

BOORAGOON PRIMARY SCHOOL

Proudly an Independent Public School



ANNUAL REPORT

2022

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Principal's Report

It is with pleasure that I present the Annual Report for 2022, which includes an overview of our progress towards the targets in our Business Plan (2021 – 2023). The School Board contributed to the development of the Business Plan, and they have been provided with regular updates to enable them to carry out their role in monitoring implementation of the plan. Our current Business Plan priorities are:

- Excellence in Teaching and Learning
- Health and Wellbeing (staff and students)
- Sustainability
- Information and Communication Technology (ICT)

Ongoing monitoring of the plan enables us to plan incrementally to implement the strategies, and to take immediate take action where required to ensure that the plan is fully implemented at the end of the three year timeframe of the Business Plan.

Also included in this report is academic data that illustrates student performance in relation to our targets, an end-of-year financial statement, and a snapshot of information that informs our human resource management.

We are committed to meeting the requirements of the Director General's Statements of Expectations and the 2022 Funding Agreement, and the School Board has been instrumental in monitoring the extent to which this is being achieved.

Barbara Horan, Principal

School Profile

Booragoon PS was established in 1967, and is located in a bush setting close to Wireless Hill Reserve. It is a local intake school, with students drawn from the suburbs of Booragoon and Alfred Cove. The 2022 enrolment was 427 students from Kindergarten to Year 6.

Booragoon offers an excellent educational environment for students and staff, comprising four teaching blocks, including an onsite Kindergarten, two purpose built Pre Primary units and a senior teaching cluster. We have a multi-purpose building incorporating Visual Arts, Instrumental Music, Science Lab and a fully automated library. A fully enclosed, carpeted, air conditioned undercover area complements our facilities.

Booragoon PS is a leader in 21st century learning, featuring a parent funded 1:1 laptop program from Years 4-6. The school has a comprehensive ICT network, with interactive whiteboards in all classrooms, and iPad technology being increasingly utilised, especially in the junior school where we have class sets of iPads in all classes from Kindergarten to Year 3.

The Arts are prominent in the school, with more than 60 students engaged in learning the full range of orchestral instruments through the Instrumental Music School Services (IMMS) program. Students in Years 1-6 access specialist programs in Visual Arts, Drama, Music, Science, LOTE and Physical Education. In ICT, robotics and coding challenges are explored, and a whole school approach to STEM implementation has been adopted.

We have a strong, positive culture based on cooperation and collaboration. Our highly professional staff work together to establish challenging teaching and learning programs

aimed at maximising the educational outcomes of all students. Our community has a strong sense of pride in its school, and this is reflected in the very high level of parent participation in the life of the school.

The School Board reflects a broad range of experience and expertise, and our highly active Parents and Citizens Association works with the school to plan and improve the grounds, enhance resources, and contribute towards providing a healthy, safe environment for our students.

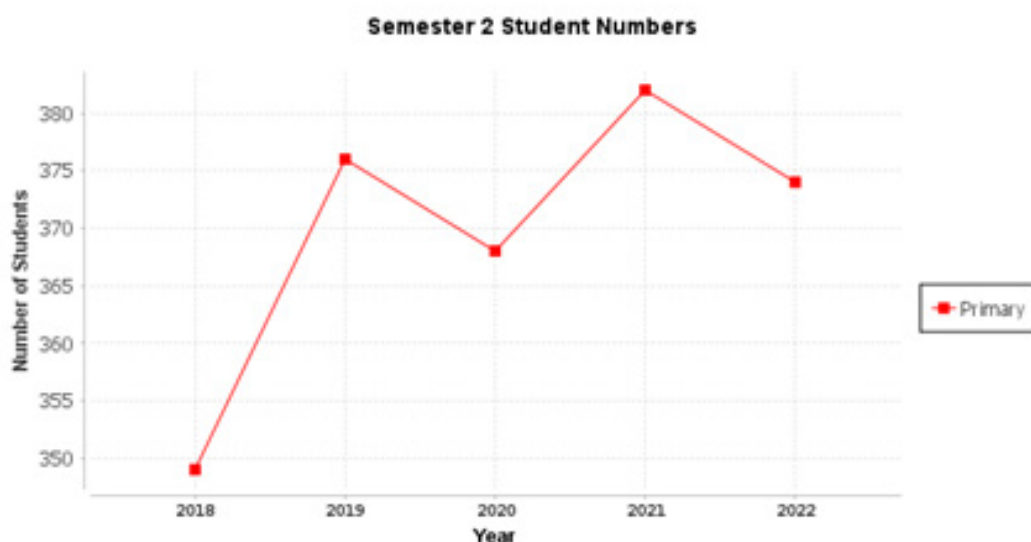


Student Numbers and Characteristics

	Kin	PPR	Pri	Sec	Total
Male	30	28	162		220
Female	23	23	161		207
Total	53	51	323		427

	Kin	PPR	Pri	Sec	Total
Aboriginal			2		2
Non-Aboriginal	53	51	321		425
Total	53	51	323		427

2022 Semester 2

[<< Latest Graph](#)[<< 2022 Semester 1 Graph](#)

As can be seen by the line graph, our enrolment numbers have trended steadily upwards since 2018. The numbers on this graph only refer to students in the compulsory years of schooling (Pre Primary – Year 6) while the numbers on the table include Kindy students as well. There is no doubt that Booragoon PS is a school of choice. We continue to receive many applications for out-of-boundary enrolments, and we accept them when we have spaces. In the past we have lost students in Year 5 as parents choose to move their children to the private system, but in recent years it appears that parents are opting to keep their children at Booragoon PS to see out their primary school years.

The fact that Booragoon PS is the 'overflow' Kindy, for schools in our network when their groups are full also contributes positively to our overall numbers. When needed we establish a third group based primarily on those enrolments, and this was the case in 2021. It is made clear at the time of enrolment that this is a short term arrangement, and that children will need to enrol in their local school for Pre Primary.

Workforce Composition

Table 5 Gender profile

Year	All Staff (Headcount)		Teaching Staff (Headcount)		School Support Staff (Headcount)	
	Male	Female	Male	Female	Male	Female
2019	5	49	3	29	2	20
2020	6	53	4	30	2	23
2021	4	56	3	31	1	25
2022	6	53	4	30	2	23
Year	All Staff (FTE)		Teaching Staff (FTE)		School Support Staff (FTE)	
	Male	Female	Male	Female	Male	Female
2019	4.0	33.7	3.0	19.1	1.0	14.6
2020	4.6	38.3	3.6	21.3	1.0	17.0
2021	3.7	41.8	3.0	23.8	0.7	18.0
2022	5.5	38.2	4.0	22.6	1.5	15.6

Table 8 Average age of all staff members 2019 to 2022

Year	All Staff	Teaching Staff	School Support Staff	Males	Females
2019	50.2	49.1	51.6	51.9	50
2020	50.1	48.9	51.6	48.4	50.3
2021	50.2	50	50.5	47.1	50.4
2022	50.6	50.9	50.3	46.6	51.1

The gender profile above illustrates the vast disparity between males and females in the education system. The data simply reinforces that the so-called 'caring professions' have difficulty attracting men to take up positions. The system has not yet found a way to address this issue, though everyone agrees that a better balance would be in the best interests of our young people.

The average age profile is important in terms of future short and long term planning. We need to be aware as staff members approach retirement so we can effectively manage our staff profile to ensure stability.

Student Attendance

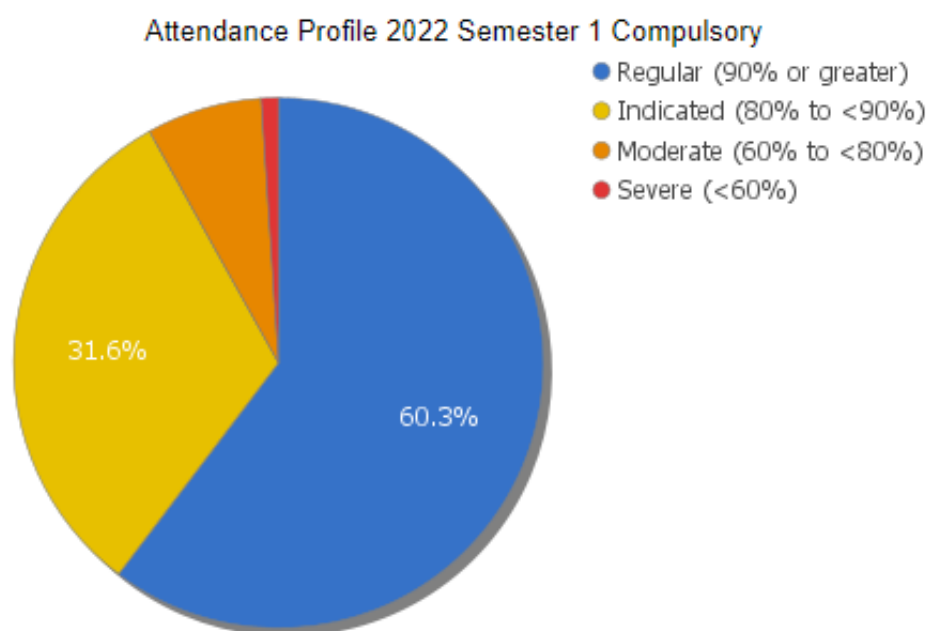
	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2020	94.4%	94.7%	93.2%	97.6%	82.7%	77.6%	94.4%	94.6%	91.9%
2021	94.3%	94.2%	92.4%	97.9%	80.9%	76.8%	94.3%	94.0%	91.0%
2022	90.0%	91.2%	88.3%	88.5%	78.5%	69.5%	90.0%	91.0%	86.6%

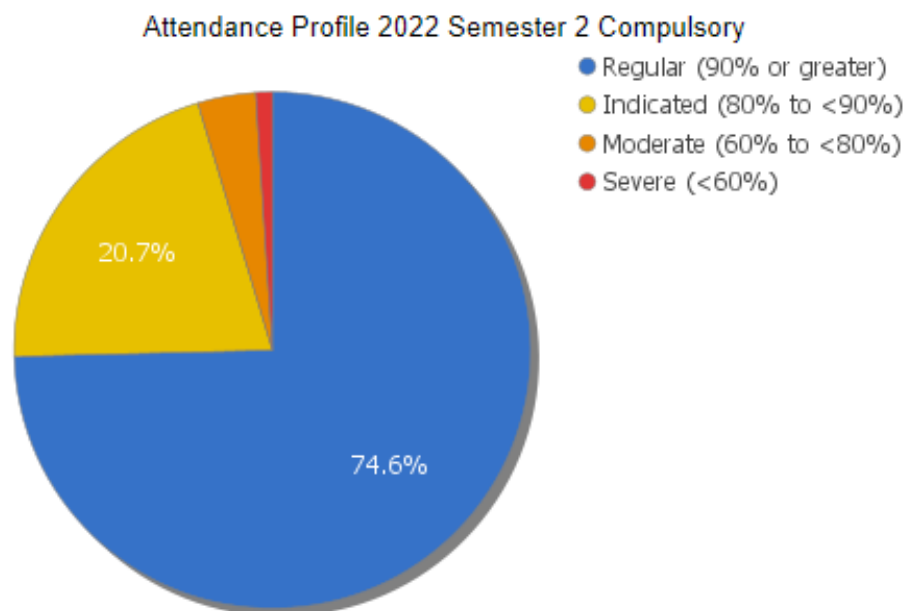
We have two attendance targets in our Business Plan:

- The attendance rate at Booragoon PS is equal to or above that of like schools
- The percentage of students whose attendance is Regular (90% or greater) increases

annually

The table above indicates that our overall attendance rates track very closely with those of our like schools, which is to be expected as we have similar demographics.





Our 2022 Attendance Profile reflects the impacts of COVID-19. The WA borders were opened on 3rd March, 2022.

In 2019, prior to the onset of the pandemic our 'Regular' attendance rate was 86.3%. The above reporting period reflects times when whole classes were sent home if there was one positive case in the class and the isolation period was 7 days.

There were many instances where parents/carers at Booragoon PS kept their children home when they were well – as a precautionary measure. For a time we were operating under 'Very High Caseload' protocols and we had up to 80 students absent on any given day.

Under normal circumstances, attendance is particularly well managed at Booragoon Primary School. When a teacher identifies an attendance issue interventions are put in place immediately. The Student Services Deputy organises a meeting with the parent/carer to gain support at home. An Attendance Plan is developed, a range of incentives are put in place, and daily attendance is checked and monitored.

The Student Services Deputy goes through all attendance data in detail regularly. Individual absences are checked in terms of frequency and reasons given. Unexplained absences are followed up with a letter home, and checks carried out to identify any particular issues that may result in poor attendance, either at school or at home.

Communication with parents/carers is key to establishing and maintaining regular attendance.

Student Achievement and Performance

The following graphs and tables compare the performance of our students with that of 17 schools in Western Australia with a similar ICSEA (Index of Community Socio-Educational Advantage). Booragoon PS consistently achieves above WA schools and all Australian schools, so in terms of targets, it is more realistic for us to set targets in relation to our like school cohort.

Academic Targets in the 2021 – 2023 Business Plan

- Booragoon Primary School's means will be equal to or above those of like schools in all areas of NAPLAN
- The percentage of students in the top two bands of NAPLAN will exceed those of like schools
- Students make above average progress in On Entry testing from Pre Primary to Year 3 NAPLAN
- The percentage of students in the top two bands of NAPLAN will exceed those of like schools

**READING**

	2019			2021			2022		
	Top Two Bands	Top Two Bands Like	At and Below NMS	Top Two Bands	Top Two Bands Like	At and Below NMS	Top Two Bands	Top Two Bands Like	At and Below NMS
YEAR 3	71.0	72.0	3.0	75.0**	71.0	0.0	73.0	76.0	2.0
YEAR 5	57.0	59.0	5.0	67.0**	57.0	4.0	55.0**	54.0	4.0

PRE PRIMARY – YEAR 3 PROGRESS (Percentage of students achieving above average progress)

	2016-2019	2018-2021	2019-2022
Reading	31.00	28.00	36.00

MEANS COMPARED WITH LIKE SCHOOLS

	2019		2021		2022	
	School	WA Schools	School	Like Schools	School	Like Schools
Year 3 Mean: Band 4	466**	427	478**	472	474	486
Year 5 Mean: Band 6	534**	504	548**	541	546**	535

**** Target Achieved**

- Reading results at Booragoon have been consistent since 2019 and largely following the trend of like schools.

- In 2022, our Year 3 Reading dropped below like schools. It should be noted that rather than a substantial drop in school performance that there was an increase in the performance of like schools. This is a result that we will monitor closely moving forward.

**WRITING**

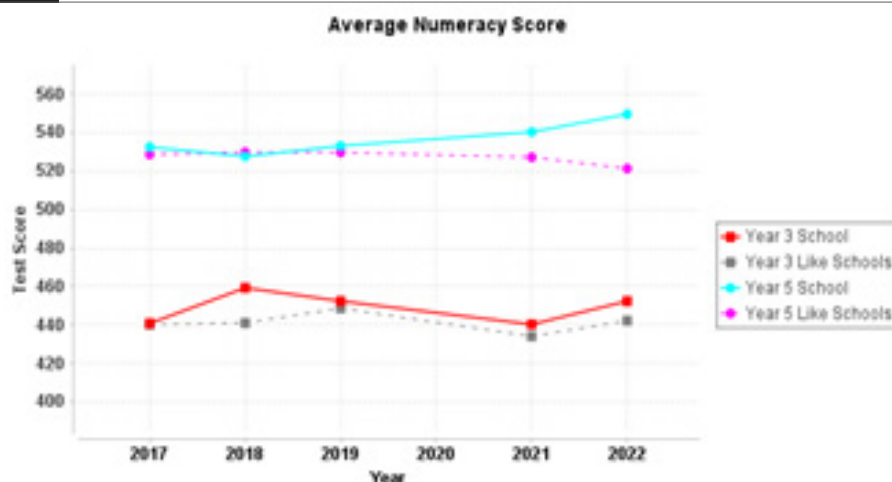
	2019			2021			2022		
	Top Two Bands	Top Two Bands Like	At and Below NMS	Top Two Bands	Top Two Bands Like	At and Below NMS	Top Two Bands	Top Two Bands Like	At and Below NMS
YEAR 3	84.0**	75.0	0.0	91.0**	76.0	2.0	79.0**	72.0	0.0
YEAR 5	32.0	34.0	8.0	36.0	38.0	4.0	49.0**	36.0	0.0

MEANS COMPARED WITH LIKE SCHOOLS

	2019		2021		2022	
	School	WA Schools	School	Like Schools	School	Like Schools
Year 3 Mean: Band 4	469**	420	466**	455	461**	452
Year 5 Mean: Band 6	503**	471	521**	513	539**	506

** Target Achieved

- Since 2019, results for Writing at Booragoon have been above like schools on 5 of 6 occasions.
- Year 3 results have been tracking consistently at around 10 points above the results of like schools.
- Year 5 results have shown a significant upward trend, going from slightly below like schools in 2019 to well above like schools in 2022.
- Our school-based data indicates that Year 5s made very high progress in this area between 2020 and 2022.

**NUMERACY**

	2019			2021			2022		
	Top Two Bands	Top Two Bands Like	At and Below NMS	Top Two Bands	Top Two Bands Like	At and Below NMS	Top Two Bands	Top Two Bands Like	At and Below NMS
YEAR 3	63.0**	62.0	5.0	50.0	52.0	0.0	56.0	58.0	3.0
YEAR 5	45.0	49.0	4.0**	58.0**	50.0	2.0**	62.0**	42.0	2.0

PRE PRIMARY – YEAR 3 PROGRESS (Percentage of students achieving above average progress)

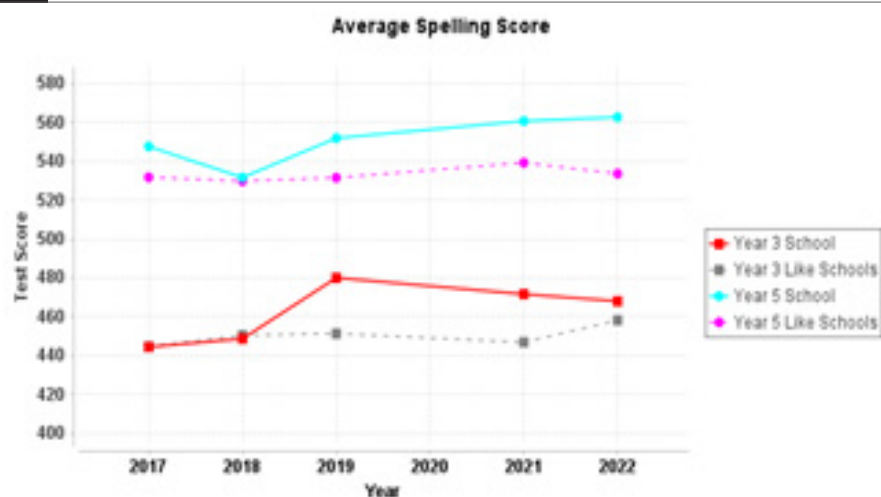
	2016 - 2019	2018-2021	2019-2022
Numeracy	43.00	37.00	42.00

MEANS COMPARED WITH LIKE SCHOOLS

	2019		2021		2022	
	School	Like Schools	School	WA Schools	School	Like Schools
Year 3 Mean: Band 4	452**	405	440**	434	452**	442
Year 5 Mean: Band 6	533**	492	540**	527	550**	521

** Target Achieved

- Since 2019, results for Numeracy at Booragoon have been above like schools on every occasion.
- In 2022, there was a recent upward trend in Year 3 Numeracy results in line with like schools.
- There has been a significant improvement in Year 5 Numeracy results since 2019, with the 2022 Year 5 score now well above that of like schools.
- Our school-based data indicates that Year 5s made strong progress in this area between 2020 and 2022.

**SPELLING**

	2019			2021			2022		
	Top Two Bands	Top Two Bands Like	At and Below NMS	Top Two Bands	Top Two Bands Like	At and Below NMS	Top Two Bands	Top Two Bands Like	At and Below NMS
YEAR 3	72.0**	64.0	0.0	81.0	63.0	0.0	76.0**	67.0	2.0
YEAR 5	64.0**	53.0	2.0**	73.0	60.0	4.0	74.0**	55.0	4.0

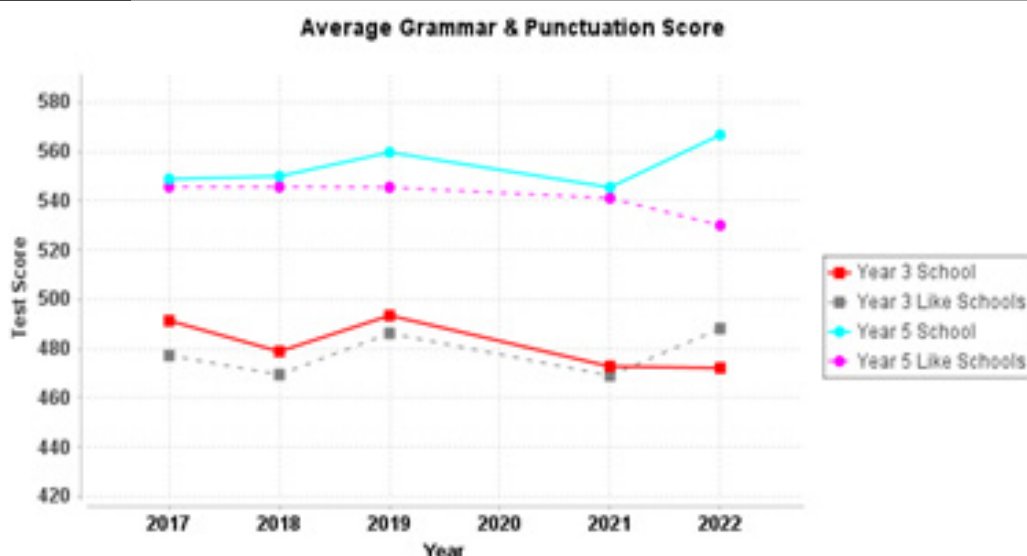
MEANS COMPARED WITH LIKE SCHOOLS

	2019		2021		2022	
	School	Like Schools	School	WA Schools	School	Like Schools
Year 3 Mean: Band 4	480**	412	472**	447	468**	458
Year 5 Mean: Band 6	552**	500	561**	539	563**	534

** Target Achieved

- Since 2019, results for Spelling at Booragoon have been significantly above like schools on every occasion.

- In 2022, the gap between our Year 3 Spelling results and those of like schools closed to 10 points. It should be noted that rather than a substantial drop in school performance that there was an increase in the performance of like schools. This is a result that we will monitor closely moving forward.

**GRAMMAR & PUNCTUATION**

	2019			2021			2022		
	Top Two Bands	Top Two Bands Like	At and Below NMS	Top Two Bands	Top Two Bands Like	At and Below NMS	Top Two Bands	Top Two Bands Like	At and Below NMS
YEAR 3	77.0**	75.0	3.0	75.0	73.0	0.0	69.0	74.0	0.0
YEAR 5	59.0**	58.0	4.0	56.0	55.0	6.0	66.0**	48.0	2.0

MEANS COMPARED WITH LIKE SCHOOLS


	2019		2021		2022	
	School	Like Schools	School	WA Schools	School	Like Schools
Year 3 Mean: Band 4	494**	435	473**	469	472	488
Year 5 Mean: Band 6	560**	498	545**	541	567**	530





**** Target Achieved**

- Since 2019, results for G&P at Booragoon have been above like schools on 5 of 6 occasions.
- Year 5 results are particularly strong, going from above like schools in 2019 and 21 to well above like schools in 2022
- In 2022, our Year 3 G&P dropped below like schools. It should be noted that rather than a substantial drop in school performance that there was an increase in the performance of like schools. This is a result that we will monitor closely moving forward.

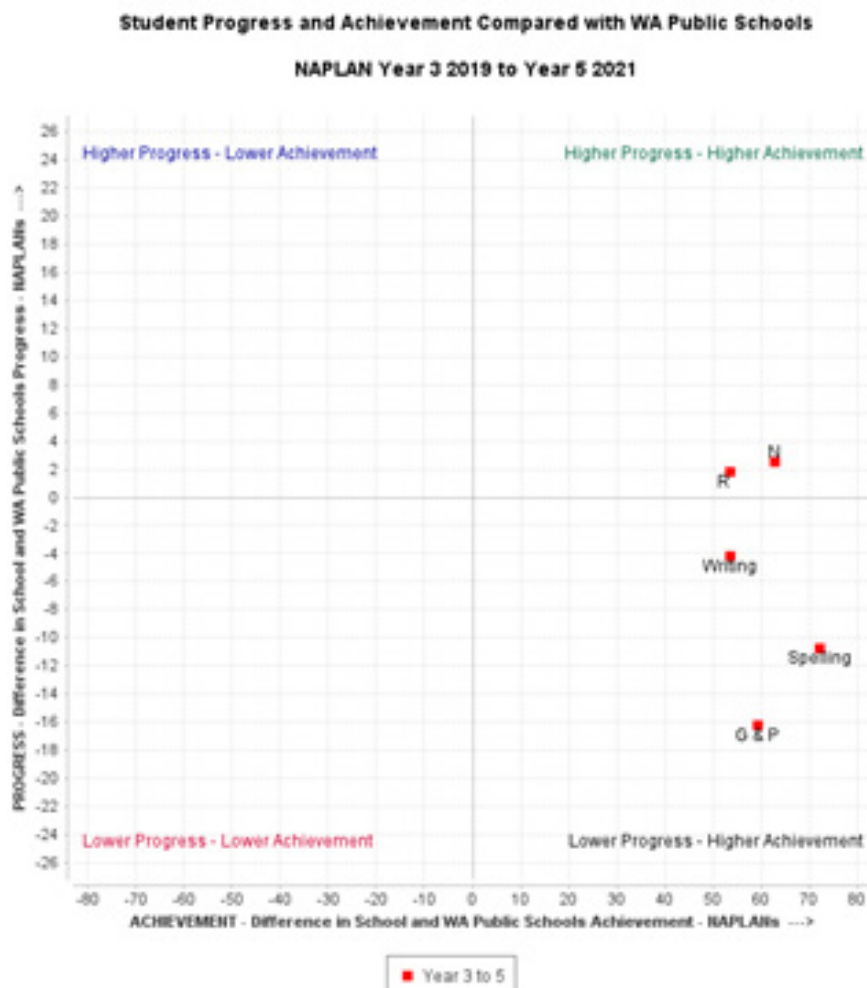
Comparative Performance Summary

	Year 3			Year 5		
	2018	2019	2021	2018	2019	2021
Numeracy	0.8	0.7	0.5	0.6	0.9	0.6
Reading	0.1	0.2	0.5	0.5	-0.6	0.5
Writing	0.4	1.0	0.3	-0.2	0.1	-0.4
Spelling	0.0	1.5	0.9	0.8	1.9	-0.1
Grammar & Punctuation	0.0	0.8	0.2	0.2	1.1	-0.2

Copy Options 

	Above Expected - more than one standard deviation above the predicted school mean
	Expected - within one standard deviation of the predicted school mean
	Below Expected - more than one standard deviation below the predicted school mean
	If blank, then no data available or number of students is less than 6

Data analysis is carried out at the Department of Education, based on student and school information and achievement data over time. Based on the school's Index of Community Socio-Educational Advantage (ICSEA), which factors in elements such as parents' occupation and education, the school's geographical location and the proportion of indigenous students, analysts extrapolate an expected level of achievement of students at a similar demographic location.

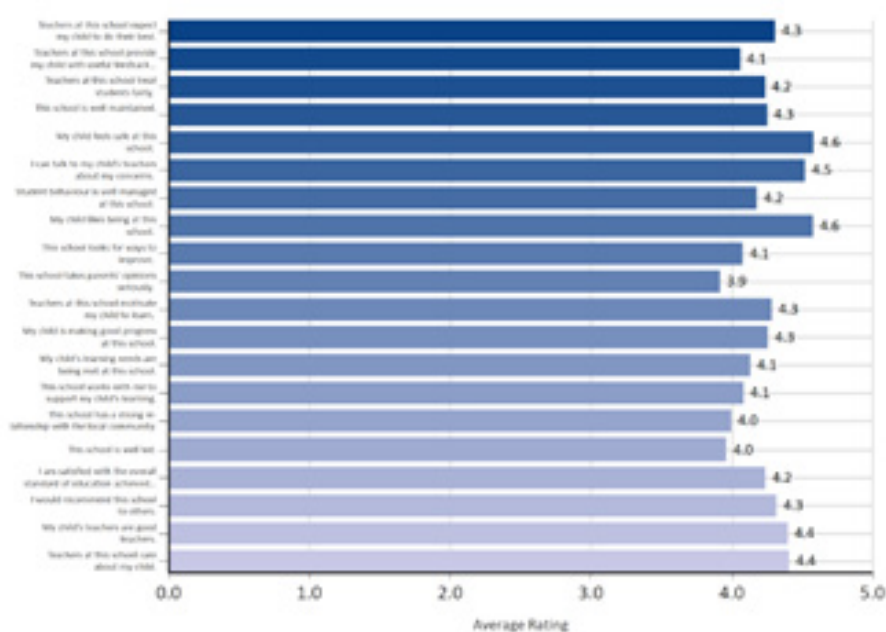


Schools aim to have the majority of their results in the “Higher Progress / Higher Achievement” quadrant. As can be seen from the graph, in Reading and Numeracy students at Booragoon PS were in the ‘Higher Achievement’ / ‘Higher Progress’ range 2019-2021 (Year 3 to Year 5). In Writing, Spelling and Grammar and Punctuation they were in the ‘Higher Achievement’ quadrant and we hope to see the 2021-2023 cohort in the top right hand quadrant in these learning areas.

Parent/ Teacher/ Student Satisfaction with the School

National Survey of School Survey

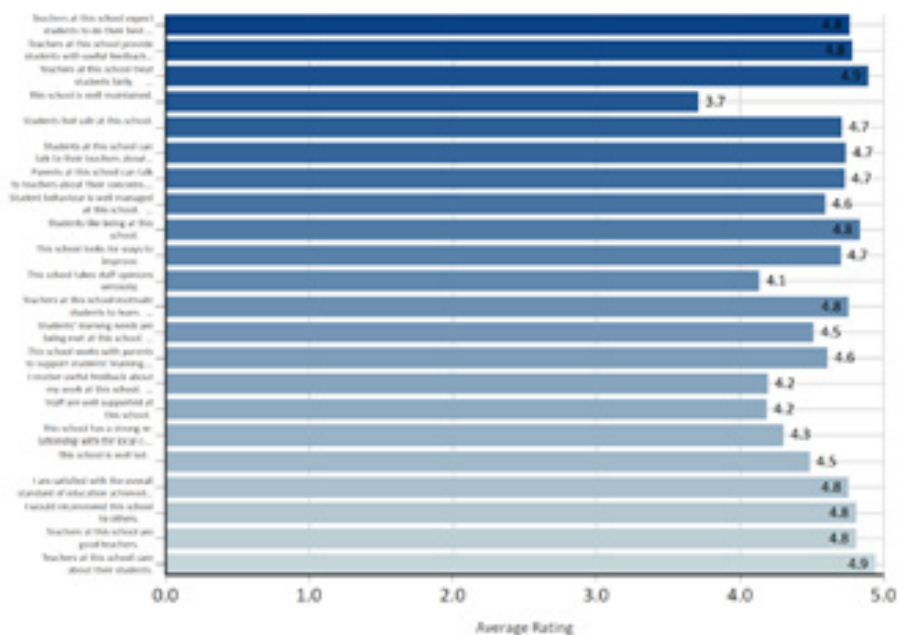
PARENT/ CAREGIVER



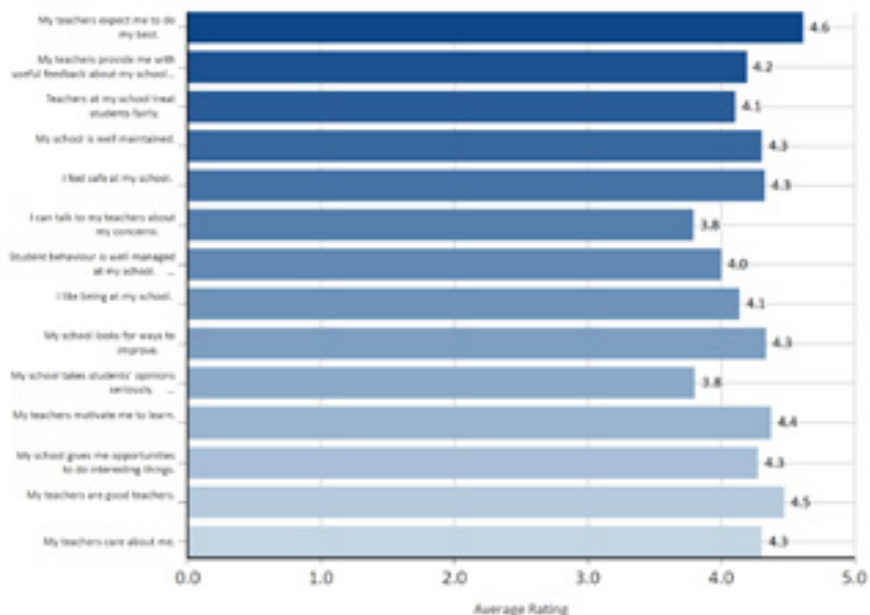
In relation to our bi-annual National Survey of Schools data, overall we are satisfied with the results. We aim to achieve a rating of 4.0+ on all items. Results are tabled for discussion with the School Board, with particular interest being given to the Parent/ Caregiver results. The Board recommended that we set a target of 4.0 satisfaction rating for the item 'the school takes parent's opinions seriously' in our Business Plan, and that has been done.

The lowest rating on the staff survey related to the item 'the school is well maintained'. Booragoon Primary School was built 55 years ago, and it is typical of schools built in that era. Ongoing efforts are made to keep the school in a good state of repair, and the Education Department has invested heavily in improving infrastructure over the last few years, renovating the administration area, improving the grounds, replacing floor coverings and painting classrooms. .

STAFF



STUDENTS



Operational Plan 2021- 2023 Self Assessment

Overview of progress towards implementation

Fully embedded throughout the school
Commenced but ongoing focus required
Not yet commenced

Excellence in Teaching and Learning			
Operational Areas	Strategies for Success	Dec 2021	Feb 2023
Oral Language	Develop a Speaking and Listening Scope and Sequence and establish a whole school approach to teaching Oral Language		
	Identify an Oral Language Screening Tool to establish on entry data at Kindy Level		
	Investigate using 4 th Year Speech Pathology students from ECU to assist with Kindy screening		***
	Professional learning in the teaching and assessing of Oral Language		
	Develop rubrics for assessing Oral Language		
	Debating in the senior years		
	Open mic assemblies (speech, poem, Persuasive text, monologue etc)		***
	Early Childhood Oral Narrative		
	Maintain current practice (ie, reviews, comparisons, critical thinking) based on year level Scope and Sequence		
	Community Circle activity		

Excellence in Teaching and Learning			
Operational Areas	Strategies for Success	Dec 2021	Feb 2023
Physical Education	PE Specialist develop a Scope and Sequence		
	Continue with Daily Fitness to increase endurance and improve respiratory function		
	Implement Fundamental Movement Skills in Early Childhood		
	Develop games sense and rules strategies from Year 3		
	Institute inter-class competitions, eg, hoola hoops, skipping		***

Excellence in Teaching and Learning			
Operational Areas	Strategies for Success	Dec 2021	Feb 2023
Students at Educational Risk	Update the SAER Policy and ensure all teachers and Education Assistants are conversant with SAER processes		
	All staff complete the ABLEWA PL		
	Ongoing support for SEN Planning and Reporting Appoint a SAER Support Teacher to work with teachers to meet the needs of SAER students		
	Ensure that capable students are provided with a learning program that is challenging, and commensurate with their abilities		
	Explore programs and strategies relevant to our students' needs, eg, Zones of Regulation		
	Implement the EAL/D Progress Maps for EAL/D students Provide professional learning where needed		
	Supporting students with specific Literacy and Numeracy needs		

Excellence in Teaching and Learning			
Operational Areas	Strategies for Success	Dec 2021	Feb 2023
Aboriginal Studies	Regular whole school PL to enhance cultural understandings curriculum programs		
	As a starting point, ascertain what teachers are currently doing in their classes		
	Implement Aboriginal Studies cross-curricular, rather than as stand-alone area.		
	Teachers develop understanding of history and significance of local sites – Wireless Hill, Piney Lakes, Rottne		
	Utilise guest speakers and expertise from the community to bring real life experience into the school, and to advise teachers of appropriate practices		
	Continue to explore cultural learning through Art		
	Explore Noongar language resources		

Excellence in Teaching and Learning			
Operational Areas	Strategies for Success	Dec 2021	Feb 2023
Health and Wellbeing (Students)	Students Investigate and implement Meditation/Mindfulness techniques for students		
	Develop a whole school program that builds a meaningful relationship with a charity/ies (eg Smith Family, Starlight Foundation, care bags etc)		
	Implement a comprehensive, whole school approach to on-line awareness to counter cyber bullying, accessing inappropriate content, protecting privacy, etc		
	Introduce Student Wellbeing Journals to support/develop resilience and mental health		
	Explore connections that develop positive reciprocal relationships with the elderly (retirement village)		***
	STAFF Continue with '5 Ideas for Change" concept		
	Set up a Social Committee to suggest/organise regular social activities for the staff		
	Investigate participation in 'Act/Belong/Commit'. Become involved in activities such as Run for a Reason (HBF Fun Run)		
	Staff Awards – eg, Wood Duck Award		
	Collegial support (peer) to share Health and Wellbeing approaches/strategies/activities		

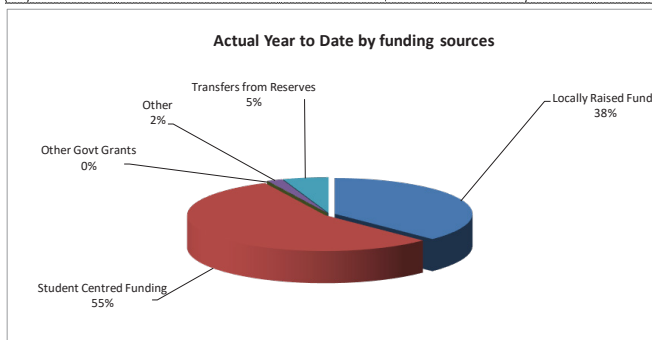
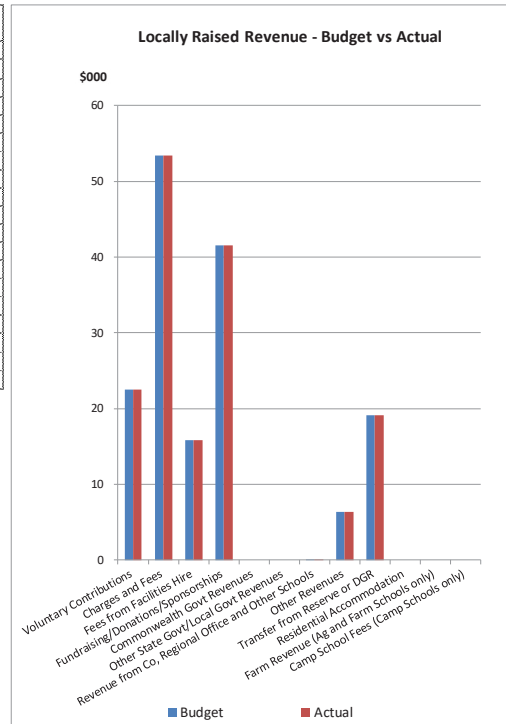
Excellence in Teaching and Learning			
Operational Areas	Strategies for Success	Dec 2021	Feb 2023
Sustainability (Students)	Implement whole school Water, waste and energy programs		
	Undertake audits in relation to the above		
	Formally become a Waste-wise school, and participate in activities that reduce, re-use and recycle.		
	Track energy/\$\$ savings due to solar panels, incorporating activities across the curriculum		
	Integrate sustainability strategies with Mathematics		
	Work with the P&C kitchen garden coordinator to utilise food waste as compost for the garden		
	Daily paper-free activities		
	Plastic-free lunchboxes – carry out class audits and encourage reduced use of plastics		
	Paperless permission slips/meeting schedules across the school (Compass)		
	All parent communication through <i>Connect</i> , rather than hard copy notes		
	Reduce use of paper		
	Investigate how water from the rainwater tank is being used and ensure it enables less mains/bore usage		
	Plan for regular paper-free days		
(Staff)			

Excellence in Teaching and Learning			
Operational Areas	Strategies for Success	Dec 2021	Feb 2023
Information and Communication Technology (ICT)	Provision of ongoing support in the area of Digital Technology		
	Establish a dedicated space in the school where students can be creative in the area of technology		
	Locate all ICT resources in one communal place that all staff can easily access		
	Establish a formal mentoring program between senior and junior student to develop ICT skills		
	Identify parent experts who could come into school and work with classes/groups to enhance their ICT capabilities		***
	Expand ICT lessons to go beyond the school, and encompass the broader community – websites, projects, enterprise, charity		
	Establish an 'Expert ICT Club' for students, eg before/after school, during lunchtimes		***
	Create opportunities for our students to engage with community members (eg, work with the elderly next door)		***
	Organise for University students to come in as guest speakers to run lessons/teach a skill/introduce a new program		***
	Schedule a "Learning Journey" day once a year, invite parents into classrooms where students can engage in an ICT lesson or activity to showcase their skills/understandings		***

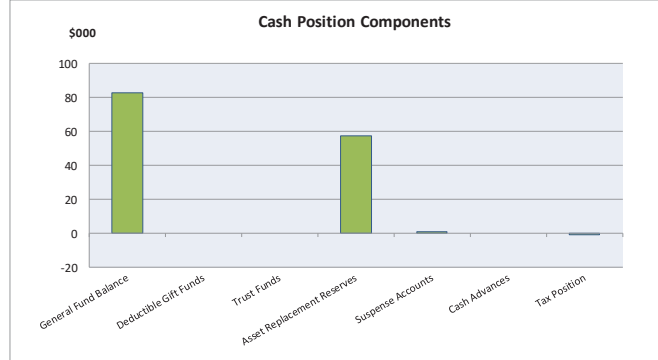
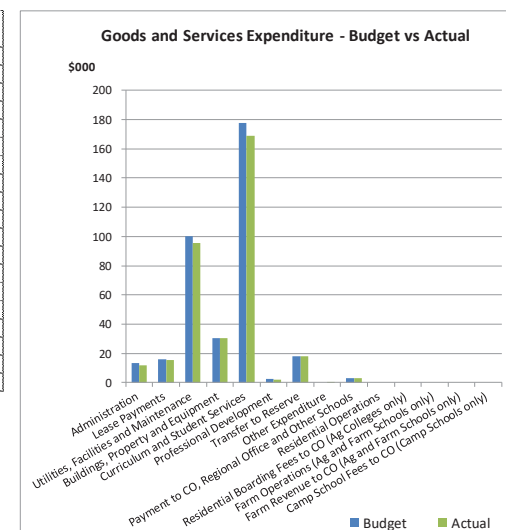
*** At the 2023 review it was decided that several priorities would not be pursued. Things change over a 3 year period, and they were deemed either no longer necessary, or no longer relevant.

School Income by Funding Source

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 22,545.00	\$ 22,545.00
2	Charges and Fees	\$ 53,361.00	\$ 53,360.63
3	Fees from Facilities Hire	\$ 15,874.00	\$ 15,874.53
4	Fundraising/Donations/Sponsorships	\$ 41,564.00	\$ 41,564.20
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 104.00	\$ 104.26
8	Other Revenues	\$ 6,364.00	\$ 6,364.75
9	Transfer from Reserve or DGR	\$ 19,110.00	\$ 19,110.10
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 158,922.00	\$ 158,923.47
Opening Balance		\$ 71,638.00	\$ 71,637.85
Student Centred Funding		\$ 196,896.13	\$ 196,895.90
Total Cash Funds Available		\$ 427,456.13	\$ 427,457.22
Total Salary Allocation		\$ -	\$ -
Total Funds Available		\$ 427,456.13	\$ 427,457.22



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 13,185.82	\$ 11,710.17
2	Lease Payments	\$ 15,950.00	\$ 15,270.98
3	Utilities, Facilities and Maintenance	\$ 100,323.00	\$ 95,472.15
4	Buildings, Property and Equipment	\$ 30,326.00	\$ 30,601.25
5	Curriculum and Student Services	\$ 177,824.48	\$ 168,979.04
6	Professional Development	\$ 2,600.00	\$ 1,903.40
7	Transfer to Reserve	\$ 17,900.00	\$ 17,900.00
8	Other Expenditure	\$ -	\$ 1.50
9	Payment to CO, Regional Office and Other Schools	\$ 2,870.00	\$ 2,980.00
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		\$ 360,979.30	\$ 344,818.49
Total Forecast Salary Expenditure		\$ -	\$ -
Total Expenditure		\$ 360,979.30	\$ 344,818.49
Cash Budget Variance		\$ 66,476.83	\$ -



Cash Position Components	
Bank Balance	\$ 139,996.34
Made up of:	
1 General Fund Balance	\$ 82,638.73
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 57,248.11
5 Suspense Accounts	\$ 1,044.50
6 Cash Advances	\$ -
7 Tax Position	\$ (935.00)
Total Bank Balance	\$ 139,996.34