Annual Report
2013
Growth and inspiration
Baynton West Primary School Song

We’re Baynton West and we strive for our best
Working hard, aiming high, ‘til we reach the sky
We’re Baynton West and we strive for our best
Look at us we’re learning all the time

   With collaboration and harmony
   We’re building our future strong
   With fearless determination we try
   Never give up, we can do no wrong

We’re Baynton West and we strive for our best
Working hard, aiming high, ‘til we reach the sky
We’re Baynton West and we strive for our best
Look at us we’re learning all the time

Like the Mulla Mulla petals we’re resistant and strong
   Like the Ashburton Pea we adapt
   We’re a sea of purple in a big red land
Baynton West, we’re on the Pilbara map!
In 2010, the schooling situation in Karratha had reached a critical level, with a survey of local parents reflecting a high level of dissatisfaction across a variety of issues. The survey respondents identified their main concerns as being in regards to the limited availability of kindergarten and pre-primary places at their local intake area schools, unacceptably large class sizes, and the failure of the State Government to respond adequately to the rapid population growth of the town. The results of this survey became the basis on which a group of local parents formed their justification for lobbying the State Government to build a new school in Karratha.

In February 2011, these parents were to find out that their lobbying had been successful. Karratha had been recognised as a population growth hotspot and, as a result, a new school would be built to open in 2013.

From its very conception, community has been at the core of Baynton West Primary School with involvement in determining the branding of the school, uniform design, art features, and even the appointment of the school Principal. Even now as enrolments increase every week and with the school having doubled in size with the first year after opening, this sense of community continues to set BWPS apart.

Baynton West Primary School is evidence of hard work, determination, and passion, and these attributes are strongly reflected in the culture of the school. The wonderful school community and the tenacity of teachers, students, and parents alike will ensure that Baynton West Primary School will continue to strive for excellence, both socially and academically.

Mrs Bec Smith
School Board Member and Foundation Parent
Baynton West Primary School

Accolades before doors even open

By Jen Leigh

Baynton West Primary School teacher has been recognised before the school has even opened. After new principal Lisa Ledger was announced as the principal of the new school earlier this year, she began preparing for the opening of the school with her Deputy Principals, Sandra Singleton and Annette Leader.

"It's an environment of the pupils, educators and parents all working together," Mr. Ledger said.

Mr. Ledger added that the school was already looking forward to welcoming students to the new school, which is set to open in September.

Baynton West Primary School was constructed on a previous school site, and the new building is a modern, energy-efficient structure.

Baynton’s new school balloons to life

The Smith family joined the students at the first ever day of studies at new Baynton West Primary School last Monday, February 4.

With the school boasting new facilities, the Smith family popped down to help make the students feel more at home in their new surroundings.

Director Trisura from The Smith Family said they were doing it for bringing up balloons.

"One reason for the balloons is to help the children more visible for traffic," Ms. Trisura said.

"It's a new school and a new area so some of the traffic might not be aware that it's the first day back at school today," Ms. Trisura added.

Ms. Trisura added fun activities like the balloons create a positive experience for the kids, as they actually want to come back the next day.

"When they've had a great day at school, the balloons just pop up," Ms. Trisura said.

New Baynton West Primary School student Amy Brown was also full of praise for the school.

"I had a great day at the first day of school," Amy said.

"My teachers and classmates are all fun."
Welcome to the Baynton West Primary School’s first annual report. I am so proud to lead this wonderful school and as I reflect on our first operational year, I am amazed at our growth and the seamless way that this was embraced by our students, parents and staff.

Our school motto, ‘Growth and inspiration’, vision and purpose clearly reflect that this a school with our students at the core. ‘Children are at the heart of our school’ is translated into all aspects of decision making, whether it is our classrooms, school programs, staff employed, resources purchased or extra curricula activities.

This aim of presenting our community with an Annual Report is to ensure that you are aware of the achievements of students and staff and the broad educational opportunities offered at our school. I am immensely proud of the achievements of our students and the commitment demonstrated by our staff. One of the key motives of opening as an Independent Public School was control over staff selection.

I was able to select the highest calibre of staff, whether Deputy Principals, Office Staff, Teachers and Education Assistants. These staff members, not only embraced our vision, but demonstrated that they could be flexible and work as part of a team, they committed to additional hours participating in school planning and curriculum development. They displayed a strong knowledge of content, how to teach it, they were resilient and creative. Most of all, they were passionate about their students and our community.

The very beginnings of our school demonstrate a strong partnership with our highly engaged community. Some of you will remember the humble beginnings of our uniform and the school colours. A small group of dedicated and visionary parents/caregivers met regularly to share ideas, collaborate and respectfully argue, all with the sole purpose of making Baynton West Primary School represent something unique and distinctive. All of us wanted the same thing...a school that deeply cared about its students. Students that could be recognised, feel proud, stand strong in their identity as Baynton West Primary School students. From those early meetings the colours and logo were born. We had the highest levels of engagement right from the beginning of our school’s conception.

Many of our newer families would possibility be unaware of the heavy campaigning that took place to get our school built, busy parents had lobbied heartily and had been invited to a local parliamentary sitting, where the previous Education Minister, Dr Elizabeth Constable MLA, took special interest in the plight of families affected by the overcrowding situation in local schools. From that, the school was approved and construction started at the beginning of 2012. I was appointed in April; realising my dream of opening a new school and moving to Karratha. I took up my new post on the 28 July, 2012 and worked from Pilbara Education Regional Office, where I spent my days involved in the final construction, recruitment and enrolment. It was an exciting but strange time for me, as I missed being around children.

2013 was a period of rapid growth, which I believe was well managed. We constantly ran out of space but we made do. Our parents/caregivers constantly inspired me with their patience and understanding. 2013 was an amazing and rewarding foundation year, thank you to everyone!
Growth and inspiration

Winning a merit select position in a yet to open, Independent Public School and being a part of a foundation staff was the most exhilarating milestone that had happened in my career to date.

The first day was an unforgettable meeting of a wide eyed bunch of super enthusiastic educators. We broke the ice immediately and began our journey together, each of us bringing our own knowledge and experiences as educators to a community that was hungry for our school to open.

Over our first week, then first term and finally our first year each and every hiccup or success were overcome or celebrated together. Led by an incredibly supportive and knowledgeable team of leaders we created a safe, welcoming, colourful and exciting school environment for all of our students.

Little did we realise just how hungry the community was for our school and numbers swelled continually, each new enrolment a welcome addition to our Baynton West ‘family’ and each presenting logistical challenges; how would we educate 400, then 450, then 500 students in a school built and resourced for 350 students? Our foundation staff and the staff that continually flowed into our staff room to cater for our growing student body were all appointed not only for their skills but because of their flexibility and their willingness to collaborate with numerous others to create an inclusive, first class educational facility. It is due to this flexibility (flexibility that would rival an Olympic gymnast at times!) that we not only exploded as a staff and a school but flourished and excelled.

Working with these professional, enthusiastic, friendly, flexible, collaborative, generous people at Baynton West Primary School has provided me with the most challenging, most enjoyable, most rewarding year of my life so far and I wouldn’t change a second of it.

Toni Coote
Year 3/4

2013 Staff reflections

In 2013 at Baynton West Primary School I was a Year 3 teacher. I had a fantastic and challenging year. I enjoyed the collaborative nature of the school and I especially enjoyed working with my teaching partner. Having the doors open in between the classrooms encouraged collaboration between teachers and children. Working with someone else to plan, bounce ideas off and to share the daily experiences with made my year that much easier. The support I received from the Administration staff and other colleagues helped me to prepare and teach for a year level that was new for me.

The opportunities that were presented to me have pushed my boundaries and my comfort zones in a very positive way. I was given the chance to explore my passion for English through completing the Train-the-Trainer Australian Curriculum: English course. As a result of this training I was able to present professional learning for my colleagues which I was nervous about but the support and feedback that I got from everyone was very positive and encouraging. Overall my experiences at Baynton West PS were positive, exciting and very valuable to my teaching career.

Danella Brown
Year 3

Annual Report 2013
I joined Baynton West Primary School in Semester 2 Term 3, 2013. Coming into a school that had only been operating for a semester, I was astounded on how well the school was functioning and how well the school was resourced. I came into the school thinking there would be limited resources, the school would be still working on their policies and procedures and would still be building their school culture; this was not the case. The following points are strengths and positives I saw/ felt being a foundation staff member of Baynton West Primary School in 2013:

- The school/ classrooms were well resourced: Maths, Science store room Library books, Sports equipment and computers
- iPads/ Laptops in most cluster blocks
- Good communication between leaders and staff in the school
- Leaders and staff have high learning expectations for all students
- English and Maths Block established in the first year of the school operating
- I found teachers were enthusiastic about their teaching and worked collaboratively to improve student outcomes
- Professional Learning opportunities
- School culture: FISH Philosophy and Positive Behaviour Support
- Strong focus on the Australian Curriculum, Phase 1 subjects
- Baynton West Primary School becoming a Teacher Development School

I was honoured when I was asked to join the Baynton West School community and am looking forward to continuing building on my skills as a teacher at Baynton West and helping the school continue to move forward.

Kayla Cross
Year 6
As a foundation member of staff my experiences at Baynton West Primary School have been extremely positive. From day one, the school has been a vibrant and welcoming community that has made me feel such a strong sense of belonging. One of the first things I remember about arriving at Baynton West was the colour that burst out of the classrooms, making them look so cheerful and inviting. Once those classrooms were filled with smiles and laughter from the children, I knew my time here would be amazing.

There have been minor hiccups along the way (such as minimal resources to begin with) however these have been easily overcome by working alongside the staff, students and families at BWPS. One thing that has really stood out to me is the involvement of parents and families in their children’s education. At times it has been overwhelming to see the dedication of parents and their willingness to get involved in the classroom and with extra-curricular activities, which is something I had not experienced in previous schools. I am really grateful that the families have such a strong desire to be involved in all aspects of the school, whether it is decision making, school culture days or hands-on activities in the classroom.

From a professional perspective, being a teacher at Baynton West Primary School has also provided valuable opportunities to excel with my career. Thanks to a strong and supportive leadership team, as well as collaborative staff, there have been endless opportunities to moderate, share expertise, learn new skills and work alongside others.

The most positive thing I have to take from my time here so far are the relationships I have formed with the staff, parents and most importantly the children. I also feel extremely fortunate to be able to spend each day in a place where children arrive each day with a massive smile on their faces because they simply love to be here.

Kimberley Bassan
Year 1

On the very first day, just over two hundred students walked into Baynton West Primary School and while it was scary for some of us we quickly made very close friendships.

Even though we were a new school, we still participated in most sporting events throughout the year. We competed in the interschool cross-country, sprints, long jump and vortex throwing. We had a whole school faction carnival, a school cross-country and before school training. We were competitive in all the interschool events and even though we came eighth all of the students had fun!

Both the Year 6 and Year 7 students went to Dampier Camp School. We all had a lot of fun and got to know much about each other! The Year 6 students went to Coral Bay for five days! We enjoyed it so much we all wanted to go back. The Year 7 students went to Canberra for a week. They took a lot of photos and talked about it so much when they returned to school.
Special Programs

The school offered a lot of different programs for students to join. Maths Gifted and Talented Education was run by Mr Davis each Friday. GATE Art was run by Mr Hillier and we spent half the year working at Baynton West Primary School and the other half at Tambrey Primary School. Mrs Shepherdson ran a drumming group called the Baynton West Beatbusters. They performed different events including Fenacle and at Carols by Candlelight. Choir was also offered by Mrs Shepherdson. Towards the end of Term One, we started Seussical the Musical were students from Year 4-7 were allowed to audition. They practiced every Thursday afternoon. The students did a fantastic job and put on a great show. Thanks to Mrs Shepherdson and all of the parents that helped along the way.

Miss Hilsz and Mr Jones also ran after school sports clubs. The sports that were offered included: badminton, soccer and table tennis.

As foundation students, we feel that Baynton West Primary School is a great school. From day one, everyone felt happy and included and we feel proud to have been a part of that.

Compiled by the Year 6/7 GATE: English Students
Blair Stedman, Zoe Miller, Phoebe White, Shay Felix, Joshua Huxley, Stathis Tsricopoulous, Tasmin Guevorts, Jasmine Cooke, Matthew Foerste, Jaxon Degebrodt, Isabella Raudino, Riley Boardman, Taylor Brand, Kiah Fredin, Elijah Lyon, Abhishek Shukla and Clare Buchannan

Music

In the first year of Baynton West Primary School we had a fantastic Music teacher, Mrs Shepherdson. We began the year with a choir and performed at many events including the ANZAC ceremony, school assemblies and Carols by Candlelight.

In Term Two, choir became Seussical the Musical. Everyone needed to try out for parts and auditions were open to students from Year 4-7. Everyone practiced very hard and we were very lucky to be able to present half of our performance at Fenacle. It was very nerve-racking for everyone but we managed to put on a great performance and even more importantly, everyone got an idea of what will happen on the performance night.

Finally, in Term Three, all of the practising paid off. Baynton West Primary School performed two shows. The standard was high but the cast definitely hit it! The show was a definite ticket seller and no face was left without a smile!

There was also a club called the Baynton West Beatbusters which was started by Mrs Shepherdson. They perform with the choir and at assemblies.

It was a fantastic year for the Music department!

Compiled by the Year 6/7 GATE: English Students - Blair Stedman, Zoe Miller, Phoebe White, Shay Felix, Joshua Huxley, Stathis Tsricopoulous, Tasmin Guevorts, Jasmine Cooke, Matthew Foerste, Jaxon Degebrodt, Isabella Raudino, Riley Boardman, Taylor Brand, Kiah Fredin, Elijah Lyon, Abhishek Shukla and Clare Buchannan
Preparation for 2013 began in October 2012 as soon as I was appointed Health and Physical Education Coordinator at BWPS. The task of ordering the entire Physical Education Departments equipment needed to be done, delivered, unpacked and stored ready for use on opening day. It was done with about 5 minutes to spare!

The weather, local conditions and lack of shade meant adjustments to a traditional outdoor PE program had to be made so indoor activities formed a large part of the program in Terms 1 and 4. The junior grades loved Speed Stacking in Term 4 with many requests to Santa for stacking cups being one of the unexpected outcomes of the program!

Personal Hygiene, Sportsmanship and Healthy Eating were the main health focus throughout the year and our students embraced and practised them consistently. Cycle to School Day, Walk to School Day and the Faction Cross Country Championship were events that were wonderfully supported by our community. A group of Year 5 girls went to Karratha ABC studios to sing and be interviewed live on air for Walk to School Day which was a unique experience and great exposure for our new school.

The major interschool events like the Interschool Cross Country at Dampier, Dockers Cup, Interschool Athletics, Winter Carnival and Interschool Jumps and Throws at Wickham highlighted our schools sporting prowess and culture. Leaders, teachers and parents from other schools consistently remarked that BWPS students played with honour, sportsmanship and passion. Compliments like that reflect the highly positive culture that BWPS has established over a short period of time.

The Faction carnival was a personal highlight because of the tremendous atmosphere that the event was held in. Beautiful weather, colourful attire, DJ James Byles, fun games mixed in with serious events and wonderful community support. Even a willy willy or 2 couldn’t in any way dent the atmosphere of the occasion. Congratulations to Sky Faction for winning the overall and team championships and to Sun for the cross country championship.

The Baynton West Ripper Skippers formed in Term 2 and performed for the community on a number of occasions. The members enthusiasm, willingness to give up their own time to practise and to be put out of their comfort zone performing in front of an audience was something to admire. You’d have to agree their performances were electrifying!

Courtney Jones
Health and Physical Education
Students at Educational Risk is an area of priority at Baynton West Primary School and in our foundation year implemented an effective and streamlined process. This was supported through the allocation of a Learning Support Coordinator 1 day per week. At Baynton West Primary School we developed policies and procedures supporting teachers to identify and assist children who are identified to be at educational risk.

In 2013 we implemented a range of students with special needs. We were successful in improving the outcomes for students through specialised plans, one on one programs and we were able to broker partnerships with outside agencies, which allowed us to offer intensive support for Special Needs Children.

We were able to offer a range of professional learning opportunities for staff which included support in writing document plans, overview of specific needs and an outline of anxiety and mental health within schools.

Our School Psychologist delivered the Triple P Parenting Program for our school community. This was targeted at parents in early childhood and parents of teenagers.

We have a streamlined processes outlined in flowcharts to provide teachers with a step by step guide when engaged in the identification process and we work closely with outside agencies with the goal of providing all of our students the opportunity to be successful. A School Psychologist works 2 days per week to provide support for staff, students and the school community.

Freyja Lucas
Learning Support

I started work in Baynton West library in July 2013. I have worked in a school environment for twenty years and during that time spent ten years running a high school library.

My first priority, at Baynton West PS, was to fill the shelves with the beautiful books the school had invested in, and I am proud to say that students now have a selection of both fiction and non-fiction books to choose from. There are over 4000 books now available for staff and students to loan with books purchased on an ongoing basis.

We completed 2013 with four student librarians, who worked through a tiered training program of bronze, silver and gold awards. The students conduct their training on Tuesday recess and they also have two duties a week working in the library. Their success is acknowledged through fish tokens and certificates presented at school assembly.

The library now has a budding chess club, after investing in ten chess boards. Special time is allotted at recess on Wednesday and Thursday for students to play chess or to challenge each other for a place on the fun ‘Wipe Out’ chess game, developed just for our library. Students can access the library Tuesday to Friday at lunchtime for various free time activities (numbers are restricted to 30); these include various board games, jigsaws, craft work and of course reading.

Pauline Booth
Year 7 Canberra Camp

I don’t mind telling you there was a little bit of trepidation when I arrived at Karratha Airport on a typically sunny lunchtime in mid June. The week promised to be cold and we were taking twenty kids interstate to a place none of us had ever been. Miss Mather and myself were ready though and as they all arrived it was clear our wonderful students were ready too!

The journey went smoothly and we arrived late on Monday in Canberra to a temperature of 4 degrees Celsius. Everyone quickly settled into the dorms ready for a good sleep as Tuesday promised to be busy.

The excitement was still plausible as the bus was boarded the next morning. The National Capital Exhibition was our first stop. The spectacular views across Lake Burley Griffin from this landmark building were a delight and the exhibition was very interactive as it took us through Canberra’s journey to becoming our nation’s capital. Being Canberra’s centenary this year was of special significance and we were presented with a special book for the school library to commemorate this.

One of the highlights of the tour was a trip to Questacon, the science museum. Everywhere you go in this place there are hands on activities that link to the way science influences our lives. Each floor was a new adventure and the ‘ohhs’ and ‘ahhhs’ came thick and fast as the children tried all the different activities. Experiencing a Richter scale 5 earthquake was very popular as the simulator shook and the walls collapsed around us, the screams were real! Bolts of lightning and the forces activity where you had to get the ball through a series of hoops were also well visited and all too soon it was time to leave a place we maybe could have spent all day at.

Parliament House lived up to expectations as the student got to see where political decisions are made in the House of Representatives and the Senate. The students took part in a mock debate and vote, which included dressing up and observing the traditions of our parliament. The day wasn’t finished yet either, there was just time for a delicious lasagne before we were off to a night of bowling. A great night was had by everyone and the kids were so kind by ‘letting’ me win at air hockey!

The next morning was full on again as we made our way to the Australian Institute for Sport. The excellent facilities made it clear to see why Australia has such a proud sporting tradition. The interactive games allowed the Year 7s to try a range of sports including wheelchair basketball and the sprint start duel. The short trip CSIRO Discovery was another chance to investigate the impact science has on our lives and the world, whilst getting up close and personal with stick insects was not everyone’s cup of tea! A tour of Old Parliament House was followed by a bike ride around Lake Burley Griffin. The cold wind was no deterrent to the group as we covered 10kms with a smile on our faces (well most of them!)

As the week rushed by, the chance to see Government House, the home of the Governor General was well received. Our students were perplexed by the fact that the Governor General has such wonderful cars in the garage, but never gets to drive them as she has a chauffeur. The Australian War Memorial really caused the students to stop and think, whether it was the wall of remembrance with all those names of fallen soldiers, the moving film about the RAAF pilots and radio operators or the moments of quiet in the presence of the ‘unknown soldier’, we all felt humbled by the selfless bravery shown. For those with relatives honoured on the wall, it was a very personal emotional experience too.
Year 7 Canberra Camp

Before we knew it, it was time to make the long trip back to WA with three flights to board. Throughout the week our Year 7s did us proud with their behaviour and were complimented many times by members of the public. The accommodation and food at Eagle Hawk Holiday Park were excellent and in the small amounts of ‘down time’ the children had were spent playing and exploring in the beautiful grounds. A great week was had by all, Canberra definitely exceeded all of our expectations.

Will Davis
Deputy Principal

Year 7 Dampier Camp

The final camp for the year was the Year 7 camp at Dampier, a brief but intense event. We worked as a team to build rafts, made ‘holey’ towers and then ventured out onto an island to fish, swim, ‘biscuit’, snorkel and spend quality time with; our teacher, Miss Mather, our Principal, and each other. It was quite sad because as we reminisced about 2013, we realised many of us were moving away or going to different schools.

Mr Prizmic dealt out his usual brand of ‘tough love’ and we all really enjoyed ourselves, knowing our boundaries and the camp’s rules, except of course for poor Miss Mather, who slept near the boys and noticed some unusual odours and raucous laughter throughout the night that kept her awake! The girls, of course, were perfect for me.

Overall it was brief but lots of fun.

Lisa Ledger
Year 6 Coral Bay

In Term 4, 2013, the Year 6 students of Baynton West Primary School had the opportunity to go to Coral Bay for their Year 6 camp. I felt this camp allowed students to continue building their relationships with their peers/teachers, to continue working on their leadership skills and experience life skills. This camp was designed to allow students to work on their team work, communication and water safety skills. Overall I felt that this camp was successful and the fundraising efforts of our year 6 families allowed all students the opportunity to attend camp.

Kayla Cross
Year 6

During 2013, I was invited to attend the Year Six camp to Coral Bay. The camp was a week long event that involved many great team building activities, as well as some amazing sight seeing. My role was to act as another supervisor for the students and to become familiar with the whole cohort as I was joining the team in 2014. Being invited to the camp has provided me with a huge advantage in getting to know the students who now represent the Year Seven population of a class; this has led to more cohesion in the classroom. It has also provided additional reassurance going into a class with a teacher they are familiar with. I am grateful to have received this opportunity for all the benefits it has shown me and the students.

Karl Schoeppner
2014 Appointee
After a very successful day trip to Dampier Camp school in term 2, term 3 saw our lucky Year 3/4 and Year 4 classes heading out to Dampier once again for their very first overnight camp. Dampier Camp School was our very generous host and Mr Des Prizmic had an abundance of challenging and entertaining tasks set for us.

After arriving and bidding the parents farewell we began the day with an hero diction to the camp and some delicious morning tea provide by the camps fabulous cooks. We fitted ourselves out with seem safety gear and made our way down to the Dampier boat ramp. From here we were ferried across to Sam’s Island where Mr. Prizmic gave us an amazing tour of the famous island. We learned lots about Sam and his tenacious spirit as well as getting to view first hand what determination, resilience and hard work can achieve. Later that evening we all watched a DVD of all the journalists that had visited Sam on his isolated island over the years and got to travel back in time and see the Island during its construction.

Day 2 saw the children engaged in a team pipe challenge where team work and initiative were rewarded! Ending in a water fight the children were given some free time to explore the camp school and it’s facilities. The giant chess board was a big hit with crowds cheering on the competitors. Also in high demand were the playground and table tennis table.

In the afternoon Mr. Prizmic instructed the children through an orienteering course on the camp grounds. In teams they had to follow directional instructions and use compasses to gather information and quotes, from 6 separate courses, found on plaques around the camp from the now famous Sam Ostojich. It was such a great afternoon with teams racing around in an attempt to be the first to finish.

Dampier Camp School and the activities provided by Mr Prizmic was such a great way for our Year 3/4s to experience their first overnight stay.

**Toni Coote and Freyja Lucas**
Teachers
In Terms 2 and 3 of 2013, around 70 Year 4 to 7 students from Baynton West Primary School participated in the spectacular Seussical the Musical performance.

The performance ran over two nights and was held at St Lukes Catholic High School. Seussical the musical is a story based on the Dr Seuss books.

It follows the adventures of the ‘Cat in the Hat’, played by Phoebe White and ‘JoJo’, played by Matthew Baragwaneth. Many colourful characters were introduced such as Horton the Elephant, played by Kayla May, the Sour Kangaroo, played by Alyssa Dyson, Gertrude the Bird, played by Zoe Miller, the Bird Girls, the people of Whoville, the Jungle Creatures, the Wickershams and many more.

The students displayed fantastic acting, singing and dancing skills to create a stunning show that amazed its audience. The students put in a lot of effort and commitment to practise their acting, learn their lines, get the dance moves right, hit the high notes and learn when to move set pieces on and off the stage. Kym Shepherdson, our music teacher, is to be admired for the wonderful directing, choreographing and general organisation of the performance. Our Principal, Mrs Ledger, generously provided additional funding, to enable this event to take place.

Many thanks is to be extended to the parents and teachers who made costumes, designed and created set pieces, helped during the practises and stood in the wings to assist the students on performance night. Baynton West discovered our students have an abundance of talent and when they worked as a team they produced a magical performance.

Ellen Hilsz
Year 3 Teacher
Information and Communication Technology (ICT) is one of the 7 general capabilities. This allows teachers to integrate technology into all aspects of the children’s learning and into many subject areas. The access to technology in the classroom provides the children and teachers with skills to present information in varied ways. The school leader acknowledged the importance of this and provided funding to allow us to become so well equipped.

In 2013 we purchased a class set of iPads for each block and the charging trolley to go with these. We also purchased a set of laptops for the senior block. We received two new buildings. These buildings had an Interactive White Board installed to ensure all children had access to technology.

It has been a great start for Baynton West Primary School to be able to have access to ICT so readily in each classroom. Teachers have been exploring different ways of integrating technology into the classroom, including the use of iPads, laptops, digital cameras and Interactive White Boards (IWB). We have teachers who are embracing the use of ICT and are exploring new and exciting ways to integrate this into classroom learning by using ICT to present information but also having children creating work using ICT. We began a journey of using and incorporating Connect into lessons and as a tool in communicating with parents.

Danielle Williams
### Awards and Student Leaders

#### End of Year Concert Awards

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<td>Elsie Cardew</td>
<td>Olivia Wood</td>
<td>Violette Otto</td>
<td>Cherry Leaf</td>
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<tr>
<td>Evie Gan</td>
<td>Riley Boardman</td>
<td>Isabelle Jolliffe-Wade</td>
<td>Alex Green</td>
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#### Student Councillors

**Semester 1 2013**

- Karishma Byles
- Shianne Bin Sali
- Ben Cusworth
- Lilian Dean
- Alyssa Dyson
- Jacynta Felix
- Jacob Jarlett
- Cherry Leaf
- Will Ledger
- Cruz Musitano
- Lachlan Power

**Semester 2 2013**

- Karishma Byles
- Jada-Lilly Corby
- Ben Cusworth
- Lilian Dean
- Cherry Leaf
- Will Ledger
- Hayden Miller
- Lachlan Power
- Navyaa Shukla

#### Faction Captains and Vice Captains

**Semester 1 2013**

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<tr>
<th>Faction</th>
<th>Captain</th>
<th>Vice Captain</th>
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<tr>
<td>Sun</td>
<td>Hayden Miller</td>
<td>Kynin Harris</td>
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<tr>
<td>Sky</td>
<td>O’Shea Pau</td>
<td>Alex Yaksich</td>
</tr>
<tr>
<td>Spinifex</td>
<td>Britt Stevens</td>
<td>Matthew Baragwanath</td>
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<td>Sturt</td>
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<td>Tysha Sambo</td>
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**Semester 2 2013**

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<td>Poppy Edwards</td>
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<tr>
<td>Sky</td>
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<td>Brock Power</td>
</tr>
<tr>
<td>Spinifex</td>
<td>Jacynta Felix</td>
<td>Jedd Bullen</td>
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<tr>
<td>Sturt</td>
<td>Joshua Lyon</td>
<td>Chloe Fleer</td>
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### Year 7 Graduation Awards

- Navyaa Shukla, Alex Yaksich, Jacynta Felix
- Hayden Miller, Karishma Byles
2013 was a fun and creative time in the Baynton West art room. The year began with my appointment to Baynton West Primary School. I was approached by Lisa Ledger to run a Gifted and Talented Education program for Visual Art that would allow selected students from both schools to work together in extending their Art knowledge and skills. This program was a resounding success with students learning about 2 point perspective, intaglio print making, paper fibre sculpture and landscape painting. The feedback from students and parents was very positive and was one of the highlights of 2013 for the students involved.

The general Arts program at Baynton West provided students from Pre-primary to Yr 7 with the opportunity to develop skills in drawing, collage, textile effects, ceramics, painting and lino cut and drypoint print making. The level of creativity, engagement and natural talent was on display with works being shown in the Art room, office and throughout the teaching blocks. Although it was an exceptionally busy year across the school, students were impressive with their ability to see projects through to their conclusion right up until the last day.

Another highlight for the Visual Art room in 2013 was the prop and set design for Baynton West PS first full scale production. The talent, creativity and hard work of parents, students and teachers guaranteed that not only were there incredible performances on the stage but the aesthetic presentation of the show was also excellent. Well done on a great community enterprise Baynton West.

Our first FiSH! day enabled students to engage with a whole school project in the form of 'The Rainbow Fish'. Students were put into mixed year groups and rotated from one activity to the next. Our incredible little artists were able to create individual scales to place on the fish and help with the structure to create what will be a philosophical symbol of the school.

Themes covered throughout 2013 included the local Karratha landscape and cultural practice, The ocean and its creatures, Investigating the natural world, Hundterwasser Houses, Van Gogh Sunflowers and abstract mono prints among many others. Students were able to express ideas, thoughts and feelings within a given framework and use new skills to develop these ideas into unique and quality artworks. It is constantly inspiring to see what children can come up with given the chance.

Looking forward to 2014 I envisage an Art program with greater links to community through recognised Pilbara events, whole school artworks that will brighten things up, entries into competitions at a national level and the continuation of developing amazing skills and ideas. With what students were able to achieve in half a week in 2013 I can only imagine how incredible we will be in 2014.

Shaune Hillier
Visual Art Teacher
Positive Behaviour Support is an initiative based on research that began in the USA over thirty years ago. Positive Behaviour Support is a framework that supports our school to focus on defining, explicitly teaching and reinforcing expected positive behaviours.

The beginning of the year saw us form a Positive Behaviour Support committee which included members from the administration team, teachers from each phase of learning, education assistants and a parent representative. Our Positive Behaviour Support committee members for 2013 included: Mrs Lisa Ledger, Mrs Kate Lyon, Mr Ben Jamieson, Mrs Narelle Pickering, Miss Christiana Paterson, Miss Rebecca Chare, Miss Ellen Hilsz, Miss Danella Brown, Mrs Danielle Williams, Mrs Helen Cusworth, Miss Kayla Cross, Miss Sarah Mather, Mrs Kylie Shanahan, Miss Sarah Thomason, Miss Emma Rogers, Mrs Michelle Baragwanath, Miss Jessika Pokucinski.

Through collaboration between staff and students, Baynton West Primary School has defined its four positively stated expected behaviours. These behaviours are:

- Be your best
- Be responsible
- Be resilient
- Be safe

Further collaboration between students and staff has resulted in the creation of our school’s four Positive Powers Superheroes. These characters represent each of the four positively stated expectations: Mr Resilient, Beckie Be Your Best, Safety Boy and Rosie Responsibility.

Congratulations to Karishma Byles and Britt Stevens who collaboratively designed our four Positive Powers Superheroes.

As we move into 2014, we are excited to be working towards developing our school-wide behaviour matrix and explicitly teaching and monitoring our expected behaviours.

Ben Jamieson
Deputy Principal
The term engagement covers non academic areas such as Behaviour and Wellbeing, Attendance and Pastoral Care.

The graphs on the left provide a snapshot of the Behaviour, Attitude and Effort (ABE) levels of our year 3 and year 7 students. In the below ABE categories students range from ‘consistent’ to ‘sometimes’ grades, however, overall the ‘consistent’ allocation far outweighed the others, it is also relevant to note that very no students received seldom in any category.

This positive data is reflected throughout most year levels.

Categories:
1. Works to the best of their ability.
2. Shows self-respect and care.
3. Shows courtesy and respects the right of others.
4. Participates responsibly in social and civic activities
5. Co-operates productively and builds positive relationships with others.
6. Is enthusiastic about learning
7. Sets goals and works towards them with perseverance
8. Shows confidence in making positive choices and decisions

This graph illustrates the progress made by students from Year 5 NAPLAN to Year 7 NAPLAN in Maths in 2013. The students would have taken NAPLAN in 2011 at their respective schools and taken the tests at Baynton West PS in 2013. The dotted line represents the performance of ‘like’ schools in comparison to our performance.

Very high and high progress exceeded that of like schools, as did moderate progress. Please note moderate progress is actually the amount of progress expected from each student. Clearly our students progressed well!
Progress in reading from Year 5 to Year 7 was also impressive overall. This graph illustrates the progress made by students from Year 5 NAPLAN to Year 7 NAPLAN in Reading in 2013. The students would have taken NAPLAN in 2011 at their respective schools and taken the tests at Baynton West PS in 2013. The dotted line represents the performance of ‘like’ schools in comparison to our performance.

High and moderate progress was well in excess of ‘like’ schools and very high progress almost matched like schools also. 87% of students made at least the expected progress with almost 50% of students making above average progress.

In Year 5, reading achievement in 2013 was encouraging as our students exceeded the performance of ‘like’ schools at the levels of excellent and satisfactory. Please note, satisfactory is the expected achievement of students for that age. Whilst good achievement was lower than we hoped and limited achievement higher than we would like, it must be remembered that this cohort of students had only been at Baynton West Primary School for 3 and a half months before being tested. The results in 2014 will be a better indication of how the school is performing in NAPLAN and as always will provide useful data to inform our future programs and planning.

Graphophonics testing assess spelling progress in Years 1 – 3. This graph shows the average progress made in each year group over the course of the year. Progress in year 1 is particularly rapid, although in each year group significant progress in spelling has been made. The spelling programs in school using the Letters and Sounds approach and Words Their Way are having a positive impact based on this data.
PM Benchmarks Reading Progress
Years 1-3

Reading progress in Years 1-3 is measured using the Pm Benchmark tests, which is directly linked to the reading book levels of our home readers.

Progress was particularly rapid in year 1, where students improved an average of almost 10 levels! Of course as texts become more complex, so do the skills required to read and understand them and progress in Years 2 and 3 was pleasing.

PROBE Reading Progress
Year 4-7

The PROBE reading test is used in Years 4-7 to gauge the level of comprehension when reading different texts and is a key indicator of the future learning need students have in reading.

These results represent solid progress from our students. The expectation is that students will increase one level every six months and this data shows that this is being met on average in Years 5-7 and exceeded in Year 4, albeit from a lower starting point.
The Baynton West Primary School community were surveyed at the end of 2013.

All parents/caregivers, staff and Year 5-7 students were invited to respond, however parents from Kindy, Pre-Primary, Year 2, 4 and 6 were a randomly selected target audience.

The survey results drive planning for 2014 and several clear recommendations have emerged from the honest and anonymous responses from our school community.

Recommendation 1:

More communications options are developed to support families, and strengthen relationships between home and school.

Recommendation 2:

Although not recognised as a major issue, the school community has identified the need to develop a ‘Bullying’ policy.

Recommendation 3:

Parent/Caregiver information sessions will be offered on key curriculum, Year 6 and 7 transition, ICT and social/emotional initiatives.
Key responses from our parents/caregivers

The one aspect I most like about this school is:-

- I don't have words to describe how good this school is. I can just say that I am so lucky that my son is in this school.
- The dedication from the teachers. We have had two awesome teachers for our children this year who have often gone above and beyond.
- How quickly and well the school has created an identity and culture that my children and family are proud to be a part of.
- The community feel and vibe of all of those involved with the school. It is a very happy and vibrant place. A tribute to the staff and principal. The amazing choice of teaching staff.

The one aspect I would like to see this school improve is:-

- Nothing
- Notifying parents of school/class events with detail earlier to allow for sufficient planning.
- More shaded play areas.
- More sport variety.
- Fans in undercover Kindy/PP and Lunch area.
- Have a language available for children to learn.
- I feel that the homework amount my child gets should be increased.
- Buddy program between upper school and lower school to mentor the lower school.
- Bullying is a bit issue that we hope can be controlled if and when needed and not turned a blind eye.
- Aboriginal/TSI cultural awareness.
- Kindy would like to see some form of reporting/workbooks (portfolios) in semester one. (Please note: this has accured since semester 1 2013)
- Self esteem building programs. Swimming carnival.
- Communication – events such as disco’s etc just don’t have enough notice of when they will be on. It would be great especially in the lower years, if there could be a white board out the front of each classroom as a reminders board i.e. Fancy Dress Day tomorrow, don’t forget its parent assembly tomorrow, parent rosters for help etc.
- No transportable, this is a new and growing school it should have purpose made classrooms for all. It will be a long term growth area.
- More information to parents about curriculum and what processes are to be used. That way, as parents we can expose our child to curriculum themed discussions etc. This aspect is not a major issue and I am sure I could approach teachers for the info but is an aspect teachers and parents could work on together more to improve.
School Highlights

- First few days without school uniforms
- Election of Student Councillors and Faction Captains
- Leadership Camp
- Gifted and Talented Education (GATE)
- FiSH! Day
- Active Afterschool Sports
- Ride to School Day
- ANZAC Service
- Early Childhood and Junior Primary Easter fun day
- Principal’s Brunches
- Involvement in the Docker’s Cup
- Winter Carnival
- Cross Country and Interschool Cross Country
- Walk to School Day
- Deputies’ Luncheons
- Year 4 Overnight Camp to Dampier
- Year 7 Camp to Canberra
- Musica Viva
- Science Incursion
- NAIDOC celebrations
- Official opening of Baynton West Primary School
- Opening of the school’s canteen
- Fun Run
- ATAS program commenced
- GATE: Mathematics
- Year 4 Cultural Food Day
- Kindy Bike-a-thon
- Book and Literacy Week
- Seussical Dress up Day
- Numeracy Week
- PP visit to the supermarket
- PP-1 visit to the Karratha Library
- Interschool Jumps and Throws
- Athletics and Interschool Athletics Carnival
- Seussical the Musical
- Y6/7 excursion to the Ranges
- Block 3 BBQ reward
- Year 2 Rio Tinto Tour
- Year 3 Burrup Peninsula Tour
- Swimming Lessons PP-7
- Year 6 Camp to Coral Bay
- Year 7 Camp to Dampier
- Positive Behaviour Support Poster Competition
- End of Year Concert
Growth and inspiration

Annual Report 2013

Baynton West Primary School
Financial Summary as at 31 December 2013

Revenue - Cash

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Locally Generated Revenue 168,183.64

DoE Grants 361,781.11

Other Govt Grants 15,120.30

Other 188,870.38

Transfers - 733,955.43

1 126,280.20

2 -$ 111,548.97

3 967.00 631.94

4 7,800.00 6,538.65

5 -$ 6

6 203,784.00 195,822.69

7 403,634.12 367,304.15

8 125,517.64 47,609.71

9 67,700.00 63,088.90

10 49,950.28 49,947.27

11 81,687.30 62,770.71

12 8,600.00 8,600.00

1,082,635.14 1,077,721.44

1,115,000.00 1,115,000.00

2,197,635.14 2,192,721.44

Bank Balance 168,121.45

Made up of:

1 General Fund Balance 163,858.45

2 Deductible Gift Funds 361,781.11

3 Trust Funds 8,600.00

4 Asset Replacement Reserves 8,600.00

5 Suspense Accounts 3,018.00

6 Cash Advances 2,121.45

7 Tax Position - 7,355.00

2,121.45

Closing Balance 168,121.46

Opening Balances 168,183.64

Total Contingencies Revenue Sources

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Contingencies Revenue - Budget vs Actual

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Total Salary Expenditure - Budget vs Actual

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Cash Position

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<tr>
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2013 Voluntary Contributions:

Kindergarten - 74.64%; Pre primary - 75.75%; Primary 65.30%

Our Finance Committee meets regularly to ensure funds are managed in accordance with DoE guidelines.

School Board endorsed the 2013 Comparative Annual budget.