Spearwood
Alternative School
Education through community:
Community through education

ANNUAL REPORT 2017
PRINCIPAL

It is our vision to create and sustain a caring community in which autonomy and interdependence are encouraged and a rich and joyful learning environment supports students to be successful and confident learners.

Through the interplay of a democratic community, dynamic curriculum, connectedness through pastoral care, and a relationship with Australian Indigenous culture, SAS offers an alternative educational experience that aims for children:

- to pursue their innate desire to learn about themselves, others and the world;
- to appreciate that participation in their community and in society at large brings both rights and responsibilities;
- to investigate and contribute to social, cultural and environmental sustainability; and to know that everyone has a place in it and that each is essential to the whole.

Our students are at the heart of what we do all day, every day at Spearwood Alternative School. They are the key to our success and we strive to help them achieve success in whatever they pursue. Academic and non-academic outcomes are rigorously pursued for children to recognise and achieve their potential.

We engage our community and are proud of the demonstrated sense of community and connectedness that exists between all stakeholders of the school. Our expectations are for every student to accomplish their very best and to leave our school with that intention and equipped to do and be exactly that.

Received from a parent of student graduating 2017, addressed to ALL staff:

“As J graduates, I take so much pleasure in reflecting on all that has been wonderful for him over the last seven years. You have provided constancy of care, curiosity, energy, guidance, fun & love in his journey to be the best JD he can be. I simply could not have made a better choice of school for him – SAS is so much more than a school. Thankyou ALL so much!”

With the core business of always prioritising Literacy and Numeracy the school priorities, as outlined in the SAS Business (Strategic) Plan, continued to promote and provoke exciting learning through:

- The Arts
- Creating a Culture of Thinking: Independent and Lifelong Learners
- Early Years Education
- Education for Sustainability and
- STEAM (Science Technology Engineering Arts and Maths)

Implementation of the West Australian Curriculum and Assessment Outline were further progressed in line with expectations. Focus 2017, progressing the Classroom First agenda and the Department of Education’s Strategic Plan for High Performance: High Care also informed our planning, self-assessment and review.

Our detailed and documented school improvement plan, collaboratively developed, responds to recommendations of both Expert Review Group and Department of Education Services Reports. The School Self-Assessment against the National Schools Improvement Tool further enhances school improvement planning and informs both strategic and operational planning. A new Business Planning cycle operates 2018 – 2020.

We have valued collaborative reflective evaluation and believe that quality decision making processes have informed our thinking and planning for our school, for classrooms and for professional learning.

Performance management practices have provided the opportunity for individual reflection and evaluation; we are committed to utilising our individual strengths to support each other and the collective. We are aligned and have the capacity and determination to implement our plans to meet identified priorities and perform to our own aspirational targets. Plans are resourced and sustainable and impact monitored.

Denise Stone
SAS SCHOOL BOARD

Throughout 2017 the school board continued to assist the school principal, community and staff in reviewing the school’s processes and documentation of the outstanding work done in educating the children attending SAS.

We continued our role in reviewing and monitoring the school’s objectives and priorities and policies and celebrated success of the staff in working towards the ERG recommendations and reaffirming the positive outcomes of the final report.

The school board, consisting of staff, parents and community members scrutinised and commented on the school’s draft Business plan (2018 – 2020), school fees schedule and advised on ongoing work towards the school’s priorities.

The School Board has operated for two years and at the completion of 2017 we saw the departure of the Board Chairman, one staff and one community member. This has provided an opportunity for a review of the board composition for the future.

The aim and purpose of the board continues to be one of support for the school vision and to work in an environment of accountability and integrity to support the school community.

Dr Jenny Jay
Associate Professor, Curtin University School of Education
SAS School Board Chair

SAS P & C

Spearwood Alternative School P&C is a body of parents who actively strive to create community through consultation, fundraising activities, supporting the school in its educational endeavours and providing opportunities for people to become involved.

In this endeavour, the P&C continues to support the idea of Class Parent and Harmony Group Representatives throughout the school. These individuals act as liaison between staff and community; they have been a welcoming presence for new members of the community, giving advice and explaining the workings of the community and individual classroom.

A community busy bee, over two weekends, was organised to build a sensory pathway. This single event, from fundraising to spending and building, is yet another demonstration of how this community is able to work together to achieve a desired outcome and build connections, along the way.

School tours have been a successful community building initiative that has supported newer members of the community, as well as people wanting to join the community, in asking questions and viewing parts of the school they may have not yet visited.

The P&C continues to contribute annually to support acquisitions of the latest award winning children’s books for our school library and end of year ‘award’ books for our graduating students.

Sonia Pesich
SAS P & C President
ENROLMENTS

SAS does not have a local intake area and can accept enrolment applications from any that apply, with proximity to the school the only criterion for prioritising applications, when there are more of these than places available. Enrolments for our kindergarten intake are generally oversubscribed and it is common to receive requests for enrolment throughout the year for most year/age groups.

Semester 1, 2017, saw us with enrolments of 12 kindergarteners, 12 pre-primary age and 81 years 1 – 6 students. With kindergarten enrolments we welcomed seventy-five percent of the group as new families into our community. We enrolled three students into our senior group of students.

Total student enrolments remained relatively stable in 2017. One family of three moved to Albany part way through the year. One family of three, following an extended holiday overseas, chose to home school. A couple of other changes to enrolments were decided on individual family circumstances.

ATTENDANCE

Communicated, through school newsletters and conversation is the expectation that all children will attend school and attend school regularly and punctually. Even with concerted attention and encouragement all students’ general attendance in 2017 compared less favourably to that of 2016.

Students are readily identified in each attendance category (risk) and the reasons for this able to be ascertained. For only a small group of students was poor attendance due to ill health. When it is not illness it is often families on holiday during term time. This has been discouraged.

It is important to note though the number of families for whom it is a tradition, and expectation of their extended family living overseas that they return to visit. For some of these it is a difficult and considered decision to interrupt schooling and they seek ways to lessen the impact of this and to integrate and connect the learning that is engaged in during the holiday to their classroom and classmates.

Due to the Department of Education policy of teaching staff having to take long service leave one of the students identified in the severe at risk category, and two in the moderate at risk, were actually children travelling with teacher parents on leave as directed. The only other student in the severe at risk category, sem. two, was withdrawn from school and schooled at home for the remainder of the year.

Research, if not common sense, tells us that engagement in learning is a contributing factor supporting children’s regular attendance and having a safe and supportive learning environment imperative. Programs such as Rock and Water, MINDUP, our Harmony Groups and attention to both physical and mental health and wellbeing support this. Surveys conducted inform us of a positive perspective to the learning environment that is SAS.

GRADUATING STUDENTS

Seventeen students graduated from SAS in 2017. Passions were pursued and many successful in achieving placement in their chosen field for high school:

- Academic Studies, GATE program at Shenton College (2)
- Drama and Academic GATE at John Curtin College of the Arts (2)
- Drama at John Curtin College of the Arts
- Marine Studies at Fremantle College
- Music at Fremantle College
- Football at Fremantle College
- Academic Extension Fremantle College.

These students shared their memories, their hopes and dreams at the Graduation Ceremony created by them and for them at the end of the school year.
PRIORITY 2015 - 2017: ARTS Education

It was another year of inspiring Arts programs and opportunities for engagement in The Arts.

Our student artists and performers are served well by specialist teacher artists and performers. We were sad in 2017 to lose our fabulous Artist in Residence, creating an inspiring outdoor classroom, as her family moved to Albany. Another Artist in Residence was engaged to complete a project of a large mural with our graduating students.

Students K – 6 participated in an awesome art project, Seeds of Change, initiated by and for the Perth International Arts Festival with their work exhibited in Kings Park as part of the highly acclaimed Boorna Waanginy: The Trees Speak.

Performances – both theatrical and musical – were attended as decided by teachers to support class learning. The children of Narooma and Cooinda enjoyed a performance at The State Theatre of My Robot, produced by Barking Gecko. They took the opportunity to investigate the Perth Cultural Precinct while in the city. The entire student population attended a performance at Spare Parts Puppet Theatre of Roald Dahl’s The Twits.

An inspirational poet from Voicebox Poetry, Fremantle, visited and worked with the students of Bungan.

We were delighted to have been successful in our application for a PALS grant from the Government of WA Department of Aboriginal Affairs. PALS = Partnership between Aboriginal and non-Aboriginal people; Acceptance of difference as unique and to be respected; Learning more about ourselves and each other, and, Sharing a common journey along the path of healing and reconciliation towards a more harmonious and optimistic future. We applied in the category Arts and Culture: embracing Aboriginal culture through performing, musical and visual arts and these funds paid for a performance by Yirra Yaakin of Boorda Kaatijin.

Families were given the opportunity to attend onsite student Art exhibitions, Music and Dance performances and Leanne Coole Young Writers Awards ceremonies. Student creative works were curated and displayed around and throughout the school. Some were inspired by cultural occasions – eg ANZAC Day and others collaboratively developed in their mixed age Harmony Groups as part of the development of group identity.

As well as weekly music lessons for all students, seven students of year 6 attended lessons with the School of Instrumental Music of South Fremantle SHS at a local hub situated at Newton PS. These students had the opportunity to learn guitar, drums and flute. A number of these students performed at their Graduation Ceremony. Others of the graduating students participated in singing together one sophisticated song and one memorial to their early days of learning at SAS.

Children of Bakoolba and Bungan once again had the opportunity to participate in Pirate Ukulele lessons with Captain Hooknose. The Captain and his crew were observed in class and interviewed for a Pirate Radio broadcast.

PRIORITY 2015 - 2017: CREATING a CULTURE of THINKING: Independent & Lifelong Learners

Aligned with Creating a Culture of Thinking, the routines of Making Thinking Visible (MTV) influence not only the learning program of each class but also the development of the culture of each class and the whole school. Various routines are employed to direct the focus at school planning and development days, staff focus meetings including moderation of student learning, class meetings with parents and three way conferences as part of the Reporting To Parents midyear and in each and all of the classes. A scope and sequence of development of routines across the school K – 6 has been created. Whole School Literacy and Numeracy plans include a section on the most relevant and effective MTV routines explored in these learning areas.
Parents, staff and children all engaged with various of the MTV routines as part of the Whole School Community Camp. Reflection and documentation recorded to evaluate the experience of this week utilised a selection of the most appropriate MTV routines. The provocation of the routine Colour Symbol Image resulted in an exquisite centrepiece being created for each Harmony Group’s circle time. These were and are hung and able to be admired and appreciated in the school’s meeting place, Kadijini.

Although many routines are established and embedded in practice, professional learning/action research, for all teaching and support staff, in Creating a Culture of Thinking was somewhat suspended in 2017 given the attention to other areas. It is scheduled to resume focus as a priority in 2018. The forces referred to in Creating a Culture of Thinking not only support good student thinking and it being made visible; they also support a growth mindset and attention to health and wellbeing.

**PRIORITY 2015 - 2017: EARLY YEARS EDUCATION**

SAS is justifiably proud of its early years learning program. It is ideally staffed and well resourced. The quality of teaching and learning in our early childhood program was acknowledged in the 2017 independently conducted review by Department of Education Services.

The learning is comprehensive and inspired; reflecting pedagogical approaches formed over years of experience and influenced by educational philosophies that support play-based, inquiry learning as researchers exploring from the many points of children’s curiosity and wonder.

There is a balanced blend of child-directed and teacher-led learning; a balance of explicit instruction and inquiry and exploration influenced by Vygotskian and other constructivist perspectives and by such philosophies of Reggio Emilia and Forest Schools. The organic and fluid nature that is evident is supported by staff’s competence and commitment to excellent practice and continually pursuing professional learning. An indoor and outdoor program is offered simultaneously in Narooma. The children play in sand and water and wield iPads as appropriate.

The requirements of the West Australian Curriculum and Assessment Outline are met, as are those of the Early Years Learning Framework.

Partnering with parents begins in these early years and many opportunities exist for parents to engage in the learning program and participate in learning of their own as they are interested and able to. A range of parenting courses, facilitated through Meerilinga, were negotiated by the School Chaplain and offered to all parents/carers.

We don’t operate an official program pre kindy but what does happen is many parents – with enrolled K and PP kids (and sometimes older siblings) stay for varying lengths of time on different days with their younger kids and enjoy the area and resources of our K/PPs. They may then sometimes gather at one of their homes or organise themselves as a group to meet in a local park/playground. Various opportunities are organised by classes and by P & C and the experience of our whole school community camp early in the year mean that connections are built and sustained that encourage this activity.

**PRIORITY 2015 - 2017: EDUCATION for SUSTAINABILITY**

The focus for Sustainability encompasses a commitment to achieving positive environmental, social and economic outcomes. Our school has been a participant in the Australian Sustainable Schools Initiative – WA since its inception; conscious of our environmental footprint and giving attention to our social handprint.

In 2017 SAS renewed commitment to both Waste Wise and Water Wise programs. These influence practices of our Kitchen Garden Program and also advice to parents on litter free lunchboxes. 2017 was also the second year of our engagement in the Low Carbon Schools Pilot Program; attending to reducing our utilities bills and adopting more sustainable practices.

A generous donation from the City of Cockburn, through an Environmental / Community grant enabled the students of Bungana to establish a greenhouse with the intention of propagating native seedlings. As part of Humanities and Social Sciences (HASS): Business & Economics these students also applied for supplementary funding from the SAS P & C and conducted their own FUNdraising
by selling sustainable bamboo straws through a local activist group YourStraw to sustain the viability of the greenhouse project.

Students of Bakoolba and Bungana travelled to Yarloop to participate in The Grand Marri Plant Out in an area that had been devastated by fire. As part of this day the students also participated in a Nyoongar Experience. This further supported their language learning of Nyoongar. The children will have another opportunity in 2018 to plant in more immediate areas and it is their intention to bid for planting in areas affected by Roe 8 development. They are also hoping that native seedlings propagated in the greenhouse may be used.

As part of their learning, HASS: Civics & Citizenship, students of Bungana were visited by a consensus practitioner and sustainability educator actively engaged in peaceful and determined protest activity. The conversation with children mostly revolved around ineffective and effective ways to communicate viewpoints with an emphasis on listening openly to all contributors with the aim to gain in understanding and knowledge.

Students of Bungana participated in the City of Cockburn/ RSL ANZAC Youth Parade. Representatives of the school, from Bungana, attended the Hiroshima Day memorial service organised by City of Cockburn.

Students of Bakoolba attended a Raising the Flag ceremony organised by the City of Cockburn as part of Reconciliation Week. Students of Bakoolba were also fortunate to be offered a place in the World Environment Day Festival also organised by City of Cockburn and held at Cockburn Wetlands Centre/Native Arc.

Our cultural exchange with the community of Mount Margaret Remote Community School continues. In 2017 we had the opportunity to provide practice experience to a student teacher from the Mount Margaret / Laverton community.

PRIORITY 2015 - 2017: STEAM

A Citizen Science Project offered by Curtin Science Outreach – Mildew Mania – was taken up by the children of Bakoolba and Bungana. The project aimed at protecting West Australia’s barley and wheat crops from the damaging effect of powdery mildew disease. In WA, this disease causes the most economic impact on barley and wheat. SAS kids grew different types of barley and then, if they grew mildew, sent DNA samples for analysis. https://mildewmania2017

Bakoolbans were successful in their application to participate in the Circuit Breakers program offered by Western Power and supported by SciTech. During a ten week program the children worked with engineers from Western Power to ‘redesign the Perth Power network for the future’ and received for their commitment the donation of two 3D printers for the school. Clever curriculum connections were developed to engage the envious students of Bungana in their utilisation of the 3D printers.

Scitech educators conducted age appropriate workshops with all students during the week of the whole of school community camp, 2017’s Camp CONSTRUCT ED. Kite Kinetics also challenged the students as they explored the physics of kite construction and flying.

A project that was developed across a semester resulted, in the final week of term three, in a fabulous array of activities organised by each of the Harmony Groups who had been assigned one aspect of STEAM (with both Digital and Design Technologies) principles to plan, organise and implement an interactive event on the day. Parents were invited to join in.

A Whole School incursion with educators from The World of Maths was conducted early in the year. Resourcing for the MegaMaths program for students from years three to six continued. Three teaching staff attended Leading Effective Numeracy Instruction to further inform our whole school approaches to and operational plan for Mathematics. A workshop re Numeracy: Multiplication & Division was offered to parents and the four generalist classroom teachers from K – 6 contributed to this informative and highly entertaining evening.

We were disappointed in our unsuccessful bid to secure external funding towards a dedicated Science Lab for our school. We appreciate that our P & C have made the focus of FUNdraising for 2018 and onwards the creation of a dedicated STEAM Room for SAS.
STUDENT ACHIEVEMENT and ASSESSMENT

Phase one, revised, of the WA Curriculum and Assessment Outline – the learning areas of English, Maths and Science, is fully implemented and informs planning, is monitored and assessed. Whole School Operational Plans for English and Maths were reviewed and refined in 2017.

Expectations for implementation, with teaching of specific content, for phase two - Humanities And Social Sciences and Health and Physical Education were well met.


These learning areas are funded and resourced as priorities, champions for each identified and responsible for maintaining improvement planning focus, specialist staff appointed and all staff supported with professional learning opportunities.

A review of policy and planning for students at educational risk (SAER) was conducted in 2017 and processes and protocols refined and determined.

Plans for case management of students at all levels, to determine optimal and expected progress, were data informed and developed. Professional learning for whole of staff to develop greater data literacy was determined and conducted by and with staff.

Transition planning was further refined and time allocated for sharing between teachers and support staff as preparation for successful and productive beginning to new school year and change of classes for all learners.

Future planning, with a focus on pedagogy, includes recording and documenting the practices of Student Centred Learning, a review of Restorative Practices and researching ways to best measure Social and Emotional development. The practices, programs and processes that underpin the optimal learning environment for SASsy learners, with a sense of continuity, to be clearly articulated and broadcast.

Besides the data collected through classroom based assessment and the whole school assessment schedule certain age groups participated in mandated standardised assessment.

ON-ENTRY assessment

All Pre-primary aged children participated in the On Entry Assessment.

Targeted students from years one and two were followed up for further assessment using the next levels of On Entry assessment.

NAPLAN: National Assessment Program Literacy And Numeracy

All students of years 3 and 5 in 2017 participated in NAPLAN. Four of the students in year 5 sat the National Assessments for the first time and therefore no data for demonstrated progress between the two assessment periods.

PERFORMANCE and ACHIEVEMENT: YEAR THREE

Numeracy All students assessed as above minimum standard. Five of eleven students for whom information is available demonstrated very high progress between On Entry scores and year 3 NAPLAN assessment; one high progress, four moderate progress and one anomaly of low progress but with satisfactory
achievement at year level standard. The information provided by NAPLAN informs and contributes to the planning for and case management of this student group.

In this area the cohort performs favourably compared to Like Schools. The group mean was significantly higher than both All Australian and All WA Schools.

**Reading** For the second year in a row SAS students performed above that expected of Like Schools in the area of Reading. All students assessed as above National standard. Two performed in the top 20%. Six others approached and sit near this level.

The results of one student, in the bottom 20%, do not demonstrate capability and circumstances for the result were noted and communicated. Progress between On Entry and Year 3 assessments vary for this group. One student has since received a diagnosis of dyslexia and planning for progress informed by this. Again the group mean was significantly higher than both All Australian and All WA Schools.

**Writing** The group mean is significantly higher than all WA schools and the Australian mean. Two students performed in the top 20% of all Australian students. Eight others performed at the band just beneath this and with case management are expected to demonstrate significant progress when next assessed.

**Spelling** All students assessed performed above and well above the minimum standard and one student at the standard. Forty-two percent of the group performed at the level of the top 20% of all Australian students.

**Grammar and Punctuation** Fifty percent of the group assessed performed at the level of the top 20% of all Australian students. Their mean performance was significantly higher than the Australian and All WA schools mean. One was below the minimum standard.

**PERFORMANCE and ACHIEVEMENT: YEAR FIVE**

**Numeracy** All students performed above the National Standard. Fifty percent of those for whom information is available demonstrated high and very high levels of progress. Two students demonstrated moderate progress and another two, one of whom English is not their first language, demonstrated low progress yet achieved to a satisfactory standard.

**Reading** Seventy-five percent of students performed above the national standard and demonstrated considerable and satisfactory progress between years 3 and 5. Three students, with identified difficulties and individual learning plans, met it.

**Writing** High progress in writing development was identified for only two students with four others demonstrating moderate progress. Two students made only low progress and for the remaining group no former assessment was made to enable demonstration of progress. Case management planning for this group of students is being well managed and resourced. Writing is identified as a priority across the school 2018 and use of the Brightpath assessment scales being explored.

**Spelling** All students performed above and well above the minimum standard. Two students were noted for intervention planning. This was the one area in which the group mean was lower than both the Australian and All WA Schools mean.

**Grammar and Punctuation** One student performed below the minimum standard, one met it and the others were above. The range of ability demonstrated was quite diverse and detailed planning and case management implemented.

Disciplined Dialogue was conducted in an analysis of NAPLAN data and plans, including case management planning for target students, determined and actioned. Of course there are other measures of student progress and achievement beside these standardised assessments of NAPLAN.
Professional learning for teaching and support staff centred on identified priorities.

Two teaching staff and two education assistants, prior to the 2017 school year beginning attended HeadStart with Dr Paul Swan. Two Project Leaders and Principal participated in Leading Effective Numeracy Instruction with Pauls Swan and Woodley.

Two teaching staff and two education assistants attended training in the program Words Their Way.

All teaching staff attended Notre Dame Learning Conference.

Two teaching staff attended, LAS Digital Technologies K – 6, focused on ‘Unpacking the Technology’ equipment received from the Department of Education. One attended Teaching Technology Through Science Inquiry and most of the whole of school staff, including our school chaplain, attended a Tech Play Date at Scitech.

One teacher attended training workshops with schools’ network of Low Carbon Schools Program. This teacher, with SAS students of varying ages, spoke to participants of this program about the various projects and learning programs that support Sustainability at SAS.

Three teachers of early childhood education and EA early childhood attended the Early Childhood Conference.

Two teachers attended Fireside Stories with Dr Noel Nannup.

Students with special needs were supported with one teacher attending training in Teaching Deaf Students and EASN participating in a program of learning Classroom Behaviour Assessment and Intervention.

One teacher and school chaplain updated their Surf Rescue qualifications and these two and all early childhood staff updated First Aid, including CPR, qualifications. School Chaplain attended Gatekeeper training.

School Chaplain, MCS and teacher attended Verbal Judo.

Principal and Project Leader attended three days LAN Leading Writing Improvement.

Principal attended Mindful Leaders, Unpacking the Reality of Leading STEM, Leading Personalised Learning, Leading a Culture of Wellbeing, Aboriginal Cultural Standards Framework, and also IPS Board Governance training with chair of the School Board.

Principal and MCS attended Tools for Schools, Connecting Schools to Central Office, A Conversation about Charges & Contributions and invited consultation to review Student Centred Funding processes and were introduced to WEBSIS.

MCS attended training in Electronic Delivery of Reporting To Parents and Performance Management for MCSs.

PROFESSIONAL READING for teaching and support staff included Creating Cultures of Thinking and Making Thinking Visible and Jo Boaler’s Mathematical Mindsets.

“When the brain is challenged, it grows the most” Jo Boaler.

Embracing and Celebrating Mistakes has been an ongoing conversation with students. In 2017 staff explored how we would embrace mistakes and lift their value in our role as educators.

Teachers attended sessions offered by network of schools in moderation across different learning areas.

The professional learning program for School Development Days and extra Planning Days focused on elements of the School Improvement Plan and responded to recommendations from the Expert Review Group and Department of Education Services reports.
STAFFING

TEACHERS

NAROOMA (kindy and Preprimary)  Lorraine Inglis
NAROOMA DOTT relief / HASS  Rebecca O’Brien
COOINDA (years 1 and 2)  Kristine Thomas
BAKOLLA (years 3 and 4)  Craig Murphy
BUNGANA (years 5 and 6)  Alison Caeiro
BUNGANA Maths, Health and Phys Ed sem 1  Jo Joyce (LSL sem 2)
BUNGANA Maths, Health and Phys Ed sem 2  Lilanie Buekes & Gitika Campbell
ART Specialist  Kerry Taylor
MUSIC Specialist –  
semi 1 Arshi Tope  
semi 2 – 4 Kathleen Cowen
HASS Specialist / GARDEN CLASS COORDINATOR  Karen Leithhead

EXTERNAL teachers 2017

DANCE  Jess Hall
CIRCUS  Joe Bolton
SURFING  Doug Kitchingman
YOGA  Susie Bruggman

ADMINISTRATION

PRINCIPAL  Denise Stone

SUPPORT TEAM

MANAGER CORPORATE SERVICES  Colleen Donaldson
SCHOOL OFFICER  Lisa Barrett
LIBRARY OFFICER  Lisa Barrett
SCHOOL PSYCHOLOGIST  Rhonda King
SCHOOL CHAPLAIN  Feonagh Cooke
EDUCATION ASSISTANT SPECIAL NEEDS  Karen Burmas
EA SN /KITCHEN CLASS COORDINATOR  Laura Burling
EDUCATION ASSISTANT NAROOMA  Lola Jones
EDUCATION ASSISTANT  Kiran Sharma
GARDENER  Ignazio Pinna
CLEANER in CHARGE  Christine Waran
CLEANER  Sara Jua
Spearwood Alternative School
Financial Summary as at
31st December 2017

### Revenue - Cash

<table>
<thead>
<tr>
<th>Source</th>
<th>Budget</th>
<th>Actual</th>
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</thead>
<tbody>
<tr>
<td>1 Voluntary Contributions</td>
<td>$5,847.00</td>
<td>$5,847.00</td>
</tr>
<tr>
<td>2 Charges and Fees</td>
<td>$52,925.00</td>
<td>$52,925.00</td>
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<tr>
<td>3 Fees from Facilities Hire</td>
<td>$1,750.00</td>
<td>$1,750.00</td>
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<tr>
<td>4 Fundraising/Donations/Sponsorships</td>
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<td>$21,210.00</td>
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<tr>
<td>5 Commonwealth Govt Revenues</td>
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<tr>
<td>6 Other State Govt/Local Gov Revenues</td>
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<td>$1,750.00</td>
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<tr>
<td>7 Revenue from Co, Regional Office and Other Schools</td>
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<td>$2,613.00</td>
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<tr>
<td>8 Other Revenues</td>
<td>$2,090.00</td>
<td>$2,613.00</td>
</tr>
<tr>
<td>9 Transfer from Reserve or DGR</td>
<td>$2,090.00</td>
<td>$2,613.00</td>
</tr>
<tr>
<td>10 Residential Accommodation</td>
<td>$2,090.00</td>
<td>$2,613.00</td>
</tr>
<tr>
<td>11 Farm Revenue (Ag and Farm Schools only)</td>
<td>$73,517.00</td>
<td>$73,517.00</td>
</tr>
<tr>
<td>12 Camp School Fees (Camp Schools only)</td>
<td>$73,517.00</td>
<td>$73,517.00</td>
</tr>
</tbody>
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### Locally Raised Funds

- Total Locally Raised Funds: $163,519.00
- Opening Balance: $49,906.00
- Student Centred Funding: $49,906.00
- Total Funds Available: $213,425.00
- Total Salary Allocation: $207,300.00
- Total Funds Available: $308,228.50

### Other Govt Grants

- Other Govt Grants: $5,750.00
- Other: $2,613.00

### Transfers from Reserves

- Transfers from Reserves: $73,517.00
- Transfer from Reserve or DGR: $73,517.00
- Residential Accommodation: $73,517.00
- Farm Revenue (Ag and Farm Schools only): $73,517.00
- Camp School Fees (Camp Schools only): $73,517.00

### Farm Operations (Ag and Farm Schools only)

- Farm Revenue to CO (Ag and Farm Schools only): $73,517.00
- Farm Operations (Ag and Farm Schools only): $73,517.00
- Farm Revenue to CO (Ag Colleges only): $73,517.00
- Farm Accommodation: $73,517.00
- Farm School Fees to CO (Camp Schools only): $73,517.00

### Other

- Contingencies Revenue - Budget vs Actual
- Contingencies Expenditure - Budget vs Actual
- Cash Position
- Cash Position as at:
  - Bank Balance: $49,906.00
  - General Fund Balance: $21,083.00
  - Asset Replacement Reserves: $28,125.00
  - Suspense Accounts: $302.00
  - Cash Advances: $302.00
  - Tax Position: $302.00
  - Total Bank Balance: $49,906.00

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### Financial Summary as at 31st December 2017

- **Revenue from Co, Regional Office and Other Schools**: $5,847.00
- **Voluntary Contributions**: $52,925.00
- **Charges and Fees**: $1,750.00
- **Fees from Facilities Hire**: $21,210.00
- **Commonwealth Govt Revenues**: $5,750.00
- **Other State Govt/Local Gov Revenues**: $1,750.00
- **Revenue from Co, Regional Office and Other Schools**: $2,090.00
- **Other Revenues**: $2,090.00
- **Transfer from Reserve or DGR**: $2,090.00
- **Residential Accommodation**: $2,090.00
- **Farm Revenue (Ag and Farm Schools only)**: $73,517.00
- **Camp School Fees (Camp Schools only)**: $73,517.00
- **Total Locally Raised Funds**: $163,519.00
- **Opening Balance**: $49,906.00
- **Student Centred Funding**: $49,906.00
- **Total Funds Available**: $308,228.50
- **Total Salary Allocation**: $285,036.00
- **Total Funds Available**: $308,228.50

---

### Current Year Actual Cash Sources

- Locally Raised Funds: 26%
- Student Centred Funding: 37%

---

### Cash Position

- **General Fund Balance Buffer**: 0%
- **Debtor Allowance Reserves**: 0%
- **Suspended Accounts**: 0%
- **Cash Advances**: 0%
- **Cash on hand**: 0%

---

### Contingencies Revenue - Budget vs Actual

- **Budget** vs **Actual**

---

### Contingencies Expenditure - Budget vs Actual

- **Budget** vs **Actual**

---

### Expenditure

<table>
<thead>
<tr>
<th>Expenditure Purpose</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Administration</td>
<td>$6,708.00</td>
<td>$4,700.00</td>
</tr>
<tr>
<td>2 Lease Payments</td>
<td>$12,960.00</td>
<td>$11,504.00</td>
</tr>
<tr>
<td>3 Utilities, Facilities and Maintenance</td>
<td>$46,991.00</td>
<td>$37,786.00</td>
</tr>
<tr>
<td>4 Buildings, Property and Equipment</td>
<td>$300,540.00</td>
<td>$101,058.00</td>
</tr>
<tr>
<td>5 Curriculum and Student Services</td>
<td>$121,021.00</td>
<td>$112,816.00</td>
</tr>
<tr>
<td>6 Professional Development</td>
<td>$9,000.00</td>
<td>$6,049.00</td>
</tr>
<tr>
<td>7 Transfer to Reserve</td>
<td>$8,500.00</td>
<td>$8,500.00</td>
</tr>
<tr>
<td>8 Other Expenditure</td>
<td>$128.50</td>
<td>$557.00</td>
</tr>
<tr>
<td>9 Payment to CO, Regional Office and Other Schools</td>
<td>$2,080.00</td>
<td>$557.00</td>
</tr>
<tr>
<td>10 Residential Operations</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>11 Residential Boarding Fees to CO (Ag Colleges only)</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>12 Farm Operations (Ag and Farm Schools only)</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>13 Farm Revenue to CO (Ag and Farm Schools only)</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>14 Camp School Fees to CO (Camp Schools only)</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td><strong>Total Goods and Services Expenditure</strong></td>
<td>$308,228.50</td>
<td>$285,036.00</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td>$308,228.50</td>
<td>$285,036.00</td>
</tr>
</tbody>
</table>

### Cash Budget Variance

- **Actual** variance: $285,036.00