

**Bertram
Primary
School**



ANNUAL SCHOOL REPORT

2020



CONTENTS

INTRODUCTION	1
FROM THE SCHOOL BOARD	2
OUR VISION	3
OUR BELIEFS	3
OUR SCHOOL COMMUNITY	3
STUDENT ACHIEVEMENT AND PROGRESS	6
LITERACY	6
WRITING	8
NUMERACY	10
INFORMATION, COMMUNICATION AND TECHNOLOGY (ICT)	12
TECHNOLOGIES	12
SCIENCE	13
HISTORY AND SOCIAL SCIENCE (HASS)	13
HEALTH AND PHYSICAL EDUCATION	14
THE ARTS	14
VISUAL ARTS	14
PERFORMING ARTS	14
LANGUAGES	14
STUDENT ENGAGEMENT, BEHAVIOUR AND ATTENDANCE	15
STUDENT NUMBERS - TRENDS	15
ATTENDANCE OVERALL	15
STUDENT SUSPENSIONS	15
FINANCIAL INFORMATION	17



INTRODUCTION



DEAR PARENTS, CARERS AND SCHOOL COMMUNITY MEMBERS

The 2020 school year was extraordinary for many reasons, the main one being that as a community we had to deal with a worldwide pandemic. COVID-19 had a major impact on all schools in Western Australia and ultimately our school was closed with only essential workers' children attending face to face learning.

The pandemic affected a wide range of school practices and restricted the usual range of opportunities that our children could participate in. The following report reflects this and some of our usual information such as the 2020 NAPLAN data will not be included in this summary.

The highlight of 2020 was the way that our children, staff, parents and carers and the wider community responded to this fluid environment and the changes that needed to be implemented. At all times we had total support and the community responded accordingly. Our school staff in particular were challenged and they responded by placing the best interests of students first often to the detriment of their own family circumstances. Each and every one of them is to be congratulated for their commitment to our school community.

The other major 2020 highlight was the result of our triannual Public School Review. The school was reviewed by two independent reviewers and our final report was very positive, affirming the wonderful work that has occurred over the past three years. This report is a public document and can be found at www.det.wa.edu.au/schoolsonline under the *Reports / Public School Accountability* tabs.

Our belief that education should be enjoyable for every child and what we do for “*every student, in every classroom, every day*” makes a difference, remains steadfast. This is now reinforced in our new Business Plan 2021 – 2023 where we have mapped out a clear direction forward.

I trust that you find this report to be a practical and informative summary of our 2020 school year. Additional information can be found on the Department of Education's Schools Online website at www.det.wa.edu.au/schoolsonline or the My School website at www.myschool.edu.au.

Yours sincerely

Craig Ashby B.Ed., M.Ed
PRINCIPAL

FROM THE SCHOOL BOARD



THE RESILIENCE OF THE STUDENTS, PARENTS AND STAFF HAS NEVER BEEN AS EVIDENT AS IN 2020. WITH SUCH AN UNCERTAIN TIME THE STAFF AT BERTRAM WERE AMAZING.

This was the first time students were required to learn from home, much effort went into the development of remote learning packages and their distribution. Luckily here in WA we were able to continue the remainder of the year with minor impact from COVID. Every effort was made to continue with various events although they looked a little different. The cancellation of NAPLAN, to the joy of all the students I imagine, was probably the biggest change to the year. The results of which do provide the school with valuable information on performance. Personally, as this was my child's final year it was wonderful to see how much effort and care was taken to ensure the year sixes had a wonderful graduation and send off after such an unsettling start.

The school board meetings were also impacted by COVID. We too had to learn the art of participating in meetings remotely. The Board in 2020 consisted of Sarah Blythe (Chair), Craig Ashby (BPS Principal), Jane Weir, Diane Baker, Peter Feasey, Daniel Di Stasio, Hongcui (Tweety) Hinchcliffe-Chen, Damien Stewart, Emma Wright, Rohan Smith, Shaun Spice, and Belinda Rodereda (Executive Officer), Angela Laverty finished her term during the year. The school board plays an important role in the school and I would like to thank all those that volunteer their time. This year you will see a number of positions being advertised; I would encourage you to apply, it is very rewarding to be involved and see the growth of the school.

In December the Department of Education undertook a review of the school. These reviews are completed to ensure the school is delivering high quality education in line with the Delivery and Performance Agreement and Business Plan. A self-assessment of the school performance was submitted to the reviewers and a verification visit was made with the reviewers meeting students, staff, members of the P & C, and the school Board. The results of the review were very positive, with many commendations received. Congratulations to Mr Ashby and the Bertram team.

The Board would like to acknowledge the P&C contributions to the school in 2020. The P & C successfully manage and operate the canteen, run the uniform shop and raise funds to donate to the school. Events such as the bingo night, Mother's Day and Father's Day stalls require significant effort in planning, organising and running. These events are so successful because of the efforts of many volunteers. We have a strong school community which is great to see.

Thank you to the Board and staff at Bertram for all the hard work and support provided during 2020.

Regards

Sarah Blythe
BOARD CHAIR

OUR VISION

Our school vision is based around ACE – Aspire, Connect and Enrich.

ASPIRE

Our school community creates lifelong learners who aspire to achieve excellence through high expectations we set for ourselves and others.

CONNECT

We create a connected community of global citizens who embrace and value diversity.

ENRICH

We provide a supportive and inclusive environment that enriches genuine, meaningful opportunities for success.



OUR BELIEFS

At Bertram Primary School we believe in teaching the whole student. We believe in including all and valuing diversity. We have a collaborative approach to planning, learning and assessing. We believe in building a school environment that is responsive to the needs of students and community. (BPS Pedagogical Framework)

OUR SCHOOL COMMUNITY

Bertram Primary is an Independent Public School catering for children from Kindergarten to Year 6 located south of Perth in the thriving suburb of Bertram. Our school is committed to improving the educational outcomes of our children through positive engagement and a variety of learning opportunities. With a focus on addressing the needs of each child and a whole school improvement process to support our ongoing staff development, our staff are encouraged to continually challenge themselves whilst implementing school expectations as outlined in our school planning documentation. The range of expertise within the school staff provides a dynamic and evolving educational community.

Our staff share their skills and knowledge and have the opportunity to develop themselves in these areas. Bertram has been recognised as an Apple Distinguished School - one of only 400 across the world. This recognition supports the BYO iPad program implemented across the school and recognises the high level of integrated curriculum based learning taking place in this space. Our school embraces the use of technology in the classroom with many children from PP-6 bringing their own iPad to school each day. Personal devices are supplemented with some school funded devices. Kindergarten students have access to school funded devices.

Our children enjoy a fully integrated kitchen and garden program in which they grow, nurture, harvest and prepare fruit and vegetables in a collaborative and skills-focused program, which assists them to develop an awareness of sustainability, healthy eating habits and the skills necessary to be successful in these areas.

PROGRESS – ACHIEVEMENT OF BUSINESS PLAN 2017-2020 TARGETS

2017 – 2020 TARGETS	SCHOOL PROGRESS	ACHIEVED ?																																																							
Match or exceed state average for regular attendance, P-6.	The school attendance rates are not available for 2020	N/A																																																							
Match or exceed state average attendance for Indigenous students.	The school attendance rates are not available for 2020	N/A																																																							
Maintain parent, staff and student survey results while continuing to improve the percentage of stakeholders responding to the annual school surveys.	Biannual surveys to be implemented in 2021	N/A																																																							
Improve the school's performance against like schools in 2018 – 2020 NAPLAN.	2020 NAPLAN was cancelled due to COVID-19	N/A																																																							
Increase the percentage of students who make moderate to very high progress from On Entry to Year 3 NAPLAN and Year 3 to Year 5 NAPLAN.	2020 NAPLAN was cancelled due to COVID-19	N/A																																																							
Meet the requirements of all quality areas within the National Quality Standard, K-2.	The school has met 90% of the quality standards within the NQS	DEVELOPING																																																							
Reduce the percentage of students in the lower category for Social-Emotional Wellbeing and Learning Skills compared to Australian schools using the PAT Social Emotional and Wellbeing survey.	<table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">2018</th> <th colspan="2">2019</th> <th colspan="2">2020</th> </tr> <tr> <th>Bertram PS</th> <th>All Schools</th> <th>Bertram PS</th> <th>All Schools</th> <th>Bertram PS</th> <th>All Schools</th> </tr> </thead> <tbody> <tr> <td>Level of SEW</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Level 5 Very Highly Developed</td> <td></td> <td></td> <td></td> <td></td> <td>8.20%</td> <td>16.20%</td> </tr> <tr> <td>Level 4 Highly Developed</td> <td></td> <td></td> <td></td> <td></td> <td>15.30%</td> <td>22.60%</td> </tr> <tr> <td>Level 3 Developing</td> <td>21.20%</td> <td>20.20%</td> <td>50.10%</td> <td>46.30%</td> <td>56.40%</td> <td>46.30%</td> </tr> <tr> <td>Level 2 Emerging</td> <td>12.30%</td> <td>11.00%</td> <td>20.70%</td> <td>10.30%</td> <td>16.60%</td> <td>10.30%</td> </tr> <tr> <td>Level 1 Low</td> <td>7.50%</td> <td>2.30%</td> <td>3.10%</td> <td>4.70%</td> <td>3.50%</td> <td>4.70%</td> </tr> </tbody> </table>		2018		2019		2020		Bertram PS	All Schools	Bertram PS	All Schools	Bertram PS	All Schools	Level of SEW							Level 5 Very Highly Developed					8.20%	16.20%	Level 4 Highly Developed					15.30%	22.60%	Level 3 Developing	21.20%	20.20%	50.10%	46.30%	56.40%	46.30%	Level 2 Emerging	12.30%	11.00%	20.70%	10.30%	16.60%	10.30%	Level 1 Low	7.50%	2.30%	3.10%	4.70%	3.50%	4.70%	NO
	2018		2019		2020																																																				
	Bertram PS	All Schools	Bertram PS	All Schools	Bertram PS	All Schools																																																			
Level of SEW																																																									
Level 5 Very Highly Developed					8.20%	16.20%																																																			
Level 4 Highly Developed					15.30%	22.60%																																																			
Level 3 Developing	21.20%	20.20%	50.10%	46.30%	56.40%	46.30%																																																			
Level 2 Emerging	12.30%	11.00%	20.70%	10.30%	16.60%	10.30%																																																			
Level 1 Low	7.50%	2.30%	3.10%	4.70%	3.50%	4.70%																																																			



STUDENT ACHIEVEMENT AND PROGRESS

LITERACY

Bertram PS has continued with a priority curriculum focus on Literacy in 2020. Major strategies in Literacy included:

- Teachers continuing to use the West Australian Curriculum to plan, assess and report.
- The on-going development and commitment to the Bertram PS whole school curriculum planning document.
- The implementation of a wide range of class based strategies that included:
 - Bertram Sight Words.
 - Words Grammar Fun in Kindy and PP.
 - Letters and Sounds in PP and Year 1.
 - Sound Waves in Years 1-6.
 - Seven Steps to Writing Success.
 - Home reading program.
 - The on-going utilisation of our school library.
 - MacqLit was introduced as an intervention program in the middle years or in Year 3 and 4.
 - Before school reading to children by guests. (Not during 2020 due to Covid)
 - Book Week activities.
- Ongoing support for our EALD students.
- Integration of BYO iPads and school provided iPads to support learning across the curriculum.
- Various excursions and school-based Activities including the National Simultaneous Storytime.
- A range of tutoring programs utilising community volunteers across the school including Story Dogs.
- The use of our Engagement Education Assistants to support strategies.
- The trial implementation of an Academic Extension program.

The following graphs compare Bertram PS NAPLAN literacy results to 'like or similar' schools. 'Like or Similar' schools are ranked according to their socio-economic index.

DATA COLLECTION

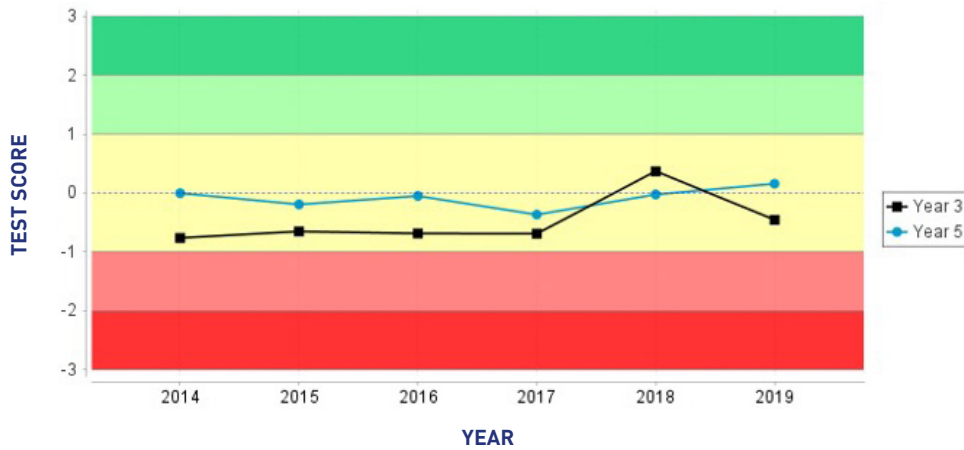
Reading Comparative Performance

NAPLAN comparative performance for reading has remained within one standard deviation of the expected school mean.

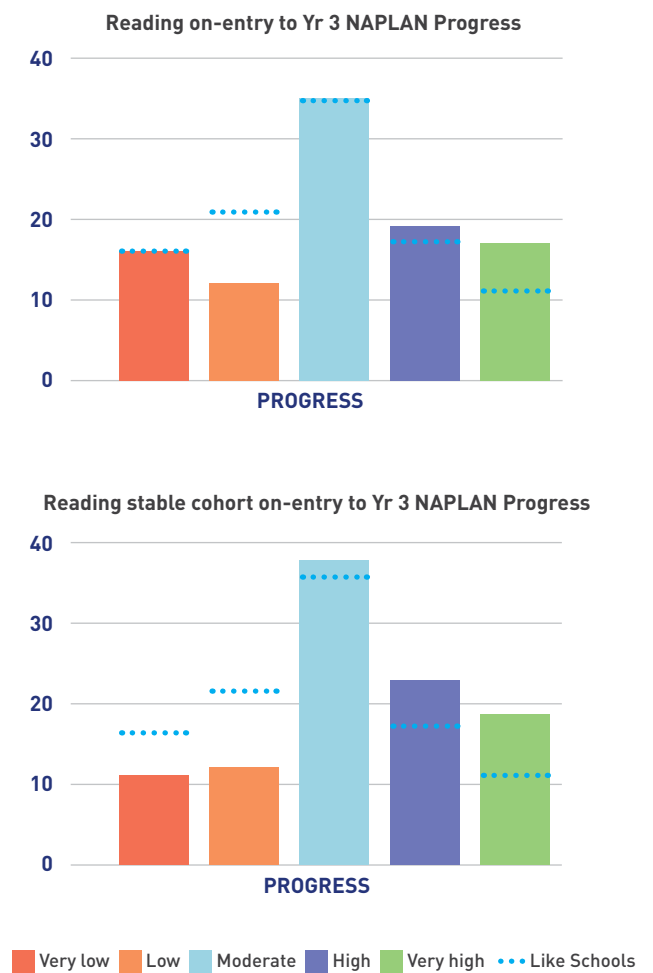
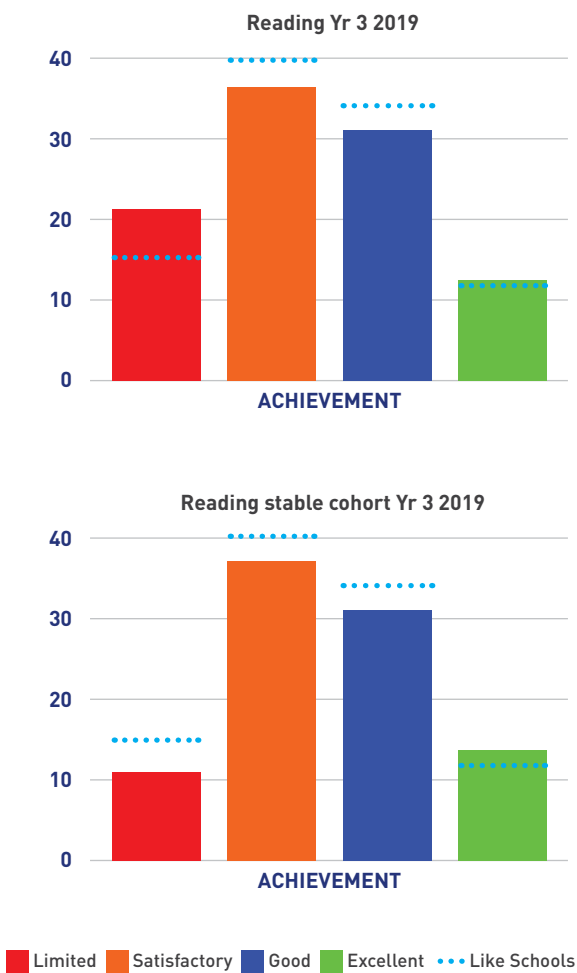
Reading	Performance						Students					
	2014	2015	2016	2017	2018	2019	2014	2015	2016	2017	2018	2019
Year 3	-0.8	-0.7	-0.7	-0.7	0.4	-0.5	112	102	109	115	116	119
Year 5	0.0	-0.2	-0.1	-0.4	0.0	0.2	69	81	97	110	91	92

- 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

Reading Performance



Reading First Cut



First Cut data indicates Bertram Year 3 students demonstrating expected Achievement against Like Schools in 2019 NAPLAN Reading. Progress from On Entry to Year 3 NAPLAN is higher than Like Schools.

Year 5 Reading Achievement data is similar to Like Schools. Progress from Year 3 to Year 5 NAPLAN indicates a higher percentage of students High and Very High progress than Like Schools.

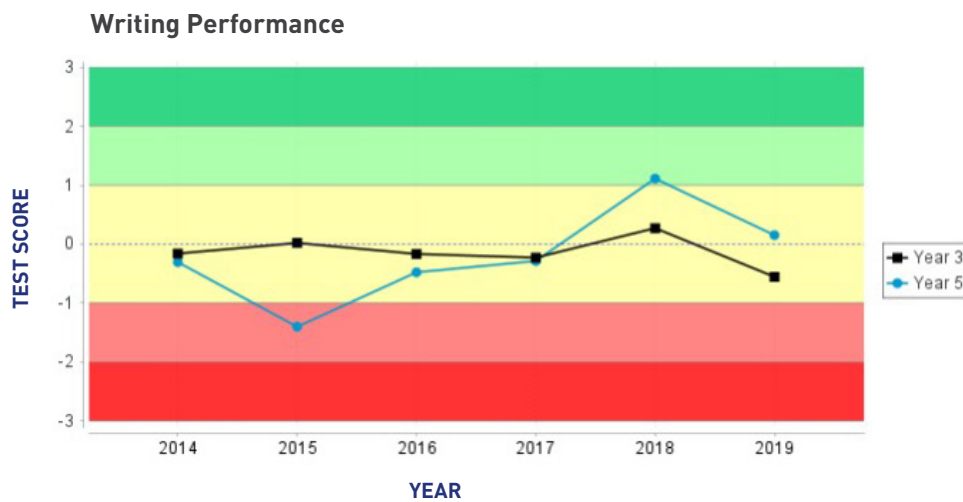
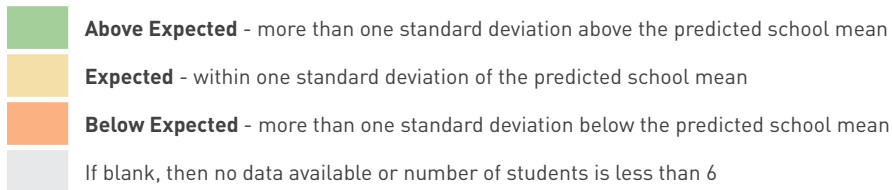
WRITING

Writing Comparative Performance

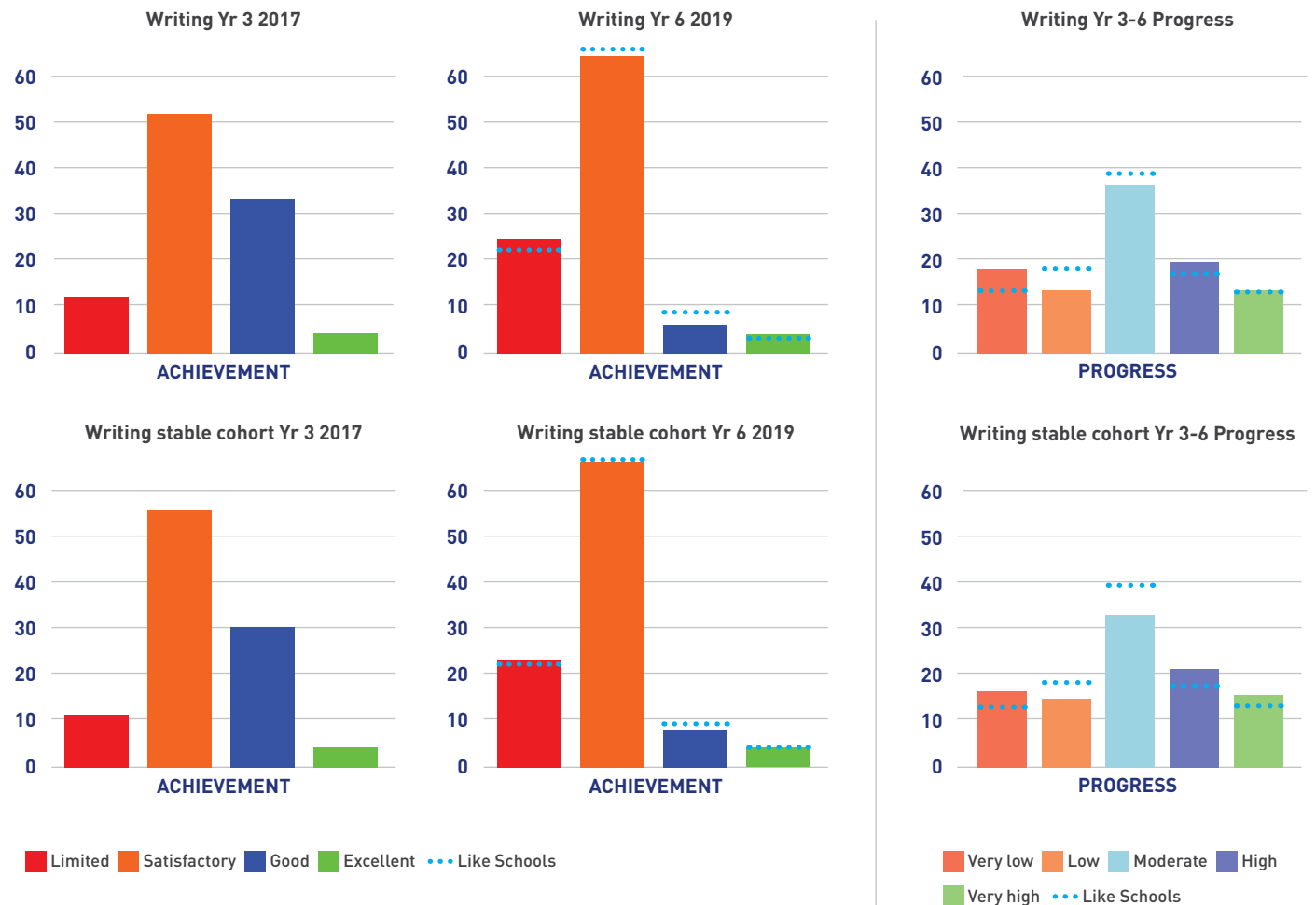
NAPLAN comparative performance for Year 3 and 5 has been within one standard deviation of the expected school mean, with the exception of Year 5 in 2015 when it was below expected and 2018 when it was above expected.

First Cut data for Year 3 and 5 2019 NAPLAN Writing indicates Achievement and progress in both year levels is close to Like Schools for both whole cohort and stable cohort.

Writing	Performance						Students					
	2014	2015	2016	2017	2018	2019	2014	2015	2016	2017	2018	2019
Year 3	-0.2	-0.0	-0.2	-0.2	0.3	-0.6	111	101	111	117	114	118
Year 5	-0.3	-1.4	-0.5	-0.3	1.1	0.2	69	83	97	110	91	93



Writing First Cut



NUMERACY

In 2020 Numeracy was also a school priority area. The school continued to develop and utilise a whole of school approach to the delivery of the curriculum in this area. Specific strategies in Numeracy in 2020 included:

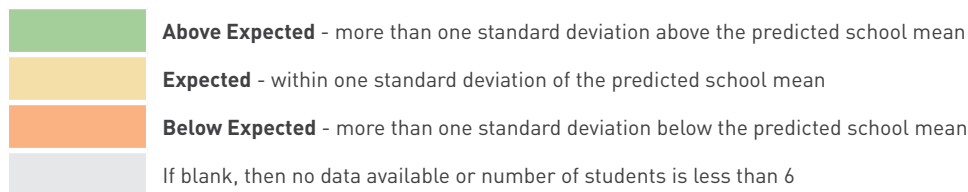
- The continued use of the Bertram PS whole school curriculum planning document as a planning reference.
- The implementation of the Back to Front Mathematics program. This involved explicitly teaching problem solving and the associated strategies to deal with unfamiliar or complex problems.
- The use of Learning Sprints to focus on various concepts across the school curriculum.
- The purchase of an extensive array of hands-on materials including Maths resource boxes to support student learning.
- A commitment to connected practice. A Maths area was established in each class with common posters and language relevant to current teaching concepts.
- The provision of problem-solving books for each student.
- The use of Maths boxes to access resources across the school.

Specific 2020 highlights in Numeracy included:

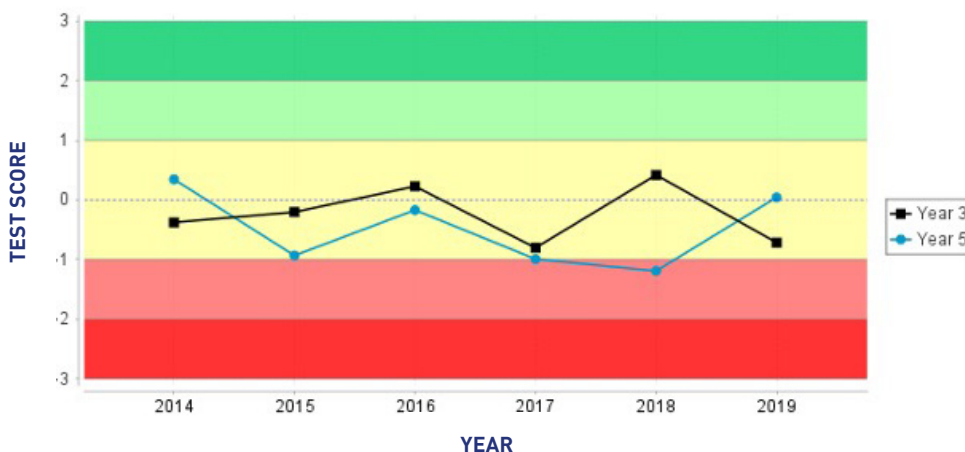
- Student engagement in the Numero competitions.
- Focused Maths support time in implementing class Back to Front Maths.
- The use of targeted Maths language for each level.
- The implementation of mental strategies across the school each week.

Numeracy Comparative Performance

Numeracy	Performance						Students					
	2014	2015	2016	2017	2018	2019	2014	2015	2016	2017	2018	2019
Year 3	-0.4	-0.2	-0.2	-0.8	0.4	-0.7	110	102	111	115	115	119
Year 5	0.3	-0.9	-0.2	-1.0	-1.2	0.0	68	82	96	110	91	91



Numeracy Performance



NAPLAN First Cut



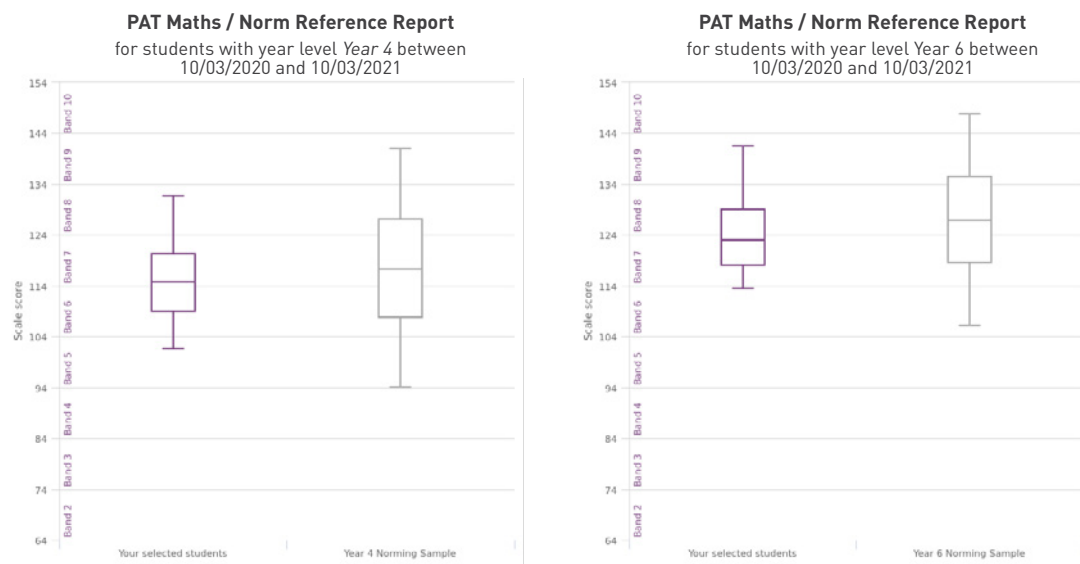
First Cut data shows Bertram has a higher percentage of students with Excellent Achievement in 2019 Year 3 NAPLAN Numeracy in comparison to Like Schools.

A higher percentage made Excellent Progress and a lower percentage made Limited Progress than Like Schools.

Year 5 First Cut data shows a lower percentage of students with Excellent Achievement or Excellent Progress than Like Schools, but also a lower percentage with Limited

PAT Maths

Year 4 and 6 Norm Reference Reports for PAT Maths are typical of data for all year levels. The Bertram Median is lower than the Norming Sample and the spread of scores between the 95th percentile and 5th percentile is much smaller than the Norming Sample. The 95th percentile Norming Sample is considerably higher than Bertram.



INFORMATION, COMMUNICATION AND TECHNOLOGY (ICT)

In 2020 the school continued to develop our ICT resources and the infrastructure to ensure that our students have access to contemporary tools to assist learning. This area of school life was led by Ms Laverty who ensured that we continued to be proactive as an Apple Distinguished School. Specific strategies and highlights in this area of school included:

- Our continued accreditation as an Apple Distinguished School.
- The appointment of Ms Angela Laverty (Apple Distinguished Educator) as an ICT Lead Teacher to lead this area of school life – 0.2 FTE.
- The use of student mentors as Genius Bar assistants.
- The increased provision of classroom devices across the school.
- The increased use of web based applications in classrooms.
- The ongoing development of our BYO iPad across the school.
- The ongoing participation in the joint venture with Apple Australia.

TECHNOLOGIES

Mr Kyle Edmonds provided leadership for the implementation of the Technologies specialist area across the school. Implemented strategies in 2020 included:

- Priority given to double blocks of Technologies and Science in timetables.
- The ongoing development of STEM mornings.
- Participation in the STEM Enterprise Schools Partner program.
- Provision of STEM professional learning and Teachers Can Code workshops for all school staff.
- Technologies teachers have continued to participate in relevant professional learning.
- The integration of Technologies into our kindergarten classes.
- The ongoing purchase of Technologies resources and their storage across all year levels.
- The developed moderation of reporting process using the SCSA standards.
- The successful participation of our school in the Young ICT Explorers program.

SCIENCE

In 2020 Science was again a key learning area for our school. Mr Redman's role as primary Science specialist teacher continued with the focus on the development and delivery of the Science curriculum which is to be aligned with the West Australian Curriculum. The major strategies and highlights in Science have involved:

- The continued implementation of a Science specialist program.
- The relevant review of the WA Curriculum.
- The integration of Science across the curriculum with other STEM subjects.
- The engagement of the wider school community during special events.
- The communication of Science activities with the whole school staff by Mr Redman.

HISTORY AND SOCIAL SCIENCE (HASS)

In 2020 teachers across the school implemented the West Australian Curriculum units and utilised the appropriate achievement standards. During 2020 teachers were again strongly engaged with the Aboriginal Cultural Standards Framework.

Highlights in 2020 included:

- Special Days were celebrated across the school year in a range of levels.
- Excursions to a range of significant places.
- An inclusive day to celebrate Harmony Day and NAIDOC Day
- The appointment of our Aboriginal Islander Education Officer (AIEO).
- A strong commitment to utilizing the Aboriginal Standards Curriculum framework which resulted in a number of key activities:
 - The development of a Bush Tucker garden with Aboriginal connections and signage.
 - The renaming of teaching blocks with Aboriginal names.
 - Various art installations of Aboriginal work.
 - The school working with Aboriginal artists to design staff and student shirts.
 - NAIDOC events that included dance and smoking ceremony.
 - The continued purchase of multicultural teacher resources.



HEALTH AND PHYSICAL EDUCATION

Physical Education continued to be a specialist subject in 2020 with Mr Myers, Ms Campbell and Mr Hewitt teaching this area of the curriculum. Ms Katherine Weir provided leadership with the Health and Student Wellbeing curriculum.

All students in Years K-6 participated in the appropriate level of physical activity each week, in line with the Public Schools' policy. Our children also participated in a wide range of activities that including sporting and leisure activities.

Particular highlights for 2020 including:

- The facilitation of the training and running club running program before school.
- A high level of participation of children in in-term swimming lessons.
- The attainment of Sporting School grants that enhanced the school program.
- The development of the Men's Shed to allow fathers to connect with their children.
- Participation in the Champion Life trial and the Kiddo, FMS program.

In Health:

- The school continued to successfully implement the Positive Behaviour Support program.
- Staff commenced implementation of the PATHS program.
- Protective Behaviours was taught in Terms one and four.
- Students participated in the PAT SEW testing.
- The school-wide participation in R U OK Day.

THE ARTS

VISUAL ARTS

In 2020 Visual Arts was taught by classroom teachers. Our work in this area included:

- Displays of student work in the school's reception.
- A whole school art exhibition during Open Night.
- An integrated Art program within HASS / NAIDOC Week celebration.
- Media Arts were integrated across the learning areas.
- Art boxes were provided to each phase for use across the school.

PERFORMING ARTS

Students in Years 3 to 6 benefitted from an interrupted year of choir taught by Ms Carrie Kenny. Unfortunately, some of the usual performance opportunities were cancelled due to COVID 19.

Highlights in 2020 included:

- Whole school singing at assemblies, Awards and Presentation evenings.
- Whole school singing at assemblies to complement the Positive Behaviour Support program.
- A number of students participated in an instrumental music program.
- Choir performances at the City of Kwinana functions.

LANGUAGES

In 2020 our Languages program was Indonesian. The Year 3 to Year 5 students participated in a vibrant and contemporary Indonesian language and culture program under the specialist instruction of Ibu Cook.

Specific highlights during 2020 included:

- Celebrating Harmony Day.
- Acknowledging Indonesian Independence Day (Hari Indonesia).
- Participating in network events such as Big Day Out and Ketawa workshops.
- Sports days and Open Night.

STUDENT ENGAGEMENT, BEHAVIOUR AND ATTENDANCE

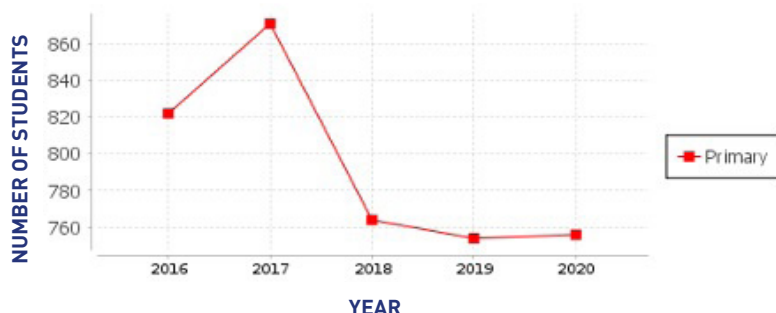
During 2020 Mrs Stott led the school's Student Services team to support students in a wide range of areas. This work was also supplemented by the implementation and teaching of a set of behaviour expectations via the school's Positive Behaviour Support team led by Mr Sweetman.

Other work in this area has included:

- The continued whole school commitment to implement Kagan Structures. This involved utilizing instructional strategies to promote cooperation and communication in the classroom, boost students' confidence, and retain their interest in classroom interaction.
- The on-going communication to targeted families regarding appropriate attendance.
- The whole school implementation of the 1-2-3 Magic behaviour management program.
- The implementation of a range of incentives for positive student behaviour.
- The extensive use of school support staff to support children with Individual and Group Education plans.
- Provision of on-going professional learning for teachers who teach children with special needs. The utilisation of the expertise of the School Psychologist and the School Chaplain across the school.

STUDENT NUMBERS - TRENDS

Semester 2 Student Numbers



ATTENDANCE OVERALL (2020 ATTENDANCE NOT AVAILABLE)

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2017	93.5%	93.3%	93.8%	91.5%	86.7%	81.2%	93.4%	92.9%	92.7%
2018	93.4%	93.1%	93.7%	88.1%	84.8%	80.8%	93.2%	92.5%	92.6%
2019	93.5%	92.1%	92.7%	89.1%	86.3%	79.5%	93.3%	91.8%	91.6%

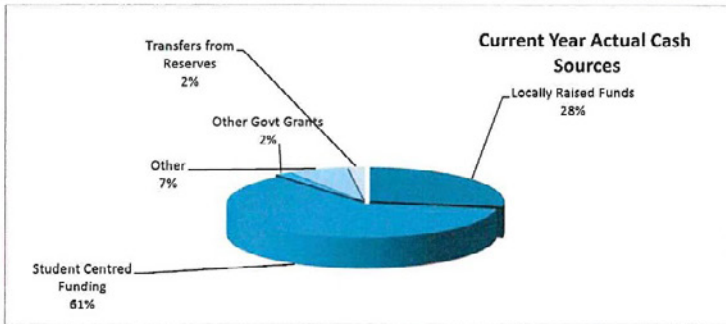
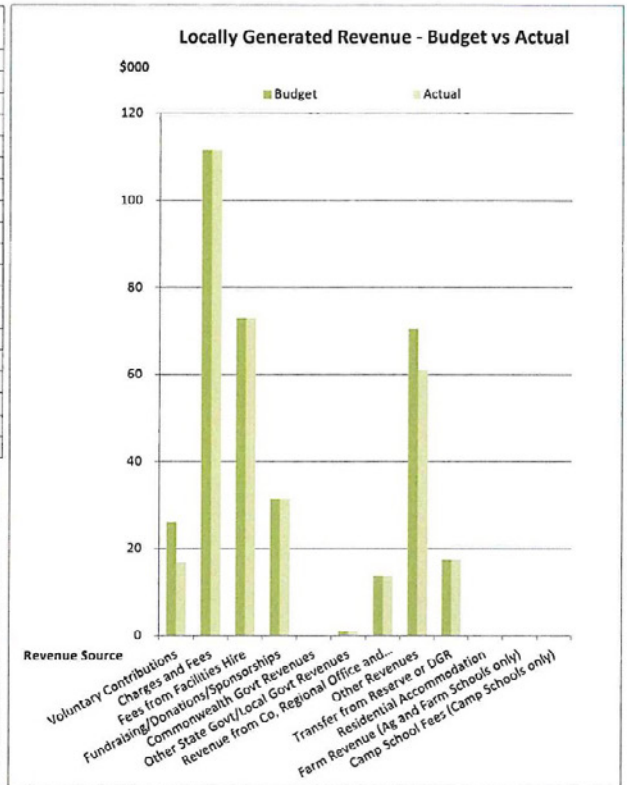
STUDENT SUSPENSIONS

Year	Suspensions	Students	Total number of days
2017	36	12	58
2018	45	15	60
2019	9	4	18.5
2020	14	7	29.5

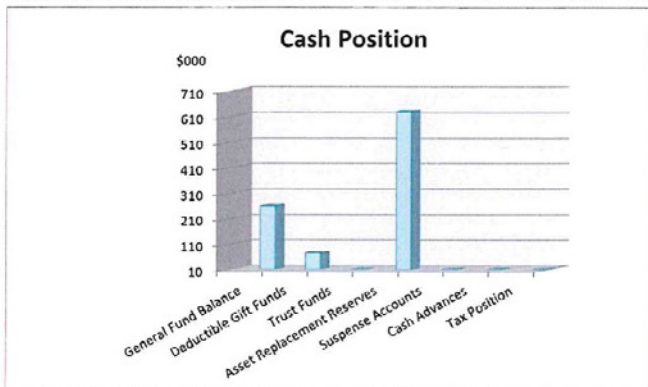
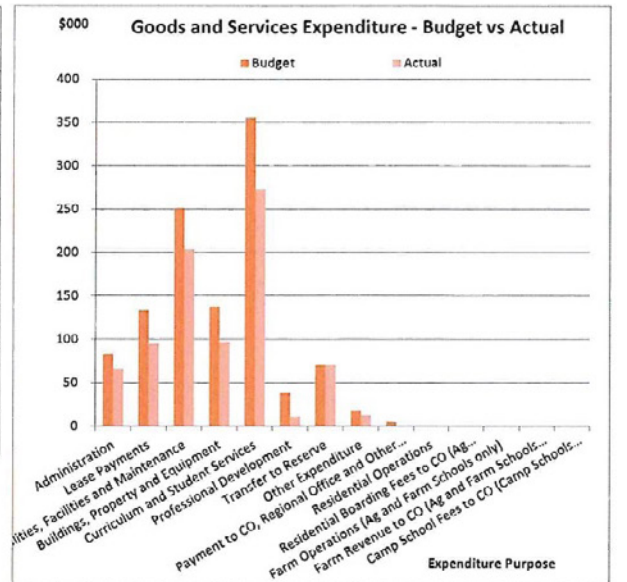


FINANCIAL INFORMATION

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 26,030.00	\$ 16,785.50
2	Charges and Fees	\$ 111,511.00	\$ 111,490.61
3	Fees from Facilities Hire	\$ 73,000.00	\$ 73,000.00
4	Fundraising/Donations/Sponsorships	\$ 31,421.00	\$ 31,421.31
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ 13,768.00	\$ 13,767.92
8	Other Revenues	\$ 70,447.35	\$ 60,939.53
9	Transfer from Reserve or DGR	\$ 17,554.21	\$ 17,554.21
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 344,731.56	\$ 325,959.08
	Opening Balance	\$ 243,851.00	\$ 243,851.28
	Student Centred Funding	\$ 519,462.24	\$ 519,462.24
	Total Cash Funds Available	\$ 1,108,044.80	\$ 1,089,272.60
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 1,108,044.80	\$ 1,089,272.60



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 82,972.83	\$ 66,169.27
2	Lease Payments	\$ 133,201.19	\$ 94,727.39
3	Utilities, Facilities and Maintenance	\$ 251,190.81	\$ 203,873.63
4	Buildings, Property and Equipment	\$ 137,271.58	\$ 97,005.86
5	Curriculum and Student Services	\$ 355,644.86	\$ 273,330.64
6	Professional Development	\$ 38,089.27	\$ 11,313.20
7	Transfer to Reserve	\$ 70,396.40	\$ 70,396.00
8	Other Expenditure	\$ 17,831.94	\$ 12,351.29
9	Payment to CO, Regional Office and Other Schools	\$ 5,020.00	\$ 83.64
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	\$ 1,091,618.88	\$ 829,250.92
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 1,091,618.88	\$ 829,250.92
	Cash Budget Variance	\$ 16,425.92	



Cash Position as at:	
Bank Balance	\$ 952,015.20
Made up of:	\$ -
1 General Fund Balance	\$ 260,021.68
2 Deductible Gift Funds	\$ 75,959.66
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 630,189.24
5 Suspense Accounts	\$ 1,890.62
6 Cash Advances	\$ -
7 Tax Position	\$ (16,046.00)
Total Bank Balance	\$ 952,015.20



Bertram
Primary
School



ASPIRE **CONNECT** **ENRICH**

