



Committed to Quality

Curtin Primary School

Board Report

2013



Curtin Primary main entrance

This report supports the work being done in the ACT Education and Training Directorate, as outlined in the Strategic Plan 2010-2013 “Everyone Matters”. It complies with reporting requirements detailed within the Education ACT 2004 and the National Education Agreement.



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About our school

Introduction to School

Curtin Primary maintained good enrolments in 2013 with a stable staff. Our deputy principal went on maternity leave in semester two. We had major construction work installing a new roof over the year with classes relocated in available specialist teaching areas.

Student Information

Student enrolment

In 2013 there were a total of 504 students enrolled at this school.

Table: 2013 Student Enrolment Breakdown

Group	Number of Students
Male	262
Female	242
Indigenous	10
LBOTE	105

Source: Performance and Planning

The proportion of students from a language background other than English increased from around 10% in 2012 to 20% in 2013.

Student attendance

The following table identifies the attendance rate of students by year level during 2013. Student attendance rate is the percentage of school days attended by students in each year level at the school. Student attendance is measured over two school terms; that is from the first day of the school year for students in term one to the last day of term two.

Table: 2013 Attendance rates in Percentages

Year Level	Attendance Rate %
K	94.0
1	94.4
2	95.5
3	95.4
4	95.4
5	93.3
6	94.4

Source: Performance and Planning

Parents of students who are marked absent on the roll without prior notification are contacted by telephone by the school at 9.30 each morning. Frequent absences are followed up.

Staff Information

Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school.

The proportion of teaching staff with certificates/degrees/diplomas and a postgraduate qualification is shown below.

Table: 2013 Qualification of Teaching Staff in Percentages

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	40

Source: School Data

Workforce Composition

In 2013 the workforce composition of the school is highlighted in the following table.

Table: 2013 Workforce Composition Numbers

Role	Total
Administrative Service Officers	8
General Service Officers & Equivalent	1
School Leader A	1
School Leader B	1
School Leader C	3
Teachers	29
TOTAL	43

Source: Workforce Management

Note: This table includes pre-school staffing

There are no indigenous staff at this school.

Volunteers

Volunteer work is highly valued by all members of the Curtin community. In 2013 over 4200 hours were contributed. Activities included assisting in classrooms, mentoring individual students, working bees in the school gardens, canteen, uniform shop, banking, fundraising and community events such as the Art Show, Twilight Fair and barbecues.

School Review and Development

In 2013, the ACT Education and Training Directorate's *Strategic Plan 2010-2013* provided the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2013* and the *School Improvement Framework* which are the overarching documents providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

All ACT public schools participate in a four year cycle of school review and development. Schools take part in a continuous cycle of review comprising annual self assessments against their school plans. In the fourth year schools undergo an external validation process. This process provides an independent and unbiased assessment of the school's progress towards achieving system and school priorities.

Curtin Primary School was validated in 2013. A copy of the last validation report can be found on the school website.

School Satisfaction

Schools continually use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/September 2013 the school undertook a survey to gain an understanding of school satisfaction at that time. Staff, parents and students from year 5, and above, with the exception of students in special schools, took part in an online survey.

Overall Satisfaction

In 2013, 93% of parents and carers, 97% of staff, and 88% of students at this school indicated they were satisfied or highly satisfied with the education provided by the school. In 2013, 14 national parent survey items and 12 national student survey items were included in the surveys. These items were approved by the Standing Council on School Education and Early Childhood (SCSEEC) for use from 2013. The following tables show the percentage of parents and carers and students who agreed with each of the national items.

Table: Proportion of parents and carers in agreement with each national opinion item

Item	(%)
Teachers at this school expect my child to do his or her best.	98
Teachers at this school provide my child with useful feedback about his or her school work.	88
Teachers at this school treat students fairly.	89
This school is well maintained.	78
My child feels safe at this school.	97
I can talk to my child's teachers about my concerns.	93
Student behaviour is well managed at this school.	82

Item (continued)	(%)
My child likes being at this school.	97
This school looks for ways to improve.	85
This school takes parents' opinions seriously.	72
Teachers at this school motivate my child to learn.	94
My child is making good progress at this school.	91
My child's learning needs are being met at this school.	92
This school works with me to support my child's learning.	87

Source: 2013 School Satisfaction Surveys, August/September 2013

Table: Proportion of students in years 5 to 12 in agreement with each national opinion item

Item	(%)
My teachers expect me to do my best.	94
My teachers provide me with useful feedback about my school work.	77
Teachers at my school treat students fairly.	66
My school is well maintained.	71
I feel safe at my school.	83
I can talk to my teachers about my concerns.	74
Student behaviour is well managed at my school.	54
I like being at my school.	80
My school looks for ways to improve.	87
My school takes students' opinions seriously.	64
My teachers motivate me to learn.	85
My school gives me opportunities to do interesting things.	83

Source: 2013 School Satisfaction Surveys, August/September 2013

This information can be considered alongside information available on the *My School* website (<http://www.myschool.edu.au>).

These results as well as the continual review of school performance contributed to the evaluation of our school plan and the development of annual operating plans. The school plan is available on the school website at curtinps.act.edu.au

Professional Learning

The whole teaching staff worked on Australian Curriculum with a focus on Maths, K-6. All staff participated in professional learning rounds using the *Quality Teaching Model* to develop practice in school pedagogy. In assisting us to meet National Safe School Framework goals all teachers worked in programming and delivering the scope and sequence for a literature based Friendly Schools class program. Staff also focussed on

deepening their knowledge of *Words Their Way* as a whole school consistent approach to spelling. At the start of the year we worked in professional learning groups to align our assessments related to Australian curriculum standards with a focus on rich tasks. Teams of teachers also worked on specific professional learning related to targeted needs of individuals and students. Teams developed their knowledge in curriculum delivery of inquiry units through work on *Backwards By Design*. Other professional learning included cooperative reading, writing, phonemic awareness, supporting students with autism, deeper mathematical understanding and functional grammar. One innovation in collaborative learning was meetings of teachers who share similar grade levels across the network district with a focus on learning from each other.

Learning and Assessment

Performance in literacy and numeracy

Early Years Assessment

Students in kindergarten undertake an on-entry assessment of their early reading and numeracy skills using the Performance Indicators in Primary Schools (PIPS) program. Student results are reported against five performance bands at the end of semester one and two.

The following table shows the comparison of the school against the ACT on raw scores in reading and mathematics.

Table: Curtin Primary School PIPS 2013 mean raw scores

Test Domain	School Start	School End	ACT Start	ACT End
Reading	59	144	51	126
Mathematics	41	57	39	54

Source: CEM Centre

Fifty nine students completed the kindergarten year at Curtin Primary. Analysis of the value added data in the PIPS for 2013 shows that 29% made above expected growth in reading and 17% made above expected growth in mathematics. Eighty five percent of students made average or above average expected growth in reading and 92% in mathematics. Fifteen percent of students made less than expected growth in reading and 8% made less than expected growth in mathematics.

During 2013 we have implemented a different program for teaching mathematics across the school. In comparison, the 2012 kindergarten PIPS data showed 26% of children made less than average progress in mathematics indicating 2013 was a year of considerable improvement. The school will continue to focus on mathematics development in kindergarten to continue this progress.

NAPLAN Assessment

Students in years 3, 5, 7 and 9 in all ACT schools participated in the National Assessment Program-Literacy and Numeracy (NAPLAN). This program assesses skills in reading, writing, spelling and grammar and punctuation and numeracy.

In 2013, 1.3% of year 3 students and 0% of year 5 students were exempt from testing based on nationally agreed criteria.

This table reflects Curtin students achieving very good results in NAPLAN. We were above or significantly above ACT mean scores in nine out of ten areas, with year 5 spelling being at mean. This alerts us to further need to examine the efficacy of the spelling program as we have high aspirations of achievement.

The following table shows the percentage of our year 3 and 5 students who sat NAPLAN in 2013 who achieved at or above the National Minimum Standard (NMS) and also at the proficiency standard (top two bands for their respective year group.)

Table: Percentage of Year 3 and 5 students performing against national standards in NAPLAN 2013

Test Domain	Year 3: % At or above NMS	Year 3: % At proficient	Year 5: % At or above NMS	Year 5: % At proficient
Reading	100	73.6	98.4	60.6
Writing	98.6	68	100	32.8
Spelling	97.2	61.2	93.4	29.5
Grammar & Punctuation	95.8	73.6	100	57.3
Numeracy	98.6	62.5	100	41.0

Source: SMART data December 2013

Writing had been identified as a focus for Curtin in 2013. In 2013 68% of year 3 students performed in top two bands for writing compared to 37.7% in 2012. Seventy two percent of students in year 5 showed equal to or greater than expected growth between year 3 2011 and NAPLAN 2013. Thirty three percent of year 5 students were in the top two bands for writing, compared to 27% in 2012. Continuing professional development, collaborative practices and a Writing Festival have all contributed to the focus on writing.

Spelling in year 3 showed a strong cohort with 61.2% in top two bands (40% in 2012). There was also a reduced number represented in the lowest three bands.

The year 5 spelling results in NAPLAN 2013 indicate an area for further development. Thirty eight percent of students showed greater than or expected growth. The school's average scaled score growth was less than ACT or South Canberra. This result was also borne out by our other school testing and therefore merits close attention in 2014.

In year 3 numeracy lower numbers performed in bands 1, 2 and 3 (16.7% compared to 32.6%), and higher numbers in bands 4, 5 and 6 compared to 2012 (83.3% compared to 67.5%). This correlates with school data from Middle Years Mental Computation and Stepping Stones. Sixty-three percent of year 5 students made greater than or expected growth.

Our focus for professional learning on the Australian curriculum: Mathematics and the Stepping Stones program bought for the school to use as a scope and sequence, saw mental computation skills embedded across year levels. Staff taught mental computation within full class groups for the first part of the year. Pre- testing prior to special focus streamed groups in May showed that students in 2013 were more advanced in mental computation strategies than previous years, with fewer groups at the lower levels in both age groups tested (years 5/6 and years 3/4) and a wider spread of achievement. Work in this area was evident at the start of the 2013 focus program. Two series of streamed small group teaching were held for year 5/6 over terms 3 and 4, one series only for years 3/4. More students were performing in higher order strategies in 2013 than in 2012, suggesting that class teaching was successful in teaching these strategies.

Individual literacy support has been given to 39 students in 2013, ranging from 4 to 120 sessions. Average growth in reading levels was 6 levels for Kindergarten students, 10 levels for year 1 students and 8 levels for year 2 students. Individual Mathematics support was provided to 14 students, with small group teaching and 1:1 support provided to the other students identified though NAPLAN Years 3 and 5.

Progress in Other Curriculum Areas

Curtin Primary continued to celebrate good learning across all curriculum areas, including attention to the arts, physical education and recreational clubs. The whole school performed in a very successful concert performing historical based song and dance with each class representing a period in Canberra's one hundred year's history.

We were well represented at District and ACT sporting carnivals, with individuals trialling for state representative teams in swimming and hockey. Performance in other areas of the curriculum saw a continuation of the lead school activities in science, geography and history.

Our work with the University of Newcastle and the Australian Institute of Teaching and School Leadership (AITSL) piloting the Australian Curriculum and our engagement with the national educational agenda were commended by the External Validation panel in July 2013.

Lunch time clubs saw sixteen students make short films which were presented at our Twi-Fest. Photographic workshops with a professional mentor were well received. Student artwork was on show during an evening art show well attended by community members. Our gardening club produced crops to contribute to salads at a student barbecue and propagated seedlings were planted out. Lego club was popular with students. We had

entries in the ACT Lego Exhibition displayed over a weekend. The chess club had another outstanding year with Curtin Primary winning the National Primary Girls Championship on the Gold Coast in December.

Progress against School Priorities in 2013

Priority 1

Improved pedagogy to deliver learning programs and assessment across school

Targets

All staff participate in professional learning rounds using Quality Teaching to develop practice in school programs.

Increased students' satisfaction survey results relating to classroom practice, empowerment and engagement to meet system average

Anecdotal evidence on learning achievement based on changing practice to align more with QT from 75% teachers

From focus on high expectations, 25% less students showing greater than four levels below benchmark for reading

100% teachers provide feedback on use of *Stepping Stones* and its impact on student learning (A-E grades & PAT results)

90% teachers regularly use criteria to guide quality work in writing (eg individual goals, text type criteria)

100% classes complete at least one rich task from project sheet during 2013

School improvement domain/s covered with this priority

Community Engagement, Learning and Teaching, Student Engagement,

Progress

All staff participated in professional learning rounds using Quality Teaching to develop practice in school programs through action research. We were able to build teacher understanding of the elements of Quality Teaching and apply them in the classroom. Considerable data was collected in lesson codings together with school summaries of scores in each element, showing improvement and teacher self-reflection on improved knowledge through staff surveys. This was cited as a commendation in the 2013 External Validation Report by the external panel.

The school surveyed teachers and gained statistical data and anecdotal evidence that learning achievement of students had improved based on changing practice to align more

with QT from 85% of teachers. NAPLAN and PIPS scores backed this up, and aligned with other school data.

The school has low numbers of students with greater than four levels below benchmark in reading. From start to end of year these dropped from 11 to 1. This was a direct result of the intensive early intervention and year one reading support program. We were particularly pleased with the excellent progress of indigenous students.

One hundred percent of teaching staff completed feedback sheets on the effectiveness of the new Stepping Stones program used in all classes to deliver maths programs in 2013.

A to E results show significant improvement in the same cohort of students achieving at a higher level, moving from a D to a C or a C to a B from 2012 to 2013 as shown in the table below.

Table: Percentage of students achieving A-E grades semester 2 2012-2013.

Grade	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
	Yr 1	Yr2	Yr2	Yr3	Yr3	Yr4	Yr4	Yr5	Yr5	Yr6
A	4	3.6	13.4	19.1	13.7	16.6	13.8	16.9	16.4	16.3
B	28	32.7	40.2	41	22.4	37.5	40	33.8	26.2	31.1
C	56	58.1	31.3	32.8	44.8	35.4	35.4	40	47.5	49.2
D	12	5.4	14.9	6.8	17.2	10.4	10.8	3	8.2	3.3
E	0	0	0	0	1.7	0	0	0	1.6	0

From this table we can see that percentages from the same cohort of students gaining an E or D in 2012 in their particular year dropped in the year following after receiving full Stepping Stones Maths instruction in 2013.

Students moving from year 1 to 2 gaining a D or E dropped from 12.5% to 5.4%; year 2 to year 3 from 14.9% to 6.8%; year 3 to year 4 dropped from 18.9% to 10.4%; year 4 to year 5, dropped from 10.8% to 3% and year 5 to year 6, dropped from 9.8% to 3.3%. This is evidence of more students demonstrating competence at year level with Australian curriculum mathematics.

At the same time, in every year but one, more students gained an A or B.

Programs reflect that 90% teachers regularly use criteria to guide quality work in writing such as students' setting individual goals, text type criteria set out in rubrics and checklists for students to refer to marking guides and rubrics. This strategy was designed to maintain high expectations from what was expected from students and better engage "coasting" students. In 2013 the ACT Education and Training Directorate student satisfaction survey

revealed that 83% of Curtin Primary students believe the school has high expectations in all that it does, compared with the 79% of ACT primary average.

One hundred percent of classes completed at least one rich task during 2013. These were aligned with Quality Teaching Assessment guides to ensure all the elements were present. Teachers successfully engaged in ongoing professional learning about inquiry learning and integration. The success of this approach is reflected in the student satisfaction results where 83% of year five and six students believed the school gave them opportunities to do interesting things.

The External Validation Panel commended Curtin Primary's initiatives around the increased collection of data to inform programs and practices. They saw good evidence of mechanisms to collect, collate and record agreed learning data sets and application of the use of rubrics to inform moderation and student work.

They also commended the school on our human resource management and allocation of resources to maximise targeted support for students and teachers and on building professional capital through a focus on the Quality Teaching model.

In aiming to reach our target of increasing student perceptions of empowerment and engagement we made limited progress. Student data from the survey of year 5 and 6 did not demonstrate any improvement in students' believing their opinions were taken seriously by the school however 85% did believe teachers motivated them to learn and 83% believed the school gave them opportunities to do interesting things. Work on formative assessment will improve quality feedback to students in the classroom.

Priority 2

Promote the school across the wider community.

Target/s

Increased community satisfaction with reporting on class work through parent inclusion in culminating events.

100% classes invite parents to participate as audience in a rich task

School improvement domain/s covered with this priority

Community Engagement, Learning and Teaching,

Progress

All classes invited parents and carers to join them in celebration and showcasing of a unit of work. In addition to this, learning journeys were attended by 92% of families and weekly assemblies hosted by one or two classes averaged attendances of 40. The Centennial school concert showcasing Kindergarten to year six held three performances with a total of 788 family members attending. Tickets were rationed to two per family with all used. 92% of parents believed that their child's learning needs are being met at this school. Working bees and information sessions also attracted excellent numbers.

The new web site was updated and finally launched in December 2013.

Priority 3

Increase students' capacity to reflect on their own learning needs and progress by provision of explicit learning criteria.

Cater for individual student needs with high expectations of learning for all.

Empower students by increasing student responsibility for their own learning.

Targets

All programs show evidence of explicit learning criteria for units of work and at commencement of new strands in literacy and numeracy.

School improvement domain/s covered with this priority

Learning and Teaching

Progress

2013 parent survey shows 95% of respondents believe teachers motivate my child to learn, with 92% believing their child's learning needs are met. Together these statistics indicate parents perceive that programs meet individual needs and our work on differentiation has been successful. The External Validators commended us for enhancing teacher capacity to facilitate personalised learning. We will continue to improve our practice in differentiation, following a recommendation from the panel that we further embrace technology as a learning tool to support this.

Quality Teaching Instructional rounds data shows the elements of explicit quality criteria, engagement, high expectations, social support and student self-regulation score highly across the school. We have not yet been able to make significant improvement in student direction where students exercise control over the choice of activities to assist their learning, the time spent on activities, the pace of the lesson and the criteria by which they are assessed. This pedagogy is at the most sophisticated level and an area we will continue to work to improve. One strategy for this will be the increase of individual student use of I-pads, laptops and on line learning to target specific learning needs.

This goal will carry over to our next school improvement plan.

Priority 4

Increase staff participation in leadership and decision making.

Target/s

Above system average percentage of staff feels empowered in satisfaction survey.

Staff feedback through school survey shows teachers feel valued and empowered to raise issue and make decisions

School improvement domain/s covered with this priority

Community Engagement, Learning and Teaching,

Progress against outcomes and targets

Considerable work was undertaken in assisting teachers' understanding of what constituted leadership, rather than their perception of decision making stemming from official higher duties acting in executive role opportunities.

A survey conducted mid- year showed that 16 of 18 teaching staff who returned the survey reported they have been asked for feedback which informs future actions in the school. 16 of 18 staff were consulted about school issues such as school structure, particular programs and school events. One staff member had acted in a senior position. Eleven of twelve non-teaching staff had opportunities to participate in decision making.

This result reflects excellent improvement in both perception and acknowledgement of leadership involvement.

Preschool Unit- Quality Improvement

The National Quality Framework which has been agreed by the Council of Australian Governments (COAG) has put in place a new National Quality Standard to ensure high quality and consistent early childhood education and care across Australia. The National Quality Standard assists the school in identifying preschool unit strengths, and areas that require improvement. The school has identified the following preschool unit strengths using the National Quality Standard. Areas for improvement will be identified in the School's Operating Plan.

Education program and practice

Play based programs reflecting children's interests were a feature of both preschool settings.

Each child was observed to help plan future learning experiences based on their developmental needs and interests in learning. Educators used a 'focus child' system to ensure children were observed individually and their interests were recorded in the day book or portfolios equally. Parents, Carers and family members were invited to contribute to the 'children's voices' board displayed at the entrance of each Preschool to share experiences and learning their children were involved with at home. Families were provided with opportunities to access their child's progress through interviews, learning journeys, portfolios, photos and slideshows to share information about their child.

In 2013, each Preschool received a number of iPads which the children used to develop their skills using technology. The new technology became a useful tool for children to document their own learning by taking photos of construction work they were proud of, exploring

educational themes such as sustainability through recycling apps or using the video feature to create their own movies during storytelling and dramatic play experiences.

Children's health and safety

The daily preschool program allows time for physical activity, quiet play, inside play and outside play. The daily exercise program includes group dance and aerobics, obstacle course and gross motor developing group games. During independent play, the outdoor environment is structured to encourage physical activity through using; bikes, balls, monkey bars, digging during gardening, sandpit and mud pit play, walking dolls in prams and carrying water during water play. Educators also ensure there are quiet areas available at all times through the day for children who need space to rest.

Routines are in place for ensuring hygiene practices are followed such as washing hands after toileting, before eating and after blowing nose. Healthy eating is discussed during the Parent information night and during class discussions at preschool about nutrition.

Parent interviews at the beginning of each year also inform the way educators support children's individual needs.

Relationships with Children

Educators build relationships with children that are respectful. Each child is greeted on arrival with their family to help develop a sense of belonging. Staff ensure that interactions welcoming and caring. Educators acknowledge children's efforts and achievements showing a genuine interest and respect for each child. During the preschool routine there are planned and spontaneous opportunities to discuss emotions, feelings and issues of fairness with the class.

Children are involved in the preschool rule making and contribute to their classroom philosophy. Through this experience children are encouraged to become responsible for their own actions and consequences of their behaviour.

Staffing arrangements

Each staff member working at the preschool holds an early childhood qualification. Appropriate staff ratios are maintained at all times during the day (1:11). Consistent and familiar release staff are employed to maximise children's wellbeing and sense of belonging.

During meetings, educators critically reflect on practice and explore new possibilities for the program as a team.

Leadership and management

Children's learning is promoted to families through displays linking activities to the Early Years Learning Framework. Photos, slideshows and posters are regularly presented to families to show the connections between learning experiences and outcomes.

The preschool teachers are involved with preschool colleagues in the area to discuss and evaluate how best to align program delivery with EYLF and Quality Teaching Model.

A statement of philosophy is available to staff and families that underpins the learning opportunities available at preschool. It reflects a shared understanding and guides the everyday practices at preschool.

Educators undertake Professional Pathways to evaluate performance and identify areas for further development. This is done in consultation with a supervisor and there are opportunities for feedback to support staff in their endeavours.

Physical environment

The preschool provides resources that meet the range, abilities and interests of the children in appropriate quantities.

Educators regularly check the physical environment and equipment for any maintenance issues to ensure all resources are in working order.

Resources and equipment are organised and clearly labelled for ease of accessibility. Children are invited to independently gather resources that will extend their learning and the play areas are organised to encourage safe, independent pack away also.

Collaborative partnerships with families and communities

Parents are actively involved in the preschool program by volunteering to assist during the day (story telling or assisting with play) or on excursions. They may also be involved in the Curtin North Preschool Parent Association and the Parent Sub-Committee of the Curtin Primary School Parent Association for Curtin South Preschool.

Preschool working- bees are also an opportunity for families to become involved in the maintenance or improvement of the preschool grounds. In 2013 parents helped to apply new mulch to the garden bed and set up a vegetable patch with their children.

Mid-year interviews are offered as well as informal discussions at any time during the year instigated by the families or the educator which are opportunities to discuss children's interests, choices and development at Preschool.

Financial Summary

The school has provided the Directorate with an end of year financial statement that was approved by the school board. Further details concerning the statement can be obtained by contacting the school.

The following summary covers use of funds for operating costs and does not include expenditure in areas such as permanent salaries, buildings and major maintenance.

Professional learning

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$8,130

Voluntary contributions

This school received \$32,819.30 in voluntary contributions in 2013. These funds were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2013.

Reserves

Name and purpose	Amount	Expected Completion
Laptops	\$12,000.00	2016
Photocopier	\$3,000.00	2016

Financial Summary	
31-Dec-13	
INCOME	
Self management funds	306795.9
Voluntary contributions	32819.3
Contributions & donations	46746
Subject contributions	13845.25
External income (including community use)	18060.1
Proceeds from sale of assets	454.55
Bank Interest	6777.04
TOTAL INCOME	425498.2
EXPENDITURE	
Utilities and general overheads	161819.3
Cleaning	94908.06
Security	963.53
Maintenance	59441.03
Mandatory Maintenance	0
Administration	14728.15
Staffing	0
Communication	4141.58
Assets	28590.36
Leases	-51.75
General office expenditure	21420.28
Educational	62097.22
Subject consumables	5864.92
TOTAL EXPENDITURE	453922.7
OPERATING RESULT	-28424.5
Actual Accumulated Funds	120426.2
Outstanding commitments (mir	42999.2
BALANCE	49002.51

