Willandra Primary School

Annual Report 2022

Welcome from the Principal

Our school learning community is led by our School Principal – Mrs Keryl Caird, a passionate and experienced educator.

Welcome to the School Report for 2022. This year has been a year of reconnection of our Learning Community after the complexities of the pandemic. While staffing shortages continued to be a challenge, we have celebrated growth and success in many areas. Staff are to be commended for their focused, hard work and dedication in ensuring that student wellbeing and academic improvement has been evident across all areas. One of the strengths of Willandra Primary School is its collaborative team approach where year level teams plan, assess and support the learning of all students. We have a strong intervention program and extension classes to cater for the needs of all students.

Willandra Primary School has a clear and articulated vision to ensure that students have every care, everywhere, every day. Our Student Services Team ensure that processes and strategies cater for student engagement and special needs for all students and their families. Our academic progress, particularly in Year 3 has shown a pleasing upward trend in all areas of English and whole school programs in Oral Language and Reading have ensured consistent teaching practice which has impacted on student outcomes. Our physical environment has undergone many improvements with an upgrade to the administration office, classrooms and playground equipment. This together with engaging extracurricular activities has ensured that our learning environment supports students to achieve their potential and have a positive attitude to learning. The school is committed to resourcing the TED (Treat Everyone Decently) Program. The explicit teaching of Values and Social/Emotional learning provides a strong platform for student wellbeing and academic success.

Shared leadership is a priority at the school and Team Leaders have been encouraged to work with their teams in curriculum, assessment, and school activities. The School Board is integral to governance and our student leadership team enhances effective organization and management of our school.

We have a dynamic and productive partnership with our community, and this is led by a committed and hardworking P&C who have contributed additions to our learning environment. Our work with external partnerships has enhanced the wellbeing of our students and families. We are proud of our reputation of being a caring community and for having a positive learning environment which supports the achievement and happy learning of our students

Yours sincerely
Keryl Caird

Principal

Workforce Composition

Our team of dedicated teaching and support staff work to support student learning and maintain the operations of our school.

Occupation Group	Active Headcount	Active FTE	Inactive Headcount	Inactive FTE	Total Headcount	Total FTE
Leadership	3	3.0	0	0.0	3	3.0
Teacher	42	31.2	0	0.0	42	31.2
Mainstream EAs	6	5.2	0	0.0	6	5.2
Education Support EAs	20	15.8	2	1.6	22	17.4
AIEO	1	0.6	0	0.0	1	0.6
Admin	5	3.2	0	0.0	5	3.2
Cleaner	5	2.9	0	0.0	5	2.9
Gardener	1	0.6	0	0.0	1	0.6
Other	3	1.0	0	0.0	3	1.0
Total	**86**	**63.5**	**2**	**1.6**	**88**	**65.1**

	Whole School	Male	Female
Headcount:	88	9	79
FTE:	68.8	7.2	61.7

Workforce Diversity

	Headcount	FTE
Aboriginal and Torres Strait Islanders:	2	1.0
Culturally and linguistically diverse:	15	11.4

Strategies used to attract and retain high quality staff

- Clear expectations and consistent communication.
- Effective Performance Management and a focus on constructive feedback is being embedded.
- Capacity Building through Performance Management and providing opportunities to embed whole school needs into practice.
- Opportunities for staff to use interest and skill areas.
- Collaboration in year level teams provides support for staff and leadership opportunities.
- Focus on developing staff morale and school culture.
- Ensuring gender balance, with a sustained focus on employment of male staff members.
- Mentorship of new employees.

Student Attendance

As a school, we work to ensure that students are engaged in learning and attending school every day.

School Attendance Rate:	**85.5%**
Like Schools:	83.3%
WA Public Schools:	86.6%

Strategies used to improve and maintain student attendance

- Accurate records are maintained and would withstand external scrutiny.
- Daily attendance is monitored, and every absence identified.
- Every absence is investigated, and the reason recorded.
- Where a student's absence is a concern, school devised, and legislative strategies are implemented to restore attendance.
- Class of the week Attendance Trophy is presented at Assembly.
- Student Service Team to assist families in crisis with Attendance.

Strategies to manage non-attendance from school

- Maintain Attendance Officer.
- Maintain Attendance Action Plan.
- Maintain Individual Attendance Action Plans for students in Severe Risk Category.

When	What	Who
Daily	Daily unexplained absences	Classroom Teacher
Weekly	Class attendance Award presented at Assembly 60-80% absences reviewed Introduction of support for family	AC Student Services Team Student Services Team
Fortnightly	Unexplained Absences letter Newsletter updates	School Officer AC & Associate Principal -SS
Semesterly	Attendance Awards Attendance Improvement Awards	Associate Principal-SS AC

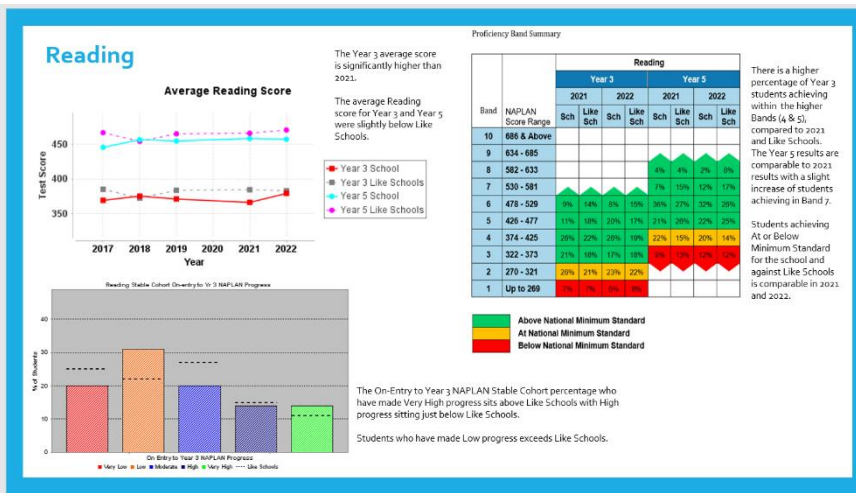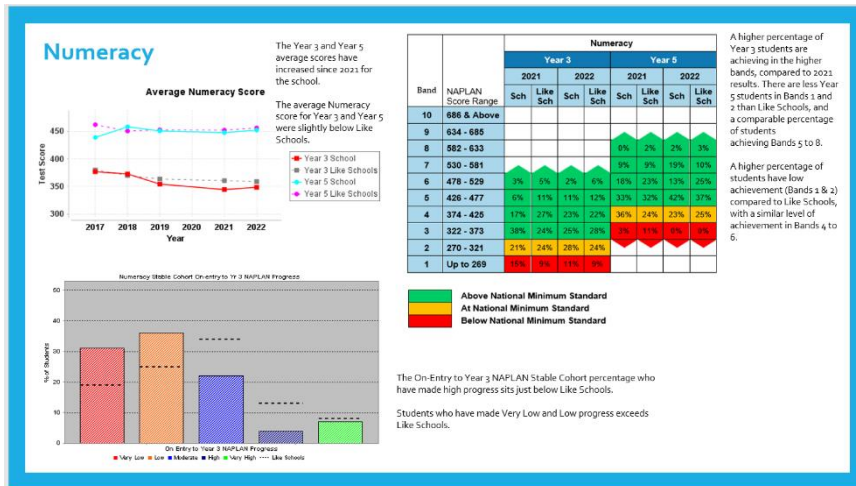## Student achievement and progress

Our school is dedicated to supporting strong student achievement, achieving year on year growth through the delivery of quality education.
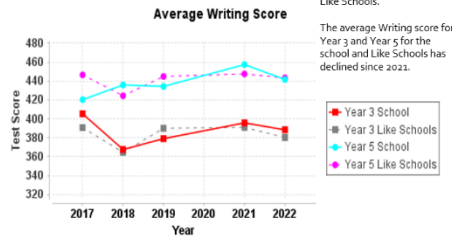
2022 NAPLAN results

	Year 3	Year 5
Numeracy	349	452
Reading	379	457
Writing	393	442
Spelling	380	478
Grammar & Punctuation	374	446

Below the expected level	
At the expected level	

Writing

The Year 3 average score continues to be higher than Like Schools.

The average Writing score for Year 3 and Year 5 for the school and Like Schools has declined since 2021.

Average Writing Score

Band	NAPLAN Score Range	Writing							
		Year 3				Year 5			
		2021		2022		2021		2022	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					4%	2%	2%	3%
7	530 - 581					7%	9%	6%	10%
6	478 - 529	8%	7%	11%	8%	19%	23%	22%	22%
5	426 - 477	32%	29%	26%	23%	44%	30%	28%	29%
4	374 - 425	33%	27%	29%	27%	16%	16%	29%	21%
3	322 - 373	12%	19%	15%	17%	9%	13%	14%	16%
2	270 - 321	9%	11%	11%	13%				
1	Up to 269	6%	0%	8%	9%				

🟩 Above National Minimum Standard
🟨 At National Minimum Standard
🟥 Below National Minimum Standard

A higher percentage of Year 3 students are achieving in Bands 4 – 6 compared to Like Schools. The year 5 results are comparable to Like schools.

A slight increase of students in Year 3 and Year 5 are achieving At or Below the National Minimum Stand (Band 1 & 2) than in 2021.
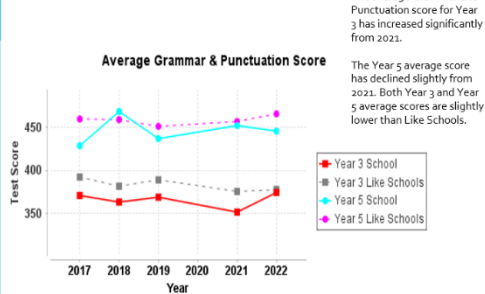
Spelling

The average Spelling score for Year 3 has increased significantly from 2021.

The Year 5 average score has declined slightly from 2021. Both Year 3 and Year 5 average scores are slightly lower than Like Schools.

Average Spelling Score
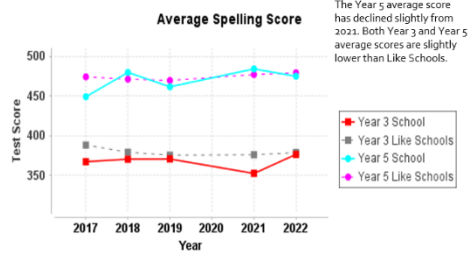
Band	NAPLAN Score Range	Spelling							
		Year 3				Year 5			
		2021		2022		2021		2022	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					6%	7%	8%	7%
7	530 - 581					20%	20%	20%	19%
6	478 - 529	5%	16%	11%	16%	24%	26%	26%	28%
5	426 - 477	24%	19%	19%	18%	27%	21%	16%	22%
4	374 - 425	18%	17%	25%	19%	21%	14%	18%	16%
3	322 - 373	12%	17%	19%	19%	2%	11%	11%	8%
2	270 - 321	24%	14%	13%	13%				
1	Up to 269	17%	17%	13%	15%				

🟩 Above National Minimum Standard
🟨 At National Minimum Standard
🟥 Below National Minimum Standard

There is a higher percentage of Year 3 students achieving Above the National Minimum Standard compared to 2021.

There is an increase of Year 5 students Below National Minimum Standard compared to 2021 and Like Schools.

Grammar & Punctuation

The average Grammar and Punctuation score for Year 3 has increased significantly from 2021.

The Year 5 average score has declined slightly from 2021. Both Year 3 and Year 5 average scores are slightly lower than Like Schools.

Average Grammar & Punctuation Score

Band	NAPLAN Score Range	Grammar & Punctuation							
		Year 3				Year 5			
		2021		2022		2021		2022	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					3%	5%	0%	6%
7	530 - 581					14%	14%	7%	14%
6	478 - 529	5%	15%	11%	15%	12%	22%	28%	22%
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3	322 - 373	15%	16%	19%	19%	9%	18%	11%	10%
2	270 - 321	18%	14%	25%	16%				
1	Up to 269	18%	17%	6%	14%				

🟩 Above National Minimum Standard
🟨 At National Minimum Standard
🟥 Below National Minimum Standard

There is a decrease in Year 3 students achieving Below National Minimum Standard and a higher percentage of Year 3 students achieving Band 6 + compared to 2021.

There is a decline in the Year 5 students achieving in Band 7 & 8 compared to 2021 and Like Schools.

Strategies to improve and maintain achievement

- Whole school Literacy strategies to be maintained.
- Maintain Intervention Programs in early childhood education.
- Refocus on whole school Mathematics policy and whole school strategies for lesson delivery, assessment, and moderation.
- Build teacher capacity with Data Literacy and evidence-based planning for improvement.
- Maintain Learning Area Operational Plans, ensuring alignment to Western Australian Curriculum and Willandra Primary School Business Plan.
- Provision of focused Professional Learning to build teacher capacity in all learning areas.

IMPROVEMENT DRIVERS

PRIDE is what drives our plan for success.

Positivity

Successful and shared leadership practices positively affect school improvement.
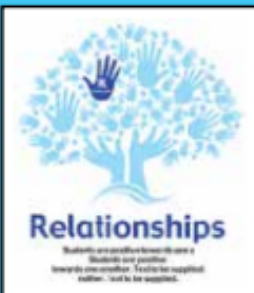
Relationships

Successful relationships are developed and cultivated through respectful communication.

Improvement

Successful teaching is best practice and effective use of data to empower student achievement.

Diversity

Successful learning environments are created to promote diversity and meet the needs of the student as an individual, and the community as a whole.

Empowerment

Successful students are nurtured through the development of positive wellbeing and high-quality teaching and learning.

Positivity

Successful and shared leadership practices positively affect school improvement.

Strategies	Progress against priority	Planned future actions
Maintain shared leadership practices	Team Leaders have been appointed to each year level	• Implement a Leadership training program in 2023 • Budget time for Team Leaders to meet as a group
Empower staff to accept shared leadership practices	• Team Leaders are given opportunities to lead staff in collaborative feedback with policy development • Staff are supported to achieve Senior Teacher and Level 3 Classroom teacher status	• Develop a Strategic Leadership Program in 2023 • Embed opportunities for Strategic Leaders to liaise more effectively between Teams and Executive – ensuring staff voice.
Appoint, develop and maintain Literacy Leaders in PA and Oral Language	Literacy Leaders in Oral Language and Intervention appointed.	• Literacy Leaders upskilling staff and providing support to implement and maintain current best practice in teaching students to become effective readers.
Develop a whole school Professional Learning Plan	Professional Learning Plan developed based on Teacher Performance Management and evidenced based whole school needs.	• Professional Learning Plan developed based on Teacher Performance Management and evidence based whole school needs.
Develop a STEM team and leader	Level 3 STEM leader has been appointed	• Maintain STEM Leadership and development of a whole school plan and implementation for STEM.
Maintain collaborative Year level, POLT and Learning Area teams	• Maintain Collaborative teams • Evaluation of Learning Area Teams and capacity to meet effectively	• Focus on Strategic Leadership and year level teams instead of Curriculum Teams

Facilitate the development of Data Coaches in 2023 and 2024	• Data Coaches not appointed. • Focus on Team leaders and using data as evidence-based planning.	• Use of Strategic Leaders and partnership with ELASTIK to develop Data Literacy.

Relationships

Successful relationships are developed and cultivated through respectful communication.

Strategies	Progress against priority	Planned future actions
Increased Governance by the School Board	• New School Board representatives elected. • School Board training began with 3 members in 2022.	• Election of School Board Chair for 2023. • More training to occur for members. • Ensure open meeting occurs in Term 3 2023.
Expand participation of P&C and increase Governance training	• Expand members of the P&C. • New President has been elected. • A very functional and productive team has been developed over 2022.	• Maintain productivity of P&C. • Attract new members. • Attendance at WACSO conference by the President.
Investigate and develop collaborative opportunities with the local Aboriginal Community to ensure cultural responsiveness	• Partnership with the Champion Centre has occurred. • Cultural Dance, youth officer support has occurred for some students. • NAIDOC week Activities have occurred. • Indigenous Choir performances	• Maintain partnership with the Champion Centre representatives. • Cultural and Art opportunities for students. • Increase AEIO time where possible • NAIDOC Week – For Our Elders • 54 Reasons- Save the Children Family connector services
Investigate and develop collaborative opportunities with multicultural families	• Welcome morning teas for new parents. • More work needed in this area to cater for non-English speaking families.	• Offer interpreter services during enrolment process. • Recognize special multi-cultural events eg Diwali
Incorporate a range of current communication platforms to communicate whole school information and decision making that are clear and accessible to all families	• Development of Connect, SMS, Facebook, and emails. to communicate with families has been effective. • Weekly assemblies offer an opportunity for student voice.	• Maintenance of existing • Connect, SMS, Facebook, and emails. to communicate with families. • Weekly assemblies offer an opportunity for student voice.

	• Reporting to parents is through Connect.	• Reporting to parents is through Connect.
Provide parent education programs with a focus on developing successful students	Transition to Kindy Parent meetings weekly for limited number of parents.	• Increase parent education opportunities • STEM open Day- Term 3 2023 • Parent information session on Digital Safety for students
Establish a functional calendar of school community events that support learning and diversity, and celebrate success	• Calendar is established on the website. • Special days calendar has been produced to celebrate significant days. • Increase parent attendance at whole school events	Maintenance of online information and calendar of special events and days.
Provide regular opportunities for parents and carers to meet and collaborate with other stakeholders to support student success	• Use of 54 reasons Family Connector to support families. • Student Services team to ensure parent teacher conferences are organized with follow up • Maintain collaboration with outside agencies to provide effective support for students with disabilities • Work with SSEN to ensure effective support for all student learning, behavioural, medical, and social-emotional needs • Provide families with links to outside professional support	• Maintain all existing strategies in 2023. • Maintain External Partnerships **Main Partnerships** • The Smith Family • Early Years Initiative • 54 Reasons • The Fathering Project • Ed Connect • Eat Up • Dandelions • Armadale Early Years Initiative • Westfield Park Parenting Centre • Champion Centre • OSH School care • Armed for Life
Provide translated communication media to build stronger connections with EAL/D community members	Engage translator Services to increase engagement with EAL/D community members Provide translated media. **This action hasn't been fully implemented**,	This is a focus for 2023 through the Student Services Team. • Data base of Languages • Staff languages used • Translated school documents • Assistance with Student Services ie NDIS applications • Implementation of Progress Map

Improvement

Successful teaching is best practice and effective use of data to empower student achievement.

Strategies	Progress against priority	Planned future actions
Ensure the School self-Assessment cycle informs the targeted improvement process	• 12 month cycle outlines areas for self-assessment and progress against the Business Plan	• Maintain Self-Assessment Cycle with focus on ACSF, Safe and Friendly Schools Framework, Visible Learning Matrix, NQS Board Effectiveness Survey
Lesson design will reflect visible learning with clear learning intentions and success criteria and gradual Release	• Build staff capacity in knowledge, understanding and application of evidence based whole school pedagogy • Current focus on ensuring common pedagogy across all classrooms i.e. Gradual Release model. Learning intentions and success criteria evident.	• Current focus on ensuring common pedagogy across all classrooms i.e. Gradual Release model. • Learning intentions and success criteria in all classrooms and part of class observation walkthroughs.
Continue Talk for Writing K-6	• Continue to implement Talk for Writing	• Share Talk for Writing at collab and staff meetings to maintain profile. • Use hot tasks for Bright path assessment as per Assessment Schedule. • Source Professional Learning for Staff requiring upskilling in this area.
Continue intervention program for PA and Phonics Pp-Yr2	• Maintain 0.6 Intervention Leader. • Continue ECE Intervention Program • Build Capacity of Support Staff to work in intervention programs • Mandated DoE Phonics assessment planning.	• Maintain 0.6 Intervention Leader. • Continue ECE Intervention Program • Build Capacity of Support Staff to work in intervention programs • Investigate a new Phonics programs K-2

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	• Investigate proven, evidence based programs.	• Increased SNEA support to staff to improve outcomes for Students with Additional Needs, SAER and behavioural difficulties • Focus on improvement of ATSI and EAL/D processes for identification of student needs
Implement, then maintain, Oral Language program Yr1-6	• Appoint Oral Language Leader 0.4FTE • Develop whole school program in Oral Language Year 1 -6 • Timetable classes for whole school implementation	• Maintain program for whole school Oral Language Program
Targeted Performance Management	• Build Capacity of Strategic Leaders to lead curriculum in year level groups • Priority focused Classroom Walkthroughs and feedback	• Performance Management in line with new DoE proforma and process. • Upskilling of staff in data literacy, Year Level and at individual point of need. • **Classroom walkthroughs to be timetabled providing targeted and immediate feedback in school priority areas.**
Maintain Assessment Schedule until next school Self-Assessment/School Review process	• Assessment Schedule written and implemented.	• Assessment Schedule written and implemented • Review in 2024.
Develop a consolidated focus on the improvement of Data Literacy with all staff.	• Establish academic and non-academic targets to facilitate ongoing school improvement • Develop partnership with ELASTIK to provide data analysis	• Review standardised assessment results to identify and plan for whole school/year level/class level/individual student needs • Develop Disciplined Dialogue process for Data Analysis and evidence-based planning. • Increased focus on Moderation for Reports and Testing

Diversity

Successful learning environments are created to promote diversity and meet the needs of the student as an individual, and the community as a whole.

Strategies	Progress against priority	Planned future actions
Annual review by staff against ACSF data. Develop and implement strategies to move the school along the ACSF Continuum	• ACSF data profiles developed in 2021. • Not updated in 2022.	• ACSF reviewed to be completed Semester Two. • Goals set for continuum movement.
Develop and implement a Reconciliation Action Plan	• Draft Reconciliation Action Plan developed.	• Focus on renewing plan and implementation at whole school level
Develop a whole action plan to ensure Diversity focus across the school.	• Special days programmed • Harmony Day • NAIDOC week • Special festivals	• Complete plan for Diversity by end of Term 3 2023.
Maintain Student Services Team, including Attendance Officer, Chaplain and Speech Therapist	• Student Service team appointed and functional. • Development of Be You Team	• Develop communication processes for SST. • Develop guidelines for referral • Maintain processes that identify Students at Educational Risk and provide targeted support • Student Services Team and Be You committee members to complete all Be You Professional Learning • Be You committee to review and update the Be You operational plan • Student Services Team to support staff with the implementation of Be You Professional Learning and operational planning
Review current TED and Values program practices to improve impact on student wellbeing	• Clarify and recap the safe, inclusive and consistent expectations of all school community members	• Explicit Teaching of 2 Values per Semester. • Maintain achievement celebrations for TED and Values.

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Develop and implement Social and emotional Programs for students	• Ensure all students are being explicitly taught the skills and understandings of the Highway Heroes program • Provide small group and 1-1 explicit teaching of The Zones of Regulation for students having difficulty self-regulating	• Highway Heroes/ SEL timetabled into every class across the school daily. • Classroom walkthroughs to monitor student understanding • Monitor Data of Social/ Emotional through PAT Testing
Conduct a whole school review of the Behaviour and Engagement Policy, sharing the ownership process with all staff	• Behaviour and Engagement policy ongoing and due for a Review in 2023	• **Behaviour and Engagement Policy to be reviewed Semester 2 2023** • **Explicit communication of Good Standing Policy.**
Develop a targeted plan to promote Student Voice	Students given opportunity to share opinions and develop public speaking skills	• Plan to be developed 2023 • Weekly presentation by Student Leadership team at Assembly. • Participation in cross Network Debating Team
WPS Attendance Plan 2021-2024 to be fully actioned	• Attendance plan fully actioned • Attendance Officer appointed	• Incentives for Attendance implemented • Maintain Attendance Officer
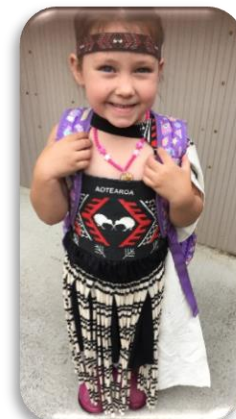
Empowerment

Successful students are nurtured through the development of positive wellbeing and high-quality teaching and learning.

Whole school consistent planning, practice with explicit pedagogy based on evidence for school improvement and strong and shared leadership with a focus on student engagement and well being empowers all members of our school community to reach their potential

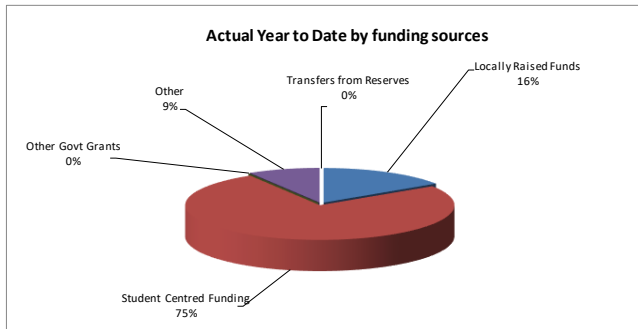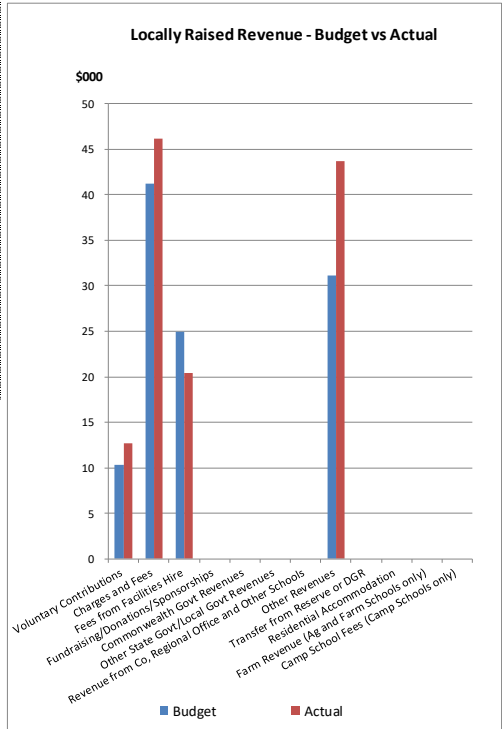| Strategies	Progress against priority	Planned future actions
Maintain and resource ECE Intervention program Pp-Yr2	• Maintain 0.6FTE Intervention Leader. • Continue ECE Intervention Program	• Maintain 0.6FTE Intervention Leader. • Continue ECE Intervention Program
Introduce Literacy Leaders in PA and Oral Language	• Maintain 0.6FTE Literacy Leader	• Development of Phonemic Awareness strategies across ECE • Consistent strategies with Paired Reading and fluency PP -Year 6 • Investigate new Phonics Program 2023
Introduce and develop Oral Language program across the school	• Appoint Oral Language Leader 0.4FTE • Develop whole school program in Oral Language Year 1 -6 • Timetable classes for whole school implementation	• Maintain Oral Language Leader 0.4FTE • Develop whole school program in Oral Language Year 1 -6 • Timetable classes for whole school implementation • Integrate Oral Language Strategies into other learning areas.
Review and update current Operational Plans aligned to the 2022 -2024	• Update English Policy and Planning Documents to align with updated Western Australian Curriculum. • Appoint a Level 3 STEM Leader. • Develop whole school STEM Policy and Plans	• Mathematics Policy and pedagogical review Term 3 2023 • Implement Whole school STEM activities. • Development of STEM Centre and Resources
Develop a whole school process for Moderation	• At least two-Year level collaborative team meetings per term to be dedicated to assessment moderation	• Develop and implement a Disciplined Dialogue Process for Data analysis for NAPLAN

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	• Line Managers to attend at least one of these meetings • per term to assist in the moderation process	• PAT data, Brightpath and On Entry • Develop electronic student data files
Focus on development of skills and activities, creativity and critical thinking for all students through engagement in the Arts (Visual & Music), Science and LOTE.	• Extension Classes are operating in Arts, Music, Science and LOTE	Whole school performances to celebrate learning in these areas.
Implement an effective Health & Physical Education Program to focus on student physical, emotional, mental wellbeing	• Maintain mandated Protective Behaviours Program K – 6 • Maintain Healthy Food/Drink Policy 2022-2024 • Maintain social and emotional whole school programs	• Maintain mandated Protective Behaviours Program K – 6 • Maintain social and emotional whole school programs • Maintain Healthy Food/Drink Policy 2022-2024 • Focus on Sustainability
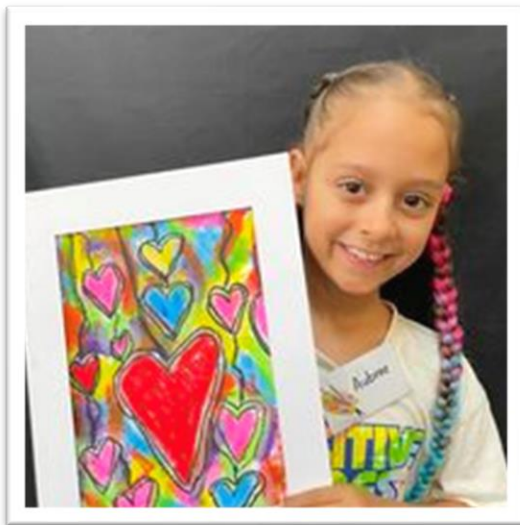
Financial Summary

The school has deployed resources, both salary and cash, in line with identified school needs. Finances has been governed by the School Board and Finance Committee.

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	$ 10,296.00	$ 12,678.30
2 Charges and Fees	$ 41,198.90	$ 46,153.30
3 Fees from Facilities Hire	$ 25,000.00	$ 20,454.55
4 Fundraising/Donations/Sponsorships	$ -	$ -
5 Commonwealth Govt Revenues	$ -	$ -
6 Other State Govt/Local Govt Revenues	$ -	$ -
7 Revenue from Co, Regional Office and Other Schools	$ -	$ -
8 Other Revenues	$ 31,113.00	$ 43,713.63
9 Transfer from Reserve or DGR	$ -	$ -
10 Residential Accommodation	$ -	$ -
11 Farm Revenue (Ag and Farm Schools only)	$ -	$ -
12 Camp School Fees (Camp Schools only)	$ -	$ -
Total Locally Raised Funds	$ 107,607.90	$ 122,999.78
Opening Balance	$ 214,195.82	$ 214,195.82
Student Centred Funding	$ 297,203.95	$ 380,103.95
Total Cash Funds Available	$ 619,007.67	$ 717,299.55
Total Salary Allocation	$ 5,782,294.00	$ 5,782,294.00
Total Funds Available	$ 6,401,301.67	$ 6,499,593.55

Locally Raised Revenue - Budget vs Actual

Actual Year to Date by funding sources

- Transfers from Reserves 0%
- Locally Raised Funds 16%
- Other 9%
- Other Govt Grants 0%
- Student Centred Funding 75%

Expenditure - Cash and Salary	Budget	Actual
1 Administration	$ 48,724.27	$ 48,400.58
2 Lease Payments	$ 37,498.00	$ 36,659.61
3 Utilities, Facilities and Maintenance	$ 140,000.00	$ 130,539.77
4 Buildings, Property and Equipment	$ 127,024.00	$ 159,875.69
5 Curriculum and Student Services	$ 215,106.37	$ 185,066.86
6 Professional Development	$ 11,000.00	$ 15,631.22
7 Transfer to Reserve	$ -	$ -
8 Other Expenditure	$ -	$ 1.71
9 Payment to CO, Regional Office and Other Schools	$ -	$ -
10 Residential Operations	$ -	$ -
11 Residential Boarding Fees to CO (Ag Colleges only)	$ -	$ -
12 Farm Operations (Ag and Farm Schools only)	$ -	$ -
13 Farm Revenue to CO (Ag and Farm Schools only)	$ -	$ -
14 Camp School Fees to CO (Camp Schools only)	$ -	$ -
Total Goods and Services Expenditure	$ 579,352.64	$ 576,175.44
Total Forecast Salary Expenditure	$ -	$ -
Total Expenditure	$ 579,352.64	$ 576,175.44
Cash Budget Variance	$ 39,655.03	

Goods and Services Expenditure - Budget vs Actual

Cash Position Components
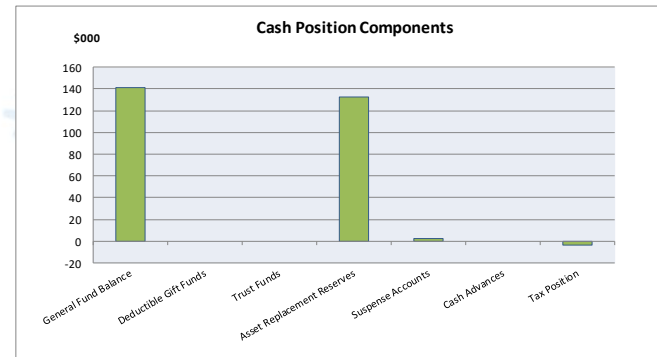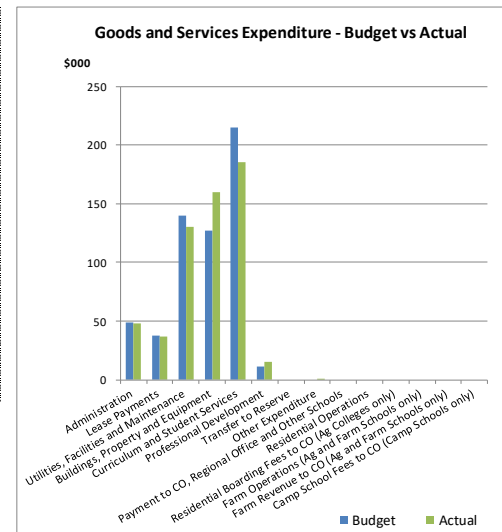
Cash Position Components		
Bank Balance	$	272,230.53
Made up of:		
1 General Fund Balance	$	141,124.11
2 Deductible Gift Funds	$	-
3 Trust Funds	$	-
4 Asset Replacement Reserves	$	132,406.71
5 Suspense Accounts	$	2,589.71
6 Cash Advances	$	-
7 Tax Position	$	(3,890.00)
Total Bank Balance	$	272,230.53

With pride, we learn With pride, we grow

Willandra Primary School
Prinicpal: Mrs Keryl Caird

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