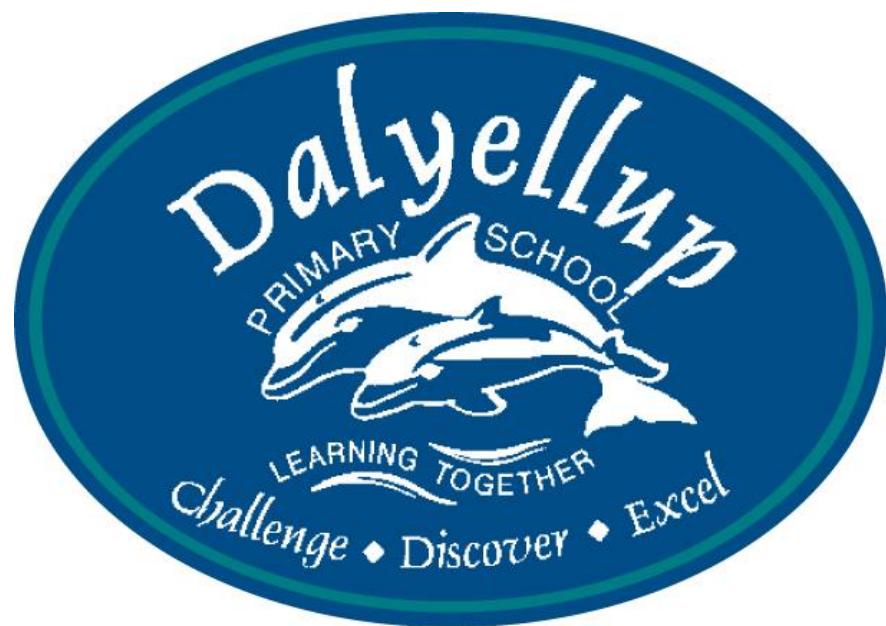




Annual Report

2021



Understanding the Annual Report

The Annual report provides parents, caregivers, and members of the community an overview of Dalyellup Primary School's performance over the past year. It provides information about student attendance, academic performance, school programs and staff development. This report is a small component of the total reporting the school does, and should be read in conjunction with student reports, newsletters, School Board minutes, P&C minutes, and other documents.

Where a parent wishes to discuss the Annual Report in greater detail, they are requested to contact the school office on 9796 5600 to arrange an appointment with a member of the Administration team.

Mission Statement

Dalyellup Primary School

In partnership with the community, will provide an environment that is:

- Inclusive and nurturing
- Educative and challenging
- Encouraging and affirming

To develop lifelong learners able to participate successfully in our changing world.

Dalyellup Primary School

The academic year began with, what seemed like, a ‘false start’ where the region went into lockdown for Week 1 due to a COVID outbreak. This resulted in all Bunbury schools being closed for the first week of the year. By Week 2 we were well and truly ready to get the year started and welcome back students. 2021 was the final year of the Business Plan and we were already reflecting and thinking about the next plan, 2022 – 2024. Some highlights for the year included the trial of Emotional Intelligence assessment, the school production and NAIDOC Week celebrations.

Prior to the students’ return the teachers and assistants did professional learning on Emotional Intelligence and Swinburne University’s Aristotle-ei program. The year’s assessment scheduled included students in Years 4 – 6 doing the Swinburne University Emotional Test – Early Years (SUEIT-ey). This data provided valuable information on the Year 4 - 6 students’ Emotional Intelligence, which was measured in Term 1 and 4. Trial results suggest that those students exposed to the Aristotle-ei program and Zones of Regulation intervention improved their emotional intelligence, in particular their expressive language and empathy for others. This initiative is going to be expanded on further in 2022 with all Year 1 – 6 classes doing the Aristotle-ei program in Term 1.

Always a showcase event for the school, the production of “Giraffes Can’t Dance” burst onto the stage in September. Performing Arts Specialist, Mr Robinson, once again adapted this colourful picture book to a school musical. Over 70 Year 5 and 6 students were part of the production, either as narrators, dancers, actors, musicians and stage / lighting technicians. The production was outstanding and was enjoyed by audiences.

The NAIDOC Week theme, ‘Heal country’, prompted discussion about the history of Dalyellup and the special parks and bushlands in the suburb. Ms Martin (AIEO) mapped out a number of trails, within walking distance of the school, for teachers to do with their classes. Although it was a wet and blustery day, the staff spent a morning on the School Development Day in October walking the trails and familiarising themselves with the country. The walk trails and activities designed by Ms Martin will be used to encourage the students to understand and appreciate the beautiful natural surrounds of Dalyellup.

In preparation for the new Business Plan (2022 – 2024), the leadership team and staff analysed a range of available data. This included student performance data such as NAPLAN, PAT, On-Entry, Words Grammar Fun and BrightPaths. We also analysed the pre and post SUEIT-ey results and the Staff, Parent and Student Opinion Surveys. Key themes from the data analysis include the following;

Opinion Surveys

Parent Survey – 58 parents responded to the Parent Opinion Survey. The percentage response from each year level across the school was;

K-3%	PP-10%	Yr.1 – 9%	Yr.2 – 12%
Yr.3-9%	Yr.4-7%	Yr.5-19%	Yr.6- 22%

In the Parent Opinion Survey, the overall average response based on a scale of five, with five being the highest, was 4.075, with a median of 4.1.

- 96% of respondents agree that teachers at this school expect their child to do their best.
- 93% of respondents agree the school is well maintained.
- 88% of respondents agree they can talk to my child’s teachers about their concerns.
- 86% of respondents agree that the school is well led.
- 84% of respondents agree that their children’s teachers are good teachers.
- 80% of respondents agree they are satisfied with the overall standard of education achieved at this school.

- 67% of respondents felt that teachers provide their children with useful feedback about their schoolwork.

The average of 4.075 was an increase from the previous survey (average – 3.83, median 3.8). Targeted and specific feedback on student work and progress has been identified as an area of need and will be a focus in the 2022 – 2024 Business Plan. Goal setting strategies will be included as a strategy for reflecting on feedback.

In the Staff Opinion Survey, the overall response based on a scale of five, with five being the highest ranking, was 4.39, with a median of 4.35. Staff culture continues to be a strength of Dalyellup Primary School.

- 100% of staff agree this school is well led.
- 100% of staff agree teachers at this school are good teachers.
- 96% of staff agree that the school continually looks for ways to improve.
- 96% of staff agree staff are well supported at this school.
- 96% of staff agree they are satisfied with the overall standard of education achieved at this school.
- 92% of staff agree student behaviour is well managed
- 91% of staff agree students' learning needs are being met at this school.
- 83% of staff agree they receive useful feedback about their work at school.

The last statement (i.e., staff feedback) was the lowest staff rating, and, although a high rating at 4.0, it is an area the leadership team has identified as a focus in the Business Plan 2022 – 2024. The Smart Goal strategy was trialled in 2021 and will be further implemented in 2022.

In the Student Opinion Survey (Year 6s), the overall response based on a five-point scale, with five being the highest ranking was 3.67 with a median of 3.75 out of 5.

- 91% of Year 6 students agree their teachers expect me to do my best
- 80% of Year 6 students agree their teachers provide me with useful feedback
- 76% of Year 6 students agree their school looks for ways to improve
- 74% of Year 6 students agree their school gives me opportunities to do interesting things.
- 76% of Year 6 students agree their teachers care about me.
- 39% of Year 6 students agree student behaviour is well managed at this school (33% neither agree nor disagree).

For several years now, the school has implemented Positive Behaviour Support (PBS). PBS will continue to be a major priority in the school's approach to student behaviour and, social and emotional skills. In addition to this, the research into Emotional Intelligence and student behaviour (Swinburne University) indicates there is a strong correlation between high levels of Emotional Intelligence and positive behaviour.

The SUEIT-ey assessed Daniel Goldman's four domains of Emotional Intelligence.

- Emotional Recognition and Expression
- Understanding the Emotions of Others
- Emotional Reasoning
- Emotional Management and Control

In Year 4 – 6 for *Understanding the Emotions of Others* the average range was from the 25 percentile (Year 4) to 28 percentile (Year 6). *Emotional Reasoning* had the highest average across Year 4 – 6 (38 percentile to 48 percentile). It should be noted that there is not a preferred high or low score for *Emotional Reasoning*, whereas it is desirable to have higher scores in the other three domains.

This data has informed the establishment of goals and strategies to explicitly teach PBS and Emotional Intelligence in all classrooms. This will be confirmed in the Business Plan 2022 – 2024. One strategy is a whole school approach to teaching PBS and Emotional Intelligence, including set times each week.

Student Performance - 2021 NAPLAN, WGF and PAT Data

The school's NAPLAN results show that the school is achieving similar to 'like' Western Australian public schools in all areas, although Writing in both year groups is below the average for 'like schools'. The results for Writing have Dalyellup PS placed within the 'like school' range.

Year 3 NAPLAN

	Numeracy	Reading	Spelling	Writing	Grammar & Punctuation
Dalyellup PS	376	405	373	413	387
Similar WA Public Schools	371	388	375	426	385

Year 5 NAPLAN

	Numeracy	Reading	Spelling	Writing	Grammar & Punctuation
Dalyellup PS	468	480	474	463	469
Similar WA Public Schools	465	478	473	481	463

The teachers were provided with professional learning sessions on accessing, reading and analysing the NAPLAN results on the *Student Achievement Information System (SAIS)*. The teachers were then provided with time to analyse the data in teams.

In Maths, it was clear that multi-level worded problems were an area of need. In other words, problems whereby there were wordy questions that required a good level of comprehension to extract important information. This correlated with results in Reading where comprehension was an area identified as a need for development.

Analysing the overall results, it was noted that 'high ability' students were not achieving as expected. Students receiving support made good progress, students at 'C' level maintained their level, however, overall, 'high ability' students did not make expected progress. Differentiating for high ability students in the mainstream class will be a focus in the Business Plan 2022 – 2024.

ACER's Performance Assessment Test (PAT) Data

	Reading	Spelling	Maths
Yr. 2 Effect Size	0.53	NA	0.4
Range	0.3 – 0.7		0.19 – 0.8
Yr. 3 Effect Size	0.65	0.33	0.46
Range	0.3 – 1.27	0.2 – 0.37	0.14 – 0.9
Yr. 4 Effect Size	0.53	0.49	0.53
Range	0.14 – 0.6	0.39 – 0.59	0.28 – 0.73
Yr. 5 Effect Size	0.6	0.38	0.67
Range	0.4 – 0.9	0.3 – 0.47	0 – 1.65
Yr. 6 Effect Size	0.42	0.44	0.59
Range	0.08 – 0.71	0.22 – 0.6	0.15 – 1.06

The above Effect Size is calculated using the Cohen's DT Test, Effect Size formula. For the purpose of analysis, 0.4 is typical growth that would be expected in one year of the teaching and learning program.

This measure was trialled using the 2021 PAT data as we wanted to determine the amount of growth in one year. As there are multiple classes per year level, the range has been included.

Analysing the results, it was clear that there are inconsistencies in the delivery of the curriculum within one-year level and across the school. Some classes experienced very good growth, while other classes experienced limited growth in some areas. Further analysis noted that a teacher's area of interest and strength could impact results. For example, a teacher who could be categorised as a strong Maths teacher achieved excellent outcomes.

Analysis of these results alongside Emotional Intelligence data suggest that there are correlations between the Swinburne research (i.e. correlations between Emotional Intelligence and academic outcomes) which is worthy of further investigation.

Words, Grammar, Fun

Dalyellup PS's On Entry data indicates that we have a disproportionately high number of students 'at risk'. The Peel Language Development Centre has supported the school in tackling this challenge, in particular through the implementation of *Words, Grammar, Fun* (the program and assessment strategies).

To determine the Effect Size, Cohen's DT Test was calculated (see table below). The 2021 results have been outstanding. With 0.4 being a typical year of growth, the results in Kindy and Pre-Primary range from 0.7 to 3.1.

		WGF - Semantics	WGF - Grammar
K - PP	2020	1.3	0.6
Kindy 1	2021	1.02	1.2
Kindy 2	2021	2.2	2.2
Kindy 3	2021	0.7	1.3
PP1	2021	2.6	2.3
PP2	2021	3.1	1.98

Whilst elements of *Words, Grammar, Fun* can be time consuming, in particular the assessment strategies, it is clearly making a significant impact on student progress.

Summarising the data from the surveys and student assessment, clear strategies have been established for the Business Plan 2022 – 2024. These are listed below and categorised under the three-word mantra *Prepare, Teach, Connect*.

Prepare - Prepare the learning environment and psychologically and physiologically prepare the students for learning.

- Identify and link with community health services (Hudson Rd Clinic)
- Marketing & promotion of onsite programs (Play Café, Kindy Orientation, Parent information sessions).
- Leadership team do regular visits to daycare centres, playgroups, family support services.
- Assess Emotional Intelligence (Yrs. 4-6) and deliver Emotional Intelligence teaching programs.
- Scope and Sequence of social and emotional programs.
- Develop expressive vocabulary
- Emotional Intelligence and, social and emotional intervention using Zones of Regulation
- Shared understanding of Positive Behaviour Support and school's strategies
- Learning environments (i.e. classrooms)
- School attendance
- Healthy food choices

Teach - High quality teaching strategies that are data informed and evidence based.

- Implementation of PLD phonics program in PP – Yr. 2
- Continued implementation of Words, Grammar, Fun.
- Guided Reading systematically and explicitly delivered across Years 3 – 6.
- Increase the rigor and consistency of the delivery of Spelling (Years 3 – 6)
- Numeracy – Number Talk, mathematical vocabulary, multi-step problem solving
- Introduction of Tier Two Intervention Literacy program (i.e. MiniLit, MacqLit)
- Develop a bank of screeners and alternative programs to support Tier 3 literacy students.
- Directed play-based learning.
- Differentiated teaching in all classes
- Teach and develop critical and creative thinking skills as described in the SCSA curriculum.
- Teach goal setting strategies
- Continue to implement and embed Instructional Strategies with a particular focus on student engagement.

Connect - Learning experiences that are authentic, deep and connect with the real world.

- Real world issues and problems integrated into teaching and learning programs.
- Integration of specialist areas (PE, PA, VA, Technology, AUSLAN)
- Explore opportunities for the students to engage with, and learn from, members of the community.
- Establish a proactive and positive presence on social media
- Develop and maintain a modern and up to date website that is promoted in the wider community.
- Develop a parent information and education program (e.g. supporting their child, reading strategies, community speaker program).
- Parent / carer events with the children, onsite, during the school day (i.e. open lunches, Fathering Project).
- Be attentive and accountable in accordance with the DoE's Aboriginal Cultural Standards Framework.
- Use the Smart Goal strategy as a form of performance management.

Staff Retirements

A number of staff announced their retirements in 2021, with some coming into effect in Term 1, 2022. Congratulations to the following staff on their outstanding careers and service to the Department of Education.

Sue Barratt (Manager Corporate Services)
Jenny Elson (Teacher)
Marilyn Elphick (Education Assistant)
Ann Lloyd (Individualised Education Program Teacher)
Christopher Nicholson (Physical Education Teacher)
Rosemary Nicholson (Teacher)

Alex Cameron
Principal

Student Numbers

Dalyellup Primary School commenced the 2021 school year with children from Kindergarten to Year 6. The breakdown of years at school and gender is included in the table below

	Male	Female	Total
Kindergarten	22	22	44
Pre Primary	33	29	62
Year 1	32	27	59
Year 2	35	29	64
Year 3	20	32	52
Year 4	26	37	63
Year 5	43	28	71
Year 6	31	36	67
Total	242	240	482

There were a total of 48 Aboriginal and Torres Strait Islander students enrolled.

Attendance

Primary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2019	90.3%	91.6%
2020	90.8%	91.9%
2021	90.2%	91.0%

There is a very strong correlation between regular school attendance, educational achievement and career prospects. Parents need to be aware that failure to ensure that children attend school regularly is condemning their child to a lifetime of limited employment prospects and increased health issues.

Attendance % - Primary Year Levels

	Attendance Rate						
	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2019	89%	91%	90%	90%	92%	90%	90%
2020	88%	92%	90%	91%	93%	91%	91%
2021	89%	89%	92%	92%	90%	91%	89%
WA Public Schools 2021	90%	91%	91%	92%	91%	91%	90%

Demographics

As a local intake school, Dalyellup Primary School guarantees enrolment for any child residing within our catchment area. Significant interest is received annually from children residing outside of our area, however our large student numbers and the requirement to guarantee a place for everyone who lives within our catchment area means that these applications are rarely approved. Our student demographic for 2021 was as follows:

Dalyellup	382	79%
Gelorup	36	7.5%
Bunbury, South Bunbury and Withers	20	4.1%
Stratham	14	2.9%
Usher	10	2%
Other	9	1.8%
College Grove	5	>1%
Boyanup / North Boyanup	4	>1%
Eaton & Australind	2	>1%

Students attending Dalyellup Primary School come from 9 different countries (including Australia).

Staffing

The 2021 school year commenced with the following staff employed at Dalyellup Primary School.

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Deputy Principals	3	2.0	0
Total Administration Staff	4	3.0	0
Teaching Staff			
Level 3 Teachers	1	1.0	0
Other Teaching Staff	33	23.9	0
Total Teaching Staff	34	24.9	0
School Support Staff			
Clerical / Administrative	3	3.0	0
Gardening / Maintenance	1	1.0	0
Instructional	1	0.8	1
Other Non-Teaching Staff	19	14.1	0
Total School Support Staff	24	18.9	1
Total	62	46.8	1

All teaching staff met the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teachers Registration Board of Western Australia.

All staff; teaching, support staff and administration staff have Working with Children clearance.

Significant professional learning was undertaken by all staff, teaching and non-teaching, to ensure that the learning environment provided to children is of the highest order. During 2021, staff participated in the following professional learning.

- Managing student behaviour – Positive Behaviour Support
- English – Guided Reading
- Mathematics – Number talk
- Geography
- Data analysis – Analysis of PAT data in Reading, Spelling, Math, Science and AGAT
- National Quality Standards – Early Years Schooling
- Smart target documented plans – SEN planning
- Brightpath – writing evaluation/moderation tool
- Spelling – investigation of spelling programs
- Early Childhood – Words, Grammar, Fun (Peel Speech and Language Centre)
- Emotional Intelligence – Swinburne University
- Microsoft TEAMS
- Microsoft OneNote
- WebEx
- Smart Goals
- Connect

Curriculum

English

English is divided into.

- Receptive language development – reading, listening, viewing
- Expressive language development – writing, speaking and digital production.

The focus for 2022 is to continue to improve reading comprehension through the development of reading skills. We use a guided reading approach across all years to achieve this goal. The guided reading lessons look different in a Kindergarten setting compared to an upper primary setting due to the cognitive development of the students. However, the language of teaching reading is consistent throughout the school. A range of reading resources are used to cater for the diverse range of learners. We subscribe to digital reading programs, use traditional reading texts as well as utilising the iPad program in the school. In 2015 the Year 4-6 students utilised a computer-based reading program designed to encourage the reading of “real” books to improve the comprehension of text. This program is available to students in Year 3-6. Professional Learning is available to the staff to familiarise them with the program.

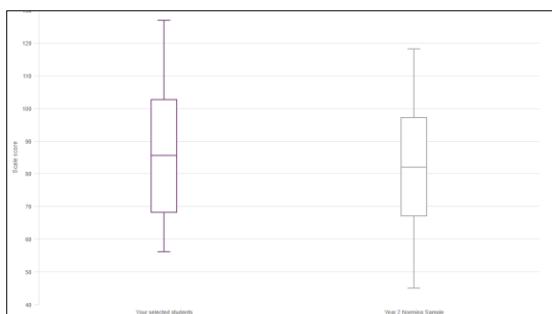
We have also focused on spelling as part of the writing process. Primary classes Years 2-6 are using the “Smart Words” spelling program. Parents are asked to provide a student workbook for their children to use. We investigated the data available from NAPLAN and PAT- SP and the indication is that the program is still proving to be effective for the Level One students. We did have concerns for the students not making adequate progress and have introduced the MiniLit in Year 1 and 2 to address the gaps in student learning. In 2022 we are introducing the MiniLit for the Year 3 – 6 to cater for the underachieving students. This program will commence in Term 2, following professional learning for Education Assistants who will be delivering the program to small groups. We plan to assist teachers with differentiating the teaching and learning of spelling to cater for our high achieving students.

An area for further development has been identified as vocabulary improvement among all students. Each teacher has been given a scaffolded poster to dissect the word looking for graphemes, syllables, meaning, homonyms, homophones, and possible ways to use the words.

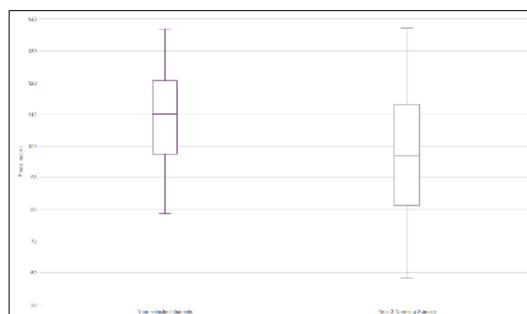
In 2021 we continued to use the Brightpath writing assessment tool developed by WAPPA. Students in K-Yr.2 will be assessing recounts at the beginning and end of the year, and Years 3-6 informational writing over the course of the year. We are aiming to map the progress of our students in writing using the assessment/planning tools embedded in the program.

In 2021 we are encouraging teachers to use the Brightpath program across a variety of genres for moderation and assess the students’ writing.

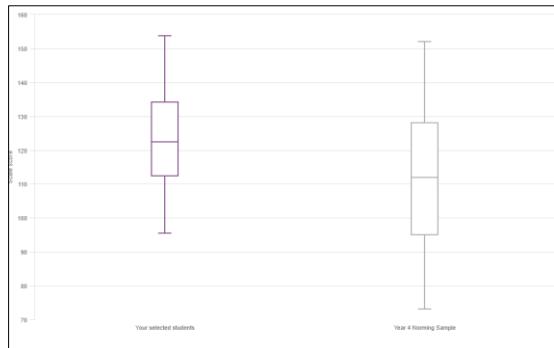
Spelling – Progress 2021



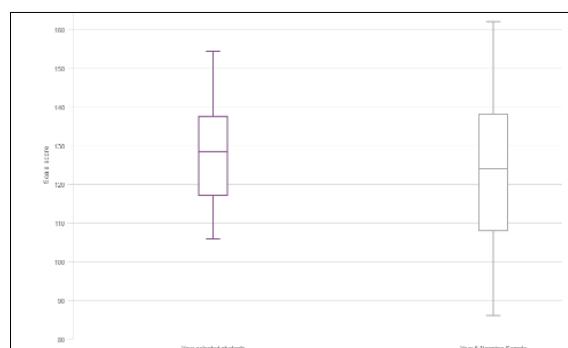
Year 3 PAT-SP



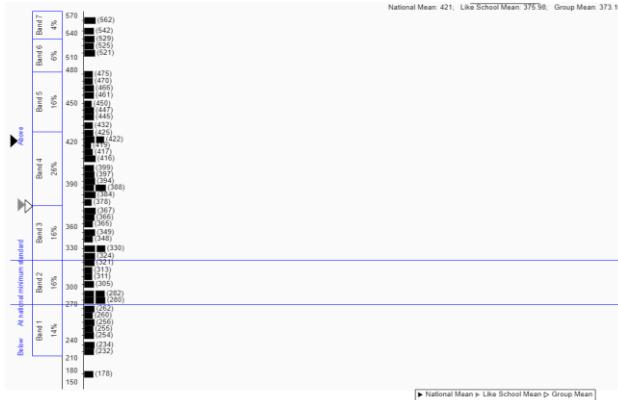
Year 4 PAT-SP



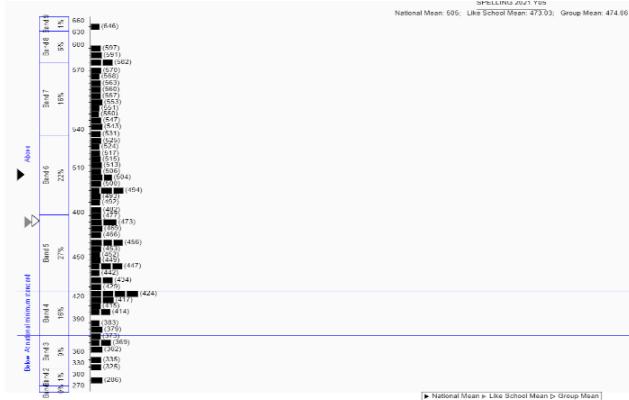
Year 5 PAT-SP



Year 6 PAT-SP



Year 3 NAPLAN Spelling 2021



Year 5 NAPLAN Spelling 2021

Student Distribution – We are at the same level as like schools. However, a distance behind the National Average in Year 3 and Year 5.

Mathematics

The Mathematics Committee, consisting of teacher representatives from the lower, middle and upper school, continues to model, monitor and evaluate the school's Mathematics Plan.

The school specific scope & sequence documents for all year levels in the area of Mental Calculation Strategies for: Counting Skills, Addition & Subtraction, and Multiplication & Division was completed and delivered to all staff in 2014, refreshed in 2017 and revised in 2020.

The data collection and analysis processes to enable the school to track student progress throughout the year and from year to year are established and subject to annual review. Data collection methods include the following:

On Entry Assessment (ECE)

- NAPLAN (Year 3 & 5)
- ACER Adaptive Maths PAT Test (Year 1-6)
- Peter Westwood One Minute Basic Facts Number Facts Test (Addition and subtraction Year 1-6, Multiplication and Division Year 3-6).

Student concept and skill development continues to be supported by several initiatives.

The school's Mathematics resources have been allocated to each teaching block. They are readily available, without the delay of borrowing through the library system. This way the teachers have all the tools necessary to conduct meaningful mathematical experiences for their students at instant.

After the analysis and trial of the leading applications currently available on the market, the staff opted to continue the use of Mathletics as a program to support students with their mathematical understandings, using digital technologies (Year 1-6). The staff also use numerous educational maths board games, card games and iPad apps, linked to the Scope & Sequence documents

developed from the Australian Curriculum for students, in conjunction with other resources to support their learning.

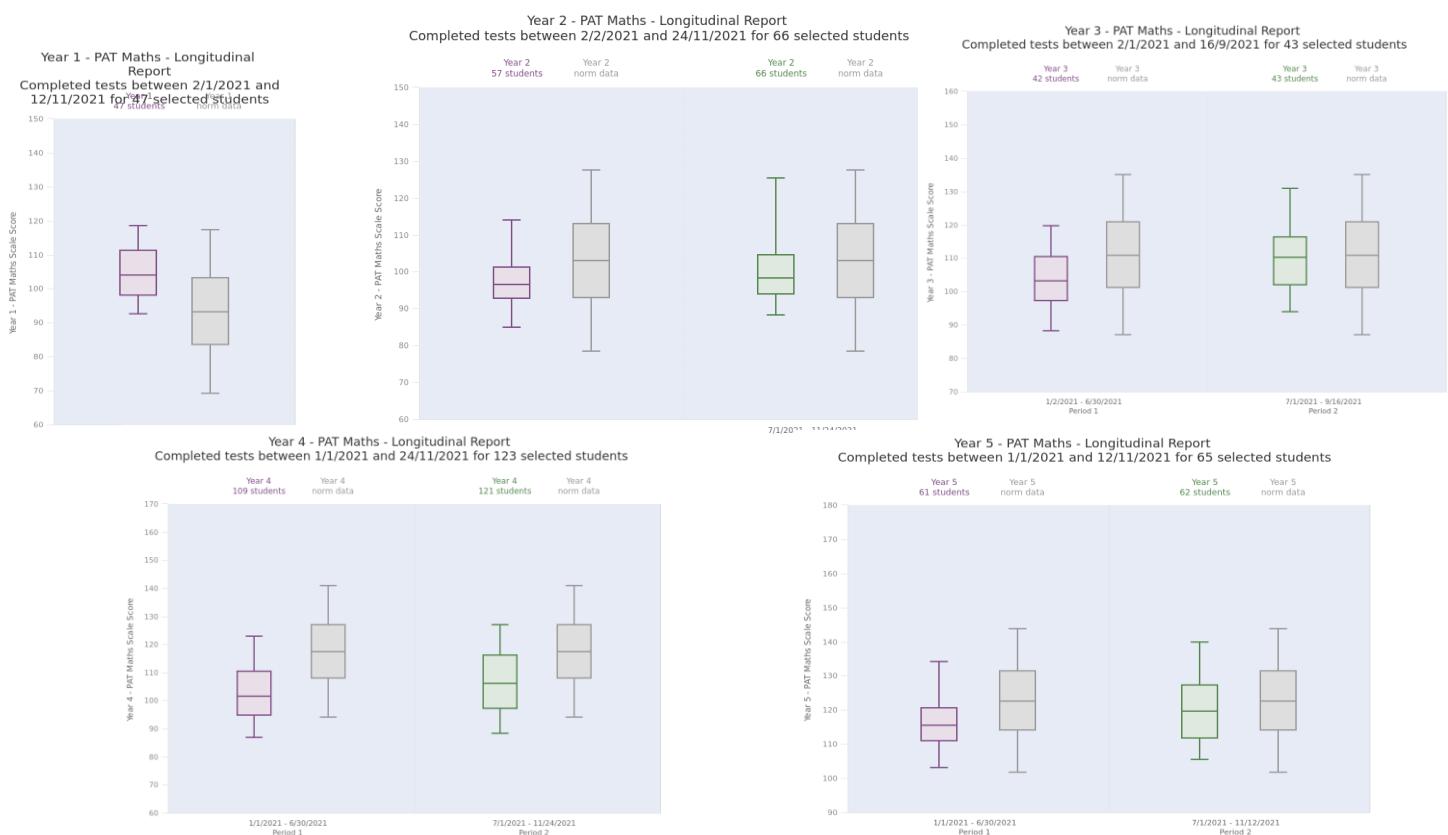
Mathematics language development continues to be one of our prime focuses. We acknowledge the importance of improving our students' ability to comprehend mathematical problems as well as develop their ability to express their understanding and communicate strategies employed to solve them. The Mathematics Vocabulary Scope and Sequence K-6 document was completed and distributed to all staff at the start of 2017, to begin implementation. In 2018 Paul Swan's and David Dunstan's "My Word Book: Mathematics" book was issued to all staff to support students' language development and to link literacy and numeracy.

Over the last few years, our school's Mathematics coordinator has developed and conducted targeted Professional Learning aimed at the development of staff skills and abilities in the area of Mathematics. During the phase of the introduction and early implementation of the Australian National Curriculum, the Mathematics Committee have supported the staff by providing in depth induction workshops as well as numerous opportunities to collaborate, plan and moderate within year levels.

Between 2018 and 2020, the staff were presented with an extensive series of Mathematical Mindset Workshops focused on the development of the positive approach to Mathematics by staff, students and the wider community, based on Carl Dweck's and Jo Boaler's Mathematical Mindset research at the University of Stanford. The emphasis was put on the establishment of the safe mathematical environment in all classes.

In 2020, five workshops focused on the development of the Number Sense through Number Talk instructional strategy and were delivered to all staff. In 2021 we adopted Number Talk as the whole school strategy and begun its implementation from Year 1 to Year 6, five days a week. Individual mentoring and modelling sessions have been offered to all staff. We are continuing Number Talks on a daily basis in 2022. Further support to refine the strategy will be provided to all staff throughout the year.

Mathematics – Progress 2021



Instructional Strategies

In 2017 / 2018 an opportunity to attend 10 days of Instructional Strategies training, led by Dr Barrie Bennett was taken up by Dalyellup Primary. Three staff members attended all of these sessions and have since committed to becoming lead teachers, mentors and coaches, in effective instructional strategies, to the rest of the staff at Dalyellup PS.

We commenced by surveying staff to determine baseline data on teacher's strengths and weaknesses as identified by the teachers themselves using a rubric that places the teacher's skills into Mechanical, Routine and Refined.

As a result of our findings, the team determined the staff would benefit from professional learning in the eight Instructional Concepts (Safety, Belonging, Individual Accountability, Novelty, Respect, Interest, Active Participation and Meaningful).

Through a process which gave teachers the choice of being viewed by a Mentor, working with a Peer of choice and Mentor modelling was implemented and well received by most staff. Staff became more open to the process as it was seen to be less intrusive or intimidating than first thought.

The eight Instructional Concepts focus along with the additions of Effective Questioning, the use of Blooms Taxonomy and Higher Order Thinking Strategies are a sustained teaching priority at Dalyellup PS.

iPad Integration Program

The journey for the staff at Dalyellup Primary School commenced in July of 2012, when, after doing significant research on the use of portable technologies in education, including schools in the US, Canada and the UK, we became acutely aware of the fact that existing school technologies were fast becoming obsolete. As society rapidly moves into an age of touch screen technology and portability of devices, we recognised that today's students are visual learners more than ever before, and their capacity to adapt to and manipulate new technologies, including the use of social media, is far greater than most adults. Keeping this in mind, we saw the inherent need to capture this and provide our school community with opportunities to enhance their learning using modern day technologies that are easily accessible, and more importantly, portable.

As a result of this, we saw the need to embrace these changes within our school, all the while working within the structure of DoE Policies and the ICT Support Service available.

We initially began the program in **Semester 1 of 2013** by issuing staff with an iPad and a MacBook for use within their classes. All classrooms in Pre-Primary to Year 2 were identified as a trial group and were issued with banks of iPads to be shared and used in **Spelling** and **Writing** lessons to support skill development and concept attainment.

By the end of 2020:

- A 1:1 Parent Funded iPad Program was fully embedded in the school for the students in **Years 4, 5 & 6**.
- An average participation rate of **50%** of students bringing their own device exists.
- Device usage was fully embedded into the curriculum across the school, with iPads being integrated as a tool to support student concept attainment, not only substituting other learning tools, but empowering students and staff to significantly re-design tasks.
- It was decided to give **Year 3** students the option of bringing a BYO device in Term 4 in preparation for **Year 4**.
- 80 new iPads were purchased and placed in the Years 1 – 3 classes in sets of 10. The sets from these classes were reassigned to students in Years 4 – 6 who don't have access to a BYOD. Teacher iPads were also replaced with a newer model from the reallocated sets.
- We are now not in a position to allocate a device to all Years 4 – 6 students without a BYOD. Class sets will be arranged for these classes in the future.

By the end of 2021:

- We held information sessions for Year 3 parents at different times. This resulted in more parents attending the sessions.
- 2022 has seen an increased take up of BYOD devices in Year 4.
- With the restrictions placed on meetings and face to face contact a need was seen to upskill staff on the use of Zoom, Teams, WebEx and other forms of online meeting formats.
- Professional Learning has been organised to address this along with a team of experts on staff willing to assist their colleagues.
- The DoE's policy requirements for Third Party Providers was implemented. A data base of consent forms has been created and an iPad is available for parents to complete the survey upon enrolment.

Student Services

Dalyellup Primary School is committed to providing quality educational programs that caters to the needs of all the students in our care. To achieve this, we have implemented a range of programs delivered by specialist teachers that endeavours to provide extension or remediation as is required.

Our student services team has made tremendous gains in ensuring that our students feel safe, secure and able to learn at their own pace.

A clear referral process has streamlined to way in which we plan to support students with needs. This process also supports parents/carers in helping their children in a clear and guided team approach.

Miss Walsh runs her Enrichment program for our creative thinking students. This program challenges our Years 2-6 students to think outside the box, to challenge each other, their teacher and their own ideas in a respectful evidence-based format. They are taught to write in different formats for different audiences and to perform publicly.

Mrs Lloyd ran our Intensive Learning Centre with an Education Assistant three mornings a week. The students selected to participate in this program have significant learning difficulties and require extensive adjustments to their learning programs. This program is a Multi Age Program (MAG) the students are from Years 1-3.

Mrs Steenkamp is our school chaplain; she is at the school three days a week. Students that teachers feel need someone to talk to can be referred to Mrs Steenkamp or a parent can request.

Our school psychologist; Samantha Parsons; at the school two days a week. The school psychologist is part if the Student Services Committee.

Mr Snelling, Deputy Principal, has received training in "Mental Health" strategies to assist with the identification of students who may be at risk of a mental health condition. He was allocated a day to assist identified students to cope with a range of mental health conditions in conjunction with the chaplain, school psychologist and administration team.

Technologies

Dalyellup Primary School now has a dedicated technology program, which is designed to equip our students with the skills to be creative in our changing world and provide a range of experiences. Evidence of the school's commitment to Design and Technology is the inclusion of a specialist teacher in the school's program.

The IT committee had meetings once a term. Discussions were based around the purchasing of equipment for use in the specialist program. Other focus areas included updating equipment such as staff MacBooks, new switches and WAPs for the school Wi-Fi servers.

The scope and sequence for the Technology learning area needed to be updated, it was last worked on in 2016. This continues to be in development and the aim is to have the documents completed by the end of 2022. This will be accessible to all staff.

As a result of possible lockdowns due to COVID, particular staff spent time upskilling themselves on alternative methods of learning. The programs that we were encouraged to use were ClassDojo, Connect and WebEx. Professional learning opportunities were offered to staff in these areas on School Development Days during the year.

There was additional funding given to this learning area from the Finance Committee, for purchasing equipment such as BeeBots for the junior students. The specialist teacher applied for a grant through the school's partnership with Tronox Incorporated to purchase additional VexIQ robotics kits, valued at \$2500, which meant that the school now has eight kits.

All classes, junior and senior, began the year focusing on Cyber Safety. For Digital Technologies, the focus was on collecting and presenting data. We also discussed algorithms as a series of steps and completed sequencing activities. Design and technology focused on problem solving and building a solution or presenting digitally using iPads.

For Science Week 2021, the theme was *Food: Different by Design*. The Year 1 classes designed and drew a pizza, then took a photograph. Other junior classes used Pages to type up a pizza recipe. The senior classes researched and then used Pages to create a pasta recipe. All projects were sent to the specialist, combined into a cookbook and put on Connect for families to access.

During Terms 2 and 3, a robotics program was conducted on Friday afternoons. The students used the Vex IQ kits to build and learn to control robots. A group of 4 students were chosen to represent our school at an interschool competition at the end of Term 3, where they earned Bronze status competing in a range of challenges.

Science

In 2021 Science remained in maintenance mode. Staff have embraced the Primary Connections Science program. The full implementation of the program was not achieved during 2020 due to the interruption caused by the COVID-19 pandemic.

Science Week was implemented, culminating in classes doing a discovery walk around other classes and sharing their Science Week discoveries. The upper primary classes went to the Pre Primary and assisted the teachers with science experiments. The week was full of exciting science learning.

The Science committee met regularly to discuss matters relating to promoting the teaching and learning of Science. Our goal is to continue to improve the Science Week event, promoting a positive attitude to all staff and to ensure quality teaching and learning for our students in 2022.

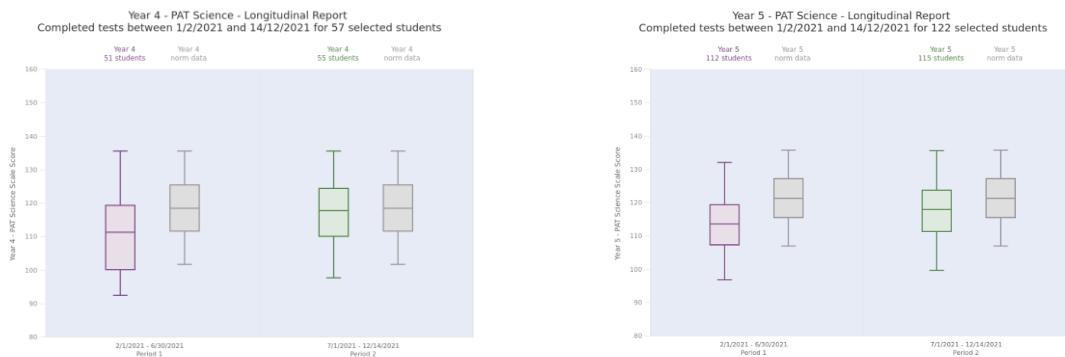
The Science Discovery Day allowed our students to participate in STEM activities that we could not provide in the classroom. Students competed in challenges promoting cooperative problem solving. We believe that this event has sparked imagination and curiosity in our students, and we are anxious to continue to be able to send students to participate in this event.

At the end of Term 3, Year 5 students competed in the VEX Robotics competition at Dardanup PS. This competition required teams to plan, design and create a robot prior to the day, that would be able to complete a range of tasks and challenges. During the day they could modify and adjust their robots to improve performance.

Now having a year's experience and with the introduction of a Technology Specialist Teacher being appointed for 2021, the team is very excited to be involved once again.

Whilst we recognise the improvement in the delivery of the Science curriculum in our school and the investment made in resources for staff, we recognise the need to have evidence to ensure we are improving the learning of our students. Therefore, we have begun to collect data using the PAT Science test to investigate areas of need and plan for further improvement. We are aware that staff need professional learning in using Primary Connections.

The graphs below demonstrate the progress from Semester one – Semester two. It also indicates where our students sit in relation to year 4 and 5 students across Australia.



History

During 2021 we purchased many books on the topic of Australia. These were collated together with books in the library to make up two teacher resource crates. One crate is for the junior classes and the other is for the upper school.

These will be barcoded by Ms. Lindsay and available for teachers to loan in the implementation of the History Curriculum. All these resources can be used in the class for guided reading, student research and explicit teaching, allowing cross-curricular planning.

Each year, resources are being added to support the teaching and learning of History for Years 1-6 levels.

Performing Arts

In 2021, the Performing Arts program operated from Years 1 to 6, led by Mr. Robinson with assistance from Mr. Snelling (circus), Mrs. Mayberry, Ms. Anderson, Ms. Zealand, Miss Rowbotham (production). The class lesson aspect of the program is primarily delivered in a music context with the integration of Dance and Drama at every opportunity.

In Performing Arts/Music lessons, students explore rhyme, vocal sounds, song, body percussion, movement and a range of instruments to create musical performances, individually, in small groups and often in whole class ensembles. Through this, students develop an understanding of the foundations of music and performance, allowing them to engage in imitation and creative expression to meet their own needs. Each year, 17 Year 4 students are selected to participate in the WA Department of Education Instrumental Music School Services (IMSS) program in Year 5 and 6. At Dalyellup PS we are offered 5 Clarinet, 5 Flute, 5 Brass and 2 Percussion places. We also applied and were successful in being granted Contemporary Guitar for 5 additional students. These students were selected in Term 4 and will begin lessons as Year 5 students in 2022.

Each Friday afternoon we arranged half hour time slots allocated to Year 6 Band (Marimbas, ukulele, guitars, drums and woodwind and brass concert instruments), Year 5 & 6 Singing (Choir and production) and Year 5 & 6 Circus (Unicycles, juggling, stilts, Air-track acrobatics). Term 1 was spent rehearsing for the ANZAC ceremony and developing music and roles for the upcoming production. During Term 2 and Term 3, following a successful format of 2020, the whole afternoon morphed into production rehearsals for "Giraffes Can't Dance". This was an original musical adaption of Giles Andrea's popular picture book. The production ran for 4 shows and was again a huge success. The cast numbered just over 60 students showcasing their skills in acting, dancing, singing and playing in the band. We also began introducing students to assist in operating the lighting desk and sound.

In Term 4 the school was also lucky enough to have an incursion from Kaboom Percussion who delivered an engaging and inspiring workshop to both the junior and senior students. Our school band was able to perform a percussion piece for Josh and Kat of Kaboom and they had an informal workshop with members of the school band after their show.

The school band also performed as part of the Year 6 Graduation Ceremony for the first time to much acclaim.



Visual Arts

In the 2021 Visual Arts program, the students learnt about three artists. The first was Picasso and his abstract portraits. The second artist was Hokusai, a Japanese wood block artist from the 18th century. He created the world-famous Great Wave. Lastly in Term 4, we explored the contemporary collage work of Australian artist Pete Cromer.

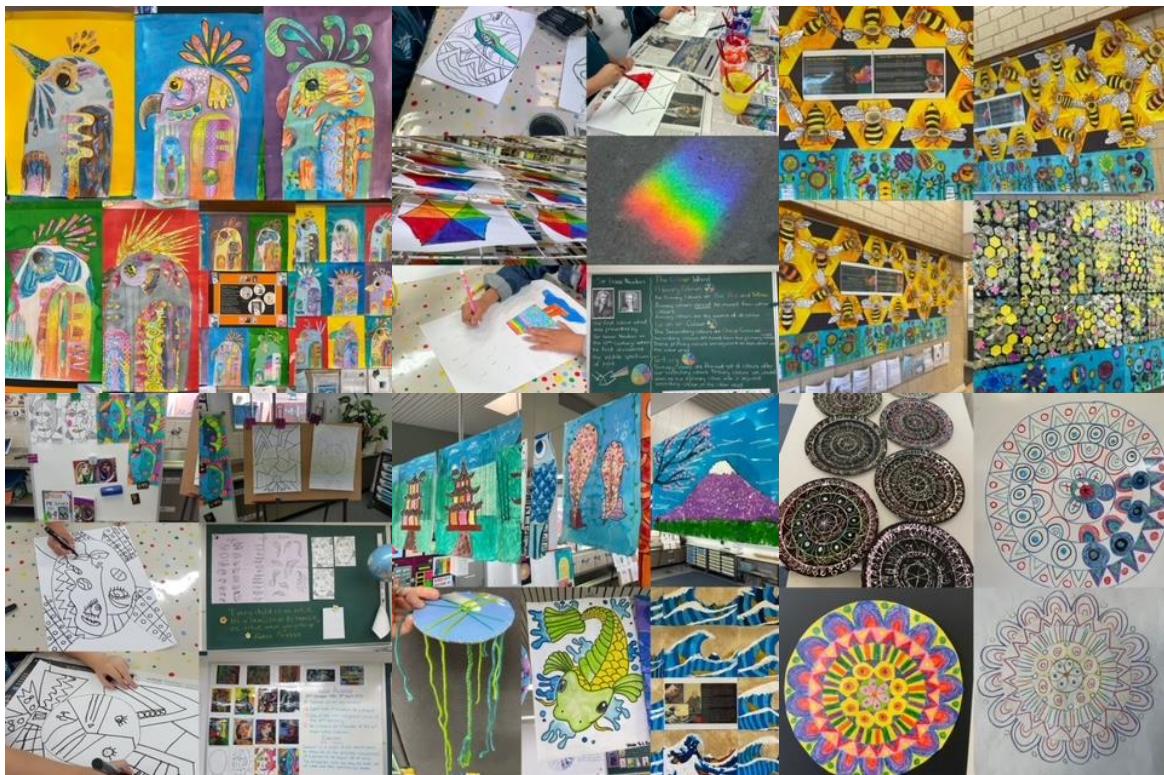
This year we did two large theme related art terms. In Term 2 the children were immersed in Japanese culture, due to the Olympics. We made art related to Children's Day, Kokeshi dolls and woven rope in a Japanese style called Kumihimo. We did a paper torn Mt Fuji and Japanese temple. These were superb platforms for strengthening fine motor skills and improve finger dexterity.

Science week in Term 3, led to artwork on the theme of food. We learnt facts about bees and made fabulous realistic bees, which were used at the Year 6 graduation ceremony.

Throughout the Year we had explicit lessons on the elements of art. The students did an in-depth look at the colour wheel, learning the history of the colour wheel and its connection to Sir Isaac Newton.

This year I completed a large playground mural of the word KIND. This mural compliments our PBS values. A child that has shown kindness each fortnight is nominated to have a photo taken in front of the kind wall.

The photo is posted in our school newsletter.



Physical Education

The 2021 sporting year began with Thursday's junior primary classes attending four weekly gymnastics and fundamental skills lessons presented by Gravity ETC. The junior students learnt how to tumble and balance. This program was funded through a grant we successfully received through the Sporting Schools.

Unfortunately, the 2021 swimming carnival was cancelled due to COVID-19 related restrictions, however, we were able to attend the interschool swimming carnival where we placed 3rd out of 8 local schools. The students represented Dalyellup Primary School with outstanding determination and competed at a high level.

The annual Winter Sports Carnival with Adam Road, Bunbury and Tuart Forest Primary Schools went ahead in Term 2. The students participated in hockey, netball and soccer and football. Students from Dalyellup College assisted in coaching and umpiring in the lead up to this event. Thank you to our staff and students, and the staff and students from the other participating schools who were involved in the organization and running of this event.

After the Winter Sports Carnival, the focus shifted to cross country running in Term 2. We had ideal conditions for the runners on the day with cool temperatures and a nice soft grassy course and we saw some brilliant cross country running from nearly everybody on the day. Well done to all! Congratulations to the students who were selected for our school cross country running team. The 2021 Bunbury District Cross Country Running Championships were held at Adam Road and the students who represented our school, showed determination and perseverance to complete this gruelling track. Congratulations to the students from our cross country team who travelled to Perth in early Term 3 to participate in the W.A. Primary Schools Cross Country Running Championships.

The focus of the P.E. and Sports Programs during Term 3 is athletics. The jumping and throwing phases of our senior faction athletics are prepared for and completed by the end of Term 3 so that the track and team games can be completed at our senior faction athletics carnival early in Term 4. Term 3 is also a very busy athletics term for the Year 1 to Year 3 students as they prepare for their jumps, throws, team games and track events that make up the junior athletics carnival at the beginning of Term 4. This year, jumps and throws for upper primary were held on one day and the carnival the following week. We saw some outstanding athletics, sportsmanship and positive attitudes at our junior and senior athletics carnivals in 2021. There was an addition of miscellaneous rounds of the team games, which saw our parents, the teachers and the leaders fighting it out for bragging rights. The parents surprised us all with their extremely competitive nature and will do anything to win attitudes. What a fun filled day it was! Congratulations to the overall winning faction, Oxley. We congratulate to all students, parents, and staff for these outstanding events.

The final interschool event on our 2021 sporting calendar is the Tuart Division Athletics Carnival. Dalyellup PS performed admirably in the jumps, throws and 800 metre events and again on the track and team games day.

Finally, this year I had the good fortune to be assisted by a collective of outstanding faction captains, namely, Kaden and Kaylah from Dampier, Havana and Jack from Hartog, Angelina and John from Norton, and Nicholas and Lauren from Oxley. The sporting leadership provided by these students was continuously exemplary throughout 2021, both on the school campus and representing and leading our teams of athletes away from it. Well done all of you for enjoying your role so tremendously.

Drawing to the end of the year, the Year 6's walked to Tuart Forest PS to compete in a cricket carnival against Tuart Forest PS and Adam Road PS. It was a very hot day but once again the students showed great team spirit and enjoyed the day competing in cricket and the lunch time dance off.

Many thanks to all students, staff, parents, carers, family members and other people of the school community who supported the P.E. and Sports Programs in 2021. It is greatly appreciated and well noticed.



LOTE - AUSLAN

The Auslan Language Program is run across Years 1-6 at Dalyellup PS. Students access a range of Auslan learning activities for 50 minutes per week. The students are learning language basics, skills and an awareness of deaf culture.

The program is focused on recognising and communicating common topic words and phrases through Australian Sign Language and exploration of a range of sign knowledge. Students attempt basic sign language communication and begin to understand the cultural norms of the deaf community.

2020 saw the inception of Dalyellup Primary School's Auslan program for Years 3-6 students and in 2021 the program catered for Years 1-6 classes. A scaffolded approach to maintaining consistency within the program is being implemented. Students in the senior grades decipher and express signed communication from word level through to paragraphing. Students in the junior grades are immersed in a sensorial approach to understanding basic terms, alphabet and number knowledge initially. All students participate in whole school Auslan signing during assemblies in conjunction with our school's music program.

The Auslan program makes connections between language and culture, comparing different ways of communication in familiar contexts across curriculum areas and school priorities. The program also emphasises that successful intercultural communication is not only determined by what they do or say, but also by what members of the other language and culture understand. It is a priority of the Auslan program to emphasise deaf culture and awareness. Dalyellup Primary School's Auslan program provides opportunities to cover student strengths in other subject areas with a strong cross curriculum approach.

By employing a variety of learning methods through the use of digital technology, visible learning, open-ended tasks and instructional tools, the Auslan program has developed in an innovative way. In addition, the inclusion of web conferencing with ambassadors of Auslan, viewing programs with profoundly deaf people featured and recordings of interpreters on the news has been beneficial to the Auslan program.

The Auslan teacher has participated in "Auslan in the West" professional development, completing Level One, Level Two and Level Three to date. Auslan at Dalyellup PS is now in its third Year of development. The program has provided opportunities for peer teaching, upskilling staff and initiated ongoing networking with Auslan teachers within the Dalyellup area cluster to develop strong sustainable partnerships.

ECO Centre

During 2021 a number of classes used the Eco Centre as a learning area for subjects like Science. The students worked throughout the year to continually remove the weeds that invade the crops they planted. Keeping the garden as chemical free as we can, allow the children to taste and eat the different crops planted.

The potential of our Eco Centre is still far from being reached. The centre continues to provide learning opportunities for many students who may otherwise not experience the joy of planting, caring for, harvesting and tasting fresh vegetables and fruit.

It is hoped that we can purchase Bush Tucker plants that are suitable for the students to eat with a focus on indigenous native plants with edible fruits, nuts, seeds and leaves.

Last year we had a school volunteer, Mrs Hornsby, that helped to co-ordinate the planting within the Eco Centre. She has provided a list of the consumables that she thinks Dalyellup PS needs to keep things growing. This includes the usual vegetables that were planted with varying success come harvest time.

The existing reticulation system badly needs upgrading in some areas. The wooden stakes that hold up the reticulation system need to be replaced after the white ants damaged them. It is crucial that the Eco Centre be watered regularly over the summer school break, otherwise it will be a 'fruitless' undertaking planting varieties that reach maturity and are ready for picking in late January and into February.



Cultural

Positive Behaviour Support (PBS)

Positive Behaviour Support (PBS) is a philosophy and practise of recognising the importance of positive relationships among all members of our school community for the purpose of enhancing learning. With this in mind the emphasis over the past seven years of PBS at Dalyellup Primary has been on:

- Establishing and teaching clear expectations for all staff and students in all settings
- Modelling and celebrating these expectations
- Supporting the whole school community to understand and support the diversity of students
- Understanding the physical and social contexts of behaviour
- The shift is from punishment to teaching and learning to build relationships
- Using data to guide decisions making.
- Develop and implement a whole school encouragement system

2021 was the ninth year of implementation of PBS at Dalyellup Primary School. All staff and committee members continued receiving significant training, both on and off site, to prepare them to lead staff.

All staff were involved in Professional Learning sessions, planned, prepared and delivered by members of the PBS team and designed to get them to reflect upon existing practice, develop and improve teaching practices and to promote a whole school behaviour focus.

All classrooms across the school have fully implemented a PBS station with visual aids, Minor Behaviour Reflection and a Behaviour Matrix on display at all times. Teaching staff, students and parents are able to view and access these stations. A whole school approach to managing minor behaviours was trialled and introduced in 2015 and is now running consistently across the school. Data collected is used to identify areas of concern. This data has also been used to directly explicit teach of expected behaviours.

Staff implement PBS reflection and teaching strategies to counsel students in positive behaviour choices, at times using a “Time-In” program that teachers and models behaviours.

In 2021, a Tier 2 committee continued a commitment to identifying and implementing intervention strategies with students at behavioural risk.



Student Leadership

In 2021, approximately 40 students from Year 6 presented speeches to the Dalyellup Primary School community. Subsequently, eight students were voted in by their peers and chosen to represent our school as their Student Leaders. A Head Boy and Head Girl were selected from these students. In second semester, the Head Boy and Head Girl remained on the committee and six new students were voted for and selected using a similar process.

Faction Captains were elected using a similar process to formalise and raise the profile of their leadership role.

As leaders they had a range of responsibilities that included;

- Displaying a high standard of behaviour in class, the school grounds and in the community
- Wearing the school uniform with pride
- Promoting our Positive Behaviour Support program by managing the faction tokens
- Striving to be a good leader and role model for all students in academic, sporting and social events
- Acting as an ambassador for our school
- Assisting with and delivering reports to assemblies
- Managing the running of special assemblies (e.g. Performing Arts)
- Organising student activities
- Organising one whole school fundraising each term. A focus on local concerns is encouraged
- Meeting with students to gather concerns and ideas
- Weekly meetings with Student Leader Coordinator
- Assisting duty teachers when required
- Running activities
- Assisting staff and organising students for their events at faction carnivals

At the end of the year the Student Leaders and Faction Captains for Semesters 1 and 2, travelled to Perth for a tour of Parliament House. This was as a reward for their efforts during the year and to further promote leadership skills and the importance of good leadership in our community.



NAIDOC WEEK

A committee was established early in the year to begin discussing our NAIDOC celebrations. Essential to the committee was Dalyellup grandparent and Noongar elder, Val Ugle and AIEO Sandra Martin. We planned a number of activities and events that were in line with the 2021 theme, *Heal Country*. Our aim was to raise awareness of our beautiful natural surrounds in Dalyellup. Val and Sandra were soon at work investigating the history of the area. Sandra also spent many hours exploring and mapping the parklands that are walking distance from the school.

We launched our NAIDOC activities on Monday 27 July with a very special assembly. Jonathon G (Dalyellup College student and Dalyellup PS sibling) did the Acknowledgement of Country. This was followed by speeches from Sandra and some of our Aboriginal students in Years 4-6.

When mapping the walk trails, Sandra prepared complementary resources that explained the sights, sounds and smells that could be experienced on the trails. The staff spent a morning during the School Development Day walking the trails, familiarising themselves with the walks prior to taking their classes.

Mrs Fran Turner was successful in securing a grant to purchase plants for a bush tucker garden. Part of the grant contributed to the purchase of two stunning grass trees which have been planted in a nearby garden bed.

Other initiatives that are ongoing is naming the teaching blocks after the six Noongar seasons and signage in the undercover area for 'Wandjoo', the welcome song sang at assemblies and other special events.



Community

School Board

The Dalyellup Primary School Board was originally established in 2013 when the school became an Independent Public School. The fundamental purpose of the Board is to work with the school community to achieve the best outcomes for students. The Board members meet in Week 5 of each term.

The School Board reviewed and endorsed:

The 2022 Voluntary Contribution and Charges

- The 2022 Personal items and new suppliers
- Analysis of school data performance including NAPLAN results
- The school financial reports

The school would like to acknowledge Board members Valinda Sabourne (Chair 2019 to July 2021) and long-time serving members, John Duzevich (Community Member) and Karen McDavitt (Community Member) for their contributions and services on the School Board. Valinda submitted her resignation during the year due to work commitments. John felt it was time for 'fresh eyes' (his words) after serving on the Board since its inception in 2013 and Karen was unable to continue in 2022 due to work commitments but hopes to return in the future. Thank you Valinda, John and Karen for your contribution to the Dalyellup PS community.

In August the school advertised the vacancies and called for nominations. It is with great pleasure that we announce the Board for 2022;

- Vance Burton (Community Representative)
- Lisa Ditri (Parent)
- Kelly Kent (Parent)
- Debbie Leonard (Staff representative and parent)
- Kain Quarrill (Staff representative and parent)
- Tony Raudino (Parent – Dalyellup PS Board Chair)
- Alex Cameron (Principal)
- Christine Tan (MCS)

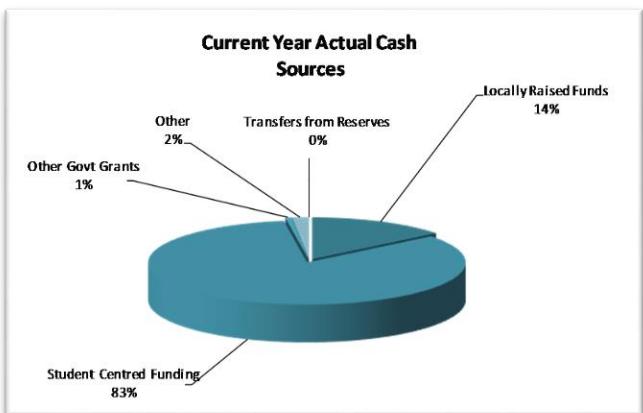
The broad range of experience in business, community involvement and professions bring a skill set to the school that will be invaluable as the school moves forward with the Business Plan 2022 – 2024.

School Finances

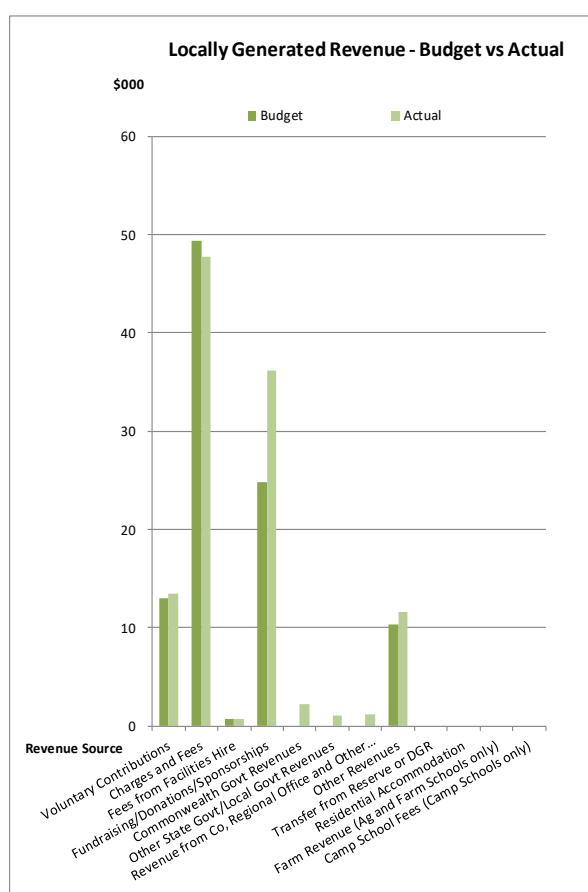
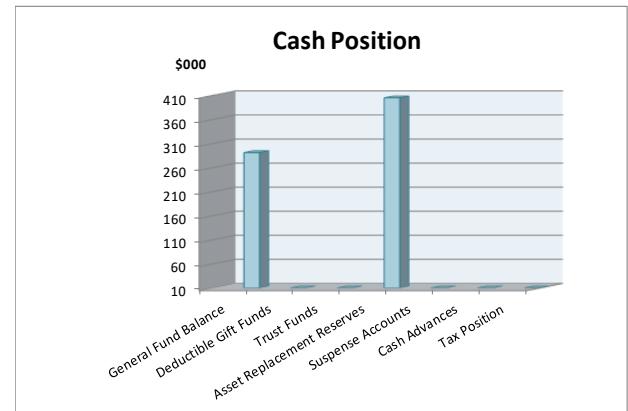


Dalyellup Primary School Financial Summary as at 31st December 2021

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 13,014.00	\$ 13,411.00
2	Charges and Fees	\$ 49,348.21	\$ 47,738.28
3	Fees from Facilities Hire	\$ 718.18	\$ 681.82
4	Fundraising/Donations/Sponsorships	\$ 24,789.00	\$ 36,214.60
5	Commonwealth Govt Revenues	\$ -	\$ 2,252.83
6	Other State Govt/Local Govt Revenues	\$ -	\$ 1,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ 1,163.53
8	Other Revenues	\$ 10,304.30	\$ 11,622.11
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	\$ 98,173.69	\$ 114,084.17
	Opening Balance	\$ 112,993.23	\$ 112,993.23
	Student Centred Funding	\$ 571,105.17	\$ 571,708.02
	Total Cash Funds Available	\$ 782,272.09	\$ 798,785.42
	Total Salary Allocation	\$ 5,080,734.00	\$ 5,080,734.00
	Total Funds Available	\$ 5,863,006.09	\$ 5,879,519.42



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 50,096.00	\$ 16,530.18
2	Lease Payments	\$ 14,000.00	\$ 13,953.40
3	Utilities, Facilities and Maintenance	\$ 212,658.00	\$ 146,565.28
4	Buildings, Property and Equipment	\$ 68,302.64	\$ 54,862.32
5	Curriculum and Student Services	\$ 184,536.04	\$ 168,476.34
6	Professional Development	\$ 7,500.00	\$ 3,795.68
7	Transfer to Reserve	\$ 100,000.00	\$ 100,000.00
8	Other Expenditure	\$ 2,705.00	\$ 1,590.19
9	Payment to CO, Regional Office and Other Schools	\$ 1,089.00	\$ 1,894.17
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	\$ 640,886.68	\$ 507,667.56
	Total Forecast Salary Expenditure	\$ 4,626,261.00	\$ 4,626,261.00
	Total Expenditure	\$ 5,267,147.68	\$ 5,133,928.56
	Cash Budget Variance	\$ 141,385.41	



Cash Position as at:	
Bank Balance	\$ 677,708.79
Made up of:	
1 General Fund Balance	\$ 291,117.86
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 404,960.00
5 Suspense Accounts	\$ (16,163.07)
6 Cash Advances	\$ -
7 Tax Position	\$ (2,206.00)
Total Bank Balance	\$ 677,708.79

