

**TREMAINS PRIMARY SCHOOL**

**YSGOL GYNRADD TREMEAN**



**Governing Body of Tremains Primary  
school**

**Annual Report to Parents  
2022-23 (full report)**

Dear Parent/Guardian

**Governing Body Tremains Primary School**  
**Annual Parents Meeting**

I enclose for your information, a copy of the Governors Annual Report to Parents for the 2022-23 academic year.

Under the School Standards and Organisation (Wales) Act 2013 (the Act) the governing body is no longer required to hold a meeting for the purpose of discussing the attached report.

However, under this legislation if a governing body receives a petition from parents of registered pupils at the school requesting a meeting a meeting will be held if the following conditions are met;

- The petition contains the signatures of ten percent of the parents registered pupils **or** thirty of the parents of registered pupils (whichever is the lower).
- The meeting must be for the purpose of discussing a matter relating to the school.
- Should a meeting be held there will be no more than three meetings held during the school year in which the petition is received.
- There are enough days remaining in the school year for the meeting to be held in line with the requirements of the Act.

Should a meeting be held it will be open to all parents of registered pupils at the school, the Headteacher and other persons invited by the governing body.

Yours faithfully,

Mr Shaun Sweeney

Chairperson of the Schools Governing Body

## MESSAGE FROM YOUR CHAIR OF GOVERNORS

Dear Parents and Carers,

I'd like to introduce myself as the Chair of Governors at Tremains Primary School.

My name is Shaun Sweeney and I feel privileged to have been elected to the role twelve months ago, following three years already served as a parent governor.

It is a pleasure to share with you the annual report to parents and carers. The past year has seen the whole school progress further and continue to thrive under the Headship of Mrs Todd, along with the teaching and support teams.

At Tremains Primary we recognise that to achieve the best experience and most successful outcomes for our children, we need to create partnerships between the teaching and support team, parents, governors and of course the children. We aim to have an environment where every child has the chance to shine and aspires to be the very best, and is prepared for a future of possibilities.

In our role as governors, we support the school in a number of key areas such as; pupil welfare, progress and achievement, finance and budgets, staff development and recruitment.

We come from a range of backgrounds and have different skills, but we could not do our role without the expertise of the Headteacher, Leadership Team and all the committed staff here at Tremains.

It's important for me to also thank you our parents and carers, for the continued support and engagement you show, which in turn ensures positive progress and development of our children.

We are always keen to seek the views of parents, so please come and say hello when you see us at school, in the playground, school functions or you can contact any of the governing body through the school office.

Kind regards

Shaun Sweeney  
Chair of Governors, on behalf of the Full Governing Body.

## **A message from the Headteacher**

Dear Parent/Carer,

On behalf of everyone in Tremains Primary School, may I take this opportunity to thank you all again for your continued support of our school during what has been yet another busy year.

As always, our schools are continuing to make lots of improvements right across the board with securing high-quality teaching and learning at the heart of all we do. This is a school with a committed and talented staff and governing body, who share the common aim of wanting to give your child the best possible start in life. Not only do we strive to achieve the highest level in literacy, numeracy and all round education, but we also ensure your children are safe, happy and contribute to our high expectations of behaviour.

This year, throughout the school, we have carried out work looking at improving our approaches to the Curriculum for Wales, wellbeing and standards in Maths as well as working on wider areas such as links with our community, improving our Pupil's numeracy skills.

We have a fantastic team here and wonderful pupils who all help to ensure that our school is the best to learn. Moving forward, we will continue to do all we can to ensure our Pupils are provided with the best learning experiences and continue to:

'Be kind, Be courageous and Be you'.

Thank you all for your continued support.

Mrs D Todd

## **TREMAINS GOVERNING BODY**

As with all schools, Tremains' Governing Body is made up of representatives from the Local Authority, parents, teachers and members of the local community. The governors are volunteers who offer their time taking responsibility for the general vision, direction and performance of the school, aiming to ensure all governance arrangements and processes are in place to support the school moving forward, thus ensuring the best for all our children attending the school.

We act in a supportive way, offering ourselves as a critical friend aiming to help and inform and ensure correct decisions are made relating to the finances of the school, decisions involving staffing across the school and discuss and support issues relating to school improvement and curriculum.

The Governing Body meet as a group three times throughout the year as a full formal Governing Body, but there are a wide range of other school committees, meetings and forums where we are required to attend in support of the school and the Senior Leadership Team. In our full Governing Body meeting we discuss the Headteacher's report which is often a key focus of our discussion as to what is going on across the school and what considerations are needed to support the school further, as well as a number of other key discussions such as finances, health and safety and the upkeep of building and surrounding grounds etc.

There are, on occasions, vacancies on the Governing Body, when such a vacancy occurs there are processes in place to ensure a replacement is made. All parents and carers across the whole school are made aware of any parent vacancies in an effort to try to attract new and supportive parent representatives to form part of the Governing Body, other vacancies are sought through the Local

Authority and from across the community where we try to attract members with a wide range of skill sets who can be of benefit to the school.

No travel or subsistence allowances were paid to members of the governing body in the 2022-23 financial year, as outlined the members undertake this role voluntarily.

### **1. Clerk**

The Clerk to the Governing Body is Mrs Simone Delaney  
School Governance Solutions  
8 Acland Road, Bridgend, Mid Glamorgan, Wales, CF31 1TF

### **2. Chairperson**

The Chairperson of the Governing Body is: Mr Shaun Sweeney, Tremains Primary School,  
Channel View, Brackla, Bridgend

### **3. Role of the Governor / Membership**

There is a high level of expertise within the staff & governors and there is a strong commitment to continued professional development. The governors ensure that the focus for the school is to raise standards of teaching, learning and care of the pupils. Governors are involved with the analysis of school data and setting targets and the School Improvement Plan. The Governors have specific committees that they are involved in, and they also have areas of responsibility that they focus on. This involves them coming into school to monitor their individual area of responsibility. This could involve speaking to the teacher lead for the area or meeting children and discussing their work. Governors also regularly review school policies to ensure they are up to date and valid. School policies are available on request from the school office and school website once reviewed.

The following people are currently members of the Governing Body.

<b>Name</b>	<b>Category of Governor</b>	<b>Appointed By</b>	<b>Retirement Date</b>
Andrew Morgan  Julie Jones  Vacancy	<b>LEA</b>	<b>Council Members</b>	17/01/26  18/09/27  **
Denise Ralph  Shaun Sweeney (Chair)  Cllr Joshua Nuth  Vacancy	<b>Community Governors</b>	<b>Governing Body</b>	18/11/24  23/10/26  17/05/27
Hannah Thomas (Vice Chair)  Mr Sean Woodman  Natalie Galliphant  Vacancy	<b>Parent</b>	<b>Parents</b>	28/02/26  28/02/26  01/02/27  **
Mrs Charlotte Beer	<b>Teacher</b>	<b>Teaching Staff</b>	16/11/25

Mr John Matthews	<b>Staff</b>	<b>Non Teaching Staff</b>	16/11/25
Mrs Debra Todd	<b>Headteacher</b>		

#### **4. Resolutions**

There were no resolutions passed at the last meeting.

#### **5. Election of Parent Governors**

The next election of Parent Governors is due to take place November 23. If any Parent Governor(s) resign after this date arrangements will be made for an election to be undertaken at the appropriate time.

#### **6. School Improvement Plan (Post Inspection Action Plan)**

Governors are responsible for drawing up (in conjunction with staff) the School Improvement Plan and setting the targets for success. The plan identifies the direction the school will take, over a three year period, in delivering the curriculum. The plan is regularly monitored and revised to take account of progress made and any changes to curriculum requirements.

The School Improvement Plan for the 2023 – 2024 academic year has been approved by Governors and is currently being implemented by the staff. The targets set include short, medium and long-term aims. The Governing Body regularly review targets. Current targets are listed below.

Target 1	To develop a whole school approach to progress and assessment
Target 2	The whole school approach to Emotional and Mental Wellbeing.
Target 3	Strengthen breadth and depth in learning in DCF, RSE, RVE and Welsh Language development.
Target 4	Developing the role of Senior Leaders and Governing Body

The impact of the School Improvement Plan for 22-23 was

Target 1 - CFW	Target 2 – Develop a whole school approach to the teaching of Maths	Target 3 - Wellbeing
<p>The following judgements have been made by the school's senior leaders with the support from our Improvement Partner and wider CSC staff:</p> <ul style="list-style-type: none"> <li>• The school is making good progress in its development and implementation of the new curriculum.</li> <li>• Attitudes towards learning are good for nearly all pupils and there is a high level of engagement and motivation in nearly all classes.</li> <li>• Most pupils are making at least the expected progress. However, further improvements are needed in number and writing in particular at P2 and P3.</li> <li>• Pupil voice is developing well with further actions needed next academic year. Most pupils feel they have had a say influencing learning experiences and curriculum design.</li> <li>• From L2L nearly all pupils stated they have enjoyed the topics and learning experiences covered. Nearly all pupils would recommend the topics and core contexts for future cohorts.</li> <li>• Curriculum planning is strong and consistent, and progression is being cleared mapped out and tracked by teachers and SLG. Good phase and cross phase scrutiny and monitoring has ensured the appropriate curriculum breadth. However, further work is needed at P2 and P3 on ensuring the appropriate depth of learning</li> </ul>	<ul style="list-style-type: none"> <li>• The target leader has a clear overview of the current resources at the school.</li> <li>• All year groups are well resourced with the agreed apparatus</li> <li>• The medium-term plans provide support and guidance for all teaching staff. Further evaluate the Medium Term plans to ensure they met the needs of CfW</li> <li>• The use of mathematical language and math sentence stems is improving throughout the school. Most children in N, R, Y1 are confident when using the agreed mathematical language. In Year2 – 6 a minority of pupils (of the target group) use the mathematical sentences confidently.</li> <li>• The use of Numicon as a maths resource has had a positive impact in FP</li> <li>• Maths mastery training and medium term plans have had a positive impact on the teaching of maths throughout the school.</li> <li>• Further monitoring of data needs to take place to evaluate the impact on standards and progress in Maths.</li> </ul>	<ul style="list-style-type: none"> <li>• Lead staff are well trained and knowledgeable . There is a robust action plan in place raised awareness for all staff.</li> <li>• The action plan provides clear strategies for development of Wellbeing throughout the school, This has enabled staff to have a greater understanding of their own wellbeing and that of others.</li> <li>• The journey/action plan has been shared with all staff – all staff have an overview of the plan which has informed them about the school's approach.</li> <li>• Staff views have been sought during staff meetings. Staff voice has influenced the action plan.</li> <li>• Staff wellbeing is a priority for all whole school teacher and support staff meetings.</li> <li>• Actions to promote EMW of all staff have had a positive impact on staff wellbeing.</li> <li>• The use and understanding of personality preferences has strengthened various working teams and supported engagement of staff during staff meetings.</li> <li>• Health and Wellbeing Committee meetings are planned termly. There has been limited attendance at the meetings. However, staff wellbeing is a high priority for governors in all other meetings.</li> <li>• ELSA provision continued to support identified pupils. A review of ELSA timetabling has enabled the school to support a greater range of pupils.</li> </ul>



<p>is covered, especially in mathematics. Nearly all learners are making appropriate or better progress in reading and spelling. In comprehension, many pupils have made appropriate or better progress. However in maths progress is varied across the phases. Further refinement is needed in maths. Effective medium-term planning is ensuring learning experiences are progressive with good continuity of learning.</p> <ul style="list-style-type: none"> <li>• Opportunities for independent learning are good at P1 and P2. However further refinement for 23-24 is planned to ensure better standards of independent learning. Most independent learning is of good quality and reflects standards across all areas of the curriculum. Pupils document their independent learning effectively on SeeSaw or at P3 in Challenge Books.</li> <li>• All staff have a greater understanding and a shared understanding of core learner progression following work as AoLE teams and with cluster colleagues.</li> <li>• Following leader of learning training all AoLE team members are equipped to manage their AoLE. Where inconsistencies have arisen support has been put in place. However this is in the early stages of development.</li> <li>• Parental and community influence and awareness of the new curriculum is still in its early stages of development. Parents</li> </ul>		<ul style="list-style-type: none"> <li>• Class Thrive identified pupils in need of support. Individual action plans have had a positive impact most pupils</li> <li>• Following the resignation of the current Family Engagement Officer, the post of Grant and Family Engagement Officer will be advertised. In the interim period, the school has continued to support the wellbeing of pupils and their families where needs have been identified.</li> <li>• Following the revision of the Pivotal Behaviour Policy there are clear consequences for behaviours however the impact of this is yet to be measured.</li> </ul>
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<p>have received information on assessment and an updated Curriculum Summary for 2023. All year groups have hosted termly parental engagement sessions to showcase pupil learning. These sessions have allowed parents the opportunity to observe what is going in school, support their child in their learning and celebrate key successes. Attendance in parental engagement is good across the school.</p> <ul style="list-style-type: none"> <li>• Termly parental meetings and successful parent /pupil conferencing ensures that parents are fully informed of their child's progress.</li> <li>• A series of whole school moderation and standardisation meetings analysing pupil progression evidenced that progression was good.</li> </ul>		
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## **7. Financial Statement – Period Covered 2022 – 2023**

Enclosed, as appendix A is a copy of the school's financial statement for the Financial Year 2022/23. Information on the 2023/24 budget will be available at the meeting or on request.

## **8. School Prospectus**

The School Prospectus is updated annually to include any changes required by the Welsh Assembly Government or other related bodies. A copy of the prospectus is generally issued to parents whose children are starting school for the first time or transferring from Infant to Junior school or Junior/Primary to Comprehensive School.

Parents are informed if any amendments are made to the existing prospectus. Current amendments to this year's prospectus include Staffing changes, and slight alterations to the uniform policy to ensure affordability for all families.

## **9. Attendance Information**

Listed below are the pupils' attendance figures for the last three school terms and an overview of attendance by groups of pupils. Our target for next year is 93%.

<b>Attendance Information 2022-23</b>				
<b>Attendance Information</b>	<b>Autumn 2022</b>	<b>Spring 2023</b>	<b>Summer 2023</b>	<b>Total for the year 2022-23</b>
<b>Total Attendance</b>	90%	92.56%	91.70%	91.30%
<b>Authorised Absences</b>	9.51%	6.86%	7.65%	8.12%
<b>Unauthorised absences</b>	0.50%	0.59%	0.64%	0.57%

## **10. Use of the Welsh Language - Communication**

This school is an English medium school, lessons and other school activities are communicated through the medium of English. The use of Welsh language is promoted by the use of incidental Welsh, bilingualism and Cynefin with all pupils throughout the school day. We engage pupils in a range of work celebrating Wales, where we live and our sense of 'Cynefin'. Currently we have a Teacher on a Welsh sabbatical to promote the use and raise standards in Welsh across the school. Welsh is part of our School Improvement Plan for 2023-24. We have achieved our Bronze Award for Siarter Iath and we are working towards silver.

Pupils for whom English is a second language are catered for according to their needs with input from the ALNco, Teaching staff and the LA inclusion service.

## **11. Term Dates and Holidays 2023/2024 Academic Year**

	<b>Terms Begins</b>	<b>Half Term Starts</b>	<b>Half Term Ends</b>	<b>Term Ends</b>
<b>Autumn 2023</b>	<b>04/09/23</b>	<b>30/10/23</b>	<b>03/11/23</b>	<b>22/12/23</b>

<b>Spring 2024</b>	<b>08/01/24</b>	<b>12/02/24</b>	<b>16/02/24</b>	<b>22/03/24</b>
<b>Summer 2024</b>	<b>08/04.24</b>	<b>27/05/24</b>	<b>31/05/24</b>	<b>22/07/24</b>

The INSET day allocation for 23-24 is 6 days. The majority of these are organised with other schools in the Brynteg Cluster to minimise the impact on parents

## **12. Community Focused Schools**

A community-focused school is one that: 'provides a range of services and activities', often beyond the school day, to help meet the needs of its pupils, their families and the wider community.

The development of community-focused schools is not just a short-term project or initiative, but a real opportunity for schools and communities to work together in new ways for the future benefit of children, young people and adults.

At Tremains the school works closely with parents to provide opportunities for you to engage with your child on a half termly basis. These are well attended by parents and provide opportunities for us to engage purposefully with parents. We ensure that the focus for the engagement work is relevant to our School Improvement plan or an area of concern for parents.

We have a Big Bocs Bwyd that engages with communities across the Brackla area. It provides support for families. It is well stocked with a range of basic food essentials and others items. This is stocked by partnerships with Fair Share, Co-op, Spar and many other donations from businesses and parents.

## **13. Review of School Policies**

The school has a large number of Policy documents covering both curriculum and non-subject areas. These documents are constantly reviewed/revised by staff and governors to incorporate changing trends and legislation. Current policies are available on the school website or by contacting the school Admin team during school time.

## **14. Additional Learning Needs**

Mrs R Kingston is the school ALNCo (Additional Learning Needs Coordinator). If you have a concern about your child's learning or development, you should initially speak to their class teacher. The teacher may then suggest a further meeting with the ALNCo should it be deemed necessary. This may lead to additional support or a teaching intervention. We are proud to be an inclusive school and allow all pupils to have access to the full curriculum. We have good facilities to include pupils with physical disabilities, including disabled toilets.

## **15. Access for Disabled Pupils**

The governing body is mindful of the requirements of the Disability Discrimination Act (DDA) 1995 and ALN Reform when drawing up the School improvement Plan/Post Inspection Action Plan, and the day to day operation of the whole site.

The school is committed to ensuring that all pupils are able to participate in the school curriculum and (where they desire) in activities such as after school clubs, leisure/sporting events and educational visits. All aspects of accessibility, including access to written information are included in the planning process.

The Authority has in place an Accessibility Strategy and in line with this strategy has had an audit of the school site undertaken, as part of an Authority wide brief, to identify any potential barriers and (ultimately) improve the access to the school.

## **15. Fabric of the Building**

The building is generally in a good state of repair. Over the past year the following refurbishment/repairs have been carried out.

- Replace carpet and redecorate one of the LRC classroom
- Upgrade the LRC garden area to ensure it is fit for purpose, safe and secure
- Improved entrance to year 4 classroom
- KS2 play equipment
- Upgrade staffroom and toilets
- Canopies for Year 2 area
- Cut back trees that are overhanging neighbours
- Improve security and fencing to all areas of the school

We have 13 toilet areas in the school. They are cleaned every night. The toilets for our younger pupils are cleaned more regularly.

## **16. Admission/Transition Arrangements**

The County Borough Council is the Admissions Authority for all schools (other than Church schools where the schools governing body is the admissions authority) within the Authority's boundary. The schools admission arrangements are, therefore, operated in line with the Authority's policy on school admissions which is contained in the publication Starting School book. The book is made available to parents at the point of their application for their child's admission to school. The contents of this book can also be accessed online on the Authority's website.

Pupils will usually remain in the school until they complete year six and then transfer to secondary school. This school is a feeder school for Brynteg School, however pupils may apply to attend any secondary school they choose subject to compliance with the Authority's admissions policy

## **17. Healthy Eating and Drinking**

The school promotes healthy eating and drinking. Our school lunches are prepared and arranged to promote healthy eating. A school fruit tuck shop operates during break-times. Children are encouraged to drink water during the day and not to bring fizzy drinks and squash to school.

## **18. Sports Clubs**

The school has a number of After School Clubs developing sports provision for this academic year. During this time there were a number of sporting clubs that children were able to take part in such as rugby, netball and dance. The children had opportunities to take part in basketball and football. In 2022-23 enrichment Wednesdays enabled children can take part in PE sessions run by external providers and take part in Real PE with class teachers. The school were successful in the AYPD dance competition taking first place in their age range.

## **19. Our Children's Voices**

### **A message from our School Council**

In our school, we have a School Council which is made up of members from Years 1 to 6. We meet regularly throughout the term; we take it in turns to record the minutes of our meetings on the computer. Each member has their own record book to note down important matters. As a team, we discussed the various roles and responsibilities within a School Council and we decided who suited each job.

We believe it is necessary to have a School Council because it is important for children to have an input into their school life. We are going to introduce a suggestion box that will be located in our school hall. Pupils can post new ideas, opinions and problems and these will be discussed during our meetings.

In previous years we have worked on developing our outdoor provision, we were invited to share our thoughts with a children's equipment company, Creative Play. We helped Mrs Todd to make decisions about what products we would like to see in our school yard, as well as where to position them. We also looked at food portions and food options during lunchtime, which has been brought to our attention by many pupils within our school. Last year we ran a competition and have designed four dragons for each of the four core purposes which underpin the new Curriculum for Wales.

### **A message for our Eco Schools Team**

At Tremains the Eco Council are a dynamic and passionate group of children who are motivated to make their school and the wider community more eco-friendly. The children who make up the Eco Council have a prominent voice within the school and strive to include and educate all children, while aiming to achieve the goals on their Action Plan. Our Eco Council strive to keep all pupils and staff updated on local, national and global issues to help ensure we are all ethical, informed citizens and healthy, confident individuals.

Key priorities for this academic year which make up their Action Plan are to:

- ◆ Reduce litter pollution within the school.
- ◆ Reduce the amount of waste the school produces.
- ◆ Reuse unwanted school uniform by donating to our school.
- ◆ Promote our "Big Bocs Bwyd".
- ◆ To help reduce our electricity usage e.g., turning off our lights when not needed.
- ◆ Promote walking/cycling/scooting helping to reduce our carbon footprints.

Last year we established further pupil voice groups such as PE cogs, Health and Safety Pupil group and Criw Cymraeg.

## **20. Parental Involvement and Parent School Partnerships**

Children have two main educators in their lives, that of you their parents and their teachers. As parents you are your child's prime educators until your child starts nursery or school and you remain a major influence on your child's education and learning throughout their school years and beyond.

There is no clear line as to where your role as a parent stops and where that of the teacher begins, but together you can forge crucial partnerships to support your child's education, learning and overall well-being, happiness and values as individuals.

It is clear that parental involvement in a child's schooling is a powerful force when working in a supportive and engaging way alongside the school and the class teacher. Your involvement has a significant effect on your child's achievements throughout the years of schooling.

Here at Tremains we wish to adopt a greater emphasis on the parent and school partnership. This will enable you to effectively meet the education and learning needs of your children, as pupils within and across the school but importantly in preparation for their years ahead in comprehensive school and into adulthood and employment.

Over this last year we have run very successful parental engagement events where significant adults have been invited to join their child in school based learning. Our focus on parental engagement and Numeracy was particularly successful. Thank you everyone who supported us however we do understand that it is sometime not possible for you to attend. If you have any suggestions on how you would like to further engage with your child's education and learning and in the life of the school please contact the admin team who will direct your query to Mrs McDonald (DHT) or speak to a member of staff, your child's classroom teacher or via the Governing Body. Equally if you have ideas as to how we can engage with you differently then please do not hesitate to contact us.

Yours Sincerely

Shaun Sweeney (Chair of Governors)

**FINANCIAL STATEMENT 2022/23**SCHOOL: **TREMAINS PRIMARY****EXPENDITURE**

£

**EMPLOYEES**

TEACHERS	1,292,569
AGENCY STAFF	120,345
SCHOOL SUPPORT WORKERS	72,026
CLERKS & CLASSROOM SUPPORT	513,709
LONG TERM SICKNESS & MATERNITY INSURANCES	36,508
STAFF TRAINING	12,830
OTHER COSTS eg POLICE CHECKS	929
	<b><u>2,048,916</u></b>

**PREMISES AND RELATED COSTS**

GROUND'S MAINTENANCE	10,855
REPAIRS, ETC TO BUILDINGS	31,140
ENERGY	27,138
RATES	34,775
WATER SERVICES	8,370
FIXTURES AND FITTINGS	173
CLEANING AND DOMESTIC SERVICES	42,500
SPECIAL PERILS/ALL RISKS INSURANCE	866
	<b><u>155,817</u></b>

**TRANSPORT AND RELATED COSTS**

USE OF DISTRICT FACILITIES	4,000
CAR ALLOWANCES/STAFF TRAVEL	
	<b><u>4,000</u></b>

**SUPPLIES AND SERVICES**

CAPITATION (TEACHING MATERIALS)	63,343
FURNITURE & EQUIPMENT	14,081
SCHOOL MEALS	90,232
ICT RELATED COSTS	38,913
PRINTING, STATIONERY ETC	3,028
TELEPHONES/BROADBAND	3,664
INSURANCES	5,427
POSTAGE	103
SERVICE LEVEL AGREEMENT	32,929
TRADE WASTE	3,625
LEASING	4,720
MISCELLANEOUS EXPENDITURE	12,424
	<b><u>272,487</u></b>

**INCOME**

WELSH GOVERNMENT GRANTS	354,413
OTHER SCHOOL GRANTS	46,026
SCHOOL MEALS INCOME	53,104
HIRE OF PREMISES	2,535
SUPPLY COVER INCOME	1,460
	<b><u>457,538</u></b>

**NET SCHOOL EXPENDITURE****2,023,682**



