Annual Report 2014
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Principal’s Address: Reflections of 2014

It is again a pleasure to be introducing this Annual Report to the community.

We acknowledge the traditional lands of the Noongar people upon which our school is built and pay respect to the Wardandi elders both past, present and future.

Nothing worth doing is ever easy and I am proud to be a part of a school with a strong history of over 20 years of outstanding achievements. Behind this success is a team of dedicated staff members and parent volunteers who are committed to ensuring our most precious gifts, our children, receive an education for life. I am therefore honoured and proud to pay tribute to all those who have contributed to the successful MRMS journey in 2014. Teachers and staff, families, volunteers and the students themselves combine forces to provide opportunities to take part in the making of oneself.

2014 was a year of awakening for Margaret River Montessori School. From the School Council, administration, staff, students, families and right down to the new grains of sand poured into our sand pits we all experienced an awakening – new learning, new directions, new feelings, new achievements.

I am genuinely proud that in all of our experiences here over the course of 2014 as staff, families and students, that our hard work has not just been about the development of the individual but an interconnected development of ourselves as part of a whole – and it is in the strength of the whole that the individual has been enabled to flourish.

As this report references, key highlights in the development of our school this year include, but are not limited to:

1. Successful re-registration for the next four years. We met all 12 standards with no formal recommendations.
2. Introduction of the 3 year old Afternoon Program.
3. Approval from the School Curriculum and Standards Authority for improved reporting documentation that excludes us from having to use grades.
4. Successful campaign to triple grant money for Wetlands Restoration Project through SGIO Community Grants Program.
5. Improved filing process for all student records.
6. Successful transition of 2 Teachers from Provisional into Full Teacher Registration with the Teacher Registration Board of WA.
7. Launch of the new school website and use of mailchimp electronic newsletter format.
8. Staffroom/Tearoom upgrade.
9. Shire approval for Junior Primary Playground and Nature Play Space upgrade. Extensive fundraising and community donation ensured the project’s successful completion.

And as such, in 2014, we have again lived our school motto: *Education in harmony with life.*

Lisa Fenton
School Council, P&F, Montessori Quality Assurance

School Council:
During 2014 Frank Pethica was elected to the position of Chairperson when Lauren Beetson retired. Thankfully Lauren was willing and able to continue on as a School Council member. Charity Coffman was voted in as Vice-Chairperson and Lani Castan continued on as Secretary. The School Council welcomed Matt O’Connell as the new Treasurer. In addition we were delighted to welcome new members Tilly Kelleher and Drew Szandtner as well as Clare Forward and Linda Henry as P&F Representative members.

All new Council members attended the AISWA Governance workshops.

The School Council worked tirelessly to prepare and ratify a huge number of school policies in preparation for our Department of Education Services School Re-Registration process. In addition we engaged in professional learning with Valerie Gould, Executive Director of AISWA, to refine our school Strategic and Business Plans. The Margaret River Montessori Inc. Constitution was amended to support effective voting procedures in line with DES regulations.

During 2014 Council also sought Shire approvals for small development works in the Junior Primary playground and the Railway Terrace crossover. Further plans have been prepared for environmental regeneration of the wetlands and possible future parking options on Betts Street. Part of this work included contracting the Cape to Cape Catchment Group to prepare the Margaret River Montessori School Environmental Management Plan. Thank you to Drew Szandtner and Ambient Building Design for countless hours of work in all of these projects.

Once again sincere thanks to the School Council members who regularly volunteer their time and expertise in the best interest and promotion of the School through their governance roles.

Two School Council Subcommittees were recognised and formed; Marketing Committee and Adolescent Program Committee.

Parents and Friends:
Sincere thanks to the Parents and Friends Committee who continue to work diligently to support the School’s activities. The P&F holds Busy Bees each term and all families are represented. The P&F generated funds for the school through events such as a Fashion Folly, Easter stall, Creative Calendar, Parent Direct catalogues, The Lions Shed Garage Sales, the Market Burger Bar and the amazing Cow Pat Lotto. The school also recommenced Book Club. A major P&F highlight for the year was the official Harmony Day Cookbook launched by renowned Leeuwin Estate head chef, Dany Angove.

Montessori Quality Assurance and School Improvement:
In its pursuit of excellence the school enrolled in the Montessori Quality Assurance Programme with the Montessori Australia Foundation. This involves a comprehensive audit of school practice and adherence to Montessori philosophy. From there the School engaged in creating a Quality Improvement Plan based on the audit and focusing on four main areas which are in line with the main goals of the School’s Strategic Plan:

- Prepared Adults
- Prepared Environment
- Curriculum, Planning, Implementation and Assessment
- Commitment To Improvement, Leadership, Vision and Child Advocacy
Vision, Mission, Values and Strategic Direction:

OUR VISION
Making the world a better place by providing an education that:
- Inspires academic excellence
- Nurtures respect for self, others and the environment, curiosity, creativity and imagination
- Awakens the human spirit

OUR MISSION
To provide a quality Montessori Education thereby helping our children to:
- Discover their capacity to live in peace
- Learn without boundaries throughout their lifetimes
- Find meaningful work
- Discover the joy of friendships and community

VALUES
We continue to promote and explicitly teach the values implicit in The Virtues Project
www.virtuesproject.com

STRATEGIC DIRECTION – Our strong strategic plan continues to be the force underpinning all School Council planning and direction. The 4 main areas of Curriculum, Human Resources, Communication and the Future continue to drive the Council forward towards achieving the goals of the Plan’s 3 year targets by the end of 2016.
Significant School Events in 2014

Once again the school participated in many national and local events including:
- National Harmony Day
- Upper Primary students represented the school at the Margaret River Anzac Day Remembrance Day ceremonies.
- Whole School ANZAC Day Ceremony and raising of the flags.
- Ride to School Day
- Tree Planting Day
- The Arts Council Young Readers and Writers festival
- Whole School Reading
- Science Week and Whole School Science Day
- Book Week, Book Fair and Book Character Dress Up Day
- Schools’ Clean Up Australia Day
- Jump Rope for Heart
- In term swimming
- Upper Primary Sculpture Walk project with Artzability
- Middle/Upper Primary work with Cape to Catchments in wetlands
- Margaret River and Districts Agricultural Show student work displayed and School Display.
- Hullabaloo Music Jam with Artzability
- Open Days
- SNAG Golf Program
- After school sports 20 students term 1, 2 trained facilitators community coach training
- UP Cape to Cape Confluence
- UP Presentation for funding to Rotary Club of Margaret River on behalf of the Cape to Cape Catchment Group My Patch Environmental Education Program
- Kaigis
- Whole School Musical – Julius Caesar Capers
- Graduation Ceremony and Graduation Dinner
- Indonesian Cultural Youth Exchange Program visit
- Youth Orchestra
- UP mural painting on IGA
- Scitech visit
- Pete the Sheep theatre production
- Still Awake Still theatre production
- Busselton Art Gallery and Museum
- Knitting Neurons with CWA
- MRVFRS Bushfire Preparedness for students
- UP Murdoch University Fish Study
- UP Bike Riding Program
- St Jude School in Tanzania visit
Below is an extract from the media release following the successful campaign to secure grant funding for our Wetlands Restoration project.

WETLANDS WIN FIRST PRIZE
Following a month's hard fought campaign alongside 3 other community organisations from various regions of WA, Margaret River Montessori School emerged victorious, securing first prize of $14,600 from SGIO's Community Grant Fund for the rehabilitation of the school's unique wetlands area.

Voting closed on Thursday 31st July at 3pm and the final results saw Margaret River Montessori School in first place with 1,800 votes. In second place following close behind was Volunteering WA, which received 1,500 votes. Third and fourth places went to Goolarri Media Enterprises in the Kimberley region and People Learn Productions, respectively. These are all worthy community organisations in their own right.

MRMS began their campaign on 1st July when pre-selected to be a contender of SGIO's annual Community Grants funding competition. The School had a slow start in the first half of July moving from last place to third place by week 3 of the campaign. All the teachers and families at the school worked incredibly hard to gain votes from their loved ones and friends. The Cape to Cape Catchment Group equally put in a huge effort with their network of people. Towards the end of week 3 of the campaign, the School saw the vote count grow from around 400 to 800.

In the final week, the Principal rallied helpers and hit the Farmer's Market shoppers for votes, at the same time speaking to local radio stations, including a spot on the ABC's popular gardening program with Sabrina Hahn, to appeal to the whole community to support the project, one which would benefit the whole community.

The School wishes to sincerely thank everyone who voted for the Wetland Project.
A confidential parent satisfaction survey was conducted in August 2014. The purpose of the survey was to collate data in relation to the level of satisfaction held by parents in various areas of the School’s performance and to use this data to continually prove the educational experience for our students.

We received a strong response with 44% of parents completing the surveys. In relation to some key areas the following responses were obtained:

The charts show the percentage of parents who agreed and strongly agreed to the above survey items. Overall the responses were extraordinarily high.
Areas identified as needing development from the results included:

- Staff communicate with me on a regular basis about my child’s experiences and development (85% agree or strongly agree, 15% disagree).
- I am happy with the academic progress my child is/children are making (91% agree or strongly agree, 9% disagree). It is interesting to note that 33% of respondents said that a strong academic program was 6th (out of 7) in level of importance with regard to their reasons for choosing this school for their children (see orange table below).
- Staff accommodate the individual educational needs of children (91% agree or strongly agree, 9% disagree).

Actions taken to address the above concerns:

- Improved processes for monitoring of student progress.
- Cluster and staff meetings include agenda items on discussing areas of concern in each classroom and students who are on our radar.
- Improved semester reporting documentation.
- Introduction of portfolios for collation and analysis of student progress, as well as for reporting to parents and for children to self-reflect on their learning.
- Professional learning for teachers and EAs in development, instruction and assessment of spelling and reading.

Parent survey responses in relation to their reasons for choosing this school:
(rated in order of importance 1= highest importance 7= lowest importance)

<table>
<thead>
<tr>
<th>REASONS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mont Philosophy</td>
<td>23 (69%)</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Close to town</td>
<td></td>
<td>3</td>
<td></td>
<td>25 (75%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Welcoming</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Individual Ed</td>
<td>4</td>
<td>21 (63%)</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strong academic</td>
<td></td>
<td>8</td>
<td>3</td>
<td>7</td>
<td>9 (33%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adult:child ratio</td>
<td>4</td>
<td>4</td>
<td>7</td>
<td>8</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environment</td>
<td>2</td>
<td>2</td>
<td>10</td>
<td>6</td>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>
Staffing Information

Administration:

Principal Lisa Fenton
Finance/Administration Manager Sue McLeod
School Administration Officer Deb Angell

Teaching Staff:

0-3 Playgroup Coordinator Nicki Holzer
Junior Primary Jan Johnson, Sonja Roco, Raylene Field and Sue Gaunt
Middle Primary Kate Ramsay, Jasmine Mann and Lee-Anne French
Upper Primary Talliesen
Language Specialist Karen Haslau—Japanese
Education Support Karen Haslau
Music Specialist Suzie Spiers
Art Specialist Rona Mirtle
Phys Ed Specialist Sue Gaunt, and Karen Haslau
Education Assistants Corinna Iddon, Sue Peters, Trish Murray, Sandi Macdonald, Karen Rebuck, Janine Pedrick, Gayna Luck, Tilly Kelleher and Denise Fowler.

Teacher Qualifications

All class teachers (Directors) hold a recognized teaching qualification and are trained in Montessori Education for the cycle of learning they teach. Our teachers are registered with the Teachers Registration Board (TRB) as required by the Department of Education Services. All teachers are committed to professional development and attend various workshops throughout the year to update, and learn new skills, both within the delivery of the Montessori Curriculum and State and Federal educational requirements.

Qualifications of Teaching Staff range across the following:
Bachelor of Arts In Education (Primary and Secondary), Bachelor of Arts, Graduate Diploma of Education, Associate Diploma of Community Studies (Working With Young Children), Instructors Certificate Montessori Diploma 3-6 Years, Montessori Diploma 0-3, 3-6 and 6-9 years, Bachelor of Arts Childhood and Family Education, Advanced Diploma Montessori 6-12 Years, North American Montessori Centre Diploma, Certificate In Education Bachelor Applied Science, Diploma of Education Science and English. Associateship in Fine Art, Bachelor Education Social Science.
Professional development:

Teaching Staff, including part time staff and EAs, were engaged in Professional Development during 2014 including the following conferences, seminars and workshops:

- Child protection curriculum keeping safe
- Kids Matter Component 2
- Keeping Safe Child Protection Curriculum
- Kids Matter Component 3
- Behaviour Management Michelle bishop
- Teach Meet
- ASD Workshops Autism Association of WA
- MWEI Maths 6-12
- Briefing the Board
- Montessori Music
- Montessori Foundation Theory
- Water Corp/Water Wise
- Professional learning teams Chris Witt
- PC Schools
- NQS Leadership and NQS QIP
- Curriculum, Planning, Assessment, Monitoring Students Progress and Reporting – Rhonda Sheehan
- Mandatory Reporting Refresher
- Write Time Write Place (History and English)
- Nature Play Symposium
- MAF Heads of School and Finance Managers Conference.
- Naomi Stuckey Beyond Parenting Fashions
- Naomi Stuckey …
- MTA Cosmic Education, Storytelling
- Visit to Beehive Classroom observations
- Sensory Processing Disorder Hollie Rogan Potential OT
- Naomi Stuckey 0-3 consultation
Student Enrolment and Attendance

Student Enrolment 2014

Total Enrolments as at Dec 2014

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior Primary</td>
<td>51</td>
</tr>
<tr>
<td>Middle Primary</td>
<td>44</td>
</tr>
<tr>
<td>Upper Primary</td>
<td>31</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>126</strong></td>
</tr>
</tbody>
</table>

The table below shows tracking of new enrolments into the school. The total new enrolments for 2014 as at 8th Dec 2014 were at 33, in comparison to total new enrolments for 2013 which were 18.

![2014 NEW ENROLEMENTS TABLE](chart)

Student Attendance 2014

We aim for all students to attend at least 90% of the year. Historical data shows that this goal may not be achievable for our school population due to contextual factors such as travelling for medical appointments and accessing services, and due to family holidays being taken when the tourist season is quieter. Our school is not unique with regard to the influence of these factors in the south west of Western Australia.

![Average % Attendance](chart)
Monitoring the individual progress of each student is a top priority at MRMS. We do this through a variety of techniques, one of which is analysing our students’ NAPLAN data.

In 2014, the National Assessment Program-Literacy and Numeracy (NAPLAN) was conducted in May. Current legislation requires that we report the School’s NAPLAN results in relation to the national minimum standards. We are proud to acknowledge that our School is inclusive of all children and provides the opportunity for all students to be involved in these tests regardless of identified learning difficulties or intellectual impairments. A student who has not achieved minimum National standards is identified and given an Individual Educational Plan.

As a Montessori School it must be emphasised that we facilitate, value and follow the individual academic progress of each child. Nevertheless, we are proud to acknowledge that our students perform extremely well in comparison to national performance in these assessments despite testing not being part of our philosophy or regular educational practice.

### % Students Above or At National Benchmarks

<table>
<thead>
<tr>
<th>Group</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 students</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Year 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 students</td>
<td>100%</td>
<td>86%</td>
<td>57%</td>
<td>71%</td>
<td>100%</td>
</tr>
<tr>
<td>Year 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 students</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

If we look at the table above it is clear that in every cohort in every test, if not 100% of our students, then the majority of our students perform above the state and national averages. As Reading is the greatest indicator of overall achievement and success in education, it is important to note that 100% of our students who sat the NAPLAN tests are performing at or above the national averages.

The teachers have investigated all results and use the data to drive classroom planning, teaching and assessment.

**Comparative averages:**

The 3 tables below outline where our cohorts sat on average compared to like schools as well as State and National averages. Focus on comparing our results to the national averages, not to similar schools as they are based on numbers and not on relevant community factors like socio economic status and family situations). Could be in carnarvon for example. So compare green (us) to yellow (national average).
Please also note that as our school has very small cohorts comparatively, results can be skewed greatly when one student is added or removed from the cohort. With this in mind, the above information must be taken as a guide to understanding how to analyse NAPLAN results generally.

Year 3 (10 students) - Numeracy on target, reading excellent, writing only 25 below, spelling OK, grammar greatest difference.

Year 5 (8 students) – Reading is OK but all others below. Reading is the most important overall indicator of achievement. One student absent, 4/8 on IEPs, 6/8 have literacy and numeracy support provided.
Please note, what is more important to look at is the progress of a cohort over time. And it is important to understand that the test is intended to inform teachers of where they need to target their planning for individual students. In order for the testing to be able to inform teachers in this way the tests contain a conceptual range. The idea is that students can achieve within their zone of proximal development (a concept identified by Russian psychologist, Lev Vygotsky). To achieve this each test overlays each other – that is, the Yr 3 test contains questions that identify children as being able to demonstrate achievement at Yr 1 to Yr 5, the Yr 5 test is Yr 3 to Yr 7 and the Yr 7 test is Yr 5 to Yr 9.

**Zone of Proximal Development**

![Zone of Proximal Development Diagram](https://unh-ed604.wikispaces.com/Lev+Vygotsky)

**Improvement over time within a cohort:**
The orange lines show the progress over time of the national cohort, and green shows our school cohorts. The space between the orange lines shows the expected increase from Yr 3 to 5 to 7 to 9 of the national cohort.

See analysis on next page.

Note: 2014 Yr 3 cohort - In the first year of a cohort sitting the NAPLAN tests there is obviously no way to analyse improvement over time yet.
<table>
<thead>
<tr>
<th>Year 3 2012</th>
<th>Year 5 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>National av.</td>
<td>MRMS av.</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
</tr>
<tr>
<td>395</td>
<td>378</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td></td>
</tr>
<tr>
<td>414</td>
<td>366</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
</tr>
<tr>
<td>415</td>
<td>389</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
</tr>
<tr>
<td>414</td>
<td>359</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td></td>
</tr>
<tr>
<td>424</td>
<td>321</td>
</tr>
</tbody>
</table>

Analysis: Gain between Yr 3 and 5 of 80-90 is the expected national average gain. So our Yr 5 cohort gain of 129 for reading and 124 for Grammar and Punctuation are well above the expected gain, despite the Yr 5 cohort average being slightly under the national average.

Table for 2014 Yr 7 cohort

<table>
<thead>
<tr>
<th>Year 7 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>National av.</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
</tr>
<tr>
<td>395</td>
</tr>
<tr>
<td>488 (gain of 93)</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td>414</td>
</tr>
<tr>
<td>493 (gain of 79)</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td>419</td>
</tr>
<tr>
<td>477 (gain of 58)</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
</tr>
<tr>
<td>399</td>
</tr>
<tr>
<td>494 (gain of 95)</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
</tr>
<tr>
<td>417</td>
</tr>
<tr>
<td>491 (gain of 74)</td>
</tr>
</tbody>
</table>

Analysis: Although the Year 7 cohort was well above the national averages in their 2014 results, the greatest improvement can be seen when comparing their Year 3 and Year 5 results.

** Appropriately differentiated learning programs**

What is differentiation?

Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction. At its most basic level, differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction. [http://www.readingrockets.org/article/what-differentiated-instruction](http://www.readingrockets.org/article/what-differentiated-instruction)
This chart shows the spread of achievement across each of our cohorts (3, 5 and 7) for Reading. The fact that there have been improvements from year to year for each cohort demonstrates that our teachers are providing an effective level of differentiation to support improvement for all students at an individualised level – that is, that each student is receiving access to the curriculum in a manner that supports their individual learning needs.
Margaret River Montessori School

Full-time equivalent enrolments (92) relating to recurrent income and capital expenditure:

<table>
<thead>
<tr>
<th>Net Recurrent Income 2014</th>
<th>Total</th>
<th>Per Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Government recurrent funding</td>
<td>$673,712</td>
<td>$7,322.96</td>
</tr>
<tr>
<td>State/Territory Government recurrent funding</td>
<td>$181,409</td>
<td>$1,971.84</td>
</tr>
<tr>
<td>Fees, charges and parent contributions</td>
<td>$421,878</td>
<td>$4,585.63</td>
</tr>
<tr>
<td>Other private sources</td>
<td>$76,401</td>
<td>$301.40</td>
</tr>
<tr>
<td><strong>Total Gross Income</strong></td>
<td><strong>$1,353,400</strong></td>
<td><strong>$12,777.69</strong></td>
</tr>
</tbody>
</table>

(excluding income from government capital grants)

<table>
<thead>
<tr>
<th>Deductions</th>
<th>Total</th>
<th>Per Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income allocated to current capital projects</td>
<td>$48,769</td>
<td>$530.10</td>
</tr>
<tr>
<td>Income allocated to capital debt servicing</td>
<td>$60,350</td>
<td>$655.98</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>$109,119</strong></td>
<td><strong>$1,186.08</strong></td>
</tr>
</tbody>
</table>

| **Total Net Recurrent Income**                                   | **$1,244,281** | **$13,524.79** |

Capital Expenditure 2014

<table>
<thead>
<tr>
<th>Total</th>
<th><strong>$48,769</strong></th>
</tr>
</thead>
</table>

| Total Capital Expenditure                                             | **$48,769** |