



Annual Report 2020



Principal's Message

It is with great pleasure I present to you the 2020 Baldivis Gardens Annual Report. The 2020 school year was full of challenges as we learned how to work in a COVID safe environment. However, our Baldivis Gardens school community was very supportive and together we adjusted our school events and protocols resulting in minimal disruption and some very positive outcomes. This was indeed a team effort and I would like to acknowledge our very committed and professional staff, our School Board, our hard working P&C and our parent community. Everyone was required to be flexible, creative and understanding and I think together we negotiated our way through the COVID journey very well.

This was the first year of our new 2020 – 2022 Business Plan. Our Vision, GROW ethos, motto and many of the strategies remained the same. My staff and I, supported by our School Board, realised the importance of building on the success we had experienced since our foundation in 2017, and the importance of consolidating and reinforcing our Vision, our ethos, and continuing on with strategies that had proven successful. We stayed with the Nurture Grow Thrive motto to form the basis for our plan, with Nurture section listing the strategies, Grow outlining our targets and Thrive describing our vision for a thriving school community.

Unfortunately, as NAPLAN 2020 did not go ahead due to COVID we will not have 2020 NAPLAN data to show progress towards our targets. However, as a school we collected NAPLAN data for our Year 3 and Year 5 2020 cohorts which has assisted us in measuring progress and determining if our targets are achievable. Our progress towards our new Business Plan targets are clearly outlined later in this report.

Our School Review didn't go ahead in 2020 due to COVID though we look forward to showcasing the work and achievements of our school in 2021 when our Review is scheduled.

It is a privilege to work with our School Board and I would like to publicly acknowledge the work of Kat Lothian our 2020 Board Chair. Kat took over from our Foundation Board Chair Judith Hill at the end of 2019 and she has capably and confidently led our School Board providing much guidance and support to me. Kat left our Board in 2020 as her last child has graduated from Baldivis Gardens. Kat will be sadly missed on the Baldivis Gardens Board, and I thank her sincerely for her work and commitment to our school. Knowing that Kat will be leaving us, Gillian Clifford, already a parent member of our Board was elected to fill this role. I have already done Board training with Gillian, and with two daughters at our school, Gillian is keen to do all she can to continue the good work of our Board.

2020 was a very good year for our P&C community capably led by Michaela Toia and her hardworking P&C Executive. Despite the restrictions of COVID they held a number of significant fundraisers and monies raised contributed greatly to our school. We value the work of the P & C in building a strong parent community and we look forward to their continued support in 2021.

Throughout 2020 we had significant staffing changes due to a number of our permanent staff going on maternity leave and others seeking further career opportunities in other schools. However, the quality of the teachers we have employed has ensured we continue to provide exemplary teaching in a learning environment that is positive, supportive and engaging. I am very conscious of the need to seek a balance of gender, age and experience when employing staff. This will remain a priority in 2021.

Student numbers have not grown as expected. Despite taking new enrolments through 2020, our numbers have not grown significantly due to our community becoming increasingly transient as they seek employment elsewhere as a result of the impact of COVID. Over the next year we may see more significant growth due to the COVID Government stimulus packages that has seen most of the building blocks in our school's catchment area being sold.

It is indeed a joy and privilege to continue to lead Baldivis Gardens as we enter a new season in our school's history. I am very proud of the way our school is respected in the Baldivis community for our commitment to our values, our vision and our GROW ethos. We are no longer a new school and we must prove that we can sustain the standards and achievements we have achieved since our foundation. I acknowledge, thank and pay respect to my Leadership team of Mrs Mel Stewart, Mr David Batt and Miss Clare Addison who have provided exemplary leadership through some very challenging times and continue to unconditionally support me in my role as principal.

Jayne Ebsworthy
Principal

Message from the Board Chair

I think that it is fair to say that 2020 was a year like no other which, despite a positive start with happy faces and a wonderful picnic in the garden, threw many new and unexpected challenges at Baldivis Gardens Primary School throughout the year.

As the Board Chair for 2020, I must first acknowledge and thank Principal Jayne Ebsworthy and her team for their commitment and dedication despite the constantly changing circumstances and hurdles, always managed with a can-do attitude and smiles on their faces. I'm sure that I echo the feelings of the wider school community in saying that they did an extraordinary job and our children and families couldn't be more grateful for the care and support they received from Baldivis Gardens Primary School in 2020.

During the year, we welcomed a number of new Board members: parent representative Gillian Clifford,

community representative Laura Ballantyne and teaching representatives Rochelle Taylor and Kerry Gibson. Although we did have to miss one meeting as a Board due to lockdown restrictions and many of our meetings were held with social distancing requirements in place, we managed to keep the momentum of previous years and achieved a lot as a Board.

An important part of the Board's work is providing input into and oversight of the school's business plan. While the Board does not get involved in the operations of the school, it is important that the Board feels assured that the areas of focus outlined in the business plan are being progressed.

Throughout 2020, the Board had the opportunity to reflect on the work being done to achieve the targets in the Baldivis Gardens Primary School Business Plan 2020-2022 and we were lucky enough to hear from some of the staff involved in delivering the programs. This included presentations on the school's approach to explicitly teaching social and emotional skills; the Talk4Writing program; the Nurture component of the business plan; and hearing from the school's psychologist and work she is doing to support mental health, particularly in the context of the business plan.

In addition, we supported the school by considering and providing advice on areas such as whole school planning documents, which help to provide consistency across the school, the Behaviour Policy and plans for out of hours care. We received updates on the school's finances, approved the 2021 booklists and contributions and charges and we held an open meeting and hosted Board training. The Board was particularly impressed by the approach taken to NAPLAN, which despite being cancelled Australia-wide for 2020, was still undertaken by the school using past tests to ensure continued monitoring of the progress of the children across the different cohorts.

The Board is an important part of the governance of the school, having both an approval and advisory role, helping to ensure that the school's priorities reflect the needs of the students. Baldivis Gardens Primary School is lucky to have a fantastic, engaged, cohesive and hardworking Board and I feel privileged to have been involved over the past three and a half years as both a member and more recently as the Chair.

On behalf of the Baldivis Gardens Primary School Board, I extend my thanks to Jayne and the outstanding leadership team and all of the exceptional and devoted teaching and administrative staff for their hard work and dedication to excellence, as well as the broader community for their support throughout 2020. No matter what 2021 brings, we know that working together as a school community, focused on the best possible education for our children, we can achieve anything.

Kat Lothian, School Board Chair, 2020

A Review of Our Business Plan: Strategies implemented in 2020

NURTURE: OUR STRATEGIES TO ACHIEVE OUR TARGETS

Nurturing Successful Students

We continued to implement the teaching and learning strategies we had found successful in our first three years. These strategies are clearly explained in our 'Agreed Practice' documents. Embedding our 'Agreed Practice' documents in all classrooms remained both a focus and a challenge as we experienced considerable staff changes. However, our constant review and audit of our 'Agreed Practices' in staff meetings and phase of learning meetings, has ensured continuity and consistency in the teaching of Literacy and Numeracy across our school. Our Literacy and Numeracy data shows the strategies in place are effective and this is reflected in the data included in this report.

We are very much aware our positive school culture is indeed a strength but an area that needs relentless focus. Our GROW ethos and Nine Core Values continued to provide a strong foundation for our school culture. Throughout 2020 we reviewed the program we were using to explicitly teach social and emotional skills. As a result of this review we made a decision to move from the program 'Highway Heroes' to 'Resilience Rights and Respectful Relationships' which is published by the Victorian State Government. After much research, my staff decided this program was more relevant to our school community and found the resources more useful and accessible.

We worked tirelessly to ensure a safe and positive school culture. We actively sought professional learning and support from other agencies to manage students with special needs and challenging behaviours. This resulted in additional training for staff which will continue in 2021. Our school has been accepted to participate in the WA PBS (Positive Behaviour Support) Program and also our staff will be involved in CMS (Classroom Management Strategies) training. Both programs support and upskill staff to ensure our school continues to provide a safe, positive and nurturing school culture and environment.

Our specialist programs continued to provide a really rich and varied curriculum for our students. Our Specialist Science teacher Mrs Kym Raphael moved back into a classroom teacher role part way through 2020 to pursue her career aspirations, and a temporary teacher filled this position for the remainder of the year. I would like to acknowledge the extraordinary and exemplary work of Mrs Raphael in establishing our Foundation Science Program. Mrs Raphael is indeed a passionate educator and scientist, and she will continue to mentor and support the new permanent Science teacher.

Our Physical Education teacher Mr Jamie Gardiner left us at the end of 2020 to pursue a new career opportunity in a local secondary school. As our foundation Physical Education Teacher Mr Gardiner has focussed our school community on the importance of good health, raised the fitness levels of our students, explicitly taught our students the skills needed to participate in team sports and provided numerous opportunities to compete in school and community sport. This is reflected in our data presented later in this report. We acknowledge and thank Mr Gardiner for his leadership, teaching and inspirational practice.

COVID reduced the opportunity for our Music students to perform, yet our Senior and Junior Choir continued to faithfully rehearse each week before school. Their performance at our Music concert and Christmas concert was a highlight for our school community as was the performance of our Senior Choir in a large scale Telethon production shown over the Telethon weekend. We acknowledge and thank Mrs Kate Graham our Music teacher for providing these wonderful performance opportunities for our students.

Our German program continued to provide an opportunity for our students to learn another language and reap the benefits learning another

language provides for our students. Our German program continued to be enhanced through our 'German in the Garden' Program and the involvement of a Languages Assistant supporting our Language teacher Lisa Merta. Clara Puhl a student teacher from Germany was our 2020 Languages Assistant and she did an exceptional job teaching German in the context of our 'Garden'. Clara, together with Tanya Ferguson, one of ours experienced Education Assistants, are to be commended on all they achieved through this 'hands on' garden program.

We are confident our school continues to provide quality teaching and learning programs that are nurturing our students so they grow to their potential, providing opportunities for them to thrive. We are very much aware we cannot do this on our own and we acknowledge that our Vision statement reflects the need for parents to share this responsibility.

We are aware that our attendance data reflects the fact not all parents have the capacity or motivation to ensure their children attend regularly. The staff and the Board are conscious we have some work to do in the area of attendance and we will work alongside parents to support and encourage them to ensure our students get every opportunity to attend school regularly.

Nurturing Staff and Building Leader Capacity

We continued to nurture our staff and provide leadership opportunities throughout 2020. An Executive Leadership team was formed comprising of the Administration team, Phase of Learning leaders and Curriculum leaders, including our Specialist teachers. The Executive team is an opportunity to give our aspirant leaders an opportunity to engage in whole school leadership and oversee our school's direction. The Executive team together with the School Board will ensure close monitoring of the strategies contained in our Business Plan and our progress towards our school targets.

During 2020 four of our much valued permanent staff went on maternity leave providing an additional opportunity to employ new staff. The Administration team was aware that we needed to seek a balance in staff experience and gender and our new recruits provided this balance.

Our Peer Coaching model has commenced and is a 'work in progress' requiring further focus in 2021. Performance management is also an area we strive to improve and develop so it truly provides valuable feedback, support and mentoring for all staff, both teaching and non teaching. We are aware of the importance of supporting new staff and in 2021 we will refine our processes and procedures to ensure staff have a more smooth and more informative transition to our school.

Our FISH! philosophy, together with our Agreed Staff Values continued to guide our staff culture. We are aware, just like our Agreed Practice documents, these must be continuously re visited and staff must be reminded of the importance of a positive and respectful staff culture. We do this regularly through our Tuesday meetings, staff meetings and on our pupil free days where staff engage in a variety of discussions and activities to reinforce our FISH philosophy and staff values. We are very proud of our staff culture and throughout 2021 we will work tirelessly to maintain these high standards.

With the Principal taking long service leave one day per week in 2021 there will be further opportunities for staff to act in a variety of roles, providing valuable experience to our aspirant leaders.

Nurturing our School Community

Although COVID did reduce the opportunities for our community to attend events at school or to enter classrooms we continued to provide regular communication to our parents through Connect, text messages, emails and regular Facebook posts. Classroom teachers increased their communication via Connect and this proved popular with parents and engaged more parents with Connect. We are aware not all parents engage with our communication, and through 2021 when COVID restrictions ease, we will provide more opportunities for parents to come into the school. We know that close communication between home and school improves student outcomes and we will continue to make this a priority. However, as our Vision statement reminds us this is a shared responsibility between the school and parents.

2020 was a very good year for our P & C and strong respectful relationships were built between the P & C and the community. Despite COVID restrictions the P & C raised considerable funds and built very positive

relationships within our school community. The school values highly the work of our P & C and look forward to collaborating with the P & C to build our community and raise much needed funds.

Once again, the Board provided strong, positive and respectful governance and we continued to build relationships within the local community. We made the decision to change our out of hours child care provider and in 2021 OSH Club will now be the provider of before and after school care. We thank the YMCA for the service they have provided over the last four years.

At the end of 2020, we applied for and was granted funding for a Defence Force Transition Aide for our school. We are excited about the opportunities this will provide our Defence families and look forward to filling this position.

Our relationship with Curtin University continued in 2020 with the Curtin Speech and Language students providing valuable support for our early childhood students, staff and parents. This is a very important relationship as we acknowledge the importance of early intervention for students experiencing speech and language delay.

2020 brought a new Chaplain to us when Deb Cunningham resigned to pursue other opportunities in local schools. We thank Deb Cunningham for her work in our school since our opening in 2017 and we welcome Laura Ballantyne to our school in the role of Chaplain. We value highly the relationship we have with Youthcare and the importance of the chaplaincy program in our school. Employed by Youth Care Laura sits on our Board as a community representative.

As our school community grows we will endeavour to engage more community involvement, support and sponsorship as we know this will enhance our school and lead to improved learning opportunities for our school.

GROW: Our Targets

Our progress towards are targets are as follows:

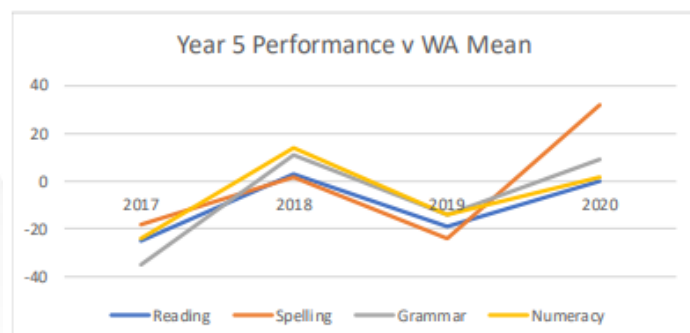
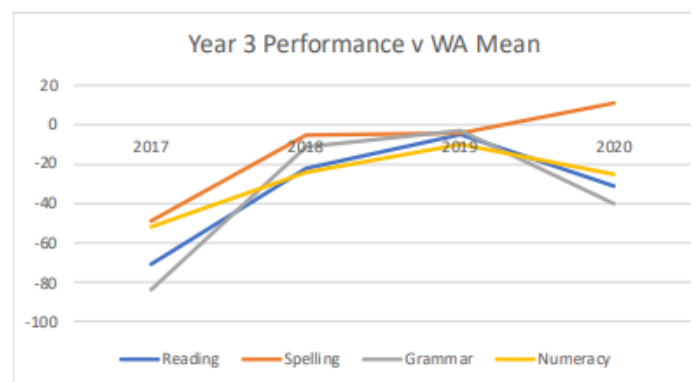
Literacy and Numeracy Targets

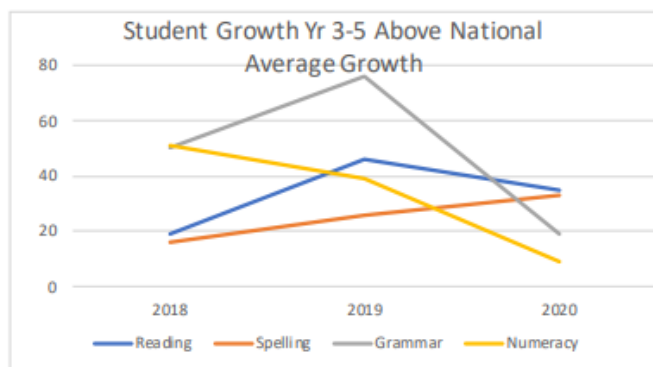
All our Literacy and Numeracy Targets are based on comparison of NAPLAN scores or student progress using On-Entry and NAPLAN data. As the 2020 Online NAPLAN testing was cancelled Australia wide in 2020, these targets are not able to be assessed.

As Online NAPLAN was cancelled, we decided that a gap in the data set for students was not desirable. It was decided that we would use pre-existing NAPLAN tests to enable data to be collected and analysed. The 2009 tests were used and were administered online via the IMPROVE platform. Each student in Years 3 and 5 completed tests in Numeracy, Language Conventions and Reading.

In order to 'normalise' the data, the data sets for 2017-2019 were also reworked to ensure that the results and trends could be analysed. The references to WA and National figures have been taken from the National NAPLAN reports for each year.

The data shows that there was a slight dip in achievement in 2020 (based on WA Mean) for the Year 3 students in all aspects (except Spelling). For the Year 5 students, the data demonstrated above WA Mean for all elements of the test. The Growth from Year 3-5 again showed promising growth with achievement above National Mean Growth for the third year in a row.





Science Targets

80% of stable cohort students achieve and effect size of 0.4 or greater when tested using the Baldivis Gardens Inquiry Skills Assessment

The testing regime for 2020 was a little interrupted firstly due to COVID-19 uncertainty arising at our usual inquiry testing time and then a change in Science teacher for Semester 2. As many students were away and the inquiry testing takes a number of weeks with DOTT changes, it was decided that this testing would not take place during 2020 and would recommence during 2021.

80% of stable cohort students achieve and effect size of 0.4 or greater when tested using the Baldivis Gardens Content Understandings Assessment

The results of the content understanding tests were a little varied with our Year 6 students performing below expectations. The Year 6 cohort in 2020 on average tested below expectations in most end of year tests. Looking at the data overall, the Year 4 and Year 5 students performed well and on average met the effect size target. The Year 4 students performed particularly well and over 94% achieved the effect size of 0.4. The overall effect size for the three cohorts was 0.71 with 60% achieving over 0.4.

Cohort	Average Effect Size	Percentage Over 0.4
Year 4 Stable	1.64	94%
Year 5 Stable	0.82	61%
Year 6 Stable	-0.21	24%

Overall Average	0.71 (1.26 excl Yr 6)	60% (79% excl Yr 6)
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Health and Physical Education

Increase the percentage of students who improve their fitness levels as recorded through standardised fitness assessments

The students in years 2,4 and 6 participate in the standardised fitness test during Semester 1 and 2. They are then categorised using standardised norms. The results for 2020 were as follows:

Year 2	Needs Work	Below Average	Average	Good	Excellent
Sem 1	7%	22%	25%	32%	14%
Sem 2		27%	21%	31%	21%

Year 4	Needs Work	Below Average	Average	Good	Excellent
Sem 1	19%	15%	26%	22%	18%
Sem 2	19%	19%	24%	24%	14%

Year 6	Needs Work	Below Average	Average	Good	Excellent
Sem 1	37%	12%	9%	20%	22%
Sem 2	23%	14%	9%	18%	42%

The data shows good gains in Year 2 and 6, with negligible changes in the Year 4 results from Semester 1 to Semester 2.

As we can now compare data over a number of years, we can review longitudinal changes. The Year 4 results

compared with the Year 2 results in 2018 show that 38% of students in Year 4 were below average in 2020 and 23% of these students were below average when tested in Year 2 at the start of 2018. The Year 6 results compared with the Year 4 results in 2018 show that 37% of students in Year 6 were below average in 2020 and 60% of these students were below average when tested in Year 4 at the start of 2018.

Increase the percentage of students participating in physical activity outside of school hours as recorded through the Attitude to Sport, Fitness and Healthy Lifestyle Survey

The data collected over the four years since the school opened shows that each year this is an increase in the percentage of students that participate in physical activity outside of school. The school provides opportunities for students by running before and after school sporting opportunities in addition to promoting the various local sporting associations and clubs. Since 2017, there has been an increase of over 6% and in 2020 76% of students surveyed indicated that they participated in physical activity outside of school.

Year	% Participating in Physical Activities Outside School
2017	69.7%
2018	73.7%
2019	74.3%
2020	76.0%

Music

Increase the number of students engaged in out of school hours Music Programs through choir, instrumental music and ensembles

This Music data demonstrates that students have embraced our exemplary Music program and consequently our choir numbers have increased in

Senior Choir and our instrumental program is continuing to build strongly. Our plan for 2020 was to focus on providing more performance opportunities for our Junior Choir to encourage numbers and attendance at choir sessions before school. COVID-19 has limited opportunities in 2020 to virtual and online performances only. This has also affected choir numbers.

	2017	2018	2019	2020
Junior Choir	14	50	36	27
Senior Choir	16	30	40	29
Instrumental	0	9	19	21

During 2020, we started our School Band and this had 9 participants who performed at our end of year awards assembly. Included in this number was a Baldvis Secondary Student and also a student at another local Primary School who were unable to offer the opportunity of performance and practice due to numbers.

German

An addition to our 2020 - 2022 Business Plan was the inclusion of Targets for Languages (German). This annual oral test was created by our Languages teacher Lisa Merta. The results from the 2020 assessment will be the baseline data that will be used to measure progress for the stable cohort in Years 2 -6. The analysis of this data will also be used to inform planning and the German in the Garden Program.

The 2020 baseline results can be summarised as follows:

Year	Above 60%	41%-60%	Below 40%
2	37%	61%	2%
3	27%	67%	6%
4	61%	35%	4%
5	56%	42%	2%

Attendance

Attendance has a significant impact on student achievement and attitude towards learning. Data collection and comparison in 2020 is difficult due to the COVID-19 implications on attendance and the Department not issuing any comparative 2020

attendance data. We continue to monitor our attendance rates and note that there is a continued decline in students attending regularly to where 65% of students were in the regular attendance category in Semester Two of 2020. We look to implement strategies to promote better attendance across all areas in 2022. The focus must be on parent education and support as many of our parents do not understand or respect the importance of attending every day. We feel this work with parents is best done by classroom teachers informing parents of the day to day impact of repeated absences on student achievement.

THRIVE: We are aiming for thriving students, thriving staff and a thriving school community.

We are very proud of our 'Thrive Statements' that clearly articulate what we are aiming for. These Thrive Statements together with our Vision and Purpose Statement give our school community a clear vision of what we are aiming for. In 2021 we will continue to strive for thriving students, thriving staff and a thriving school community.

Thriving Students

A thriving student is engaged in their learning, takes pride in their achievement, is motivated to achieve to their potential and works towards set goals with a focus on progress. They feel safe, supported and empowered, are able to regulate their emotions and demonstrate resilience when faced with challenges. Thriving students are healthy, dedicated students with the skills and strategies to be independent and collaborative. They are respectful and committed to upholding and demonstrating the school rules, GROW ethos and values of the school.

Thriving Staff

A thriving staff member has an engaging, calm and respectful manner and embraces the positive culture of our school. They are compassionate and empathetic and make it a priority to develop strong and positive relationships with students, colleagues, and parents. They provide a safe, organised and orderly learning environment that supports student growth and development. They know their students and how they learn and cater to their differing academic, physical, social and emotional needs. They guide students to set goals and provide valuable and timely feedback to improve student outcomes. They

display connected practice, are committed to the school vision, values and priorities and seek to maintain collaborative, supportive and empowering relationships within the school community. Staff have high expectations of themselves and all stakeholders, reflecting on their practice and actively seeking ways to improve.

Thriving Community

A thriving school community is engaged, supportive and dedicated to providing a positive and nurturing environment where students can focus on learning. Parents are committed to supporting their child's learning and share the responsibility for the social, emotional and physical development of the students. They are good role models, value respect and are actively involved in their child's education by building strong relationships with educators and the wider community, ensuring students are prepared for learning each day and openly communicating with teachers. A thriving community collaboratively celebrates the growth, progress and success resulting from shared partnerships, involvement and responsibilities. They promote the school in the community, connect and foster relationships with outside agencies and local businesses to benefit the whole school community.

Financial Statement 2020

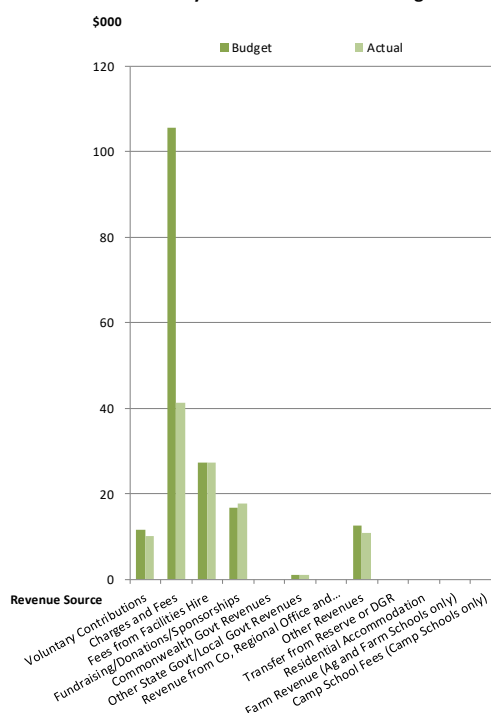
Our financial statement on the next page reflects our financial situation at the end of 2020. Our finances continue to be monitored closely by our Administration and overseen by our School Board.

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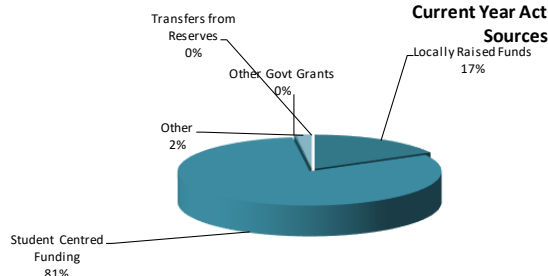
Baldivis Gardens Primary School **Financial Summary as at** **31 December 2020**

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 11,468.00	\$ 10,097.65
2	Charges and Fees	\$ 105,749.00	\$ 41,280.60
3	Fees from Facilities Hire	\$ 27,273.00	\$ 27,272.72
4	Fundraising/Donations/Sponsorships	\$ 16,690.05	\$ 17,792.85
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	\$ -	\$ -
8	Other Revenues	\$ 12,595.03	\$ 10,819.69
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 174,775.08	\$ 108,263.51
	Opening Balance	\$ 105,659.38	\$ 105,659.38
	Student Centred Funding	\$ 457,202.04	\$ 457,202.04
	Total Cash Funds Available	\$ 737,636.50	\$ 671,124.93
	Total Salary Allocation	\$ 4,813,035.00	\$ 4,813,035.00
	Total Funds Available	\$ 5,550,671.50	\$ 5,484,159.93

Locally Generated Revenue - Budget vs Actual

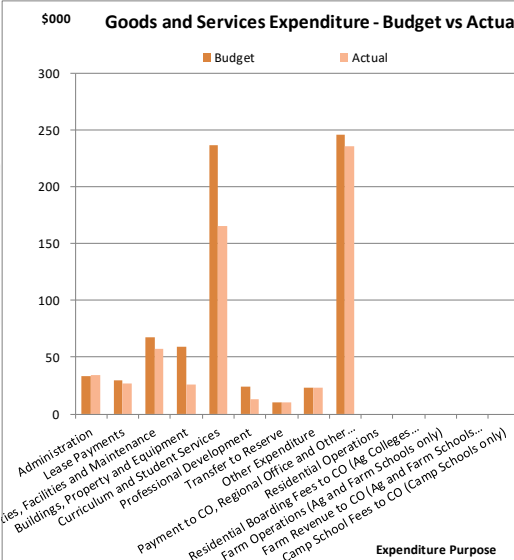


Current Year Actual Cash Sources

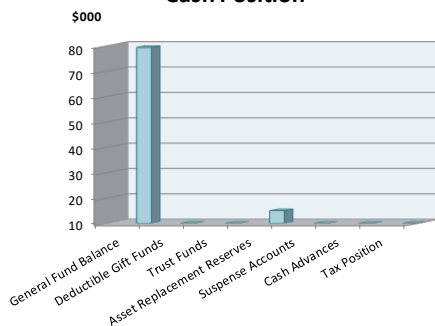


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 33,356.30	\$ 34,530.12
2	Lease Payments	\$ 29,271.00	\$ 26,656.90
3	Utilities, Facilities and Maintenance	\$ 67,814.00	\$ 57,609.62
4	Buildings, Property and Equipment	\$ 58,965.50	\$ 26,298.96
5	Curriculum and Student Services	\$ 236,199.02	\$ 165,378.82
6	Professional Development	\$ 24,000.00	\$ 12,892.26
7	Transfer to Reserve	\$ 10,000.00	\$ 10,000.00
8	Other Expenditure	\$ 23,327.24	\$ 23,212.03
9	Payment to CO, Regional Office and Other Schools	\$ 245,333.00	\$ 235,172.75
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	\$ 728,266.06	\$ 591,751.46
	Total Forecast Salary Expenditure	\$ 3,958,578.00	\$ 3,958,578.00
	Total Expenditure	\$ 4,686,844.06	\$ 4,550,329.46
	Cash Budget Variance	\$ 9,370.44	

Goods and Services Expenditure - Budget vs Actual



Cash Position



Cash Position as at:

Bank Balance	\$ 94,946.39
Made up of:	
1 General Fund Balance	\$ 79,373.47
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 15,000.00
5 Suspense Accounts	\$ 2,472.92
6 Cash Advances	\$ -
7 Tax Position	\$ (1,900.00)
Total Bank Balance	\$ 94,946.39