

SOUTH NEWMAN PRIMARY SCHOOL



**ANNUAL REPORT
FOR 2018**



Iron – Spirit – Courage

SCHOOL OVERVIEW

South Newman Primary School is an Independent Public School located in the heart of the Pilbara region of Western Australia.

As an Independent Public School, we provide a supportive learning environment to foster successful, motivated learners who strive to achieve their best.

OUR VISION STATEMENT

"South Newman Primary School provides a collaborative and engaging learning environment that fosters independence, curiosity, growth and values diversity."

OUR MOTTO

To meet the needs of every student, our school strives to attain high academic achievement and personal growth. This is accomplished through continued cooperation between school, community, parents and students. We foster a school climate that is safe, inclusive and supportive of individual students, facilitating each student to achieve success.

ABOUT SOUTH NEWMAN PRIMARY SCHOOL

Our school values of Respect, Responsibility and Care and Compassion are used in our everyday dealings with each other and in the development of our programs and policies. These values form the purpose of our school and the foundation for ensuring the best school environment for all our students, staff and members of our community. This is what we call 'The Newman Way'. We value our diversity and are proud of our inclusive environment.

Our school provides a range of educational opportunities and experiences for approximately 430 students from Kindergarten to Year Six. The school staff work together as a team to make a positive contribution to the effective operation of the school.

THE NEWMAN WAY



- Behave responsibly toward teachers, students and others
- Take responsibility for your own learning
- Keep the school tidy and clean

Responsibility
SOUTH NEWMAN PRIMARY SCHOOL



THE NEWMAN WAY



- Be considerate and follow the rules
- Use your manners
- Respect yourself and others

Respect
SOUTH NEWMAN PRIMARY SCHOOL



THE NEWMAN WAY



- Support the school, friends and others
- Accept and appreciate differences in others
- Treat people how you would like to be treated

Care & Compassion
SOUTH NEWMAN PRIMARY SCHOOL



Iron – Spirit – Courage

PRINCIPAL'S STATEMENT

South Newman Primary School is a wonderful school that I feel so proud to be leading. Our school is located in the Pilbara town of Newman. We are 1180 kilometres north east of Perth. The town population is approximately 5000. We are one of three schools in the town, one other primary school and one senior high school. While we live in a remote part of WA in the Eastern Pilbara we live in a community that is rich in diversity, history and cohesiveness.

Our School Value statement is visible throughout the school on large boards but is also visible in classrooms where staff and students demonstrate what we value. *We value a collaborative and engaging learning environment that fosters independence, curiosity, growth and values diversity."*

Very quickly I 'd like to mention a few the great things we've been able to achieve this year – all in the name of trying our best to make our school a safe and happy place for your child to learn and grow.

- This year we've installed our fabulous outdoor kitchen and I'm so pleased to seeing it being used often.
- Kindilinks was open to all 3 year olds and will continue to do so into 2019
- We've installed a large sandpit near our canteen
- Our new Business Plan began with the priorities of Attendance, Literacy and Numeracy.
- We developed a new school website.
- With the help of our social worker, Loren McIntosh we established a Boys Shed, A Girls group.
- We've also had Yoga classes for our upper primary boys and girls and I would like to thank Rowena Purdy for these.
- We've increased signage around our school including buddy benches
- We've had a school audit conducted to see if we are meeting the necessary standards for National Quality Schooling and I can proudly say we were given a perfect 10/10 score for our practices in our school especially in Early Childhood.
- Although our NAPLAN wasn't the best this year we have made significant progress in many areas and with many students. Macqlit and Minilit – our intensive literacy program has been incredibly successful and I would really like to acknowledge Megan Parish Woodall, Julie Henare, Lisa Mounsey and Sarah Gumley for the work they do in these programs.
- Our Year 3 students learnt German this year and will continue next year.
- And most recently we have become a Sunsmart school.

All these wouldn't have been possible without the hard work and dedication of our staff. So I sincerely thank each and every staff member for their efforts.

Warm Regards,
Katie Wallace

SCHOOL PROFILE

South Newman Primary School is a Level 5 Independent Public Primary School with an enrolment average of 430 students throughout 2018 ranging from Kindergarten to Year Six. South Newman became an Independent Public School (IPS) in 2011. The school originally opened in 1976 to accommodate the growing population of what was then the closed mining town of Newman. In 2018 the school began the year with the following classes:

- Six x Kindergarten/Pre-primary classes
- Two x Year 1 classes
- Two x Year 2 classes
- One x Year 1/2 classes
- Three x Year 3 classes
- Two x Year 4 classes
- One x Year 5 class
- One x Year 5/6 class
- One x Year 6 classes
- One x Year 4/5/6 class



Iron – Spirit – Courage

SCHOOL BOARD

In 2018 I stepped into the role as Chairperson for the School board. The school board also went through a transition of majority of our board members tenures coming to an end. Nominations were put to the vote to form our new board and July was our first official newly formed school board. The school board has immersed ourselves in all the NAPLAN data from 2018 consulted and supported the administration team on strategies for all of our students.

Rowena Purdy



*Rowena Purdy
Board Chair*

As Principal, I would like to thank and acknowledge our board members for their continued support and making these contributions:

- The school board endorsed the financial decision for the school to begin a three year roll out of leasing computers.
- The school board members viewed the intensive literacy programs running in the school which included MacqLit, MiniLit and Letters and Sounds.
- Members of our school board took part in observing the remotely taught German lessons by Rossmoyne Senior High School to our students.
- A joint school board meeting for all three Newman schools to share information about each of the schools and was well attended by all.
- The school board were kept informed about a major water leak that was being hard to detect by outside contractors. The leak cost our school in excess of \$120 000 over the year.



NUMERACY

- Whole School Documentation to ensure consistency across the school; including, set Numeracy Block - Warm up, whole class and small group teaching and mental strategies, assisting teachers to teach the Western Australian Curriculum, as well as targeting students at their individual levels, while building on students flexibility and fluency in Mathematics. Scope and Sequences for each year level in the school targeting Basic Facts and Mental Computation Strategies and Mathematics Vocabulary.
- First Steps in Mathematics Professional Learning presented each term in 2018 to up skill staff - Term 1 FSiM Number - Newman PS also attended this PL, Term 2 - FSiM - Number, Term 3 FSiM Number, Term 4 - FSiM - Measurement
- 100 days of school - We started a new tradition in 2018 counting up to the 100th day of school in each classroom and hosting a 100th day of school celebration. This included a whole school Maths fun day where students rotated through a series of fun Maths based activities. We also had a 100th day of school project involving a parade in the morning where students showcased their project of anything to do with 100. This ranged from decorated t-shirts, craft projects, lego and food.
- Numero Challenge every fortnight. Students are set a challenge each fortnight to complete at varying levels of difficulty, easy, medium or hard. Winners are announced at each fortnights assembly
- Whole School Numero Competition in Term 3 - students competed against each other to be crowned the Numero Champion of the school. Students spent their lunch times playing Numero in the school library, playing knock out rounds to eventually crown a champion at the end of the term. Some students came to play just for fun.
- Part of the school leadership team, in Terms 2 & 3, attended a Leading Effective Numeracy Improvement Professional Learning presented by Dr Paul Swan and Mr Paul Woodley. This gave our school focus on creating a school improvement plan for Numeracy which will come into full effect in 2019
- Part of the school improvement plan for Numeracy was focusing on staff collaboration and coaching - middle leadership team completed an introduction to coaching in leadership course. One of the teachers in the middle leadership team began coaching teaching staff, working towards goals in improving Numeracy at SNPS in Term 3, while the two other members focused on Literacy.
- Term 4 we welcomed Dr Paul Swan to South Newman Primary School where we hosted a parent night to give parents strategies to work with their children at home to help improve basic facts and numeracy skills. We then hosted a 2 day professional learning for the schools within the Karijini network where Dr Paul Swan built on teachers mathematical knowledge and teaching skills for number sense, basic facts, mental computation strategies and the literacies of Mathematics.



LITERACY

The start of 2018 saw a number of changes added to our literacy lessons. To begin with a set timetable and lesson structure was introduced to staff. Literacy was taught for a set two hour time frame in each class with each area of literacy broken down into specific areas. This change was to ensure that the South Newman Primary School business plan priorities of Literacy were a continuing focus for teachers in the classroom and given the most time available in the daily routines of students learning.

Talk 4 Writing Engagement Coaches were appointed for the Pilbara by our Regional Education Office as part of the Pilbara Partnership for Student Success. Jacqui Webster was appointed as the coach for our school and she worked closely with Donna Cappleman our school based Literacy Coach to support teachers in their planning and implementation of the Talk 4 Writing program. Donna along with another teacher from our school, Amanda Henley attended a series of master classes in Talk 4 Writing and Talk 4 Reading. A Talk 4 Writing sub committee made up of teaching and admin staff was established and met numerous times in Term Four to develop units of work to be utilised by teachers in 2019. This planning was to be included in literacy scope and sequence documents given to staff beginning 2019.

Spelling in Years 4-6

A school specific spelling program was written by the Deputy Principal, Sonia Hammond and trialled in upper primary classes. It was based on the John Fleming Explicit Instruction model and proved very successful. Feedback was that it was easy to follow and also the digital resources and word lists that were supplied were excellent. The students utilised the word lists that reflects their year level and the Years 4-6 students have made great spelling progress using the program. The exceeding success was recognised by the classroom teachers which lead them to conduct an additional South Australian Spelling Test which proved great results.

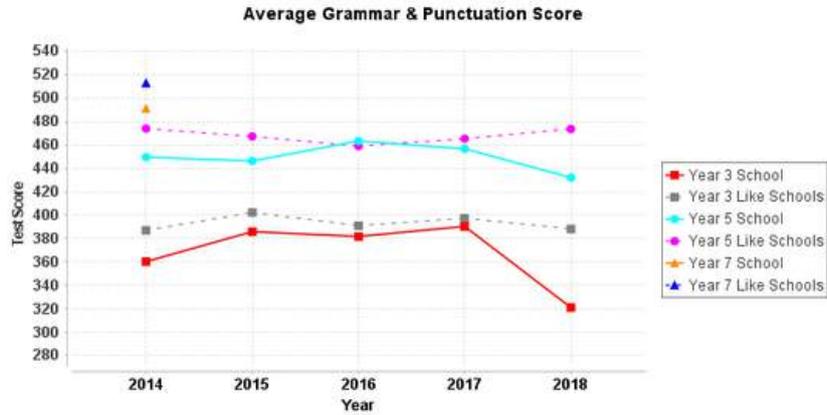
Vocabulary in Context

The teaching of vocabulary explicitly in context was developed across the school and led by the Deputy Principal, Sonia Hammond. Lessons were based around the fact that students learn best when words are presented to them orally and in context. The program was designed for students to be explicitly taught four new words per week and then revised daily in warm ups, with each weeks words being added as revision at the commencement of the vocabulary lesson. Great success and enjoyment is evident in classrooms using this style of teaching.

NAPLAN RESULTS

GRAMMAR & PUNCTUATION

Average Grammar & Punctuation Score



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Year	Y03		Y05		Y07	
	School	Like Schools	School	Like Schools	School	Like Schools
2014	360	387	450	474	491	513
2015	386	402	446	467		
2016	382	391	463	459		
2017	390	397	457	465		
2018	321	388	432	474		

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READING

Average Reading Score



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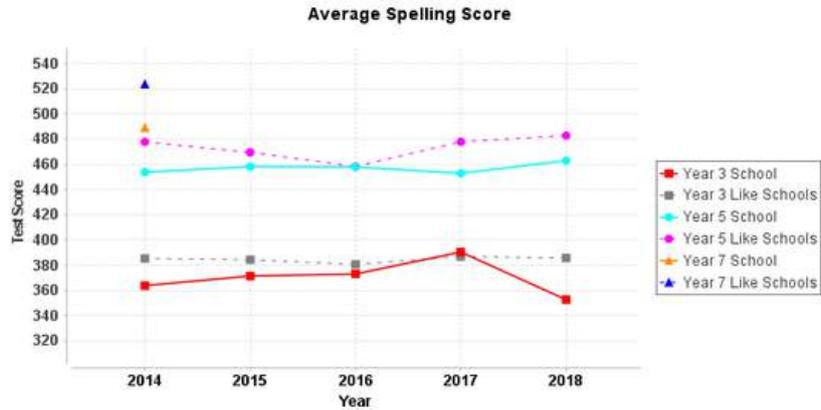
Year	Y03		Y05		Y07	
	School	Like Schools	School	Like Schools	School	Like Schools
2014	373	379	472	465	499	519
2015	380	395	442	465		
2016	375	379	475	452		
2017	409	398	462	478		
2018	319	391	435	471		

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NAPLAN RESULTS

SPELLING

Average Spelling Score



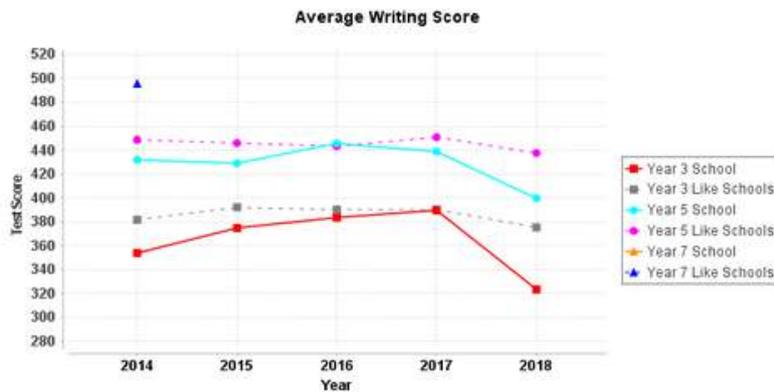
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Year	Y03		Y05		Y07	
	School	Like Schools	School	Like Schools	School	Like Schools
2014	364	386	454	478	489	524
2015	372	385	458	470		
2016	373	381	458	458		
2017	391	387	453	478		
2018	353	386	463	483		

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WRITING

Average Writing Score



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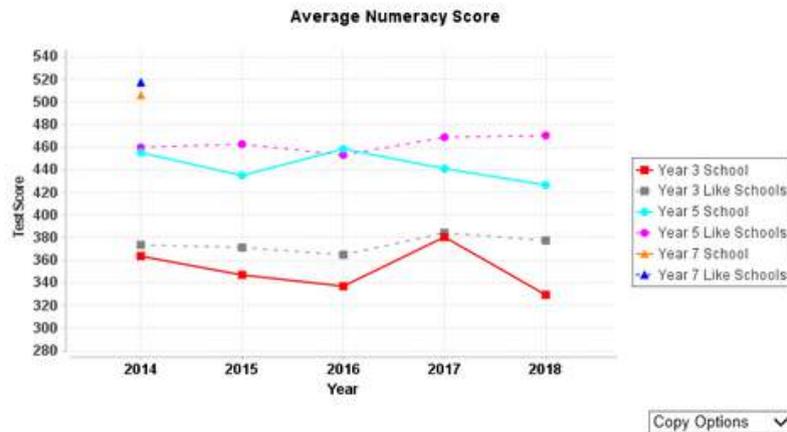
Year	Y03		Y05		Y07	
	School	Like Schools	School	Like Schools	School	Like Schools
2014	354	382	432	449	450	496
2015	375	392	429	446		
2016	384	390	446	443		
2017	390	390	439	451		
2018	324	375	400	438		

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NAPLAN RESULTS

NUMERACY

Average Numeracy Score



Year	Y03		Y05		Y07	
	School	Like Schools	School	Like Schools	School	Like Schools
2014	364	374	455	460	506	517
2015	347	371	435	463		
2016	337	365	459	453		
2017	381	384	441	469		
2018	329	378	427	470		

As per every school, tracking and monitoring student performance is part of our core business. The Year 3 and Year 5 students of 2018 had been of particular concern for us for some time and their NAPLAN results directly reflected the areas of weakness we were aware of. Unfortunately, the interventions that we put in place in late 2016 and during 2017 did not have enough time to make the difference for our students.

Some of the interventions we have put in place in the last two and a half years are the following:

- Training four Education Assistants in the delivery of Minilit and Macqlit – a small group reading intensive intervention program delivered routinely and daily to students at their point of need.
- The implementation of Talk for Writing – a whole school approach to teach writing to students
- Trained three teachers to become coaches to assist teachers in assessing student data and planning for improved outcomes for students.
- Teachers are trained in the John Fleming Explicit Instruction approach to delivering lessons to assist students retaining knowledge by taking it from their short term memory into their long term memory.

Moving forward we will continue with the above interventions and increase the explicit instruction delivery of teaching in classrooms to ensure we cater for all students. Our aim to have all of our students succeed in their schooling and be capable, competent and confident members of society

ON ENTRY DATA

PRE-PRIMARY

In Pre-primary the main purpose of the program is to provide teachers with information about the understandings that a child brings to school.

Information from assessing a child and accessing reports should be used to:

- Inform the planning and delivery of targeted and intentional play based programs reflective of each child's needs, and one that supports each child's learning journey
- Review a child's progress over time

Business Plan Target: Literacy

80% of students completing On Entry in Reading achieving 0.5 points of growth between Term One Pre Primary to Term One Year One in 2018, 2019 and 2020.

Data analysis - Reading

94% of Pre-primaries below the Reading 1.0 Progression Point (standard for end of year)

6 % of Pre-primaries at or above the Reading 1.0 Progression Point (standard for end of year)

62% of Pre-primaries below the Reading 0.5 Progression Point (beginning – mid-year range)

38% of Pre-primaries at or above the Reading 0.5 Progression Point (beginning – mid-year range)

Data analysis – Numeracy

66% of Pre-primaries below the Numeracy 1.0 Progression Point (standard for end of year)

36% of Pre-primaries at or above the Numeracy 1.0 Progression Point (standard for end of year)

20% of Pre-primaries below the Numeracy 0.5 Progression Point (beginning – mid-year range)

82% of Pre-primaries at or above Numeracy the 0.5 Progression Point (beginning – mid-year range)

34% of Pre-primaries working End of PP - to End of Year 1 progression range

ON ENTRY DATA

PRE-PRIMARY ON ENTRY DATA COMPARED TO STATE

PP	Speaking and Listening					Reading					Writing				
	State Wide		Students			State Wide		Students			State Wide		Students		
	%	CF%	No.	%	CF%	%	CF%	No.	%	CF%	%	CF%	No.	%	CF%
0.0	19%	19%	15	29%	29%	12%	12%	11	21%	21%					
0.1	6%	25%	6	12%	40%	5%	17%	4	8%	29%					
0.2	7%	31%	5	10%	50%	11%	28%	7	14%	42%					
0.3	11%	42%	6	12%	61%	9%	37%	4	8%	50%					
0.4	8%	50%	4	8%	69%	15%	51%	6	12%	62%					
0.5	10%	60%	4	8%	77%	10%	61%	3	6%	67%					
0.6	15%	75%	2	4%	81%	14%	75%	9	17%	85%					
0.7	7%	82%	5	10%	90%	8%	83%	1	2%	87%					
0.8	5%	87%	0	0%		6%	90%	2	4%	90%					
0.9	5%	92%	3	6%	96%	5%	94%	2	4%	94%					
1.0	0%		0	0%		2%	96%	0	0%						
1.1	3%	95%	0	0%		1%	97%	1	2%	96%					
1.3	0%		0	0%		1%	98%	1	2%	98%					
1.6	0%		0	0%		1%	99%	0	0%						

DP	Numeracy				
	State Wide		Students		
	%	CF%	No.	%	CF%
0.0	1%	1%	1	2%	2%
0.1	1%	2%	1	2%	4%
0.2	3%	4%	3	6%	9%
0.3	3%	8%	4	8%	17%
0.4	3%	11%	1	2%	19%
0.5	3%	14%	1	2%	21%
0.6	7%	21%	5	9%	30%
0.7	6%	27%	5	9%	40%
0.8	12%	39%	8	15%	55%
0.9	10%	48%	6	11%	66%
1.0	10%	59%	3	6%	72%
1.1	10%	69%	3	6%	77%
1.2	9%	79%	3	6%	83%
1.3	8%	86%	3	6%	89%

PP	Speaking and Listening					Reading					Writing				
	State Wide		Students			State Wide		Students			State Wide		Students		
	%	CF%	No.	%	CF%	%	CF%	No.	%	CF%	%	CF%	No.	%	CF%
1.8	3%	98%	1	2%	98%	0%		0	0%						
1.9	0%		0	0%		<1%	99%	1	2%	100%					
2.3	0%		0	0%		<1%	100%	0	0%						
2.6	2%	100%	1	2%	100%	0%		0	0%						
2.9						<1%	100%	0	0%						
3.3						<1%	100%	0	0%						
Total	100%	100%	52	100%	100%	100%	100%	52	100%	100%					

DP	Numeracy				
	State Wide		Students		
	%	CF%	No.	%	CF%
1.4	6%	92%	4	8%	96%
1.5	4%	96%	1	2%	98%
1.6	4%	100%	1	2%	100%
Total	100%	100%	53	100%	100%

Data analysis compared to state – Literacy - Reading

67% of Pre-primaries at SNPS are at or below the Numeracy 0.5 Progression Point (beginning – mid-year range) compared to the state at 61%. That is an 6% decrease
 6 % of Pre-primaries at SNPS are at or above the Numeracy 1.0 Progression Point (standard end of year target) compared to the state at 4%. That is an 2% increase.

Data analysis compared to state – Numeracy

21% of Pre-primaries at SNPS are at or below the Numeracy 0.5 Progression Point (beginning – mid-year range) compared to the state at 14%. That is an 7% decrease
 36 % of Pre-primaries at SNPS are at or above the Numeracy 1.0 Progression Point (standard end of year target) compared to the state at 51%. That is an 15% decrease.

CRACKING THE CODE

Kindy Cracking the Code Data Term 1 Pre-test – Term 4 Post -test 2017

Kindy Total Students	Syllable Level No. of students	Percent	Onset-Rime Level No. of Student	Percent	Phoneme Level No. of Student	Percent
33						
Term 1	2	6%	0	0%	0	0%
Term 4	13	39%	7	21%	0	0%

Kindy Cracking the Code Data Term 1 Pre-test – Term 4 Post -test 2018

Kindy Total Students	Syllable Level No. of Student	Percent	Onset-Rime Level No. of Student	Percent	Phoneme Level No. of Student	Percent
53						
Term 1	1	1.9%	0	0%	0	0%
Term 4	28	53%	0	0%	0	0%

PP Cracking the Code Data Term 1 Pre-test – Term 4 Post -test 2017

Total PP Students	Syllable Level No. of Student	Percent	Onset-Rime Level No. of Student	Percent	Phoneme Level No. of Student	Percent
32						
Term 1	3	9%	0	0%	0	0%
Term 4	21	66%	18	56%	1	3%

PP Cracking the Code Data Term 1 Pre-test – Term 4 Post -test 2018

Total PP Students	Syllable Level- No of student	Percent	Onset-Rime Level No. of Student	Percent	Phoneme Level No. of Student	Percent
42						
Term 1	16	38%	0	0%	0	0%
Term 4	42	100%	29	69%	22	52%

Data was counted if student participated in Term 1 (Pre-test) and Term 4 (Post-test) test. Student needed to get correct e.g. Syllable 10/10, Onset-Rime 30/30, Phoneme level 55/55

SPECIALIST LEARNING AREAS

DIGITAL TECHNOLOGIES

TEACHER - ELLE CRAIGIE

In 2018 I took each class for an hour a week to teach the children Digital Technologies. The children loved the variety of technology we used in the classrooms to cover the new Digital Technologies curriculum.

We used the computers to teach the children how to use programmes such as google drive and other websites like the bureau of meteorology where we looked at the patterns in data. We used the iPads for engaging in apps such as Book Creator where children created their own digital books, Pic Collage where children learnt to cut, paste and import pictures, and Scratch Junior to practice their coding skills.

We used a variety of robotic devices such as Bee Bots, Blue Bots, Spheros and Dot and Dash. The children enjoyed programming and coding their devices to follow simple commands. One of their favourites was designing a course for their Bee Bot with different obstacles they needed to get through. The aim was to pop a balloon using the Bee Bot which had a pin attached. With the older grades we also spoke about how to act safely and appropriately online. The children learnt so much through our guided play and integrated learning, for most it was their favourite session of the week!



SCIENCE

TEACHER - CYRIL BOELEMA

In 2018, we focussed on the four strands of science - Chemical, Physical, Biological and Earth & Space while trying to keep a unique Pilbara flavour, such as animals around Newman, the Hickman meteor crater, and water use in town.

Students in early years participated in guided investigations and responded to questions. Later years planned and conducted their own investigations and independently made predictions and reflected on their learning.

GERMAN

TEACHER - AIDAN ELLIOT

German language studies in 2018 was a great success at SNPS. In conjunction with Rossmoyne Senior High School our year 3 students were able to interact with German specialist teachers remotely via video link. Our students developed knowledge of the German language and cultures and applied this knowledge during class time activities. Through the application of this program students were able to explore their linguistic capabilities and extended their German vocabulary and grammar skills. We were also lucky enough to have a visit from our German specialist teacher where students took part in traditional German activities and ate traditional German food. This program has grown to become a very successful and engaging unit for our Year 3 and 4 students.

NATIONAL QUALITY STANDARDS

NQS COORDINATOR

TEACHER - STACEY GARDINER

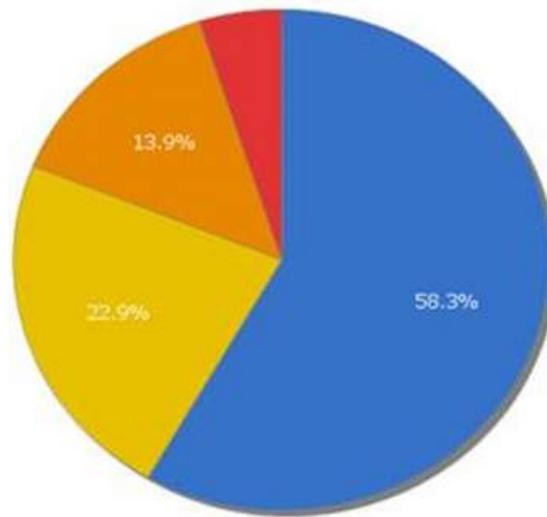
The National Quality Standard (NQS) Committee prepared for South Newman Primary School to be verified in 2018. With the Administrative team we ensured that classrooms and play areas from Kindergarten to Year 2 covered each principle from the NQS. We made an Early Childhood Plan based off the NQS that included a schedule of improvements to be completed over the next year. Together with the Administrative team we put up posters informing parents of the NQS and what the school was achieving. In preparation of the audit we talked about what the auditors would be looking for and what they may ask during several school staff meetings. The audit ran smoothly, and the Administrative team and ECE team with parent and student input provided a detailed review of how we incorporate the NQS into the curriculum and daily running of our school. It was a real pleasure to hear from the auditors that we met every standard as we put so much time and effort into making our school a safe, nurturing, engaging, and inclusive learning environment.



ATTENDANCE DATA

Attendance Profile 2018 Semester 1 Compulsory

- Regular (90% or greater)
- Indicated (80% to <90%)
- Moderate (60% to <80%)
- Severe (<60%)



Attendance Overall South Newman Primary School

	Attendance Category							
	Regular 90% <		At Risk					
			Indicated 80% - <90%		Moderate 60 - <80%		Severe Less 60%	
	SNPS	ATSI	SNPS	ATSI	SNPS	ATSI	SNPS	ATSI
2018	63 %	42 %	19 %	15 %	13 %	29 %	4 %	14 %
2017	59 %	39 %	20 %	24 %	13 %	19 %	7 %	18 %
2016	64.5 %	35 %	19 %	15 %	12 %	34 %	5 %	16 %

Attendance Overall Primary Schools (compulsory)

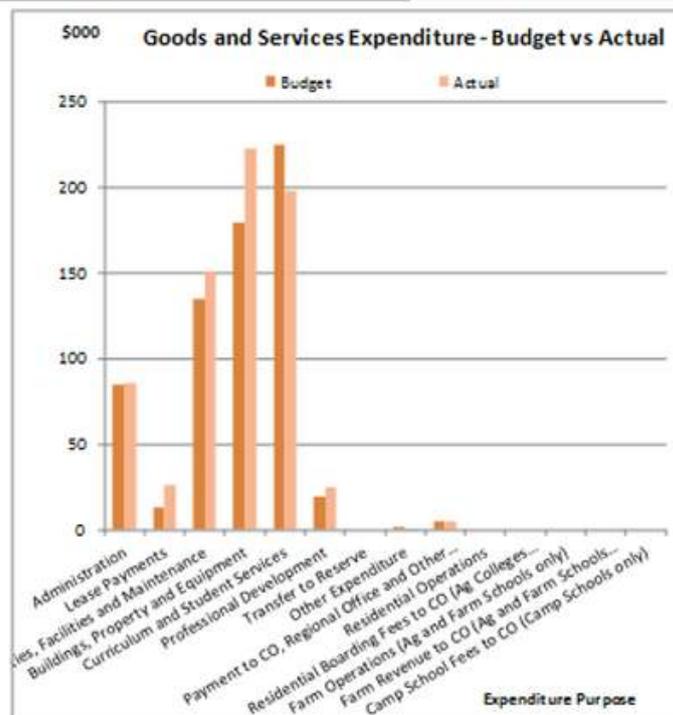
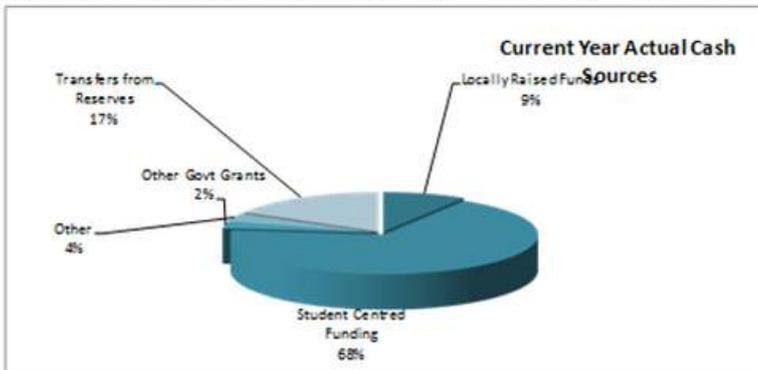
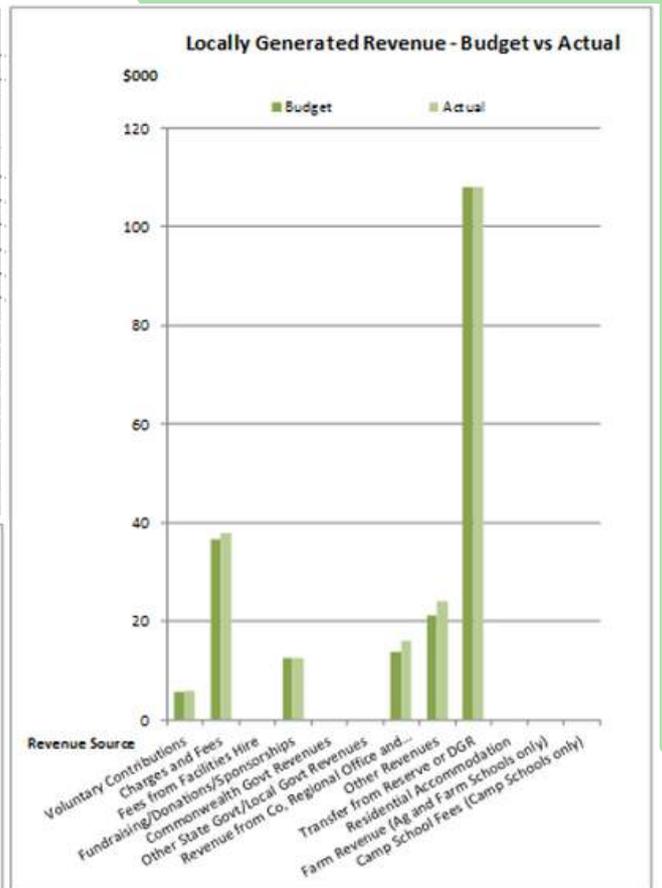
	Non Aboriginal %		Aboriginal %		Total %	
	SNPS	Like Schools	SNPS	Like Schools	SNPS	Like Schools
2018	92 %	93 %	81 %	84 %	88 %	92 %
2017	91 %	92 %	76 %	84 %	87 %	92 %
2016	92 %	92 %	77 %	85 %	89 %	91 %

FINANCIAL SUMMARY

In 2018 we managed a total budget of \$5,710,631 with \$4,813,607 expended on salaries. 33% of Voluntary Contributions were collected and \$52,332.42 was rolled over at the conclusion of 2018. The Student Centred Funding Model generated over \$110,902 in cash to the school for allocation to an array of expenditure accounts.

South Newman PS Financial Summary as at 31st December 2018

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 5,810.00	\$ 5,870.00
2 Charges and Fees	\$ 36,682.00	\$ 37,746.75
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 12,615.00	\$ 12,615.05
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ 13,681.00	\$ 16,057.43
8 Other Revenues	\$ 21,137.00	\$ 24,035.63
9 Transfer from Reserve or DGR	\$ 108,200.00	\$ 108,200.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Fam Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 198,125.00	\$ 204,524.86
Opening Balance	\$ 123,786.96	\$ 123,786.96
Student Centred Funding	\$ 418,562.81	\$ 436,117.04
Total Cash Funds Available	\$ 740,474.77	\$ 764,428.86
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 740,474.77	\$ 764,428.86



FINANCIAL SUMMARY



Cash Position as at:	
Bank Balance	\$ 429,093.06
Made up of:	\$ -
1 General Fund Balance	\$ 52,332.42
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 383,218.11
5 Suspense Accounts	\$ 790.58
6 Cash Advances	\$ -
7 Tax Position	-\$ 7,248.00
Total Bank Balance	\$ 429,093.06

	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 84,603.00	\$ 85,100.41
2	Lease Payments	\$ 13,000.00	\$ 26,509.05
3	Utilities, Facilities and Maintenance	\$ 134,463.00	\$ 150,628.78
4	Buildings, Property and Equipment	\$ 179,520.17	\$ 221,961.51
5	Curriculum and Student Services	\$ 224,718.00	\$ 197,566.21
6	Professional Development	\$ 19,506.00	\$ 24,756.14
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 1,250.00	\$ 1,135.86
9	Payment to CO, Regional Office and Other Schools	\$ 4,438.00	\$ 4,438.48
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	\$ 661,498.17	\$ 712,096.44
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 661,498.17	\$ 712,096.44
	Cash Budget Variance	\$ 78,976.60	

South Newman Primary School

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Iron, spirit & courage