



Rostrata
Primary School

Co-operation • Achievement
Respect • Endeavour

ANNUAL REPORT

2022

The 2022 Annual Report provides a summary of our school's performance over the past year.

It details our student performance in academic and non-academic areas and outlines the progress we have made in implementing key strategies outlined in our 2022-2024 Business Plan. Importantly, it also describes the extent to which we have achieved the performance targets and milestones that were set out in our Business Plan.

Also contained within this report are the highlights of the year, in the areas of school and student performance and financial and human resource management.

As an Independent Public School, Rostrata is committed to implementing and achieving all the requirements of both our Statement of Expectation (2021 – 2024) and the 2022 Funding Agreement and this Annual Report presents a summary of the extent to which we have achieved this.

Message from the Principal

It is with pleasure that I present the Annual Report for 2022 which provides an overview of our progress and achievement of the targets our Business Plan was designed to address.

During the last twelve months, regular updates were provided to the School Board and the Business Plan Subcommittees on progress being achieved in each of the following sections of the plan;

- High Quality Teaching & Learning
- Learning Environment
- Leadership
- Relationships & Partnerships
- Resources

The ongoing monitoring of school progress against our targets allowed for immediate intervention as required by our teachers. The use of technology and online assessments has expedited the diagnostic analysis of student performance, allowing for greater teacher focus on planning and instruction for improvement.

At the core of everything we do is the Rostrata focus on CARE (Co-operation, Achievement, Respect and Endeavour). The school beliefs and values reflect these and our Positive Behaviour Support committee meet regularly to further plan and strengthen these messages in supporting programs throughout the school.

Managing COVID 19

During Term 1 there were significant COVID interruptions to schooling in WA. The current technology within our school allowed for the successful transition to online, at home learning should that have been required and a Business Continuity Plan is in place to ensure the students of Rostrata Primary School continue to receive a quality learning experience if students were required to isolate.

Ongoing hygiene practices were also implemented and are ongoing including students using hand sanitiser upon entry to every room, encouraging the use of water bottles rather than drink fountains and COVID cleaning of high touch areas throughout every school day.

During the initial part of 2022 further was done across the school to improve our COVID readiness:

- Extending the instructional technology action research for teachers, to all teachers throughout the school. In 2022 a third cohort of teachers received additional training.
- Provided support for staff on how to use Microsoft Teams.
- Debriefed feedback with staff so that their future remote learning is mindful of parent issues.
- Explored the logistics of how to loan school owned iPads, in the event of a sustained lockdown, to families where this might be needed.
- Reviewed the structure of school days during a lockdown and the use of learning grids.
- Continued staff training in the Impact Teaching Practices (ITP)



Lee Woodcock
Principal

ATTENDANCE

Attendance Overall Primary

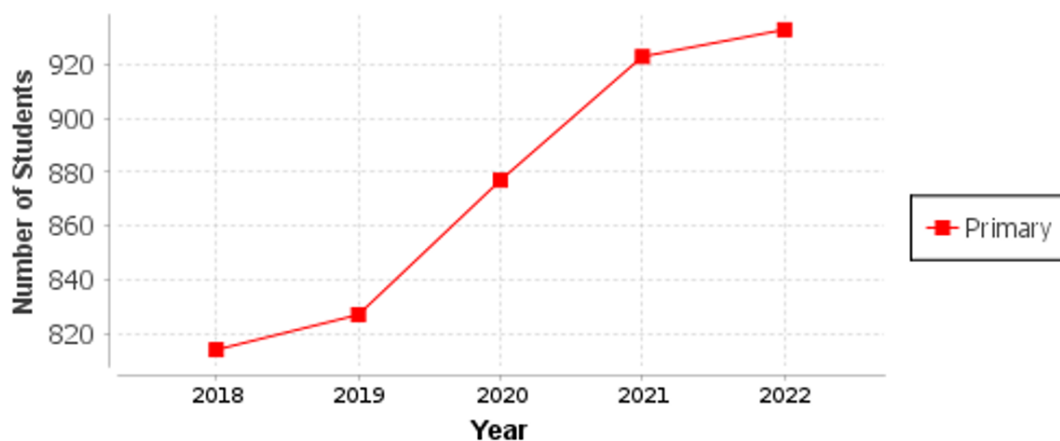
	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2020	95.3%	95.2%	93.2%	83.6%	90.5%	77.6%	95.2%	95.1%	91.9%
2021	95.7%	94.6%	92.4%	75.4%	88.7%	76.8%	95.5%	94.5%	91%
2022	91.4%	90.6%	88.3%	75.9%	82.4%	69.5%	91.2%	90.6%	86.6%

Overall student attendance was better than 'like schools' and WA Public Schools in 2022. Aboriginal student attendance was lower than 'like schools' but better than WA Public Schools.

Enrolment Trend

Our official enrolment grew gradually over the course of 2022 to peak at 933 students in PP – Year 6 at census in semester 2. Including Kindy enrolments of an additional 80 students, this brought the official total to 1013(K-6).

Semester 2 Student Numbers



EFFECTIVE LEADERSHIP

Opportunities for staff to lead in 2022 included several key initiatives. These included staff leading PBS, Wellbeing, EAL/D and ITP to name a few. One of the emerging leadership opportunities has been the development of instructional coaches. Through 2022, 12 cohort 1 teachers completed training in instructional coaching. This involved professional learning, practicing coaching techniques, identifying coaching strategies and completing accreditation tasks. We now have trained Rostrata coaches ready to support staff in a reflective practice cycle of self-improvement.

HIGH QUALITY TEACHING

Impact Teaching Practices (ITP)

In 2022 10 teachers made up cohort 3 who completed their ITP training with external provider Shaping Minds. They participated in professional learning, in class coaching, video demonstrations and collaborative meetings. In total Rostrata now has 37 teachers trained and implementing the Rostrata Impact Teaching Practice framework.

Through 2022, 12 cohort 1 teachers completed training in instructional coaching. This involved professional learning, practicing coaching techniques, identifying coaching strategies and completing accreditation tasks. We now have trained Rostrata coaches ready to support staff in a reflective practice cycle of self-improvement.

In 2022 we welcomed over 10 schools from across the metropolitan area to Rostrata PS to see ITP in action within classrooms. Teachers from PP-Yr 6 opened their classrooms and visitors watched demonstration lessons from a variety of learning areas. Our staff then met with those teachers to share resources and answer any questions. The ITP leadership team also met with the deputy principals from those schools to share practice around and answer any operational queries.

During 2022 Rostrata worked in collaboration with the Murray Cluster (4 small rural schools). 4 of our trained coaches acted as mentors for the teachers in these schools who were undergoing training in explicit teaching through Shaping Minds. They attended their PL, participated in Zoom collaborations sessions, visited their school, and welcomed the teachers into their classroom to allow them to observe and ask questions. This partnership was of great benefit to our teachers, and we look forward to working with the Murray Cluster in the future.

During 2022 planning commenced for 2023. In 2023 all teachers from K-Yr1 will participate in ITP training with a focus on Early Literacy. Again, teachers will participate in PL, watch demonstration lessons from experts in early literacy, implement strategies in their classroom, participate in discussions with a coach and design effective literacy lessons.

ITP continues to be the driving force of instructional practice within classrooms and across learning areas to ensure the best possible outcomes for all our students.

STUDENT SERVICES

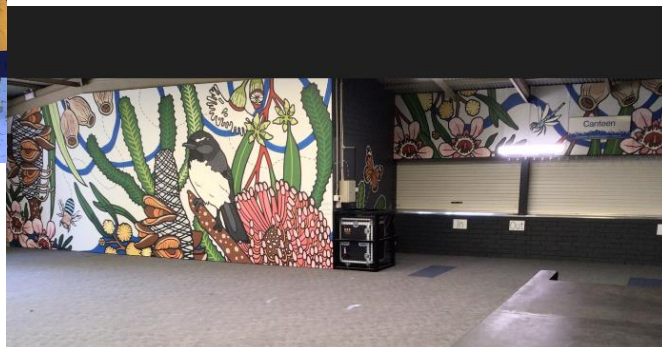
In 2022 the Student Services Team comprised a Deputy Principal and School Psychologist. Support was provided to many students who required additional assistance in the classroom. In 2023 this team will be expanded by 0.4FTE to provide additional support for students in years 3-6.

FACILITIES

In 2022 the P&C agreed to fund a new playground for B Block which was then installed in the Christmas holidays.



In 2022 OSH Club agreed to fund new carpet for the undercover area which was then installed in the Christmas holidays.



YEAR 6 STUDENT LEADERSHIP

Over the past year The Rostrata School Captains have been a flexible and adaptable student leadership group. They have had to juggle the restrictions and changes impacted by COVID 19 to be the voice of the student group. This has forced them to lead the school with virtual assemblies, as well as face to face assemblies when restrictions were finally lifted. These restrictions also gave the Captains the chance to film the first ever virtual ANZAC ceremony for Rostrata. All students did an amazing job of contributing their ideas, gathering up the information, setting up and rehearsing their lines. These events wouldn't have been a big success without their co-operation. 2022 also saw the return of the Your Move program, an initiative organised by the Department of Transport. Our Captains helped to promote students walking, riding, and scooting to school in order to alleviate traffic congestion on surrounding roads. They even braved cold mornings, standing at gates to hand out raffle tickets to students for their chance to win a free bike. Unfortunately, due to COVID 19 restrictions we were unable to take Rostrata School Captains to Canberra for their annual leadership trip. However, we were still able to take them for an overnight team building trip to Rottnest Island. They learnt about the island's history, including its importance to the mainland during World War 1 and 2. They enjoyed riding their bikes around the island, wading at the basin and of course a jam donut. As the end of 2022 approached, the School Captains, in collaboration with staff, were involved in the selection process of the incoming School Captains. It started with the Captains going into year 5 classrooms and presenting to them what the expectations and responsibilities of being a School Captain are. From there, the Captains observed how well the future candidates worked together in a STEM challenge before deciding on a short list that would be voted on by the year 5 cohort. Finally, the Captains spent the last few weeks training the incoming Captains. We are very proud of what they have achieved and the skills they have developed under the guidance of Mr Gotti, Miss Darby, Ms Wells and Mrs Butler.



English as an Additional Language or Dialect (EAL/D)

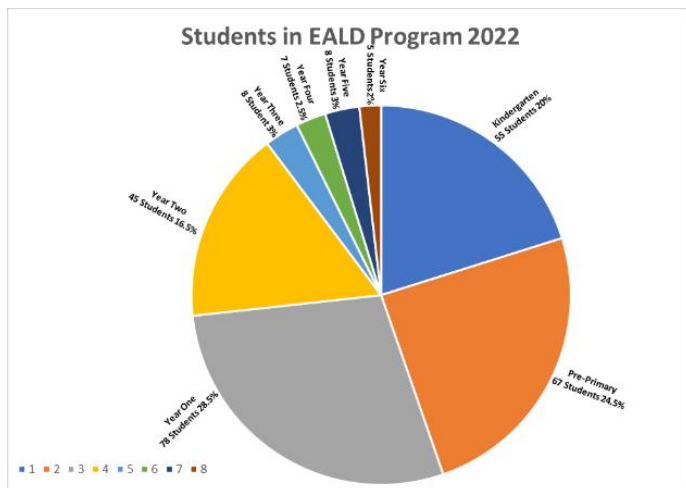
In 2022 our school had approximately 250 EAL/D students who were provided with additional support.

With the return to normal travel, our students from overseas increased and our EALD numbers rose to 271 from Kindergarten to Year 6. There were 33 different languages spoken, at Rostrata Primary School, by the students who receive assistance from our EALD team.

During 2022 some changes were made to the Rostrata EALD program with the EALD team working within classrooms helping children on their classroom activities.

EALD staff worked in 32 classes across the school and assisted the students, at the point of need, with their listening, speaking, reading/viewing and writing tasks.

Both EALD staff and classroom teachers gathered data, using the Progress Maps and assessment pointers, to assess the students' development and record their progress in Standard Australian English.



STUDENT ACADEMIC DEVELOPMENT

NAPLAN

NAPLAN Data 2022 Summary

2022 NAPLAN comparative performance displays are not currently available.

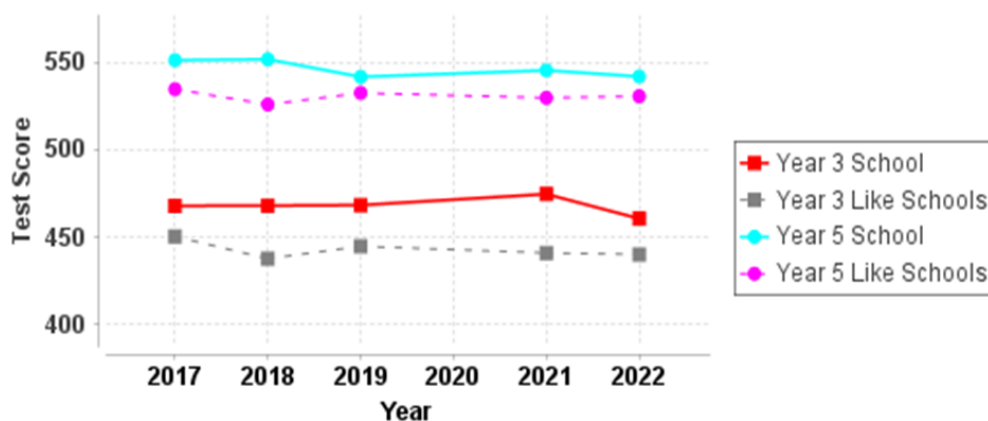
Student Progress and Achievement

2022 NAPLAN Student Progress and Achievement displays are not currently available.

Longitudinal Performance

Student performance is at or above like schools in all areas tested for the past 6 years.

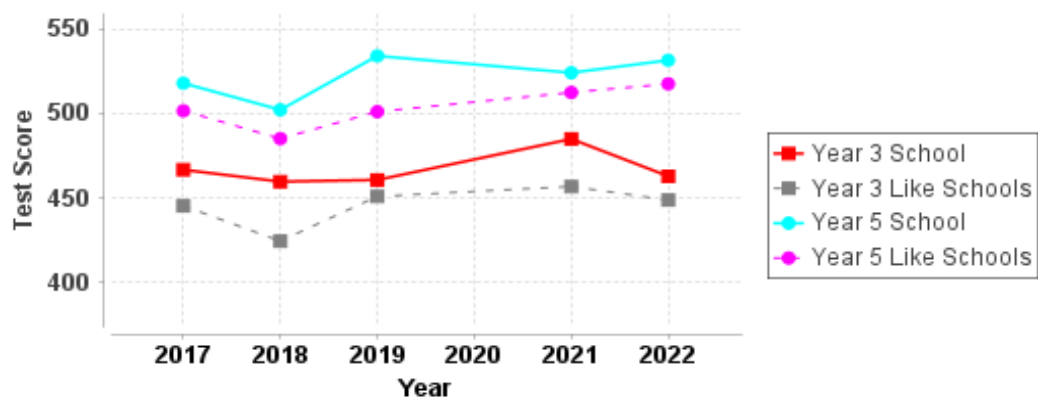
Average Numeracy Score



Average Numeracy Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2017	468	450	551	535
2018	468	438	552	526
2019	468	445	542	532
2021	475	441	545	530
2022	461	440	542	531

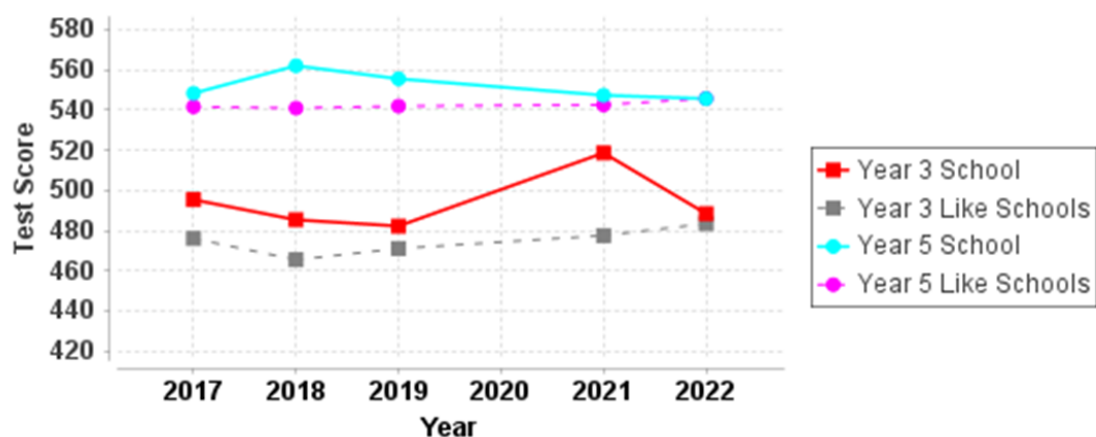
Average Writing Score



Average Writing Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2017	467	445	518	502
2018	460	424	502	485
2019	461	451	534	501
2021	485	457	524	513
2022	463	449	532	518

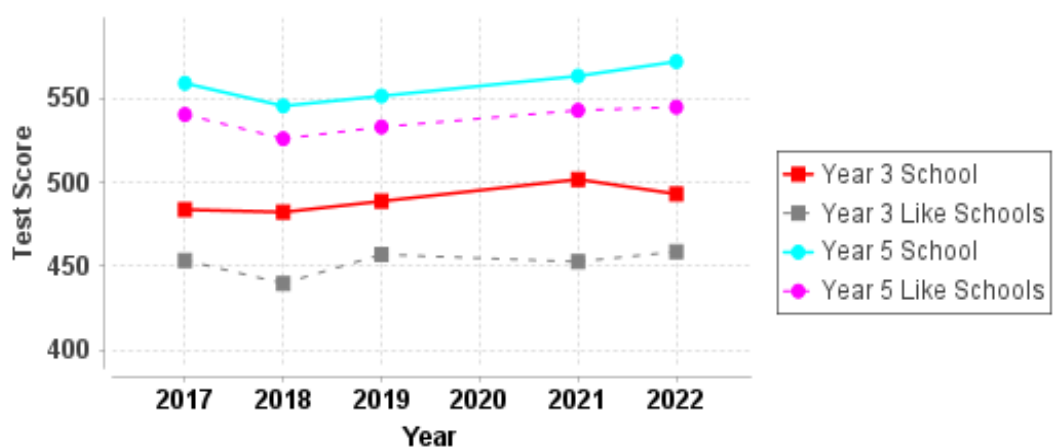
Average Reading Score



Average Reading Score

Y03		Y05	
School	Like Schools	School	Like Schools
495	476	548	542
485	466	562	541
482	471	556	542
519	478	547	543
489	484	546	546

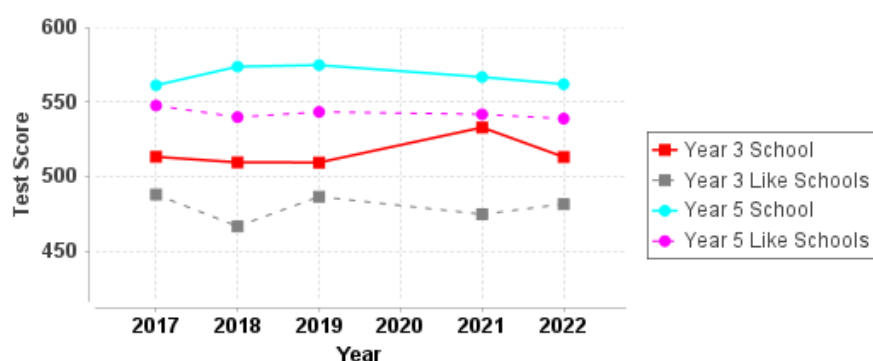
Average Spelling Score



Average Spelling Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2017	484	454	559	540
2018	482	440	546	526
2019	489	457	551	533
2021	502	453	563	543
2022	493	459	572	545

Average Grammar & Punctuation Score



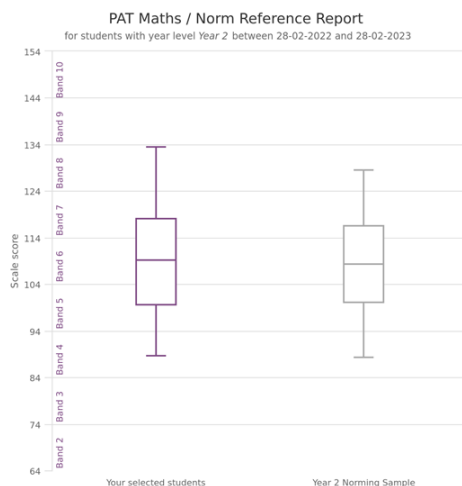
Average Grammar & Punctuation Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2017	513	488	561	548
2018	510	467	574	540
2019	510	487	575	543
2021	533	475	567	542
2022	513	482	562	539

ACER TESTING

This report shows the distribution of the students' scale scores in a box-and-whiskers when compared, as a cohort, to other students in Australia.

The length of the box represents the difference between the 25th and 75th percentiles with the middle line indicating the middle (median) score. The point where the whisker line extends below the box indicates the 5th percentile and where the whisker extends above the box indicates the 95th percentile.



Your selected students

95th percentile: 133.4

75th percentile: 118

50th percentile: 109.1

25th percentile: 99.5

5th percentile: 88.5

Year 2 Norming Sample

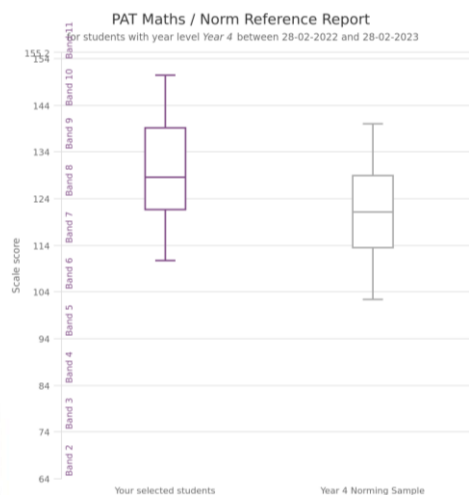
95th percentile: 128.4

75th percentile: 116.5

50th percentile: 108.3

25th percentile: 100

5th percentile: 88.2



Your selected students

95th percentile: 150.2

75th percentile: 139

50th percentile: 128.5

25th percentile: 121.5

5th percentile: 110.6

Year 4 Norming Sample

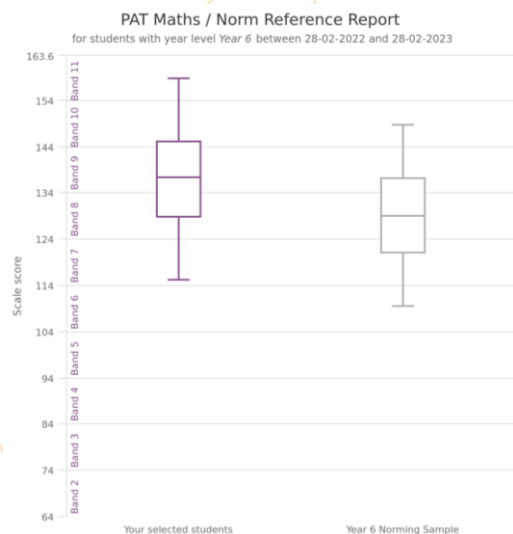
95th percentile: 139.9

75th percentile: 128.8

50th percentile: 121.1

25th percentile: 113.3

5th percentile: 102.2



Your selected students

95th percentile: 158.6

75th percentile: 144.9

50th percentile: 137.3

25th percentile: 128.7

5th percentile: 115

Year 6 Norming Sample

95th percentile: 148.5

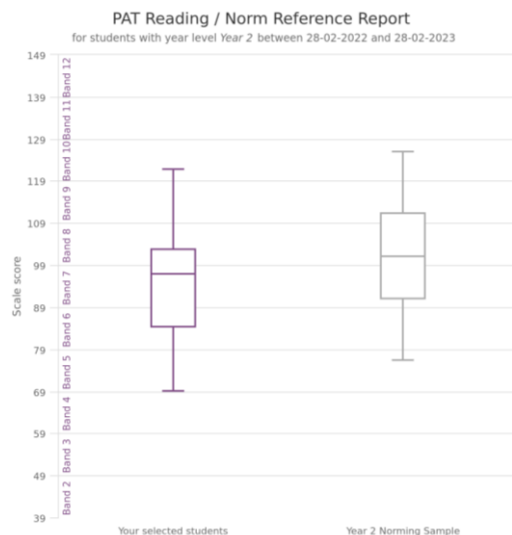
75th percentile: 137

50th percentile: 128.9

25th percentile: 120.9

5th percentile: 109.3

ACER Reading



Your selected students

95th percentile: 121.7

75th percentile: 102.7

50th percentile: 96.9

25th percentile: 84.2

5th percentile: 69

Year 2 Norming Sample

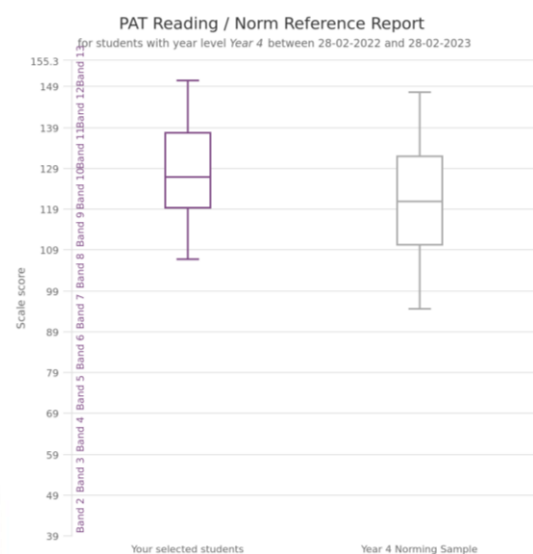
95th percentile: 125.8

75th percentile: 111.2

50th percentile: 101.1

25th percentile: 91

5th percentile: 76.4



Your selected students

95th percentile: 150.3

75th percentile: 137.5

50th percentile: 126.7

25th percentile: 119.1

5th percentile: 106.5

Year 4 Norming Sample

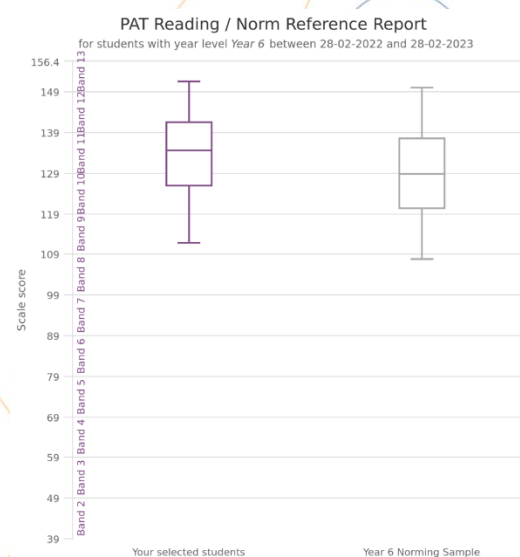
95th percentile: 147.5

75th percentile: 131.8

50th percentile: 120.9

25th percentile: 110

5th percentile: 94.3



Your selected students

95th percentile: 151.4

75th percentile: 141.4

50th percentile: 134.5

25th percentile: 125.7

5th percentile: 111.6

Year 6 Norming Sample

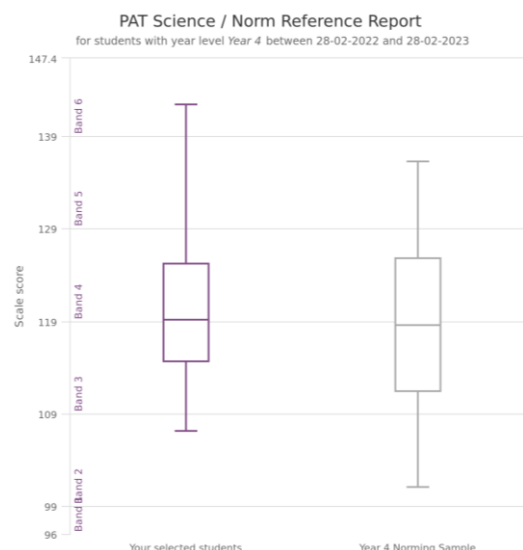
95th percentile: 149.8

75th percentile: 137.4

50th percentile: 128.8

25th percentile: 120.1

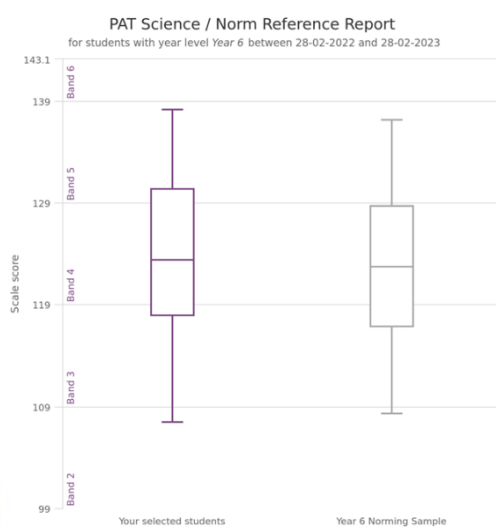
5th percentile: 107.7

**Your selected students**

95th percentile: 142.4
75th percentile: 125.2
50th percentile: 119.2
25th percentile: 114.6
5th percentile: 107.1

Year 4 Norming Sample

95th percentile: 136.2
75th percentile: 125.8
50th percentile: 118.6
25th percentile: 111.4
5th percentile: 101

**Your selected students**

95th percentile: 138.1
75th percentile: 130.3
50th percentile: 123.4
25th percentile: 117.9
5th percentile: 107.4

Year 6 Norming Sample

95th percentile: 137.1
75th percentile: 128.6
50th percentile: 122.7
25th percentile: 116.8
5th percentile: 108.3

THERAPISTS

In 2022, Rostrata PS again employed the services of Wize Therapy to re-enforce and support the professional learning of teachers around fine and gross motor skills and emotional regulation. Early intervention is the key to future social, emotional and academic success.

Senior Therapist, Deborah Thomas, who has 25 years of experience, screened all Kindergarten students towards the end of term 1. The screening can only touch on some of the areas indicated. If a child encountered difficulties during the screening a report recommended the necessity for further occupational therapy work outside the school. Screenings were repeated at the beginning of term 4, 2022. There were some marked improvements across the fine motor and speech and language categories, from April to November.

When first employing Wize Therapy, the understanding, was that the staff would become highly skilled to assist children in the classroom and be able to refer them to professional therapists if necessary, with a degree of expertise. This will be our last year with the school employing an occupational therapist to work on site. The staff have a whole school approach to managing emotional regulation using Zones of Regulation. The language used to describe emotions is common throughout the school. The school has achieved its goal.

SPECIALIST SUBJECT AREAS

Music

CLASSROOM MUSIC PROGRAM

This year the Pre-Primary students accessed Music instruction from a specialist teacher, Miss Fairs, who continued working with the Year 1 and 2 students. Year 3-6 students were taught by Miss Darby. Concepts and skills were presented to students via the Orff-Schulwerk and Kodaly approaches whereby they learn to “sing, say, move and play”. Non-tuned percussion instruments were purchased for use with Junior students.

CLASS SINGING

Pre-Primary – Year 2 students performed as a combined group at an assembly singing a medley of songs under the direction of Miss Fairs.

VOCAL PERFORMANCES

ASSEMBLY/COMMUNITY SINGING

Community/school singing continued at the assemblies under the direction of Miss Fairs for Junior students and Miss Darby for Seniors.

CHOIRS

MIDDLE CHOIR (Years 3 & 4) – 47 children – 17 boys, 30 girls

SENIOR CHOIR (Years 5 & 6) – 55 children – 9 boys, 46 girls

Total: 22 boys, 76 girls = 102 students

There was a slight increase in the number of boys (2). Both Choirs performed at the school assemblies whereby the majority of songs were sung in two-part harmonies, at times within each Choir and at other times, against each Choir.

As the decision was made for the Senior Choir to participate in the Massed Choir Festival every two years due to the high level of commitment required and challenges it presents, several performances were reintroduced, the Flash Mob (two of these were performed during lunch time in different locations around the school), and Spring Sing. Our aim with the Flash Mob was to spread some joy around the school and, according to feedback from staff, this is exactly what was achieved. Spring Sing was held at the end of Term 3 which served two purposes, one to provide the opportunity for parents and the Rostrata community to enjoy the talents of the Choirs, and two to act as a recruitment performance for the upcoming Year 3 students. These students were given the opportunity to experience what a typical choir rehearsal looks and sounds like. They participated in warm-up activities, games, harmony singing and choreography. Teachers of the Year 2 students provided positive feedback mentioning that their students thoroughly enjoyed the experience which will result in the continuation of this event.

The Choirs performed their usual end of year Christmas concert whereby they sang a combined Christmas song and were accompanied by the Senior Band. They had the challenge of including the popular “Rick rolling” within their song. Their final combined song was a challenging a capella song which showcased their singing talents.



INSTRUMENTAL MUSIC SCHOOL SERVICES (IMSS)

Thirty-seven students participated in the Instrumental Music School Services program learning either the violin, viola or cello, however, one cello student withdrew from the program in Term 4.

The Ensemble teacher accepted a Year 3 violin student into the Ensemble, who wasn't taking lessons at the school, which brought the total of students to forty. Ms Mikajlo continued to introduce the Year 3 students to the Ensemble part way through Term 2 which provided the students with a meaningful purpose for learning their instrument. It also encouraged older string students to peer tutor the Year 3s. The Ensemble performed at several assemblies, receiving positive feedback from staff.

ALTERNATIVE ASSEMBLY PERFORMANCES

Performance opportunities for individual Year 4-6 students, who were learning instruments outside of school hours, were provided on two occasions at the assemblies. The first was aimed at the Year 5 & 6 students, and the second the Year 4s. The Year 4s' performances were filmed and included in the Virtual Assembly. This enabled them to showcase their talents and to further develop their performance skills. Positive feedback was provided by staff, parents and students resulting in the continuation of this initiative.

Music – Junior Music

In 2022, Junior music was run in the classrooms for Pre-Primary, Year 1 and Year 2 students by Miss Fairs. These lessons focussed on learning music concepts and skills, including audience and performance skills. Throughout the year, the junior students would sing together at fortnightly assemblies, where the school song was led by Miss Fairs and the school captains.

In term 4, the Junior Music students performed 2 songs at the junior assembly. The first was a medley, featuring music from Stevie Wonder, Diana Ross and The Beatles. The second song was Over the Rainbow, as sung by Judy Garland.

Drama

In 2022, the Pre-Primary students started drama with Miss Fairs, with lessons running in their classrooms. The drama program focussed on body movement and vocal skills, along with discussing drama in the community. The lessons targeted audience and performance skills with an emphasis on incorporating literacy. Stories and poems were used to assist the students with understanding story elements and character development. At the end of the year, the Pre-Primary students used their skills to create and perform plays in groups for their class.



ITALIAN

As per the mandated curriculum, in 2022 Signora Green's Yr 6 cohort studied content related to Free Time and related activities, encompassing culturally relevant events.

Students used a variety of online resources to learn about and revise language structures taught during lessons: Quizlet, Wordwall, Kahoots, and Italian channels on Youtube such as Coffee Break Italian. The Yr 6 classes all competed in La Sfida Italiana (The Italian Challenge). Points were allocated to each class based on whole class performance in Kahoots in Semester One and again in Semester Two. Mr Gotti's class took out the title in both Semesters.

Regular contributions to the Rostrata school newsletter showcased what the Yr 6 students were learning/working on in lessons; such as Italian card games (Scopa), role plays where students accepted or declined invitations. The newsletter also shared information on events linked to the Yr 6 syllabus which students learnt about in class, such as: Il giro d'italia (cycling), Il Festival della canzone di Sanremo (song competition), Le Olimpiadi (sports). Further to this, culturally relevant local events were also highlighted such as the visiting Sistine Chapel exhibition, which Signora Rechichi and Green attended and La festa della Repubblica (Italy's equivalent to Australia Day).



Entry into the WAATI (Western Australian Association of Teachers of Italian) poster competition was offered to all Yr 6 students. Unlike in 2021, it was optional. Rostrata had an entry by Amiyah Ramawickrama and she was awarded a certificate.

Signora Rechichi continued to engage the Yr3-5 students using explicit instruction through the Instructional Teaching Practice (ITP) being implemented at Rostrata. Students use whiteboards to respond to fast-paced Power Point reviews to help students embed the previous weeks' work/learning into their long-term memories.

The Year 5 cohort concentrated on the use of numbers in Italian. They used their number knowledge in the concepts of time, counting, order, dates, age and addresses. Explicit grammar lessons about the prepositions when describing living in a country or city, lead to discussions and new learning about cities and countries of the world. In the latter part of the year, Year 5s used floor plans to describe the rooms in their real or imagined homes.

Learning to sing "Testa, Spalle Ginocchia, Piedi" was an enjoyable strategy for the Year 4 Cohort to learn body parts. They used this knowledge to create a "creature" with a roll of the dice. Learning how to tell the time in Italian coincided with the Year 4 Maths curriculum so the Italian lessons reinforced the time concepts being taught in Maths. The end of the year saw the Year 4 students participate in La Festa Italiana, in which they created Colosseums from Nutragrain, a green-screened tourist photo of the Leaning Tower of Pisa and drawing a 2022 version of the Mona Lisa. The Festa also gave the students the opportunity to converse with a gelato vendor, having to ask for their ice cream flavour in Italian. It was wonderful motivation.



Year 3 cohort started their Italian learning with the basics: greetings, colours, numbers. Learning about the Italian culture and events is an important aspect of the curriculum. Hence students learned when and how Italians celebrate Carnevale, Festa del Papa' (Father's day) and Pasqua (Easter). They made finger puppets to help their conversation skills and played tombola (bingo) to learn colours. Whiteboards and physical vocab cards were used to learn family members.

In Term 3, students extended their understanding of colours by using them as adjectives, particularly, how the colour names change their ending according to what they are describing. They could describe their eye and hair colour. The students consolidated their learning by playing “Chi E`?” (Guess Who?) The culmination the semester’s learning was creating a book on Book Creator that featured their family members.

ROSTRATA KITCHEN GARDEN PROGRAM

2022 was another year of bountiful garden produce, delicious nourishing cooking and engaging hands-on learning in the Rostrata Kitchen-Garden program. The Year 4-6 students participated in alternate kitchen, garden lessons each fortnight and continued to develop their understanding of where food comes from; the importance of nutrition; the benefits of eating fresh, local produce; the seasonal changes and cycles of gardening; and actions we can take to live more sustainably. In addition, they developed valuable real-world skills in cooking and gardening and gained from working collaboratively through authentic experiences.



Miss King took maternity leave in Term 2 and Ms Wilby stepped in as the Garden Specialist teacher. The Waste Warriors program was implemented and involved educating the school community in how lunch waste can be sorted into compostable and non-compostable items. The compostable food scraps went into a green topped bins and volunteer Year 4 students gave up their lunchtimes to collect the bins and take the scraps to compost bins in the Garden. The Year 4 Waste Warriors took on their job responsibly and their fluorescent green vests promoted the importance of this whole school program.

In Term 3 all students from Year 4-6 participated in STEAM week activities during their Kitchen and Garden lessons. In the Garden the students made a garden ecosystem web and demonstrated how things in the natural world are interconnected. They collected mini beasts and identified some of the specific roles they play within the ecosystem. In the Kitchen the students participated in watching Fungus grow in the form of yeast and made delicious New York bread pretzels.

In addition to repeating our wonderful favourites the silver beet fritters and delicious frittatas, we introduced many new dishes. Gorgeous honey carrot cakes and pumpkin muffins, lemon tea cakes and Chinese stir fry to mention just a few. Our salads are always a hit with the students as they prepare and present them using their own creative ideas and initiative. Puff pastry cheese straws allowed students to develop fine motor skills twisting pastry to create interesting shapes. Creamy broccoli pasta with fresh herbs was also on the menu with many other dishes providing a fun and informative lesson full of nutritional facts.



The Kitchen- Garden program continues to be a wonderful initiative that truly brings together the whole school community. Our Chicken Whisperer families come in on weekends and during the school holidays to check on the chickens and help keep everything running. Parent volunteers also regularly come into the Kitchen and Garden lessons to assist and are very much appreciated. The Willetton community garden next door is a proactive organisation which often helps us out with fruit and vegetable scraps for the compost. The Rostrata Staff are all very supportive of the Kitchen-Garden program and believe in the benefits it has to our students’ health, wellbeing and lifelong learning success.

PHYSICAL EDUCATION

Students from Pre-Primary to Year Six take part in Physical Education lessons where the emphasis is on fun, participation, coordination, fitness, resilience, games skills, strategies, and team skills. The Physical Education staff provide an inclusive and comprehensive program, which aims to develop our students' fundamental movement skills and abilities to perform across a range of physical activities.

Pre-Primary – Year 1. The focus of the lessons is to introduce and develop the Fundamental Movement Skills. The lessons are choreographed to music to motivate the students, keeping them fully engaged and active. Students also participate in Cardio Fitness and Mindfulness sessions on Friday mornings.

Year 2– 4. The lessons are focused on further developing and consolidating the Fundamental Movement Skills through the practise of modified games. Students in Year 3 and 4 participate in Middle School Sports, where the cohort play a variety of modified fitness activities and games. In Term 4, the focus for MSS was the Jump Rope for Heart, where students raised over \$5000 for the Heart Foundation.



Year 5 – 6. Students apply their learnt skills in a variety of modified sports and games in an inclusive environment, furthering strengthening their strategic thinking and gameplay as well as their teamwork, leadership skills and sportsmanship. Students also participate in Senior School Sports, where students have the option of participating in a range of competitive and non-competitive sports.

Extra-curricular sports and fitness activities are made available to students, such as Running Club, Cross Country Club, and athletics training, as well as external sporting programs such as badminton, funded through Sporting Schools grants.



Leadership opportunities are promoted through the appointing of House Captains. The role of Vice Captain (introduced in 2020) was continued to support the House Captains, increasing the leadership team from 8 students to 12. As a result, the House Captains completed their duties more thoroughly and with continued enthusiasm.

The beginning of 2022 saw the regular Carnival program interrupted by COVID. After great deliberation, the swimming carnival was cancelled and unable to be rescheduled later in the year. The Summer Carnival experienced disruptions to umpires and coordinators who were struck down with COVID, however it was with impression cooperation amongst PE coordinators that the carnival was able to go ahead. By mid-year, COVID restrictions eased and both school and interschool carnivals went ahead without

any further disruptions.

As per arrangement in last year's plan, an interschool sports uniform was created and debuted at the interschool cross-country carnival. The uniforms gave a sense of pride and belonging to those students who were granted a place on an interschool team.

Future planning for 2023

The below recommendations for 2023 have been discussed and agreed upon by the PE staff:

- The re-introduction of the swimming carnival.
- The re-introduction of external dance programs, in a similar vein to Edu-Dance, that is inclusive of all students and their abilities and cultures.
- An additional order of interschool sports uniforms in smaller sizes to accommodate our younger and smaller students.
- The continued implementation of teaching strategies as learnt through the Impact Teaching Practise.
- Continued application for external sports programs through Sporting Schools.
- The resurfacing of our existing basketball courts (outside admin and the C Block classrooms).
- Invest in shade around the school to accommodate Australia's longer summer months and rising UV levels.

SCIENCE

2022 has been an exciting and memorable year for students working with our science team. Despite challenging conditions at the start of the year, we maintained our hands-on science program and continued to develop our understanding and inquiry skills in science.

Year 6s created light-up quizzes using electrical circuits and investigated solar cars. They dissected flowers and stems to explore their features and created crystals while exploring chemical and physical changes. They researched, built and taught each other about different types of volcanoes.

Year 5s studied our Solar System and Einstein's gravity by using the space-time simulator, investigated light, created animal adaptations videos and explored properties of solids, liquids and gases.

Year 4s simulated erosion and weathering of rocks in our landscape and studied forces acting on vehicles. They looked at relationships between organisms in ecosystems and tested properties such as strength of different materials.

Year 3s explored the sources and movement of heat and modelled structures of common atoms. Students categorised living and non-living things based on observable features and role-played the rotation and revolution of Earth to describe phenomena of day and night and the changing seasons.



Year 2s applied their knowledge of Earth's resources and their uses, and how different materials can be combined for a particular purpose to plan, design and evaluate their own birdhouse creations. Students also applied pull and push concepts while creating their own marble run challenge. They ended the year exploring offspring of different species.



Year 1s observed, described and tested how materials have different properties and can be changed. We used our investigation skills to design and build a structurally sound bridge for the 3 Billy Goats Gruff. We then moved on to learning all about the seasons, changes between day and night and features of landscapes. In Physical Science, we learnt about how we hear and see. We made cup telephones and tested how sound travels. In Biological Science we went on a 'living things hunt' around the school and designed a snail habitat.

Our Pre-Primary students began the year using their senses to observe and describe properties of various materials. We tested playdough and used our problem-solving skills to design and build 'Terrific Towers' out of straws and plasticine. We had fun being Rostrata Weather Watchers each week and a highlight was when we created our own raincloud in a jar. We then investigated how different toys move and finally, learnt all about the needs of living and non-living things.

Our celebration during National Science Week continues to evolve, this year welcoming Mrs Ainscoe in Art to our festival making it STEAMfest! The fortnight was action-packed with activities in specialist areas and many scientist parents to meet.

Senior students worked with several parents; Engineer Mark Little, Entomologist Natarsha McSweeney, Software Engineer Martin Cupak, ICU Dr Prakash Ananthan, Electrochemist Professor Debbie Sylvester-Dean and Neuroscientist Dr Julian Heng.



Our junior scientists learnt all about stained glass and made our own kid friendly stained glass windows. Additionally, all students had the opportunity to learn about our universe in the Scitech Spacedome.

Sustainability Club continued through the year with a core group of students weeding Bill's Hill, germinating and planting everlastings and monitoring growth of previous years plantings.



We look forward to a fantastic 2023!

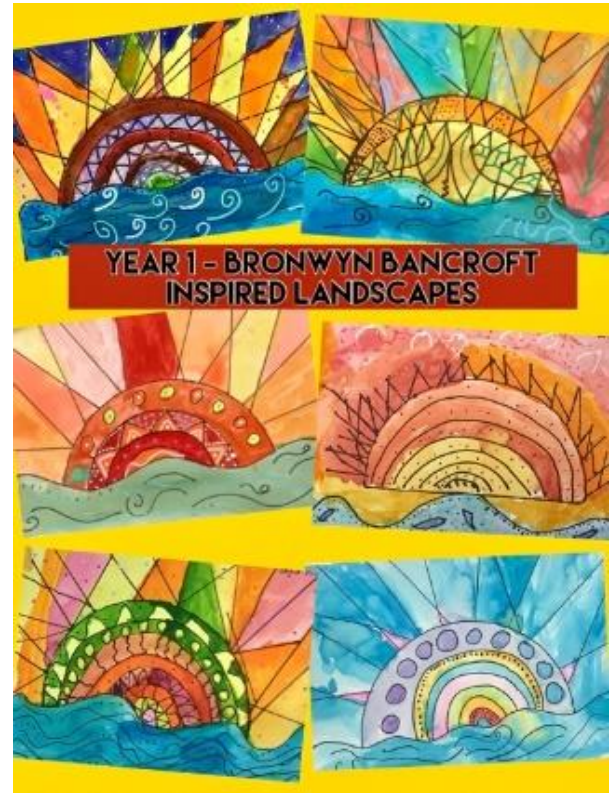
Ms Das, Mrs Hunt and Ms Dawson.

VISUAL ART

In 2022, Visual Art was taught as a specialist subject to Years 1-3 with the other year levels being taught by their classroom teachers. Miss Chloe De Paoli took the opportunity to teach in London so departed Rostrata at the end of Term 2. Mrs Kate Ainscoe was the replacement Art Specialist for the remainder of the year.

Rostrata provides a stimulating and positive learning environment for growing artists to develop their confidence, curiosity, imagination and artistic abilities.

Students develop their knowledge and abilities through the teaching and guided practise of the elements, forms, skills, techniques, processes, conventions and technologies of the Visual Arts.



STUDENT PHYSICAL, SOCIAL and EMOTIONAL DEVELOPMENT

Positive Behaviour Support

The implementation of the Positive Behaviour System framework has continued to be strengthened because of the whole school adherence to its processes. The three levels of acknowledgement of positive behaviours ensures the expectations are met and reinforced on a daily basis. Students are cognisant of how we behave at Rostrata Primary and respond appropriately.

PBS offers an avenue that if expectations are not met, support is given through “teachable moments” allowing staff to support the student/s to explicitly learn the expectation at point of need.

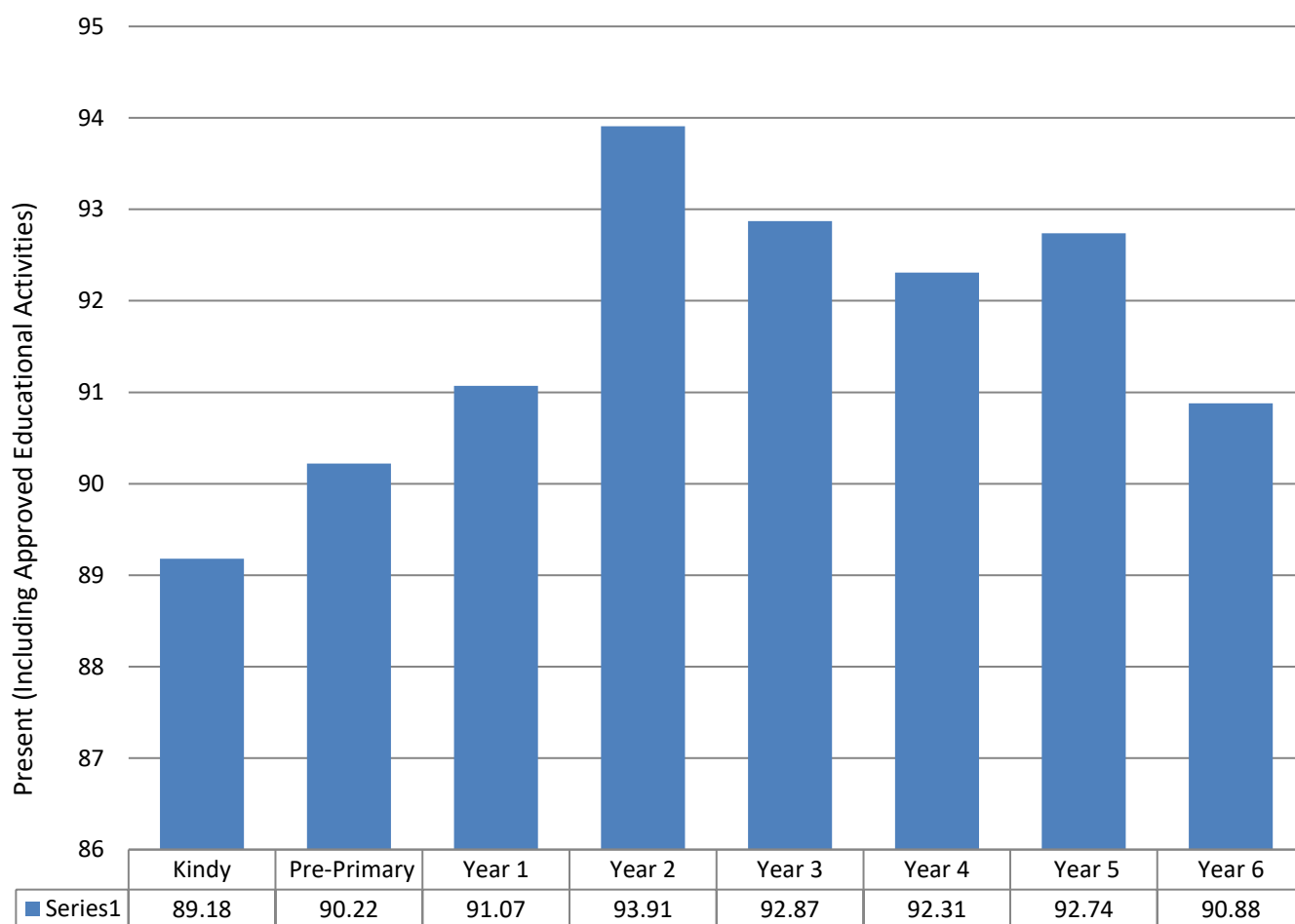
Each fortnight, PBS lessons focus on different behaviour expectations to explicitly teach the behaviours expected at school. This ensures a coherence across the school and new students to Rostrata are sooner able to understand what is expected from them at this school.

Actions by PBS in 2022:

- Rostrata’s PBS Committee met twice per term in 2022.
- Covid restrictions and safety protocols resulted in some of these meetings happening virtually.
- A new staff member joined the committee, giving B Cluster a second teacher representative. This teacher embodied the CARE motto and his class started initiatives which allowed the whole Rostrata community to be more caring and giving through a "sock-drive" for the homeless in the community.
- Chaplain Lanah Hardie joined the PBS Committee and trialled the UR Strong program with a Year 4 class, gaining excellent data and response from the students.
- The Friendly Schools Plus was taught to Pre-Primary to Year 6 students by specialist teacher and committee member, Teresa Keesing. By having one teacher teach the program's content it allowed for greater consistency to its implementation. Aspects of Zones of Regulation and PBS foci were included in the Friendly School's lessons where and when it was appropriate.
- Explicit PBS lessons were created in alignment with the Instructional Teaching Practice (ITP) mode in which other lessons are taught. The use of PowerPoints, whiteboards and various other engagement norms allowed the teachers to have a resource that was ready to deliver to their class during the allocated PBS lesson time. These digital lessons were in response to the teacher survey conducted in 2021, in which results showed the PBS lessons were not being completed due to teachers feeling time-poor.
- The end of 2022 also saw a farewell to the founding member of Rostrata’s Positive Behaviour System, Annabella Clarke, whose work and drive was instrumental to PBS’ success at Rostrata. PBS has been an overarching umbrella to the way we implement our C.A.R.E motto.

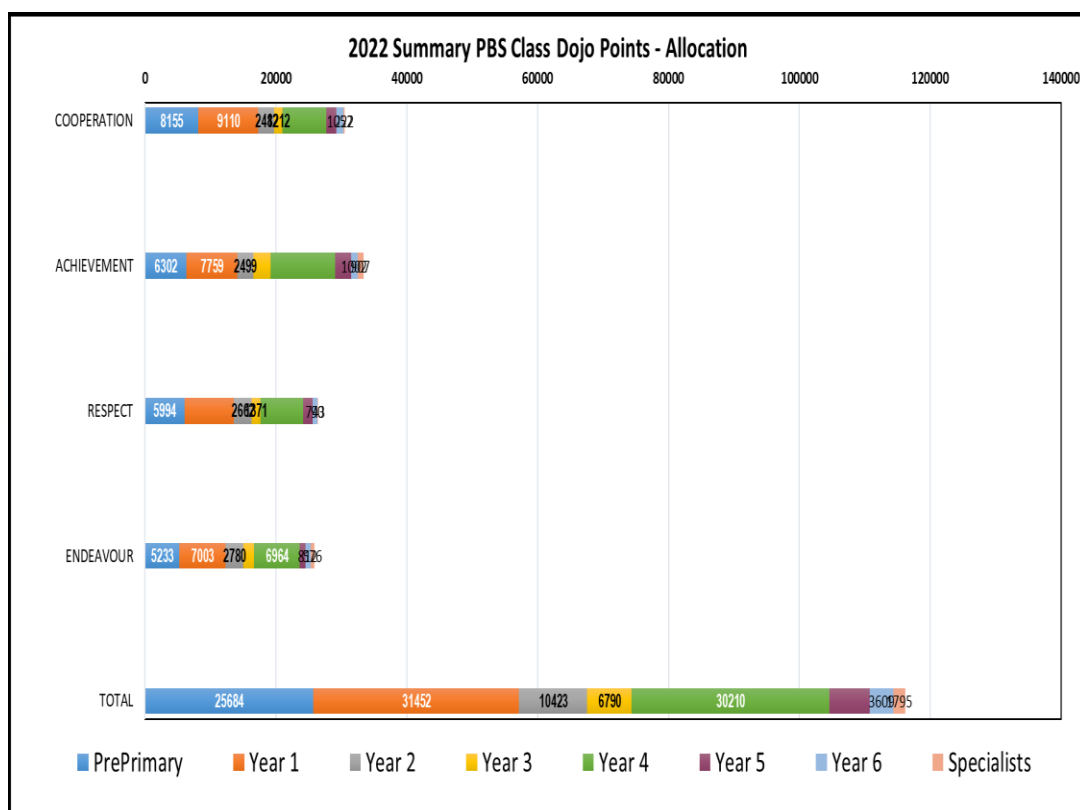


Summary Of Attendance 2022



Level One - Summary Class Dojo Points 2022

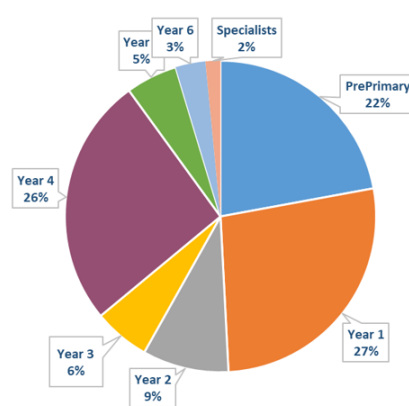
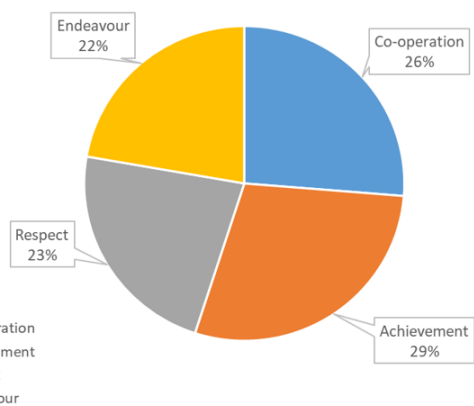
	Co-operation	Achievement	Respect	Endeavour	TOTAL
PREPRIMARY	8155	6302	5994	5233	25,684
YEAR 1	9110	7759	7580	7003	31,452
YEAR 2	2482	2499	2662	2780	10,423
YEAR 3	1212	2558	1371	1649	6,790
YEAR 4	6730	9956	6560	6964	30,210
YEAR 5	1563	2377	1441	844	6,225
YEAR 6	1052	1002	743	812	3,609
Specialist Teachers	222	907	90	576	1,795
Other (Office & Canteen Staff)					
TOTAL	30,526	33,360	26,441	25,861	116,188



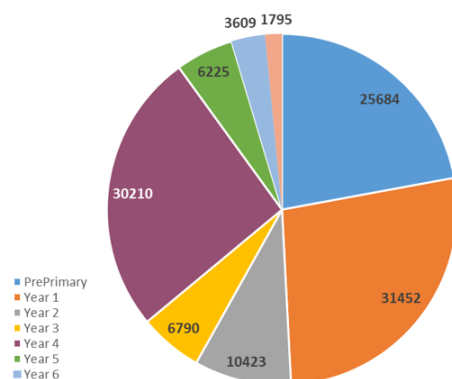
2022 Summary Class Dojo Points - Allocation

Level One

2022 Summary Class Dojo Points - Source



2022 Summary Class Dojo Points - Source

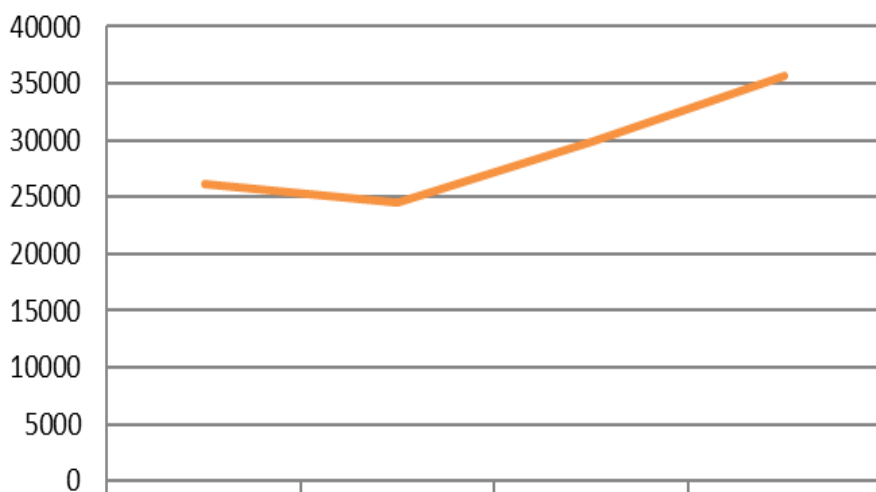


Level One

2022 SUMMARY CLASS DOJO POINTS

TERM	COOPERATION	ACHIEVEMENT	RESPECT	ENDEAVOUR	TOTAL
Term One	7024	7414	5598	6174	26,210
Term Two	6437	6944	5529	5536	24,446
Term Three	7544	8399	7024	6852	29,819
Term Four	9485	10603	8290	7299	35,677
TOTAL	30,490	33,360	26,441	25,861	116,152

Class Dojo Points 2022



Series1

Term 1

Term 2

Term 3

Term 4

26210

24446

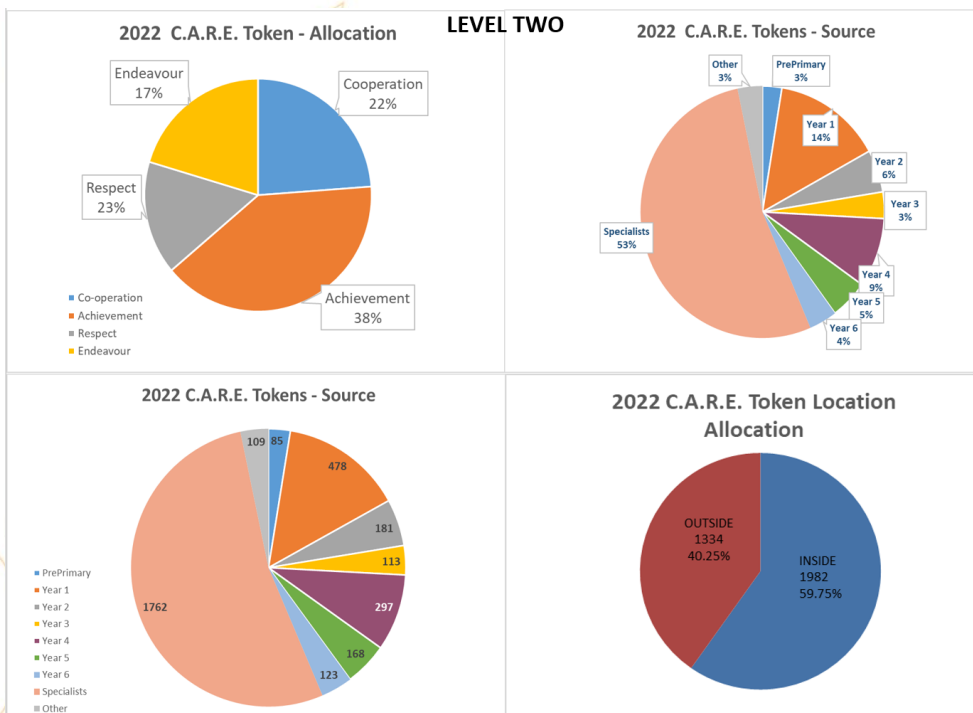
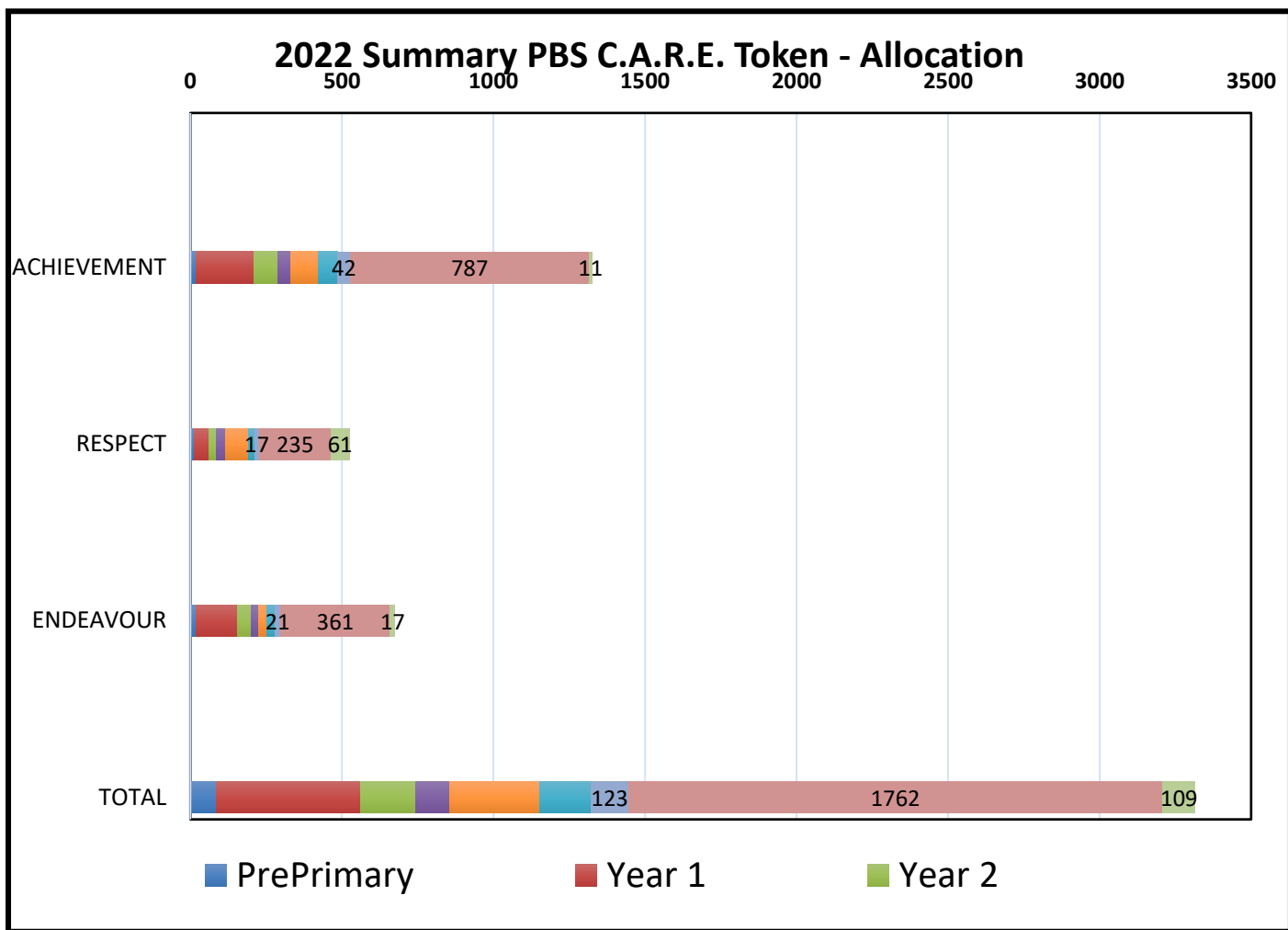
29819

35677

LEVEL TWO

C.A.R.E. Tokens 2022

	Co-operation	Achievement	Respect	Endeavour	TOTAL
PREPRIMARY	33	19	14	19	85
YEAR 1	102	192	48	136	478
YEAR 2	32	79	24	46	181
YEAR 3	21	40	29	23	113
YEAR 4	101	92	76	28	297
YEAR 5	59	64	20	25	168
YEAR 6	43	42	17	21	123
Specialist Teachers	379	787	235	361	1762
Other (Office & Canteen Staff)	20	11	61	17	109
TOTAL	790	1326	524	676	3316

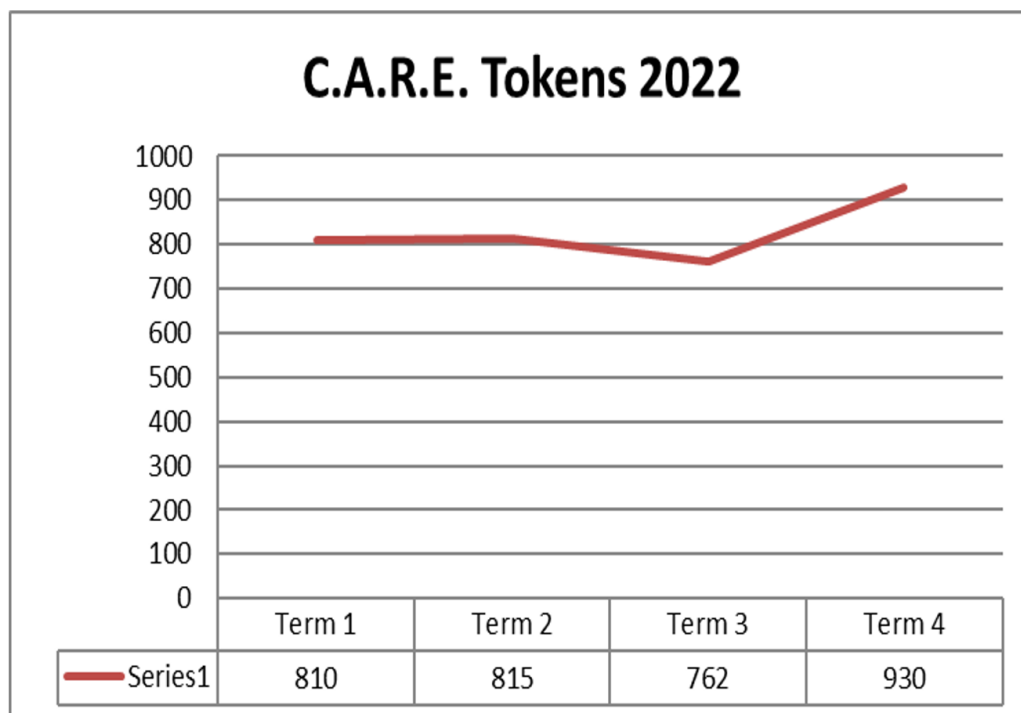


LEVEL TWO

2022 SUMMMARY CARE TOKENS

TERM	COOPERATION	ACHIEVEMENT	RESPECT	ENDEAVOUR	TOTAL
Term One	213	293	139	165	810
Term Two	172	369	132	142	815
Term Three	165	321	132	144	762
Term Four	240	343	122	225	930
TOTAL	790	1,326	525	676	3,317

LEVEL TWO





Behaviour Reflection Sheets - Summary 2022
Year Levels * 219 Sheets

Years	Total	%
Kindy		
Pre-Primary	33	15%
Year 1	28	13%
Year 2	32	14%
Year 3	26	12%
Year 4	38	17%
Year 5	29	14%
Year 6	33	15%
	219	100%



Behaviour Reflection Sheets - Summary 2022
Recorders Of Incidents - 219

Recorders Of Incidents	Total	%
Pre-Primary Teachers	31	14.5%
Year 1 Teachers	28	13%
Year 2 Teachers	29	13.5%
Year 3 Teachers	20	9%
Year 4 Teachers	37	17%
Year 5 Teachers	21	9.5%
Year 6 Teachers	33	15%
Administration Staff	7	3%
Specialist Staff	11	5%
Education Assistants	2	0.5%
Relief Staff		
	219	100%



Behaviour Reflection Sheets - Summary 2022

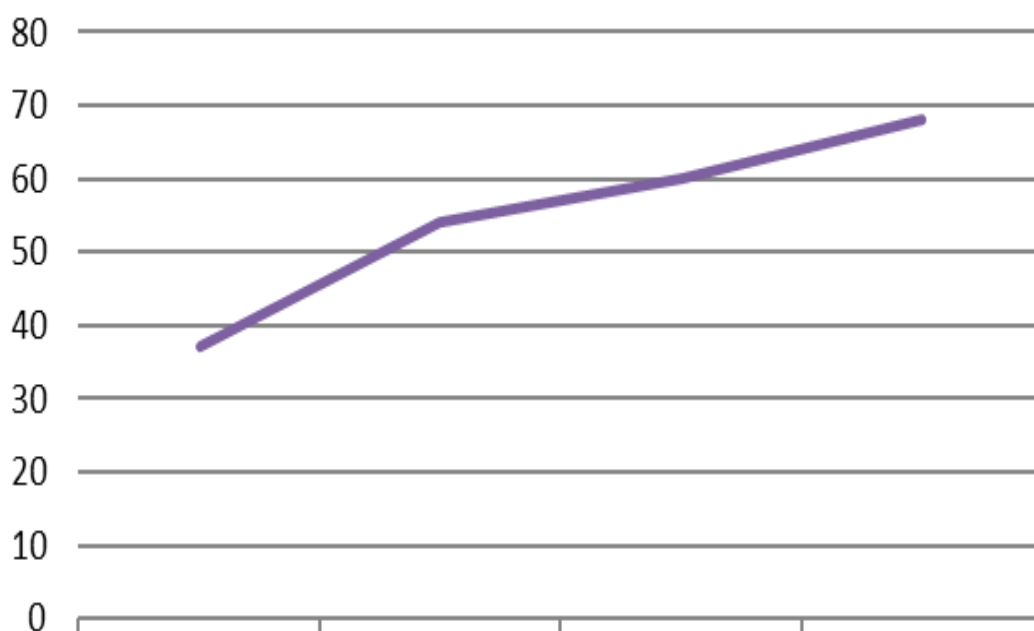
Expectations Not Followed -- 613

CO-OPERATION	EXPECTATIONS		TOTAL	%	RESPECT
	I follow staff instructions.		98	299 49%	
	I share school resources, equipment and spaces.		1		
	I listen attentively.		31		
	I encourage others.		6		
	I include others in activities.		3		
	I keep everyone safe.		34		
	I follow agreed rules.		48		
	I work with my group and include everyone.		2		
	I play safe.		59		
I share equipment and play areas.		3			
I agree on and follow the rules of the game.		14			
ACHIEVEMENT	EXPECTATIONS		TOTAL	%	ENDEAVOUR
	I work to the best of my ability.		7	34 5.5%	
	I actively maintain the positive reputation of the school.		7		
	I stay within the set boundaries.		20		
	EXPECTATIONS		TOTAL	%	
	I take care of school, students' and own property.		43	259 42%	
	I use manners.		32		
	I only use language that is appropriate for school.		26		
	I put rubbish in the bin and recycle.		1		
	I keep my hands, feet and objects to myself.		96		
	I speak respectfully to and about everyone.		42		
I wait my turn -in line (1), to speak (1), to have someone's attention (2).		4			
I show consideration to others when moving around the school.		10			
I return equipment to the right place.		5			
	EXPECTATIONS		TOTAL	%	
	I have a go, persevere and reflect.		3	21 3.5%	
	I complete set tasks.		10		
	I seek help when needed.		2		
	I start work straight away and stay on task.		4		
	I arrive at school on time and return on time after breaks.		2		

2022 SUMMMARY BEHAVIOUR REFLECTION SHEETS

TERM	NUMBER OF BRS	COOPERATION	ACHIEVEMENT	RESPECT	ENDEAVOUR	TOTAL
Term One	37	38	4	48	1	91
Term Two	54	87	8	64	6	165
Term Three	60	79	13	72	6	170
Term Four	68	89	11	79	8	187
TOTAL	219	293	36	263	21	613

Behaviour Reflection Sheets 2022



Series1

Term 1

Term 2

Term 3

Term 4

37

54

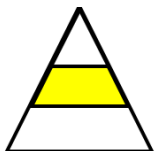
60

68



Blue Slip Behaviours - Summary 2022 Year Levels * 10 Incidents

Years	Incident Total	%
Kindy		
Pre-Primary	2	20%
Year 1		
Year 2	3	30%
Year 3		
Year 4		
Year 5		
Year 6	3	30%
	10	100%



Blue Slip Behaviours - Summary 2022 Recorders Of Incidents

Recorders Of Incidents	Incident Total	%
Pre-Primary Staff	2	20%
Year 1 Staff		
Year 2 Staff	2	20%
Year 3 Staff		
Year 4 Staff		
Year 5 Staff	1	10%
Year 6 Staff	1	10%
Administration Staff	2	20%
Specialist Staff	2	20%
	10	100%

Blue Slips - Summary 2022 Expectations Not Followed -- 14

CO-OPERATION

EXPECTATIONS	TOTAL	%
I follow staff instructions.	3	5 36%
I listen attentively.	1	

RESPECT

EXPECTATIONS	TOTAL	%
I use manners.	1	7 50%
I only use language that is appropriate for school.	1	
I keep my hands, feet and objects to myself.	5	

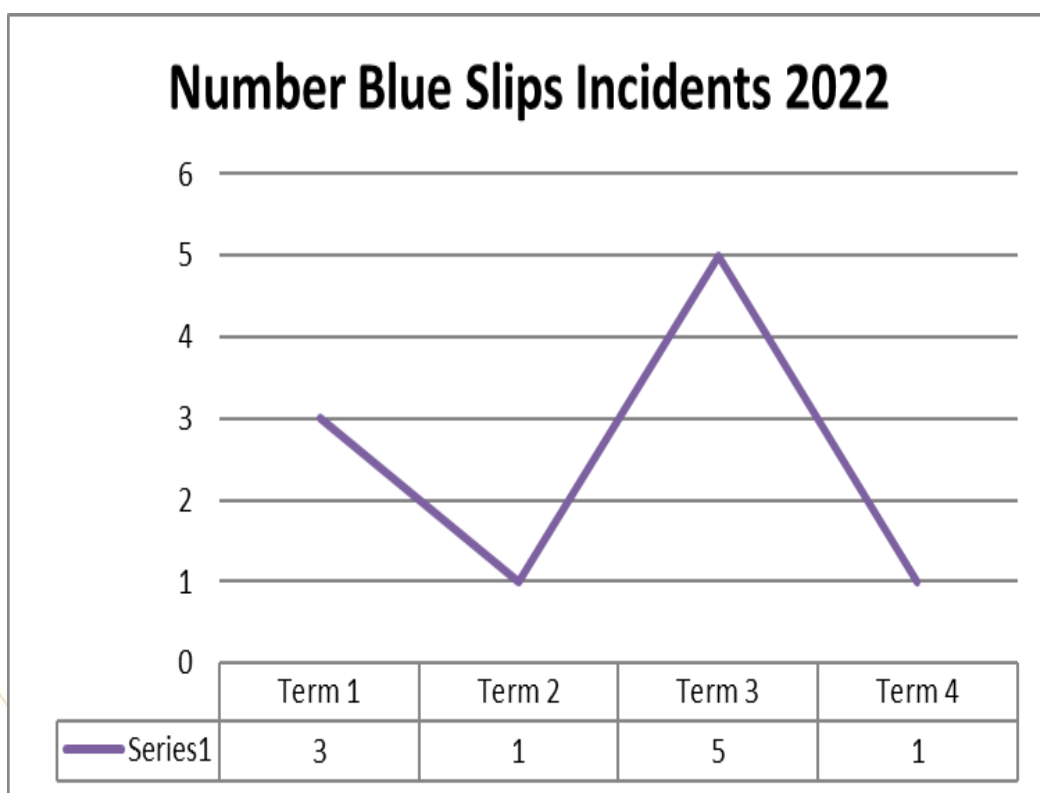
ACHIEVEMENT

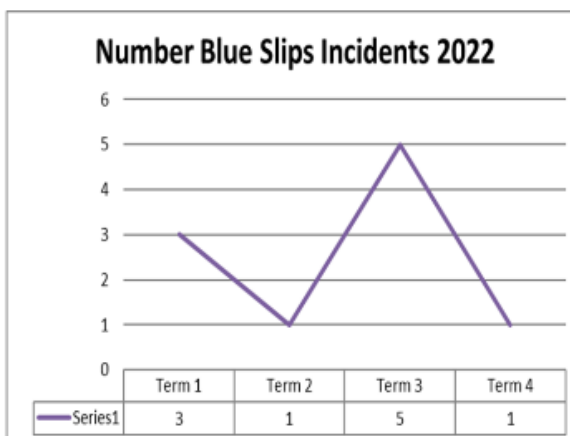
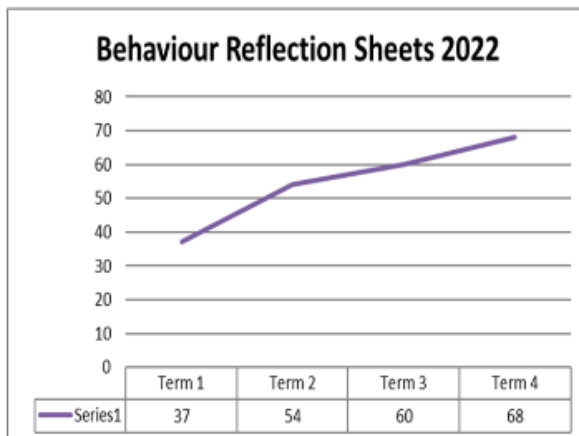
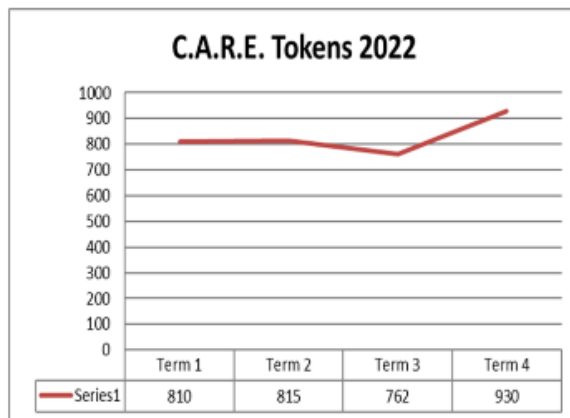
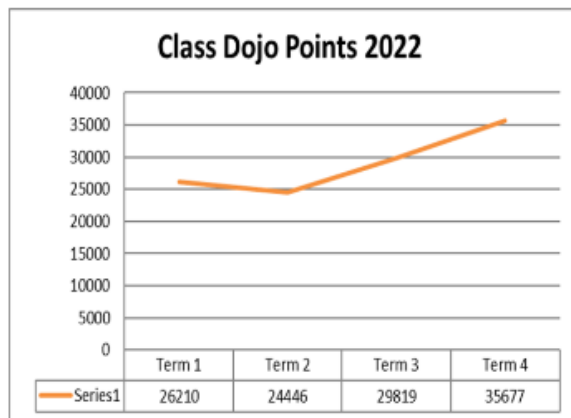
EXPECTATIONS	TOTAL	%
I stay within set boundaries		1 7%

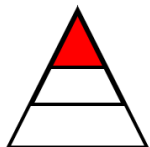
ENDEAVOUR

EXPECTATIONS	TOTAL	%
I complete set tasks.	1	1 7%

TERM	NUMBER OF BLUE SLIPS	COOPERATION	ACHIEVEMENT	RESPECT	ENDEAVOUR	TOTAL
Term One	3	2	0	2	0	4
Term Two	1	0	0	1	0	1
Term Three	5	3	1	3	1	8
Term Four	1	0	0	1	0	1
TOTAL	10	5	1	7	1	14







STUDENTS WITH PERSONALISED ADJUSTMENTS **2022**

	YEAR LEVEL	NUMBER OF STUDENTS	ACTION REPRIMAND	LOSS OF PRIVILEGE	ACTION WITHDRAWAL	TOTALS INCIDENTS
TIER THREE	Pre-Primary	1	1		2	3
	Year 1	1	1		2	3
	Year 2	1	4			4
	Year 3	1				0
	Year 5	1		2	1	3
	Year 6	2	2			2
TOTALS		7 students	8	2	5	15



GOOD STANDING INTERACTIONS 2022

	YEAR LEVEL	NUMBER OF STUDENTS	FREQUENCY	TOTALS
TIER THREE SUSPENSION				0
TIER THREE LOSS OF GOOD STANDING	5	1		1
GOOD STANDING RETURNED	5	1		1

Business Plan Self-Assessment
Overview of Progress towards Targets 2022 – 2024

Work has commenced but as yet no evidence of progress towards target
Evidence indicates that progress has been made towards achieving target
Target was achieved
Work yet to commence

HIGH QUALITY TEACHING & LEARNING					
FOCUS AREA	MAJOR STRATEGIES – What we do	EVIDENCE – How we know	2022	2023	2024
Quality Teaching	Develop and embed a whole school, evidence based approach to teaching. Develop Instructional Coaches to support and sustain best practice.	Evidence of Impact Teaching Practices (ITP) in practice through lesson observation. Coaching Model implemented.			
Whole School Planning	Develop an evidence based, consistent, whole school approach to Literacy & Numeracy planning.	Literacy & Numeracy whole school plan developed & implemented.			
Differentiation	Develop a whole school approach to support student achievement by catering for a range of abilities.	Whole school plan developed and implemented.			
Early Years Learning	Continue to align best practice in The Early Years K – 2 with evidence based approaches.	National Quality Standard (NQS) Impact Teaching Practice (ITP)			
Reading	Retain the emphasis on the improvement approaches required to strengthen 'reading for meaning' in the senior years.	NAPLAN Year 5 Reading			
Assessment	Develop a consistent whole school approach to assessment.	Whole school assessment plan developed and implemented			
STEM (Science, Technology, Engineering and Mathematics)	Provide continued opportunities for all students to be involved in STEM.	Annual STEM Festival / Expo STEM planning in place K – 6			

Aboriginal Education	Develop student and staff knowledge, understanding and appreciation of Aboriginal culture using the Aboriginal Cultural Standards Framework.	Aboriginal Cultural Standards – Performance Descriptors & Indicators (Department of Education WA - DoE WA)			
LEARNING ENVIRONMENT					
FOCUS AREA	MAJOR STRATEGIES – What we do	EVIDENCE – How we know	2022	2023	2024
Physical Environment	Establish inclusive, purposeful play based learning environments beyond the classroom that cater for the developmental needs of all students and provide opportunities for students to take risks in their play. Develop a strategic plan to improve student playgrounds.	Strategic Plan for School Grounds / Playgrounds. Annual allocation of funds to reserve accounts to improve outdoor playgrounds.			
Positive Behaviour School (PBS)	Support PBS Framework to sustain our positive school community and environment.	PBS outcomes			
Health & Wellbeing	Continue to provide a whole school Health & Wellbeing (H&W) program for students, staff and community that supports our C.A.R.E. motto. Align our current whole school H&W plan with the Health and Wellbeing Plan 2021 – 2025 (DoE WA).	Survey outcomes for the social health and wellbeing of students & staff using TTFM (Tell Them From Me).			
Social Emotional Development	Implement a whole school approach to support student wellbeing and social emotional development.	Implement the Friendly Schools Plus Program. Survey outcomes.			

LEADERSHIP					
FOCUS AREA	MAJOR STRATEGIES – What we do	EVIDENCE – How we know	2022	2023	2024
Distributed Leadership (staff)	Develop middle leadership positions to support whole school approaches. Develop Impact Teaching Practice (ITP) Coaches.	Middle leader position created and funded. ITP Coaching positions created and funded.			
Future Leaders (staff)	Continue to provide the Future Leaders program for aspirants to secure staff engagement in the Level 3 Classroom Teacher program	Staff applications for Level 3 Teacher.			
Student Leadership	Maintain and further develop opportunities for students to be involved in authentic leadership roles.	Evidence of student involvement in leadership roles.			

KEY SUPPORTS

RELATIONSHIPS & PARTNERSHIPS					
FOCUS AREA	MAJOR STRATEGIES – What we do	EVIDENCE – How we know	2022	2023	2024
Educational Partnerships	Provide opportunities to support staff to build classroom expertise and best practice	Shaping Minds Teacher Coaching Program			
Partner with families, communities and agencies to support the educational engagement of every student.	Maintain and review existing links with community agencies and services e.g. occupational therapy and speech pathology	Implementation of occupational therapy and speech pathology (Curtin University)			
Provide every student with a pathway to a successful future	Investigate the use of Ed Connect (Student Mentoring Program)	Improved engagement and outcomes for students			
Effective & Purposeful Relationships (community)	Investigate further opportunities to gather quality feedback from the parent community that will inform our practices and promote a connected and inclusive community.	School Board & sub-committees, P&C, PBS Framework, Early Years Learning Committee K-2 (National Quality Standard). Tell Them From Me (TTFM) Survey			

RESOURCES					
FOCUS AREA	MAJOR STRATEGIES – What we do	EVIDENCE – How we know	2022	2023	2024
Budget Management	Ensure alignment of budget areas to reflect student and staff need	Strategic Plan to address priority areas			
Impact Teaching Practice (ITP)	Professional Learning, Coaching	Planned & funded			
Playgrounds	Reserves & Strategic Plan	Planned & funded			
Leadership	Middle Leaders Program Future Leaders Program	Planned & funded			

PROGRESS IN 2022 TOWARDS ACHIEVING OUR BUSINESS PLAN MILESTONES

School Business Plan - Progress in each of the Domains

Learning environment

- PBS was used effectively to support students
- Cyber safety lessons introduced across all year groups.

Teaching Quality

- Moderation meetings are in place to ensure consistency of teaching, learning and assessment practices.
- A consistent school pedagogical framework and about effective teaching is being developed using ITP
- Teacher collaboration is focussed on student progress.

Partnerships

- City of Canning – Your Move Program
- Tell Them From Me Survey was conducted in 2022

Leadership

- Through 2022, 12 cohort 1 teachers completed training in instructional coaching. This involved professional learning, practicing coaching techniques, identifying coaching strategies and completing accreditation tasks.

Use of Resources

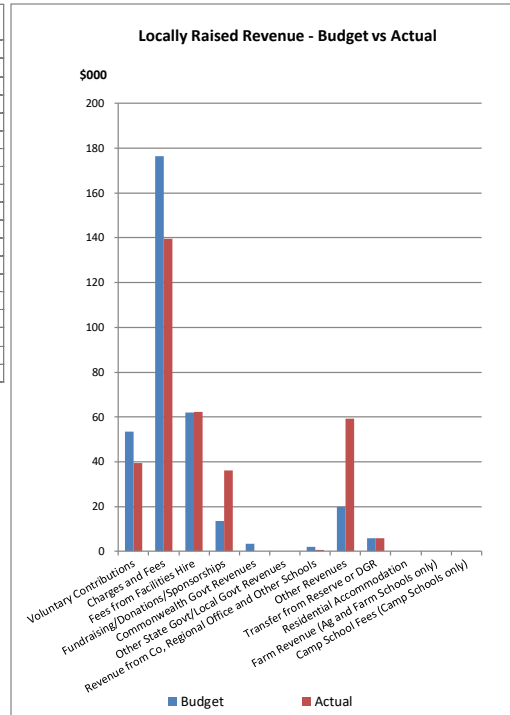
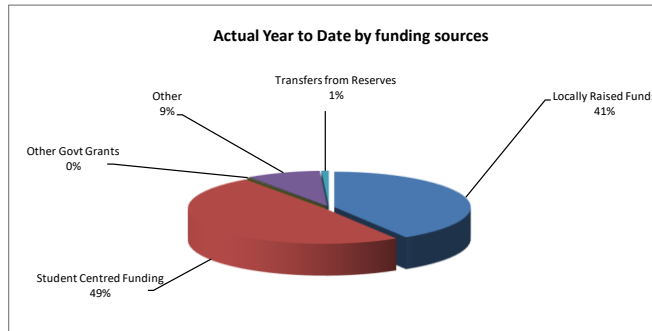
- BYOD continued in 2022. Year 1 parents were invited to attend an information session.
- We discussed and emphasised that using technology in teaching is to support teaching and learning.
- Shaping Minds continued to provide professional learning in ITP

Student Achievement

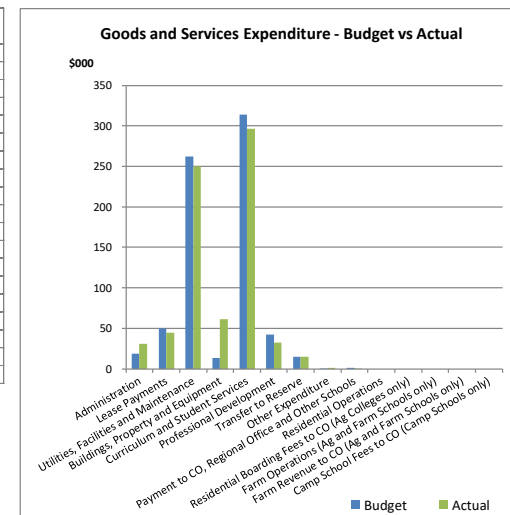
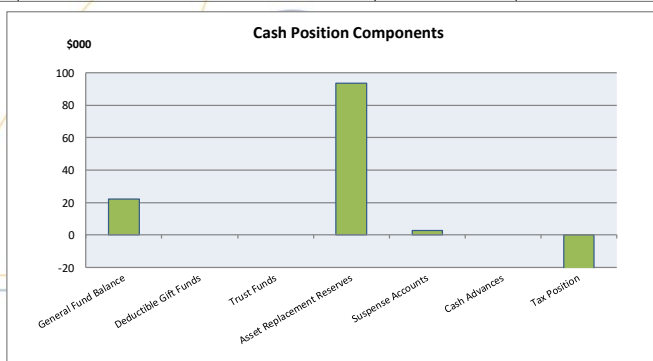
- NAPLAN tests were again conducted in 2022. We also implemented a range of student assessments including On Entry for Pre Primary and ACER assessments in Reading, Maths and Science for Years 2, 4 and 6. These were used for planning and moderation purposes.

Rostrata Primary School
Financial Summary as at
31-December-2022

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 53,500.00	\$ 39,396.00
2	Charges and Fees	\$ 176,450.00	\$ 139,483.22
3	Fees from Facilities Hire	\$ 62,000.00	\$ 62,281.82
4	Fundraising/Donations/Sponsorships	\$ 13,651.29	\$ 36,216.07
5	Commonwealth Govt Revenues	\$ 3,500.00	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 2,000.00	\$ 724.93
8	Other Revenues	\$ 19,971.82	\$ 59,358.04
9	Transfer from Reserve or DGR	\$ 5,930.00	\$ 5,930.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 337,003.11	\$ 343,390.08
	Opening Balance	\$ 81,505.33	\$ 81,505.33
	Student Centred Funding	\$ 309,434.09	\$ 329,788.81
	Total Cash Funds Available	\$ 727,942.53	\$ 754,684.22
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 727,942.53	\$ 754,684.22



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 18,850.00	\$ 30,892.20
2	Lease Payments	\$ 50,000.00	\$ 44,677.69
3	Utilities, Facilities and Maintenance	\$ 262,020.82	\$ 250,384.15
4	Buildings, Property and Equipment	\$ 13,430.00	\$ 61,002.24
5	Curriculum and Student Services	\$ 314,071.81	\$ 296,152.79
6	Professional Development	\$ 42,000.00	\$ 32,534.69
7	Transfer to Reserve	\$ 15,000.00	\$ 15,000.00
8	Other Expenditure	\$ 3.00	\$ 929.89
9	Payment to CO, Regional Office and Other Schools	\$ 1,500.00	\$ 825.00
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	\$ 716,875.63	\$ 732,398.65
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 716,875.63	\$ 732,398.65
	Cash Budget Variance	\$ 11,066.90	



Cash Position Components	
Bank Balance	\$ 96,800.48
Made up of:	
1 General Fund Balance	\$ 22,285.57
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 93,525.70
5 Suspense Accounts	\$ 2,867.21
6 Cash Advances	\$ -
7 Tax Position	\$ (21,878.00)
Total Bank Balance	\$ 96,800.48