the year.**
The current BMIS policy has operated at the school quite successfully over a number of years and its success is largely based on three factors:

- Consistency in its implementation by all staff members both teaching and non-teaching.
- A focus on the positive aspects of school life and appropriate rewards for students who are doing the right thing.
- Consistent application of sanctions for children who choose to do the wrong thing.

At the commencement of the school year the policy was revisited with all staff to ensure that there was a good understanding of the application of the behaviour management practices throughout the school.

Staff have been encouraged to take responsibility for behaviour management in their own classroom and to be seen by their students to deal with problems personally as they arise, but also to seek administration involvement, should the need arise, for more serious misdemeanours.

In 2012 the following behaviour management strategies have continued to be employed:

- A whole school Champion Faction Competition with the Champion Faction Picnic being held at the end of each term for the winning faction.
- The good behaviour raffle drawn fortnightly and major prizes drawn at the end of each term.
- Whole school rewards twice a term for children who have exhibited good behaviour.
- The continuing development of the Relief Teacher Survival Kit which has been updated to give more information to relief teachers and also requires them to complete a simple survey at the end of each day to allow the Deputy Principal to follow up those students who have been well behaved and reward them appropriately. It also allows follow up of the children who have chosen to do the wrong thing and apply a suitable consequence.

Documentation of behaviour management incidents continues to be given a very high priority and communication with parents for children who have been involved in serious behavioural issues is likewise of great importance.

Sound record keeping of BM issued ensures that accurate information is always available should apparent interview be deemed necessary with regards to an individual child's behaviour.

**SUSPENSION DATA FOR 2011**

<table>
<thead>
<tr>
<th>Total Number of Suspension Days:</th>
<th>36 days</th>
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<tbody>
<tr>
<td>Total Number of Days Suspended (Male)</td>
<td>11 days</td>
</tr>
<tr>
<td>Total Number of Days Suspended (Female)</td>
<td>25 days</td>
</tr>
</tbody>
</table>

A total number of 3 individual students were suspended in 2012. Of those 3 students 2 incurred a total of 35 days suspension, one of them a female student who was suspended for a total of 24 days. Her younger brother was suspended for a total of 11 days. No other male students were suspended in 2012. Support was sought from the Primary Behaviour Centre and a very intensive behaviour management program was put into place. In the short term some success was achieved but ultimately was not successful in the long term and was discontinued.

Ross Tompkins - Deputy Principal
Environmental Program

2012 saw our 8th full year of environmental responsibility as a focus in the School Improvement Plan. Overarching learning outcomes related to communication, personal growth and the arts were developed in all classrooms using the environment as a vehicle. All classes were supplied with a set of prepared environmental lessons and new websites such as Waste Wise and Organic Gardens.

Some notable areas of school achievement were:

- School gardens: A planting program was introduced in the seasonal sections. New native species were introduced to extend the natural environment from the creek line to enhance the learning areas and provide a more welcoming effect to the school and community.

- Fruit trees donated by Bunnings were planted around buildings to promote the concept of edible gardens.

- All teaching blocks now have raised vegetable garden beds to promote the idea of edible gardens and nutrition which follows the motives of the ‘Kitchen Garden’.

- A focus this year was to promote Kitchen Gardens in the CELC. An area was dedicated to this. It now has three raised vegetable containers, a worm farm, compost bin and chicken coop.

- Lessons on vegetable planting and worm farms was introduced from Kindergarten to Year 2.

- Pre primary lessons on vegetables, the growing process, following recipes, the ‘Kitchen Garden’ - growing vegetables to eating produce. Nutrition was promoted via the use of the following media; drawing, writing, picture talks, reading books, internet searches, interactive white boards, group discussions and cooking lessons.

- Cool Schools Australia (pilot program) was implemented very successfully in years 6 and 7. Teacher directed lessons created a forum for discussion on a wide range of environmental topics that affect our planet today. This thought challenging program definitely promoted constructive criticism of practices, new and old.

- Creek line revegetation - Woodbridge Creek. This year another SALP grant was achieved of $6 500. This enabled the school to plant 2 500 shrubs and hedges to provide infill planning and waters edge viability to promote sustainability of the bushland area. The introduction of regular weed control has now meant bushland only has the weather vacations to contend with. This year saw approximately 60% growth success. The change in this environment has been greatly enhanced in the 9 years of planting and regeneration.

- Recycling has become a daily routine at this school and is now proving to be a viable and sustainable practice. This year 264 kg of batteries were recycled (3rd highest in like schools), aluminium cans - 2 large cages recycled producing income for school funds, 4 000 cm³ of cardboard and paper recycled through Sita, 1 500 litres of mixed recyclables from student and classroom recycling practices. Staff and student consciousness of the need to recycle is now embedded in daily routines.

- Keep Australia Beautiful. School grounds are notably cleaner with only two, 240 litre bins being collected from this years activity which included bushland and classroom surrounds. Much of the litter identified as purely recyclable comes from neighbouring sources which are not student driven.
Environment Program

- The canteen has gradually come on board with introducing containers that are recyclable. Three large worm farms are now functioning to assist in recycling of spent lunches.
- Bush Tucker Garden, constant disturbance of the site has now ceased and fresh plantings of Noongar bush tucker plants has occurred. A key map has been produced for plant identification and purpose. This provided student lessons for two upper primary classes both in construction and purpose.
- General lessons on Solar Energy, Water Wise, Ribbons of Blue and Waste Wise are still promoted and worked on by classes.
- Projections for 2013: We will continue to introduce pilot learning programs. First is Forest Learning Science and second is Organic Growers Association - Nutrition. Both are a set of trial lessons and will be used initially in upper primary. A further SALP grant of $6 000 has been given to facilitate works at the Woodbridge Creek. Works by other community groups are now linking with our works at school to achieve regeneration from source to river.

Andy Durant

Physical Education

Physical education is treated as a vital part of the school curriculum here at Swan View Primary School. Not only does it promote physical fitness and health, but also contributes towards the social and emotional development of school-aged children.

All classes spend at least two hours per week involved in physical education, with at least one of these being conducted by a Physical Education specialist. Many classes also participate in morning fitness when the school day begins. This is a great way to start the day as the increased level of blood flow to the brain makes thinking and learning in the classroom a little easier.

In the younger years, the Physical Education program focuses on developing basic physical skills such as throwing, catching and striking. These fundamental skills lessons are done along with lessons teaching students in the early years the rules and skills involved in playing games such as AFL, soccer, teeball, cricket and athletics. Physical Education lessons in these early years always promote participation and create a safe environment for every student to be confident to ‘have a go’.

For our older students, the Physical Education program focuses on skill development in a variety of different sports. During 2012, our older students participated in a large number of sports including AFL, cricket, basketball, unihoc, teeball, cross-country, volleyball, soccer, netball and athletics. The purpose of providing such a range of sporting activities is to help students find a sport they enjoy and to give them the confidence and encouragement to get involved in competitions outside of normal school hours. Our school plays an important role in helping to recruit junior players for local cricket, AFL soccer, basketball and netball clubs.
Physical Education

As well as the normal in-school sporting program, students in the senior years are given the opportunity to be involved in inter-school and regional carnivals and competitions in such sports as athletics, AFL, soccer, cross country, volleyball, netball and rugby. Although more of a focus is put on performance in the older years, there is still great importance given to showing a positive attitude, getting involved and playing fairly.

Although the level of success enjoyed by our school on the sporting field has been varied over the past 3 or 4 years, some of our teams, including our interschool netball and AFL teams have achieved a very high standard and won competitions recently.

As with most schools, we have a wide variety of ability levels when it comes to physical education but with very few exceptions our students show great sportsmanship and a great attitude during sporting activities.

Graham Peterson

Community Satisfaction

Feedback received anecdotally, and through interviews and a survey indicates that members of the school community are generally satisfied with school performance. Parents support the wearing of the school uniform and the school hat so that every child is clothed within the dress code guidelines. The school has a very strong Behaviour Management and Discipline policy, that is communicated to the parents in written form and, if appropriate, parents are informed of concerns and issues related to student behaviour. All staff members collaborate to apply the policy consistently across the year levels so that the students have clear expectations of how the process operates. It is generally recognised that the school is a safe and secure school and that there are expectations of high standards of student behaviour. Having said that though there is a significant number of parents who acknowledge that the covert teasing and in some cases overt aggressive behaviours remain a concern for all.

The school is well supported by members of the school community through the P & C Association, School Council and through volunteer work around the school.

Visitors to the school remark on the courteousness and good behaviour of the students and the school has received telephone calls and letters congratulating students on their positive attitudes and good behaviour whilst on excursions and incursions.

There is agreement that the school is well organised, runs smoothly and encourages a sense of pride and a sense of self worth. Parents all agree that the children enjoy being at school.
School Performance

2012 NAPLAN Results

Our results in 2012 indicated that we have much to do and a long way to go in terms of student achievement across the learning areas. Analysis of the data indicates that we had some areas of improvement and some areas where achievement was well below that of like schools. Over all the progress and achievement between Years 3 to 5 was low. This was particularly so in the area of persuasive writing, resulting in our school displaying both low achievement and low progress. Our results in Year 5 in all areas were below the achievements of like schools. This was particularly so in persuasive writing resulting in our school being over two standard deviations below.

Analysing the data shows a slight improvement in Years 3 and 7 and a closer alignment with like schools. In reading our Year 3’s performed above like schools and this was repeated in the numeracy area. The Year 7 scores in reading, writing and numeracy matched those of like schools. We have used the data to assist us with planning so that we can improve student achievement with a very focused whole school approach. The school improvement plan outlines the planning which has taken place throughout 2012 and into 2013 and beyond and gives us a sense of purpose and direction.
### NAPLAN - Numeracy

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<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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</thead>
<tbody>
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<td>Yr 3</td>
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<td>Yr 5</td>
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<tr>
<td>Yr 7</td>
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### NAPLAN - Grammar & Punctuation

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr 3</td>
<td></td>
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<td>Yr 5</td>
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<td></td>
</tr>
<tr>
<td>Yr 7</td>
<td></td>
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### NAPLAN - Writing

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<thead>
<tr>
<th>Year</th>
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<th>2011</th>
<th>2012</th>
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</thead>
<tbody>
<tr>
<td>Yr 3</td>
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<td>Yr 5</td>
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<tr>
<td>Yr 7</td>
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### NAPLAN - Reading

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<th>Year</th>
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<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr 3</td>
<td></td>
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<td>Yr 5</td>
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</tr>
<tr>
<td>Yr 7</td>
<td></td>
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</table>

**Below Expected** performance in comparison to the results of all other WA public schools

**Expected** performance in comparison to the results of all other WA public schools

**Above Expected** performance in comparison to the results of all other WA public schools

No data available or number of students is less than 6 or the Socio-Economic Index is under review

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**Margaret Dove**

Principal

**School Council**
**School Budget and Annual Accounts for 2012**

**SCHOOL BUDGET AND ANNUAL ACCOUNTS FOR Swan View Primary 2012**

### Annual Income

<table>
<thead>
<tr>
<th></th>
<th>Budget</th>
<th>Actual</th>
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</thead>
<tbody>
<tr>
<td>1 Voluntary Contributions</td>
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<tr>
<td>2 Charges and Fees</td>
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<td>3 P &amp; C Contributions</td>
<td>$1,000</td>
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</tr>
<tr>
<td>4 Fundraising and Donations</td>
<td>$700</td>
<td>$195</td>
</tr>
<tr>
<td>5 State Government Grants</td>
<td>$420,016</td>
<td>$419,965</td>
</tr>
<tr>
<td>6 Commonwealth Gov Grants</td>
<td>$100,767</td>
<td>$100,767</td>
</tr>
<tr>
<td>7 Miscellaneous</td>
<td>$26,191</td>
<td>$24,385</td>
</tr>
</tbody>
</table>

**Total Income**

$597,239 $592,892

Transfer from Reserves/Gift Funds $0 $0

Opening Balance $73,234 $73,233

**Total Funds Available**

$670,473 $666,125

### Annual Expenditure

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<tr>
<th></th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Administration</td>
<td>$23,892</td>
<td>$23,607</td>
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<tr>
<td>2 Utilities</td>
<td>$97,612</td>
<td>$94,883</td>
</tr>
<tr>
<td>3 Repairs and Maintenance</td>
<td>$54,443</td>
<td>$52,704</td>
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<tr>
<td>4 Capital Works</td>
<td>$0</td>
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</tr>
<tr>
<td>5 Assets and Resources</td>
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<td>$29,281</td>
</tr>
<tr>
<td>6 Leases</td>
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<td>$0</td>
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<tr>
<td>7 Professional Development</td>
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<tr>
<td>8 Education Programs</td>
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<tr>
<td>9 Student Services</td>
<td>$183,128</td>
<td>$129,319</td>
</tr>
<tr>
<td>10 Miscellaneous</td>
<td>$131,602</td>
<td>$109,317</td>
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</tbody>
</table>

**Total Expenditure**

$648,458 $542,772

Transfer to Asset Reserves $17,000 $17,000

**Total Funds Carry Forward**

$5,015 $106,353

### Cash Position as at: (insert date)

- **Bank Balance** $148,246

Made up of:

1 Carry Over Grants (committed)
2 Deductible Gift Funds $0
3 Trust Funds $0
4 Asset Replacement Reserves $36,907
5 Suspense Accounts $7,911
6 Uncommitted Funds $103,428

**Total Bank Balance** $148,246

### Other financial information

- **Voluntary contributions collection rate** 46%
- **Total creditors as at: 31/12/12** Nil
- **Total bad debts written off for the year** Nil
- **Total Debtors as at: 31/12/12** Nil
- **Total assets/resources written off for the year** Nil
- **Total value of new leases for the year** Nil

A brief comment on the financial performance for the year: