



GLENDALE
PRIMARY SCHOOL
INDEPENDENT PUBLIC SCHOOL

Annual Report 2021

Valuing

Openness

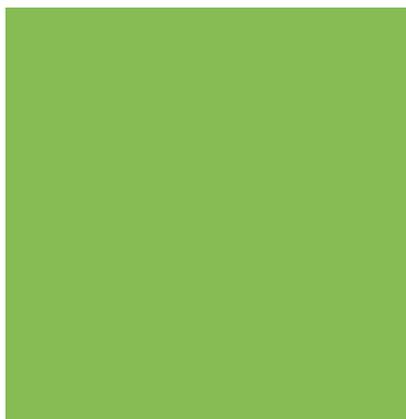
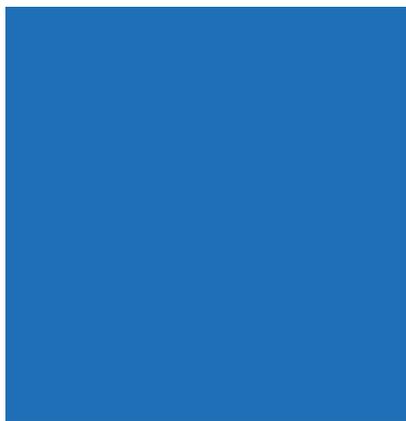
Including

Collaborating

Engaging

A learning community
giving **VOICE** to all





About this report

The 2021 school year

The 2021 Annual Report for Glendale Primary School details the achievements and challenges faced in 2021 and outlines focus areas and opportunities ahead for this year. Importantly, this report informs you of the progress being made towards the targets detailed in the Glendale Independent Public School Delivery and Performance Agreement and Business Plan for 2018-2021.

The Annual Report is created under the following six headings:

1. 2021 in Review from the Principal
2. Our Context
 - Our School
 - The School Vision
 - Enrolment Trends
 - Destination Schools
 - Staff
3. Leadership
 - Students
 - Staff
 - School Board
 - P&C
4. Student Achievement
5. Finances
6. School Highlights



A year in review

From the Principal

2021 was a very productive year for the staff and students at Glendale Primary School, despite the delay by one week at the start of the school year with a COVID-19 lock down in February. There is an ongoing approach to everything that is done at Glendale Primary School to ensure the school vision is achieved, which is 'A Learning Community Giving VOICE To All'.

The introduction of Loose Parts Play was led by Mrs Press who is a Kindy teacher. The Loose Parts items were sourced for a variety of donations from the community, recycling centres and some things were specifically purchased. We now have three large lockable tubs in the playgrounds that house the items which children use in the playground each day to build and develop their creativity through imaginative play. Mrs Press also sourced an incursion with a company who come out and go through with the students how to play safely and creatively with a variety of objects.

In November, we celebrated the school's 50th anniversary with a community event. There was an assembly in which a past principal, staff and students attended and were included in. The school was then open for the visitors to explore with memorabilia on display and every class ran a fête stall/activity which created a festival atmosphere. The day was well supported by the P&C who also provided entertainment and food. The 50th anniversary was enjoyed by everyone. This celebration was further complimented by the P&C who ran a fundraising event, in which past and present families bought a paving brick with their names on them, which are being used in 2022 to create a paved area as a feature of the school.

A commemorative stone plaque was gifted to the school by the out-going year 6 class, this will be laid with the personalised bricks engraved with the names of past community members. The plan is to set the paving around a flagpole outside of the canteen undercover area so that it will be seen and be featured in ANZAC services for many years to come.

This was the last year of the current school Business Plan for 2018 – 2021 and assessment was made by the staff about the successes achieved in relation to the goals set which will be

outlined in more detail in this report.

There were staff changes with several permanent staff on leave and two retirements. This saw a number of fixed term teachers re-appointed to the school with experience in the whole school programmes.

Talented children from years 4 to 6 were selected to participate in a choir, school rock band and dance troupe were trained and competed against other schools in the WA Government Schools Music Society, held at the Burswood Convention Centre. This involved 62 children.

The Deputy Principal, Jenny Graham, was nominated for a WA Education Award and was a finalist for Deputy Principal of the Year. Jenny has been a major influence at the school with the implementation of Engineering as a specialist subject, training the students for the WAGSMS concert and focussing on whole school improvements across Literacy.

In early childhood GPS students take part in play-based and investigative learning. The teachers work with focus children each day using their interests to extend, scaffold and support their learning. Explicit teaching of Maths and Literacy is a part of our early childhood program. Early childhood teachers are trained in this approach.

To extend investigative learning into middle primary two teachers were sent on professional learning to begin trialling this approach in their classrooms. These teachers have begun implementing class meetings, small clinic groups and educational research projects. The aim is for all teachers from K-6 to be trained to create a whole school approach.

The use of whole school assessments of students is standard practice now at GPS with two new assessments being trialled in 2021, PAT Spelling and Brightpath Maths. This is providing teaching and the administration with longitudinal data with which we monitor all children's progress to inform teaching and ensure that intervention and extension are provided for identified children.

With a focus on Aboriginal and Torres Strait Islander culture and history, each teacher was responsible for integrating this formation through each learning area throughout the year.

Our Context

Our School

Located in the Perth suburb of Hamersley, Glendale Primary School is nestled in a tranquil environment with lush native gardens and shady trees. The school historically achieves high academic results. As a STEM Enterprise School in Science, Technology, Engineering and Mathematics, staff lead the implementation, training and mentoring of other schools in this approach to learning. The students are active participants in their learning through a hands on approach which enables them to explore, experiment, investigate and be creative. In the early years, personalised learning sits alongside explicit and formalised instruction to create a balanced play based teaching approach. Academic and social outcomes targeted for children have an improvement intent at all times, based on quality evidence, early identification of educational issues and ensuring the subsequent high quality interventions are in place for raising standards. Glendale Primary School remains a school of choice for parents and students, with as many as 25% of children coming from out of area due to the school's high reputation.

The School Vision

A learning community giving VOICE to all.

At Glendale Primary School we commit to:

Valuing: each other, our individuality, our efforts and our education
 We show respect.
 We encourage independence.
 We try.
 We support each other.
 We celebrate success.

Openness: in communication, relationships and knowledge
 We listen to each other.
 We are honest
 We build trust by aligning our actions and word.
 We are accountable.

Including: to provide equality of opportunities for all
 We embrace diversity.
 We adapt to suit needs.
 We actively participate.
 We make it safe for people to speak up.
 We work with our strengths.

Collaborating: to build a learning community of excellence
 We work together and share ideas.
 We work together to solve conflict.
 We look for solutions.
 We are committed to reflection and growth.

Engaging: with students, families, community and the environment
 We encourage curiosity.
 We bring enthusiasm.
 We look for opportunities to connect.



PART 2

Our Context

Enrolment Trends

At census 2021, there were 314 students from kindergarten to year 6 with students drawn mainly from the Hamersley, Warwick and surrounding areas. Approximately one quarter of the students are from other areas, and the most common reason given for this is the school's positive reputation for inclusive, quality education and the positive behaviour programmes.

Destination Schools

In 2021 there were 34 children who graduated from GPS. Their destination schools were as follows:

Destination Schools	Male	Female	Total
Warwick Senior High School	18	7	25
Carine Senior High School	4	1	5
Aranmore College		2	2
Maiter Dei College		2	2
Balga Senior High School	1		1
Churchlands Senior High School	1		1
Ballajura Community College		1	1
St Andrews Grammar	1		1
Balcatta Senior High School		1	1
St Marks Anglican College		1	1
Unknown		1	1

Staff

In 2021, there were 41 staff members, which was a mixture of full-time and part-time workers. The school utilised additional staff to ensure that direct instruction spelling and phonics programmes were run across the school and early intervention programmes for the students at educational risk. There were minimal movement of staff from 2020 to 2021, resulting in a stable population.

Leadership

Student Leadership

This was the second year that all of the year 6 students were given leadership responsibilities across the school. Two school prefects, three faction captains and three faction vice captains were elected by the students from years 3 to 6. The election was run with support from the Electoral Commission who created a scenario with voting booths and voting slips in line with official voting regulations.

All year 6 students have rostered leadership roles throughout the year such as; to host the fortnightly assembly, raise and lower the state, Australian and Aboriginal flags each day, hosting special events, welcoming special guests, locking and unlocking gates, organising two fundraising events, managing sports equipment for lunch and recess, and assisting staff as needed.

The year 6 students who are all recognised as student leaders, went on a leadership camp to Ern Halliday for a day in Term 1 to develop their confidence to lead and develop teamwork skills.

Each class has two student leaders that are interested in being a Glendale Greenie. These children then take on the roles of composting the classes Crunch n' Sip food scraps, ensuring lights are turned off, and that paper is being recycled.

Staff Leadership

The teaching staff were involved in committees. We had four committees, which were: Literacy; STEM - Science, Technology, Engineering and Maths; Health and Wellbeing; and HASS and the Arts. One member from each committee then was on the school Finance Committee which oversees the school's allocation of funds. This allows staff to take on leadership roles across the school and influence the direction of teaching, learning and resources.

Two staff members joined the Principal to represent the staff and needs of the school on the School Board.

All teaching staff worked collaboratively in learning teams which were of the similar year levels. There were four teams. K&P, Yrs 1&2, 3&4, 5&6.

GPS are fortunate to have four Level 3 Classroom Teachers on staff. To be classified as a Level 3 Teacher each person must demonstrate excellence in their field to a panel of experts. One of the Level 3 teachers was on leave for 2021, with the remaining three all actively leading curriculum and year level initiatives.

Lead staff across the school regularly presented training and mentored their peers. These staff were involved in the coaching of their peers in play-based learning, Talk 4 Writing, staff well-being, and using technology to enhance and engage learning.

There is a commitment to ongoing growth of the staff skills and leadership pathways for interested staff with coaching and mentoring by the Principal and Deputy Principals.



Leadership

The School Board

The School Board has a vital role to play in ensuring that the school is being led in line with the WA Department of Education Statement of Expectations and working towards the targets outlined in the GPS Business Plan for 2018 – 2021. They also monitor the health and wellbeing of the school community throughout the COVID-19 restrictions.

The School Board members for 2021 were:

School Board Chairperson	Ruth Langmead	
Parent Representative	Claire Pring	stepped down after a 3 year term
Parent Representative	Justin Grey	
Parent Representative	Melissa Grey	
Parent Representative	Peter Madden	joined during the year
Parent Representative	Nicola Hogue	joined during the year
Staff Representative	Jude McIntyre	
Staff Representative	Matthew Sharp	
School Principal	Helen Fiebig	

The School Board's roles for 2021 involved the following:

- Regularly examined the finances to ensure that they are being managed responsibly.
- Being kept up to date with decisions, events and the direction the school was being led in, with a report from the Principal at each meeting.
- Scrutinized data as it was available on students results from NAPLAN, On Entry, PAT Reading, Brightpath Writing and Maths, Behaviour, Letters and Sounds, Spelling Mastery, On Entry, PAT Science.
- Inspected and questioned the staff assessment and reflection of how successful the goals were met in the GPS Business Plan from 2018 – 2021.
- Inquired into the School Survey results of parents, students and staff.
- Endorsed the following Operational Plans and Policies for the school.
 - ◇ Students At Educational Risk Policy
 - ◇ COVID-19 Action Plan
 - ◇ English Operational Plan
 - ◇ Homework Guidelines
 - ◇ Student Dress Code Policy

Leadership

The School Board continued...

The School Board continued through the year to explore options to invite a community representative to join.

The following is a summary written by the School Board Chairperson, Ruth Langmead to sum up the board's role over the year.

2021 was yet another year where the school board set its intentions on supporting the leadership team in managing COVID within our school, whilst also ensuring we progressed other aspects of school life for the ongoing development of our learning community that seeks to give a VOICE to all. The board took several opportunities to appreciate staff who have excelled in maintaining a strong learning environment despite COVID – this resulted in the board hosting a staff morning tea and supporting Deputy Principal Mrs Jenny Graham's application's to the WA Education Awards for which she was a finalist. The board is acutely aware that GPS enjoys retention of high-quality staff and values this greatly!

As per objectives set in the 2020 board report, the board remained engaged with data analysis across 2021 with view to utilising the outcomes and impact evaluation to strengthen the school community's progression across priority learning areas – namely literacy and numeracy. Discussions often centred on how we can support and engage the whole school community in the academic goals associated with GPS literacy and numeracy programs. It is a privilege for the board to see the large progress that's has been made not only in individual year groups but also across the school population, evidenced by NAPLAN data. Further data that the board engaged with was the results of the 2021 school survey, whereby a series of action items was recommended by the Board in response to feedback collated & analysed. It is wonderful to see that students have a community behind them that seeks to be actively engaged in the life of the school, and a school leadership team that endeavours to be responsive to this enthusiasm.

Policies reviewed and endorsed by the board in 2021 included Homework Policy, English Operational Plan and Uniform Policy. Board membership ensured these policies were written in keeping with school community feedback and perceived priorities and values of the community. It is pleasing to note upon reflection that the board has conducted its role and function adopting VOICE values, ensuring policies reviewed Value education; maintain Openness to learning; Include all students; are Collaborative; and support Engagement with new activities.

Board membership continued to grow in 2021. PNC Board representative Claire Pring retired and we thereafter welcomed new parent members Peter Madden and Nicola Hogue who bring diverse skill sets to benefit discussions and school direction. The board also took the opportunity to invite community representatives to participate in the GPS Board- Jason Tomlinson, Associate Principal from Warwick Senior High School and Helen McAullay from Curtin University School of Education. These membership developments are exciting providing breadth and depth of experience across a variety of professional and personal contexts that will value add to building on the direction of GPS as a learning community that gives VOICE to all.

Leadership

Parent and Citizen Association

The P&C play an integral part of the school as community leaders by providing services such as the canteen, book club and uniform shop. They coordinate fundraising to improve resources and fund special projects for the school as well as creating a welcoming and supportive network for families.

The GPS P&C is fortunate to have had the following parents and carers take on the following roles while being supported by a band of approximately 30 volunteers.

P&C President	Tim Ewers to Sarah Cusack to Nerissa Lockley
P&C Vice President	Aimee Jorgeson
Treasurer	Adam Panizza
Secretary	Taya Connelly to Marissa Rutheford to Teodora Robinson
Uniform Shop	Sarah Cusack
Canteen	Nerilee Russell
School Board	Clair Pring
Book Club	Michelle de Groot
School Banking	Carla Drake-Brockman and Aimee Jorgeson
Social Media	Julia Boardman, Kristy Davies, Claire Pusch
Fundraising	Carla Drake-Brockman
Graduation	Julia Boardman
Aboriginal Cultural Advisor	Carol Michie

In 2021, the P&C contributed more than \$8,000 worth of support to the school. With COVID-19 restriction resulting in restricting many of the regular fundraising activities.

P&C Sub Committees	Income	Expenses	Profit/Loss
Uniforms	18,456.38	11,678.13	6,778.25
Canteen incl wages and superannuation	55,055.83	47,556.35	7,499.48
Book Club value of credits	2,613.00		2,613.00
Graduation	4000.00	3861.45	138.55
School Banking	455.00		455.00
Community events and fundraising	30,691.35	14,701.44	15,989.91
Misc – bank fees, stationery, printing	37.01	4,654.33	-4,617.32
Donations to school for: Novelty seat and low bookcases for the library. Loose Parts Play equipment and concrete paving. Synthesiser for music room and fabric for dance costumes for WAGSM performance. Cost of materials for the graduation tiles that the year 6 students decorate.	101.01	8,611.50	-8,510.49
Total	111,409.58	91,063.20	20,346.38

Student Achievement

Literacy

Reading – Priority Area

Reading was identified as a priority in 2020 in a pro-active approach based on longitudinal NAPLAN data, which indicated that most students were achieving at or above expectation, however there was a trend that results were dipping.

Teachers were supported by the Literacy Committee and administration team with new resources to support guided reading. A focus was maintained on integration of other subjects such as HASS and Science into student centred reading programmes.

Year 3

Reading	National	WA School Mean	Like School Mean	GPS Mean
2019	432	427	424	420
2021	437	426	426	433

Year 5

Reading	National	WA School Mean	Like School Mean	GPS mean
2019	506	504	504	481
2021	512	505	502	511

The Year 3 and 5 NAPLAN reading results indicated that the students reading skills had improved greatly from 2019, and was above the mean of like schools and very close to the national mean. After a two-year focus on the teaching of reading through the Business Plan, the student's results has begun to trend upwards and is very close to meeting the goal of being at or above the national mean.

Student Achievement

Spelling

Teachers are in the third year using an Explicit Direct Instruction (EDI) teaching programme for Spelling Mastery. Across the school all students are grouped into phonics or spelling classes according to their ability, and these classes run uninterrupted at 9:35 am, four days a week. Most students from K to Year 2 are working on phonics, using the Letters and Sounds program, while students from Years 3 to 6 on Spelling Mastery with some Year 2 inclusions.

Year 3

Spelling	National	WA School Mean	Like School Mean	GPS mean
2019	419	412	410	413
2021	421	410	407	429

Year 5

Spelling	National	WA School Mean	Like School Mean	GPS mean
2019	501	500	410	480
2021	505	503	507	527

The Year 3 and Year 5 NAPLAN results for 2021 and 2019, are evidence that the whole school spelling programme is working exceptionally well with students from Glendale PS consistently achieving on average higher than students from like schools and above the national average.

Student Achievement

Grammar

Year 3

Grammar	National	WA School Mean	Like School Mean	GPS mean
2019	440	435	433	419
2021	433	421	420	442

Year 5

Grammar	National	WA School Mean	Like School Mean	GPS mean
2019	499	498	496	471
2021	503	497	491	493

The NAPLAN results in Grammar for both Year 3 and 5 indicate that improvements are continuing to be made across the school in the past three years. In 2021, both groups of students achieved higher than the Like Schools. In Year 3 the students achieved higher than the national average and in Year 5 the average scores were close to the national average.

Literacy Focus for 2022

- For Reading to continue to be a priority area in the next GPS Business Plan from 2022 to 2025, to ensure the upward results continue with the current momentum across all year levels.
- For members of the Literacy Committee to explore research based whole school programme in reading to identify further areas of teaching which can be focused on as a whole school approach to teaching reading skills and strategies.
- Reading is to be enjoyable for children and when possible linked to their interests or providing them with choices of reading material in class and to take home.
- Whole school approach Literacy Plan still in the process of being further developed.
- Whole school approach in Spelling and Phonics to continue.
- Whole school approach to Inquiry Learning with a focus on research.

Student Achievement

Numeracy - Priority Area

A whole school mental maths programme for Years 2-6 has been implemented over the last 2 and a half years. This program, Basic Fact Skills, provides students with opportunities to turn basic number skills into quickly recalled long-term knowledge.

Year 3

Numeracy	National	WA School Mean	Like School Mean	GPS mean
2019	408	405	404	392
2021	403	395	395	396

The school average has remained consistent across the past three years, however the scores have reduced on average for the like schools, which means in 2021 we achieved higher than the like school and below the national average.

Year 5

Numeracy	National	WA School Mean	Like School Mean	GPS mean
2019	496	492	489	467
2021	495	489	489	474

There has been improvement in the Year 5 results over the past three years, with the 2021 results being below the Like Schools and National Average.

Numeracy Focus for 2022

- Focus on problem solving.
- Continue to focus on play-based strategies through Paul Swan training for engaging students.
- Commitment to using PAT data collection twice annually for monitoring progress.
- Continue with whole school Basic Facts programme.
- Common assessment tasks with rubrics to be discussed and formulated in team meetings.
- Work towards setting up meetings with other schools in the network and give opportunities for moderation of common tasks across schools.
- Continue to focus on school priorities, data collection and data interrogation by staff.

Student Achievement

Students At Risk

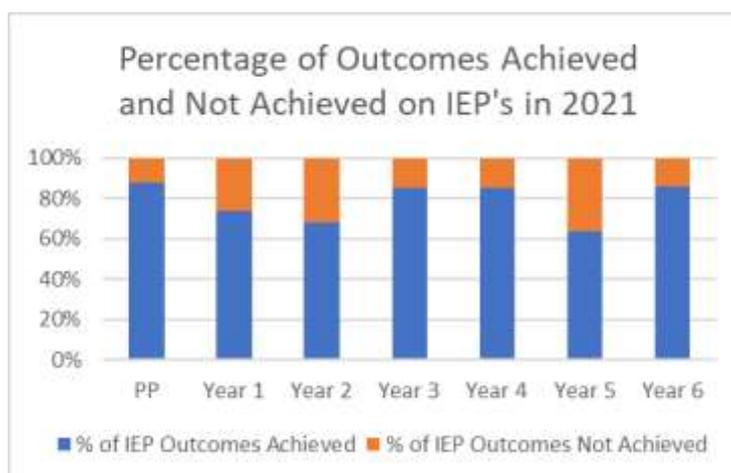
School-based data is used to track the progress of all students at GPS and used to inform which children require ongoing support through intervention programs and Documented Learning Plans (DLPs). In 2021, 35 students (11% of the student population) were on DLPs. All teaching staff use the Department's SEN planning tool to record DLPs including; academic, toileting, behavioural, social and emotional plans. Evidence is collected by teachers and the school administration, and this data drives what outcomes are included in the child's DLP. Individual Behaviour Support Plans (IBSPs) are recorded on a separate GPS proforma. GPS uses SEN Reporting for students at severe educational risk in consultation with the parents or carers. A referral process is used to Enter and Exit students on and off the SAER database.

DOE support is regularly sought and utilised for case management of SAER on DLPs, such as; the school psychologist, school nurse, Student Behaviour and Engagement Team, and the School of Special Education Needs on ways to support students and their families.

At GPS there are several intervention programmes which are used to support students at risk of low academic achievement. MultiLit and MacqLit are explicit literacy tutoring programmes which are used with a staff member to work with either individual students or small groups, three to four days a week on mastering specific content necessary for progress. In 2021, there were 14 children (4% of the student population) who accessed these programmes.

The results indicate:

- That students at GPS are achieving above 60% of their DLP outcomes.
- The years 1, 3 and 4 students are progressing, achieving 85% of their outcomes.
- There were a number of students whose attendance was 'at severe risk,' which impacted on their results in certain cohorts.
- Overall, the school's average percentage of outcomes achieved for 2020 was 66%.
- Over time the evidence indicates that IEP goals are achievable in a 6-week cycle and are reflective of SMART goals.



Continuing Focus for 2022

- Case manager approach ensuring consistency for staff, parents and students with regular meetings regarding how their children are progressing with their DLP goals.
- SAER process has tight procedures and timelines.
- Access to the School Chaplain for students experiencing difficulties.
- School Psychologist involvement in some SAER cases where appropriate.
- Referral process to enter and exit students on and off SAER database.
- Continue consistent monitoring of student progress of DLPs.
- SAER Policy will continue to be implemented across the school and reviewed at the end of 2022.
- Continue to use SEN Planning to record DLPs.
- Offer alternative options for meetings with face to face, digital meetings via Webex, and phone conferences.
- Intervention programmes continue in the same format.

Student Achievement

Attendance

During 2021, the GPS student attendance rate was 92.4% which is higher than the like schools and WA public school average. GPS had 73.2% of children with regular attendance, and under the 'At Risk' category there were 19.1% as indicated, 6.6% of moderate risk and 1.1% at severe risk.

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2019	91.8%	92.8%	92.7%	92.4%	86.8%	79.55	91.8%	92.6%	91.6%
2020	93.7%	93.6%	93.2%	85.5%	84.8%	77.6%	93.3%	93.3%	91.9%
2021	92.7%	92%	92.4%	85.5%	86.2%	76.8%	92.4%	91.9%	91%

When a child's attendance rate falls, it places the child at risk educationally and action that is taken by the school includes:

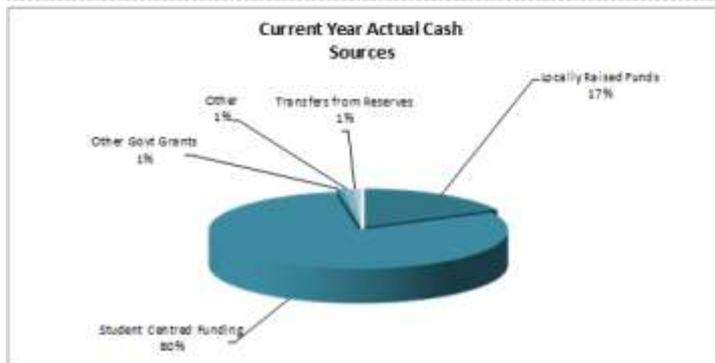
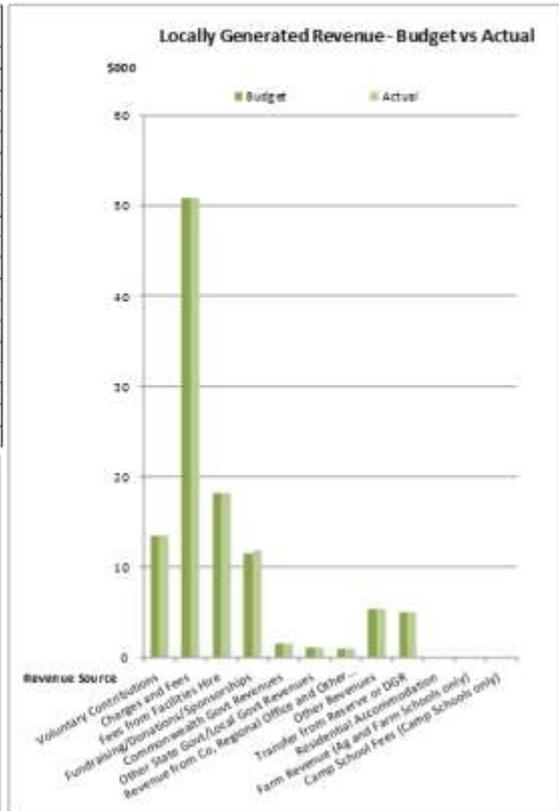
1. Engaging parents in case conferences
2. Following up for unexplained absences with phone calls and letters
3. Home visits
4. Provided information for the families to access outside agencies
5. Consultation with the Department's Behaviour and Engagement Team
6. Attendance Plans
7. School Psychologist
8. Regularly monitor attendance
9. Use SMS Message U for unexplained absences
10. Access resources from the School Attendance Toolkit on the DoE website
11. Promote the importance of regular attendance and discourage family holidays during the school term

Annual Budgets & Accounts

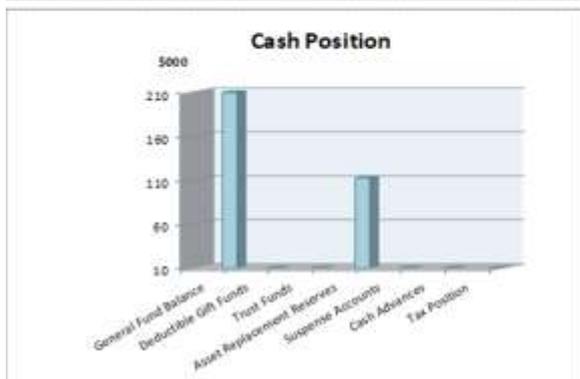
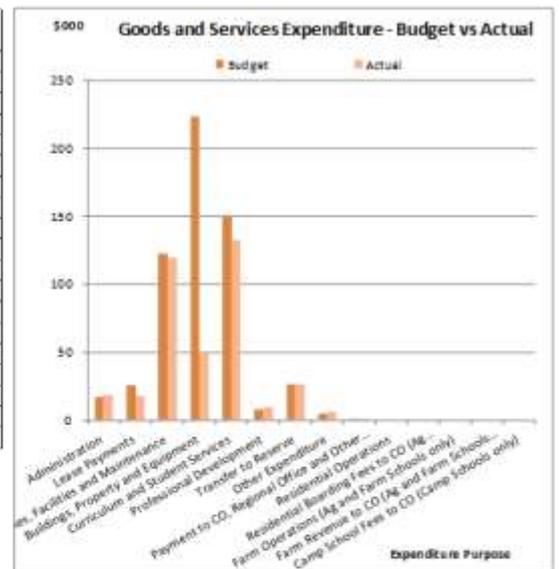


Glendale Primary School Financial Summary as at 31 December 2021

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 13,481.00	\$ 13,481.40
2 Charges and Fees	\$ 50,853.00	\$ 50,946.48
3 Fees from Facilities Hire	\$ 18,182.00	\$ 18,181.80
4 Fundraising/Donations/Sponsorships	\$ 11,478.00	\$ 11,829.85
5 Commonwealth Govt Revenues	\$ 1,555.00	\$ 1,554.77
6 Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7 Revenue from Co, Regional Office and Other Schools	\$ 949.00	\$ 948.24
8 Other Revenues	\$ 5,346.00	\$ 5,345.00
9 Transfer from Reserve or DGR	\$ 5,000.00	\$ 5,000.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 107,844.00	\$ 108,287.54
Opening Balance	\$ 48,861.00	\$ 48,860.66
Student Centred Funding	\$ 432,908.00	\$ 432,307.67
Total Cash Funds Available	\$ 589,013.00	\$ 589,455.87
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 589,013.00	\$ 589,455.87



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 16,853.00	\$ 18,711.22
2 Lease Payments	\$ 25,166.00	\$ 17,603.35
3 Utilities, Facilities and Maintenance	\$ 122,236.00	\$ 119,428.72
4 Buildings, Property and Equipment	\$ 228,242.00	\$ 50,347.51
5 Curriculum and Student Services	\$ 149,299.00	\$ 132,136.19
6 Professional Development	\$ 7,500.00	\$ 9,530.18
7 Transfer to Reserve	\$ 26,000.00	\$ 26,000.00
8 Other Expenditure	\$ 4,529.00	\$ 5,931.48
9 Payment to CO, Regional Office and Other Schools	\$ 160.00	\$ 160.00
10 Residential Operations	\$ -	\$ -
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 574,985.00	\$ 379,848.65
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 574,985.00	\$ 379,848.65
Cash Budget Variance	\$ 14,028.00	



Cash Position as at	
Bank Balance	\$ 321,885.01
Made up of:	
1 General Fund Balance	\$ 209,607.22
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 112,147.69
5 Suspense Accounts	\$ 1,730.10
6 Cash Advances	\$ -
7 Tax Position	\$ (1,580.00)
Total Bank Balance	\$ 321,885.01

School Highlights

Our year in pictures

PART **6**



Sustainability



Easter Hat Parade



Book Week



NAIDOC Art



Wildlife Incursion



Lamplighters

School Highlights

Our year in pictures

PART **6**



Teddy Bear Hide and Seek



50th Anniversary Celebrations



VOICE Awards Assembly



STEM



Cross Country



Year 6 Graduation