



ANNUAL REPORT 2020



Forrestdale Primary School

MESSAGE FROM THE PRINCIPAL

Cared for and respected. Challenged and supported. That's our commitment to your children.

A positive sense of self is extremely important, which is why students' wellbeing always comes first. We work on the understanding that students who feel happy, safe and a part of the community enjoy coming to school - and this leads to positive results in the classroom.



We support students to build sound social skills and achieve academic goals. They have opportunities to apply what they learn to real life situations, and our dedicated teachers put an incredible amount of effort and creativity into the experiences they organise for their classes.

Our students take pride in their work, feel confident being themselves and building resilience and lasting friendships. We cultivate connections in our local community so students can make meaningful contributions to society through civic engagement and social action.

Working alongside City of Armadale and Friends of Forrestdale, teachers take advantage of our proximity to Forrestdale Lake to instil in students a sense of responsibility in caring for the local bushland and native wildlife. We regularly invite parents to give us feedback throughout the year so we can continue to improve. Our students and staff love our little school - and so do our parents.

I would like to take this opportunity to thank the P & C committee and the School Board for the continual support offered to the school - many school projects and initiatives were a result of this support.

I would also like to thank staff for the commitment they have demonstrated in providing the best teaching and learning programs for the students of Forrestdale. Many innovations have been implemented due to the readiness of staff to engage in new learning to keep abreast of the changing nature of education.

Congratulations to the students of Forrestdale for the learning they have engaged in 2020 during the difficult times of 2020 with COVID. Staff have witnessed their fantastic attitude and great work ethic demonstrated throughout the year, being well supported by their parents and families.

Thank you to the parents and the wider community for being great partners with the school in providing the best possible education for students.

Wayne Bariolo
Principal



OUR SCHOOL

Vision

To provide an inclusive learning environment for success in the 21st century.

Mission

At Forrestdale School we are committed to;

- Providing a cohesive and respectful environment to feel valued and safe
- Developing the physical, social and emotional wellbeing of staff and students through inclusive practice
- Providing a variety of experiences to inspire a life-long love of learning
- Collaborating as a community ensuring we are actively improving teaching and learning.
- Developing creative and critical thinkers for the 21st century

Whole School Improvement

During 2020 Forrestdale PS continued working towards our goals and targets for school improvement. In collaboration with all staff, we refined and reviewed whole school policies, created whole school Literacy and Numeracy Plans and refined whole school data collection and schedules.

The whole school data collection and schedule assisted teachers in tracking individual students and cohorts of students, showing progress and achievement and identified areas needing further development so that they could begin planning their learning programs. The school continued to improve their use of 'DataHub' (a cloud based data system that can be easily accessed by teachers anywhere). It enabled teachers to analyse student performance, track progression, collate information and develop group and individual learning plans. DataHub enables staff to target students explicitly and prepare lesson plans at the point of need. We are continuing to add data to this platform.

The whole school plans reflected school priorities and identified areas needing further improvement allowing school resources to be targeted towards these areas for 2021. They give staff a clear guidance for teaching and learning programs at Forrestdale Primary School.



ENGLISH

In 2020 we saw improved results across all year levels and explicit teaching continued to be a focus and priority in our school. The whole school 'Literacy Plan' was created to continue guiding and directing our whole school Literacy programs including Literacy Blocks, Guided Reading, warm ups, explicit teaching of spelling, grammar and punctuation and the introduction of Talk for Writing. Staff took part in professional learning in Term 2 to review reading programs and school expectations in lesson delivery and to increase consistency and understandings across the school. Key Links and Dandelion Readers reading series were identified and used across all classes. All staff were reminded of the important elements of a good reading program including shared, modelled, guided and independent reading.



New resources were purchased to supplement the shared reading in classes including Poetry Cards from PP - Year 4. The students from Year 3 to 6 were introduced to the Scholastic Learning Zone Program. This program included students completing an online comprehension test, receiving a Lexile score and then being able to select independent readers from the library to read at their level and complete quizzes online to track understanding and comprehension. Magic Words were introduced in Pre-Primary to year 3 to provide a consistent approach in assisting students build a bank of high frequency words and improve reading fluency. Students were and are encouraged to read and practice these at home as well as in class. The PAT Reading Comprehension Online assessment was introduced in Years 1 - 6 as an additional way to track whole school progress and achievements.

The Soundwaves spelling program continued across Pre-Primary to year 6. However, after analysing results, staff felt this program was not providing the necessary skills needed in the junior years and the Diana Rigg PLD phonics scope and sequence was investigated as an option to assist in their reading, spelling and writing development. This will be implemented in 2021 in Kindy to year 2. Soundwaves will continue to be used in year 3 -6. The Heggerty Phonemic Awareness program was trialled in the Kindy and Pre-Primary classrooms and due to its success, will be introduced into year 1 and 2 in 2021.

Intensive intervention small groups were introduced to support identified students with targeted phonemic awareness and early needs. These groups were successfully run by trained EAs resulting in significant gains in student results. Students were exposed to daily blending and segmenting activities as well as structured handwriting practise and targeted phonics exposure. High interest decodable readers were purchased to increase our intervention group reading resources for older students taking part in intervention groups.



We were able to promote the 2020 Book Week theme "Curious Creatures, Curious Minds" and hold our annual Book Week parade. Students and staff had a great time dressing up as their favourite book character.

Recommendations for Improvement

Based on analysis of the 2020 data Forrestdale Primary School will continue to make adjustments to the Literacy Plan to improve student achievement, with special focus on improving reading and writing across all year levels.

The following initiatives are recommended.

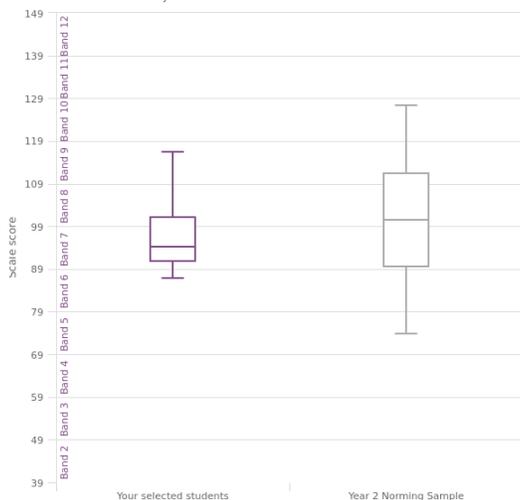
- Whole School Literacy Plan implemented and followed for 2021.
- Continue with PAT Reading whole school assessment in Year 1-6 to monitor progress.
- Introduction of PLD Literacy as a sequential phonics program in Years K – 2, while continuing with Soundwaves in Years 3 -6.
- Introduction of the Heggerty Phonemic Awareness program in Years 1 & 2 after successful implementation in K/P in 2020.
- Continue with small intervention groups in the areas of Literacy using the PLD sequence for students at risk in English.
- Purchase additional DSF readers – High Interest, low level, for students experiencing reading difficulties in the upper years.
- All Staff to complete Professional learning (PL) in 'Talk for Writing'.
- Continued promotion of the "Love and Enjoyment of Reading".
- Continued creation of hands on PLD resources for staff to access for class use.
- Additional PL for staff on Brightpath in moderating writing samples.



Reading Results

Semester 1 2020

PAT Reading / Norm Reference Report
for students with year level Year 2 between 30-01-2020 and 30-06-2020



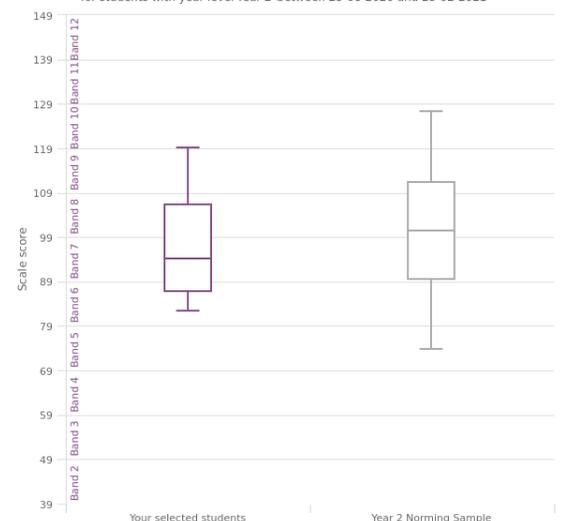
Year 2

Semester 1 - Median score - 94.3
Semester 2 - Median Score - 94.3

Our Year 2 data showed that we maintained the median score while increasing the number of students who achieved **above** the median score by November.

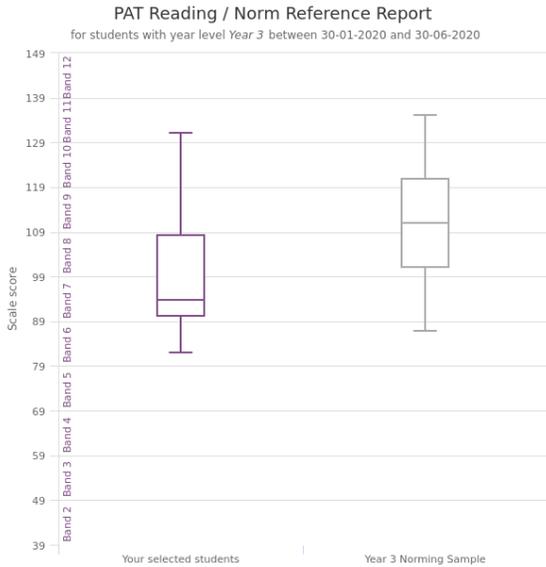
Semester 2 2020

PAT Reading / Norm Reference Report
for students with year level Year 2 between 25-08-2020 and 25-02-2021

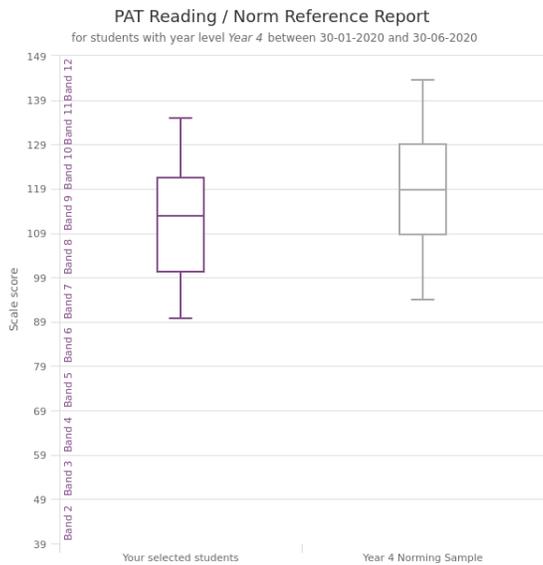
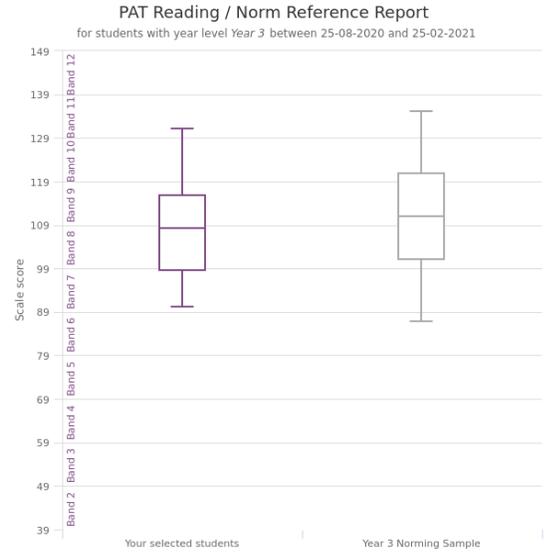


Semester 1 2020

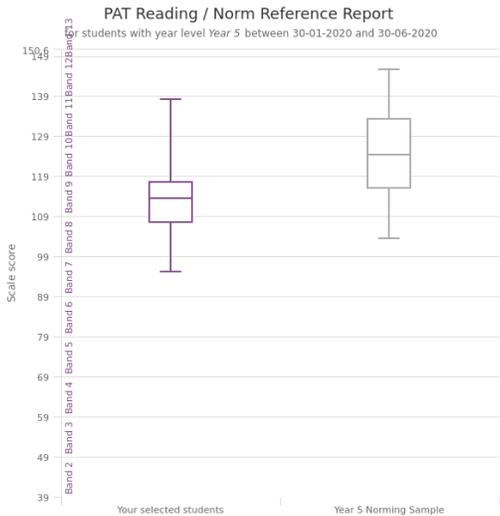
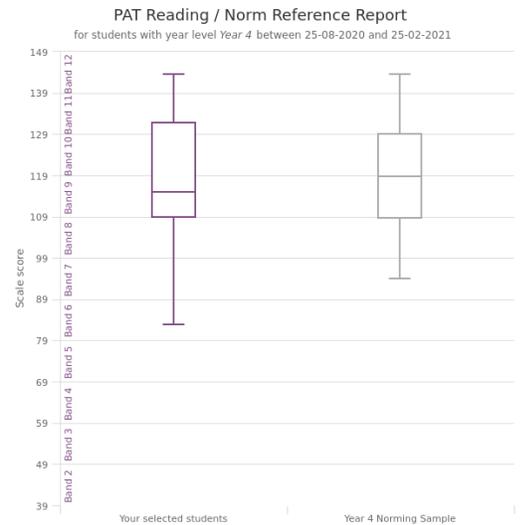
Semester 2 2020



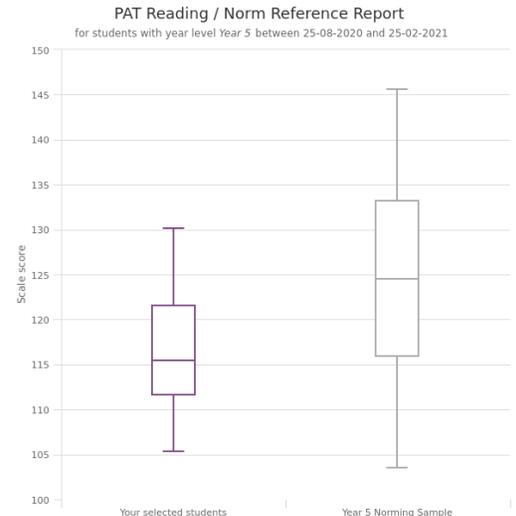
Year 3
Semester 1 - Median score - 93.7
Semester 2 - Median Score - 104.9
Our Year 3 data showed significant growth. The median score increased becoming closer to the Year 3 Australian norms.



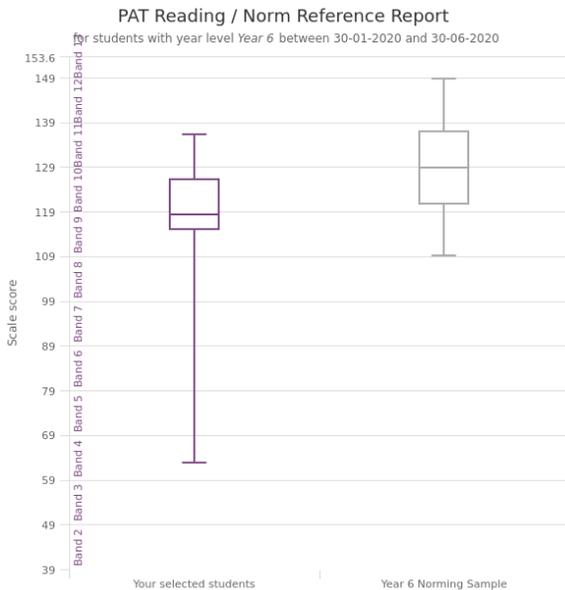
Year 4
Semester 1 - Median score - 112.9
Semester 2 - Median Score - 114.9
Our Year 4 data showed that we increased the median score while increasing the number of students who achieved **above** the median score by November bringing us more in line with the Australian norms.



Year 5
Semester 1 - Median score - 113.6
Semester 2 - Median Score - 115.5
Our Year 5 data showed that we increased the median score while increasing the number of students who achieved **above** the median score by November.



Semester 1 2020



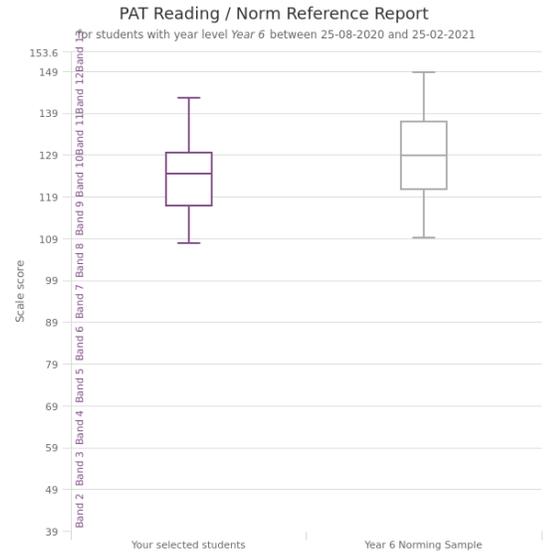
Year 6

Semester 1 - Median score - 118.3

Semester 2 - Median Score - 124.6

Our Year 6 data showed that we increased the median score by November bringing us more in line with the Australian norms.

Semester 2 2020



On Entry Assessment Program

At Forrestdale Primary all students in Pre-Primary completed the On-entry Assessment Program. This is a broad-based assessment which provides information about the basic literacy and numeracy understandings a child brings to school. In 2020 the assessment was completed by Pre-Primary students at the beginning of the year. Over time, this assessment provides us with comparative data that we can use to measure the impact of our teacher support and intervention programs and we will be including year one's in this assessment in 2021.

Student performance is reported as a scale score, measured against the On-entry scale. This scale measures greater discrimination of performance than the previous scale as every raw score is converted to a different scale score.

The following data compares Forrestdale Primary School On-Entry to Western Australian State-wide Performance. Median achievement scores can be used to estimate the like achievement of students and the possible improvement they could make. The median achievement is dependent on the school ICSEA decile.

Pre-Primary 2020	Reading	Writing	Numeracy
Above expected Median	62%	40%	83%

MATHS

The focus in mathematics across 2020 continued to be driven by maintaining and enhancing high quality mathematics teaching and learning across the school with a sequential unfolding of the curriculum using the imaths program. Whole school data collection for 2020 included PAT Maths, imaths and On Entry.

The development of a whole school Numeracy plan was developed to ensure consistency across the school and provide clarity and guidelines in the teaching of Numeracy at Forrestdale Primary School. This plan included a Numeracy block structure across the school.

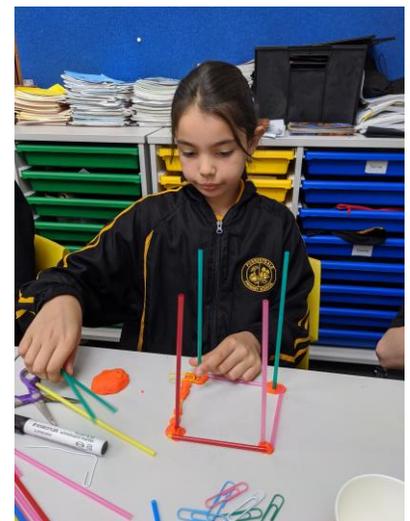


Staff continued to focus on explicit instruction, concept development and warm ups and these became more embedded across the school. During the year all staff collaboratively selected relevant mental maths strategies to be introduced to students at certain year levels and these posters were placed in all classrooms to ensure a consistent language and lesson delivery approach was used. Students were introduced to the 'Think Mental' mental maths books as a daily activity to target speed and accuracy in mental computation. Paul Swan games were reviewed and encouraged to be utilised in all classrooms to promote and increase basic fact knowledge while having fun. PAT Maths online assessments were introduced and results from this testing and the imaths assessment highlighted the initiatives introduced during 2019/2020 were having a positive effect on our student attainment and achievement. However, teachers identified the need for more regular assessments to continue to track concept attainment throughout the year.

Recommendations and Commitment to Improvement

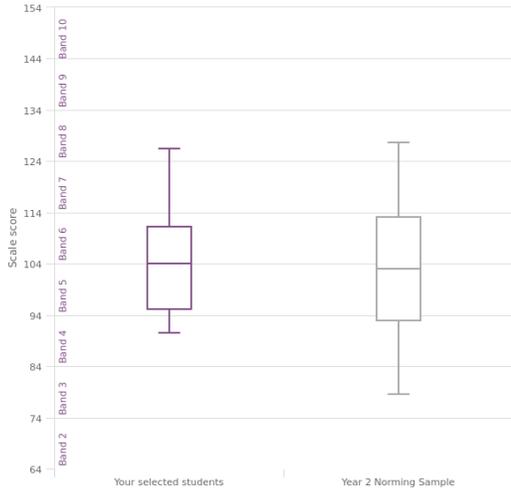
Based on analysis of the 2020 data Forrestdale Primary School will continue to make adjustments to the Numeracy Plan to improve student achievement, with special focus on improving times tables knowledge and problem solving skills.

- Continue to embed the whole School 'Numeracy Plan' across all year levels
- Embed concrete-pictorial-abstract continuum using the imaths program
- Utilise Paul Swan games in classrooms
- Continue to promote Times Tables mastery
- Design, create and embed a whole school problem solving structure
- Embed mental maths strategies
- Introduce the imaths Tracker Assessment Books



Semester 1 2020

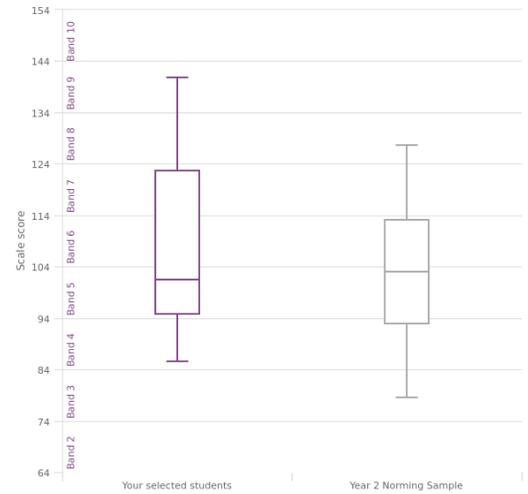
PAT Maths / Norm Reference Report
for students with year level Year 2 between 03-02-2020 and 27-06-2020



Year 2
Semester 1 - Median score - 104.1
Semester 2 - Median Score - 101.5
Our Year 2 data showed that we increased the number of students who achieved **above** the median score by November.

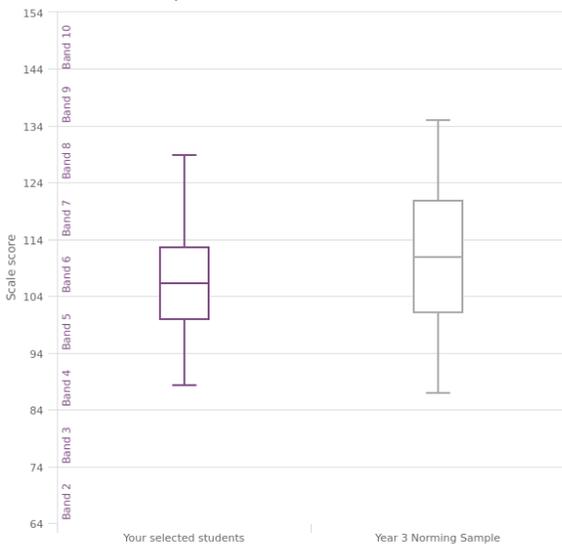
Semester 2 2020

PAT Maths / Norm Reference Report
for students with year level Year 2 between 27-06-2020 and 17-12-2020



PAT Maths / Norm Reference Report

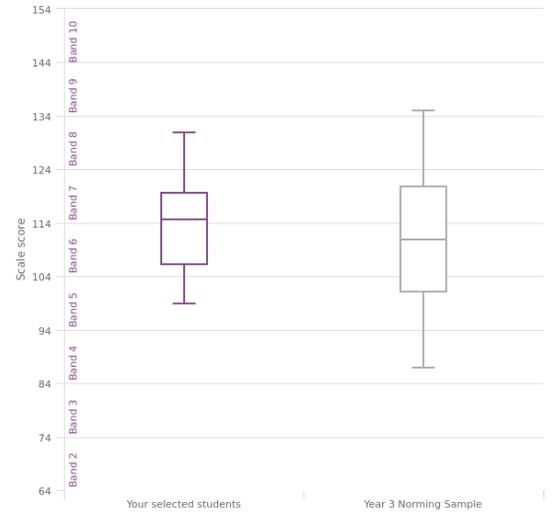
for students with year level Year 3 between 03-02-2020 and 26-06-2020



Year 3
Semester 1 - Median score - 106.2
Semester 2 - Median Score - 114.70
Our Year 3 data showed significant growth. We increased the median score to be **above** the Australian norms and reduced the number of students below

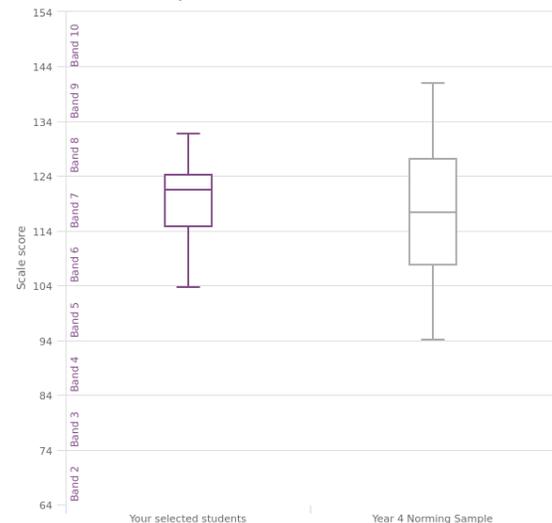
PAT Maths / Norm Reference Report

for students with year level Year 3 between 27-06-2020 and 17-12-2020

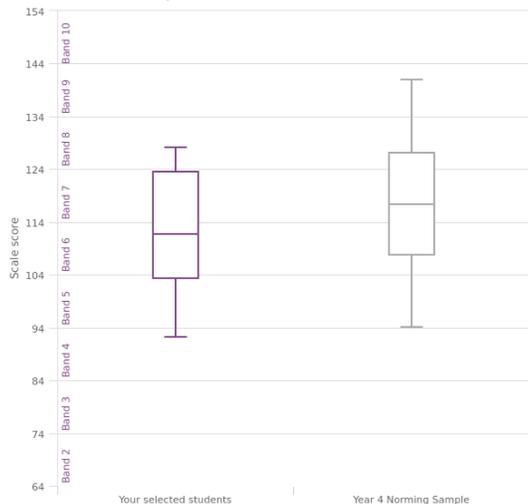


PAT Maths / Norm Reference Report

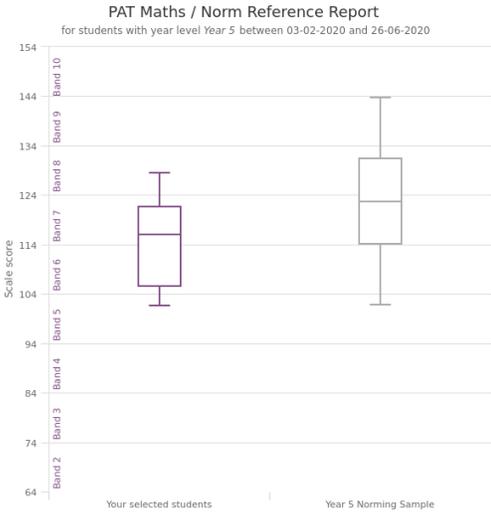
for students with year level Year 4 between 27-06-2020 and 17-12-2020



Year 4
Semester 1 - Median score - 111.8
Semester 2 - Median Score - 121.5
Our Year 4 data showed that we increased the median score to be **above** the Australian norms and reduced the number of students below.

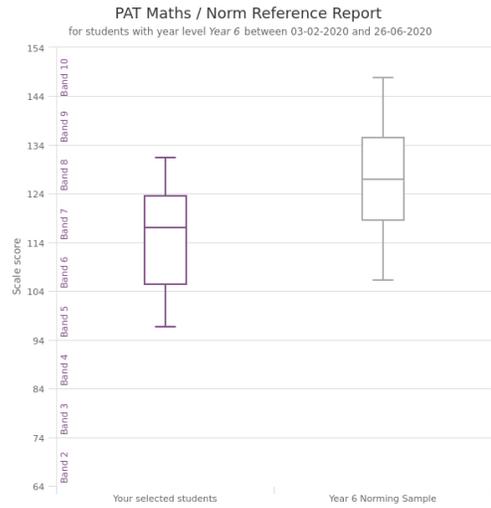
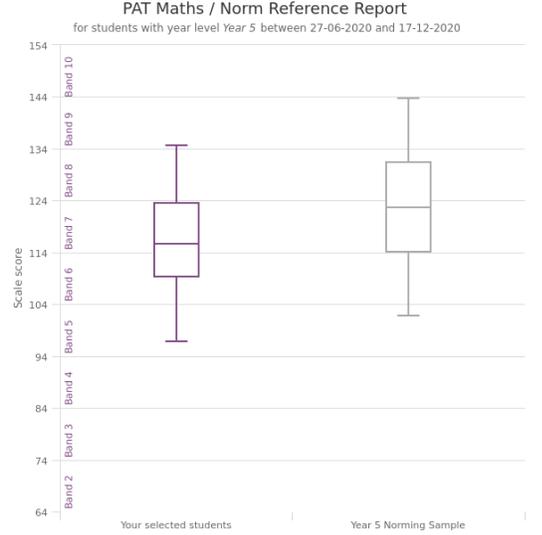


Semester 1 2020

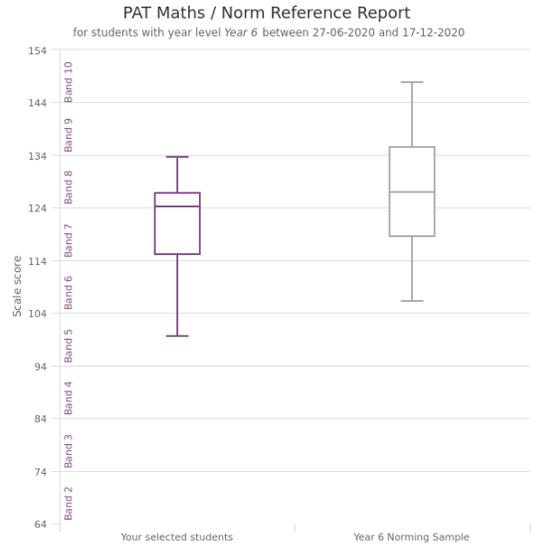


Year 5
Semester 1 - Median score - 116.1
Semester 2 - Median Score - 115.6
Our Year 5 data showed that we increased the median score while increasing the number of students working above the median score by November.

Semester 2 2020



Year 6
Semester 1 - Median score - 117
Semester 2 - Median Score - 124.3
Our Year 6 data showed that we increased the median score by November bringing us more in line with the Australian norms.



HEALTH

Challenges and Choices was investigated as a whole school program to ensure that resilience, drug education and safety (sun, road, bike and passenger safety) was covered across the whole school and staff took part in some Professional learning in regards to this. This program will be implemented in 2021. Protective behaviours was also covered during Health lessons as is mandated by the Department of Education.

Crunch and Sip

Crunch & Sip® is a time in primary schools for students to 'refuel' on vegetables, salad and fruit and 'rehydrate' with water. Students who are not hungry and are well hydrated perform better in the classroom, show increased concentration, and are less likely to be irritable and disruptive. All classes K- year 6 participated in Crunch and Sip and encourage students to bring a water bottle to school to drink water throughout the day in the classroom, during sport, fitness and during breaks. We also participated in the 'Great Vegie Crunch'.

Sun Smart

The Sun Smart Program supports primary schools to develop and implement a sun protection policy that minimises student and staff over-exposure to UV radiation, and reduces the risk of skin cancer.

- All staff and students must wear a bucket hat or a broad brimmed hat when outdoors. Students who do not have a hat must remain in a covered area during breaks.
- Sunscreen is available to students in their classrooms.
- Students wear the school uniform which is a T-shirt with a collar.
- Encourage staff and students to wear sunglasses.

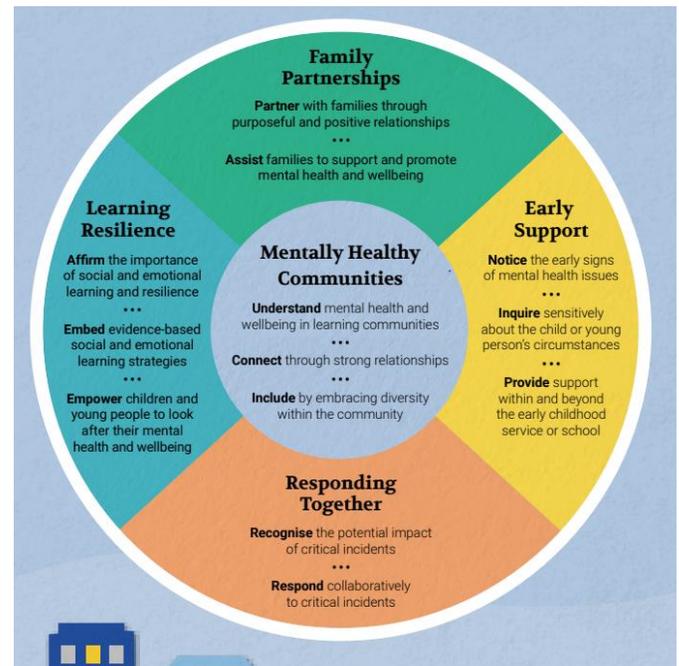
School Chaplaincy Program

- The School Chaplain (Tina) supports the emotional wellbeing of students by providing pastoral care services and strategies that support the emotional wellbeing of the broader school community. Tina works closely with wellbeing and allied health staff in schools to support students and their educational outcomes, staff, families and the wider school community.
- Coordinate parent workshops for the school and broader community to attend, including Positive partnerships, parenting support and accessing agencies within the community.
- Provided emotional well-being support to parents, staff and students in need.
- Link parents to broader community support agencies.
- Provided additional support to students in the playground and assisted in whole class health programs with the support of the classroom teachers on topics of need.



Health Recommendations for 2021:

- Forrestdale to become a registered 'Be You' community.
- Continue implementing Challenges and Choices in all classes/whole Staff PL on Resilience – SDERA.
- All Staff to complete all BE YOU online modules by the end of 2021.
- Aim to increase staff fully trained in current accredited First Aid Training.
- Open the Library once a week for students to read, draw, colour in and play.
- Promote Crunch and Sip with the parents.



PHYSICAL EDUCATION

Physical Education has continued to grow at Forrestdale Primary School. Students in our junior years have been given the opportunity to learn a range of fundamental movement skills, and object control skills, providing a foundation for more complex sporting skills as they progress. Students in the middle and senior years have learnt a variety of sports, and have been provided the opportunity to display the skills of these sports in different games and activities throughout the year. Sportsmanship, following rules and safe use of equipment are elements of sport that are emphasised during all lessons. With the use of Sporting Schools grants, we were able to source coaches for a variety of sports, including cricket. We participated and hosted the interschool cricket carnival for 2020. With the support of administrative and teaching staff, we were able to give students an increased opportunity to participate in sport, with the inclusion of junior and senior sport into the timetable. During these sessions, we played a range of sports and prepared for the Athletics Carnival.





We ran a successful Athletics Carnival with Blue faction taking out the shield. We attended the interschool Athletics Carnival at Mundijong Primary School and ran a successful Cross Country. The highlight for the year was the colour fun run organised and run by the school P & C where all students participated in a range of fun tabloid activities. We completed a community survey to assist in the naming of our three factions based on native birds within the Forrestdale area. The 2020 Physical Education year gave students many opportunities to further develop sporting skills and maintain a healthy life style.

HUMANITIES AND SOCIAL SCIENCES (HASS)

In 2020, the HASS committee were responsible for organising and overseeing a number of whole school events. ANZAC Day and Remembrance Day was commemorated with a simple service via the PA system (due to COVID) including the Rouse and Reveille and students were engaged in activities during class time. NAIDOC celebrations took place over the course of a week with all students participating in a range of activities. This culminated in a whole school display which community members were invited to see. All students explored a number of different aspects of Indigenous Australian culture. The event was a huge success and will look to become an annual event.

City of Armadale Tree and Native Planting Day

The City of Armadale's Parks and Reserve Department facilitated a tree planting event to celebrate National Tree Day on 24 of July, 2020. The aim was to educate students on the importance of the environment and its preservation. Local native trees and shrubs were planted into a bushfire affected area to assist with the regeneration and provide habitat and food for our native fauna. 300 natives were planted, mulched and watered on the day.



TECHNOLOGIES

In 2020 Forrestdale Primary School became part of a STEM initiative which provided opportunities for staff to attend professional learning in this area of integrating Science, Technologies, Engineering, and Mathematics across curriculum areas. These staff began to introduce these projects into their classrooms and will continue to work towards designing whole school STEM projects through professional learning and discussions. These projects increase students cooperative and collaborative skills while working on real world problems and projects.

Students worked on their typing skills and demonstrated their knowledge with success, proving that they were confident users of iPads and desktop computers. Some classes were introduced Code.org, a computer science program. This program encouraged and fostered creativity and taught our students critical thinking skills allowing them to become proactive learners. ICT and Digital Technologies continues to be embedded across the school and used across all learning areas.



SCIENCE

Science was delivered to students from pre-primary to year 6 in 2020. Students had the opportunity to explore all four science topics throughout the year. A STEM based science approach was delivered to students through Primary Connections and Science: A STEM approach RIC resources. Students worked on STEM projects related to the science topics each term. For example, year 3's built solar ovens during physical science to observe how heat from the sun is transferred faster using reflection from aluminum foil to melt chocolate. Within lessons students used questioning and prediction, they planned and conducted experiments, processed and analysed data and information from results, then evaluated with peers through sharing and communicating.



Students learnt new scientific words through warm ups at the start of each lesson. WALT and WILF was also used within science to help students understand and clarify learning objects for each lesson. The 2020 science year gave students many opportunities to investigate, reflected and analyse various data.

THE ARTS

Music

The year started well with all classes from Kindergarten to Year 6 receiving a 45-minute music lesson per week. Senior Choir Years 4-6 and Junior Choir Years 1-3 were established and preparations began for the Senior Choir to perform at our annual ANZAC day Ceremony. The first district Dale Music network meeting was held to select dates, songs for the festival and distribute resources and jobs. Then COVID 19 restrictions occurred and unfortunately no public performances were allowed until Term 4. Forrestdale Primary School Graduation Assembly, Book Award Assembly and 'Evening on the Green' (EOTG) occurred in Term 4. The choir performed once each. The guitar students gave a performance and every class performed at EOTG.



Visual/Media Arts

Visual Arts was taught by classroom teachers and involved many projects. Students used visual art elements and selection of materials, media and/or technologies to create specific artworks relevant to their year level. Painting, 3D sculptures, drawing were among some of the activities all students participated in. Responses to their own and others' artwork, reflecting on meaning using visual art terminology was encouraged.

Students considered responses to, and respect for, a variety of media from different social, cultural and/or historical contexts in Media Arts.

Responses involved identifying and reflecting on the meaning and purpose of their own and others' media work, using media terminology.



Dance



During Term 3 students were given the opportunity to participate in a dance program through 'Wellbeing 4 Kids' who came to the school once a week. Students participated in exploration, improvisation and organisation of movement ideas to perform a dance that expresses an idea or message. These dances were in recognition of all essential workers during the COVID Pandemic. Students combined fundamental movement skills to develop body awareness, coordination, control and balance.

INDONESIAN

In 2020 the Year 3s, 4s, 5s and 6s were participating in Indonesian classes. Our Indonesian teacher utilised the *Ketawa* program which provided support in teaching the Indonesian language. The program allowed our students and teachers to hear the Indonesian language and complete activities online. Students participated in many fun activities including cooking, singing and dancing, performing an Indonesian song and dance at the school Indonesian assembly.



SCHOOL PLAYGROUND

As a whole school we looked at the National Quality Standards and identified that we needed to improve in meeting the standards addressing the Physical Environment. This saw the introduction of our Loose Parts Play area. We also introduced mud kitchens and additional equipment for students to utilise in the sand pit areas. New Bikes, play equipment and a cubby house were purchased and added to our Early Child hood area.

What are loose parts?

Loose parts create richer environments for children to play, giving them the resources they need to extend their play. Loose parts aren't prescriptive and offer limitless possibilities.



Children need environments they can manipulate and where they can invent, construct, evaluate and modify their own constructions and ideas through play. Children require opportunities to develop ownership of the environment where they play. The introduction of loose parts, such as scrap materials, sand and water increases the possibilities for children to engage in these types of behaviours even in 'artificial' environments, outside or in.



SCHOOL INCURSIONS/EXCURSIONS

During the year the students were given many opportunities to participate in a range of excursions and incursions. The Year 3 students had a visit from the Fire Fighters, All of the Kindy and Pre-Primary students went to Scitech by bus and had a great day of scientific discovery. Selected students travelled to other schools for interschool events. The Year 1/2 students had an incursion on Algae Buster through South East Regional Centre for Urban Landcare (SERCUL) where they took part in an interactive presentation learning about catchments, nutrients and algae.



WHOLE SCHOOL EVENTS



BOOK AWARDS & GRADUATION ASSEMBLY



EVENING ON THE GREEN



Destination Schools

2020 school destinations of the 2019 student cohort

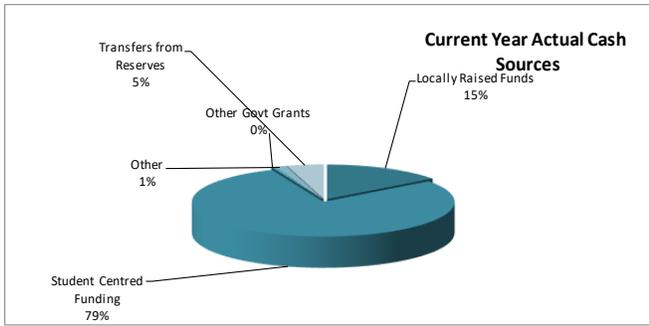
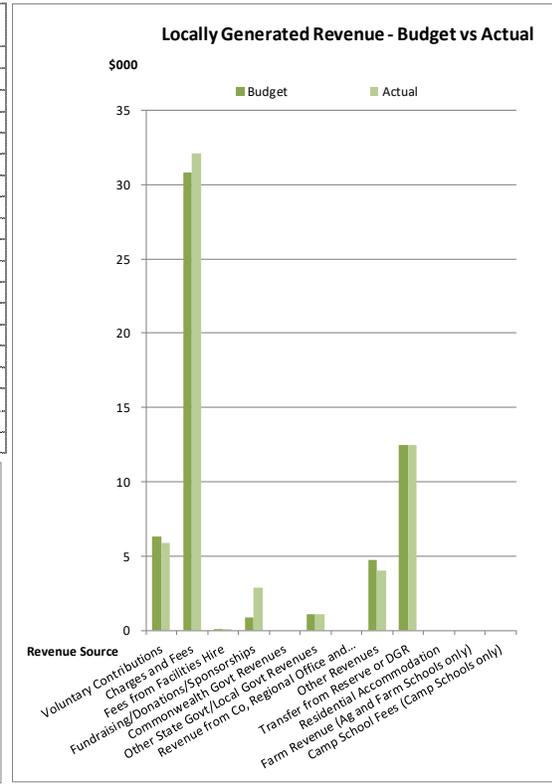
Year Level : Male: 9 Female: 10 Total: 19

Destination Schools	Male	Female	Total
4003 Armadale Senior High School	2	3	5
4132 Cecil Andrews College	1	3	4
4058 Kelmscott Senior High School	2	1	3
4193 Byford Secondary College	2		2
4198 Harrisdale Senior High School	1	1	2
4210 Hammond Park Secondary College		1	1
1449 Sowilo Community High School		1	1

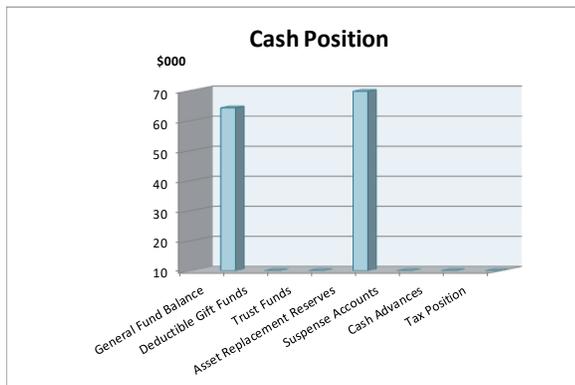
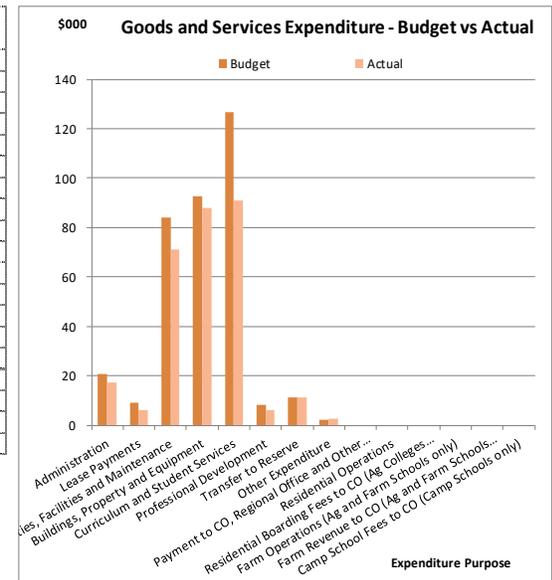


Forrestdale Primary School
Financial Summary as at
31 December 2020

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 6,332.00	\$ 5,898.00
2 Charges and Fees	\$ 30,801.51	\$ 32,107.80
3 Fees from Facilities Hire	\$ 9.00	\$ 9.09
4 Fundraising/Donations/Sponsorships	\$ 890.00	\$ 2,890.00
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 1,075.00	\$ 1,075.00
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 4,761.69	\$ 4,041.99
9 Transfer from Reserve or DGR	\$ 12,500.00	\$ 12,500.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 56,369.20	\$ 58,521.88
Opening Balance	\$ 82,047.00	\$ 82,047.05
Student Centred Funding	\$ 216,265.73	\$ 216,265.73
Total Cash Funds Available	\$ 354,681.93	\$ 356,834.66
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 354,681.93	\$ 356,834.66



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 20,757.00	\$ 17,064.00
2 Lease Payments	\$ 9,000.00	\$ 6,134.07
3 Utilities, Facilities and Maintenance	\$ 83,965.10	\$ 71,200.04
4 Buildings, Property and Equipment	\$ 92,589.41	\$ 87,681.76
5 Curriculum and Student Services	\$ 126,644.41	\$ 90,883.97
6 Professional Development	\$ 8,000.00	\$ 5,891.58
7 Transfer to Reserve	\$ 11,382.00	\$ 11,382.00
8 Other Expenditure	\$ 2,344.01	\$ 2,410.92
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)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 354,681.93	\$ 292,648.34
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 354,681.93	\$ 292,648.34
Cash Budget Variance	\$ -	\$ -



Cash Position as at:	
Bank Balance	\$ 126,562.89
Made up of:	\$ -
1 General Fund Balance	\$ 64,186.32
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 69,689.57
5 Suspense Accounts	\$ 31.00
6 Cash Advances	\$ -
7 Tax Position	\$ (7,344.00)
Total Bank Balance	\$ 126,562.89