

Ratified by School council: June 2022

# ANNUAL REPORT 2021



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## Babakin Primary School

We Make a Difference.

Respect

Responsibility

Resilience

## Welcome to Babakin Primary School

Babakin Primary School has a unique place as a small school in the Wheatbelt. It is situated 30 km from Corrigin and is in the Bruce Rock Shire. It caters for children from Kindergarten to Year 6. The school opened in 1915 and recently celebrated its 100-year centenary. It is located on the land of the Njaki Njaki Nyoongar people, in the Wheatbelt agricultural region, east of Perth.



Babakin Primary School students and community deserve the very best we can provide. Our school might be small, but still provides a vibrant and exciting place to learn. Our staff and students strive to make the school a welcoming place for visitors, while our teachers and support staff work together to provide an inclusive caring and stimulating environment for all students, whatever their ability, whatever their needs.

Babakin Primary School recognises the importance and active roles of all our parents and carers, especially those involved in our School Council and Parents and Citizens Association. With their support and trust of staff expertise the school community can provide different educational activities to create opportunities for students to achieve success and adapt to a changing world.

With school priorities in Literacy, Numeracy, Attendance, Information and Communication Technology and a Personal Care approach, the administration, teachers and support staff will all work together to ensure the students acquire the essential knowledge, skills, understandings and values through targeted and systemic teaching.

This plan balances continuity and change, as, based upon the excellence of the School's reputation and in compliance with current Departmental policies, it seeks to explore ways the school can continue to thrive and shine as a site of educational excellence, stimulated by its challenges and its individual opportunities. The plan links with Operational planning documents, and through them, with classroom planning, providing a coherent approach to school improvement. At Babakin Primary School we build a culture where *everyone* works to achieve the very best of which they are capable.

## The Logo

The logo was designed to represent the local area of Babakin. It comprises of the echidna, which is found in abundance around the township, a sheep and grain to represent the variety of farms that surround Babakin and finally a mysterious and critically endangered orchid. The underground orchid (*Rhizanthella Gardneri*) only blooms underground and has only been discovered in 5 or 6 areas in Western Australia. Most of these areas are found around Babakin and its close neighbouring town, Corrigin.





## Enrolment

Students enrolled at Babakin Primary School come from both the Bruce Rock Shire in which the school is located and the nearby Corrigin Shire. Students families are working predominantly in the agricultural field and industries supporting this. Some families choose to travel from outlying areas in order to access our small schools individualised learning programs.

Information from Schools Online indicated that at the start of 2021 Babakin Primary School had an enrollment of 17 students. This decreased over the year, with the end of Semester 2 having 15 students.

	Kin	PPR	Pri	Sec	Total
Male	1	1	5		
Female		1	7		
Total	1	2	12		15

## Staffing

Staff at Babakin Primary School are dedicated to the improved outcomes for all students. Teaching and non-teaching staff have a sound knowledge of each individual child's unique educational and social needs and ensure these are catered for using evidence based practice. During 2021 the following data shows the staffing profile.

Principal	1.0FTE
Teaching Staff	1.6FTE
Education Assistants	2.0FTE
MCS	0.8FTE
Gardening/Cleaning	0.5FTE
Total	5.9FTE

## We Believe

At Babakin staff believe in the following core beliefs:

Relationships	Quality Teaching
Positive teacher-student relationships, high expectations and excellent classroom practice are essential for student success. That every child has the right to a safe and inclusive learning environment regardless of socio-economic status, cultural diversity, physical, intellectual or emotional development. A culture of active and open communication between staff, students and parents supports student engagement and achievement.	High quality, evidenced-based teaching is an undeniable factor in increasing outcomes for our students. They should focus on developing the whole child - socially, emotionally, academically, creatively and physically.
Individualised	Success
Learning needs to acknowledge and build on where students are at with their learning through individualised targets and learning programs. They need to be culturally and developmentally appropriate and have real-life application.	All young people are capable of learning, and success for all students is our core business.

Our strategic planning for 2020-2022 ensures that ***we make a difference to how students feel, learn and develop*** at our school, so that every student can achieve their personal best, feel happy and build confidence for tackling all life's future challenges.

## Highlights of 2021

2021 was a busy year making up for the number of events that were cancelled in 2020 due to COVID. The students had a number of unique experiences including:

- In Term Swimming lessons
- House and Interschool Carnivals for swimming, cross country and athletics
- Wet Day
- Harmony Day
- Cyber Bullying workshop
- Leadership conference for yr 5/6 in Perth
- Anzac Service
- Lego League and year 9 mentor from Bruce Rock DHS
- Mother's and Father's Day event
- Little Prince Play at Cummins Theatre
- Hockey and Netball Carnivals where students played as a Babakin Team
- PJ Day
- NAIDOC celebrations
- Rob Adams with a message to THINK
- Izzy the Dinosaur and road safety
- Music - a - Viva
- Book Week
- Bruce Rock DHS try an option day.
- Bruce Rock and Corrigin shows
- Horse Riding
- Assemblies
- Winter Vegetable Garden
- Tennis lessons
- Whole school Camp
- Sleeping Beauty Ballet
- West Australian Ballet Company tour
- School Concert, Graduation and Christmas Tree
- KidzKonneKting 0-4 year old program





## Focus Areas

Focus Area	Achievement	Future Development
1. Provide every student with a pathway to a successful future.	<ul style="list-style-type: none"> <li>Personalised learning targets and associated teaching adjustments for all students.</li> <li>Individual Education Plan (IEP) and Individual Behaviour Plan (IBP) for children working in any learning area outside their current year level.</li> <li>Children engaged in learning that is catering to their level of ability</li> <li>Teachers using data to inform them of each child's level of development and learning needs and to monitor progress. Section of each staff meeting dedicated to interrogation of data using a disciplined dialogue.</li> <li>Case conference approach to support the families and children with learning, behaviour, medical or social difficulties.</li> <li>Best-practice teaching that strongly engages students and encourages them to be accountable for their efforts in the classroom.</li> <li>Interrogated what 'Quality Teaching Model' that employs an explicit teaching pedagogy that allows for individual learning plans looks like in the Babakin PS context.</li> <li>Students will participate in a whole school systemic approach to Mathematics learning, that also allows for the integration of learning through STEM projects. (Maths whole school plan being developed in 2021)</li> <li>Students engaged in the implementation of whole school evidence based programs that support oral language, phonological awareness, synthetic phonics, spelling and reading, to develop literacy skills. This is conducted in a dedicated literacy block every day.</li> </ul>	<ul style="list-style-type: none"> <li>Early assessment and support using the SAER (Students at Education Risk) plan. To be developed 2022.</li> <li>Enrichment opportunities to extend students achieving well beyond their year level.</li> <li>Mentor meeting tailored to individual staff in 2022.</li> <li>Yearly reviews of curriculum Operational Plans to ensure they are relevant to the needs of the students.</li> </ul>

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|  | <ul style="list-style-type: none"> <li>• Individual Behaviour Plans developed as required. Zones of Regulation used to ensure self-regulation skills are developed.</li> <li>• Risk management practices reviewed annually and updated as changes occur.</li> <li>• School values of Respect, Responsibility and Resilience are embedded in learning environment.</li> <li>• High-quality learning experiences, with intentional learning goals, that are responsive to student needs and community expectations.</li> <li>• Early Childhood staff using the National Quality Standard Framework to self-assess and use a reflective approach for continuous improvement. NQS 2021 Improvement plan developed</li> <li>• Continuation of KidzKonneKting for 0 - 4 children.</li> <li>• School Principal facilitating reflective conversations with staff about best teaching practises.</li> <li>• Open classrooms which welcome and encourage parent visits</li> <li>• Positive behaviour management processes in place as determined by the student engagement plan. (Reviewed annually)</li> <li>• The Principal regularly engaging with children, staff and families to develop an open culture</li> <li>• Students effectively using technology to enhance their learning.</li> </ul> | <ul style="list-style-type: none"> <li>• Explicit social skills training provided where required.</li> </ul> |
|--|--|--|



Focus Area	Achievement	Future Development
<b>2. Strengthen support for teaching and learning excellence in every classroom</b>	<ul style="list-style-type: none"> <li>• Collaboration between staff in planning, teaching and assessment</li> <li>• Encourage and support staff to engage in professional learning to build their knowledge,</li> <li>• Teachers actively reflect using the AITSL standards and the quality teaching document, to evaluate and improve their practice to meet the learning needs of the students.</li> <li>• Teachers observed teaching and receiving feedback on the effectiveness of their practice. (CMS, Grad Coaching 2020). Followed by opportunities to observe/deliver effective practice to other staff members.</li> <li>• Improved school based observations for 2021 highlighting quality teaching expectations against Babakin Quality Teaching model</li> <li>• Used Swivl technology for teacher observations 2021, for individual feedback and reflections.</li> <li>• Graduate teachers receive quality mentorship and guidance in their first 2 years of teaching and beyond where required.</li> <li>• Teachers collaborating with other teachers in the Lakes network and at times with Bruce Rock District High School.</li> <li>• Explicit, targeted teaching occurring in all classrooms.</li> <li>• Consistent pedagogical practice across the school.</li> <li>• Individual student targets to be developed each year.</li> <li>• Data used to drive planning for teaching and learning.</li> <li>• Staff setting high expectations</li> <li>• Staff engage students in differentiated lessons across all curricular areas.</li> <li>• Specialist class in Japanese.</li> <li>• Staff regularly being upskilled to implement ICT and sharing success and outcomes regularly with their peers. Staff effectively using Teams as a support for teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers receive regular, informative feedback and opportunities for reflections via performance management and classroom observation processes.</li> <li>• Balanced play based and inquiry based learning.</li> <li>• Ensure quality induction for new staff.</li> <li>• Use Swivl for the involvement of peer coaching</li> <li>• Principal leads staff through the process of developing individual student targets. (2022 staff meeting)</li> <li>• Use WSSSH data to inform teaching and learning, and reporting to parents</li> <li>• LOTE delivered through SIDE Term 4 2020 - ongoing</li> <li>• Aboriginal Culture to be embedded within the curriculum.</li> </ul>



Focus Area	Achievement	Future Development
<b>3. Build the capacity of our Principals and our teachers.</b>	<ul style="list-style-type: none"> <li>• Performance Management completed annually according to the school's extensive documentation.</li> <li>• Develop a wellness wall to provide strategies for staff wellbeing.</li> <li>• Lakes Network focus on staff wellbeing. SDD 2021 Kulin.</li> <li>• Staff experience and expertise developed and utilised to best support students. (Curriculum leaders 2021)</li> <li>• Ensure staff are aware of our department EAP.</li> <li>• The Principal is regularly in classrooms with teachers and students.</li> <li>• Principal facilitates reflective conversations with teachers about their classroom practice, based on the school developing a quality teaching document</li> <li>• Distributed leadership opportunities for aspiring staff.</li> <li>• The schools financial and physical resources are targets to improve student outcomes.</li> <li>• Distributed leadership throughout the school for staff to take lead roles in decision making through committee structures, professional learning teams and supporting their peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership team - Principal and MCS to reflect against a Performance Improvement Tool and to seek feedback from their peers and the community on their work.</li> <li>• Peer observations will be supported.</li> </ul>



Focus Area	Achievement	Future Development
<b>4. Support increased school autonomy within a unified public school system</b>	<ul style="list-style-type: none"> <li>• Finance Committee distributing funds to budgets and on historical costs associated with running a school.</li> <li>• Staff purchasing resources as needed from the appropriate budgets, for teaching and learning in accordance with financial regulations.</li> <li>• The School Council regularly endorsing the state of the finances to ensure the school is on budget and appropriately using funds.</li> <li>• National Schools improvement tool will be used to determine staff opinion of school effectiveness in 2021. Improvement plans will be developed from this.</li> <li>• Staff acting professionally and politely to all members of the community in accordance to the DOE Code of Conduct.</li> <li>• Develop whole school practices around teaching and learning, administration, behaviour, communication etc.</li> <li>• Developed effective use of Teams to house all information for staff.</li> <li>• Staff handbook effectively developed and updated annually for existing staff.</li> <li>• Develop a staff induction document for new staff. First implementation 2022</li> <li>• An active and dynamic P&amp;C providing opportunities for parents to proactively engage with initiatives to support the school.</li> <li>• School Council Members to oversee governance of the school. at hour school council training at Bruce Rock DHS.</li> <li>• Informal parent survey indicated that 100% of families agreed communication from Principal was effective.</li> </ul>	<ul style="list-style-type: none"> <li>• Detailed finance protocols followed. This process needs to be reviewed 2022.</li> <li>• From Parent survey communication regarding student achievement from teachers needs to be improved.</li> </ul>





Focus Area	Achievement	Future Development
<b>5. Partner with families, communities and agencies to support the educational engagement of every student</b>	<ul style="list-style-type: none"><li>• A School Council, consisting of staff, parents and community members, operating at a high level as the peak governance group for the school.</li><li>• An active and dynamic P&amp;C providing an opportunity for all parents to proactively engage with initiatives to support the school.</li><li>• Teachers and Principal communicating with parents professionally, regularly and at the point of need about their children's social/emotional development and academic progress.</li><li>• Parents engage with staff to ensure the relationship between home and school is conducive to student success.</li><li>• High quality communication with parents through a variety of mediums including:<ul style="list-style-type: none"><li>○ Newsletters</li><li>○ Parent communication app eg. School Star</li><li>○ Email</li><li>○ Phone Calls</li><li>○ Parent Interviews Term 3 after reports</li></ul></li><li>• Informal survey developed in conjunction with school council was completed.</li><li>• P&amp;C and School Council express opinions and contribute to school direction.</li><li>• The Principal represented the school at network meetings and events.</li><li>• Participation in combined professional learning opportunities alongside staff from cluster schools.</li><li>• Professional well run school events which parents and the community are encouraged to attend such as:<ul style="list-style-type: none"><li>• School assemblies</li><li>• Annual ANZAC service</li><li>• NAIDOC and Harmony Day activities'</li><li>• End of year concert combined with Year 6 graduation</li></ul></li></ul>	<ul style="list-style-type: none"><li>• 2021 School Star/Outreach were not successful investigate an alternative for 2022</li><li>• Improvement plans will be developed from this. To be implemented 2022.</li></ul>



	<ul style="list-style-type: none"> <li>• House and Interschool Sports Carnivals</li> <li>• Mother's day event</li> <li>• Father's day event</li> <li>• Continuation and support of KidzKonneKting group.</li> <li>• Corrigin District High School &amp; Bruce Rock District High School collaboration for shared Professional Learning, joint educational activities and sports.</li> <li>• Principal coordinated support services for our at-risk students and families on an individual case-management basis.</li> <li>• School-based supports to include School Psychologist, School Nurse, and SSEN.</li> <li>• Government and community organisations to include EWPHS, CAMHS, CPFS, Central Agcare.</li> <li>• 2021 Partnership with Bruce Rock CRC established and a scholarship developed for a year 6 student.</li> <li>• Development of the Wheatbelt Small Schools Support Hub to enhance outcomes for students.</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on more shared learning experiences for students.</li> </ul>
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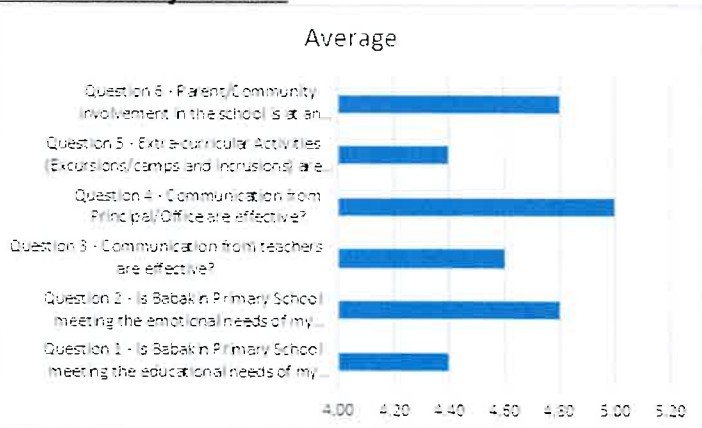
Focus Area	Achievement	Future Development
<b>6. Use evidence to drive decision making at all levels of the system.</b>	<ul style="list-style-type: none"> <li>Teachers collect student data that is relevant to their teaching using both school based and external assessments.</li> <li>Disciplined dialogue around the data guided by the questions               <ul style="list-style-type: none"> <li>What do we see in the data?</li> <li>Why are we seeing what we are seeing?</li> <li>Where to now?</li> </ul> </li> <li>Section of staff meetings dedicated to data interrogation to support planning for student learning.</li> <li>Operational planning to consider financial needs of the school.</li> <li>MCS and Principal regularly review school's finances.</li> <li>Use informal survey tools to evaluate impact of teaching and student wellbeing. (Self-esteem inventory baseline data collected 2020.)</li> <li>Phone calls for all unexplained absences resulting in a 0% unexplained attendance in semester 2.</li> <li>2021 Student attendance included in Student Engagement Plan in consultation with school council.</li> </ul>	



## Targets

What we aim to achieve by the end of 2022:

Target	2021	Explanation
It is expected that 80% of students will achieve their annual individual targets set in Literacy and Numeracy.	Reading 64% Spelling 81% PA 75% Mathematics 90%	<ul style="list-style-type: none"> <li>To ensure students and parents receive feedback on a student's progress, the school will utilise a range of assessment tools to monitor and assess student progress in Literacy and Numeracy.</li> <li>Due to the small number of students sitting the NAPLAN assessment annually at Babakin PS it is important students' progress is monitored using other assessment tools that are fair, educative and an integral part of the teaching and learning program.</li> <li>The number of students sitting NAPLAN in 2021 was below 6 and therefore we are not able to report on this.</li> </ul>
National Schools Improvement tool will show improvement by one category in five of the nine areas from the 2020 audit to 2022.	Completed	<ul style="list-style-type: none"> <li>Audit will be completed by Staff and School Council in 2020 and again at the end of 2022.</li> <li>Improvement plans will be developed in conjunction with staff and community.</li> </ul>

Babakin Primary School will receive an average rating of 4.5 or above in the 2022 NSOS for Staff, Students and Parents.	Not Completed in 2021	<ul style="list-style-type: none"><li>• An informal survey devised in collaboration with school council was sent out to KidzConnecting parents, School parents and students.</li><li>• In total we had:</li><li>• 10 out of 15 Student surveys returned</li><li>• 5 out of 8 Parent Surveys returned</li><li>• 6 KidzConnecting Surveys</li><li>• <u>Parent Survey Results</u></li></ul>  <table><caption>Parent Survey Results - Average Ratings</caption><tr><th>Question</th><th>Average Rating</th></tr><tr><td>Question 6 - Parent/Community involvement in the school is at an...</td><td>4.80</td></tr><tr><td>Question 5 - Extra-curricular Activities (Excursions/camps and Incursions) are...</td><td>4.40</td></tr><tr><td>Question 4 - Communication from Principal/Office are effective?</td><td>5.00</td></tr><tr><td>Question 3 - Communication from teachers are effective?</td><td>4.60</td></tr><tr><td>Question 2 - Is Babakin Primary School meeting the emotional needs of my...</td><td>4.80</td></tr><tr><td>Question 1 - Is Babakin Primary School meeting the educational needs of my...</td><td>4.40</td></tr></table> <ul style="list-style-type: none"><li>• <u>Student Survey</u></li></ul>	Question	Average Rating	Question 6 - Parent/Community involvement in the school is at an...	4.80	Question 5 - Extra-curricular Activities (Excursions/camps and Incursions) are...	4.40	Question 4 - Communication from Principal/Office are effective?	5.00	Question 3 - Communication from teachers are effective?	4.60	Question 2 - Is Babakin Primary School meeting the emotional needs of my...	4.80	Question 1 - Is Babakin Primary School meeting the educational needs of my...	4.40
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		<p>Average</p> <p>Question 4 - Does your teacher tell you if your work is good and how you can improve? 3.50</p> <p>Question 3 - Are your lessons fun? 3.60</p> <p>Question 2 - Do you like what you are learning at school? 3.70</p> <p>Question 1 - Do you like coming to school? 3.80</p> <p>3.50 3.60 3.70 3.80 3.90 4.00 4.10 4.20 4.30 4.40 4.50</p> <ul style="list-style-type: none"> <li><b>KidzKonneKting</b></li> </ul> <p>Average</p> <p>Question 2 - Is KidzKonneKting at Babakin Primary School meeting the social/emotional needs of my child/ren? 4.55</p> <p>Question 1 - Does KidzKonneKting at Babakin Primary School meet the education needs of my child/ren? 4.65</p> <p>4.55 4.6 4.65 4.7 4.75 4.8 4.85</p> <ul style="list-style-type: none"> <li><b>Staff Reflections on Surveys</b></li> <li>Parent communication perhaps use class dojo to show what students are doing.</li> <li>Possible Late term 1 and 3 parent meeting with all parents</li> <li>Continue with SEN meetings</li> <li>Survey the kids about what they would like to learn. Look at ways to make lessons more fun.</li> </ul>														
By 2022 Babakin Primary School will have an average attendance rate of 92%.	92.3%	<ul style="list-style-type: none"> <li>This is an improvement of approx. 1% per year.</li> <li>Target for 2021 is 91%.</li> <li>2021 we have reached our target set for 2022</li> </ul> <p>A small number of students required ongoing trips to Perth for specialist appointments and therapy sessions having an impact on our overall attendance data. Our low rate of Unauthorised Absences (0% for semester 2) shows the good relationship the school has developed with families and the close monitoring of attendance.</p> <p>Primary Attendance Rates</p> <table border="1"> <thead> <tr> <th rowspan="2"></th><th colspan="2">Attendance Rate</th></tr> <tr> <th>School</th><th>WA Public Schools</th></tr> </thead> <tbody> <tr> <td>2019</td><td>89.8%</td><td>91.6%</td></tr> <tr> <td>2020</td><td>91.8%</td><td>91.9%</td></tr> <tr> <td>2021</td><td>92.3%</td><td>91.0%</td></tr> </tbody> </table>		Attendance Rate		School	WA Public Schools	2019	89.8%	91.6%	2020	91.8%	91.9%	2021	92.3%	91.0%
	Attendance Rate															
	School	WA Public Schools														
2019	89.8%	91.6%														
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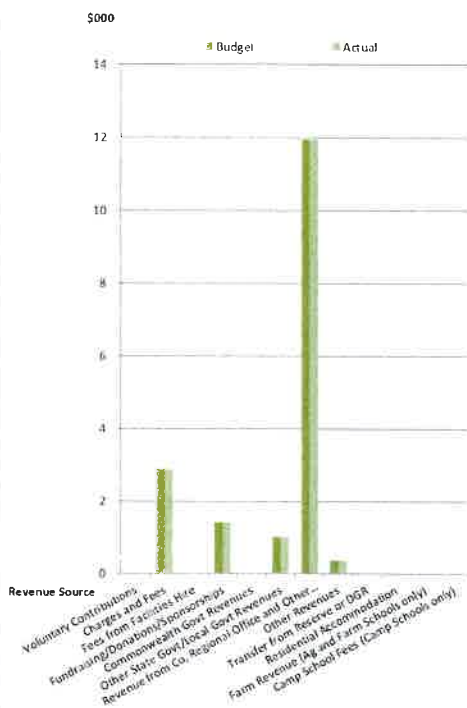
# School Financials for 2021



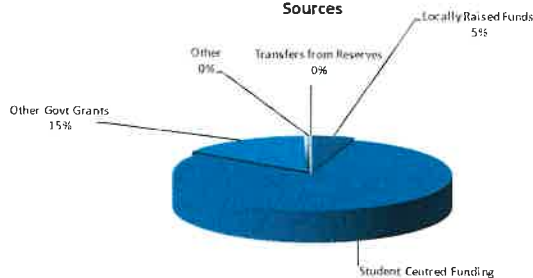
## Babakin Primary School Financial Summary as at 31 December 2021

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ -	\$ -
2 Charges and Fees	\$ 2,881.00	\$ 2,881.00
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 1,400.00	\$ 1,400.00
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7 Revenue from Co, Regional Office and Other Schools	\$ 11,959.00	\$ 11,959.91
8 Other Revenues	\$ 341.00	\$ 340.17
9 Transfer from Reserve or DGR	\$ -	\$ -
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>	<b>\$ 17,581.00</b>	<b>\$ 17,581.08</b>
Opening Balance	\$ 19,041.59	\$ 19,041.59
Student Centred Funding	\$ 68,204.00	\$ 68,203.97
<b>Total Cash Funds Available</b>	<b>\$ 104,826.59</b>	<b>\$ 104,826.64</b>
Total Salary Allocation	\$ 628,621.00	\$ 628,621.00
<b>Total Funds Available</b>	<b>\$ 733,447.59</b>	<b>\$ 733,447.64</b>

Locally Generated Revenue - Budget vs Actual

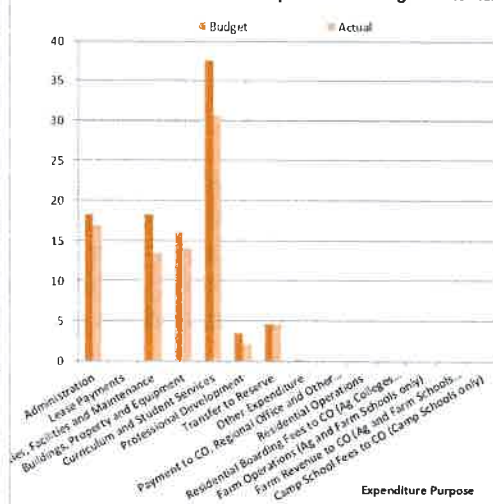


Current Year Actual Cash Sources

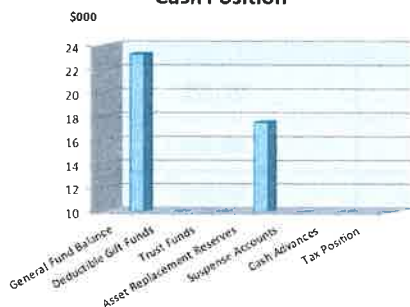


Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 18,235.00	\$ 16,844.72
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 18,230.00	\$ 13,465.98
4 Buildings, Property and Equipment	\$ 16,041.00	\$ 14,082.16
5 Curriculum and Student Services	\$ 37,495.00	\$ 30,605.60
6 Professional Development	\$ 3,500.00	\$ 2,083.81
7 Transfer to Reserve	\$ 4,500.00	\$ 4,500.00
8 Other Expenditure	\$ 10.00	\$ 5.41
9 Payment to CO, Regional Office and Other Schools	\$ -	\$ -
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)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>	<b>\$ 98,011.00</b>	<b>\$ 81,587.68</b>
Total Forecast Salary Expenditure	\$ 549,638.00	\$ 549,638.00
<b>Total Expenditure</b>	<b>\$ 647,649.00</b>	<b>\$ 631,225.68</b>
Cash Budget Variance	\$ 6,815.59	

Goods and Services Expenditure - Budget vs Actual



Cash Position



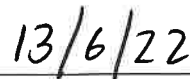
Cash Position as at:	
Bank Balance	\$ 38,041.46
Made up of:	
1 General Fund Balance	\$ 23,238.96
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 17,500.00
5 Suspense Accounts	\$ (853.50)
6 Cash Advances	\$ -
7 Tax Position	\$ (1,844.00)
<b>Total Bank Balance</b>	<b>\$ 38,041.46</b>

## Endorsement of the 2021 Annual Report

We hereby endorse this annual report for 2021.



Principal



Date



School Council Chair



Date



