ANNUAL REPORT
2014
Inspiring young minds, creating possibilities
OUR SCHOOL
North Perth Primary School is an inner-city public school, established in 1899, with a long and vibrant history. It's this connection with its past, along with the enthusiasm and energy of the current students, staff and parents that makes North Perth Primary School a dynamic school community.

Many outstanding students have attended North Perth Primary School. Our honour boards record the names of two Rhodes Scholars, and many high profile members of the arts, legal and sporting communities. The school is regularly visited by former students who share their fond memories with the students and staff.

North Perth Primary School caters for children from Kindergarten to Year 7. However, 2014 was the final year that Year 7 were part of the primary education system in Western Australia. The majority of our students live in North Perth, and a small section of West Perth, Leederville and Mount Lawley. The school continues to experience rapid growth due to extensive revitalisation and infill development occurring in North Perth.

The school grounds and facilities have improved significantly in recent years with the addition of special purpose buildings such as the library, covered assembly area, performing and visual arts building, early childhood centres and an upgraded administration area. The grounds include a fitness track, nature play spaces, a free-climbing dome, soccer goal and raised garden beds. Colourful murals, sculptures and paths are also a feature of our school.

There is a strong community spirit and the partnership between parents, staff members, current and former students, and members of the wider community has seen the school go from strength to strength.

The quote, 'It takes a village to raise a child’ highlights the need for everyone to work together to provide children with the care and support they need to reach their potential. Our school community is like a village and to nurture every child so they grow contribute to the community (and society) requires a broad partnership that encourages and provides opportunities.

There were three key projects during 2014 that showcased this community spirit of people working together for a shared goal. The first was the development of the school’s vision, mission and key values that will provide a clear purpose for future decision-making. Secondly, the efforts of a small innovative and creative group who developed a crowd funding project that brought the community together to raise funds for a free-climbing dome on the school oval. The third project harnessed the talents of parents to create challenging and creative nature play spaces in our school grounds. There are numerous other examples that exemplify this partnership.

Karen Lockyer
Principal

OUR VISION
Inspiring young minds, creating possibilities.

OUR MISSION
Our mission is to foster an inspiring community of learners in which committed educators and parents work together to empower each child to realise their potential. We value learning that is holistic, encompassing social, emotional, cognitive, physical and creative dimensions.

OUR VALUES
At North Perth Primary School we recognise that learning is not just an individual pursuit but includes learning with and from others. The school community works together to demonstrate and uphold our core values:

Inclusivity
We all see the world in different ways and we value and celebrate the diversity this creates.

Respect
We treat everyone with respect and consider all points of view.

Resilience
We encourage and support the taking of risks in a safe environment and foster perseverance in the face of setbacks.

Responsibility
We accept responsibility for our actions and their impact on others and on the environment.
The Learning Support Coordinator (LSC) continued to support teachers to identify and address the needs of students with Disabilities and Learning Difficulties including those who: have a physical or intellectual disability; experience significant difficulties in learning e.g. Dyslexia, ADHD, CAPD; or speak English as an additional language/dialect.

In consultation with teachers, parents and outside agencies additional education funding of 2.1 FTE was obtained through Schools Plus to support five students with a diagnosed disability.

During 2014 over 70 case conferences were held with teachers, parents, the school psychologist, specialists and outside agencies to assist in the identification and support of students at educational risk and to develop Individual Educational Plans (IEP). There were also regular IEPs or Individual Behaviour Management Plans (IBMP) developed and implemented for over 30 students.

The School of Special Educational Needs (SSEN) consulting teachers provided specific support programs and management strategies for teachers to assist students to better access the curriculum based on their targeted area of need.

Through the More Support for Students with Disabilities (MSSD) Project, two Kindergarten teachers were provided with professional learning in the area of Autism Spectrum Disorder and an ongoing collaborative working relationship was developed with Mount Hawthorn Education Support Centre’s team of professionals.

Eligible students participated in the North Metropolitan Primary Extension and Academic Challenge (PEAC) Program and the Early Years Extension (EYE) program. The PEAC tests were administered to all Year 4 students and ten were selected to access the PEAC program in 2015. Teachers were provided professional learning and GIFT network information to assist them to support the needs of gifted and talented students.

The school was also very fortunate to have a small team of volunteers that provided valuable support in the early years for Literacy and Mathematics in the middle years. The LSC was also responsible for investigating and accessing educational programs and resources for students at educational risk.

The LSC organised relevant individual and whole staff professional development and Literacy moderation for early childhood teachers to achieve consistent, valid and reliable On-entry data.

**Recommendations**

- Register for the North East Metropolitan Language Development Centre (NEMLDC) Outreach Service and enrol two staff members in the Language Leadership Schools Network training program.
- Administer the NEMLDC Phonemic Awareness Screening Tool to all Kindergarten, Pre-primary, Year 1 and Year 2 students, and Year 3 students of concern in 2015.
- Access visiting teachers from the School of Special Educational Needs (SSEN) Learning Difficulties and Disabilities teams to support the development and implementation of Individual Education Plans.
- Allocate the coordination of the PEAC and EYE programs to a Senior Teacher.
- Provide relevant professional learning for teachers and education assistants to support students with specific learning needs e.g. autism, behaviour management, toileting.
- Retain teacher release time for case conferences with the School Psychologist.
- Continue to support teachers to develop targeted learning and behaviour plans.
- Maximise use of intervention support services e.g. School of Special Educational Needs – Disability and Learning Difficulties.

**LANGUAGES OTHER THAN ENGLISH (LOTE) – FRENCH**

In 2014, the LOTE French program continued with all Year 1 to 7 classes participating in a 60 minute weekly lesson.

The early childhood program introduced the French language and culture to the students through relevant, engaging interactive activities, song, dance, drawing, games, film, puzzles and role-plays.

The middle childhood program continued to offer Year 4 to 7 students opportunities to build on their French speaking, listening, reading and writing skills using a range of authentic visual, audio-visual and concrete materials as stimuli.

The French language and culture was promoted through the collaboration of class, music and instrumental teachers. The French teacher led a French music assembly which was enjoyed by the whole-school. All students and teachers participated in this French-themed day by dressing “French-style” and by learning the songs that were played and sung during the assembly,
including French nursery rhymes and the national anthem. A competition took place for students to win donated tickets to a French play and the senior students made crêpes having already learnt the language for the ingredients, utensils and method before creating their culinary delights.

**Recommendations**

- Continue to employ a specialist LOTE French teacher in 2014 to coordinate the program and conduct a weekly one hour lesson with every primary class.
- Continue to implement whole-school enrichment activities which connect the school community e.g. French music assembly, French cooking activities with senior students, incursions of visiting French speakers, French songs and games.
- Celebrate Australia’s diversity on Harmony Day by implementing a program of interactive performances by five cultural groups.
- French teacher to attend network meetings and collaborate with language teachers from local schools.
- Promote after-school Language Extension classes at Mount Lawley Senior High School to Year 5 and 6 students.

**MUSIC PROGRAM**

At North Perth Primary School all primary classes participated in a weekly one hour lesson with our specialist music teacher which included singing, moving, creating, appreciation, reading and writing music. The program was also supported by the inclusion of musical features in the nature play-spaces constructed during the year. In 2014 the program was supplemented with the performance *Around the World in 80 Gigs* which highlighted the music and instruments of different cultures. The Pre-primary students enjoyed an excursion to the Perth Concert Hall for the Western Australian Symphony Orchestra (WASO) *Kids’ Cushion Concert.*

Our school participates in the *Instrumental Music Schools Services (IMSS) Program,* previously referred to as *SIMS,* with selected students receiving weekly tuition in cello, violin, double bass, trumpet and trombone. The instrumental students performed at many school and community events. The students learning a string instrument also formed the school’s Ensemble and achieved an ‘excellent’ result at the Western Australia Schools Orchestra Festival at Churchlands Senior High School.

Our school choirs continued to be enthusiastic performers, attending weekly rehearsals to polish their performances for school assemblies, the Angove Street Festival, residents of St Rita’s Nursing Home and the Multicultural Seniors Centre. They also performed at the school’s Night of Celebration and Music Count Us In at the Perth Cultural Centre.

One of the musical highlights for 2014 was the performance by our students in the Massed School Choir at Winthrop Hall. This was an exciting opportunity for our students to be part of a larger choir with students from several schools coming together to perform on mass for one night in a venue that was described by one student as being ‘magical’.

The year concluded with emotional performances by our Year 6 and 7 students at their respective Graduation Ceremony.

**Recommendations**

- Retain music specialist teacher to conduct weekly music lessons with primary classes.
- Music specialist to maintain membership and role as committee member on the Australian SME and attend the Summer School to develop knowledge, skills and support networks to enrich the specialist music program.
- Continue to participate in music events that provide an opportunity for students to perform e.g. WA Schools Orchestra Festival, Music Count Us In, Massed School Choir.
- Continue choir and instrumental performances at school and community events e.g. assemblies, school recitals, local community groups, Angove Street Festival.
- Continue to access the *Instrumental Music Schools Services (IMSS) Program.*
- Implement the Edu-Dance Program with concert performances in 2015.
- Supplement the music program with a minimum of one performance by a visiting group e.g. Ka Boom Percussion.

**PHYSICAL EDUCATION**

The students’ participation in organised physical activity exceeds the required minimum two hours per week.

The continuing employment of a physical education teacher ensured the primary students were provided a structured program of sporting activities designed to develop fitness, game skills, and promote team work and good sportsmanship. The students participated in a variety of sporting and other physical activities including:
- Eagles Cup – this interschool competition for Year 6 and 7 students in Term 2 was focussed on participation and enthusiastically contested to achieve pleasing results.
- Goonderup Day and the Early Childhood Sports Carnivals – these athletic events continued to be an annual highlight and a credit to the organisation and involvement of the parents and staff. The students’ level of enthusiasm and sportsmanship was exemplary.
- Athletics Training – before school athletic training sessions were conducted by dedicated parents to prepare the students for the Fun Run and Goonderup Day.
- Interm Swimming Lessons - a ten lesson swimming program was conducted at Beatty Park Swimming Pool for Pre-primary to Year 7 students.
- T-20 Blast coaching clinic and interschool cricket tournament - all teams played and placed well.
- Modcross – skills and games sessions.
- Tennis – this program was initiated with the purchase of equipment from the Fun Run.
- Circuit Training – implemented throughout Term 3 which saw an overall improvement in fitness levels.
- Bicycle Education – program of bike handling skills implemented with three lessons for Year 3 students and six lessons for Year 4 to 7 students.
- Special Activity Days – the school encouraged student participation in special days promoting physical activity e.g. Ride to School Day with a breakfast at school on arrival.
- Increased facilities – the students were encouraged to be physically active with the provision of sporting equipment for each classroom, the installation of a soccer goal and the creation of nature play spaces.

Recommendations
- Retain specialist Physical Education teacher in 2015.
- Continue to participate in interschool sporting competitions e.g. Athletics, T-20 Blast, Eagles Cup, and encourage student participation in special activity days e.g. Ride to School and Walk to School days.
- Continue to access local sporting clinics to support a varied program of sporting activities.
- Continue to encourage students to be physically active at school by ensuring sporting equipment is readily available during school breaks, expanding the nature play-spaces, extending the oval sandpit and installing the Explorer Dome.
- Support the implementation of the Uni-Active Fundamental Movement Skills Program for Pre-primary, Year 1 and Year 2 students.
- Implement the Edu-Dance Program with concert performances in 2015.
- Investigate the requirements for implementing the Sporting Schools Program.

VISUAL ARTS
A Visual Arts specialist teacher provided a one hour weekly lesson for all primary classes in our purpose-built Art Room. The students continued to develop art appreciation and skills using various techniques and mediums to complete Visual Art class, home-room and community projects.

The Night of Celebration in December highlighted the Performing Arts and Visual Arts program with the ensemble and choir performing at the assembly on the evening. Each classroom was open on the night for parents to view art projects that reflected the classroom learning program for the term. Each student had a minimum of one art piece on display.

The school participated in the Perth Electorate Christmas Card Competition with artwork by Kristal L being printed on cards distributed to local residences. Three students, Chloe N, Eli O and Katie P, had their art work selected for the production of banners for the City of Vincent’s Spirit of Christmas Banner Project. Several classes participated in The Never-Ending Playground, a responsive art project installation that involved students from across Perth and was exhibited as part of the Beaufort Street Festival.

Every student in the school also drew and painted a design onto a river stone to be placed in the school grounds.

Recommendations
- Retain Visual Arts specialist teacher to conduct weekly art lessons with primary classes.
- Investigate opportunities for art projects to enhance the school grounds.
- Continue to participate in community art activities e.g. Christmas card competition, Spirit of Christmas Banner Project.
ACADEMIC ACHIEVEMENT

Data collection is ongoing and includes a variety of methods implemented at the class and whole school level. A key component of the assessment program is the National Assessment Program – Literacy and Numeracy (NAPLAN) administered in May.

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Above Expected – more than one standard deviation above the predicted school mean

Expected – within one standard deviation of the predicted school mean

Below Expected – more than one standard deviation below the predicted school mean

READING

Achieved the National Minimum Standard

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- The school performed above the expected level in Year 3 and 7 and at the expected level in Year 5 for Reading.
- The school mean was higher than the Australian and State mean at all year levels.
- All students in Year 3 and 7 achieved the National Minimum Standard in 2014.
- A very high proportion of students from North Perth rated in the Top 20% i.e. Year 3 – 59%, Year 5 – 45%, Year 7 – 56%.
- The proportion of students in the Top 20% increased in all year levels compared to 2013.
- A very low proportion of students achieved a score that placed them in the Bottom 20%.
WRITING

Achieved the National Minimum Standard

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The school performed at the expected level in Writing for all year levels, including Year 3 which had been below the expected level for the two years previously.

- The school mean was higher than the Australian and State mean at all year levels.
- All students in Year 3 and 7 achieved the National Minimum Standard in 2014.
- A high proportion of Year 3 and 7 students from North Perth rated in the Top 20% i.e. Year 3 – 46%, Year 7 – 37%.
- However, there were only 17% of North Perth Year 5 students compared to 49% for Like Schools.
- A low proportion of students achieved a score that placed them in the Bottom 20%.

SPELLING

Achieved the National Minimum Standard

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<tr>
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Spellings
The school performed at the expected level for all year levels in Spelling.
The school mean was higher than the Australian and State mean at all year levels.
All Year 3 and 5 students achieved the National Minimum Standard in 2014.
A high proportion of students from North Perth rated in the Top 20% i.e. Year 3 – 47%, Year 5 – 38%, Year 7 – 49%.
The proportion of students in the Top 20% increased in Year 3 and 7 compared to 2013.
A very low proportion of students achieved a score that placed them in the Bottom 20%.

GRAMMAR AND PUNCTUATION

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<th>GRAMMAR PUNCTUATION</th>
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The school performed at the expected level in Year 3 and 7, and below expectations in Year 5 for Grammar and Punctuation in 2014.
The school mean was higher than the Australian and State mean at all year levels.
All Year 3 and 7 students achieved the National Minimum Standard in 2014.
A high proportion of Year 3 and 7 students from North Perth rated in the Top 20% i.e. Year 3 – 64%, Year 7 – 53%. However, there were only 26% of North Perth Year 5 students compared to 45% for Like Schools.
A very low proportion of students achieved a score that placed them in the Bottom 20%.

Literacy Recommendations
- North East Metropolitan Language Development Centre (NEMLDC) Outreach Service
  - register two staff members in the Language Leadership Schools Network training program
  - provision of school level targeted professional learning by NEMLDC staff e.g screening tool
  - access to after-hours professional development
  - access to language and literacy assessment and intervention resources
  - class and school level support for analysing data and planning for intervention.
- Access visiting teachers from the School of Special Educational Needs (SSEN) Learning Difficulties and Disabilities teams to support the development and implementation of Individual Education Plans.
- Continue to develop a Whole School Literacy Policy (WSLP), reflecting the Western Australian Curriculum, Early Years Learning Framework and National Quality Standards, incorporating a focus on Writing and Punctuation and Grammar, and the development of the resource collection.
- Administer NEMLDC Phonemic Awareness Screening Tool to all Kindergarten, Pre-primary, Year 1 and Year 2 students, and Year 3 students of concern in 2015.
- Continue to implement phonemic awareness program in the early years and expand resource collection.
- Retain teacher release time for case conferences with the School Psychologist.
- Continue early identification and intervention strategies e.g. On Entry Assessment.
- Provide opportunities for staff members to engage with data from NAPLAN, On-Entry and PA Screening to plan targeted intervention programs.
- Continue to implement public speaking programs e.g. Go-Zone Debating, Speak-Up Awards, Perth Schools’ Speakers Award.
- Encourage staff to attend WACI meetings at Woodlands Primary School, an English Teacher Development School.
- Continue Reading Eggs registration for the early years and selected others.
- Moderation of Writing tasks.

**NUMERACY**

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**NUMERACY**

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- The school performed at the expected level in Year 3 and 7, and below expectations in Year 5 for Numeracy in 2014.
- The school mean was higher than the Australian and State mean at all year levels.
- All Year 7 students achieved the National Minimum Standard in 2014.
- A high proportion of Year 3 and 7 students from North Perth rated in the Top 20% i.e. Year 3 – 39%, Year 7 – 40%.
  However, there were only 29% of North Perth Year 5 students compared to 47% for Like Schools.
- A low proportion of students achieved a score that placed them in the Bottom 20%.

**Numeracy Recommendations**

- Continue operation and membership of the Mathematics Curriculum Team to coordinate implementation of the Western Australian Mathematics Curriculum, professional learning activities and maintaining the whole school model for teaching Mathematics.
- Review, expand and organise resource collection to support teaching and learning programs e.g. online resources, mathematical equipment and Origo resources.
- Retain teacher release time for case conferences with the School Psychologist.
- Continue early identification and intervention strategies e.g. On Entry Assessment.
- Provide opportunities for staff to engage with NAPLAN data to identify weaknesses and plan coordinated approaches and intervention programs.
- Continue implementation of the whole school plan, including the use of the Origo Maths Program.
- Continue the mental maths challenge across the school.

**SCHOOL COMMUNITY CONSULTATION**

**PARENT SURVEY**

There were initially 95 parents who completed the National School Survey. A further seven parents completed the survey when it was reopened in Term 1 at the request of parents.
STUDENT SURVEY
There were 117 Year 5, 6 and 7 students who completed the National School Survey in 2014.
The school has continued to maintain an attendance rate higher than the State.
The school attendance rates for all primary year levels were higher than those for the State in 2014.
84.7% of North Perth students attended school regularly in 2014 compared to 75.0% for the State. This is a slight decline on the 88.6% recorded for 2013.
There is a lower percentage of North Perth students compared to the State categorised as being ‘at risk’ with their attendance below 90% i.e. 15.3% compared to 25%.
The school will promote the benefits of regular attendance, request written explanations for all student absences and implement a case conference approach to support students whose attendance is a concern.

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**STUDENT BEHAVIOUR**

No students were expelled from North Perth Primary School in 2014. Individual Behaviour Plans were implemented for students requiring additional support.
The Student Achievement Reports distributed to Pre-primary to Year 7 students each semester rated their eight aspects of their individual attitude, behaviour and effort as being Consistently, Often, Sometimes or Seldom demonstrated. The eight areas focused on were:

1. Works to the best of his/her ability.
2. Shows self-respect and care.
3. Shows courtesy and respect for the rights of others.
4. Participates responsibly in social and civic activities.
5. Cooperates productively and builds positive relationships with others.
6. Is enthusiastic about learning.
7. Sets goals and works towards them with perseverance.
8. Shows confidence in making positive choices and decisions.

STUDENT ENROLMENT
Enrolments have been increasing steadily over recent years due to extensive revitalisation and infill developments occurring in the area. The decline in enrolments from 2014 is due to Year 7 moving to the secondary setting in Western Australia. Enrolments are expected to increase in 2016.

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## DESTINATION OF STUDENTS

### YEAR 7 STUDENTS

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<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applecross Senior High School</td>
<td>-</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Churchlands Senior High School</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>John Curtin College of the Arts</td>
<td>3</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>Mount Lawley Senior High School</td>
<td>8</td>
<td>19</td>
<td>27</td>
</tr>
<tr>
<td>Perth Modern School</td>
<td>3</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>School of Isolated and Distance Education</td>
<td>-</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Shenton College</td>
<td>5</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>23</strong></td>
<td><strong>43</strong></td>
</tr>
</tbody>
</table>

83.7% of Year 6 (2013) students remained at North Perth Primary School to complete their primary schooling in 2014. Seven of the eight students who left the school transferred to private schools and one enrolled in the public School of Isolated and Distance Education.

All Year 7 (2014) students subsequently enrolled in public secondary schools for Year 8, including 63% at Mount Lawley Senior High School.

60% Year 6 (2014) students enrolled in public secondary schools for Year 7 in 2015. Fourteen of these students transferred to Mount Lawley Senior High School. 40% Year 6 (2014) students enrolled in private schools for Year 7 in 2015.

### YEAR 6 STUDENTS

<table>
<thead>
<tr>
<th>Destination School</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aranmore Catholic College</td>
<td>-</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Applecross Senior High School</td>
<td>-</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Churchlands Senior High School</td>
<td>1</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Guildford Grammar</td>
<td>1</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>John Curtin College of the Arts</td>
<td>-</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>John Septimus Roe Anglican Community School</td>
<td>-</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>John XXIII College</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Mercedes College</td>
<td>-</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Mount Lawley Senior High School</td>
<td>12</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>Perth College</td>
<td>-</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Shenton College</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Trinity College</td>
<td>1</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
<td><strong>18</strong></td>
<td><strong>35</strong></td>
</tr>
</tbody>
</table>

### PROFESSIONAL LEARNING

Professional learning is highly valued at North Perth Primary School. It is purposeful and directly related to system level initiatives, school priorities and performance management requirements.

### STAFF ESTABLISHMENT

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.
STUDENT LEADERSHIP

Following consultation with students and parents, the allocation of student leadership roles was increased in 2014 to provide more leadership opportunities for Year 6 and Year 7 students.

STUDENT COUNCILLORS

<table>
<thead>
<tr>
<th>YEAR LEVEL</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>Riley C</td>
<td>Sofie K</td>
</tr>
<tr>
<td></td>
<td>Jasmine H</td>
<td>Sophia K</td>
</tr>
<tr>
<td></td>
<td>Luna J</td>
<td>Lily V</td>
</tr>
<tr>
<td></td>
<td>James M</td>
<td>Caitlyn S</td>
</tr>
<tr>
<td></td>
<td>Sophia P</td>
<td>Isabella P</td>
</tr>
<tr>
<td>Year 6</td>
<td>Sarah B</td>
<td>Anna J</td>
</tr>
<tr>
<td></td>
<td>Mackenzie C</td>
<td>Michael M</td>
</tr>
<tr>
<td></td>
<td>Callum G</td>
<td>Saul M</td>
</tr>
<tr>
<td></td>
<td>Ella W</td>
<td>Amelia M</td>
</tr>
<tr>
<td></td>
<td>Gabriel L</td>
<td>Helena J</td>
</tr>
</tbody>
</table>

SUSTAINABILITY

<table>
<thead>
<tr>
<th>YEAR LEVEL</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>Lexie J</td>
<td>Jaxon G</td>
</tr>
<tr>
<td></td>
<td>Chelsea P</td>
<td>Daniel W</td>
</tr>
<tr>
<td></td>
<td>Niamh S</td>
<td>Riley N</td>
</tr>
<tr>
<td></td>
<td>Alexandra U</td>
<td>Bora G</td>
</tr>
<tr>
<td></td>
<td>Kaj P</td>
<td>Sam H</td>
</tr>
<tr>
<td>Year 6</td>
<td>Harper L</td>
<td>Molly C</td>
</tr>
<tr>
<td></td>
<td>Neve K</td>
<td>Kara M</td>
</tr>
<tr>
<td></td>
<td>Chloe N</td>
<td>Henry S</td>
</tr>
<tr>
<td></td>
<td>Naomi T</td>
<td>Jack Fr</td>
</tr>
<tr>
<td></td>
<td>Erika T</td>
<td>Ethan W</td>
</tr>
</tbody>
</table>

FACTION LEADERS

<table>
<thead>
<tr>
<th>FACTION</th>
<th>Year</th>
<th>Position</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bolton</td>
<td>Year 7</td>
<td>Captain</td>
<td>Ashton A</td>
<td>Lachlan G</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vice-Capt</td>
<td>Jade Rot</td>
<td>Emma L</td>
</tr>
<tr>
<td></td>
<td>Year 6</td>
<td>Captain</td>
<td>Marie G</td>
<td>Aislinn M</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vice-Capt</td>
<td>Liam K</td>
<td>Depeche O</td>
</tr>
<tr>
<td>Vincent</td>
<td>Year 7</td>
<td>Captain</td>
<td>Milan C</td>
<td>Annalise P</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vice-Capt</td>
<td>Sam P</td>
<td>Nicholas T</td>
</tr>
<tr>
<td></td>
<td>Year 6</td>
<td>Captain</td>
<td>Matthew D</td>
<td>Charlotte B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vice-Capt</td>
<td>Isabella H</td>
<td>Davide P</td>
</tr>
<tr>
<td>Woodville</td>
<td>Year 7</td>
<td>Captain</td>
<td>Jack B</td>
<td>Tayla S</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vice-Capt</td>
<td>Noah F</td>
<td>Leo R</td>
</tr>
<tr>
<td></td>
<td>Year 6</td>
<td>Captain</td>
<td>Amberley M</td>
<td>Milla L</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vice-Capt</td>
<td>Jack K</td>
<td>Hudson B</td>
</tr>
</tbody>
</table>

CELEBRATING SUCCESS

GRADUATION AWARDS

The Graduation Ceremonies to celebrate our Year 6 and 7 students completing their primary schooling were held in the school hall in December 2014. On each night the students were joined by special guests, staff members, family members and friends. The ceremonies provided the students with the opportunity to relive some of the special moments of their primary years. During the year our senior students developed a strong bond with each other and demonstrated excellent skills and personal qualities which will assist them with the next stage of their education journey.

On behalf of the school community we wish them the very best for the coming years in all that they strive to achieve. We hope each of them cherish the time they spent at our school and remain in touch as they continue their life’s journey.

<table>
<thead>
<tr>
<th>AWARDS</th>
<th>YEAR 6</th>
<th>YEAR 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizenship Award</td>
<td>Mackenzie C</td>
<td>Luna J</td>
</tr>
<tr>
<td></td>
<td>Gabriel L</td>
<td>Ashton A</td>
</tr>
<tr>
<td>Encouragement Award</td>
<td>Callum G</td>
<td>Jade R</td>
</tr>
<tr>
<td></td>
<td>Ella W</td>
<td>Jeremy T</td>
</tr>
<tr>
<td>English Award</td>
<td>Sarah B</td>
<td>Leo R</td>
</tr>
<tr>
<td>Science Award</td>
<td>Ethan W</td>
<td>Eli O</td>
</tr>
<tr>
<td>Music Award</td>
<td>Neve K</td>
<td>Sofie K</td>
</tr>
</tbody>
</table>
INDIVIDUAL ACHIEVEMENTS

Perth Schools’ Speakers Award
North Perth Primary School was one of seven schools that competed in the inaugural Perth School’s Speakers Award at Trinity College in September. A senior student from each school presented a short speech and was assessed by a panel of judges which included Emer. Professor David Black, Professor Sally Sandover and Mr Mike Keiller. The speeches were of a very high standard and resulted in two students sharing first place – Charlotte B from North Perth with her confidently presented well-structured argument ‘Sport – It’s not all about winning’ and ‘Entomophogy – Are they really creepy crawlies’ presented by a student from Trinity College. Charlotte received a ‘gold’ participation medallion, a dinner voucher and a $1500 cheque for the school which will support early language programs.

Speak-Up Awards
Congratulations to Eli O, Sarah B and Charlotte B selected to represent the school in Round Three of the metropolitan area Speak Up Awards held in South Perth in August.

Shaun Tan Award for Young Artists
Each year the City of Subiaco presents the Shaun Tan Award for Young Artists which encourages imagination and innovation and an opportunity to develop their skills in visual arts. Entries are judged on their originality, concept, technique and choice of materials used. Congratulations to Hugo P on being selected as an exhibited artist (one of the top ten entries) in Category C (Years 5 & 6).

ECU Excellence Award
Our Learning Support Coordinator and Year 2 teacher, Lisa Mitchell, was named one of Edith Cowan University’s (ECU) Top 100 students in 2014. This award for outstanding academic achievement was based on her results in her Master of Education (Learning Difficulties). We are very proud of Lisa’s significant accomplishment given that there are more than 25,000 students at ECU.

COMMUNITY PARTNERSHIPS

PARENTS’ AND CITIZENS’ ASSOCIATION
The Parents’ and Citizens’ Association (P & C) is an active parent committee that has generously supported school programs, expanded playground facilities and funded school requests with monies raised through numerous fundraising activities or grants, including:

- Honour Boards $2,415
- Wireless Network $6,000
- Early Childhood Resources $385
- Geography Books $280
- Soccer Goals $1,600
- Soccer Back Net $5,160
- National Institute of Dramatic Arts (NIDA) Workshops $8,000
- Go Zone Debating subsidy $2,222
- Reading Eggs subsidy $3,522
- Bike Education $3,000
- Year 6 and 7 Graduation and Camp $1,100
- Explorer Dome $68,978
- Funding Total $102,662

Parents operated the Uniform Shop, Canteen, Safety House Program, Scholastic Book Club, Book Fairs and Student Banking.
Significant improvements were made to the school grounds to encourage children to be active and challenge themselves. Key projects included:

- The crowd-funding project to raise substantial funds to install a challenging free-climbing dome on the school oval;
- Installation of nature-play elements adjacent to the basketball courts and in the early childhood area; and
- Installation of a soccer goal and back-net on the oval.

The P & C continued their efforts to improve child road safety and achieved a second crossing guard on busy Loftus Street.

The P & C conducted many social activities during the year e.g. Welcome Sausage Sizzle, Footy Tipping.

**PARENT SUPPORT**

Parents assisted the school in many ways including participating in school committees, Vision workshops and working parties; supporting learning programs in the classroom and on excursions; assisting at school sporting events e.g. Eagles Cup, Goonderup Day, Fun Run; attending school information sessions; and supporting events and fundraising activities.

**SCHOOL COUNCIL**

The School Council has four staff representatives (including the Principal), three parent representatives and two community representatives. In 2014 the School Council held eight general meetings, one annual public meeting and additional working party meetings as required throughout the year.


The School Council devoted most of its time and energy in 2014 to three key projects:

- Independent Public School Development Process
  - The Chair, Principal and a Staff Representative attended two of the Independent Public Schools workshops before withdrawing to concentrate on developing a shared vision for the school community.
- Development of a new School Vision, Mission and Values
  - external facilitator was engaged to conduct a series of workshops with parents and staff
  - the Vision was announced at the final assembly in 2014
  - the Vision, Mission and Values to be circulated for comment and finalised in 2015
- Religious Education Policy
  - conducted an online survey on Special Religious Education
  - held a public meeting to provide feedback and answer questions
  - draft policy to be circulated for comment and finalised in 2015

The Chair and Principal attended a local Education Forum with the Minister for Education.

The School Council also developed and endorsed the School Council Correspondence Guidelines, approved the Contributions and Charges and Personal Items Lists for 2015, and confirmed the School Development Days for 2015.

**COMMUNITY FUNDRAISING**

The students supported the following fundraising activities during 2014.

**Cupcakes for Cancer**
The Student Councillors and their peers iced and decorated over 450 cupcakes to raise $490.45 for Cupcakes for Cancer, who support young cancer patients by funding research and support programs.

**Remembrance Day Poppies**
The students donated a gold coin on Remembrance Day to support the Returned Services League (RSL).

**Muscular Dystrophy Association**
The ice bucket challenge on Goonderup Day resulted in many cold, wet staff members and raised $302.20 for the Muscular Dystrophy Association.

**Wirrpanda Foundation**
As part of our annual Fun Run, our students, parents and staff members donated many pairs of good quality used runners to the Wirrpanda Foundation for remote communities.
Foodbank WA School Food Appeal
Our school was very proud to be part of this event and contributed 202kg to the 3283kg raised for the appeal.

COMMUNITY USE OF SCHOOL FACILITIES
Local sporting groups supporting children continued to access the school courts and oval after hours at no charge...

HIGHLIGHTS

INSPIRING YOUNG MINDS, CREATING POSSIBILITIES
One of the most significant projects for 2014 was the Vision process that included several workshops for students, parents and staff members discovering the positive elements of our school and dreaming for the future. The key themes from these workshops were then presented to parent and staff representatives at a follow-up workshop with the School Council to develop the draft Vision and Mission Statements, and identify the key values with the assistance of our facilitator. The process included many opportunities for people to reflect and respond to the drafts to ensure the final statements accurately reflected our school community.

EXPLORER DOME
This project included an innovative crowd funding element developed by a group of creative parents. The funds raised were supplemented by the P & C, a $10 000 grant from the City of Vincent and a $10 000 contribution from the school. The school also funded the temporary removal and re-installation of the older playground equipment, the extension of the sandpit and the provision of additional soft-fall. The equipment is very popular with our students and other children in the community.

NATURE PLAY SPACES
A group of very dedicated and hardworking parents (and children) donated items, painted, dug, cemented, sawed, drilled, carried, raked and swept for hours to create an exciting and challenging nature space adjacent to our basketball courts during the July school holidays. This nature play project was then expanded by another committed team of parents to include colourful and creative improvements to the early childhood area. Nature play can now be a part of every child’s day at our school.

SCHOOL BANKING
School banking commenced at our school in 2014 with an assembly launch by the very colourful Pru. The program encourages regular saving behaviour and has grown quickly with almost one hundred accounts.

COMMUNITY CHOIR PERFORMANCES
The students participated in two massed singing events in 2014 including the Massed School Choir at Winthrop Hall and Music Count Us In at the Perth Cultural Centre. Students also performed at the Angove Street Festival and for local community groups.

NIGHT OF CELEBRATION
2014 was a year that started with excitement and the dream of many possibilities. The Night of Celebration was a wonderful opportunity to celebrate the achievements made possible by the concerted and creative effort of parents and staff members working together to provide learning opportunities and support for our students. The evening started with an assembly to launch the school vision and announce the success of the crowd funding project. Our ensemble and school choir also performed. Each classroom was open to showcase student class art projects and it was exciting to discover giant sunflowers, mini-beasts, piñatas, shadow puppets, rainforests, paper-mache animals, terracotta warriors, art from ancient civilisations, and so much more. It was a beautiful evening with many families enjoying a picnic on the grass.

NATIONAL INSTITUTE OF DRAMATIC ARTS (NIDA) WORKSHOPS
The Year 1 to 7 participated in a series of workshops that focussed initially on developing the skill sets they needed. The instructors then used literature based on the themes of Environment and Sustainability as the vehicle to develop mini performances. This program was generously supported by our P & C.
BIKE EDUCATION
Year 3 to 7 students participated in a Bike Education Program which focussed on bike safety principles and bike handling skills. They arrived for lessons prepared with tyres pumped, chains oiled and brakes working. Lessons were game based skills sessions presented off-road by qualified instructors. The students listened carefully to instructions and focussed to refine their skills to prepare them to ride on quiet roads and shared paths when ready.

NATIONAL RIDE TO SCHOOL DAY
The National Ride to School day was a huge success with more than 300 parents and students biking, scooting and skating to school. They were greeted with a wonderful breakfast made possible through the donations of local businesses and the staff who helped on the morning.

SOCCER GOALS
Soccer goals were installed in the north-west corner of the oval and officially opened by recently retired Perth Glory players, Jacob Burn and Steve McGarry. Both players spoke with the students before Steve entertained us with his soccer skills.

SCIENCE
Eight of our senior students participated in the Schools’ Science Challenge at Scitech, competing with students from other Western Australian schools in a day of fun Science related activities.

BUDDING ENTREPRENEURS
Several of our young students demonstrated their initiative and developing entrepreneurial skills by making and selling ‘rainbow’ looms and lemonade to raise funds for the school and the Cat Haven.
### North Perth Primary School
Financial Summary as at 31 December 2014

**Revenue - Cash**

<table>
<thead>
<tr>
<th>Description</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voluntary Contributions</td>
<td>$23,937.00</td>
<td>$23,936.00</td>
</tr>
<tr>
<td>Charges and Fees</td>
<td>$71,652.00</td>
<td>$81,417.11</td>
</tr>
<tr>
<td>Government Allowances</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>P&amp;C Contributions</td>
<td>$27,593.50</td>
<td>$27,593.50</td>
</tr>
<tr>
<td>Fundraising/Donations/Sponsorships</td>
<td>$30,674.20</td>
<td>$30,674.42</td>
</tr>
<tr>
<td>Doll Grants</td>
<td>$197,588.00</td>
<td>$197,588.44</td>
</tr>
<tr>
<td>Other State Govt Grants</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Commonwealth Govt Grants</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Trading Activities</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Other</td>
<td>$21,081.10</td>
<td>$21,084.97</td>
</tr>
<tr>
<td>Internal Transfers</td>
<td>$15,260.00</td>
<td>$15,260.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$385,787.80</td>
<td>$395,554.44</td>
</tr>
</tbody>
</table>

**Opening Balance**

- $46,725.00

**Total Funds Available**

- $432,512.80

**Locally Generated Revenue**

- $163,621.03

**DoE Grants**

- $197,588.44

**Other Govt Grants**

- $0

**Other**

- $21,084.97

**Transfers**

- $13,260.00

**Current Year Actual Revenue Sources**

<table>
<thead>
<tr>
<th>Revenue Source</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locally Generated Revenue</td>
<td>43%</td>
<td>42%</td>
</tr>
<tr>
<td>DoE Grants</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Other Govt Grants</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Transfers</td>
<td>3%</td>
<td>5%</td>
</tr>
</tbody>
</table>

**Expenditure - Budget vs Actual**

<table>
<thead>
<tr>
<th>Category</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>$11,303.88</td>
<td>$25,374.71</td>
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<tr>
<td>Leases</td>
<td>$ -</td>
<td>$ -</td>
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<tr>
<td>Utilities</td>
<td>$64,211.00</td>
<td>$65,107.07</td>
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<tr>
<td>Repairs/Maintenance/grounds</td>
<td>$22,088.00</td>
<td>$19,524.23</td>
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<tr>
<td>Building Fabric and infrastructure</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Asset and Resources</td>
<td>$45,422.35</td>
<td>$45,634.53</td>
</tr>
<tr>
<td>Education Services</td>
<td>$39,786.51</td>
<td>$112,383.52</td>
</tr>
<tr>
<td>Other Specific Programs</td>
<td>$7,426.38</td>
<td>$7,716.68</td>
</tr>
<tr>
<td>Teaching Activities</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$373,101.80</td>
<td>$390,185.20</td>
</tr>
</tbody>
</table>

**Cash Position**

- $171,830.81

**Bank Balance**

- $171,830.81

**Made up of:**
- General Fund Balance: $171,830.81
- Suspense Accounts: $5,208.61
- Trust Funds: $0
- Reserves: $121,949.09
- Other: $5,745.12
- Cash Account: $0
- Tax Position: $3,153.00

**Total Bank Balance**: $171,830.81