Kingston Primary School opened at the commencement of the 2009 school year. It is located in the subdivision of Kingston which is in Australind and is incorporated in the South West Education Region. While considered a part of this region, Kingston School is one of the initial 34 schools in Western Australia to become an Independent Public School and has no governance from the local SW Region. The school has been built to take enrolment pressure off Australind and Parkfield Primary Schools as well as to cater for the rapid growth of the Treendale and Kingston subdivisions. Binningup students are also zoned into Kingston Primary School. A new Primary School in Treendale opened at the beginning of the 2014 school year. Treendale Primary School is expected to take enrolment pressure off Kingston.

The school is built on a flat site bordered by MacQuarie Drive, Sherwood Road, Linfield Road and Braidwood Drive. In 2010, The Department of Education purchased an adjacent purpose built Early Childhood Centre containing four classrooms and offices, adding to the facilities of the school.

While the school operates as a generic K-7 primary school, there are a number of features which are unique. The cornerstone of Kingston is that we operate as a Professional Learning School, in partnership with various Universities. This is the first school of its type in Western Australia. Since 2009, fifty five Interns have completed the program and taken up teaching positions, thirty eight in rural WA.

**Teacher Leadership**

Kingston operates with a very deliberate and structured, distributed leadership model. Teachers have leadership opportunities and there are leadership expectations through the mentoring role with interns. Enhanced school capacity is generated through school wide pedagogy and an aligned culture. The interaction between the Principal and Deputies as Leaders and the Teachers as Leaders is crucial to the success of the school. It is very clear to the school community what Kingston Primary School and its staff value and aspire to achieve. In 2013 the teaching staff included thirteen level 3 teachers, all who had leadership roles ranging from literacy and numeracy to virtues education, Internship, classroom behaviour management strategies and special needs students.

**Whole School Approaches**

The staff at Kingston PS are accountable for implementing whole school approaches in Literacy, Numeracy, Science and History. All staff members are involved in ensuring that they are meaningful plans with achievement targets as well as stretch targets. Common assessment tasks are the backbone of the whole school approaches and First Steps Literacy and Numeracy resources form the basis of the teaching and learning program. All whole school approaches commence in Kindergarten.

Kingston PS is a “Virtues” school which forms the emotional literacy that is modelled by staff and incorporated in student conversation. Along with a community focus of “Choose Respect”, these programs form the basis of the whole school approach to behaviour management. Classroom Management Strategies (CMS) has become a whole school approach and in 2013, 97% of teaching staff were trained in this program.

**Innovation**

Kingston PS is committed to innovation and continues to seek new ways to enhance the educational program and provide increased opportunities for students to learn and staff to improve their professional knowledge and skills. The Kingston Internship Model, Taiko Drumming, Japanese Extension programs, Mentor Training and the employment of a speech pathologist and occupational therapist for early literacy intervention are examples of current innovative strategies already implemented in the school. All classrooms in the school have interactive whiteboards and commencing the 2012 school year, every classroom, learning area and office was air conditioned. The 2013 ANZAC dawn service had...
tremendous attendance and a free community breakfast catering for over 300. Kingston Primary was awarded both a state and national award in the 2013 ANZAC Day Awards.

Kingston Primary School became the first educational institution in Australia and the only primary school in the world to win an HP Catalyst grant. This grant gives the school international exposure and links us with global partners. This grant provided over $150000 of tablet technology to the school. In 2013, the school presented the Internship project to our global partners in Sao Paulo, Brazil following our successful presentation in Beijing, China in 2012.

Throughout 2013, the school engaged in extensive community and industry consultation in regards to the future of technology at Kingston and in particular the impact that technology could have on student learning and engagement. After considerable research and investigation, the school targeted years 3, 4 and 5 as implementation years and throughout 2013 engaged 87% of parents in the identified cohort in consultation. The decision to implement a Bring Your Own Device (BYOD) iPad program was made, commencing in 2014.

**Multicultural Interests**

Kingston Primary School recognises the traditional owners of the land that the school is situated on, the Noongar people of the South West. We also respect and celebrate the diverse cultures of all students and staff who attend the school. The school celebrated Harmony Day and NAIDOC day with school wide activities. The school demographic survey in 2013 indicates that approximately 27% of students who attend Kingston were born outside of Australia.

**Sustainability**

Kingston PS has sound environmentally sustainable practices built into its design. A 6kw solar power generator, water collection tanks and artificial turf are testament to our commitment to sustainability. We will continually seek opportunities to embed prosocial sustainable practices throughout our school community. In 2013, a whole school “Sustainability Day” was held engaging over 650 students with industry partners and external providers.

**Specialists**

The school boasts a Visual Arts Specialist, a Music Specialist, a Japanese Language Specialist and a Physical Education Specialist. All Year 1-7 students participate in these programs. In 2013, year 2 students learnt AUSLAN sign language to support a student with a cochlear implant.

**Facilities**

Kingston Primary has 26 purpose built classrooms, all with reverse cycle air conditioning. Of these, nine are early childhood classrooms and 17 are general purpose classrooms. Included in the 17 general purpose, are a specialist music room and visual arts room. In 2013, the school had 11 transportable classrooms. All classrooms have electronic interactive white boards. The Early Learning Centre houses all Kindergarten students as well as the Regional CMS (classroom management strategies) team. Outside School Hours (OSH) club operates from this facility before and after school as well as holidays and in 2013 the Kingston 0-4 years Child Health Clinic opened in this building. Playgroups catering for 0-4 year olds, in conjunction with Playgroup WA operate from this building.
Enrolments

In 2013, the school opened with an enrolment of 854 students from Kindergarten to year 7. The enrolment pattern showed a continued trend that the intake area consisted mainly of young families, with 120 Kindergarten enrolments and only 67 year 7 enrolments. Numbers grew over 2013 and the year finished with 870 students. In 2014, the school year commenced with 837 students which was higher than expected, considering the opening of Treendale Primary School.

Enrolment History and 2013 Enrolment Leading into Feb 2014

![Enrolment History Graph]

School Vision

Our Mission

To prepare every student with the fundamentals for life success, with the skills to positively contribute to society, and the opportunity to excel.

Our Vision

To be an innovative exemplar of professional education practice and learning for teachers and creating optimum developmental opportunity for students.

Our Values

1. Respect for all

*Respect includes valuing ourselves, others and the environment:* Teachers provide all individual learners with the opportunity to learn. Diversity is valued and celebrated. Our self-esteem is nurtured. Students wear school uniform and are clean and well groomed.
2. Excellence in Endeavour

We challenge ourselves to be our best: Kingston School is committed to innovation and continues to seek new ways to enhance the educational program and provide increased opportunities for students to learn and staff to improve their professional knowledge and skills.

3. Courage in Action

Courage allows us to choose the right action: Honesty is expected from all members of the school community. Teachers and students embrace the challenge of leaving their comfort zone to engage in new learning opportunities.

4. Care for All

Caring makes the world a safer place: Teachers model care. Classes have discussions about how to show care. Students respond with care to teachers and peers.

5. Unity of Purpose

See our commonalities: The school policies are clear and easily accessible to everyone. The whole school community understands and work towards a common purpose.

6. Sustainability in practices

Be a proactive global citizen: Decisions stand the test of time and have a positive impact on the school community. Members of the school community gain prosocial sustainable skills and practice.

Kingston Internship Model

The Kingston Professional Learning School concept was developed in early 2008, based on research from Australia, Scotland and the USA, recommendations from the Twomey Report and statements from the Department of Education and Training’s Classrooms First strategy. The concept was developed into a model for implementation at Kingston PS and adopted by Department of Education and ECU Southwest through a Memorandum of Agreement in August 2008.

The school operates similarly to a teaching hospital, where selected classroom teachers act as mentors and they each have an intern teacher with them. The interns are selected 4th year education students, some who are on a Department of Education scholarship and bonded to state-wide availability for two years after graduation.

In semester 1 Interns gain valuable school based learning as well as completing their ATP. The interns are granted a limited authority to teach (LAT) to commence semester 2, meaning that the majority of relief is managed internally and there is minimal disruption to students’ learning during periods of leave. This also gives far more flexibility to ensure collaborative whole school plans are developed and implemented effectively through facilitated meetings. At the core of this project are the perceived benefits
for student learning. Effectively, the school is resourced with ten additional qualified teachers (LAT) for second semester to work with small groups or identified students based on areas of need.

Eleven Interns completed the year in 2013 and are all now employed in Government schools across Western Australia, predominantly in rural settings.

In 2013, Kingston Primary School endorsed their second business plan covering the years 2013 – 2016 which incorporated findings from the most recent school review.

In 2012, Kingston Primary was reviewed by an external review group selected by the Department of Educational Services. Kingston was selected as one of the first Independent Public Schools in 2010 and hence was reviewed in 2012 against the 3 year business plan. All aspects of school operation and performance were reviewed. The group made comments under three headings, Commendations, Affirmations and Recommendations. The full report is available on the school website, www.kingstonprimary.wa.edu.au as well as schools on line. The summary of findings is shown below.

**External Review**

In 2013, Kingston Primary School endorsed their second business plan covering the years 2013 – 2016 which incorporated findings from the most recent school review.

**Commendations**

- The commitment to data-driven school self-review at the School Board, whole-school, year cohort and classroom levels leading to implementation of innovations in curriculum and pedagogy.
- The quality of leadership in fostering a culture of professional excellence and opportunity.
- Implementation of inclusive strategies to address the needs of students at educational risk including those whose performance is impacted by poor behaviour, transiency or irregular attendance.

**Affirmations**

- The steps taken in developing consistency in pedagogical approaches with particular reference to the ongoing implementation of the Australian Curriculum.
- The intention to revise targets in response to student learning information to focus on improved student performance across all year levels.
- The planned progressive development of explicit whole-school scope and sequence statements for all learning areas commencing in 2013 with Science.
- The ongoing engagement and maintenance of partnerships within the school community to improve the educational experiences of all students.

**Recommendations**

- The development of a communications strategy to ensure community awareness of the School Board’s role, responsibilities and accountabilities in supporting the school.
- An annual board effectiveness survey be used to determine ongoing training priorities and ongoing role clarification.
- In addition to tracking the performance of the stable cohort over time, the school includes the performance of all students assessed by NAPLAN in reporting future like-school, state and national comparison.
NAPLAN (National Assessment Program, Literacy and Numeracy) was conducted in May 2013. Testing commenced in our foundation year, 2009, when years 3, 5 and 7 students had only been at Kingston School for a brief period and the data was seen as baseline data and reflective of the 26 different schools around the district, state, nation and world that constituted our foundation student body. In 2012, the student enrolment continued to increase significantly and only approximately 40% of foundation students constituted those who sat NAPLAN. It is the school’s responsibility to use this baseline data to plan for school improvement. The true effect of the programs developed for the students at Kingston Primary School will be monitored through the stable cohort and will be more evident as enrolment pressures stabilise.

MSE (Monitoring Standards in Education) testing was also conducted in Science and Society and Environment. This data also provides good baseline data for future planning.

**NAPLAN - Comparative Performance Summary**

<table>
<thead>
<tr>
<th></th>
<th>Year 3</th>
<th>Year 5</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>-0.4</td>
<td>0.3</td>
<td>-0.8</td>
</tr>
<tr>
<td>Reading</td>
<td>-0.6</td>
<td>0.0</td>
<td>-0.8</td>
</tr>
<tr>
<td>Writing</td>
<td>-0.3</td>
<td>0.8</td>
<td>0.1</td>
</tr>
<tr>
<td>Spelling</td>
<td>-0.9</td>
<td>-0.5</td>
<td>-0.4</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>-1.0</td>
<td>-0.3</td>
<td>-0.3</td>
</tr>
</tbody>
</table>

**Above Expected** - more than one standard deviation above the predicted school mean

**Expected** - within one standard deviation of the predicted school mean

**Below Expected** - more than one standard deviation below the predicted school mean

No data available or number of students is less than 6

The data shows that, based on the NAPLAN tests, Kingston is performing as expected for a school of our size, demographic and Socio Economic Index (SEI). When comparing results over time, 2009 – 2013 the school has progressed at all year levels in both literacy and numeracy. As the school continues to grow rapidly, each year, a statistically significant number of students sit NAPLAN tests having been in the school for up to 3 months. This will affect the true progress and value added by the Kingston learning programs.
Kingston has committed to prioritising English and Mathematics in the 2013 – 2016 Business Plan as it is expected that performance will continue to improve as student numbers and cohorts stabilise as a result of whole school approaches and targeted intervention.

2011 – 2013 Student Performance – WAMSE – Relative Assessment

<table>
<thead>
<tr>
<th></th>
<th>Science</th>
<th>Society &amp; Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 5</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Year 7</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

1. above expected – more than one standard deviation above the predicted school mean
2. expected – within one standard deviation of the predicted school mean
3. below expected – more than one standard deviation below the predicted school mean

No data available or number of students is less than 6

The data shows that, based on the WAMSE tests, Kingston is performing as expected for a school of our size, demographic and Socio Economic Index (SEI) in Science and Society and Environment consistently at year 5 level, although science performance in 2013 at year 5 was lower than expected. Science results show that the school has improved performance in year 7 science and sustained this for a second year while year 7 Society and Environment has shown improvement to expected level in 2013. The move to Australian Curriculum, where Society and Environment is replaced with areas such as History and Geography will mean that the assessments in this area will need to be refined. 2013 marks the final year of state wide WAMSE assessments.

Kingston has committed to prioritising Science and History in the 2013 – 2016 Business Plan.

Speech Pathologist and Occupational Therapist

The employment of a Speech Pathologist is an early intervention strategy based on data of the poor phonological awareness and speech articulation of some students who were either previously undiagnosed or on a 12-18 month waiting list for Community Health intervention. The waiting time to see a community health Speech Pathologist or Occupational Therapist in 2009 was 8 months. That wait time continued to increase over the last 4 years with the increasing need and decreasing number of Speech Pathologists and Occupational Therapists.

A Speech Pathologist (SP), was employed in 2010 a day a week. It took her 9 months to assess and create programs for all students with a referral in that year. An Occupational Therapist (OT) was employed in 2011 a day a week. It took her 9 months to assess and create programs for all students with a referral in that year.
The SP and OT work as individuals and as a team to access and support as many students as possible. Supported by the Deputy Principals, their work load includes;

- Individual student referrals, assess and write programs
- Monitor individual programs
- Whole year level assessments
- Provide home programs
- Support EAs to implement programs
- Provide PL for teachers and EAs
- Advise on school programs including the K, PP and year 1 intervention programs
- Create and implement new handwriting programs

The table below outlines the number of students that the OT and Speech teams, including trained EAs worked with in 2013.

<table>
<thead>
<tr>
<th>Program</th>
<th>SP 2012</th>
<th>SP 2013</th>
<th>OT 2012</th>
<th>OT 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual referral</td>
<td>62</td>
<td>102</td>
<td>60</td>
<td>53</td>
</tr>
<tr>
<td>Small groups</td>
<td>80</td>
<td>102</td>
<td>80</td>
<td>53</td>
</tr>
<tr>
<td>Whole classes</td>
<td>70</td>
<td>108</td>
<td>70</td>
<td>108</td>
</tr>
<tr>
<td>Intervention</td>
<td>90</td>
<td>83</td>
<td>90</td>
<td>53</td>
</tr>
</tbody>
</table>

It is a key belief of Kingston PS staff that there is a direct relationship between attendance at school, appropriate behaviour and the effectiveness of learning programs. The funding allocated to this area is targeted at improving attendance at school in order to access the curriculum and managing social and behavioural factors so that students are engaged in learning. If students are aware of the standards expected and consequences for poor behaviour and these are enforced in a consistent manner, then the teaching and learning time is maximised. There are always going to be students whose attendance and behaviour put them at significant risk of interrupting the learning of others or their own learning. These students will be case managed, supported by the Learning Support Coordinator and the Deputy Principal responsible for attendance, funded through the school. It is also an expectation that all students in years 1-7 wear school uniform and the school has funded loan uniforms to ensure that all students maintain an expected standard.

**Whole School Virtues Project**

The Virtues Project is a holistic approach to character education which has been implemented as a whole school approach across the school. Kingston PS use the five strategies of the Virtues Project to foster a shared vision of the culture of the school and to provide simple tools to use every day to make character education a natural part of each child’s experience. The 2012 focus areas and actions have been consistent since the school opened in 2009.

**2013 Focus Areas**

- Social / Emotional Literacy is developed through whole school plans and expectations of students, staff and parents are clear, visible and monitored.

- Kingston Primary School takes a no tolerance approach to bullying and is perceived by parents, students and staff as being fair, proactive and responsive to student wellbeing.
Actions

- KPS has implemented and sustained the 5 key strategies of the Virtues Project:
  - Speak the Language of the Virtues
  - Recognise Teachable Moments
  - Set Clear Boundaries
  - Honour the Spirit
  - Offer Companioning

Attendance

Throughout 2013, student attendance was monitored. We believe that student academic performance and attitude to learning is directly related to regular attendance at school. In 2013, the school’s attendance rates were comparable with state averages.

Primary Attendance Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>Non-Aboriginal</th>
<th>Aboriginal</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School Like Schools</td>
<td>WA Public Schools</td>
<td>School Like Schools</td>
</tr>
<tr>
<td>2011</td>
<td>93.7% 93.6%</td>
<td>93.7%</td>
<td>93.8% 87.2%</td>
</tr>
<tr>
<td>2012</td>
<td>91.3% 93.3%</td>
<td>93.3%</td>
<td>89.8% 87.1%</td>
</tr>
<tr>
<td>2013</td>
<td>92.4% 93.7%</td>
<td>93.7%</td>
<td>90.8% 87.0%</td>
</tr>
</tbody>
</table>

Actions

- Students in the compulsory years of schooling (1-7) not achieving an attendance rate above 80% were individually monitored.
- Parents of students with attendance rates falling below 80% were contacted and where appropriate, offered assistance to help improve their child’s attendance.
- SMS attendance notification system was implemented.
- A Deputy Principal was appointed with a specific attendance role.

Case Conference approach to Students at Educational Risk

Case Conferencing is a collaborative approach to provide additional support to students with diverse educational needs. This process establishes a support network between school, home and child development agencies and provides a strong accountability framework for the education and development of individual students, and was implemented in 2009. In 2013 there were 81 case conferences held, up from 77 the previous year. All participants were involved in the construction of IEP’s and or IBP’s (Individual Education or Behaviour Plans), and through the establishment of these and other support systems each person was accountable to specific responsibilities that were reviewed at follow up case conferences. The entire Case Conference is recorded and made available to all participants.
Kingston PS opened in 2009 with an initial enrolment of 320 students. Enrolment growth has seen an additional 550 students commence at Kingston to the end of the 2013 school year, totalling 870 students. It is our belief, that the establishment of a positive school culture, identity and reputation are crucial to the success of the school. The reputation established in the first years of the school’s history will determine the ability to develop strong community links and perceptions which support innovation. The Virtues Project provides the emotional literacy that underpins our school culture. The Kingston Internship Model that is unique in Western Australia is part of our identity and the capacity of staff to mentor and coach is a key funding allocation. Staff capacity to implement programs that define our culture, such as whole school approaches to literacy, numeracy and behaviour management, are enhanced by a reflective framework of accountability and performance management. Appropriate professional development is funded for this purpose.

Community Perceptions Survey
A Community Perception Survey was conducted in October / November, 2013. A random selection of 25% of the parents in the school are asked to complete the survey on line. The results of this survey illuminate community perceptions about Kingston PS and can be compared against the 2010, 2011 and 2012 surveys. The survey provides a “broad brush” indication of what the school is perceived to be doing well or less well, which indicates the culture that has developed and continues to develop. Interpreting data from this survey is initially a case of looking for items with values that are noticeably high or low: the higher the mean scores, the better the school is perceived to be performing or the more positive the school culture is considered. Before issues that receive low mean scores become the focus of school improvement planning, it is necessary to check that scores reflect what is actually happening in the school. The survey findings need to be verified by checking them against other information about the school.

As Kingston is a now 5 years old, this survey data is monitored for trends that emerge. An operational plan has been developed to address the key areas identified as requiring attention at this point in time. From one year to the next, it is difficult to say whether a “blip” in the findings is significant or simply a reflection of chance variation. If, however, the change (up or down) is sustained over a number of years, we can be more confident that it reflects a real change in the way the school is perceived to be performing.

The 2013 – 2016 Business Plan incorporates key findings from these surveys into the school improvement pillar of “Engagement”.

Survey Findings

- In 2013, Kingston Primary was perceived as a safe and secure school by over 98.76% of parents surveyed, 95.09% of years 4-7 students and 100% staff. This result has slightly increased but has been relatively consistent over the past three years.

- In 2013, 98.77% of parents surveyed, 97.87% of staff and 90.18% of years 4-7 students believe that Kingston School has high standards of student behaviour.

- In 2013, 100% of parents surveyed stated that the staff at Kingston Primary School were professional, committed and enthusiastic. They communicate well and provide relevant and challenging learning experiences.
Kingston Primary School has a no tolerance approach to bullying and is perceived by parents, students and staff that there is a fair, proactive and responsive approach to bullying.

100% of parents surveyed and 98% of teachers believe that staff and students treat each other fairly and with respect.

Of the parents and teachers surveyed, 100% believe that the school has clear goals and a positive school identity.

A full overview of survey findings can be found on the school web site and schools on-line.

**Actions**

- Review Behaviour Management Policy on an annual basis, incorporating Classroom Management Strategies (CMS), to ensure it reflects needs of a growing school student population.

- CMS is now a whole school approach with 95% of staff currently trained.

---

**Student Destinations**

In 2012, the year 7 cohort consisted of 67 students. In 2013, these students attended the following WA High Schools after graduation from Kingston Primary School.

<table>
<thead>
<tr>
<th>Destination Schools</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>4146 Australind Senior High School</td>
<td>33</td>
<td>30</td>
<td>63</td>
</tr>
<tr>
<td>1029 Bunbury Catholic College</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4183 Dalyellup College</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>1371 Grace Christian School</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4040 Newton Moore Senior High School</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
## Annual Income

<table>
<thead>
<tr>
<th></th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Voluntary Contributions</td>
<td>$26,655</td>
<td>$23,002</td>
</tr>
<tr>
<td>2 Charges and Fees</td>
<td>$60,402</td>
<td>$62,305</td>
</tr>
<tr>
<td>3 P &amp; C Contributions</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>4 Fundraising and Donations</td>
<td>$350</td>
<td>$600</td>
</tr>
<tr>
<td>5 State Government Grants</td>
<td>$549,440</td>
<td>$549,440</td>
</tr>
<tr>
<td>6 Commonwealth Govt Grants</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>7 Miscellaneous</td>
<td>$290,195</td>
<td>$293,306</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$927,042</strong></td>
<td><strong>$928,653</strong></td>
</tr>
</tbody>
</table>

- Transfer from Reserves/Gift Funds: $0
- Opening Balance: $96,547

**Total Funds Available**: $1,023,589

**Actual**: $1,025,200

## Annual Expenditure

<table>
<thead>
<tr>
<th></th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Administration</td>
<td>$66,820</td>
<td>$56,897</td>
</tr>
<tr>
<td>2 Utilities</td>
<td>$242,437</td>
<td>$212,929</td>
</tr>
<tr>
<td>3 Repairs and Maintenance</td>
<td>$28,118</td>
<td>$0</td>
</tr>
<tr>
<td>4 Building Fabric and Infrastructure</td>
<td>$20,000</td>
<td>$18,104</td>
</tr>
<tr>
<td>5 Assets and Resources</td>
<td>$171,211</td>
<td>$176,941</td>
</tr>
<tr>
<td>6</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>7 Professional Development</td>
<td>$20,532</td>
<td>$17,314</td>
</tr>
<tr>
<td>8 Education Programs</td>
<td>$176,687</td>
<td>$168,547</td>
</tr>
<tr>
<td>9 Student Services</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>10 Miscellaneous</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$725,805</strong></td>
<td><strong>$650,732</strong></td>
</tr>
</tbody>
</table>

- Transfer to Asset Reserves: $9,200

**Total Funds Carry Forward**: $286,584

**Actual**: $365,268

## Cash Position as at: 31 December 2013

- Bank Balance: $330,493

  Made up of:
  1. Carry Over Grants (committed): $7,747
  2. Deductible Gift Funds: $0
  3. Trust Funds: $0
  4. Reserves: $245,272
  5. Suspense Accounts: $892
  6. Uncommitted Funds: $76,582

**Total Bank Balance**: $330,493

A brief comment on the financial performance for the year:
The Kingston Primary School 2013 Annual Report has been viewed and signed off for publishing by the Kingston Primary School Board.

Mr Mark Bateman  
Chairperson  

26th March 2014

Mr Alan Kidd  
Principal  

26th March 2014