



<b>Meeting Details</b>	<p><b>Term 4, Week 5 - Monday 7 November 2022</b> <b>Face to Face in the School Library and Via Zoom link, 5:30pm – 7:00pm</b></p> <p>Topic: NHS P&amp;C Meeting - Term 4 2022 Time: Nov 7, 2022 05:30 PM Canberra, Melbourne, Sydney Join Zoom Meeting <a href="https://nsweducation.zoom.us/j/67496792848?pwd=K2JqQVMYnJhENmFlkzVBRnk4SVpFUT09">https://nsweducation.zoom.us/j/67496792848?pwd=K2JqQVMYnJhENmFlkzVBRnk4SVpFUT09</a> Meeting ID: 674 9679 2848 Passcode: 818227</p>
------------------------	--

### Agenda Items

Details
<p><b><u>Term 4 Updates</u></b></p> <ul style="list-style-type: none"><li>• <b>Welcome to Term 4</b> – We started the term welcoming students back for Term 4, with a busy term ahead including the Higher School Certificate examinations, reports, re-build preparations, and planning for 2023.</li><li>• <b>Higher School Certificate</b> - The HSC is now complete and we wish our Year 12 students all the very best in their next steps through life. The HSC Mathematics examinations on 20 October were unfortunately impacted by a lock down, called in response to a Police event in the nearby streets. A group misadventure appeal has been submitted to NESAC for this event, as communicated to Year 12 and their parents/carers. The HSC results are release on 15 December, where we will be having a morning tea for Year 12 students. Thank you to the P&amp;C for their support of our Class of 2022 in the organisation of the Graduation Assembly catering at the end of Term 3.</li><li>• <b>Senior Leaders 2023</b> - Congratulations to all our students successful at being selected as our incoming 2023 Student Leaders: Captains - Sidney Forbes and Heidi Schneider Vice Captains - Lachlan Burns and Matilda Seidel Senior Prefects - Stirling Brennan, Brodie Perry, Kite Stephen, Finlay Bawden and Kimrena Joe</li><li>• <b>End of Year Presentation Assembly</b> – This is being held for Year 7-11 high achievers on Tuesday 13 December 12-3pm. Parents/carers of Award recipients are to be invited, held in the Main Hall. Details will be sent via email to parents and carers of award recipients.</li><li>• <b>School Re-Build Update</b> – Many consultation events with staff and community occurred in Term 3. At this stage, no demountable buildings are required to start 2023, with B Block remaining in position, as no mine grouting was required to prepare for construction. Please also note the following:<ul style="list-style-type: none"><li>○ All updates and communications to parents and community is managed by the Delivery Team from School Infrastructure, not NHS. We are sending their communications via School Bytes, as requested and ask that enquiries are made with them directly to assist consistent messages being provided as we head into final planning stages, then construction later next year.</li><li>○ Rebecca West represents P&amp;C on the infrastructure PRG team. We are expecting to have a regular meeting with this team each term, with the first one held last term. Minutes are taken and</li></ul></li></ul>



provided to PRG members. These can be sent by Rebecca as required to the P&C Executive, as deemed appropriate.

- **Contact details for Meaghan** should you have any questions or enquiries is:  
[meaghan.bennett3@det.nsw.edu.au](mailto:meaghan.bennett3@det.nsw.edu.au) | [schoolinfrastructure.nsw.gov.au](http://schoolinfrastructure.nsw.gov.au)  
Level 8, 259 George Street, Sydney, NSW 2000 | GPO Box 33, Sydney, NSW 2001
  - **Travel Survey** – Thank you to those parents and carers who completed this in Term 3.
  - This term we have had earthworks being conducted by archaeologists and experts assessing for Aboriginal artefacts.
- **Anti-bullying Review** – The Anti-bullying Review is underway, with Karen White representing P&C on this team. Tom Deane is leading this review with Michelle Fraser as line manager. Students will be involved in focus groups this term and feedback to P&C given.
  - **Parent Engagement** - On September 28, the government announced the new Parent and Carer Engagement Framework. **Tabled** – DoE document on Engaging Parents. For details on this, please see the following link: <https://education.nsw.gov.au/parents-and-carers/engaging-our-parents-and-carers.html>
  - **School Development Days (SDD)** –
    - **On October 7, the government announced additional School Development Days:**
      - New SDDs Monday 19/12/22 and Monday 18/12/23
      - A letter was sent home to all parent and families on 17 October 2022 about the arrangements for the end of Term 4 2022. The last day for students this year is Friday 16 December. Both Monday 19 and Tuesday 20 December 2022 are pupil-free days.
    - **School Development Days 2023 summary:**
      - Term 1 - 2 days: Friday 27 January and Monday 30 January
      - Term 2 – 1 day: Monday 24 April
      - Term 3 – 1 day: Monday 17 July
      - Term 4 - 2 days: Monday 18 and Tuesday 19 December
    - **Trading a School Development Day in 2023** – the school would like P&C endorsement to trade the last School Development Day in 2023 (Tuesday 19 December 2023) to be 2 x 3-hour Twilight events for staff. This change does not impact student attendance or days at school. This would still have students attending as their last day of school on Friday 15 December unaltered.
  - **NAPLAN Results 2022** – NAPLAN Results were released on Wednesday 31 August. Parent/Carer reports were sent home last term and an article in Parkway about interpreting the results and assistance for any student requiring additional literacy and/or numeracy support. NHS Summary:
    - Year 9 Data is fantastic – Well done Year 9! All areas trending upwards, except writing.
    - Year 7 are below last year's cohort...and all areas are on a downward trend. Work to be done here.
    - Graphs showing results in NAPLAN compared to the State and Statistically Similar School Groups (SSSG) results are attached at the end of this report.
  - **Year 10 "Formal"** – the school does not support or endorse any proposed "Year 10 Formal" or similar event at the end of this term. This is generally proposed and organised by parents/carers/students. Unfortunately, this event at schools around the state can result in poor behaviour and "awards" that are offensive and hurtful to our students.
  - **Uniform** – My observations since arriving at NHS is that our uniform wearing and the associated support from the parent/carers community in this aspect of the school needs improving. I made it very clear when I arrived that I am a huge supporter of complete school uniform. At the time of my arrival in Term 4 2020,



actioning this was not very simple; with Alinta off contract (no license agreement was in place to supply NHS a uniform). I therefore needed to get the school through this complex tender and procurement process (in amongst a pandemic) before we could address uniform improvements.

Last term, the new uniform provider was announced as BME Group. We have now successfully transitioned BME into the school, and supply is well on its way...we are now ready to go full steam ahead with shifting to improved uniform support at NHS.

I am very aware this issue can be divisive and loaded with all manner of different opinions about the value and worth of uniform. I am also conscious that I have my position on this matter, and I must listen to all members of our learning community about their view on this issue, so we find our way forward together agreeing on the policy and approach.

### **Discussion - Does our P&C endorse the school as a strong uniform school, reaffirming we want to aspire for full compliance?**

- **Toilets** – Last term, and again this term (5 days in Week 4) we have found it necessary to close the toilets to make repairs and manage the poor behaviour of some students who continue to engage in anti-social behaviour in the toilets. This is not an issue occurring in isolation at NHS. Schools are currently finding the epidemic of vaping very challenging to manage, as well as vandalism and group behaviour in toilet cubicles. The Executive are currently discussing ways to further address this matter, including increasing supervision.
- **Staffing Updates** –
  - Head Teacher PDHPE - Nickolas Johns – Started Day 1 Term 4
  - Head Teacher Wellbeing – Thomas Deane – Started Week 8 Term 3
  - Jennifer Barnicoat – English Teacher - Started Day 1 Term 4
  - Daniel Fitzhenry – Clontarf Academy Director has been promoted to Employment Officer, leaving the Director role for NHS Clontarf Academy. No replacement has been announced as yet.
  - Retirements – Valerie Kadarusman (Head Teacher Admin) and Tony Surace (Head Teacher Mathematics).
  - Careers Advisor 2023 – Beth Lumb, from our CHC.
  - On MAT Leave Term 4 – Elisabeth Dubois, replaced internally. Returning Day 1 2023.
  - On PAT Leave Term 4 – Joel Anderson, replaced as DP rel. by Nick Willis
  - On Leave – Sue Parrott, all of 2023.
- **Behaviour in the Community** – Student behaviour in the community, including to/from school is expected to be exemplary. The very vast majority of our students are respectful citizens doing the right thing to/from school and in the community. Most of the immediate areas around the school and many city places have CCTV coverage, with businesses, Police, Council and community groups sharing this footage to the school if any behaviour from our students is deemed anti-social. If this is reported to the school, the school always investigates the matter, parents/carers are involved, and Police are called if deemed criminal. Supervision and behavioural expectations of child/ren's whereabouts after school is a family matter; however, the school's strong advice is for parents/carers to know where your children are, have them supervised and encourage them to take the direct route to/from school wherever possible.

### **IERS - Inclusive, Engaging and Respectful Schools**

- The Inclusive, Engaging and Respectful schools (IERS) package was launched by the Department of Education (DoE) this term, which includes three new policies that are said to be introduced to help our



schools manage the diverse spectrum of student needs to improve outcomes for all students in every public school across New South Wales. This policy has had a significant impact on the workload of the Senior Executive, managing and leading the system changes and documentation required to address this policy change.

### Key changes from the IERS, from the DoE:

The Inclusive, Engaging and Respectful Schools pack will deliver a suite of changes for students and staff in all NSW public schools, including:

- reducing the length of suspensions
- more support for students with disability to access the curriculum
- early intervention and targeted support for vulnerable student groups
- removing prohibited restrictive practices
- a new model to help meet the needs of students with complex, challenging and unsafe behaviours
- increased access by schools and students to an expanded dedicated workforce comprising specialist staff including allied health and behaviour support services
- improving access to behaviour specialists for schools and students in regional and remote locations.

**SOURCE:** <https://education.nsw.gov.au/student-wellbeing/whole-school-approach/inclusive--engaging-and-respectful-schools>

- **This IERS Policy represents significant changes to how NHS (and all public schools) manages student behaviour.** The changes are complex and have a raft of school-based operational things to process. The Senior Executive are actively working on developing our school systems to align with the IERS.
- We are working on developing our **Care Continuum, School Learning Support Team, and Explicit Teaching strategies** of positive behaviour and wellbeing to respond to the IERS changes. This will be ongoing into 2023.
- **Term 1, 2023 P&C Meeting** – We will be presenting the **School Behaviour and Support Plan (SBSP) draft** document for P&C Consultation and ratification. This document is newly introduced, reviewed annually, goes onto our website, and is due to be completed for Term 2, 2023.

### Wellbeing and Positive Psychology in the Curriculum 2023

- A parent/carer letter will be coming home within the week about changes to our approach to supporting the explicit teaching of wellbeing and positive behaviour for learning in 2023 at NHS.
- We have been planning to implement a new and supportive approach to proactive wellbeing taught in our curriculum, as detailed in our actions within the NHS SIP 2021-2025. This was in the school plan before the IERS and identified as an area for growth at NHS, to build on existing strengths in our school and to acknowledge the pivotal role of positive wellbeing in learning.
- NHS believes in the critical importance of wellbeing for learning, growth, and development – and that knowledge, understanding, skills and practices in this area is everyone's business, to be addressed explicitly.
- Mauricia Withyman is currently working 2 days per week on developing our new 2023 program (yet to be named) that will increase our current time (currently called PB4L) up to 25 minutes per week from 15 mins.



- Students will alternate between these lessons and year/stage assemblies on Thursdays from 2023 – these will be indoors, seated and in groups we can manage for Assemblies (not on the quad).
- This program will have elements of PB4L, the Positive Education Model and the 5 Ways to Wellbeing. Information on each of these approaches can be found here FYI:

### [Positive Behaviour for Learning](#)

### [Positive Education Model](#)

### [5 Ways to Wellbeing](#)

### [Finance 2023](#)

- Karen White has been representing P&C on the School Finance Team, attending meetings each term. Our meeting for the allocation of annual school funds to programs and initiatives for 2023 is in Week 8.
- Anticipated School Budget Allocation Report (SBAR) 2023 was released last week – See the SBAR included in this report. Highlights:
  - Summary Anticipated Total = \$16,438,977
  - This total is up \$883,673 on 2022, mostly due to wages (See Pg 2 for a gap analysis of 2022-2023)
  - Decreases in money for:
    - Socio-economic background
    - EALD and Refugee support
  - Increases are in the following areas:
    - Integration Funding Support (IFS)
    - Low level adjustment for disability
    - Staffing/Teachers/Wages
- The following announcement came with the SBAR on 31 October:  
*“Existing SBAR allocations will support implementation of the curriculum reform teacher release guarantee.”* This allocation of time to teachers by the government will take approximately \$160,000 out of our flexible money to allocate to teacher time. This announcement equates to \$2,200/teacher/year. The school's Strategic Improvement Plan 2021-2025 actions for 2023 will now need to be reconsidered in light of this announcement, as our available funds will be minimal (or nil) for any other programs once our commitments are funded.

### [Mobile Phone Consultation Update](#)

- We have reviewed the data and consultation advice, which has been previously reported and communicated to P&C.
- We are currently planning to modify the existing Mobile Phone Procedure of the school to include:
  - **Banning phones in classrooms for Y7, Y8 and Y9 students from 2023.** These students can have a phone to/from school and during break times only.
  - **Y10, Y11 & Y12 students have the same permission to use phones as currently exists;** allowing them to use phones in class only when directed by the teacher of their class
  - **If a phone is confiscated, the parent/carer of the child is proposed to collect it.** That is, the phone does not get handed back to the student as a consequence. The premise is that by not returned it to the child at the end of the school day, it thereby makes this a matter involving the parent/carer. It will be locked in the school safe awaiting parent/carer intervention. The request is being made by the school Executive to have this endorsed by the P&C?

**Forums & Planning for 2023**

- **Tabled** – 2022 Forum Presentation summary
- **Discussion** - What approach would the P&C like the school to follow for 2023?
- **For this meeting, we have:**
  - Wellbeing & PB4L – Tom Deane
  - Tell Them from Me – Tom Deane
  - Looking Ahead at 2023 – Janene Rosser

**Looking Ahead 2023**

- Our Strategic Improvement Plan (SIP) has been **extended from 2024 completion to 2025** by the Department, due to COVID disruptions.
- Leading into the **State election**, we have many announcements coming that affect education – making planning a different concept for 2023. Many of these announcements are affecting progress on our 2023 planning and getting clarity for 2023 SIP actions may take into Term 1.
- **Three Strategic Directions** – these have not changed, however our ability to resources these has, with no funding allocation completed yet to each area until we resolve the model being used to provide teacher time for the new curriculum.
- **Student growth and attainment continues to be our priority** - literacy, numeracy, attendance, HSC excellence, and wellbeing. Implementing the new curriculum will be a strategic area for us in 2023. Please see our visual representation below.
- **Staffing** – We have changes to our school-funded executive positions in 2023, to reduce costs. Amalgamation of the Head Teachers Middle School & Secondary Studies into one role – Head Teacher Teaching and Learning with Kiarna White in this position.
- **Administration support** will be an area for funding support in 2023, with the retirement of our HT Administration. Despite the government assurances that reducing administration is their priority, this area continues to grow.
- **Bringing the school culture of connectedness, engagement and student voice to life after COVID is a priority for our student leaders.**

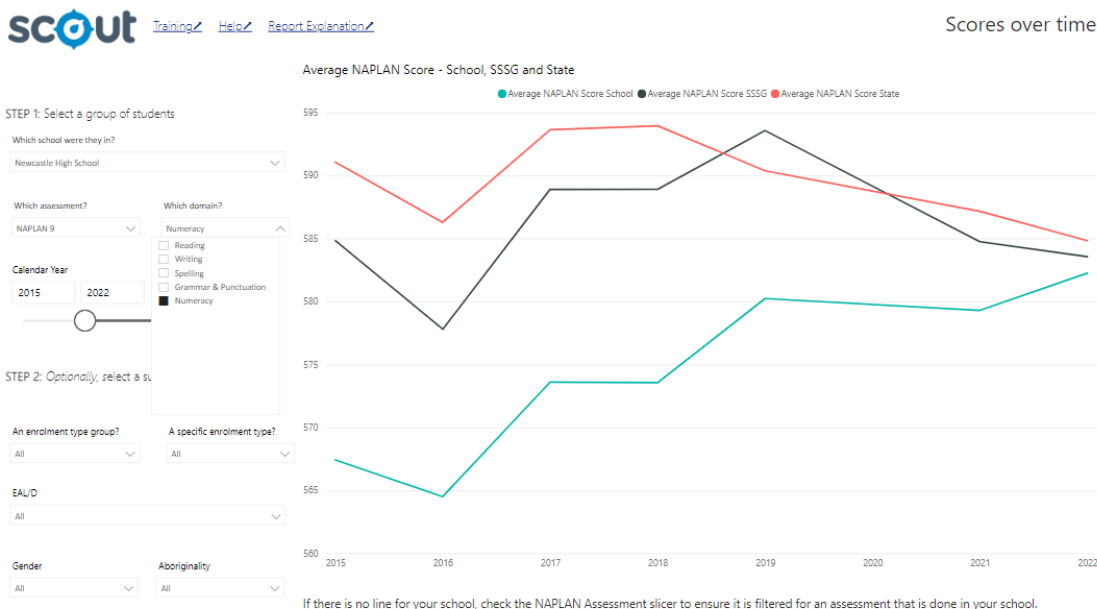
**Newcastle High School Strategic Improvement Plan 2021-2025**





# NAPLAN 2022 – Year 9

## Year 9 – Numeracy



## Year 9 – Grammar & Punctuation



# Year 9 – Spelling



[Training](#) [Help](#) [Report Explanation](#)

Scores over time

Average NAPLAN Score - School, SSSG and State

● Average NAPLAN Score School ● Average NAPLAN Score SSSG ● Average NAPLAN Score State

STEP 1: Select a group of students

Which school were they in?  
Newcastle High School

Which assessment?  
NAPLAN 9

Calendar Year  
2015 2022

Which domain?  
 Reading  
 Writing  
 Spelling  
 Grammar & Punctuation  
 Numeracy

STEP 2: Optionally, select a sub

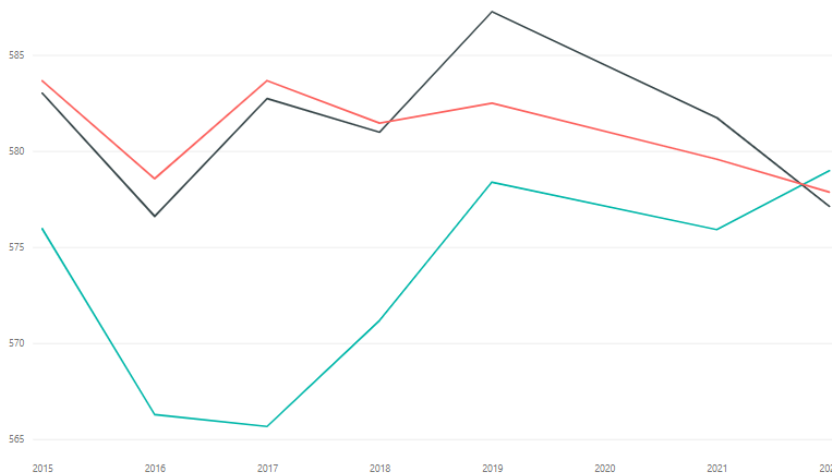
An enrolment type group?  
All

A specific enrolment type?  
All

EAL/D  
All

Gender  
All

Aboriginality  
All



If there is no line for your school, check the NAPLAN Assessment slicer to ensure it is filtered for an assessment that is done in your school.

# Year 9 – Writing



[Training](#) [Help](#) [Report Explanation](#)

Scores over time

Average NAPLAN Score - School, SSSG and State

● Average NAPLAN Score School ● Average NAPLAN Score SSSG ● Average NAPLAN Score State

STEP 1: Select a group of students

Which school were they in?  
Newcastle High School

Which assessment?  
NAPLAN 9

Calendar Year  
2015 2022

Which domain?  
 Reading  
 Writing  
 Spelling  
 Grammar & Punctuation  
 Numeracy

STEP 2: Optionally, select a sub

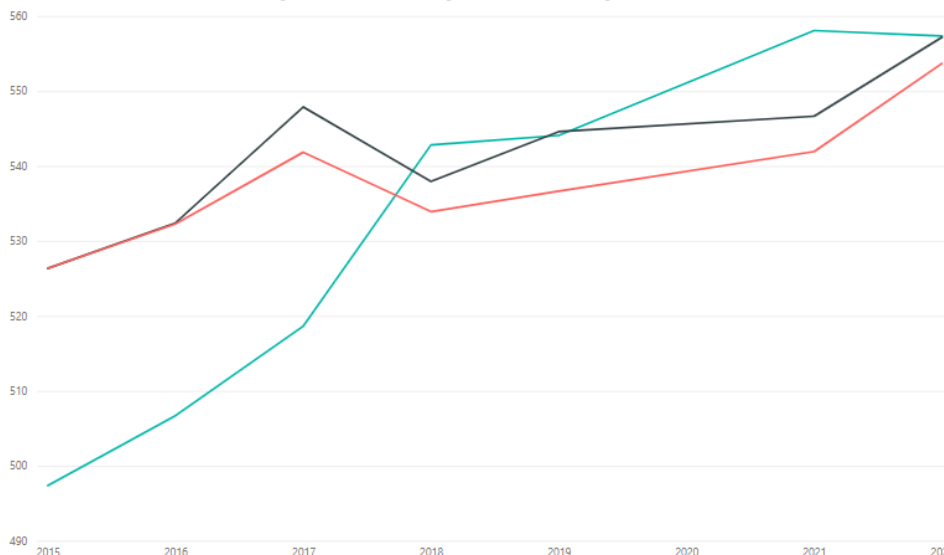
An enrolment type group?  
All

A specific enrolment type?  
All

EAL/D  
All

Gender  
All

Aboriginality  
All



If there is no line for your school, check the NAPLAN Assessment slicer to ensure it is filtered for an assessment that is done in your school.





# Year 9 – Reading



[Training](#) [Help](#) [Report Explanation](#)

Scores over time

Average NAPLAN Score - School, SSSG and State

● Average NAPLAN Score School ● Average NAPLAN Score SSSG ● Average NAPLAN Score State

STEP 1: Select a group of students

Which school were they in?  
Newcastle High School

Which assessment?  
NAPLAN 9

Calendar Year  
2015 2022

Which domain?  
 Reading  
 Writing  
 Spelling  
 Grammar & Punctuation  
 Numeracy

STEP 2: Optionally, select a sub

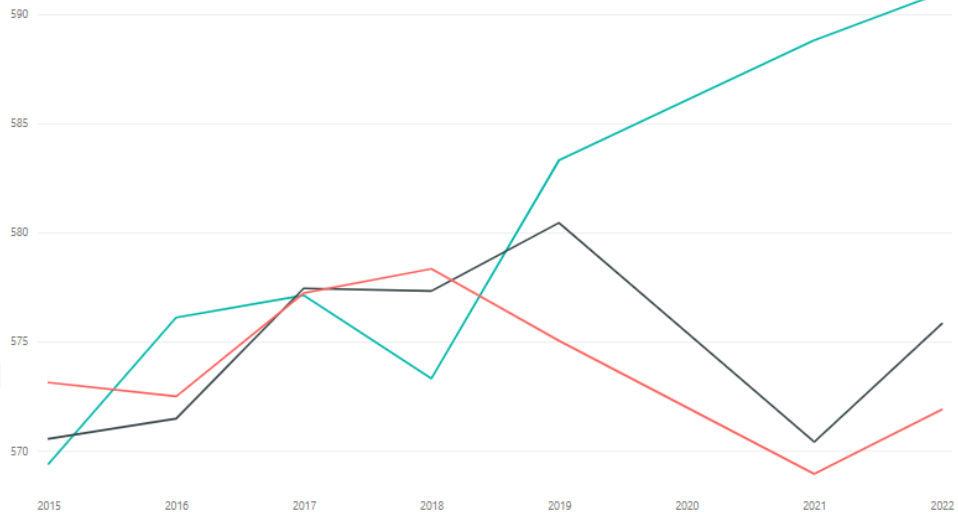
An enrolment type group?  
All

A specific enrolment type?  
All

EAL/D  
All

Gender  
All

Aboriginality  
All

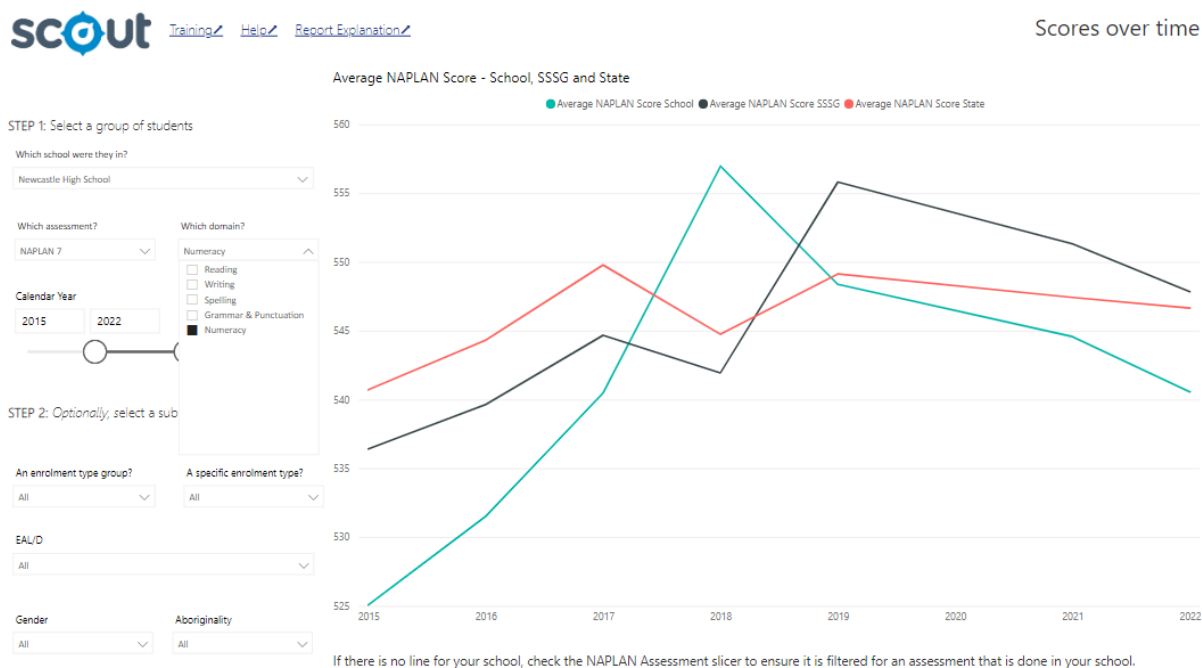


If there is no line for your school, check the NAPLAN Assessment slicer to ensure it is filtered for an assessment that is done in your school.



# NAPLAN 2022 – Year 7

## Year 7 – Numeracy



## Year 7 – Grammar & Punctuation





# Year 7 – Spelling



[Training](#) [Help](#) [Report Explanation](#)

Scores over time

Average NAPLAN Score - School, SSSG and State

● Average NAPLAN Score School ● Average NAPLAN Score SSSG ● Average NAPLAN Score State

STEP 1: Select a group of students

Which school were they in?  
Newcastle High School

Which assessment?  
NAPLAN 7

Which domain?

- Reading
- Writing
- Spelling
- Grammar & Punctuation
- Numeracy

Calendar Year

2015 2022

STEP 2: Optionally, select a sub

An enrolment type group?

All

A specific enrolment type?

All

EAL/D

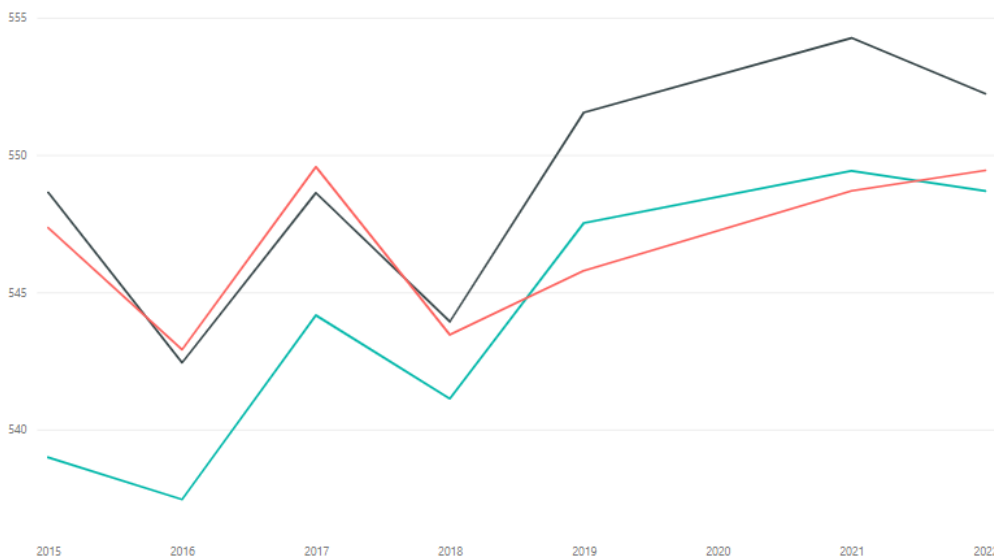
All

Gender

All

Aboriginality

All



If there is no line for your school, check the NAPLAN Assessment slicer to ensure it is filtered for an assessment that is done in your school.

# Year 7 – Writing



[Training](#) [Help](#) [Report Explanation](#)

Scores over time

Average NAPLAN Score - School, SSSG and State

● Average NAPLAN Score School ● Average NAPLAN Score SSSG ● Average NAPLAN Score State

STEP 1: Select a group of students

Which school were they in?  
Newcastle High School

Which assessment?  
NAPLAN 7

Which domain?

- Reading
- Writing
- Spelling
- Grammar & Punctuation
- Numeracy

Calendar Year

2015 2022

STEP 2: Optionally, select a sub

An enrolment type group?

All

A specific enrolment type?

All

EAL/D

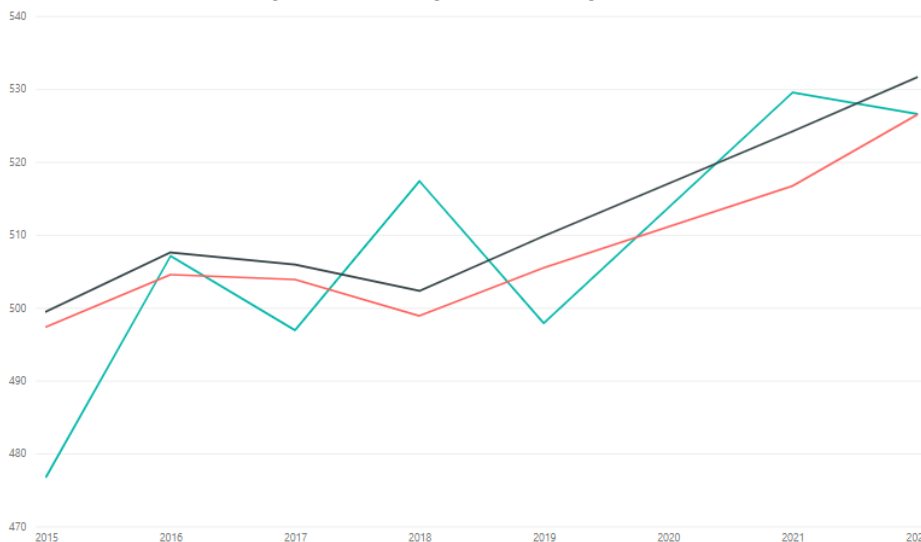
All

Gender

All

Aboriginality

All



If there is no line for your school, check the NAPLAN Assessment slicer to ensure it is filtered for an assessment that is done in your school.



# Year 7 – Reading

scout [Training](#) [Help](#) [Report Explanation](#)

Scores over time

Average NAPLAN Score - School, SSSG and State

STEP 1: Select a group of students

Which school were they in?  
Newcastle High School

Which assessment?  
NAPLAN 7

Calendar Year  
2015 2022

Which domain?  
 Reading  
 Writing  
 Spelling  
 Grammar & Punctuation  
 Numeracy

STEP 2: Optionally, select a sub

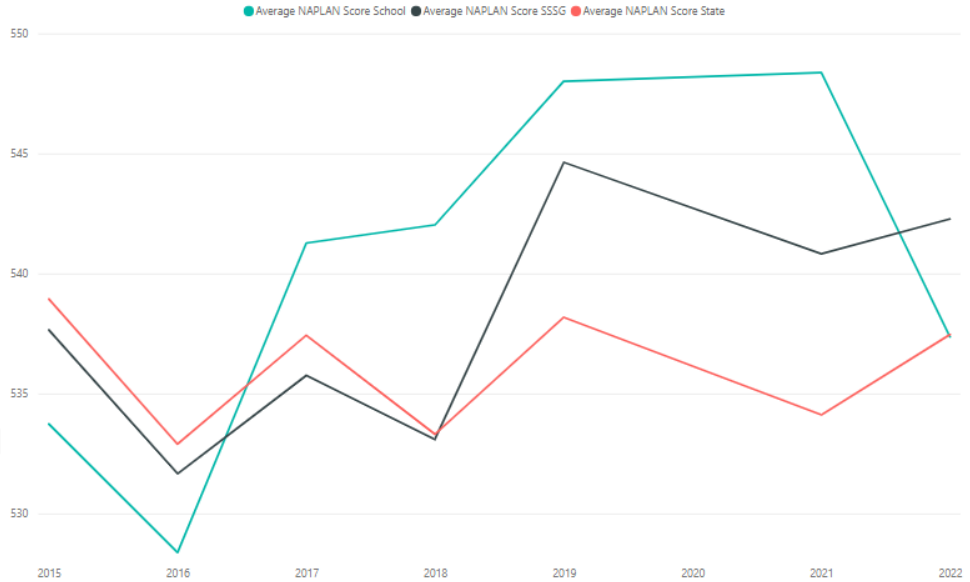
An enrolment type group?  
All

A specific enrolment type?  
All

EAL/D  
All

Gender  
All

Aboriginality  
All

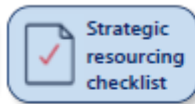
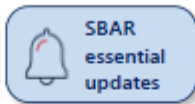


If there is no line for your school, check the NAPLAN Assessment slicer to ensure it is filtered for an assessment that is done in your school.



### Anticipated School Budget Allocation Report (SBAR) 2023

Newcastle High School (8509) 2023 SBAR



School Budget Allocation cycle

**2023 SBAR** 2022 SBAR Adjustments >

#### Targeted funding

	Allocation
Refugee student support	\$0
Integration funding support	\$675,821
<b>Targeted funding total</b>	<b>\$675,821</b>

#### Equity loadings

	FTE	Staffing	Flexible	Total
Socio-economic background	0.000	\$0	\$168,696	\$168,696
Aboriginal background	1.000	\$81,991	\$60,602	\$142,593
English language proficiency	0.000	\$0	\$54,766	\$54,766
Low level adjustment for disability	2.300	\$272,246	\$138,279	\$410,526
<b>Equity loadings funding total</b>	<b>3.300</b>	<b>\$354,237</b>	<b>\$422,343</b>	<b>\$776,580</b>

#### Base school allocation

	FTE	Allocation
Staffing - Base	90.272	\$10,687,923
Staffing - Targeted	18.000	\$1,904,754
Staffing - Other	5.000	\$1,127,392
<b>Operational</b>	<b>0.000</b>	<b>\$782,698</b>
School operational funding	0.000	\$379,944
Utilities	0.000	\$56,588
Per capita	0.000	\$323,774
Urgent minor maintenance	0.000	\$22,392
<b>Initiatives</b>	<b>0.000</b>	<b>\$176,599</b>
Professional learning	0.000	\$113,464
School support allocation (principal support)	0.000	\$63,135
Site Specific	0.000	\$307,211
<b>Base school allocation total</b>	<b>113.272</b>	<b>\$14,986,576</b>

Summary total

**\$16,438,977**



# P&C Forum – Principal’s Items



Newcastle High School (8509)

2023 SBAR

## Comparison of current allocation and previous allocation

[SBAR resource hub](#)

RAM component	Current allocation \$	Previous allocation \$	Variance \$
<input type="checkbox"/> Targeted	\$675,821	\$528,744	\$147,077
Refugee student support	\$0	\$1,864	-\$1,864
Integration funding support	\$675,821	\$527,080	\$148,741
<input type="checkbox"/> Equity	\$776,580	\$709,323	\$67,257
Socio-economic background	\$168,896	\$171,159	-\$2,463
Aboriginal background	\$142,593	\$141,811	\$781
English language proficiency	\$54,766	\$58,244	-\$3,478
Low level adjustment for disability	\$410,526	\$338,109	\$72,416
<input type="checkbox"/> Staffing - Base	\$10,687,923	\$10,169,265	\$518,657
Secondary - Allowance	\$153,878	\$149,397	\$4,481
Secondary - Executive	\$2,299,731	\$2,232,750	\$66,981
Secondary - SASS	\$1,010,209	\$980,399	\$29,810
Secondary - SASS GA Cluster	\$27,330	\$26,380	\$950
Secondary - Teachers	\$7,196,774	\$6,780,339	\$416,435
<input type="checkbox"/> Staffing - Targeted	\$1,904,754	\$1,821,330	\$83,424
Secondary - Specialist Support Class	\$1,723,679	\$1,673,481	\$50,198
DP Inclusion and Support	\$181,075	\$147,849	\$33,226
<input type="checkbox"/> Staffing - Other	\$1,127,392	\$1,095,607	\$31,785
Cooks Hill Campus	\$336,163	\$326,372	\$9,791
Secondary - School Counsellor	\$236,736	\$229,842	\$6,894
Sick and FACS leave model	\$454,977	\$443,335	\$11,642
Student support officer	\$99,516	\$96,058	\$3,458
<input type="checkbox"/> Operational	\$782,698	\$759,438	\$23,260
School operational funding	\$379,944	\$366,579	\$13,365
Utilities	\$56,588	\$48,048	\$8,540
Per capita	\$323,774	\$322,985	\$789
Urgent minor maintenance	\$22,392	\$21,826	\$566
<input type="checkbox"/> Initiatives	\$176,599	\$173,530	\$3,068
Professional learning	\$113,464	\$112,074	\$1,390
School support allocation (principal support)	\$63,135	\$61,456	\$1,679
<input type="checkbox"/> Site Specific	\$307,211	\$298,067	\$9,144
Commonwealth strategic assistance	\$5,695	\$5,695	\$0
Cooks Hill staffing allocation	\$249,449	\$242,185	\$7,264
Hygiene grant	\$199	\$199	\$0
School security banking	\$1,788	\$1,788	\$0
School to work	\$7,500	\$7,500	\$0
Specialist support provisions allocation	\$2,100	\$2,100	\$0
Support classes	\$614	\$587	\$26
VET program support	\$7,250	\$6,500	\$750
Year adviser	\$32,816	\$31,512	\$1,104
<b>Grand total</b>	<b>\$16,438,977</b>	<b>\$15,555,304</b>	<b>\$883,674</b>