



ROLEYSTONE
COMMUNITY COLLEGE
INDEPENDENT PUBLIC SCHOOL

Annual Report 2020

From the Principal

“Unprecedented, never been seen before, like no other, never in my time...”

Descriptions of 2020

2020 was indeed a year like no other. With interruptions on a global level to education, schools became a place of teaching health and hygiene as much as literacy and numeracy.

As the Principal at Roleystone Community College, I am extremely proud of the way that our school and community managed themselves through the pandemic, and came out the other side, reasonably unscathed. Through the development of a clear statement of intent (described later in this report), staff, students and parents were all extremely clear as to our focus and hence were confident in the way the school came through the difficulties of schools closing, students learning from home, maintaining connection, and then returning to school under ever changing restrictions.

This Annual Report will be different to previous. Instead of a focus on student academic outcomes, the focus will be on the key outcomes of our Statement of Intent, and report on how the school is prepared to move forward into 2021 and beyond.

It is my pleasure to present this report on behalf of the College Board, Staff and Students.

Kind regards

A handwritten signature in dark ink, reading 'Mark Brookes' in a cursive style.

Mark Brookes
Principal

20 May 2021

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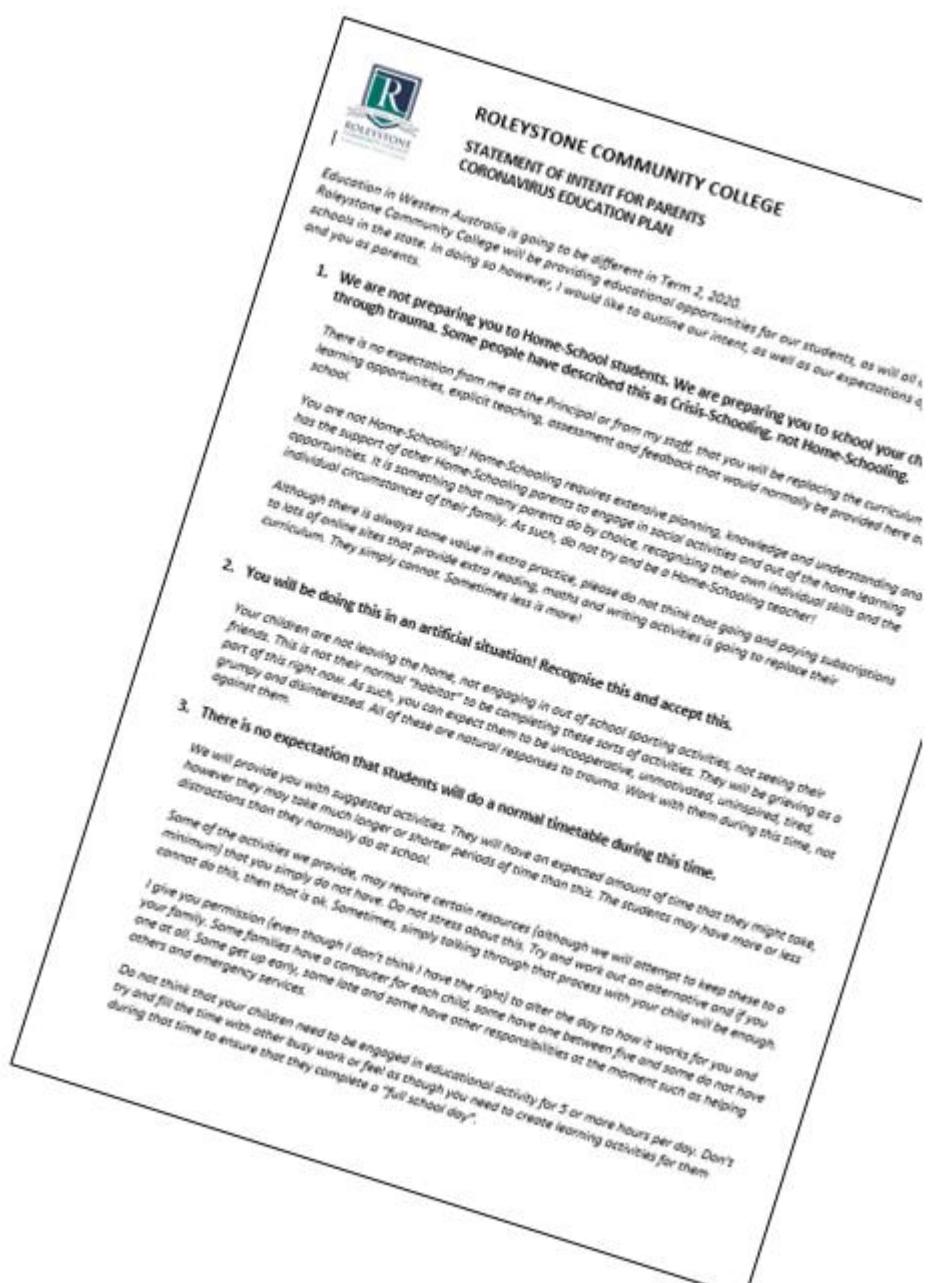
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STATEMENT OF INTENT

The Statement of Intent for Roleystone Community College was developed in response to the Department of Education Ed-Email in Week 7 Term 1, suggesting that schools maintain only the provision of educational activities for those students attending school. Unfortunately, at this time, each school responded to this differently; many moving to online learning almost overnight in what seemed to be a “race for recognition” as being the best prepared school in this area. Regrettably, this had the opposite effect, with parents and students comparing what was being done between different schools, leading to high levels of anxiety about how they were going to cope, not only with the impending pandemic, but with working from home, teaching at home and supporting other at-risk family members at home.

The Statement of Intent was designed to alleviate these fears, and along with a strategy of regular communication, led to the support of our local community in managing the situation.

- 1. We are not preparing you to Home-School students. We are preparing you to school your children through trauma. Some people have described this as Crisis-Schooling, not Home-Schooling.**
- 2. You will be doing this in an artificial situation! Recognise this and accept this.**
- 3. There is no expectation that students will do a normal timetable during this time.**
- 4. The new normal is what you make it. Whatever that is will be ok.**
- 5. No student will fall behind.**
- 6. Be aware of online content and time.**
- 7. Look after yourself. If you do not look after yourself then you are not in any position to look after your children.**



Hence the focus for the school in general was:

- i. The physical and mental health of every student, teacher and parent
- ii. Maintaining connection with every child
- iii. Maintaining engagement with every child

STATEMENT OF INTENT – MEASURES OF SUCCESS

i. PHYSICAL AND MENTAL HEALTH OF EVERY STUDENT, TEACHER AND PARENT

During the end of Term 1, 2020, schools were only open to provide for the children of essential workers. These 18 students were deemed to be at considerable risk due to mental health and as a result, a structured, supportive environment was created to ensure each of these students well-being was managed.

Events organised under the restrictions in place were:

- Extra physical activity every day, including engaging with other children across all year levels from K-10
- An Easter Egg hunt was created for all of the primary children by teachers and the older students in the school, to continue normal processes as much as possible.
- Relief teachers were brought into the school to cover classes, however every child maintained direct contact with their normal classroom teachers at least once per day.
- Continual contact with parents of these children was maintained to ensure continuity of the care required at this time.

For students who were at home, all teachers were required to make contact with the parents of their children at least once per week, to check on the wellbeing of each child.

ii. MAINTAINING CONNECTION WITH EVERY CHILD

Whilst our community was dealing with the constraints of COVID-19, teachers were ensuring that connection was maintained with every student in the College.

For students staying at home, contact was made by a class teacher either by phone or email at least once per week to ensure that the child remained connected with the College. For students who demonstrated concerns to the teacher, further support structures were put into place with support provided from our administration team and support staff.

After the vast majority of students returned to school, continual follow up for the few students left at home was conducted with one Associate Principal put into place to manage the learning programs and connection with those students. All of these students were then connected to the “Learning From Home” materials provided by the Department of Education.

iii. MAINTAINING ENGAGEMENT WITH EACH CHILD

Once the Chief Medical Officer announced that students were able to return to school, the engagement of students was able to be measured immediately with the attendance % in the first weeks of school.

It would be expected that with the issues around community spread upon the return to school at the beginning of Term 2, the attendance would have been lower than in previous years, however the total percentage attendance during this time increased:

% attendance Week 1 Term 2, 2019	93.89%
% attendance Week 1 Term 2, 2020	94.65%

This shows considerable confidence in the way the school managed and planned to continue to manage the safety of the school community.

MEASURING SUCCESS AGAINST THE BUSINESS PLAN

1. EVERY STUDENT WILL PROGRESS

1.1 Identified through Progressive Achievement Tests each December

- 70% of children will improve their percentile rank in PAT-R each year

	P*	1	2	3	4	5	6	7	8	9	10
PAT-R 2019-2020	94%	67%	85%	53%	80%	75%	61%	62%	57%	78%	71%

*Pre-Primary are compared against On Entry Testing

- 70% of children will improve their percentile rank in PAT-M each year

	P*	1	2	3	4	5	6	7	8	9	10
PAT-M 2019-2020			28%	55%	82%	59%	87%	55%	79%	53%	73%

*Pre-Primary do not complete PAT-M. Year 1 do not have P results to compare progress.

What we have identified through this process is that this only gives us one measure of performance of each group, however this is totally based on the performance of the group the previous year. If the performance the previous year is low... the following year is almost always excellent.

The only measure we get from assessing the data in this way is the % of children that are showing forward progress at any point in time.

RECOMMENDATION: If PAT data is to be used moving forward, it be used to identify longitudinal progress over a longer period of time, and/or to identify the number of students above a baseline level (Eg. The percentage of students in the top 20%, 30% etc...)

1.2 Identified through NAPLAN Progress

- 70% of children will have good or better progress in NAPLAN Reading

	3	5	7	9
NAPLAN - R 2017-2019	64%	80%	67%	72%

- 70% of children will have good or better progress in NAPLAN Writing

	3	5	7	9
NAPLAN - W 2017-2019	NA	93%	56%	47%

- 70% of children will have good or better progress in NAPLAN Numeracy

	3	5	7	9
NAPLAN - N 2017-2019	73%	73%	71%	74%

*** 2019 Result due to no NAPLAN in 2020

Note: Target changed from the arbitrary number of 80% to 70% which is still just above like schools.



Roleystone CC becomes the most successful IGNITE program in the state!



4 Students awarded Duke of Edinburgh Awards – Bronze
Sienna Willsher, Dean Welch, Sarah Johnson, Aiden Hackett



Roleystone CC becomes a Story Dogs school. Fergus the Story Dog, supports reluctant readers in the early years.



3rd Annual Spelling Bee was held with all students from Year 1-6 involved

This data is clear that the work done in Mathematics over the life of the past Business Plan is having an impact. I would recommend we continue along the lines we have using Origo Maths as a resource, not the total teaching program in Primary, and then looking to extend students by developing breadth of understanding in Secondary.

Writing results show the positive effects of the Talk 4 Writing program and as such this will now be implemented across the Primary area. A concentration on the explicit teaching of academic and subject specific vocabulary should support this program in the Secondary.

The Reading result in Year 3 is an anomaly and the data may be explained through the fact that On Entry Reading assesses fluency, whereas NAPLAN reading assesses comprehension. The aligned whole ECE approach to Letters and Sounds as a synthetic phonics program is already showing results in this area.

2. NAPLAN IN LINE WITH ICSEA (NAPLAN Points)

2.1 NAPLAN in line with like schools by 2018

- NAPLAN Writing at like schools in each year level (2019)

	3	5	7	9
NAPLAN - W vs Like Schools	-5	+30	-23	-52

- NAPLAN Reading at like schools in each year level (2019)

	3	5	7	9
NAPLAN - R vs Like Schools	-2	+10	-9	-12

- NAPLAN Numeracy at like schools in each year level (2019)

	3	5	7	9
NAPLAN - N vs Like Schools	-7	+22	-14	-10

*** 2019 Result due to no NAPLAN in 2020

2.2 NAPLAN above like schools by 2019 (NAPLAN Points)

2.2.1 NAPLAN in line with like schools by 2019

- NAPLAN Writing above like schools in each year level

	3	5	7	9
NAPLAN - W vs Like Schools	-5	+30	-23	-52

- NAPLAN Reading above like schools in each year level

	3	5	7	9
NAPLAN - R vs Like Schools	-2	+10	-9	-12

- NAPLAN Numeracy above like schools in each year level

	3	5	7	9
NAPLAN - N vs Like Schools	-7	+22	-14	-10

*** 2019 Result due to no NAPLAN in 2020

At the beginning of 2019, an assessment was done related to the difference in ICSEA of the Primary and Secondary areas of the school, with the result being that the ICSEA of the Secondary was considerably lower than that of the Primary (Decile 5 instead of Decile 3). This would mean we would compare against different like schools and this would be a recommendation in the future. This difference is becoming less as the numbers in Secondary increase, however is still a statistically significant factor to consider.



Roleystone Community College participated in the Bibbulman Network STEM Robotics Challenge with 4 teams from Years 7 and 8.



116 students achieved Principal's Honours (A- Average) which is 15% of the student population.

2. OLNA QUALIFICATION INCREASE BY 10%

2.3 Prequalification % increasing in each test by more than 10%

2.3.1 Prequalification % increasing in each test by more than 5%

	2016	2017	2018	2019	2020	2021***	Difference
Pre-Qualification Reading	35%	45%	51%	60%	59%	81%	+22%
Pre-Qualification Writing	28%	20%	37%	38%	21%	67%	+46%
Pre-Qualification Numeracy	35%	50%	53%	50%	67%	70%	+3%

*** No NAPLAN in 2020 Prequalifying completed through Year 9s completing OLNA

2.4 Qualification % increasing in each test by more than 10%

2.4.1 Qualification % increasing in each test by more than 5%

	2016	2017	2018	2019	2020	Difference
Qualification Reading	90%	93%	95%	98%	81%	-19%
Qualification Writing	68%	80%	72%	92%	82%	-10%
Qualification Numeracy	70%	75%	84%	98%	85%	-13%

Note: Target changed October 2018 due to ceiling effect.

This has become an area of strength in the school with the number of students leaving the school each year without passing all three tests now well below that of like schools, and in some years, all schools. 2019 was a highlight with the school outperforming all schools in Western Australia except Perth Modern School.

The numbers in this area are subject to the performance of a few students due to a ceiling effect, and it is recommended this measure continue to be monitored with an aspirational target each year of 100%.

3. ON ENTRY TO NAPLAN 3 PROGRESS

3.1 80% of students' progress On Entry to NAPLAN 3 Good or Better

	3
NAPLAN Progress - Reading	73%

*** 2019 Result due to no NAPLAN in 2020

3.2 No student at Roleystone CC since Kindergarten will be below National Minimum Standard in NAPLAN 3 by 2020 (excluding children with diagnosed disability)

	3
No. of students below NMS – NAPLAN - R	1/70
No. of students below NMS – NAPLAN – W	0/70
No. of students below NMS – NAPLAN - N	2/70

*** 2019 Result due to no NAPLAN in 2020

The numbers in this area are subject to the performance of a few students due to a ceiling effect, and it is recommended this measure continue to be monitored with an aspirational target each year of 0 students.



Our Student Leaders once again visited Parliament House with local MP Alyssa Hayden MLA



Amity Lovett (Year 4) Award Winner Armadale Young Writers' Awards



36 students achieved 300 nights of reading for the year, qualifying them for the end of year reward morning tea.



The school commemorated NAIDOC Week with the beginning of a Noongyar garden and associated artworks.

4. IMPROVED ATTENDANCE

4.1 75% of students will be at the regular level of attendance each year

4.2 20% of students will be at the indicated level of attendance each year

4.3 0% of students will be at the severe level of attendance each year

NOTE: Based on a directive from the Department of Education, no attendance data is reported upon in this Annual Report due to the effects of COVID-19.

5. INCREASE YEAR 6 TO 7 RETENTION TO 100%

5.1 Year 6 to 7 net retention will increase each year

	2016	2017	2018	2019	2020	Difference
Retention Year 6 to 7	82.1%	80.2%	85.9%	90.0%	88.1%	-1.9%

6. INCREASE THE PROPORTION OF ROLEYSTONE RESIDENTS ATTENDING THE COLLEGE

6.1 Increase the proportion of Roleystone children attending the college by 10% by 2020.

	2016	2017	2018	2019	2020	Result
% Roleystone Residents attending Roleystone CC	59%	63%	76% 86% (primary) 59% (secondary)	79% 85% (primary) 64% (secondary)	80% 84% (primary) 69% (secondary)	+17%

This target continues to show improved results and with continued increased numbers in the Secondary, it is expected that this will continue to grow. The recommendation would be to continue to monitor this information on a regular basis.



Successful in receiving a \$10000 Sports Literacy grant to help engage children in physical activity.

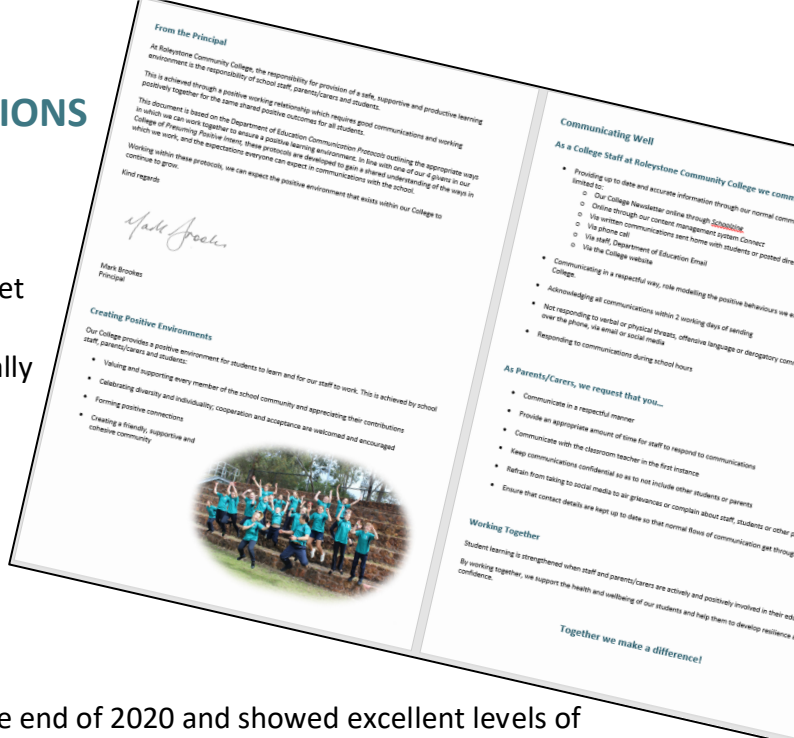


Year 10 Short Film, THE ANNOUNCEMENT accepted to screen in the FlickerUp Competition at Flickerfest 30th International Short Film Festival

ONGOING SCHOOL REVIEW OF OPERATIONS

1. RELATIONSHIPS AND PARTNERSHIPS

The College continues to be seen as a Community Asset within our local community and this reputation was enhanced throughout COVID-19, with parents especially seeing the input from the school as positive to the safety of the whole community. Clear communications continue to be maintained through the development of a College Communications Plan that outlines expectations of staff and parents to maintain clear and respectful levels of communication.



The Parent Opinion Survey was conducted again at the end of 2020 and showed excellent levels of improvement in key areas, with the following results demonstrating high levels of community confidence in the College.



College Board

The College Board, in its third year, remained a signatory to the Delivery and Performance Agreement as in previous years. The Board Chair, Mr Scott Mosey, remained in his position each year unopposed. The College Board forms an essential part of the governance process of the College and became much clearer in its role over time. The College Board was able to inform the College Administration of areas in which the community and parents felt strongly, including influence in improved parking and a more informed focus on sustainability. The Board was able to make effective decisions related to the College Uniform.

The College Board noted and endorsed the College Budget in 2020 and were a signatory to the Funding Agreement for Schools 2020.

Union Branch

The College Union Branch developed an outstanding relationship with the Principal in 2020, with a clear, collaborative and united approach to the ongoing development of professional relationships across the school. It would be fair to say there is now a shared vision in this area.

Volunteering

The College continues to add value to the local community through the Ignite and Duke of Edinburgh programs, with all Year 7 and 8 students engaged in one voluntary project per year, along with all Duke of Edinburgh students in Years 9 and 10.

2. LEARNING ENVIRONMENT

In 2020, the College was in the fifth year of a six year plan to upgrade the physical spaces in the College to be in line with expectations of parents and teachers across the College. By the end of 2021, every classroom within the College, will have new carpets, paint and classroom furniture within the last 6 years. This has been a part of the College focus area of *Improving the College Environment*.

The focus of 2021 now needs to be around compliance with relation to a “safe” workplace, with compliance to Occupational Safety and Health legislation the focus. It is recognised that some areas of the College have let standards slip in this area and as such the formation of an Occupational Safety and Health Committee is recommended for 2021 and beyond.

This school is well maintained



4.3

Parent Opinion Survey out of a maximum of 5

A hole in College Operations in previous years has been the development and implementation of a School Aboriginal and Cultural Standards Plan. 2020 saw the introduction of a Cultural Inclusivity Committee in the College, developing a plan to address this area of curriculum and College operations. This has led to the development of a Noongyar Bush Tucker Garden, culturally inclusive art works and a group of engaged staff that are driving the message of a culturally inclusive workplace forward in the College.

Behaviour

The behaviour of students at Roleystone Community College continues to be exemplary. Despite this, as is the case in all schools, parental perception in this area is skewed by the opinions of a vocal minority and it seems this is the case in the Parent Satisfaction Survey 2020. Other key areas to demonstrate positivity in this area remain positive however:

Student behaviour is well managed at this school



3.6

Teachers at this school treat students fairly



4.1

My child feels safe at this school



4.4

Suspension data also shows that behaviour continues to improve:

	Number of Suspensions	Number of Days Suspension	Number of Repeat Suspensions
2019	31	65	7
2020	21	43.5	5

Students at Educational Risk

The College continued to place an enormous emphasis in this area with the resources spent on increased Education Assistant time, Occupational Therapist, Speech and Language Therapist, continuing to be well above that supplied to meet the needs of students in this area.

The focus for 2021 now needs to be quality assurance and recognition using data that we are making a difference to learning outcomes for these students. A focus on individualised planning and assessment needs to be undertaken to ensure we are confident the needs of such students are being met.

3. LEADERSHIP

The formal leadership team in the college has remained constant for the last 6 years, with a governance model that includes the Principal, 5 Associate Principals and the Manager Corporate Services forming the College Executive Team.

In 2020, a move towards the formal development of the next tier of school leaders was evident through the college's implementation of the Future Leaders Framework, with a focus on emerging leaders. In its second year, the program had eight applicants and four successful leaders that are now formally mentored in their area of interest by a leader within the College. There is a vision to now add to this team to continue to broaden the leadership across the college at all levels.

Parental perception of leadership within the college continues to remain high:

This school is well led



4.2

Alignment of School Planning

During the planning for students during COVID-19, the college was able to align a considerable number of areas of curriculum planning across year levels and across learning areas. This was due to a whole school approach to plan to meet the needs of all students in a consistent manner during this difficult time. As a result of this work, staff recognised that it was possible and in fact beneficial to align more areas of operations, expectations and curriculum delivery. This resulted in fourteen areas of school operations being aligned as a part of a Teaching and Learning Handbook to guide teachers as to areas in which they agree to align for the 2021 year. This consistent approach and commitment from staff sees the college poised to improve academic results further in 2021.

Alignment of Curriculum Within Expectations

After a considerable period of time negotiating with the college union branch, 2020 saw the introduction of staff presenting evidence of planning as a part of a whole school improvement model. This provided college executive with the opportunity to assess alignment of curriculum delivery with School Curriculum and Standards Authority expectations.

College Business Plan

2020 saw the final year of implementation of the 2017-2020 Business Plan. Reflection against the eight focus areas of the plan shows change in the college has been successfully implemented in line with the plan during this period:

Differentiated Learning:

In the period of the Business Plan, each of the strategies identified has been implemented to different levels of success. This has been highlighted by the implementation of an early intervention team including an Occupational Therapist and Speech Therapist, an increase in Education Assistant time and the introduction of final year Occupational Therapy students throughout the year. This approach has seen successful results towards the target of no student being below the National Minimum Standard in any area of NAPLAN.

The college continues to get closer to a whole school approach to Literacy and Numeracy, with the successful training and implementation of "Letters and Sounds" in Early Childhood, along with successful implementation of scopes and sequences in Spelling in the Primary School.

Classroom Observations:

All teaching staff now take part in regular Classroom Observations, either by a colleague or line manager on a regular basis. This provides ongoing feedback and a culture of improvement across the college.

Whole School Evidence Based Data Collection Strategy:

The College now has embedded a Progressive Achievement Test (PAT) testing regimen, with all students from P-10 tested at the end of each year. This data provides teachers and college administration with the information to assess the quality of teaching in each year group. In 2020, teachers were, for the first time, presented with 3 years longitudinal data for all of the students in their classes.

The results of these tests has been used by college executive to assess the success of strategies in literacy and numeracy operational plans.

Positive Behaviours:

The College formally advised staff of the launch of the college Positive Behaviour in Schools (PBS) program at the end of 2020 for the beginning of 2021. The planning process for this implementation took a team of nine staff over two years of consultation with students, staff, parents and the college board to lead to this point.

Improving the College Environment:

A more detailed report on this focus area is presented previously in Domain 2 – Learning Environment.

Engaging the Community:

A more detailed report on this focus area is presented previously in Domain 1 – Relationships and Partnerships.

4. USE OF RESOURCES

During the period of the Business Plan, the college has consistently demonstrated financial self-audits of “Excellent”.

The College continues to manage finances in line with the funding agreement for schools with decisions managed effectively by the College Finance Committee which maintains a cross section of staff from across the College.

During 2020, the College was identified as outstanding in the way it flexibly uses its funding to meet the needs of its students, with funding allocated to Occupational and Speech Therapy, extra Education Assistant time and extra School Psychologist time to reflect the Early Intervention focus of the Business Plan. All funding within the College over and above the minimum amount required for staffing the school is seen as discretionary and provides the opportunity for strategic direction in Operational Plans to be implemented.

The College continues to allocate funds to upgrade physical resources within the college to ensure the highest quality learning environment for students and teachers is maintained. This is managed through a Minor Works and College Environment Plan to ensure there is direction for allocation in these areas.

Student Characteristic Funding continues to be spent ensuring the lowest 30% of students based on achievement is provided the most support, through reduction of class sizes, increased Education Assistant support and extra professional learning in areas of need.

5. TEACHING QUALITY

The College has developed over the time of the Business Plan into a sought-after target for teachers of high quality, with large pools of teachers applying for all positions across the college as they become available.

The number of Senior Teachers continues to grow within the College, with a number of these staff now moving towards Level 3 Classroom Teacher applications.

	Number
Senior Teachers Primary	10
Level 3 Classroom Teachers Primary	1
Senior Teachers Secondary	3
Level 3 Classroom Teachers Secondary	1

Staff have collaboratively engaged with and developed alignment strategies across the school in line with the Teaching and Learning Handbook.

All teaching staff in Early Childhood have now been upskilled in “Letters and Sounds” and plans are in place for training in “Talk 4 Writing” in 2021. This increase in staff capability has been consistent over time and has been supplemented by one on one professional learning at point of need by our Early Intervention Team.

Continual ongoing self-assessment against the National School Improvement Tool has shown slow but ongoing improvement in this area, when self-assessed by staff, when assessed by College Executive and also by the principal.

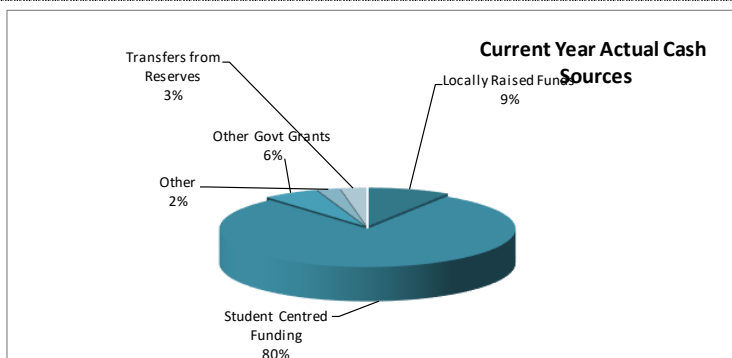
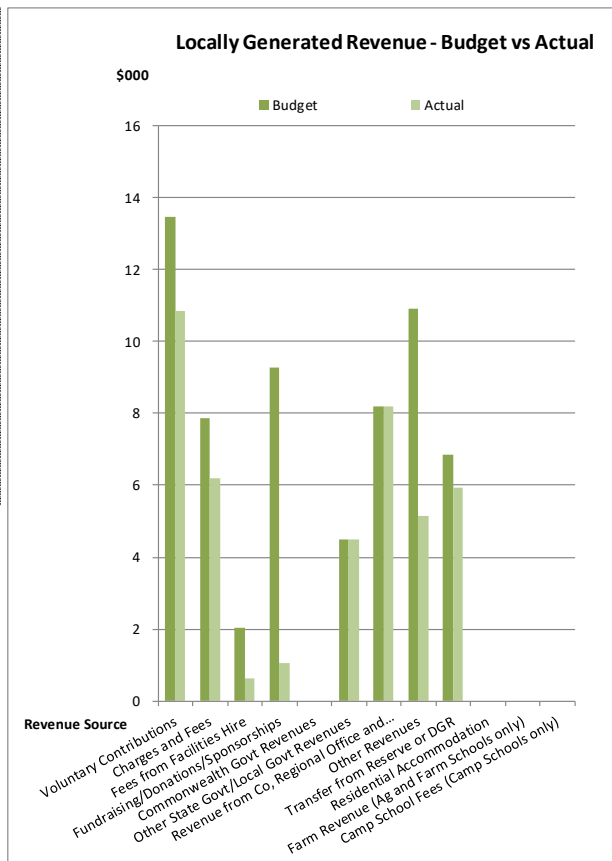
6. STUDENT ACHIEVEMENT AND PROGRESS

Data related to this domain are outlined earlier in this document.

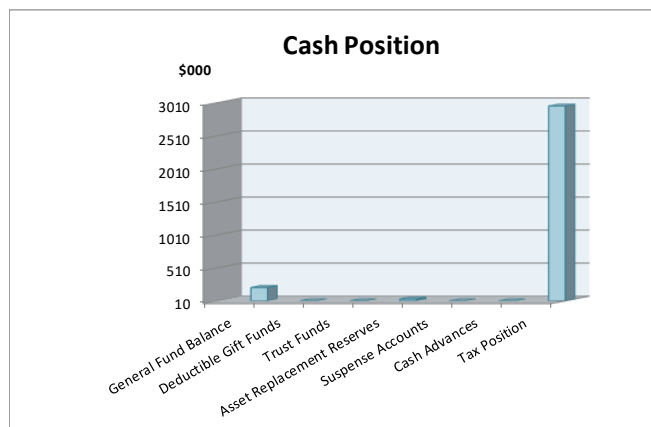
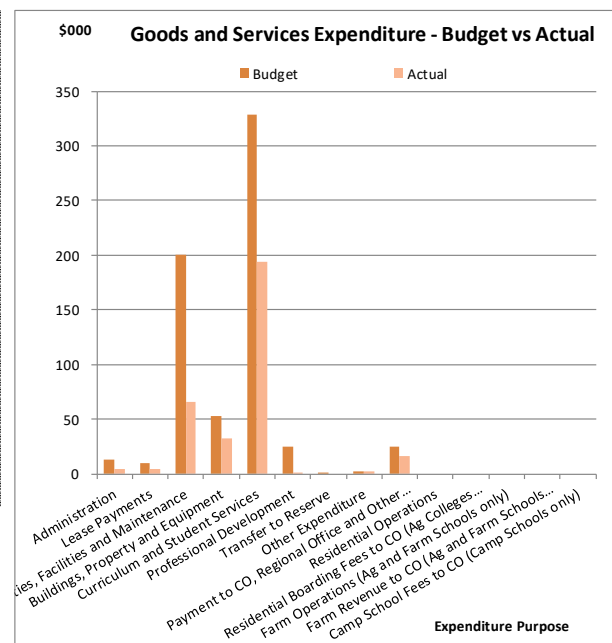
Roleystone Community College

Financial Summary as at 1 January 2021

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 13,465.00	\$ 10,840.00
2	Charges and Fees	\$ 7,872.00	\$ 6,199.63
3	Fees from Facilities Hire	\$ 2,040.00	\$ 620.00
4	Fundraising/Donations/Sponsorships	\$ 9,270.00	\$ 1,051.21
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 4,500.00	\$ 4,500.00
7	Revenue from Co, Regional Office and Other Schools	\$ 8,193.00	\$ 8,193.29
8	Other Revenues	\$ 10,904.00	\$ 5,137.62
9	Transfer from Reserve or DGR	\$ 6,850.00	\$ 5,946.18
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 63,094.00	\$ 42,487.93
	Opening Balance	\$ 323,988.30	\$ 323,988.30
	Student Centred Funding	\$ 281,668.57	\$ 165,693.47
	Total Cash Funds Available	\$ 668,750.87	\$ 532,169.70
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 668,750.87	\$ 532,169.70



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 12,910.00	\$ 3,970.37
2	Lease Payments	\$ 10,096.00	\$ 4,661.40
3	Utilities, Facilities and Maintenance	\$ 200,372.00	\$ 65,538.25
4	Buildings, Property and Equipment	\$ 52,860.00	\$ 32,822.32
5	Curriculum and Student Services	\$ 327,969.28	\$ 194,045.26
6	Professional Development	\$ 25,000.00	\$ 675.00
7	Transfer to Reserve	\$ 1,000.00	\$ -
8	Other Expenditure	\$ 1,832.00	\$ 1,979.09
9	Payment to CO, Regional Office and Other Schools	\$ 24,800.00	\$ 16,485.00
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	\$ 656,839.28	\$ 320,176.69
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 656,839.28	\$ 320,176.69
	Cash Budget Variance	\$ 11,911.59	



Cash Position as at:	
Bank Balance	\$ 3,205,094.66
Made up of:	
1 General Fund Balance	\$ 211,993.01
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 35,793.77
5 Suspense Accounts	\$ (1,086.74)
6 Cash Advances	\$ (300.00)
7 Tax Position	\$ 2,958,694.62
Total Bank Balance	\$ 3,205,094.66



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