



Duncraig
PRIMARY SCHOOL

2025 Annual Report



Overview



In 2025, Duncraig Primary School commenced the year by proudly celebrating its 50th anniversary. This milestone provided a meaningful opportunity for the school community to reflect on five decades of growth, achievement and change. Over this time, the suburb of Duncraig has evolved alongside the school, with Duncraig Primary School continuing to serve as the heart of the local community.

As a community school, families and staff remain deeply invested in ensuring every student is supported to achieve the best possible educational outcomes. This shared commitment was evident throughout the anniversary celebrations, particularly through the efforts of the P&C, who set an ambitious goal to replace the school's ageing water fountains, many of which were also 50 years old. At a cost of over \$50,000, the P&C demonstrated remarkable dedication and generosity through successful fundraising events including a Colour Fun Run and a parent only quiz night, setting up a positive and energetic tone for the year.

Following a period of leadership inconsistency in previous years, 2025 marked a year of stability and confidence, with a substantive Principal, Deputy Principals and Manager of Corporate Services in place for the full year. This stability supported a strong focus on collaboration and forward planning across the school.

A Public School Review conducted in Term 2, 2025 provided valuable external validation of the school's performance, resulting in a three-year return across all domains. In response, staff, students and the broader community worked collectively to develop a new Business Plan outlining priority areas for improvement over the next three years, with significant contribution from the School Board.

As Duncraig Primary School moves forward, there is a shared commitment to strengthening consistency in teaching practice and continuing to build collaborative approaches that support positive outcomes for all students.

Establishing the conditions for future success



Duncraig Primary School is currently in a deliberate phase of strengthening the organisational conditions that enable sustained improvement. With more than two years remaining before the next Public School Review, the school has prioritised building clarity, coherence and alignment across its planning and improvement processes to ensure future success is both achievable and sustainable.

To support this work, the priorities identified within the Business Plan are being enacted through aligned operational plans across curriculum, Positive Behaviour Support and specialist learning areas. These plans establish shared expectations for teaching and learning, providing staff with consistent structures that support high quality classroom practice while reducing variability across the school.

The school has intentionally shifted from implementing individual initiatives toward developing a coherent improvement framework. The introduction of a Whole School Improvement Operational Plan strengthens leadership capacity, partnerships and organisational systems, ensuring improvement is embedded within school processes rather than dependent on individuals.

The adoption of the Department of Education’s Leading Cultures of Teaching Excellence framework further supports this work by providing a disciplined inquiry approach to identifying priorities, implementing change, and evaluating impact. Alongside this, monitoring systems, leadership dashboards and an aligned evidence bank support ongoing evaluation of progress over time.

At this stage of the improvement journey, the focus has been intentionally placed on establishing strong foundations rather than immediate outcomes. These structures position Duncraig Primary School to move into the next phase of improvement with clarity, consistency and collective ownership, creating the conditions necessary for sustained success and continued growth in student outcomes.



Community



PARENTS AND CITIZENS' ASSOCIATION (P&C)

The Duncraig Primary School P&C continued to play a significant role in strengthening the school community throughout 2025, supporting positive connections between families, staff and students. A major achievement for the year was the successful fundraising of over \$50,000, which enabled the installation of new water fountains across the school, enhancing student wellbeing and improving access to drinking water for all students.

In addition to fundraising, the P&C supported community-building events and worked collaboratively with school leadership to enhance opportunities for students and families. The strong partnership between the P&C and the school reflects a shared commitment to improving the learning environment and fostering a connected and supportive school community. The P&C looks forward to continuing its work in supporting school initiatives and strengthening community engagement in 2026.

SCHOOL BOARD

The Duncraig Primary School Board continued to provide governance support and strategic oversight throughout 2025, working collaboratively with the principal and leadership team to monitor school performance and progress against strategic priorities. The Board reviewed student achievement data, school planning processes and policy development to ensure decisions remained focused on improving outcomes for all students.

During the year, the Board supported the school's ongoing improvement agenda, including initiatives aimed at strengthening instructional consistency, assessment informed practice and community engagement. The Board values the strong partnership between staff, families and the wider community and acknowledges the commitment of the school leadership team in maintaining a positive and inclusive school culture.

The Board remains committed to supporting the school's strategic direction and ensuring transparency, accountability and continuous improvement as Duncraig Primary School moves into 2026.



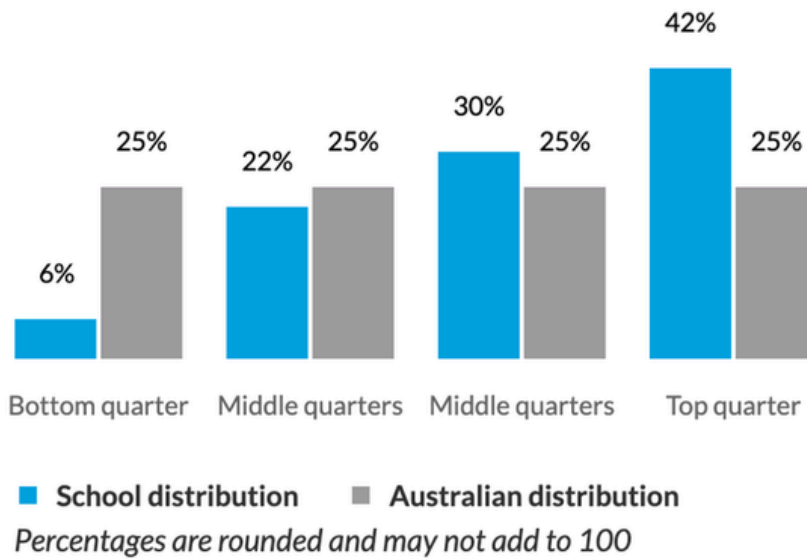


Student Numbers (as at Semester 2 2025)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(28)	50	64	58	59	59	62	52	432
Part Time	55								

Student enrolment numbers at Duncraig Primary School have remained relatively stable over time. During Semester Two of 2025, enrolments increased as more families purchased homes within the local intake area. This growth resulted in the school moving from a 19 class structure to a 20 class structure in 2026.

Distribution of Socio-Educational Advantage (SEA)



Duncraig Primary School has an Index of Community Socio-Educational Advantage (ICSEA) of 1105, placing the school within a highly advantaged socio-educational context and categorising it as a decile 2 school. As ICSEA reflects the educational advantage of a school community relative to the national average of 1000, this context provides important background when interpreting student achievement and progress data.

The school has a diverse student population, with approximately 10% of students coming from families where a language other than English is spoken at home. In 2025, five students identified as Aboriginal and/or Torres Strait Islander. This diversity informs the school’s ongoing commitment to inclusive practices and culturally responsive teaching to support equitable learning outcomes for all students.

Staffing Profile

In 2025, Duncraig Primary School employed a total of 55 staff, equating to 39.3 full-time equivalent (FTE) positions. The leadership team consisted of one Principal and two Associate Principals (3.0 FTE), providing strong administrative and instructional leadership across the school.

Teaching staff comprised 33 educators (23.7 FTE), supporting the delivery of high-quality teaching and learning programs across all year levels. All teaching staff met the professional requirements for registration with the Teacher Registration Board of Western Australia, ensuring compliance with professional standards and qualifications.

School support staff totalled 19 personnel (12.6 FTE), including clerical and administrative staff, gardening and maintenance staff, and allied professionals. The significant allocation of allied professional support reflects the school's commitment to supporting diverse student needs through intervention, inclusive practices, and operational support structures.

Overall, the staffing profile demonstrates a balanced workforce structure, with strong leadership capacity, a stable teaching cohort, and substantial support staffing to enhance student learning outcomes and effective school operations.

BE YOUR B.E.S.T.

Be Kind	Excellence Every Day	Show Respect	Take Responsibility
 <ul style="list-style-type: none">• We use kind words• We encourage• We share• We help• We include• We apologise 	 <ul style="list-style-type: none">• We do our personal best• We challenge ourselves to try new and difficult things• We set goals and try hard to achieve them• We follow the rules of the games• We show a good sporting attitude• We represent our school with pride• We solve problems and bounce back	 <ul style="list-style-type: none">• We use good manners• We listen with our whole body• We give everyone the opportunity to learn• We move safely and quietly• We wait to be dismissed• We look after our environment• We value differences• We keep our hands, feet and objects to ourselves	 <ul style="list-style-type: none">• We are organised• We ask questions• We are punctual• We follow instructions• We own our choices• We wear our school hats• We play in safe places• We think before we act• We stay with our group• We walk on the concrete and bricks

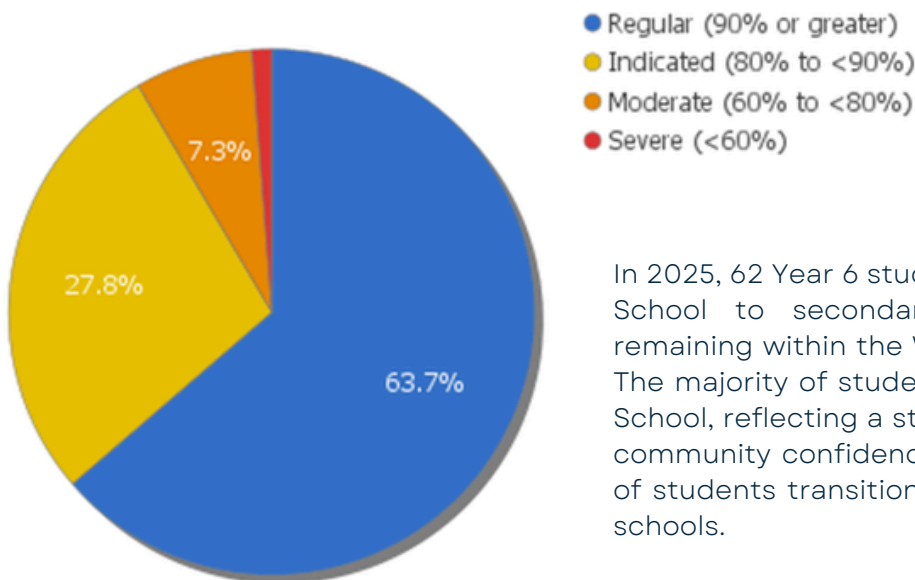


Attendance

In 2025, student attendance remained strong across the school, with all year levels recording attendance rates between 91% and 94%, consistently above the WA Public Schools average. This reflects positive student engagement and strong partnerships between the school and families. While a slight decline was observed in some upper primary year levels compared to 2024, overall attendance patterns remained positive.

Attendance data at Duncraig Primary School shows that 63.7% of students achieved regular attendance of 90% or greater. A further 27.8% of students were identified within the indicated attendance range of 80–89%, while 7.3% of students recorded moderate attendance between 60–79%. A very small proportion of students (approximately 1%) were identified as having severe attendance concerns, attending school less than 60% of the time. While the proportion of students with severe absenteeism remains low, the data indicates that 36.3% of students attended school less than 90% of the time, highlighting attendance consistency as an ongoing area of focus for the school.

In 2026, the school will review and update the Attendance Policy to ensure alignment with current expectations and best practice. A key focus will be ensuring all stakeholders clearly understand their roles and responsibilities in supporting regular attendance, strengthening a consistent and proactive approach to attendance across the school.



In 2025, 62 Year 6 students transitioned from Duncraig Primary School to secondary education, with 87% of students remaining within the Western Australian public school system. The majority of students (51) enrolled at Duncraig Senior High School, reflecting a strong local intake pathway and continued community confidence in public education. A smaller number of students transitioned to other public and non-government schools.

Destination Schools	Male	Female	Other	Total
4129 Duncraig Senior High School	34	17		51
1309 St Stephen's School	2	3		5
1157 St Mary's Anglican Girls' Sch		2		2
4213 Bob Hawke College	1			1
4057 Carine Senior High School	1			1
4206 Fremantle College		1		1
1259 Newman College	1			1
Total	39	23	0	62

School Culture Survey 2025



The 2025 School Culture Survey results indicate a strong and positive community perception of Duncraig Primary School, with responses across most domains clustering within the Agree to Strongly Agree range. Relationship measures were the strongest performing area, with average scores between 4.07 and 4.33 out of 5, demonstrating high levels of trust in staff professionalism, care for students, and the welcoming nature of the school environment. Parents overwhelmingly reported that staff care about their children and that the school provides a safe and supportive setting for learning. These results suggest that Duncraig Primary School has established strong relational foundations and a positive school culture, which provides an important platform for continued improvement.

While perceptions of teaching quality were also positive, the data reveals a consistent pattern in which confidence in teacher expertise is high, but parent visibility of learning is comparatively lower. Parents strongly agreed that teachers demonstrate sound knowledge and professionalism; however, lower average responses relating to feedback, understanding classroom learning, and opportunities to discuss aspirations indicate that families would value clearer insight into day-to-day learning and student progress. This pattern is reinforced through qualitative feedback, which frequently referenced a desire for more regular communication about classroom learning rather than concerns about teaching quality itself.

Results relating to the learning environment further reinforce positive school culture, with families reporting that students feel safe, experience a strong sense of belonging, and are supported by caring staff. Wellbeing and safety indicators were consistently above 4.0, confirming that student care is viewed as a priority. However, slightly lower responses relating to culturally responsive practices and responsiveness to Aboriginal community voice suggest an opportunity to strengthen the visibility of inclusive practices within the broader school community.

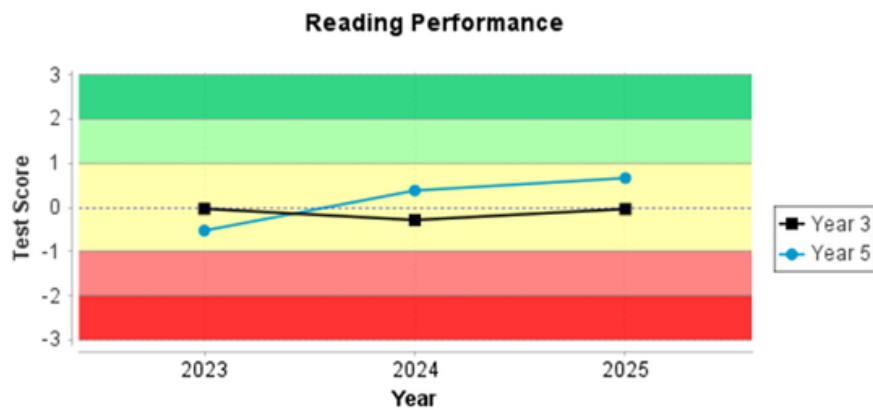
Leadership results indicate growing community confidence, with approximately three quarters of respondents agreeing that the school is well led and that leaders are visible within the school. Comments reflected appreciation for increased leadership presence and communication, particularly following a period of leadership change. Lower scores relating to participation in school decision making and understanding how evidence informs planning suggest an opportunity to further strengthen transparency around school improvement processes.

Across the Student Achievement and Progress domain, responses indicate moderate confidence, with averages between 3.36 and 3.68. Parents generally recognise that expectations exist for student learning; however, feedback suggests that families would benefit from clearer communication about student progress and whole-school achievement data. This reinforces the broader survey theme that strengthening communication and learning visibility represents the key improvement opportunity rather than concerns about school culture or teaching practice.

In response to these findings and subsequent staff reflection, two pupil-free days will be allocated within the school calendar to support structured parent interviews, alongside a whole-school Learning Journey in Term 3. These initiatives aim to provide parents with greater insight into classroom learning and student progress, strengthening home-school partnerships and supporting a shared understanding of learning across the school community.

English

Reading



Reading achievement at Duncraig Primary School over the past three years reflects stable outcomes with emerging strengths, particularly in the upper primary years, and a clear, evidence-informed improvement focus. Analysis of NAPLAN Reading data from 2023 to 2025 indicates consistency in achievement alongside improving growth trends relative to predicted outcomes.

Year 3 Reading performance remained stable across the period, with average scores of 419 in both 2023 and 2025 and a slight dip to 416 in 2024. While results sat marginally below like schools in 2023 and 2024, the 2025 cohort aligned directly with like schools. Comparative performance data shows Year 3 students consistently achieving within the expected range, indicating steady progress while also highlighting the need to strengthen early reading instruction to accelerate growth and improve longitudinal outcomes.

Year 5 Reading outcomes demonstrate stronger performance and improvement over time. Average scores increased from 503 in 2023 to 523 in 2024 and remained strong at 519 in 2025, with the school outperforming like schools in 2025. Comparative performance data reflects this positive trajectory, shifting from slightly below expected in 2023 to above expected in both 2024 and 2025, suggesting effective reading development and sustained growth through the upper primary years.

Reflective practice undertaken at the end of 2024 identified the quality and consistency of reading instruction as a key school improvement priority. Throughout 2025, staff engaged in targeted professional learning and a case management approach to implement a structured literacy block aligned with the Science of Reading research, with a particular focus on fluency and vocabulary. Common instructional routines were established and refined, and these practices are now documented as whole school expectations as the school moves into 2026.

In 2026, staff will continue to refine reading routines, with the elements of the Reading Rope further embedded into classroom practice. The school's engagement in the Department of Education's Leading Cultures of Teaching Excellence will directly support this improvement focus by strengthening instructional consistency and collective efficacy. Collectively, staff have agreed that a sustained focus on decoding skills in the early years is essential to improving longitudinal outcomes, particularly to strengthen Year 3 NAPLAN Reading performance and reduce the proportion of students achieving in the Developing and Needs Additional Support categories. Data indicates that the number of students in Years 2 and 3 requiring DIBELS-based intervention is notable, and it is anticipated that strengthening Tier 1 instruction will reduce the need for intensive intervention and associated Education Assistant allocation over time.

The introduction of a Literacy Coach in Term 4, 2025, continuing into 2026, has further strengthened staff capacity through coaching and feedback. Staff collaboratively developed a comprehensive Reading scope and sequence, inclusive of Literature-Based Units, to support consistent curriculum delivery and high-quality instruction, while ensuring appropriate challenge and extension for competent readers. An overhaul of the Assessment Schedule, including the introduction of DIBELS assessment subtests, has further supported data-informed practice, enabling teachers to closely monitor progress, identify specific skill gaps and differentiate instruction effectively.

Overall, reading achievement at Duncraig Primary School reflects consistent performance, strong outcomes in Year 5, and a well-established foundation for continued improvement in early reading. The alignment of data analysis, reflective practice and evidence-based instructional change positions the school well to continue strengthening reading outcomes for all students as it moves into 2026.



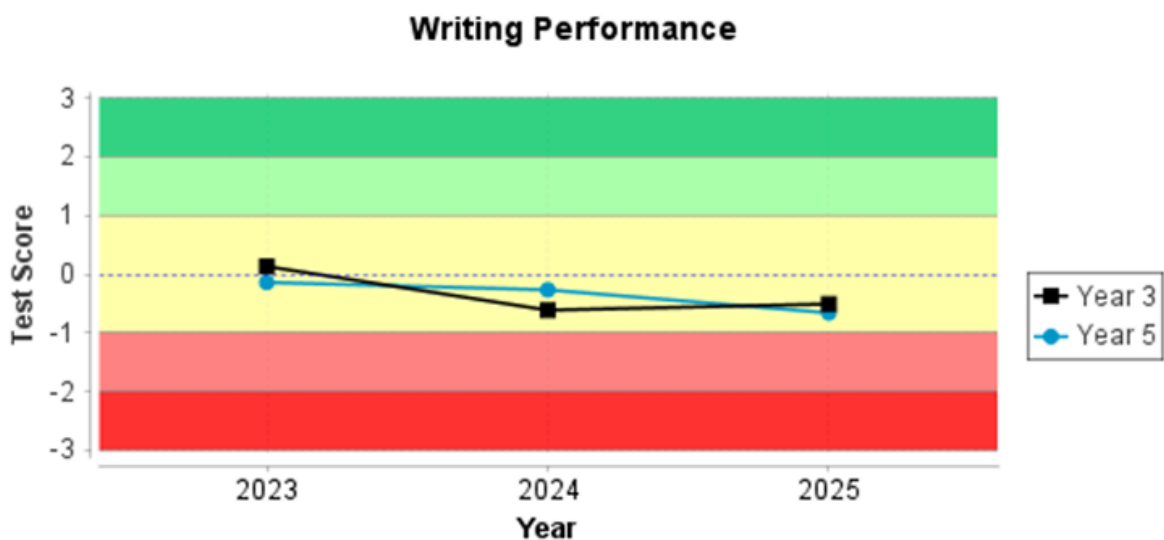
Writing

Throughout 2025, the school continued to prioritise the improvement of student writing outcomes. Teaching staff have previously engaged in professional learning aligned to the Talk for Writing approach, building shared knowledge of high-impact writing instruction. Through reflective practice, staff identified that while elements of Talk for Writing were evident across classrooms, the program had not been implemented with consistency or full fidelity. This was largely due to the absence of clearly documented whole-school expectations and limited structured opportunities for staff to collaboratively moderate student writing and discuss instructional practice.

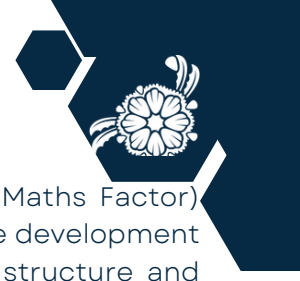
Analysis of the 2025 NAPLAN Writing data indicated that student achievement across tested year levels sat within the expected range when compared to predicted school means. While no cohort demonstrated underperformance, results were positioned at the lower end of the expected range, highlighting the need to strengthen consistency in instructional practice and ensure sustained development of writing skills across year levels. The data pointed to opportunities for improvement in areas such as text cohesion, sentence structure, and the sustained development of ideas, reinforcing staff reflections regarding variability in program implementation.

In response to both internal review and external data, a targeted focus was implemented in Term 4, 2025. Teaching staff were provided with dedicated release time to collaboratively develop integrated reading and writing units grounded in quality literature. These literature-based units are designed to strengthen the explicit teaching of writing within meaningful contexts, ensure clarity of expectations, and support greater alignment of writing instruction across year levels.

Embedded within the units are agreed opportunities for the administration of Talk for Writing hot and cold tasks. Student work samples from these tasks will be uploaded to Elastik, providing a consistent platform for evidence collection. This will support ongoing collaborative moderation, professional dialogue, and a shared understanding of achievement standards, while reinforcing the importance of consistent and high fidelity delivery of the school's writing program. Collectively, these actions position the school to build on the 2025 NAPLAN results and further strengthen student writing outcomes over time.



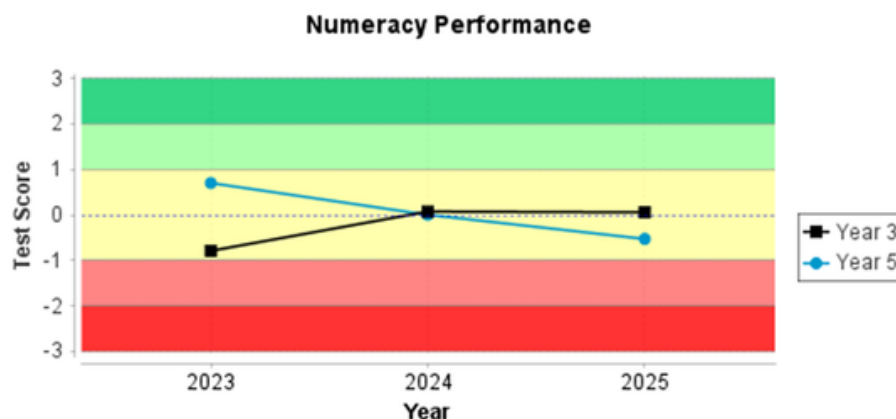
Mathematics



In 2025, the implementation of a consistent Year 1–6 Mathematics Facts routine (Maths Factor) strengthened coherence in numeracy instruction across the school, particularly in the development of student fluency. This whole-school approach provided teachers with a shared structure and common instructional language, supporting increased consistency in classroom practice. The leadership of the Mathematics Leader ensured staff were supported with clear guidance regarding instructional strategies and curriculum content, strengthening alignment between curriculum intent and classroom delivery.

Kindergarten to Year 2 teachers continued to embed the Bond Blocks program within mathematics lessons, supporting the development of early number sense and conceptual understanding through structured, hands-on learning experiences. This approach was also implemented within intervention programs across Years 3–6, providing targeted support for students requiring additional consolidation of foundational numeracy skills. Students in Years 4–6 were further supported through enrichment opportunities provided by the Thursday morning Numero Club, which included a Numero incursion and participation of a selected group of students in the annual interschool challenge. These opportunities promoted mathematical thinking, problem solving, and student engagement beyond the classroom.

While these actions contributed positively to numeracy development, analysis of NAPLAN data indicates a continued need to strengthen consistency and depth of mathematical understanding as students progress through the school. In particular, the increased proportion of students within the Developing proficiency level highlights the importance of ensuring learning moves beyond procedural fluency to deeper conceptual understanding and consolidation over time.



To strengthen assessment-informed practice, the school continued to track year-on-year progress using the Mathematics PAT assessment, alongside the ongoing collection of Westwood assessment data to monitor student growth and inform teaching decisions. This data is supporting the development of SMART targets focused on individual and cohort growth, enabling teachers to more precisely monitor progress, target instruction, and evaluate the impact of teaching practices. The next phase of this work will focus on ensuring assessment-driven practice more strongly informs differentiation within the Bond Blocks program and broader classroom instruction. This approach promotes a stronger focus on growth rather than point-in-time achievement and supports greater consistency in assessment use across year levels.

Moving into 2026, the school’s engagement in Shaping Minds will support increased consistency and fidelity in daily review practices within the numeracy block. This work will focus on intentionally revisiting, strengthening, and connecting key mathematical concepts over time. In addition, the Numeracy Committee will prioritise the development of clear, shared expectations for the numeracy block, including explicit instruction, guided practice, and assessment for learning. Year level operational targets will also be established using Westwood data to further strengthen data-informed planning and targeted instruction across the school. Collectively, these actions aim to strengthen continuity of practice, improve consolidation of learning, and increase the proportion of students achieving at the Strong and Exceeding proficiency levels in mathematics.

Physical Education



2025 will stand out as a year of celebration for Physical Education at Duncraig Primary School. For the first time since 1982, the school won the Interschool Athletics Carnival trophy, an outstanding achievement within a highly competitive network of local schools.

This accolade was the result of significant hard work, commitment, and dedication from both students and staff. Early morning and lunchtime training sessions are a common feature of Term 3 at DPS, and Mr Orzel worked tirelessly to ensure our students were well prepared and supported to perform at their best.

The school once again hosted a swimming carnival in Term 1, providing our swimmers with the opportunity to showcase their skills and represent their factions with pride. Other key events on the sporting calendar included Interschool Winter Sports, Cross Country, the Faction Athletics Carnival, and participation in the State Triathlon.

Triathlons continue to be an area of growing interest for our students. The school is working to further strengthen this pathway, particularly as many DPS students go on to apply for the Triathlon Program at Duncraig Senior High School.

Sporting success was also celebrated beyond the school day, with the P&C Year 6 netball team achieving a fantastic result by winning their grand final. This accomplishment reflects the strong sporting culture within our school community and the commitment of our students, families, and volunteers who support these opportunities.



Music

Duncraig Primary School proudly maintains a strong music program, with all students participating in 60 minutes of music instruction each week. In addition, students in Years 4–6 have the opportunity to join either the Year 4 Choir or the Senior Choir, an opportunity that many of our students enthusiastically embrace.

Participation in choir provides students with the chance to perform at significant events throughout the year. Highlights include the WA Government Schools Music Society Concert at Crown in July and the One Big Voice concert in Term 3. These prestigious performances allow our students to showcase their talents in professional, large-scale performing venues.

Music also plays an important role in many of our school community events. Our ANZAC service is proudly led by the school choir each year, and the choir also performs at the Year 6 Graduation, helping to mark this special milestone for our graduating students.

Students participating in the Instrumental Music School Services (IMSS) program attend weekly lessons and demonstrate their commitment through a range of performances across the year. Mrs Ruscoe supports our students with great encouragement and dedication, helping them develop confidence, skill and a strong sense of self-efficacy in their musical abilities.

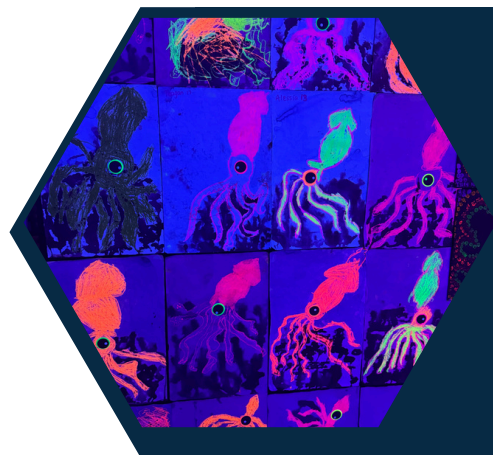




Art

For the first time in a number of years, our Year 1-2 students participated in dedicated specialist art lessons as part of a structured art program. Students embraced this opportunity enthusiastically and, under the guidance of the talented Ms Coombes, were encouraged to see themselves as artists while developing their creativity and artistic skills.

An evening Art Show, supported by the P&C, provided a wonderful opportunity for families to celebrate their children's achievements and view the impressive work produced by our students.



Science

The DPS Science Fair continues to be a highlight of our school calendar, and 2025 was no exception. Our senior students impressed the school community with their higher-order thinking skills, creative problem-solving and innovative scientific ideas. The Science Fair represents the culmination of years of developing scientific knowledge and inquiry skills, enabling students to confidently design, investigate and present their ideas.

In 2026, even more students will have the opportunity to showcase their learning through our DPS Learning Journey Evening, where families can celebrate the scientific knowledge and curiosity developed across the school.

Our kitchen garden and chicken coop also remain a favourite with many students, providing authentic, hands-on learning opportunities both before school and during the school day.



French

In 2025, Duncraig Primary School welcomed the appointment of a new permanent French teacher, Madame Anly. Madame Anly has brought renewed energy and a fresh approach to the French program, with students engaging in language learning through a range of interactive experiences including dance, song and drama.

Students quickly embraced this dynamic style of learning and have thoroughly enjoyed their time in the French classroom.

Planning is now underway to further enhance this important learning area, with the addition of a French Assembly to the DPS calendar in the coming year. This event will provide students with an opportunity to showcase their language learning and celebrate French culture with the wider school community.





FINANCE Duncraig Primary School Financial Summary December 2025

ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	102,394	102,394
Carry Forward (Salary):	244,783	244,783
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	4,845,856	4,845,856
Locally Raised Funds:	175,071	200,369
Total Funds:	5,368,104	5,393,402
EXPENDITURE		
Salaries:	4,585,448	4,585,448
Goods and Services (Cash):	503,464	436,228
Total Expenditure:	5,088,912	5,021,676
VARIANCE:	279,192	371,726

INCOME - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	102,394	102,394
Carry Forward (Salary)	244,783	244,783

STUDENT-CENTRED FUNDING

Per Student	3,925,322	3,925,322
School and Student Characteristics	702,439	702,439
Disability Adjustments	83,730	83,730
Targeted Initiatives	131,344	131,344
Operational Response Allocation	3,260	3,260
Total Funds:	4,846,095	4,846,095

TRANSFERS AND ADJUSTMENTS

Regional Allocation	0	0
School Transfers – Salary	(200,239)	(200,239)
School Transfers - Cash	200,000	200,000
Department Adjustments	0	0
Total Funds:	(239)	(239)

LOCALLY RAISED FUNDS (REVENUE)

Voluntary Contributions	18,000	21,879
Charges and Fees	61,200	75,945
Fees from Facilities Hire	60,500	61,364
Fundraising/Donations/Sponsorships	10,000	14,504
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other schools	0	1,155
Other Revenues	2,010	11,924
Transfer from Reserve or DGR	23,361	13,598
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	175,071	200,369

TOTAL	5,368,104	5,393,402
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EXPENDITURE - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	3,957,918	3,957,918
New Appointments	0	0
Casual Payments	625,847	625,847
Other Salary Expenditure	1,682	1,682
Total Funds:	4,585,447	4,585,447
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	37,200	24,926
Lease Payments	70,000	20,333
Utilities, Facilities and Maintenance	128,500	124,210
Buildings, Property and Equipment	46,056	55,355
Curriculum and Student Services	195,405	197,752
Professional Development	16,093	6,997
Transfer to Reserve	5,000	0
Other Expenditure	5,010	5,946
Payment to CO, Regional Office and Other schools	200	710
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	503,464	436,229
TOTAL	5,088,911	5,021,676

