

# Forge Integrated Primary School



## Annual Report to Parents by the Board of Governors 2018 - 2019



# Chairperson's Foreword

This school year from September 2018 to June 2019 has seen Forge Integrated Primary School (IPS) grow and develop every aspect of school life and the progress achieved is a testament to the quality, Integrated learning environment everyone at Forge IPS is committed to providing for our communities.

In what is a trying and difficult time for all schools when considering the very strained resources, increasingly complex regulation, burdensome administrative requirements and the on-going industrial action short of strike, I would like to express special thanks to the Principal and both teaching and non-teaching staff at Forge IPS for maintaining what is an incredibly positive learning space for our children to grow and develop.



You will see in this report much detail of the fantastic activity which has taken place over the course of the last academic year, I would like to call out a couple of highlights:

- The completion of the school's three-year Curriculum Development Plan. This has been a holistic and collaborative approach coordinating teachers have lead, enriching the learning environment at Forge through initiatives such as Maths Week, Eco Schools, The Big Write, the introduction of a Reciprocal Reading programme, achieving 'model school' status in the PATHS Plus programme and the Forest Schools programme work.
- We have had the outstanding development proposals for a 52 place nursery and Learning Support Unit approved by the Department of Education which adds to the already approved new school for which plans will soon be drafted based on the site of the old Knockbreda High School.
- This year has also see the board of governors at Forge re-constituted, the new board meeting for the first time in 2019 and saying goodbye to a few long-serving board members, notably Catherine Seawright, Christine O'Toole and Peter Day whom I would like to thank for their voluntary commitment to the school which has supported the success of Forge IPS over these recent years.

I would encourage you to take the time to read the following pages which will give insight into the structure and quality of education our communities' children receive and which serves as the foundation on which will be built the improvements of the current academic year.

*Michael Prendergast.*

# Principal's Note

2018/19 saw the re-constitution of our Board of Governors with some members retiring, some retaining membership for another term, and some new members coming on board. On behalf of the staff at the school I would like to thank all governors, current and retiring, for their very significant voluntary contribution to overseeing the management and development of the school.

The end of the 2018/19 school year also saw the completion of a three-year school

development planning

cycle, leading to a period of self-evaluation, consultation and preparation for the launch of a new plan for the 2019-22 period.

Teachers, non-teaching staff and parents continued to work together to help children achieve their best academically and to promote social and emotional development through inclusive practice and the nurturing of good relationships.

Performance in English and Mathematics remained strong with a focus on Mental Maths and Reading and a cross curricular topic approach ensured broad and rich learning across a range of other subjects.

Environmental education was a strong whole school theme with a particular focus on sustainable transport.

The Forest School's strand of our Eco Schools offer, along with the 'Walking in Each Other's Shoes' Integration/CRED project, was absorbed into a Shared Education Project with Rosetta Primary School. This enabled the learning from both projects to reach a greater number of children and provided professional development opportunities for teachers at both schools.

Pastoral education was sustained and built upon with the maintenance of an embedded counselling service and our whole school Paths scheme along with the addition of 'Anti Bullying Ambassadors' through the Diana Awards Foundation.

Strategically, plans for a new school build moved forward significantly with development proposals approved for all three strands of the new build plan. Project Boards and Project teams for the build and relocation, to the site of the former Knockbreda High School, were established and the coming months will see a concentrated phase of planning and consultation culminating in the opening of a brand new, purpose built primary school, nursery unit and SEN units, scheduled for 2022.

This will keep all of us busy but our primary focus will continue to be the day to day learning and nurturing of our pupils to give them the skills, strength and resilience to become effective learners and rounded people. A school is only as good as the quality of its relationships and learning a good physical environment is constructed around that, not the other way around and we won't forget that!

*Neville Watson*



This report is presented under the Scheme of Management of Forge Controlled Integrated Primary School and refers to the academic year 2018 – 2019.

## Membership

Boards of Governors are made up from volunteers and at Forge we have elected parent representatives, elected teacher representatives, representatives nominated by the Education Authority and representatives nominated by the Department of Education

This report spans a period where the Board of Governors was reconstituted with a newly constituted board installed in January 2019.

<b>Forge Integrated Primary School Governors, (constituted in 2014 and serving until 2018)</b>	
Chairperson	Mr Michael Prendergast
Vice Chairperson	Mrs Denise Toner
Designated Governor for Safeguarding	Mrs Claire Humphrey
Elected Parent Representatives	Mrs Catherine McKeown Mr Peter Day Mrs Christine O'Toole Mrs Denise Toner
Elected Staff Representatives	Mrs Grainne Kerr Mrs Joanne Mercer
Education Authority Nominees	Mrs Claire Humphrey Mr Nicky McBride Mrs Florence McCaw Mrs Heather Harold
Department of Education Nominees	Mrs Catherine Seawright Mr Michael Prendergast
Secretary/ Principal (Non – Voting)	Mr Neville Watson

<b>Forge Integrated Primary School Governors, (constituted in 2019 and serving until 2022)</b>	
Chairperson	Mr Michael Prendergast
Vice Chairperson	Mrs Denise Toner
Designated Governor for Safeguarding	Mrs Claire Humphrey
Elected Parent Representatives	Dr Jennie Carlsten Mr Cahir Hughes Mr David Majury Mrs Haxia Zhang
Elected Staff Representatives	Mrs Grainne Kerr Mrs Joanne Mercer
Education Authority Nominees	Mrs Claire Humphrey Mr Nicky McBride Mrs Florence McCaw Mrs Heather Harold
Department of Education Nominees	Mr Michael Prendergast Mrs Catherine McKeown Mrs Denise Toner
Secretary/ Principal (Non – Voting)	Mr Neville Watson



# The Work of the Board

In 2018-19 the board held 5 full board meetings to deliver its statutory functions.

These include the employment of staff, delivery of the curriculum, financial management of the school and care of its premises.

Additionally, governors met in sub groups to consider specific issues and carry out certain duties such as safeguarding.

Members also attended meetings relating to Development Proposals to relocate the school to a new, purpose built facility, incorporating a 52 place statutory nursery setting and SEN units for Key stage 1 & 2.

All of these development proposals have now been approved and the new build process is underway. The site identified for the new school build is that of the former Knockbreda High School and at time of writing a design team has been appointed and the planning and design process is ongoing with a scheduled completion date of 2022.

Governors also contributed to a number of school and community events and undertook training organised by the Education Authority.



## Attainment and Achievements

The table below details the % of pupils performing at average or above level (within the top 5 bands) in Standardised Tests in English and Mathematics

Literacy	May 2017	KS1 (P3-4)	69%	KS2(P5-7)	77%
	May 2018	KS1 (P3-4)	63%	KS2(P5-7)	74%
	May 2019	KS1 (P3-4)	76%	KS2(P5-7)	80%
Mathematics	May 2017	KS1 (P3-4)	65%	KS2(P5-7)	66%
	May 2018	KS1 (P3-4)	68%	KS2(P5-7)	63%
	May 2019	KS1 (P3-4)	73%	KS2(P5-7)	80%

A school achieving scores in line with national expectations could reasonably aspire to having 60% or more pupils in the top 5 bands.

The school also worked towards improving the learning experiences of children across a broad range of themes and topics, details of which can be found in the School Development Planning Documentation published on the school website.

## New Build

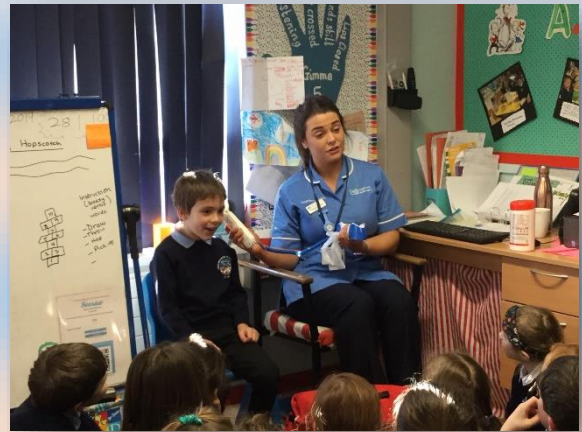
Forge IPS was announced in March 2016 as one of a number of schools to have a new school built as part of the Fresh Start programme. In 2018 a development proposal to build a new purpose built 14 class primary school on the site of the former Knockbreda High School was approved. In 2019 two linked development proposals for a 52 place nursery and a special needs unit were also approved. Governors have contributed to the project Steering Group and subsequently the Project Board.



# Community

The Board of Governors have encouraged, overseen and contributed to a number of community projects that the school has been involved with during the school year. These have included:

- Community relations, equality and diversity projects such as the 'Walking in Each Other's Shoes' carried out successfully with pupils from Forge, Rosetta Primary Schools. This was formerly IEF funded and in 2018-19 was absorbed into a PEACE 4 Shared Education Project with Rosetta Primary School
- Encouraging engagement with local political representatives from all parties
- Maintaining link with South Belfast Foodbank
- Maintaining Tradition with local Churches through churches trails and carol services
- Maintaining curricular links with other schools and Pre School settings through Eco Schools, Forest Schools, CRED, KS2/3 Transition and Pre-School/P1 Transition
- Meetings with other schools in relation to ongoing development proposals
- Partnership with Nerve Belfast to enhance learning in ICT
- Partnership with Business in the Community 'Time to Read' and Time to Code Schemes
- Supporting South Belfast Foodbank, Children in Need and the IEF.





# Security, Safety and Safeguarding

The Board of Governors continue to oversee security and safety at the school and work with the Principal to address Health and Safety issues. The school has improved physical security in recent years through the installation of additional safety fencing, door access systems and CCTV. Emergency Plans are reviewed and updated regularly and regular evacuation and lock down drills are carried out. Two members of staff – The Principal and the Secretary are trained in First Aid up to First Aid at work standards and a significant number of teachers and assistants have completed emergency first aid training.

**Safeguarding** and Child Protection Policies and Practice are reviewed annually and a full review was conducted in Autumn 2019 and approved by the Board of Governors. There is a dedicated Safeguarding Governor who meets with the staff Safeguarding team and reports back to the Board of Governors. ETI inspectors visiting the school in 2016 found our Safeguarding arrangements to be comprehensive.



The governors have supported the implementation of a number of pastoral care initiatives including the Barnardos Paths Plus scheme, which includes a 'Friendships Group' and now a Paths Pals pupil support scheme, and the continued provision of counselling services for pupils through a contractual agreement with FamilyworksNI. Staff and pupils attended Anti Bullying Ambassadors training in 2019 and this is now being embedded as an aspect of the school's pastoral care offering.

During the 2018-19 school year all of the teaching staff and some Non-Teaching staff engaged in training linked to the multi-agency Early Intervention Training Programme, which focussed on raising awareness and capacity to deal with issues that arise from children who may have experienced ACEs (Adverse Childhood Experiences). This training took place over two school terms and has left staff better equipped to help children overcome difficulties that trauma and challenge in childhood can create.

The school's Child Protection Team consists of Ms. Mahon (Designated Teacher for Child Protection), Mrs. Kerr (Deputy Designated Teacher) and Mr. Watson (Principal). Mrs Claire Humphrey is the dedicated Safeguarding Governor.

All concerns and queries regarding child protection should be addressed in the first instance to Ms. Mahon or one of the other team members.

Safeguarding Policies and Procedures are available on the school website and on request from the school office.



# Special Educational Needs

The Board of Governors continue to oversee the school's policy and procedures on SEN and the Special Educational Needs Coordinator (SENCO), Ms D Mahon, reports to the Board of Governors on an annual basis. The School also employ a dedicated Learning Support Teacher (LST), Miss L MacKenna.

The school's SEN and Inclusion policy was reviewed and approved by the Board of Governors in Autumn 2016 and is compliant with the 1996 SEN Order and the SEN Code of Practice. Special Needs vary as children move through school and children may be on the register for a period and then taken off following a period of intervention.

Children on the SEN register will have an Individual Education Plan (IEP) with specific targets and strategies to work towards achieving them.

A number of improvements to practice were embedded during 2018/19 including the further roll out of provision mapping for pupils on the SEN register, the inclusion on IEPs of pupil's views and additional training for staff in Maths Recovery and working with children who may have had adverse childhood experiences, training which is feeding into current practice.

A total of pupils 108 were on the special needs register at time of Census for the 2018 school year. This represents 28% of pupils, an 8% increase on the previous year illustrating the dynamic nature of the challenge that catering for the variety of needs we have presents. The level of support offered to children is determined by individual needs and circumstances. Support in place for children includes:

- Support from within school from our own part – time Learning Support Teacher.
- Support from Harberton Language Unit outreach teacher and Harberton School
- Support from a specialist hearing support teacher
- Advisory support from Oakwood ASD Centre
- Support from peripatetic teachers from EANI Fortwilliam Teacher's Centre

The school's accommodation remains accessible to all pupils and additional accommodation currently being constructed will be compliant with the most recent disability access regulations.

New guidance from the Education Authority implemented in the latter part of the 2018/19 school year has meant that some children are no longer on the SEN register and have now been moved to the Medical Register. Some children will have medical needs which impact their learning and will remain on both. However, for children whose medical condition is manageable and does not impact upon a child's learning they will no longer be included on the SEN register.

# Forge Staff

Teaching		
Senior Leadership Team	Mr N Watson - Principal Mrs G Kerr – Vice Principal & English Ms D Mahon SENCO/DTCP Mrs P McAleer - Assessment Mrs S Gowan – Maths Mrs J Foster - ICT	N/A P5 P7 P4 P3 P1
Middle Leaders	Mrs J Mercer – PDMU Mrs P Salmon – Eco-Schools Mrs S Gray – Newcomers, Integration and Diversity Miss S Houston - Music Mrs L O'Malley – RE Mrs S Rocks – PE Miss A Masterson – Paths/PDMU Miss C Mahon – Art Mrs S Gamble – World Around Us Mrs G Wood – Pupil Voice Miss L MacKenna – Learning Support	P1 P2 P2 P3 P7 P3 P3 P4 P5 P6 P6 N/A
Non- Teaching		
Classroom Support Staff/ Supervisory Staff	Ms J Heaney Ms C Morsman Ms J McLoughlin Mrs A Kirk Mrs C McConnell Mrs R Maxwell	Mrs S Lyons Mrs C Adams Miss R Brown
Secretary	Miss K McStravick, Mrs E Farrell	
Caretaking & Cleaning	Mr D Reid Mrs G Whyte Ms T Toner	Mrs B Jones
Catering	Mrs H Palmer Ms T Toner	Mrs D Stelges Mrs L Bain
Pre School Playgroup Staff		
	Mrs S Cherry - Leader Ms S Veitch - Deputy Leader Miss K Wilson - Playgroup Assistant Mrs H Reid - Playgroup Assistant Miss Sarah McKenna - Playgroup Assistant	

Our staff continue to engage in a broad range of professional development opportunities to feed into school improvement. The Board of Governors recognises the very significant contribution made by teachers and also by Non-Teaching staff in ensuring that Forge is a safe, positive and progressive place to learn.



# Professional Development

Staff engaged in after school meetings, in-service training at Education Authority centres and internally organised in-service days.

These involved programmes of professional development for staff/Curriculum Development including;

<ul style="list-style-type: none"> <li>• Barnardos Paths Training for Classroom Assistants and Teachers</li> <li>• Nerve Belfast ICT Training for Teachers</li> <li>• Child Protection Refresher Training for Relevant Staff</li> <li>• SENCO, ICT, Literacy &amp; Numeracy Clusters</li> <li>• Maths Recovery Training for LST</li> <li>• Early Intervention Training for all teaching staff</li> <li>• First Aid training for key staff and fire warden training for the principal and caretaker.</li> </ul>	<ul style="list-style-type: none"> <li>• KS2/3 Transition Project with Lagan College, Loughview IPS &amp; Millenium IPS</li> <li>• Nursery/P1 Transition Project</li> <li>• Assessment Analysis</li> <li>• Anti-Bias Training for recently appointed staff</li> <li>• Resilience, Ethos and Team Building Workshops</li> <li>• Forest schools and diversity training for staff engaged in Shared Education projects</li> </ul>
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## Contributing to External Teacher Training and Development



Pre-School Management Committee in giving our children the best start to their education.

The school has accommodated students during the year - including trainee teachers from Stranmillis College and the University of Ulster and work experience students from Wellington and Lagan Colleges. We also assisted with aspects of teacher training/Development for Stranmillis College and NICIE.

### Pre School

Mrs Stephanie Cherry has continued to lead the Pre-School team who continue to develop the Pre-School which has again enjoyed full capacity this school year. The Board of Governors acknowledges the solid work done by the Pre-School team and the voluntary



# Parental Engagement

The Governors acknowledge the high levels of parental engagement through home learning, attendance at curriculum information meetings and individual Parent/Teacher Meetings held in October and February. Parents contributed with enthusiasm to initiatives such as Maths Week and Workshops on Linguistic Phonics, Mental Maths and various other aspects of the curriculum were also well attended.

The school has continued to develop home school communication through use of social media pages on Facebook and Twitter, a static website and the phased introduction of See Saw which has now been extended up to P5. A gradual switch from use of paper notes sent home via 'schoolbag post' to email has been ongoing and an emergency SMS service has been maintained for urgent notifications.



**The Parent Teacher Association (PTA)** has been a valuable body providing support to the school through fundraising and through social events. Maths resources, play equipment and books were all sourced through PTA funding as were gifts for P7 leavers. Governors and Staff wish to thank all those involved in the Parent Teacher Association for their very positive contribution to the development of the school both financially and socially.



# Pupils

The Board of Governors recognise that pupils are at the heart the school. We congratulate our current pupils and leavers on their successes in every sphere of life.

Parents and pupils are to be congratulated for the creditable attendance rate of 95% but frequent absences by some children contribute to poorer outcomes and diminished social benefit. Punctuality is also important and we encourage parents to do their utmost to ensure pupils are at school on time. We continue to address this through the appropriate channels.

We recognise the value of the very broad and holistic nature of learning at Forge where classroom learning is supplemented by well-structured, field trips, visitors to the school, residential experiences and participation in sporting, arts and cultural events.

The School Development Plan and School Development Plan Evaluation offer a more comprehensive overview of the current and ongoing work of the school and can be viewed on the school website [www.forgeips.co.uk](http://www.forgeips.co.uk)



The 2018/19 school year saw 51 pupils transfer to post primary education. Lagan College continues to be the most popular (70%) destination school for transferors but we have also seen a broad range of destination schools. A number of parents entered their children for the Association for Quality Education (AQE) Common Entrance Assessment as used by most controlled and voluntary grammar schools and/or the Post Primary Transfer Consortium (PPTC) GL Entrance Assessment, as used by most Maintained Grammar Schools and Lagan College. There were also a number of pupils who did not participate in any selection tests.

Post Primary Schools Transferred to by Forge P7 leavers:

2018	No. Pupils	% Total	2019	No. Pupils	% Total
Lagan College	22	48%	Lagan College	36	70%
Wellington College	4	9%	Wellington College	1	2%
Methodist College	5	11%	Methodist College	2	4%
Victoria College	2	4%	Aquinas Diocesan Grammar	2	4%
St Josephs' College	4	9%	St Josephs' College	2	4%
Campbell College	0	0%	Campbell College	2	4%
Malone College	1	2%	Grosvenor Grammar School	2	4%
RBAI	0	0%	Strathern School	1	2%
Grosvenor Grammar School	1	2%	Blessed Trinity College	1	2%
Our Lady & St Patrick's Coll	1	2%	Unplaced	1	2%
Bloomfield Collegiate	1	2%			
Blessed Trinity College	1	2%			
St Louise's Comprehensive	1	2%			
Crumlin Integrated College	1	2%			
Down High School	1	2%			
Unplaced	1	2%			
Total	46			51	

## Finance - School LMS (Local Management of Schools) Budget

Schools are given a budget so that they can plan spending to meet the priorities they have identified.

The initial budget for the financial year ended 31 March 2019 was set by the Education Authority based on the Common Funding Formula.

The Board of Governors monitor and plan expenditure with the Principal. The school ended the 2019 financial year with a small surplus. This has been possible thanks to support from the Integrated Education fund to help offset costs that come with pupil growth and also due to some incidental factors such as changes in staff. The combined pressures of budget reductions and escalating costs will make the next few years very challenging. We will need to continue to spend carefully and avail of all additional funding opportunities to maintain resource levels into the foreseeable future.

The table below shows 2018 - 19 budget balanced against expenditure.

### Fiscal Year: 2019 Fiscal Period: Apr18 -Mar19

<b>Total Available Budget</b>	<b>1,023,175</b>
	Expenditure
Income Total (includes grants, rental income)	-11,660
Staff - Pay Teaching Total	795,852
Staff - Pay Non-Teaching Total	136,112
Staff - Other Costs Total	315
Premises, Fixed Plant & Gds Total	26,973
Operating costs Total	36,045
Non capital purchases Total	3,521
Re-allocations Total	431
Capital Expenditure Total	12,506
<b>Grand Total</b>	<b>1,000,095</b>
Year End Position	23,080

### Financial Outlook 2019 – 2022

It is important to understand that schools are required to plan spending over a three-year period and surpluses and deficits are planned to try to keep staffing and resource levels adequate, while also keeping the budget at levels which are manageable.

Deficit figures are shown in brackets.

Financial Year	2020	2021	2022
Total Estimated Budget Available (income)	1,070,163	1,084,371	1,117,524
Total Estimated Expenditure	1,083,997	1,119,012	1,136,382
Year-end surplus/(deficit)	9,246	(-25,395)	(-44,253)
% Surplus/Deficit	0.8	-2.3	-4.1

## School Funds (Non LMS) Balance Sheet & Income/Expenditure.

The tables below represent the balance and transactions on the school's private funds. In common with most schools we maintain accounts to service day to day transactions and to manage fundraising and non LMS spending. We also maintain account for use as a hardship fund through which we plan to finance initiatives such as in school counselling for pupils and a contingency fund, which allows us to cope with unforeseen pressures such as additional costs for staff due to unforeseen circumstances and the essential replacement of large items of equipment due to unforeseen failure – for example interactive whiteboards.

These accounts are subject to external independent examination by a chartered accountant (RWCA Ltd.) on an annual basis.

<u>Forge Integrated Primary School</u>		
<u>Income &amp; Expenditure for the Year Ended 31 March 2019</u>		
<u>INCOME</u>	<u>2019</u>	<u>2018</u>
	<u>£</u>	<u>£</u>
Breakfast Club & Milk	18,405	15,774
Swimming	6,655	4,945
Music	7,162	2,760
Trips	14,841	10,266
PTA & Donations	805	692
Rosetta - Bus	0	96
Ulster Swim	0	80
Pathway Photos	322	0
Enniskillen IPS	265	0
NI War Memorial Travel Grant	100	100
Autism Sponsorship	3,030	0
EA Belfast Region	264	0
NICIE - Grant & Cover for Sub	1,213	0
IEF	756	0
IEF - Odd Socks	0	184
IEF - Gala Dinner	0	175
Children In Need	780	0
Cash for Clobber	60	90
Book Bags/School Bags	202	935
Concerts/Plays/Jumble Sale	1,607	1,823
	<u>56,465</u>	<u>37,921</u>
<u>EXPENDITURE</u>		
EA - Catering / Milk	8,632	9,047
Trips	16,270	12,198
Buses & Coaches	9,037	6,855
EA - Music Fees	6,510	4,368
Maths Weeks	324	0
Science Starz	640	0
EA- Temp Teacher	0	0
NI4 Kids	684	0
Classroom Expenditure - books, crafts, etc	1,958	1,799
Post Office	923	576
Eda Media	120	0
Cleaning & Repairs	0	570
APTIS	270	0
NASEN	0	160
Autism NI	3,030	0
IEF Gala Dinner	0	700
IEF Odd Socks	0	216
Children in Need	780	0
Alzheimers UK	150	0
Diabetes UK	258	0
Fairtrade	32	0
Unicef	0	500
Tens Foundation	0	1,330
Fitzroy Church	0	140
Actions Cancer	0	118
Barnardos	0	240
St Annes Trust	10	10
PTA	0	72
Ulster Table Tennis	0	18
Athletics NI	0	34
The Book People	441	221
Staff Meal	0	40
Staff Training	0	212
Accountancy	0	960
Miscellaneous	0	0
Bank Interest & Charges	198	189
Depreciation	0	3,815
	<u>50,266</u>	<u>44,387</u>
<u>Surplus/(Deficit) Of Income Over Expenditure</u>	<u>6,199</u>	<u>-6,466</u>



**Forge Integrated Primary School**

**Balance Sheet as at 31 March 2019**

		<b>2019</b>	<b>2018</b>
		<b>£</b>	<b>£</b>
<b><u>Fixed Assets</u></b>			
iPads	Note 1	0	0
<b><u>Bank Accounts</u></b>			
Current Account		54,754	42,332
Charity Account		442	358
<b>Total Cash at Bank</b>		<b>55,196</b>	<b>42,690</b>
<b>Fidelity Investment</b>		<b>43,478</b>	<b>43,388</b>
<b><u>Accrued Expenses</u></b>	Note 2	<b>-6,966</b>	<b>-770</b>
		<b>91,708</b>	<b>85,308</b>

**REPRESENTED BY**

<b><u>General Fund</u></b>			
Balance At Start Of Period		85,308	91,668
Bank Interest Received		201	106
Surplus/(Deficit) For Period		6,199	-6,466
		<b>91,708</b>	<b>85,308</b>



**RWCA Ltd**  
11/11/2019





**Forge Integrated Primary School**

<b><u>Notes</u></b>	<b><u>2019</u></b>	<b><u>2018</u></b>
<b>1 <u>Fixed Assets</u></b>	<b><u>£</u></b>	<b><u>£</u></b>
iPads		
Cost b/fwd	13,255	13,255
Additions	<u>0</u>	<u>0</u>
	<u>13,255</u>	<u>13,255</u>
Depreciation b/fwd	13,255	13,255
Depreciation at 33% pa	<u>0</u>	<u>0</u>
	<u>13,255</u>	<u>13,255</u>
Net Book Value	<u>0</u>	<u>0</u>
<b>2 <u>Accrued Expenses</u></b>		
Trips & Music Fees	<u>6,966</u>	<u>770</u>



