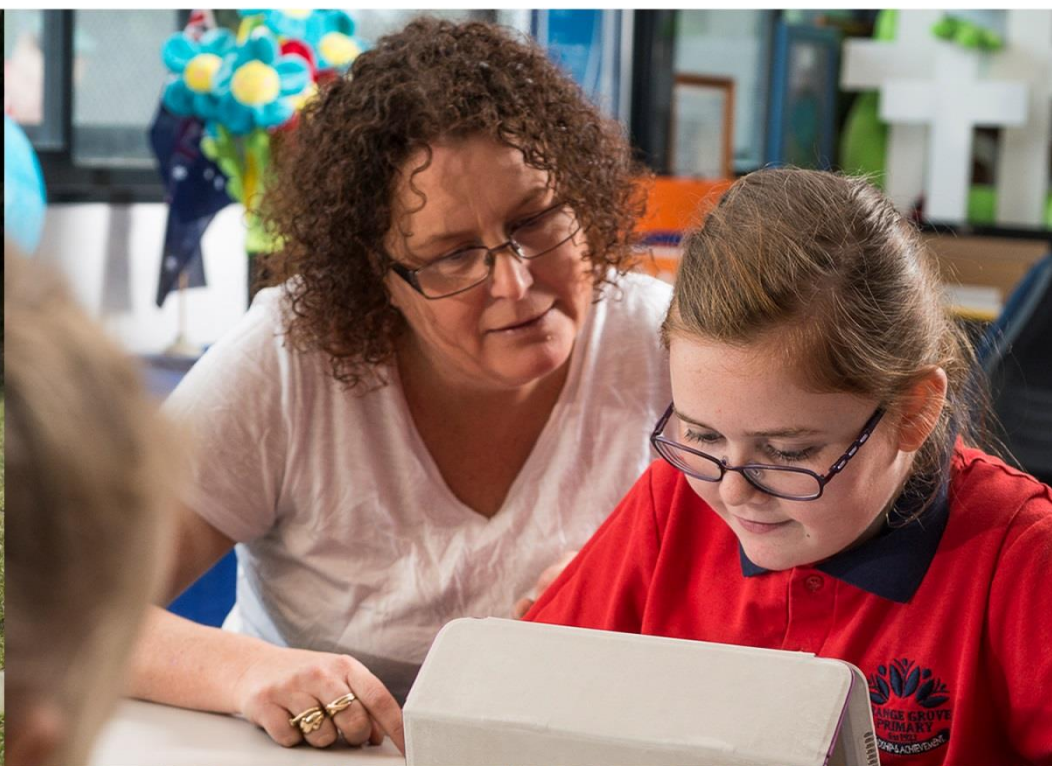


2015 Annual Report



ORANGE GROVE PRIMARY SCHOOL



"Creating Global Citizens"

FROM THE PRINCIPAL

I have great pleasure in presenting the School Annual Report for 2015. The report is a summary of our school's achievements over the past year, as well as directions for the future. The report contains information also found at Schools Online, but provides other information about our school, its community, student achievements and progress in the priorities and other learning areas.

The 2015 school year has been one of many achievements and changes at Orange Grove as it was our first year as an Independent Public School. A Kindergarten was established at Orange Grove, a double classroom was refurbished by the Department of Education as a lovely new Pre-primary classroom and our year 3 and 4 children were provided with parent funded iPads. The capacity of the teaching/learning program to meet the needs of our children has been enhanced through this one to one parent funded iPad program.

The school's Heritage Garden was completed with assistance from our industry partner Boral and Conservation Volunteers. A native garden swale was developed and the paving of the rest of the area was completed so that a very moving ANZAC service was conducted in the garden. A path through the Peace Garden and to the Kiss and Drive was also built by the Conservation Volunteers with blue metal dust donated by Boral.

All of these have been possible due to the hard work of a dedicated and professional staff, as well as the assistance of a very supportive P&C, School Board, school community and collaborative partnerships with the local industry Boral and Conservation Volunteers. I am very grateful for all their support to make our school a wonderful place for our children.

At Orange Grove, our vision is to provide opportunities that challenge all students to achieve their personal best academically, culturally, socially and physically. We believe that any child can achieve in a field based on their multiple intelligences and offer a diverse range of opportunities in the fields of the arts with drama, music (guitar, ukulele, African drumming and choir), in visual arts and crafts and in physical education which are taught by specialist teachers. We also provide opportunities in the sporting arena with coaching in different sports through grants from "Sporting Schools".

We believe that children's social and emotional development is paramount in enabling them to achieve and provide pastoral care programs in collaboration with our Chaplain using the Promoting Alternative Thinking Strategies (PATHS) program under the umbrella of Kidsmatter.

Although it is time to reflect on our past achievements, it is also the time when we are looking forward to 2016 and beyond. We will continue our implementation of strategies to prepare our students for learning in the 21st century.

Lesley Ghent
Principal

SCHOOL PROFILE

Orange Grove Primary School commenced operations on September 3rd 1923, with 16 children in a single room construction of wood and canvas. This building was transported from Kalgoorlie and erected on the corner of Maddington Road and Grant Street in Orange Grove. The condition of the building deteriorated to such an extent that in 1952 the school was relocated to its current site in Boyle Lane. Today the buildings are a combination of old and new.

Our school enjoys a positive reputation within the wider community. We are a Non Local Area Intake school with 37% of our student enrolments living in the suburb of Orange Grove and 73% of students living outside the area. Parents are choosing Orange Grove over their local school for a multitude of reasons but it is mainly due to Orange Grove's smallness and its uniquely rural environment. The school has a reputation for inclusivity, quality educational programs, use of technology, and a positive learning environment with high expectations.

OUR ETHOS AND PURPOSE

A shared ethos helps us to work as a team to achieve our purpose. Our ethos is to provide a positive, safe environment where the school community values, promotes respect for diversity and makes provision for all to achieve optimal success and empower all to become tolerant, active and reflective members of the community.

ENROLMENT PROFILE

Our student numbers in 2015 started with 140 students and a six-class structure. However by the start of second semester the number had dropped to 138 students with some families moving away to other suburbs and regional areas.

Student enrolments at the beginning of each year are steady and the school is able to maintain its numbers.

Year Levels	February 2015
Kindergarten	13
PP	24
Year 1	22
Year 2	15
Year 3/4	32
Year 5/6	34
Total	140

PROFESSIONAL LEARNING

Professional Learning in 2015 for all staff was prioritised according to the school's Business Plan. The school allocated \$20 000 to professional learning. Teachers were trained on using the iSTAR approach to teaching and learning. The focus of professional learning in 2015 was on Maths particularly problem solving, English particularly on spelling, grammar and punctuation, ICT including iPads, Classroom Management Skills, West Australian Curriculum, planning for students with a diverse range of needs, whole school assessments and waste wise management. The staff were also involved in the Maddington Cannington (MADCAN) Network professional learning and year level teacher networks.

OUR CURRICULUM

Our priorities and focus areas for 2015 were:

- Mathematics - with a focus on Problem Solving
- English - with a particular focus on spelling, grammar and punctuation

In 2015, pre-primary to year 6 students were provided with a specialist program in Visual Arts. Students with musical aptitude in Year 5 and 6 were offered the opportunity to learn to play the guitar through the School of Instrumental Music. Students were also offered the opportunity to participate in learning to play the ukulele, to play djembes (African drums), to join the school choir and to participate in interschool sports, attend student leadership seminars and enter various competitions run by the City of Gosnells and other agencies.

The teachers at Orange Grove are very experienced and highly skilled, engaging students in an education that is adjusted to support the needs of all students whether it is to provide additional assistance or to extend and challenge.

RESOURCES

At Orange Grove Primary School, the Parent funded One to One Laptop Program with MacBooks for students in years 4 to 7 has been in place since 2008 and was one of the first schools to embark on such a program to facilitate student learning. This program was changed in 2015 to One to One iPads in years 3 and 4. By 2017, students in years 3 to 6 will all be working on One to One iPads. All classes are equipped with Interactive White Boards and a limited number of school iPads are available in the early childhood classes which teachers and students use to support their teaching and learning.

The school's bush environment provides the students with the opportunity to be involved in nature play in terms 2 and 3; students are encouraged to play cooperatively in the bush by building cubby houses. The students have also developed a Peace Garden which incorporates the six seasons of the Noongar Culture. The garden is decorated with mosaic pavers depicting the six seasons created by the senior students.

2015 ACHIEVEMENTS

STUDENT LEADERSHIP



Our Student Leaders at the Leadership Conference

Highlights

- Student Leaders attended a Student Leadership Conference at the Perth Convention Centre.
- Peace Kids (Peer Mediation) - senior students trained in conflict resolution skills were utilised during playtime to create *a more harmonious play environment*.
- Student Leaders raised funds for various charities as part of their community service.

Recommendations

- Student Leaders to continue to attend the Young Leaders conference in March 2016.
- Start year 5/6 Peace Kids training in first term in collaboration with the Chaplain.

LEARNING AREAS

In order to make judgements regarding students' achievement in each of the following learning areas, teachers used a myriad of data collection methods including PAT-R, PAT MATHS PLUS, Words Their Way Inventory, checklists, observations, teacher tests and NAPLAN.

MATHEMATICS - School Priority

Numeracy Blocks are used in classrooms with emphasis on explicit teaching using the iSTAR approach. All teachers planned to implement the West Australian Curriculum in their classrooms.

Highlights

- Whole school ongoing use of 'Mathletics' and participation in 'World Mathletics Day.'
- Professor Maths incursion for the whole school.
- Use of laptops and iPads to integrate online teaching and assessment in the classrooms.
- Use of Interactive Whiteboards in all classes to utilise programs on the Internet. This enables instant whole class teaching and demonstration.
- Whole school staff collaboration and professional learning every fortnight.



Professor Maths Incursion

Recommendations

- Fully implement West Australian Curriculum Mathematics.
- Continue to focus on the development of a whole school approach to common assessment, planning and teaching through a numeracy block and iSTAR.
- Use of online learning to support student learning in Maths.
- Continue to be involved with the Network Professional Learning Community.
- Book Professor Maths Incursion for 2016.
- Investigate use of trained teachers to provide professional learning in year 6 transition to high school maths.



Dressing up for Book Week

ENGLISH - School Priority

Literacy Blocks used in classrooms with emphasis on guided reading, spelling, grammar and punctuation. All teachers planned to implement the West Australian Curriculum in their classrooms and the use of iSTAR.

Highlights

- Book Fair run at school during “Book Week”.
 - Children dressed up as their favourite book characters and worked on special literacy activities during “Book Week”.
 - Displays in library to promote reading.
- Students entered the City of Gosnells book cover competition which resulted in winner and runner-up prizes.
 - Whole school use of Lit Pro from PP to 6.
 - School received recognition for entering the design an ad competition run by the “West Australian”.
 - Author Felicity Rowlands visited the school to talk to all classes about her book and how she became an author.
 - “Wonderful Writers” awards were given out to selected students in each class every fortnight at Friday Morning Meetings.

Recommendations

- Continue to focus on a whole school approach using Integrated Literacy Block, underpinned by guided reading, explicit teaching, teacher modelling and challenging tasks.
- Implement year 3 to year 6 ACER assessment in grammar and punctuation and develop scope and sequence for whole school focused explicit teaching.
- Continue using “Words Their Way” inventory across the school from pre-primary to year 6 to determine gaps in students’ spelling.
- Continue with the use of the iSTAR approach to teaching and learning.
- Continue to enter competitions.
- Continue with “Wonderful Writers” awards each fortnight.



Success in the City of Gosnells Book Cover Competition

SCIENCE

- Teachers teach students to become critical thinkers by encouraging them to use evidence to evaluate the use and application of Science in daily life. Teachers also planned to implement the West Australian Curriculum in their classrooms and continued to use 'Primary Connections' resources throughout the school.



Studying Space at Scitech

Highlights

- Year 1, 3 and 4 students visited Scitech to study 'space'.
- Students were invited to the Boral Open Day to visit the local quarry and see and hear how a quarry is mined and managed.
- Year 5/6 students - excursion to Bickley Reservoir to plant 600 trees in partnership with South East Regional Centre for Urban Landcare and the Bickley Recreation Camp.
- Conservation Volunteers Australia and our business partner Boral assisted the school to create a swale by planting native plants to encourage frogs. They built paths through the Peace Garden and to the Kiss and Drive to help students stay on a designated path and avoid trampling on young plants.
- Students participated in several waste wise lunches to encourage less use of plastic wrapping for lunches.

Recommendations

- Fully implement the West Australian Curriculum Science and prioritise science in 2016.
- Continue to work with the 'Primary Connections' resources.
- Investigate funding opportunities for school environmental project and continue to work with Conservation Volunteers and Boral to set up nest boxes in the trees at school for the endangered Carnaby Black Cockatoos.
- Have a 'Mad Scientist Day' during Science Week.
- Organise a whole school science incursion with Scitech.



Planting at Bickley Reservoir

THE ARTS -Music/Visual Arts

Highlights

- Selected year 5 and 6 students received guitar lessons through the School of Instrumental Music (SIM) and performed at school events.



Guitar students performing at assembly

- Students in years 3 to 6 participated in the City of Gosnells Book Cover and Festival of Lights competitions.
- Students from year 3 to 6 elected to participate in the school choir and performed at various school events; at Orange Grove Aged Care Homes and at the Zig Zag Festival in Kalamunda.
- Kindergarten, Pre-primary and year 5 students were invited to a Magic Show at the Perth Convention Centre.
- The school received a grant from "Song Room" for an artiste in residence Odai who taught African drumming on djembes (drums) for all students in P-6.
- Amazing performances by the year 3 to 6 African drumming students at two major shopping centres in East Victoria Park and Maddington.

Recommendations

- Maintain Visual Arts and Music programs where possible by employing specialist teachers.
- Employ a teacher to introduce drama to students in PP to year 6.
- Effective use of the student iPads in Visual Art and Music.
- A future Arts Festival incorporated into Orange Grove PS Open Day.
- Continue to maintain choir, guitar and ukulele ensembles and African drumming.
- Employ a specialist teacher to work with students and parents on painting more murals around the school.
- Encourage students to participate in visual art competitions and festivals.



African drumming lessons with Odai

PHYSICAL EDUCATION and SPORT

Highlights



Whole School Lapathon

- Students participated in a number of sport clinics run by coaches from professional organisations in football, athletics, volleyball and golf.
 - Students competed in Interschool competitions, Interschool football and netball carnival and the Swan Valley/Hills Interschool Athletics Carnival.
 - Whole school involved in swimming classes at Darling Range Sports College.
 - The school received a grant from the Sporting Schools Program to run coaching clinics in boomerang throwing, athletics and volleyball.
 - P&C fundraising event involving whole school lapathon in term 3.
 - A fundamental movement program was implemented in pre-primary to year 2.
- A “Jump Jam” licence was purchased with fund raising from the P&C to run sessions every week for all students.

Recommendations

- Apply for the Sporting Schools grants for 2016.
- Continue to liaise with Sporting organisations to run clinics during sport periods.
- Continue to mirror School Faction Athletics Carnival to the Interschool Carnival to improve student’s participation and competitiveness.
- Train staff and implement Fundamental Movement Skills Program for K to 2 students.



Learning golf

HEALTH and WELLBEING

- Values and Virtues program continued and supported by School Chaplain.
- “Life Ed” van incursion for all students from K-6.
- Healthy eating strategies such as weekly shared fruit days in early childhood classes and ‘traffic light’ identification of healthy foods were continued.
- Whole school participated in ‘Cycle to School’ and ‘Walk to School Days’.
- Continuation of implementation of Promoting Alternative Thinking Strategies (PATHS) as a whole school program.



At Ern Halliday Recreation Camp

- Camp was held at the Ern Halliday Recreation Camp with the year 5/6 students to promote resilience, risk taking and a positive self-image. The activities selected were designed to challenge the students in a positive and constructive way; this led to students developing greater confidence, join together and form into a cohesive group.
 - Whole school St John Ambulance first aid incursion.
 - The Child Parent Centre in East Maddington organised parent workshops on site.
 - Year 3 to 6 students participated in a “Food Sensations” incursion to encourage healthy eating by Foodbank.
- Recommendations**
- Continue implementing PATHS in all classes with support from the Chaplain and train new staff. Put up signage around the school.
 - Continue with values and “Aussie of the Month” program with Chaplain.
- Recommence the Rainbows Program with the Chaplain.
 - Continue to promote the Child Parent Centre in East Maddington to parents for workshops and services.
 - Participate in “walk to school” and “ride to school” days and involve the school nurse if possible.
 - Register with Foodbank for supply of breakfast for particular healthy school events and to run a breakfast program with support from volunteers and the Chaplain once a fortnight possibly Thursday mornings from 8.15 to 8.45am.
 - Extend the establishment of vegetable gardens for all years and worm farms for interested classes.
 - Organise healthy lunch days for students to make class lunches with produce they grow.
 - Organise a whole school “Constable Care” incursion.



Meeting a Police Liason at NAIDOC Week



Our ANZAC Service

- Work towards recognition as a Kidsmatter School.
- Use the ACER Social and Emotional assessment for year 3 to 6 in order to gather base line data for PATHS training.

HUMANITIES - History

Teachers planned to implement the History in their classrooms.

Highlights

- Anzac Service held in the newly completed Heritage Garden at the school with assistance from the Gosnells RSL.
- NAIDOC Week celebrations: a range of inclusive activities were designed and implemented to celebrate the Aboriginal culture such as an Indigenous football clinic, boomerang throwing, bush tucker, Police liaison and reading of dreamtime stories.

- Harmony Day Celebrations: Students dressed in national dress and participated in a parade at assembly which also included an African Drumming performance by the year 3 to 6 students led by Odai, drummer in residence provided by Song Room and a beautiful and lively Indian dance performed by a year 5 student.
- Year 1 class incursion from a grandparent to talk about the olden days.
- All students participated in an incursion run by environment officers from the South East Regional Centre for Urban Landcare showing a wide range of bush tucker and bush medicines.

Recommendations

- Continue with the implementation of the West Australian Curriculum in Humanities.
- Develop Whole school planning.
- Continue to celebrate special days and events such as NAIDOC and Harmony Day.

TECHNOLOGY AND ENTERPRISE

Technology and Enterprise is an ongoing focus for the school, with an emphasis on using technology to enhance learning outcomes across all learning areas.

Highlights

- Visitors from other schools attend OGPS classrooms to observe and learn about the school's program of One-to-One laptops and iPads.
- Students showcased their use of iPads and MacBooks to visitors on Open Day.
- Students in years 3 to 6 learnt to use the Department of Education's "Connect" program to communicate with each other and their teachers and to save and receive work.
- Some of the year 5/6 students were involved in the Kidpreneur project which involved collaborating in teams to design and make their own products and sell to the public at the Maddington Shopping Centre. The profits they made were given to their favourite charities.



Showing the use of technology on Open Day

Recommendations

- Increase use of iPads and budget to purchase more for student use in the early years by committing to the Department of Education's ICT device matching program.
- Hold a market day in 4th term possibly in conjunction with Open Day with students selling the produce they grow using real currency to create a real life situation. Students to purchase more vegetables to grow with their profits.
- Continue with Parent funded One to One laptop program.
- Succession planning and sharing of ICT knowledge and skills with all staff.
- Budget to upgrade the infrastructure of the school with more data and power points.
- Improve use of the school's website by uploading class activities including photos and videos and developing a blog on the Carnaby Black Cockatoos project.

2015 ATTENDANCE

A Student Attendance committee was established in 2013 to develop policies and procedures on student attendance at school level. The committee meets several times a year to review student attendance data. Student attendance data in 2015 indicates that Orange Grove has a reasonably high attendance rate comparing favourably against state averages and like schools.

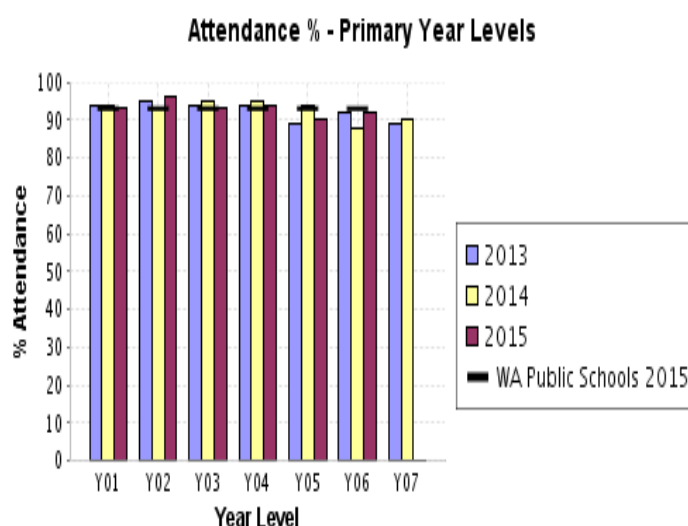
2015 Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2013	93.4%	93.1%	93.7%	84.7%	86.1%	80.7%	93%	92.7%	92.6%
2014	93.4%	92.8%	93.2%	90.5%	85.5%	80.4%	93.3%	92.4%	92.1%
2015	93.7%	93.1%	93.8%	87.7%	82.9%	81.2%	93.5%	92.6%	92.7%

Overall Attendance Categories

	Attendance Category			
	Regular (90%)	At Risk		
		Indicated (80-90)	Moderate (70-80)	Severe (less 60)
2013	74.1%	22.4%	2.7%	0.6%
2014	73.4%	25.1%	1.3%	0.0%
2015	77.6%	16.9%	5.3%	0.0%
WA Public Schools	78.0%	15.0%	5.0%	2.0%

Attendance % - Primary Year Levels - Comparison with State



STUDENT PERFORMANCE DATA

National Assessment Program Literacy and Numeracy (NAPLAN)

NAPLAN testing is conducted in May each year. This information serves to provide a snapshot of the learning levels, progress and achievements made by year 3 and year 5 students.

NAPLAN data gives us limited information about the impact of our teaching and learning programs and some indication of the strengths and areas requiring attention for the cohort of students who sat the tests. This information will be used with our whole school assessments in literacy and numeracy to develop a richer picture of our students' learning which will inform our planning for the whole school.

Numeracy

Our results in 2015 indicated that the year 3 cohort performed at above the expected level and improved on 2014. The year 5 cohort performed at the expected level but not as well as the cohort in 2014 but improved on their performance as year 3 students in 2013. On closer analysis of the questions students answered, it showed that students were having difficulties with problem solving. In 2016, there will continue to be whole school planning particularly in problem solving.

Literacy

Reading

Students in year 3 performed at above the expected level and improved slightly on the 2014 cohort. The year 5 students performed at the expected level just as they did in 2013 as year 3 students.

Writing

The Year 3 students performed at the expected level the same as the cohort in 2014. The year 5 students performed at the expected level just as they did as year 3 students in 2013.

Spelling

The year 3 students performed at expected level just the same as the cohort in 2014. The year 5 students also performed at the expected level the same as the 2014 cohort and the same as year 3 students in 2013.

Grammar and Punctuation

The year 3 students performed at expected level slightly better than the 2014 cohort. The year 5 students performed at below the expected level and not as well as the cohort in 2014 or as year 3 students in 2013 when they performed at the expected level.

Literacy Blocks have been established across the whole school with guided reading as a focus across the whole school. The 2016 focus will be on spelling and grammar and punctuation with whole school assessments to determine student needs through ACER standardised tests in grammar and punctuation and 'Words Their Way' Inventory for spelling. Individualised and small group instruction will be provided to students who require learning support and extension. Whole school planning based on the data on student needs and explicit Literacy practices will be implemented.

SCHOOL SURVEY

All parents and carers at the school were asked to complete a survey to ascertain their views about Orange Grove Primary School. The majority of the school community responded with a positive response.

All parents who responded agreed with the following statements:

- This school's staff are approachable and willing to discuss my child's progress.
- Teachers' knowledge is of a high order with staff being up to date in their understanding of educational trends and issues.
- The school values the role of parents in the educational process.

All but one parent agreed that:

- This school encourages a sense of pride in achievement and a sense of self-worth.
- My child enjoys being at school.
- Teachers and students at this school care about each other.
- This school has clear goals and a positive school identity.
- This is a safe and secure school.
- This school has realistic educational expectations of my child.
- The staff and students at this school respect each other.
- Teachers treat my child fairly.
- This school's goals are consistent with those I have for my child.
- The school reports I receive about my child are informative and easy to understand.
- This school is meeting the educational needs of my child.

Although still in the minority, some concerns that came across were regarding student behaviour management, consistency of discipline, differentiated curriculum, a stimulating learning environment and information to parents.

Recommendations:

- Provide more information through open days, newsletters and school website about teachers' work in classes.
- Implement early intervention strategies to support students at risk in literacy and numeracy.

- Continue to refine and embed a consistent whole-school behaviour management approach and publish on school website and inform parents through various avenues.
- Increase strategies to enhance early childhood development and learning.
- Continue to build capacity of staff and enhance shared leadership.
- Provide lifelong learning experiences for an unpredictable and demanding future.
- Maximise provision of opportunities for all students.
- Provide more opportunities to develop resilience in students.

THE SCHOOL COMMUNITY

Highlights

- Open Day and Grandparents Day - This was a lovely day on Friday 4th November 2015 when the school community including grandparents and friends came together to visit classrooms to see the wonderful work children had been working on throughout the year.
- School Concert - This was a fantastic event when all classes, choir, guitar ensemble and the African drummers performed magnificently.

P&C

A fantastic effort was made by the school community through the hard working P&C to raise funds for more school resources and activities:

- Athletics for students from pre-primary to year 6.
- Licence for Jump Jam.
- A giant water slide for the school reward day at the end of the year.
- Subsidy for the 5/6 camp.
- Subsidy for excursions.
- Subsidy for the graduating students' lunch.
- Painting of playground games.
- Half the cost of Chaplaincy services.
- Half the cost a sea container for storage.
- Half the cost of the artiste in residence for African Drumming.

Thank you all for your support and particularly all the ladies on the P&C committees who put in so much of their time to ensure that all the children at the school have access to as many resources as they need.

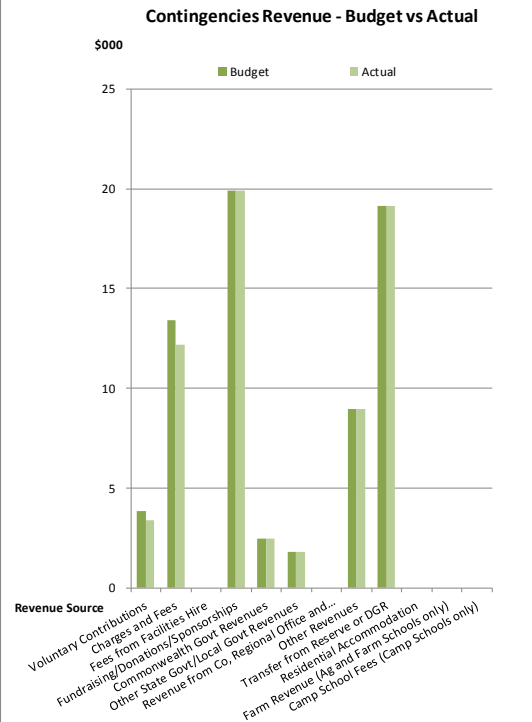
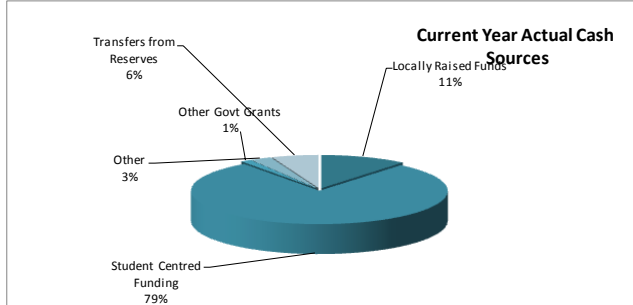
The School Board

The School Board is to be congratulated for their achievements in their first year of operation. Members include Carolyn Simmonds (Chairperson), Lesley Ghent (Principal), Vanessa Lennon (Parent), Cindy Johnston (Parent), Cass Cole (Deputy Principal), Clare Heffernan (Teacher), Sue Beltman (Associate Professor, Curtin University), Phillip Harris (Manager WA Quarries, Boral). Members of the School Board have assisted in the development of the School Business Plan decision making, school performance review and priority setting processes. Sincere thanks are extended to everyone for their continuous support, without which we would not be able to achieve all that we do.

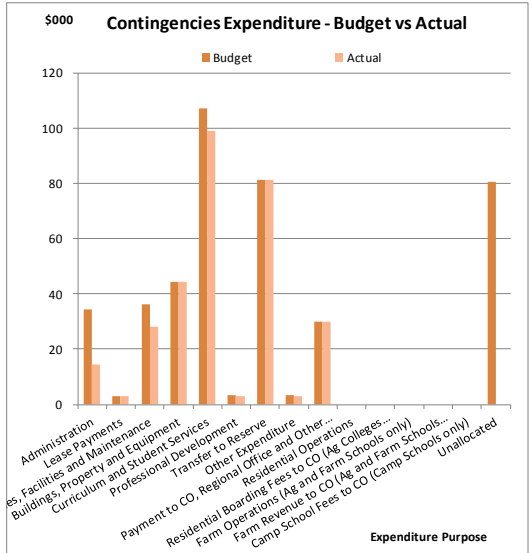
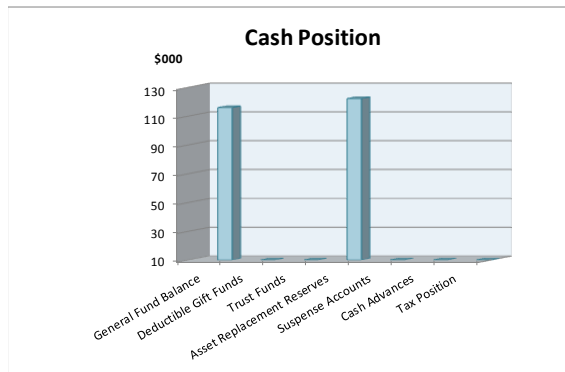
Orange Grove Primary School

Financial summary as at 31 December 2015

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 3,864.00	\$ 3,392.09
2	Charges and Fees	\$ 13,434.00	\$ 12,176.16
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 19,906.60	\$ 19,906.91
5	Commonwealth Govt Revenues	\$ 2,450.00	\$ 2,450.00
6	Other State Govt/Local Govt Revenues	\$ 1,785.00	\$ 1,785.39
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 8,973.00	\$ 8,943.01
9	Transfer from Reserve or DGR	\$ 19,148.77	\$ 19,148.77
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 69,561.37	\$ 67,802.33
	Opening Balance	\$ 97,387.00	\$ 97,387.08
	Student Centred Funding	\$ 255,967.00	\$ 255,967.16
	Total Cash Funds Available	\$ 422,915.37	\$ 421,156.57
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 422,915.37	\$ 421,156.57



	Expenditure	Budget	Actual
1	Administration	\$ 34,165.00	\$ 14,258.22
2	Lease Payments	\$ 2,975.00	\$ 2,974.88
3	Utilities, Facilities and Maintenance	\$ 36,309.00	\$ 28,059.96
4	Buildings, Property and Equipment	\$ 44,371.00	\$ 44,286.44
5	Curriculum and Student Services	\$ 107,229.60	\$ 99,047.22
6	Professional Development	\$ 3,247.00	\$ 2,885.44
7	Transfer to Reserve	\$ 81,067.00	\$ 81,067.00
8	Other Expenditure	\$ 3,156.00	\$ 2,775.62
9	Payment to CO, Regional Office and Other Schools	\$ 30,000.00	\$ 30,000.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
15	Unallocated	\$ 80,396.00	\$ -
	Total Goods and Services Expenditure	\$ 422,915.60	\$ 305,354.78
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 422,915.60	\$ 305,354.78



Cash Position as at:	
Bank Balance	\$ 234,490.02
Made up of:	
1 General Fund Balance	\$ 115,801.79
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 122,088.65
5 Suspense Accounts	\$ 28.42
6 Cash Advances	\$ 265.00
7 Tax Position	\$ 3,107.00
Total Bank Balance	\$ 234,490.02

For additional information please contact:

Principal: Mrs Lesley Ghent

Address: Orange Grove Primary School
Boyle Lane
Orange Grove WA 6102
Phone: 94593601 Fax: 94595859

Email address: orangegrove.ps@education.wa.edu.au

School web site: www.ogps.wa.edu.au