



# SCHOOL REPORT 2022

# School Report 2022

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## ACKNOWLEDGEMENT OF COUNTRY

We respectfully acknowledge the past and present traditional owners of the land on which we work and live, the Wadjuk people of the Noongar nation. We also acknowledge the contributions of Aboriginal Australians and non-Aboriginal Australians to the education of all children and people in this country we all live in and share together – Australia.

### Our Vision

Our school community will provide a challenging, innovative, and caring environment that encourages students to soar to new heights in excellence through unity.

### Our Values

Friendly • Achievers • Respectful



# Section One: School Overview

## Annual School Board Chair Report 2022

With the end of 2022, it is spectacular to look back and see how much our school has grown. Not only with improvements, but also with staff members and the community coming together as a team.

As a school board we have an official role, as defined by the Department of Education, which includes reviewing school performance; developing and reviewing the school Business Plan; reviewing and approving school budgets and charges; and establishing and reviewing the school's objectives, priorities and general policy directions. In addition to this official role, we agree to be ambassadors and advocates for the school; develop a culture of service; support our staff; and be available to other parents.

Some wonderful improvements to the school include the new classroom names and signs, which we collaborated with local First Nations families and invited an Elder to confirm the correct pronunciation. The Yarning Circle was moved to be closer to our Peaceful Garden. The school carpark has been filled and graded, with bitumen hopefully not too far away.

The whole school moved together through their implementations of procedures for academic improvement, we began to see the growth shown in the statistics presented to the board. One program in particular that has received a very positive response from the students is LITPRO. Thank you to one of our new teachers that started with us this year, we have a renewed interest from the students for reading. The ESAT School review was completed in Term 4 of 2022 to focus on the Student Achievement and Progress domain, this went spectacularly well and is reflected in their report back to the school stating that the next review will be in 2024. This is a huge achievement for staff who have worked so hard to get all of the classes moving in the same direction.

We can clearly see the results for each individual student and this information will help teachers to identify problem areas but on the flip side also identify areas our students have improved and are strong in.

The school board received a request from Year 6 students, who had surveyed the school, to have consideration put towards additions to the school uniform. With a lot of work from office staff, we were able to make this happen and the students are very pleased with their new school faction hats, beanies and wind breakers.

We had several surveys sent out to the parents and guardians of the students during 2022. One of these was regarding the Canteen, which had a positive response from parents. Our canteen will begin in Term 1 for 3 days a week through a parent who is contracted to the school. Sending text messages for surveys as well as sending through Seesaw has already seen an increase in parent response.

The school managed all of this, and more, through the challenges that COVID threw our way. Students and staff had many months of masks, illnesses and distancing, and yet we have come out of the other side stronger together. We were lucky that the Department of Education were happy with our ventilation systems and only required us to receive 3 new ventilators.

With farewells to two board members, and introductions to three new members, we have some wonderful fresh views to be added to our team.

The School Board is looking forward to continuing to offer support to the Staff and Parents, and know that the future looks bright because Orange Grove really is "a great place to be".

**Larissa Boaden**  
**Chairperson**

## School Overview Principal's Report

Welcome to the 2022 Annual Report. This report contains a range of information on our school performance, priorities, learning programs, events, and finances. While 2022 continued under the umbrella of COVID, our school was incredibly resilient and supportive within the guidelines conducting themselves in a calm, cooperative and professional manner. Significant appreciation should be extended to the professional staff attached to Orange Grove Primary School as well as those parents and community members who have been able to support staff and students through the school year.

All teaching and support staff understand that it is what they do in the classroom that has the biggest influence on our students' learning. The leadership team continued to invest time and resources in ensuring that every teacher shared a common understanding of our instructional framework. And while the uniqueness of what each staff member brought to the school was harnessed, strong consistency was applied across the programs that we are using in applying the same delivery techniques to each program. Our Effective Teaching Model that forms the foundation of our instructional framework continued to be implemented as our pedagogy through the 2022 school year and it continues to lay the foundation as Orange Grove Primary School prepares for its future.

It is also noteworthy that Orange Grove Primary School students continue to make incremental and significant growth as we enter the third and final year of its Business Plan for the 2021 -2023 period.

Orange Grove farewelled a few staff at the end of 2022, staff who invested in the students and families of our learning community. Caleb Arblaster, Emma Hartley and Sarah Mawer all moved to take up positions in other schools.

Finally, I would like to thank the Parents, P&C, School Board and other community members who contributed to a successful school year in 2022.

**Stephen Boon**  
**Principal**





# School Business Plan

Moving into 2022 we are mid-way through the School Business Plan which identifies our school's key areas of focus for the next three years. The plan has a strong focus on enhancing the students' achievement in the areas of literacy and numeracy as well as mental health and well-being and enhancing student skills with inquiry. A copy of the Business Plan can be found on our website: [www.ogps.wa.edu.au](http://www.ogps.wa.edu.au)

Student Numbers and Characteristics (Data) (source: Schools Online)

## Student Numbers (as at 2022 Semester 2)

Student Number	(FTE)
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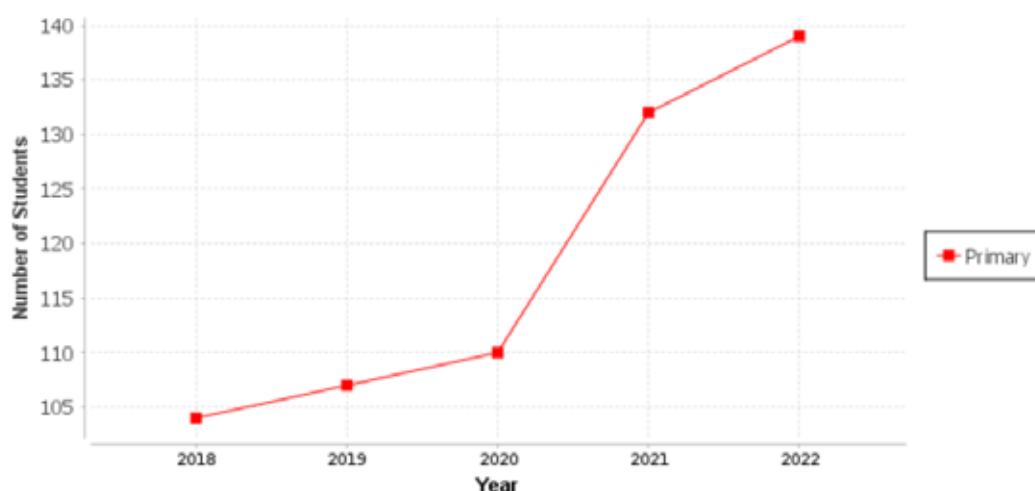
Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(10)	18	25	27	16	17	20	16	149
Part Time	20								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

	Kin	PPR	Pri	Sec	Total
Male	9	11	69		89
Female	11	7	52		70
Total	20	18	121		159



# Student Numbers - Trends



Semester 2	2018	2019	2020	2021	2022
Primary (Excluding Kin)	104	107	110	132	139

The 2022 school population of 159 students incorporating students from kindy to year 6 was a wonderful blend of students from many different ethnic backgrounds. Based on recent trends numbers are steadily remaining steady as parents are making Orange Grove Primary School their first choice of education.

Destination Schools	Male	Female	Total
1308 Lumen Christi College	3		3
4127 Yule Brook College	2	1	3
4116 Darling Range Sports College	2	1	3
4133 Lesmurdie Senior High School		1	1
St Norbert College	1		1
4055 Thornlie Senior High School	1		1
Mazenod	2		2
Rehoboth Christian College	1		1
4193 Byford Secondary College	1		1

The Year 6 cohort of 2022 was a dynamic mix of students who supported their peers with enthusiasm throughout the ongoing pandemic crisis. Many of our students transitioned to Lumen Christi College, while some went to Yule Brook College, others commenced 2023 at a variety of independent schools.

## The 2022 Highlights

- Harmony Day Parade
- Easter Hat Parade
- ANZAC Day Ceremony
- Young Leaders Conference
- NAIDOC Assembly
- OGPS Athletics Carnival
- Interschool Sports Carnival
- Indigenous Dance and Presentation Guildford Grammar
- Ride to School Day
- Cyber Safety – Think U Know Incursion
- Cyber Safety – Think U Know Parent information session
- Interschool Sports Carnival
- Colour Run
- Crazy Hair Day
- Music Viva 2022
- Scholastic National Reading - Family Tree
- Whole School Maths Day Celebrations
- Purchase of 50 new iPads
- Snake Bite Incursion P-6
- Safety School Excursion P & 1
- Integration of Literacy Pro at whole school assemblies
- Kings Park Excursion
- Graduation and Awards Day

## AUSLAN LOTE

2022 ushered in the introduction of Auslan as our LOTE language. Auslan is the name for the native sign language of the Australian Deaf community. It is a visual/spatial language which uses a variety of combined elements to convey meaning. Students embraced Auslan from the start and it has been a delight to see students communicate with one another using sign language whilst having fun in a positive learning environment. Students have been motivated by the practical application that Auslan has in our Australian context.





# Staff Profiles

In addition to the Principal, Orange Grove Primary School has fourteen teaching staff and ten non-teaching staff, ranging from cleaners and grounds staff to Education Assistants to administrative staff. Most of the teaching staff are in full-time roles, though a range of part-time positions exist within the school. Regarding gender some 17% of the staff are male with 83% of the teaching staff being female. The average age of a teacher at Orange Grove Primary School is 43.8 years. The average age of non-teaching staff is 51.2 years. The school has one Associate Principal who holds significant leadership responsibilities in collaboration with the Principal. The Associate Principal leads year level professional learning communities as well as areas of whole school responsibility. The school has a significant number of specialist teaching staff including a Physical Education teacher and teachers of AUSLAN, Art and Music. A specialist program in Digital Technologies will be introduced in 2023. All teaching staff are appropriately registered with the Western Australian Teacher Registration Board and have appropriate teaching qualifications. Our teaching staff are both experienced and capable.

**Workforce composition 2022 (Data) (source: Schools Online)**

Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	1	1.0	0
<b>Total Administration Staff</b>	<b>2</b>	<b>2.0</b>	<b>0</b>
Teaching Staff			
Other Teaching Staff	14	8.2	0
<b>Total Teaching Staff</b>	<b>14</b>	<b>8.2</b>	<b>0</b>
Allied Professionals			
Clerical / Administrative	2	1.8	0
Gardening / Maintenance	1	0.9	0
Other Allied Professionals	6	2.9	0
<b>Total Allied Professionals</b>	<b>9</b>	<b>5.6</b>	<b>0</b>
<b>Total</b>	<b>25</b>	<b>15.8</b>	<b>0</b>

# Student Attendance

Source: Schools Online

## Primary Attendance Rates

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2020	93.4%	91.9%	93.2%	91.7%	77.4%	77.6%	93.2%	90.2%	91.9%
2021	91.9%	91.0%	92.4%	92.0%	81.2%	76.8%	91.9%	90.1%	91.0%
2022	86.6%	86.9%	88.3%	79.0%	78.9%	69.5%	86.0%	86.2%	86.6%

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Student Type :

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2020	75.0%	20.4%	4.6%	0.0%
2021	66.7%	28.1%	5.2%	0.0%
2022	42.1%	35.7%	19.3%	2.9%
Like Schools 2022	44.6%	35.9%	15.3%	4.2%
WA Public Schools 2022	51.0%	32.0%	13.0%	5.0%

The table above represents attendance data for Semester One each year.

In 2022 Semester One attendance was low, due to the COVID-19 pandemic 86.2% of children achieved regular attendance, down marginally from 2021. Overall Orange Grove Primary School's attendance is slightly below WA Public Schools.

Student attendance is recorded and regularly analysed each term. Orange Grove Primary School has attendance plans for students who are serial non-attenders. Data is then studied as reasons for non-attendance which may be due to prolonged illness etc. Attendance comments are added to reports for students with attendance rates above 95% and below 90%. Contact by administration is made to parents with students who demonstrate attendance issues with a view to addressing problems and implementing strategies to re-engage students back into school life. Correspondence is made by one or a combination of the following modes of communication by face to face, email, phone or case conferences.

Parent/student/teacher satisfaction with the school (DATA) (source: National School Opinion Survey and/or school-based data)



### Sequence of On Entry targets review- achievement

Pre primary	2019	2020	2021	2022
Read	Change in assessment package no review possible	25% of students to achieve 0.5 (462)	35% of students to achieve 462	30% of students to achieve 462 or more
Write	Change in assessment package no review possible	50% of students to achieve 0.5 (210)	60% of students to achieve 210	50% of students to achieve 210 or more
Maths	75% of students to achieve 0.5	80% of students to achieve 0.5	50% of students to achieve 422	40% of students to achieve 422 or more
Year 1	2019	2020	2021	2022
Read	Change in assessment package no review possible	25% of students to achieve 1.0 (519) in reading	20% of students to achieve 519	30% of students to achieve 519 or more
Write	Change in assessment package no review possible	50% of students to achieve 1.0 (430) in writing	35% of students to achieve 430	50% of students to achieve 430 or more
Maths	80% of students to achieve 1.0	80% of students to achieve 1.0 (498)	40% of students to achieve 498	50% of students to achieve 498 or more
Year 2	2019	2020	2021	2022
Read	25% of students to achieve 1.5	60% of students to achieve 1.5 (550)	50% of students to achieve 550	40% of students to achieve 550 or more
Write	Change in assessment package no review possible	20% of students to achieve 1.5 (541)	50% of students to achieve 541	60% of students to achieve 541 or more
Maths	50% of students to achieve 1.5	90% of students to achieve 1.5	Change in assessment package no review possible	50% of students to achieve 492 or more

### Sequence of On Entry targets review- progress

YEAR 1	2019	2020	2021	2022
Read	50% of students to progress 0.5	50% of students to progress 0.5	50% of students to progress as per assessment package	60% of students to show progress as per assessment package
Write	Change in assessment	50% of students to progress 0.5	50% of students to progress as per	60% of students to show progress as per

	package no review possible		assessment package	assessment package
Maths	80% of students to progress 0.5	Change in assessment package no review possible	50% of students to progress as per assessment package	60% of students to show progress as per assessment package
YEAR 2	2019	2020	2021	2022
Read	70% of students to progress 0.5	50% of students to progress 0.5	50% of students to progress as per assessment package	60% of students to show progress as per assessment package
Write	Change in assessment package no review possible	60% of students to progress 0.5	50% of students to progress as per assessment package	60% of students to show progress as per assessment package
Maths	90% of students to progress 0.5	Change in assessment package no review possible	50% of students to progress as per assessment package	60% of students to show progress as per assessment package



# Section Two: School Data

## On Entry Assessment Analysis

On Entry testing is carried out at OGPS between Week 3 and 7 of Term 1. 60% of students making adequate progress from Pre primary to Year 1 and from Year 1 to Year 2 was very pleasing and matched the achievement goal of our Business Plan 2020-2023. We now aim to maintain that success and to increase the target to 70% by the end of the next Business Plan cycle.

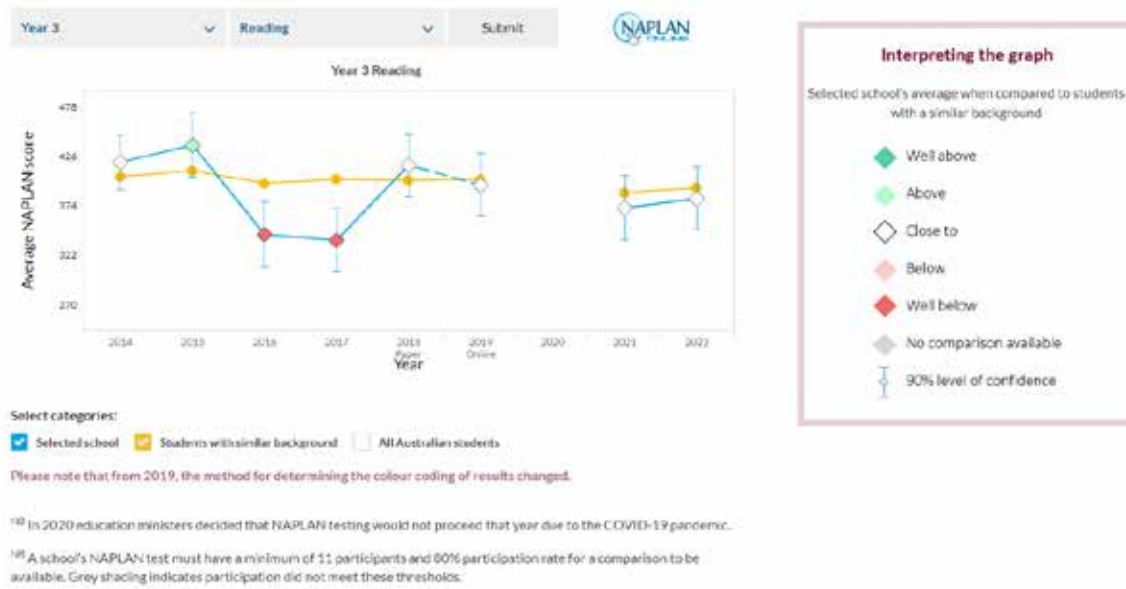
Achievement results also demonstrated improvements. The implementation of Daily Reviews and programs in English and Maths were actions that were identified as having a positive effect on results. Although we did not achieve all the targets set with the change in assessment processes, we are confident that we will achieve the targets in 2023 for achievement results.

NAPLAN Data - Year 3 NAPLAN RESULTS 2022 - Achievement

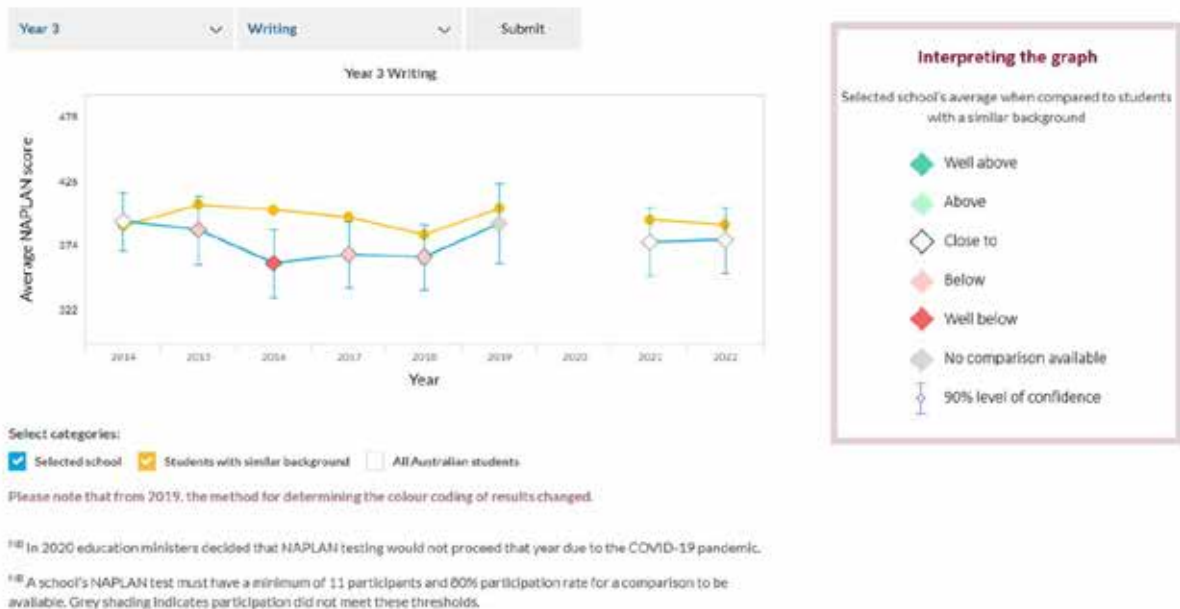
## Numeracy



## Reading



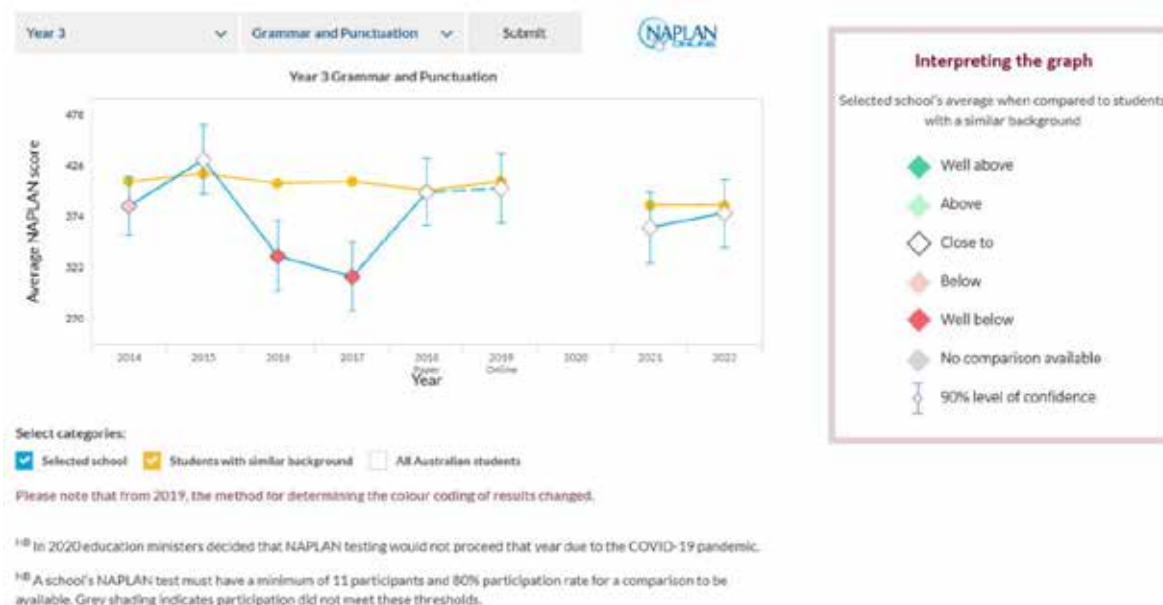
## Writing



## Spelling

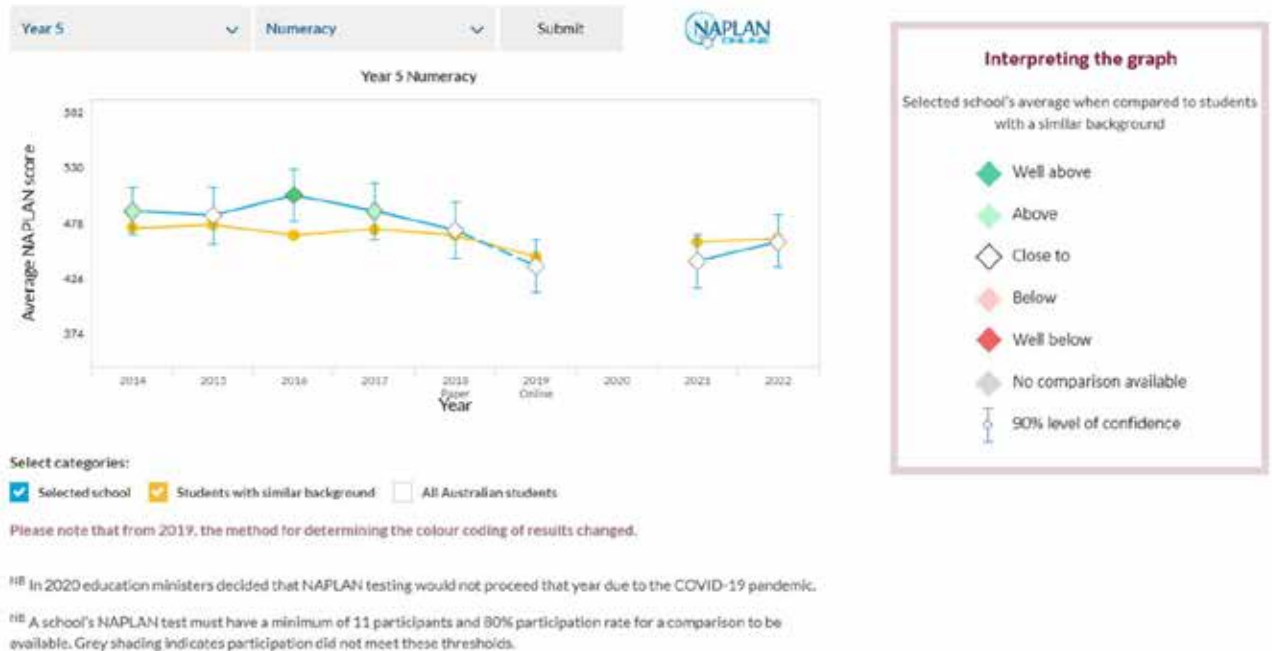


## Grammar & Punctuation



## Year 5 NAPLAN RESULTS 2022 - Achievement

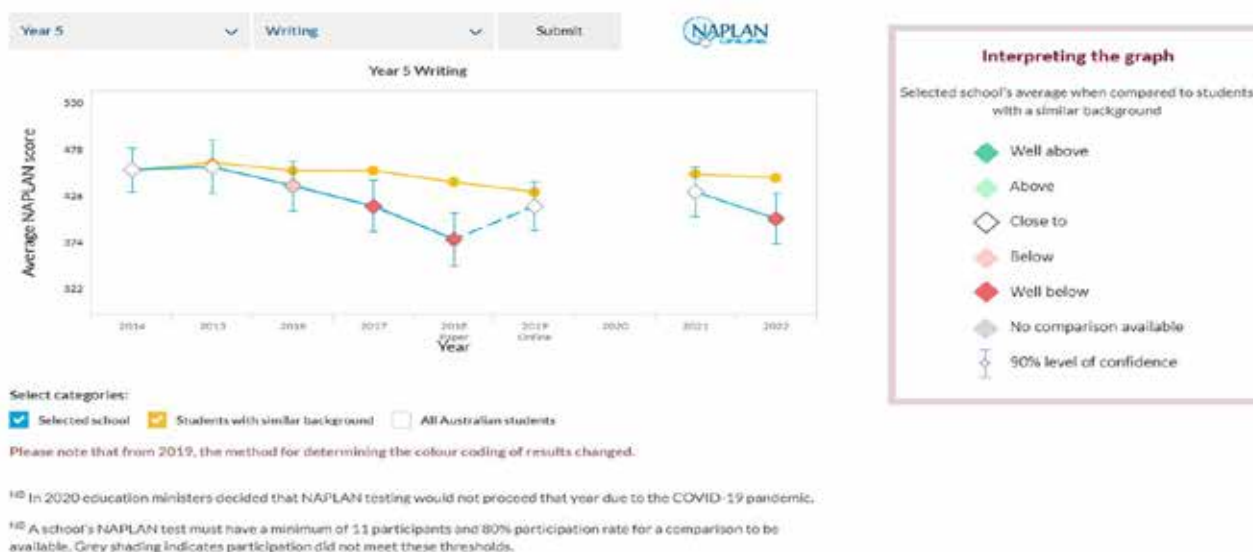
### Numeracy



### Reading



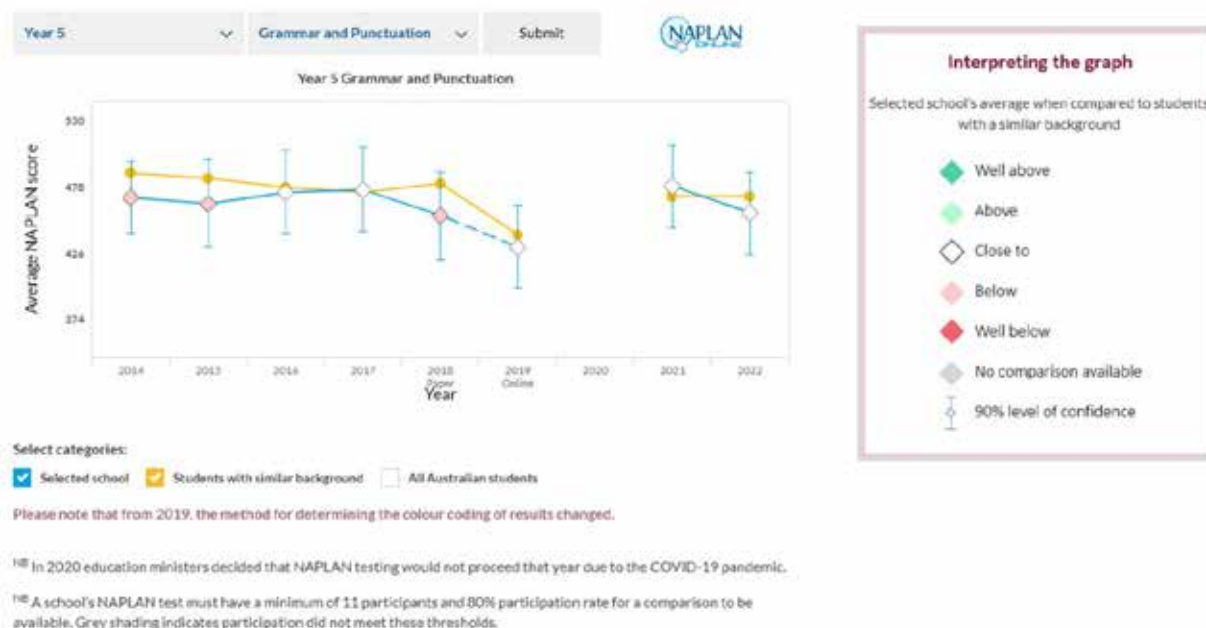
## Writing



## Spelling



## Grammar & Punctuation



## Analysis

Year 3 Numeracy results were pleasing with more students attaining “Satisfactory” achievement than “Like schools” and more students making Moderate and High progress than “Like Schools. Although we implemented the iMaths program from Pre-primary to Year 6 at the start of 2022 NAPLAN was held at the start of Term 2 2022, so students did not have time to reap the benefits of the program. We believe the ongoing use of Daily Reviews in Maths for 15 months was the change that brought the positive results. With iMaths now fully integrated into the school we expect further improvements in results in 2023. Year 3 spelling results were also very pleasing with an improvement visible from our 2021 achievement results. We attribute this improvement to the full implementation of Daily Reviews and the Soundwaves program.

Year 3 Reading and writing results were disappointing, but it is expected that with the full implementation of Cars and Stars in Year 1 and 2, LitPro Year 3-6 and 7 steps for writing throughout the school benefits will be evident in the 2023 results.

Unfortunately, as NAPLAN was not held in 2020 due to the Pandemic, we do not have data for progress of the Year 5 cohort. However, achievement in Maths was pleasing and we attribute this to the implementation of Daily reviews in particular and our whole school focus on improving timetables.

Year 5 English results were disappointing across the board and displayed a cohort who had not had access to ingrained practises and programs for the majority of their primary education. In addition to this in 2021 the Year 4 cohort only used the online version of soundwaves; this was rectified in 2022 but there was insufficient time for the program to benefit students prior to the assessment. In response to these poor results, we have also invited a NAPLAN writing marker to speak to staff about the specific marking of writing for NAPLAN. We expected to see improvements in 2023.

## Section Three: School Improvement Process

Changes for best practice strategies to improve student performance have included

- Continuation of dedicated Literacy and Numeracy blocks
- Consolidation of Daily Reviews embedded in literacy and numeracy lessons for Kindy to Year 6 students
- Focus on explicit, targeted teaching
- Continuation of pedagogical practice across the school
- Consolidation of Soundwaves Pre-primary to Year 6
- Consolidation of 7 steps for writing program
- Consolidation of Handwriting program
- Continuation of Curriculum teams in English, Maths, Aboriginal Culture and WA Positive Behaviour Strategies
- Implementation of iMaths Pre-primary to Year 6
- Implementation of Cars and Stars Year 1 to 6
- Implementation of Fitzroy readers Kindy to Year 1
- Implementation of Heggerty program Kindy to Year 1
- Staff professional learning on Autism Spectrum Disorder
- Increased School Psychologist time
- Development of Early Childhood committee to collaborate on common practice

### In other areas:

#### Aboriginal Culture

In 2022 there was a continued focus on Aboriginal Culture, as stated in our Business plan. Collaboration with Aboriginal families was instrumental to several actions. Actions included

- The continuing of the development of a whole school Reconciliation Action Plan
- The continuation of students delivering Acknowledgment of Country at School Assemblies
- An incursion with Guildford Grammar School
- All school rooms given Aboriginal animal names, and these being used to identify classrooms
- Implementation of Our Land Our Stories Program
- Indigenous Culture excursion at Kings Park for Pre-primary to Year 3 students
- Wanjoo welcome being played daily as classroom doors open at 8:30
- Noongar Language Incursion from Gina Williams and Guy Ghouse.



## Moving forward:

Identified school Priority	Progress against priority	Planned actions
Students' achievement in NAPLAN is at or above the expected range relative to ICSEA	<p>Programs in English and Maths ingrained for all students K-6</p> <p>Curriculum meetings and whole staff Professional learning based on assessment data.</p> <p>Embedding of daily reviews for Maths and English</p> <p>Clear use of assessment data to inform planning.</p> <p>Peer observations of Daily reviews to ensure common practice.</p>	<p>Staff professional Learning in differentiation</p> <p>Exposure of students to NAPLAN style questioning.</p> <p>Continuation of embedding whole school programs K-6</p> <p>Continuation of data analysis</p> <p>Classroom observations by Admin to ensure common practice</p> <p>Professional Learning on expectations of writing for NAPLAN markers</p>
The percentage of Consistently and Often ratings in students Attitude, Behaviour and Effort will be above 85%	<p>Continuation of Positive Behaviour Support program.</p> <p>Active committee to ensure implementation of PBS.</p> <p>PBS matrix goals added to Daily Reviews</p> <p>Engrained reward system for "Friendly" and "Achievers"</p>	<p>Engrained reward system for "Respectful"</p> <p>Implementation of visual attributes for Values around school.</p> <p>Implementation of Adam Voight's "affirmative language" and restorative justice</p>
60% of students to show progress in On Entry from Pre primary to Year 1 and from Year 1 to Year 2	<p>ACHIEVED!!!!</p> <p>Embedding of programs in English and Maths</p> <p>Curriculum meetings and whole staff Professional Learning based on assessment data</p> <p>Clear use of assessment data to inform planning</p> <p>Embedding of daily reviews for Maths and English</p>	<p>Increase target to 65%</p>
Staff to increase capacity in data literacy to ensure students are exposed to the most relevant curriculum outcomes.	<p>Staff to increase capacity in data literacy to ensure students are exposed to the most relevant curriculum outcomes. Professional Learning focussed on increasing staff capacity of data literacy, including presentations from outside specialists..</p> <p>Embedding of handover documents containing whole school assessments</p> <p>Data analysis embedded into curriculum meetings</p>	<p>Use of assessment data to support differentiation</p> <p>Embedding and building of confidence in moderation of writing.</p> <p>Implementation of moderation in Maths</p>
Classroom observations to become ingrained practise to ensure best practice.	<p>Staff identified to participate in classroom observations</p> <p>Continuation of emphasis and linking of departmental documents.</p>	<p>Peer reviews and Admin observations part of regular practise.</p>

## Explicit Instruction Model

The school continues to embed explicit instruction; developing learning intentions, success criteria's and the 'I do, we do, you do, plenary' structure during lessons. Most staff attended several professional learning workshops throughout the year outlining the importance of explicit instruction and daily reviews in the subject areas of mathematics and literacy.

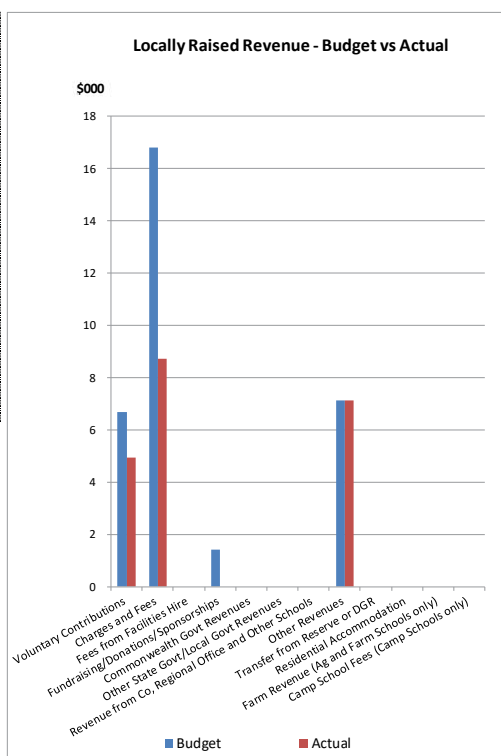
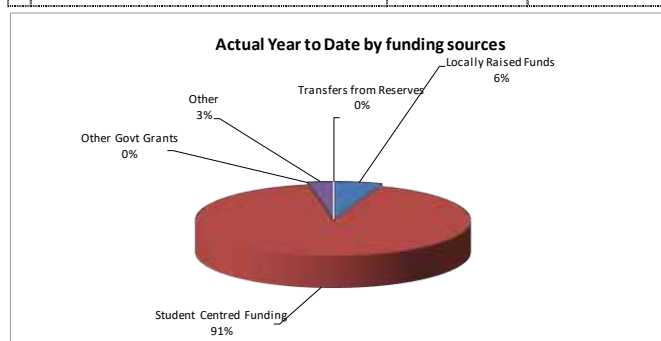
# Finance Report

Throughout 2022 the school continued to build upon a solid financial position. This created opportunities to continue improving the learning environments for the Orange Grove learning community as a whole. By allocating the Student-Centred Funding, as noted by the School Board, and endorsed by the Schools Finance Committee, the school could resource several projects through 2022. The financial assistance of our P&C fundraising along with Sport Grants also assisted in resourcing the following improvements for our community.

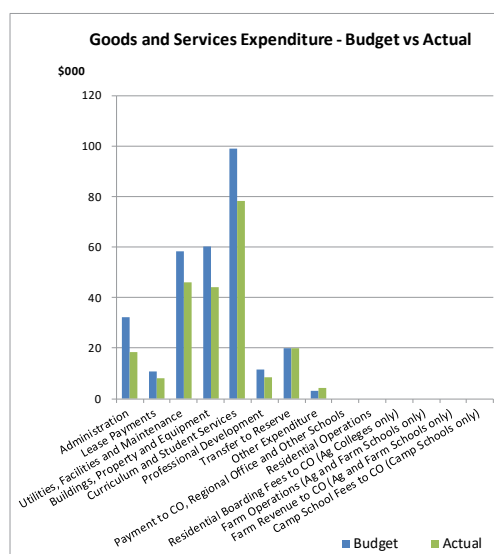
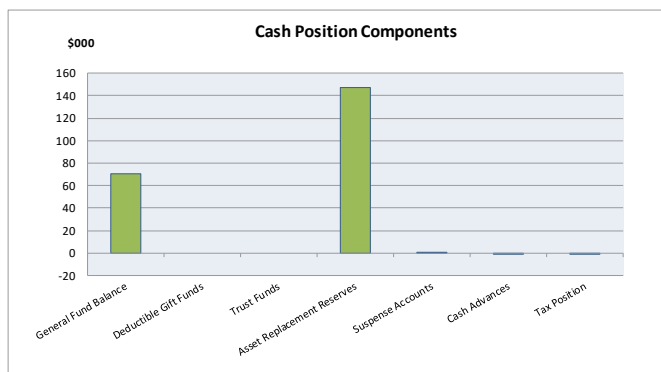
- Purchase of new marquees and tents for future sports carnivals.
- New school banners and faction flags for school sports days.
- Additional digital infrastructure along with the purchase of new iPads for classrooms.
- Audio-visual and communication equipment installed throughout the school and the C.A.V.E.
- New seating for our kindy students
- Valued resources to support key literacy and numeracy concepts for teachers and students.
- Increased funding for both school chaplaincy and school psychology time to support students with social and emotional needs.
- Installation of indigenous signs identifying animals and their respective indigenous names for each room.

**Orange Grove Primary School**  
Financial Summary as at  
Enter date here i.e. 31/12/2022

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 6,670.00	\$ 4,942.33
2 Charges and Fees	\$ 16,801.00	\$ 8,728.00
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 1,400.00	\$ -
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 7,134.64	\$ 7,134.64
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>\$ 32,005.64</b>	<b>\$ 20,804.97</b>
<b>Opening Balance</b>	<b>\$ 55,284.57</b>	<b>\$ 55,284.57</b>
<b>Student Centred Funding</b>	<b>\$ 221,775.81</b>	<b>\$ 221,775.81</b>
<b>Total Cash Funds Available</b>	<b>\$ 309,066.02</b>	<b>\$ 297,865.35</b>
<b>Total Salary Allocation</b>	<b>\$ 2,258,004.00</b>	<b>\$ 2,258,004.00</b>
<b>Total Funds Available</b>	<b>\$ 2,567,070.02</b>	<b>\$ 2,555,869.35</b>



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 32,180.90	\$ 18,617.99
2 Lease Payments	\$ 10,798.17	\$ 8,264.39
3 Utilities, Facilities and Maintenance	\$ 58,450.00	\$ 45,903.85
4 Buildings, Property and Equipment	\$ 60,140.00	\$ 44,207.18
5 Curriculum and Student Services	\$ 98,891.54	\$ 78,079.34
6 Professional Development	\$ 11,700.00	\$ 8,362.43
7 Transfer to Reserve	\$ 20,000.00	\$ 20,000.00
8 Other Expenditure	\$ 3,200.00	\$ 4,148.33
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>\$ 295,360.61</b>	<b>\$ 227,583.51</b>
<b>Total Forecast Salary Expenditure</b>	<b>\$ 1,721,331.00</b>	<b>\$ 1,721,331.00</b>
<b>Total Expenditure</b>	<b>\$ 2,016,691.61</b>	<b>\$ 1,948,914.51</b>
<b>Cash Budget Variance</b>	<b>\$ 13,705.41</b>	



Cash Position Components	
<b>Bank Balance</b>	<b>\$ 216,815.09</b>
Made up of:	
1 General Fund Balance	\$ 70,281.84
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 147,235.65
5 Suspense Accounts	\$ 600.60
6 Cash Advances	\$ (265.00)
7 Tax Position	\$ (1,038.00)
<b>Total Bank Balance</b>	<b>\$ 216,815.09</b>





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