



PADBURY PRIMARY SCHOOL



Caring for the Future

2021 School Report

PADBURY PRIMARY SCHOOL

ENDORSEMENT – 2021 ANNUAL REPORT

The 2021 Annual Report has been considered and endorsed by the Padbury Primary School Council

<u>NEIL WOOD</u> Name	<u>N. Wood</u> Signature	<u>16/03/2022</u> Date
<u>Danielle Macdonald</u> Name	<u>DMacdonald</u> Signature	<u>16/03/2022</u> Date
<u>Mizenna Stretch</u> Name	<u>M Stretch</u> Signature	<u>16.03.2022</u> Date
<u>Donna Reid</u> Name	<u>D Reid</u> Signature	<u>16/3/22</u> Date
<u>Teri Tan</u> Name	<u>Tan</u> Signature	<u>16/3/22</u> Date
<u>Sasha Neame</u> Name	<u>S Neame</u> Signature	<u>16/3/22</u> Date
<u>Deanna Campbell</u> Name	<u>DCampbell</u> Signature	<u>11/4/22</u> Date
_____ Name	_____ Signature	_____ Date

Principal's Message

It is with pleasure that I present the 2021 Annual School Report which provides parents, carers and members of the wider community with information about Padbury Primary School's activities and performance during 2021. The report highlights the school's strengths and identifies targeted improvement aspects.

Padbury Primary School is a dynamic and successful public school which maintains high academic standards and extends students through a range of learning opportunities including music, physical education, visual arts, information technology and Japanese.

I would like to acknowledge staff and parents who have dedicated themselves to providing an outstanding education for the students at Padbury Primary School. We continue to value the effective partnership between the school and the Padbury community. Our strong values-based ethos has enabled the multitude of wonderful programs, details of which are in this report.

Thank you to the Parents & Citizens Association for their continued support. Despite the challenges presented over the previous two years, the P&C continues to maintain an effective and valuable partnership with the school in decision making, volunteer support and fantastic fundraising through a range of events.

Parent volunteers remain vital to our school community. The parents who volunteer in the classrooms each week assist student learning to be focussed on the needs of students.

I trust that parents find our Annual School Report informative and gives them confidence in our school programs.

Neil Wood
Principal

School Profile

Padbury Primary School is located approximately 25 kilometres north of the Perth CBD in the City of Joondalup. It is situated in a green beltway adjacent to local MacDonald Reserve. Our appeal is that of a small family-oriented school with a strong sense of community, the values we celebrate and the commitment to realising the potential of every student in our care.

The school is surrounded by well-kept, undulating grounds including reticulated school oval, shaded play areas with mature native tuart trees and a range of play areas to support a wide variety of learning and play activities.

We share our location with the West Coast Language Development centre. We have an onsite Dental Therapy Centre. Families can also access the services of a school nurse, a School Psychologist and our School Chaplain. After hours and Vacation care is also available on the school site.

Our Vision

Padbury Primary School aims to develop a school community which encourages personal, social and environmental responsibilities. The school is committed to providing a supportive environment that challenges students to achieve excellence in all endeavours and to be active citizens of the local and global community.

Purpose

- To educate and equip children to take their place in society as confident and responsible citizens.
- To assist and encourage each child to achieve at their optimum level.
- To cater for individual differences among children; and
- To encourage children to take pride in their work and in the work of others and to endeavour to do their best at all times.

Our Learning Beliefs and Values

At Padbury Primary School we believe:

- All children can learn
- Learning is developmental and it occurs in different ways and at varying rates
- Literacy is embedded across all learning areas
- Learning begins with what students know and scaffolds to new learning
- Learning is enhanced when a successful partnership exists between home and school
- Learning should be relevant, meaningful and enjoyable

Code of Conduct



School Priorities for 2021

- **Improving literacy and numeracy performance**

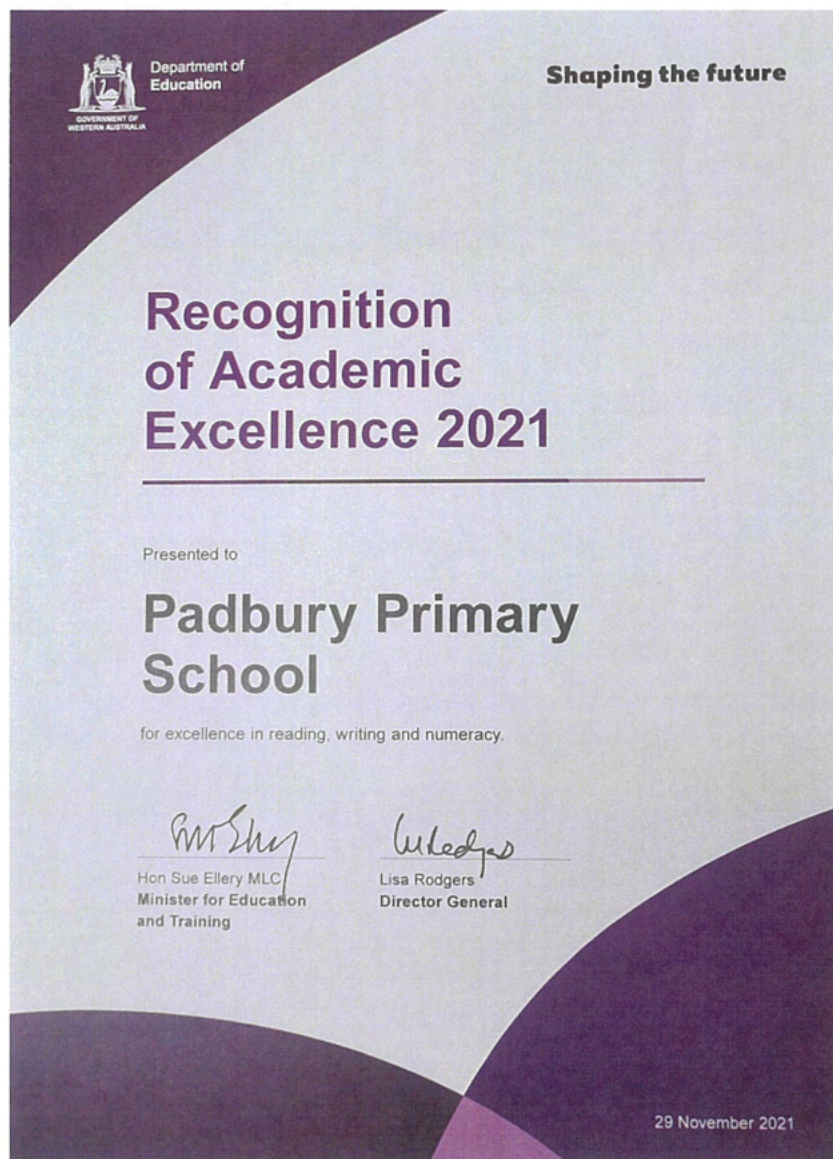
Staff planning, teaching, assessing and reporting practices reflect the requirements of the Australian Curriculum. Staff continued to embed common understandings and approaches to writing and reading comprehension. A strong spelling focus was evident during 2021 with staff working collaboratively to implement a whole school progression for the teaching of spelling.

- **Developing Digital Technologies**

After undertaking professional learning, staff have implemented digital technologies strategies within the learning program. This includes the development of an ICT skills checklist which outlines the sequence for developing a range of ICT skills from Kindergarten to Year 6. Coding activities, integrated into a range of learning areas, were also implemented in all classrooms.

Student Performance – Academic

In 2021 both Year 3 and Year 5 cohorts completed NAPLAN online (except for Year 3 Writing). Despite disruptions and uncertainty caused by the COVID-19 pandemic, results for both cohorts were extremely pleasing, as indicated by the certificate received below. This certificate, and the accompanying letter, highlighted sustained excellence over recent years and this is a great credit to our staff who are responsible for this.

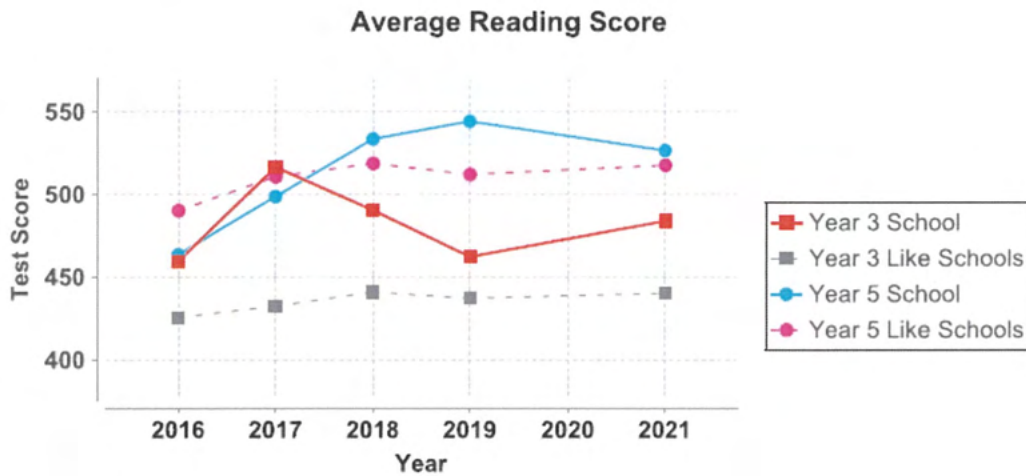


Literacy

Spelling was a key priority and in 2021 the school continued to work towards embedding an agreed progression to be taught in this area.

2021 Reading Results

In 2021, both cohorts performed above like schools. Year 3 students performed more than one standard deviation above the predicted school mean. The Year 5 overall mean was also above like schools and within the expected performance range.



NAPLAN Comparative Performance for Reading

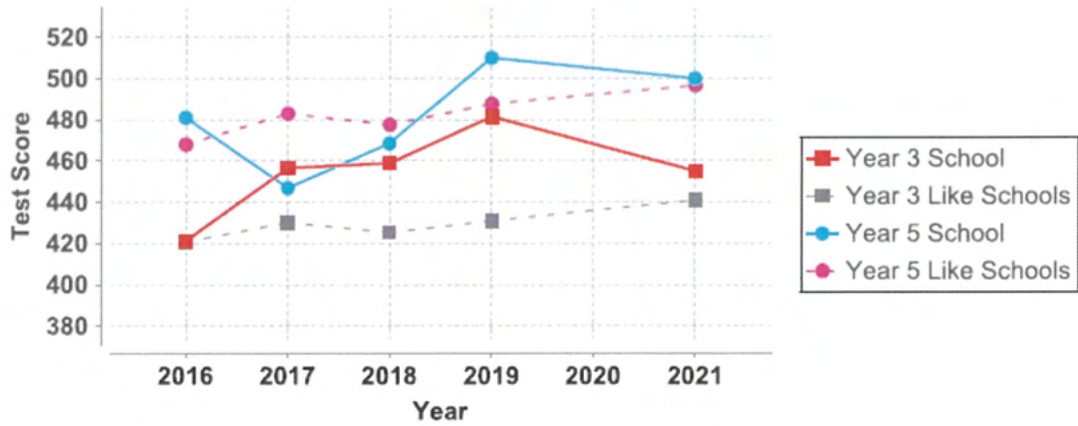
Year 3						Year 5					
2015	2016	2017	2018	2019	2021	2015	2016	2017	2018	2019	2021
-0.6	1.8	3.3	1.9	1.1	1.7	-0.2		-0.8	-0.5	-1.0	0.6

1	Above Expected - more than one standard deviation above the predicted school mean
2	Expected - within one standard deviation of the predicted school mean
3	Below Expected - more than one standard deviation below the predicted school mean
	If blank, then no data available or number of students is less than 6

2021 Writing Results

The 2021 NAPLAN writing assessment was a narrative text. Year 3 students completed a pencil and paper assessment whilst the Year 5 students completed their task online. The Year 3 mean score was above like schools whilst the Year 5 mean score was comparable to like schools. The mean score for both cohorts was within the predicted range.

Average Writing Score



NAPLAN Comparative Performance for Writing

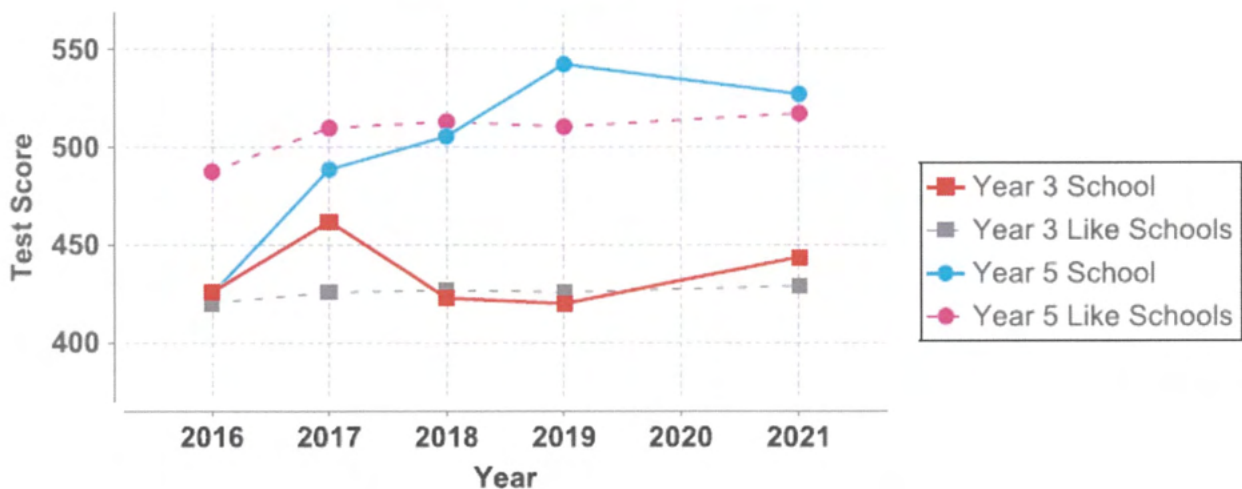
Year 3						Year 5					
2015	2016	2017	2018	2019	2021	2015	2016	2017	2018	2019	2021
-0.9	0.3	1.5	1.7	2.8	0.7	0.2		-1.3	-0.3	0.8	-0.7

1	Above Expected - more than one standard deviation above the predicted school mean
2	Expected - within one standard deviation of the predicted school mean
3	Below Expected - more than one standard deviation below the predicted school mean
	If blank, then no data available or number of students is less than 6

2021 Spelling Results

Spelling results in 2021 indicate that the mean score of both cohorts were above like schools. Year 3 results were within the predicted range, whilst the Year 5 cohort performed more than one standard deviation above the predicted school mean.

Average Spelling Score



NAPLAN Comparative Performance for Spelling

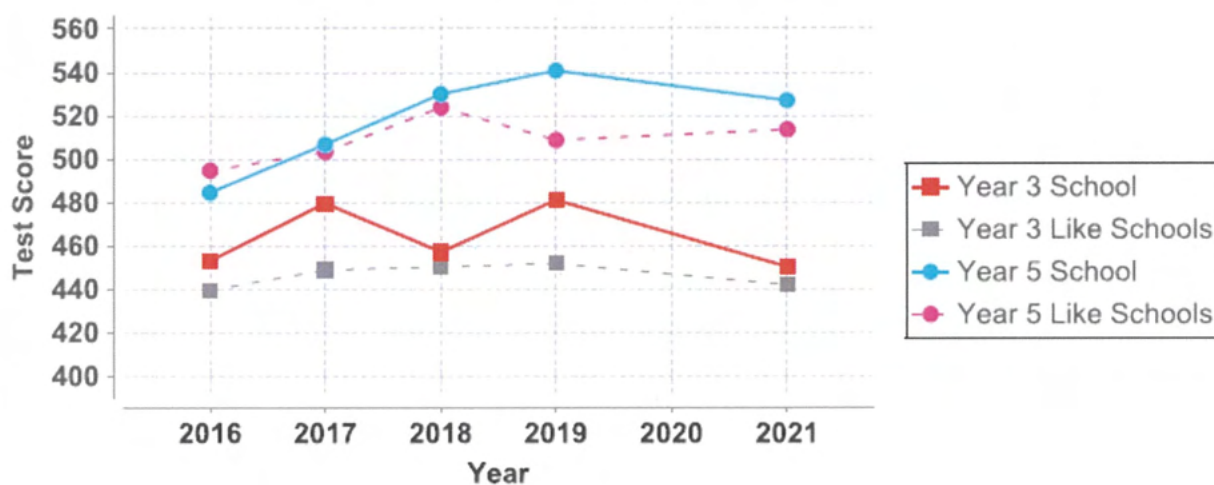
Year 3						Year 5					
2015	2016	2017	2018	2019	2021	2015	2016	2017	2018	2019	2021
-0.9	0.5	1.8	0.0	-0.1	0.7	-0.8		0.7	-0.3	0.4	1.8

1	Above Expected - more than one standard deviation above the predicted school mean
2	Expected - within one standard deviation of the predicted school mean
3	Below Expected - more than one standard deviation below the predicted school mean
	If blank, then no data available or number of students is less than 6

2021 Grammar and Punctuation Results

Grammar and Punctuation results in 2021 indicate that both Year 3 and 5 performed above like schools and the mean score of both cohorts was within the predicted range.

Average Grammar & Punctuation Score



NAPLAN Comparative Performance for Grammar & Punctuation

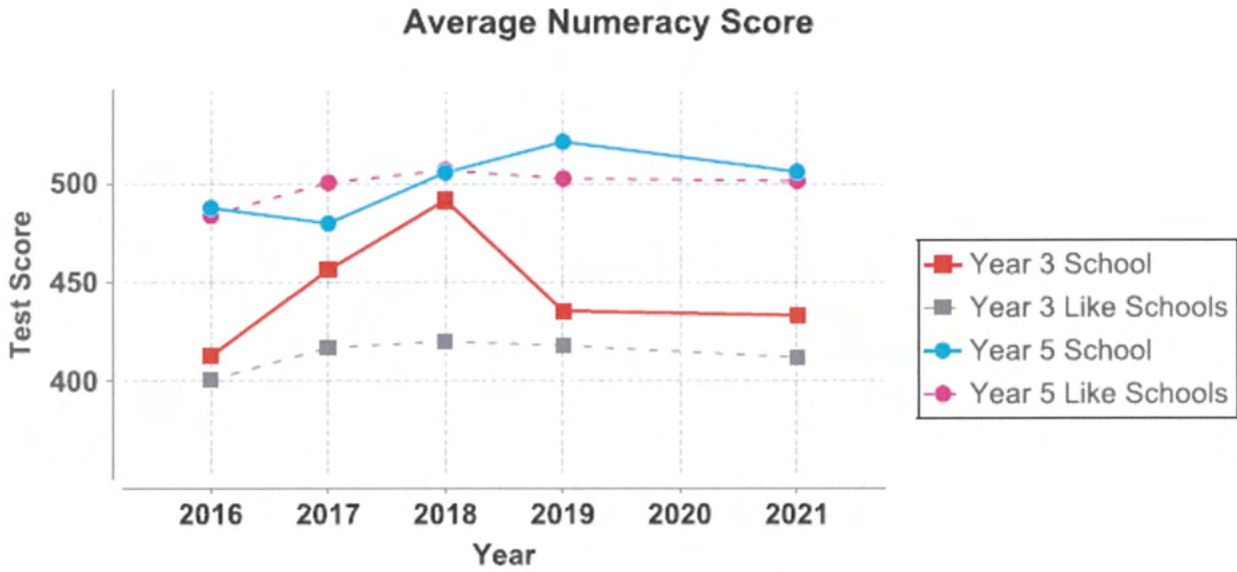
Year 3						Year 5					
2015	2016	2017	2018	2019	2021	2015	2016	2017	2018	2019	2021
-0.5	0.8	1.1	0.4	1.4	0.4	0.4		0.5	0.5	0.4	0.6

1	Above Expected - more than one standard deviation above the predicted school mean
2	Expected - within one standard deviation of the predicted school mean
3	Below Expected - more than one standard deviation below the predicted school mean
	If blank, then no data available or number of students is less than 6

Numeracy

Number and problem-solving skills were the main focus areas within Mathematics. Teachers again utilised a text, iMaths, which has an Australian Curriculum alignment.

Numeracy results in 2021 indicate that the Year 3 mean score was above like schools and above the predicted school mean. The Year 5 mean score was comparable to like schools and within the predicted range of performance.



NAPLAN Comparative Performance for Numeracy

Year 3						Year 5					
2015	2016	2017	2018	2019	2021	2015	2016	2017	2018	2019	2021
-0.7	0.6	1.9	3.3	1.0	1.2	0.2		-1.2	0.1	-0.5	-0.2

1	Above Expected - more than one standard deviation above the predicted school mean
2	Expected - within one standard deviation of the predicted school mean
3	Below Expected - more than one standard deviation below the predicted school mean
	If blank, then no data available or number of students is less than 6

Progress and Achievement

Pre-Primary – Year 3

Schools are able to measure the achievement and progress of students between PP and Year 3. In numeracy in 2021 most students achieved to a satisfactory or better level. Four students made Very High progress, whilst three made High or Moderate progress.

Numeracy

Details		Achievement					On Entry to Year 3 NAPLAN												
Gender	ATSI	LBOTE	Class	On Entry	Score	Limited	Satisfactory	Good	Excellent	Achievement	Near Cut	2021 Grade	Very Low	Low	Moderate	High	Very High	Progress	National Standard
F				0.6	296					Limited	D							Low	
F				1.1	385					Satisfactory	C							Low	▲
M				1.1	421					Satisfactory	S/G	C						Moderate	▲
F				1	381					Satisfactory	C							Moderate	▲
F					380					Satisfactory	C								▲
F				0.9	427					Good	S/G	C						High	▲
M				0.7	449					Good	B							Very High	▲
F				0.8	431					Good	S/G	C						Very High	▲
M					470					Good	C								▲
M				1.2	607					Excellent	A							Very High	▲
M				0.8	520					Excellent	B							Very High	▲

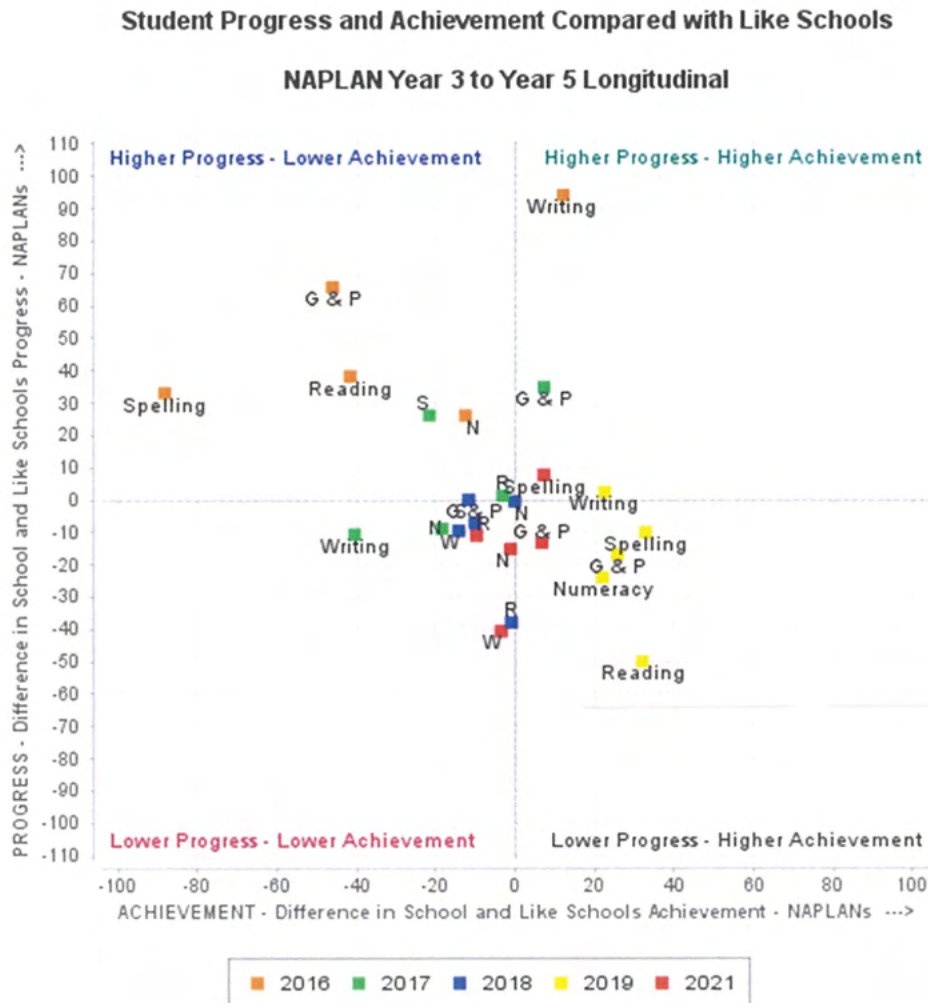
Reading

In reading in 2021 all students achieved to a satisfactory or better level. Four students made Moderate progress, one High progress and three students made Very High progress.

Details		Achievement					On Entry to Year 3 NAPLAN												
Gender	ATSI	LBOTE	Class	On Entry	Score	Limited	Satisfactory	Good	Excellent	Achievement	Near Cut	2021 Grade	Very Low	Low	Moderate	High	Very High	Progress	National Standard
F				484	419					Satisfactory	C							Moderate	▲
F				428	362					Satisfactory	C							Moderate	▲
F				355	303					Satisfactory	C							High	▲
M				539	499					Good	G/E	C						Moderate	▲
M				496	488					Good	B							Moderate	▲
M					494					Good	B								▲
M				473	619					Excellent	A							Very High	▲
M				456	565					Excellent	B							Very High	▲
F				445	521					Excellent	C							Very High	▲
F					524						C								

Year 3 to Year 5 (2016 – 2021)

The graph below indicates the progress and achievement of stable cohort students between Year 3 and Year 5 from 2016 – 2021 compared to like schools. There is no data available for 2020 as NAPLAN was not conducted due to COVID-19.

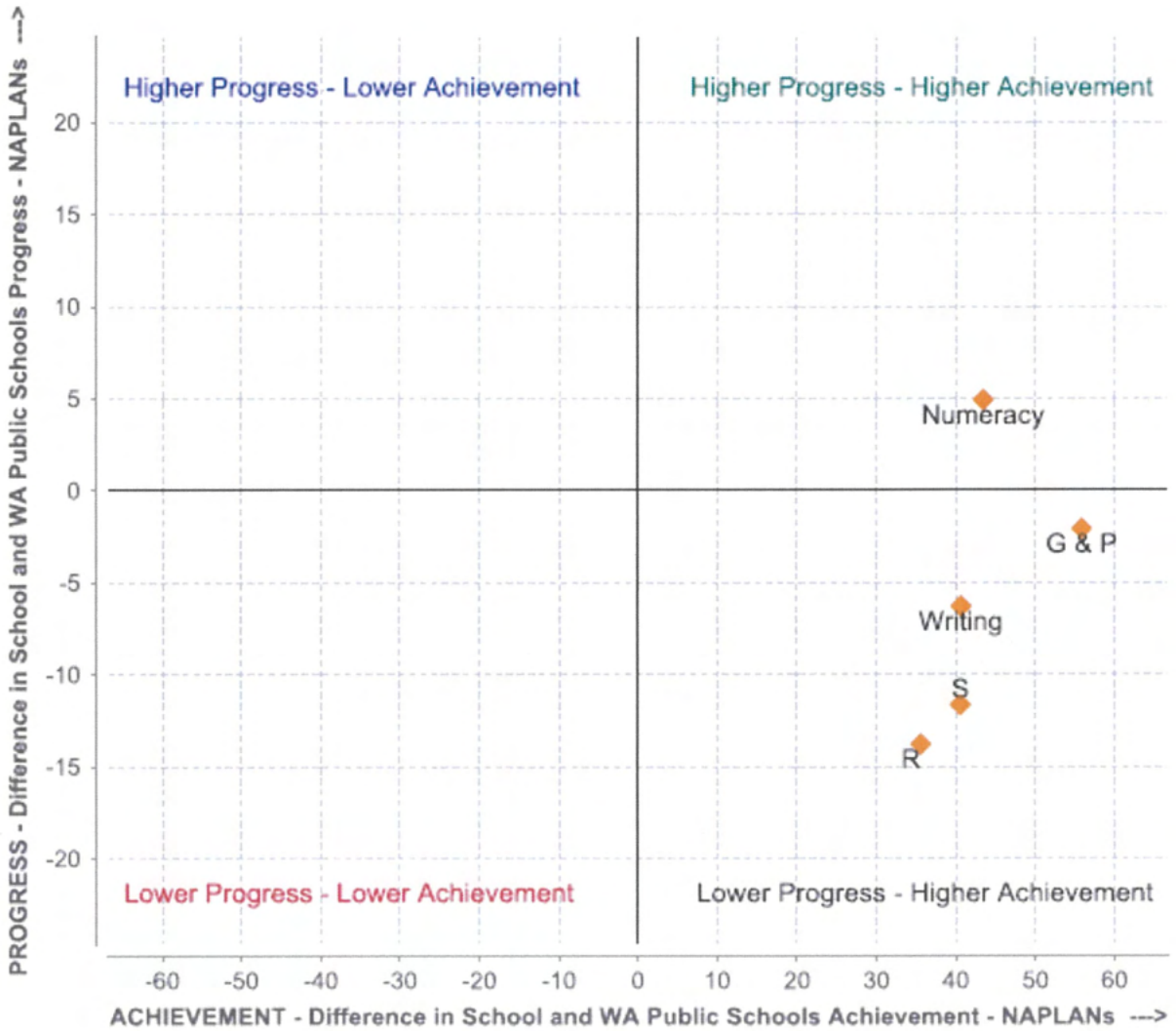


Year 5 (2017) to Year 7 (2019)

The graph below indicates the progress and achievement of stable cohort students between Year 5 (2019) and Year 7 (2021) compared to WA public schools. Our former students achieved significantly higher results than WA public schools. They made lower progress but higher achievement in reading, spelling, writing and grammar/punctuation. They made higher progress and achievement in numeracy. The longitudinal data indicates that ex-Padbury students have attained higher achievement over a sustained period since 2016.

Student Progress and Achievement Compared with WA Public Schools

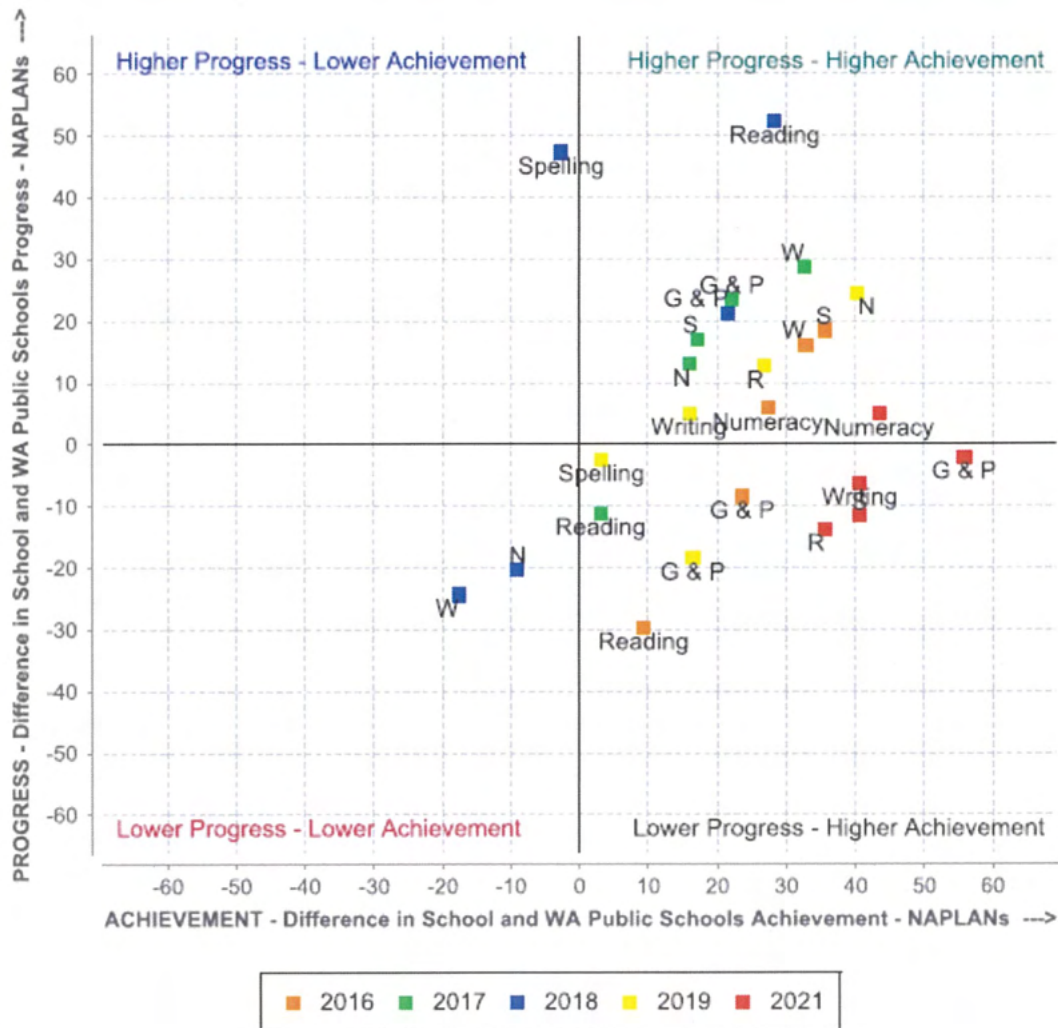
Former Year 6 Students NAPLAN Year 5 2019 to Year 7 2021



◆ Year 5 to 7

Student Progress and Achievement Compared with WA Public Schools

Former Year 6 Students NAPLAN Year 5 to Year 7



2021 Programs

Throughout 2021, Padbury Primary School offered a number of successful in-school and extra-curricular programs and activities for identified students. These include, but are not limited to the following:

Early Year Extension (EYE)

This program is provided by the NMER PEAC and is offered to identified students in Years 1 -3.

Instrumental Music

This program is provided by the School of Instrumental Music (SIM) and is offered to identified Year 5 and 6 students.

The Arts

In 2021 the music program was again conducted by Mrs Alban. Children were exposed to a range of musical activities. Drumming continued to be a feature of the program this year. Because of organisational constraints, the choir was not formed in 2021 but it is hoped to "re-boot" this in 2022.

Mrs Reid continued the outstanding visual arts program in 2021 and the children were again provided with a wide range of opportunities to explore art and craft through a variety of media. Regular displays of students' work were featured around the school and these provide colourful evidence of the quality of the program offered.

Japanese (Languages Other than English)

Japanese was taught from year 1 to year 6. The focal points of the classes were the four micro-skills; Listening, Speaking, Reading and Writing, as well as intercultural awareness. The hiragana alphabet, katakana alphabet and Kanji characters were introduced in all year levels.

Highlights

- Early introduction of hiragana and katakana alphabets in year 3
- Early introduction of kanji characters in year 5

Physical Education

2021 was a busy year in the area of physical education. The program was run by Mrs Holmes and students were involved in physical education lessons each week as well as organised senior sport sessions. Students participated at the interschool cross country event as well as competing in soccer and netball at the Lightning Carnival. Students participated in the school and interschool athletics carnivals. A number of well attended clinics were organised from a variety of sporting associations and this enhanced the PE program and provided students with the opportunity to try different sports.

In-term Swimming

Lessons for all students from Pre-Primary to Year 6 were conducted in Term 1 at Craigie Leisure Centre. Unfortunately, due to COVID, the second week of lessons was cancelled.

Edu-Dance

Edu-Dance was again a highlight of the Padbury school year. All students attended dance lessons during term 3 with a qualified instructor. Students learnt the moves to well-honed Hip Hop and Modern dance moves. The lessons culminated with a showcase performance from each class presented to delighted parents and community members.

Anzac Assembly

The Padbury Community came together for a wonderful ANZAC Commemorative Service in our school garden. Students were able to reflect upon and respect the contribution of past Australians to their present lives.

2021 Highlights:

- In-Term Swimming Lessons
- Edu Dance
- Parent Open Night
- ANZAC Day service
- Student Leadership Conference
- Book Week Assembly
- Harmony Day
- Year 6 Graduation

Destination of Students for 2020

Destination Schools	Total
Duncraig Senior High School	6
Wanneroo Senior High School	1

Staff Profile

The Padbury Primary School staff is very experienced. All teaching staff meet the professional requirements to teach in Western Australia schools and are registered with the Teacher Registration Board of Western Australia.

Teachers attended Professional learning opportunities through the designated Professional Development days or attended courses during school hours or after hours.

2021 Padbury PS Staff

TEACHING STAFF	SUPPORT STAFF
Neil Wood	<u>Registrar/School Officer</u>
Kim Atkins	Teri Tan
Jackie Thomas	Michelle Innes
Jane White	
Claire Adams	<u>Education Assistants</u>
Sandy Aravidis	Julie Bayntun
Donna Reid	Veronica Casinader
Rick Gillett	
Karen Holmes	<u>Library Officer</u>
Margaret Alban	Pip Cawley
Saowarak Srisukkho	
	<u>Cleaners</u>
	Wannee Del Borello
	Esther Esther
	<u>Gardener</u>
	Max Walker

School Council

The School Council is a representative body which oversees school operations. During 2021 these activities included:

- reviewing and endorsing the Annual Report 2020;
- reviewing and endorsing the school operational plan and budget;
- endorsing the Schedule of Contributions and Charges 2022;
- endorsing the booklists for 2022; and
- reviewing the school's performance in NAPLAN assessments.

Parents and Citizen's Association

Fundraising ventures have enabled the Reading Eggs program to be supported by our P&C as well as supporting the purchase of new reading resources for all classes and year levels. The book-club is also run thanks to the P&C volunteers.

Despite being restricted in their activities because of COVID, the P&C Association was again active throughout 2021, supporting the school financially via a range of fund-raising activities including:

- free dress days
- Easter raffle & colouring in competition
- Mothers' Day markets
- Fathers' Day Raffle
- Faction Carnival cake stall
- School and Correspondence Bags
- Scholastic Book Orders
- Second Hand Uniform Shop

Sincere thanks must go to committee members and volunteer organizers for all their hard work towards another successful year

Safe School Survey

Preamble: Students in Years 3 – 6 were surveyed in Term 3 to gain an insight into their perspectives of a range of domains related to the provision of a safe, orderly and inclusive learning environment. Students were surveyed across a range of domains - teacher-student relationships, perceptions of teachers, safety at school, learning/friendships, negative behaviours (fighting, bullying...), school-general.

Scores which are >3 indicate overall agreement with the statement. Where responses are between 2.0 and 3.0, classroom teachers work with the students to gain an insight into the causes for the lower responses and determine whether any follow up action is required.

The feedback from the surveys indicate extremely positive perceptions across all domains and year levels. These results correlate closely to the previous survey conducted in 2019.

SAFE SCHOOL SURVEY 2021 - MEAN SCORE RESPONSES (Years 3 – 6)

Ratings are based on a 1-4 scale (1 = strongly disagree, 4 = strongly agree)	Year 3	Year 4	Year 5	Year 6	Mean Score
Teacher/Student Relationships					
I feel I can talk to a teacher if I have a problem	3.3	3.5	3.0	3.1	3.2
Teachers listen carefully to what I have to say	3.7	3.5	3.1	3.8	3.5
My teachers like me	3.5	3.2	3.3	3.3	3.3
My teachers care about me	3.6	3.2	3.5	3.8	3.5
MEAN					3.4
Safety at School					
I feel safe before and after school while on school grounds	3.7	3.5	3.6	3.1	3.5
I feel safe in my classroom	3.5	3.6	3.6	3.3	3.5
I feel safe in the playground	3.0	3.4	3.3	2.4	3.0
I feel safe going to and coming from school	3.6	3.4	3.5	3.4	3.5
I like being at this school	3.6	3.6	3.5	3.3	3.5
This school is a safe school	3.6	3.5	3.5	3.8	3.6
I look forward to going to school	3.6	3.4	2.8	3.1	3.2
MEAN					3.4
Perceptions of Teachers					
Teachers make sure school rules are followed	3.6	3.4	3.5	3.6	3.5
My teachers expect me to do my best	3.6	3.6	3.8	3.6	3.6
Teachers enjoy teaching here	3.5	3.2	3.0	3.4	3.3
Students know what behaviour is expected of them	3.5	3.5	3.2	3.4	3.4
My teachers are good teachers	3.6	3.5	3.5	3.4	3.5
MEAN					3.5
Negative Behaviours (reverse scored)					
Fights among students are common at this school	3.3	3.1	2.3	2.7	2.8
This year I have had something stolen at school	3.4	3.1	3.0	2.7	3.0
Threats by one student against another are common at this school	3.3	3.2	3.1	2.6	3.0
Some students are regularly beaten up by other students	3.4	3.8	3.3	2.8	3.3
Name calling, insults or teasing happen regularly at school	3.1	3.0	2.6	2.0	2.7
Arguments amongst students are common at this school	2.9	3.0	2.6	1.8	2.6
There is a lot of bullying in this school	3.5	3.4	3.2	3.0	3.3
MEAN					3.0
Learning/Friendships					

I have friends at this school	3.6	4.0	3.9	3.8	3.8
Students enjoy learning here	3.6	3.4	3.3	3.3	3.4
I am proud of this school	3.6	3.4	3.6	3.4	3.5
I am learning a lot at this school	3.6	3.4	3.5	3.4	3.5
				MEAN	3.6
School – General					
My school is well taken of	3.7	3.1	3.5	4.0	3.6
My school is clean	3.3	2.9	3.0	3.1	3.1
I like the way the school looks	3.6	3.4	3.2	3.1	3.3
Most things in my school are in good condition	3.6	3.1	2.9	3.3	3.2
				MEAN	3.3
				OVERALL MEAN	3.4

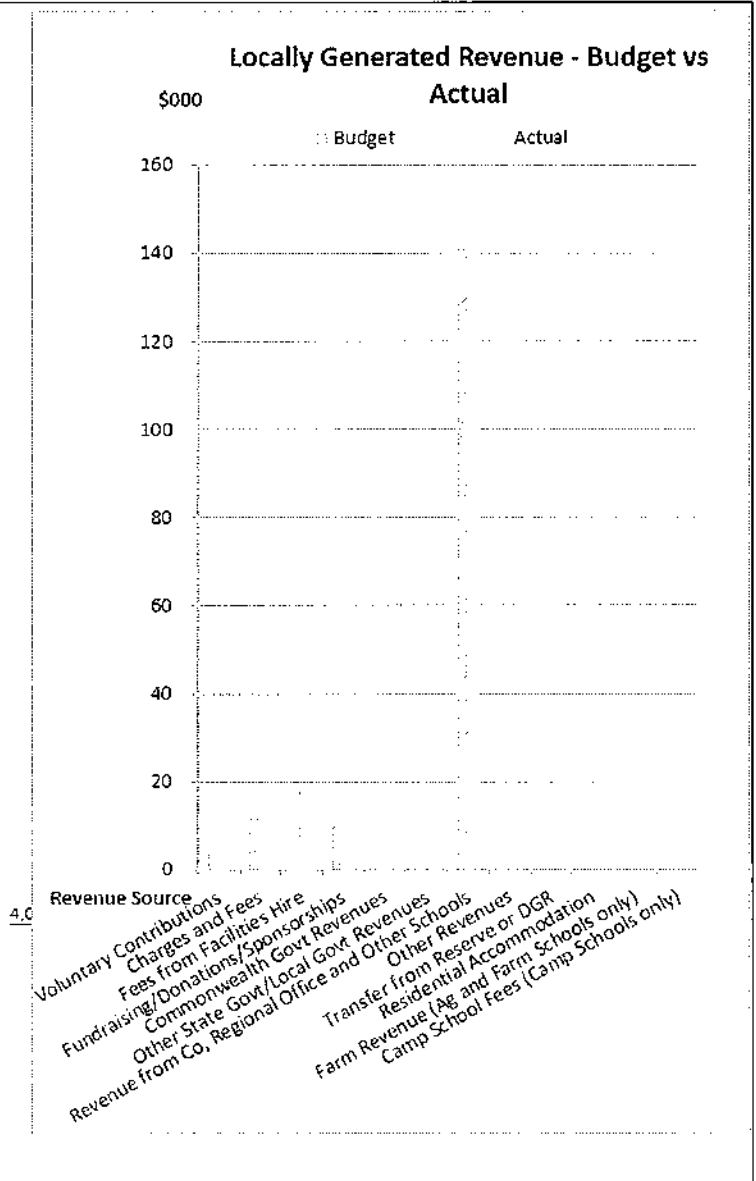
SAFE SCHOOL SURVEY (2019 – 2021) MEAN SCORE COMPARISON

Ratings are based on a 1-4 scale (1 = strongly disagree, 4 = strongly agree)	2019	2021	Mean Score
Teacher/Student Relationships			
I feel I can talk to a teacher if I have a problem	3.2	3.2	3.2
Teachers listen carefully to what I have to say	3.3	3.5	3.4
My teachers like me	3.2	3.3	3.25
My teachers care about me	3.6	3.5	3.55
	MEAN SCORE	3.3	3.4
			3.35
Safety at School			
I feel safe before and after school while on school grounds	3.4	3.5	3.45
I feel safe in my classroom	3.7	3.5	3.6
I feel safe in the playground	3.2	3.0	3.1
I feel safe going to and coming from school	3.4	3.5	3.45
I like being at this school	3.7	3.5	3.6
This school is a safe school	3.6	3.6	3.6
I look forward to going to school	3.1	3.2	3.15
	MEAN SCORE	3.4	3.4
			3.4
Perceptions of Teachers			
Teachers make sure school rules are followed	3.7	3.5	3.6
My teachers expect me to do my best	3.7	3.6	3.65
Teachers enjoy teaching here	3.4	3.3	3.35
Students know what behaviour is expected of them	3.5	3.4	3.45
My teachers are good teachers	3.7	3.5	3.6
	MEAN SCORE	3.6	3.5
			3.55
Negative Behaviours (reverse scored)			
Fights among students are common at this school	3.3	2.8	3.05
This year I have had something stolen at school	3.3	3.0	3.15
Threats by one student against another are common at this school	3.4	3.0	3.2
Some students are regularly beaten up by other students	3.6	3.3	3.45
Name calling, insults or teasing happen regularly at school	2.8	2.7	2.75
Arguments amongst students are common at this school	2.8	2.6	2.7
There is a lot of bullying in this school	3.5	3.3	3.4
	MEAN SCORE	3.2	3.0
			3.1
Learning/Friendships			
I have friends at this school	3.7	3.8	3.75
Students enjoy learning here	3.2	3.4	3.3
I am proud of this school	3.6	3.5	3.55

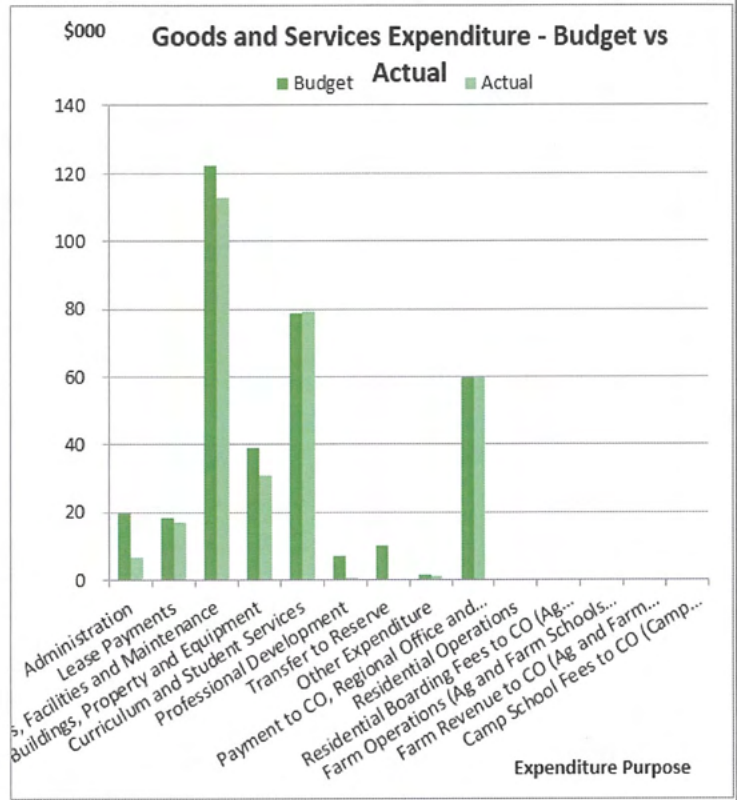
I am learning a lot at this school	3.6	3.5	3.55
MEAN SCORE	3.5	3.6	3.55
School – General			
My school is well taken of	3.5	3.6	3.55
My school is clean	3.2	3.1	3.15
I like the way the school looks	3.5	3.3	3.4
Most things in my school are in good condition	3.5	3.2	3.35
MEAN SCORE	3.4	3.3	3.35
OVERALL MEAN			3.4

Padbury Primary School
Financial Summary as at 31 December 2021

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 3,652.00	\$ 3,652.00
2	Charges and Fees	\$ 11,630.00	\$ 11,630.80
3	Fees from Facilities Hire	\$ 17,729.00	\$ 17,728.66
4	Fundraising/Donations/Sponsorships	\$ 10,178.00	\$ 10,438.20
5	Commonwealth Govt Revenues	\$ 666.00	\$ 666.33
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 141,062.00	\$ 147,404.47
8	Other Revenues	\$ 2,228.00	\$ 2,199.88
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 187,145.00	\$ 193,720.34
	Opening Balance	\$ 163,466.00	\$ 163,466.70
	Total Cash Funds Available	\$ 424,618.00	\$ 432,894.31
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 424,618.00	\$ 432,894.31



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 19,600.00	\$ 6,651.68
2	Lease Payments	\$ 18,377.00	\$ 17,166.34
3	Utilities, Facilities and Maintenance	\$ 122,417.00	\$ 112,986.94
4	Buildings, Property and Equipment	\$ 39,002.00	\$ 30,801.28
5	Curriculum and Student Services	\$ 78,630.00	\$ 79,008.75
6	Professional Development	\$ 7,000.00	\$ 843.98
7	Transfer to Reserve	\$ 10,000.00	\$ -
8	Other Expenditure	\$ 1,662.00	\$ 1,229.51
9	Payment to CO, Regional Office and Other Schools	\$ 60,000.00	\$ 60,000.00
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	\$ 356,688.00	\$ 308,688.48
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 356,688.00	\$ 308,688.48
	Cash Budget Variance	\$ 67,930.00	



Cash Position as at: 31 December 2021		
	Bank Balance	\$ 256,752.79
	Made up of:	
1	General Fund Balance	\$ 124,205.83
2	Deductible Gift Funds	\$ -
3	Trust Funds	\$ -
4	Asset Replacement Reserves	\$ 136,834.46
5	Suspense Accounts	\$ 895.50
6	Cash Advances	\$ (100.00)
7	Tax Position	\$ (5,083.00)
	Total Bank Balance	\$ 256,752.79

