



2020

VISION

Creating and inspiring excellence in self and others together in a safe, dynamic and engaged community to develop resilient learners of the future.

OUR EXPECTATIONS

These values support our school's vision, aspiration and beliefs:

Respect Self | Respect Others | Safety | Follow Instructions

WE BELIEVE STUDENTS ACHIEVE EXCELLENCE WHEN...

...they are inspired through creative and engaging learning programs in a safe, collaborative and challenging environment

...their individual, social, emotional and physical needs are catered for through differentiation

... they are supported to engage and learn by skilled, professional and enthusiastic educational teams

...family and community are included, supported and supportive

CREATING | EXCELLENCE | TOGETHER



Our School

Located in one of the fastest growing estates in the South West Region, Treendale Primary School is in the suburb of Australind, nestled on the banks of the Collie River, 20km north of Bunbury.

We are a thriving and innovative school where the individual needs of the students are catered for in a friendly, safe and exciting environment. Learning programs support children to grow and develop 21st century skills needed now and for the future.

Our school operates with a culture where evidence-based pedagogy, continuous self-assessment and meaningful data analysis, drives student and school improvement. Catering for 580 students, Treendale PS staff pride themselves on developing a strong sense of community to ensure our families are active partners and contributors to further enhance our positive school culture.

Treendale students are learning to be confident, curious, creative, collaborative, critical thinkers who are resilient and embrace change. Treendale PS continues to embrace technology that adds value to all aspects of student learning through our BYOD program.

Our Pastoral Care is built on the internationally recognised 'You Can Do It' program and is implemented across the school. The 'Five Keys to Success' of Confidence, Resilience, Getting Along, Organisation and Persistence are explicitly taught and reinforced at all opportunities. Our school behaviour expectations of Respect Self, Respect Others, Safety & Follow Instructions play a key role in promoting positive behaviour strategies.

Principal's Message

Two thousand and twenty was a year of uncertainty and change across education in Western Australia, however, it also marked a change in leadership and direction at Treendale Primary School. Covid19, the global pandemic, saw us head to online learning modules, virtual assemblies and car par kiss'n'drive zones, a few of the new norms that kept Treendale PS on our successful journey, through our 'effective' Public School Review and conclude our 2018 - 2020 Business Plan, despite the unprecedented times.

This year saw us refocus on our priority areas to align our core teaching curriculum with evidence-based whole-school processes and strategies. This was achieved through the development of Professional Learning Communities (PLCs) to emphasise the need for collective efficacy across the school, the building of a distributed leadership model with empowerment of staff in curriculum learning areas and administration relief, as well as refining our classroom management strategies to support the performance development and accountability process for all staff and the positive behaviour choices and school citizenship for students. On behalf of the Leadership and Executive Teams at Treendale Primary School, it is with great pleasure that I present you the 2020 Annual Report.

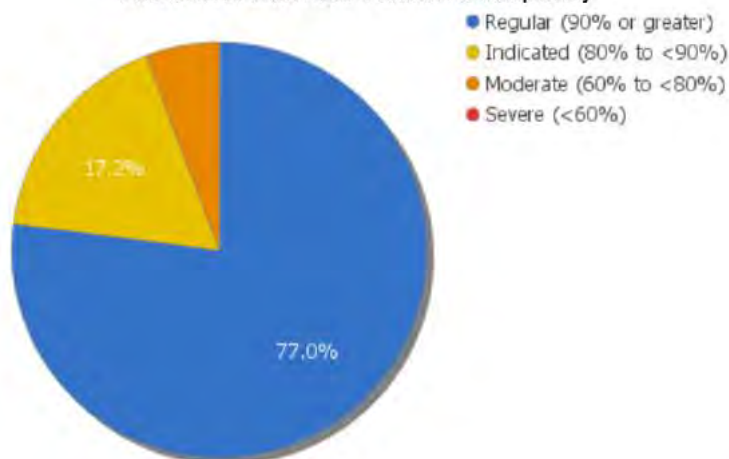
Mrs Jayde Hewson



Attendance

Attendance is an important factor in children achieving success at school. We have high expectations of all our students in regards to their attendance and closely monitor overall, cohort and individual attendance data to identify and plan interventions where necessary.

Attendance Profile 2019 Semester 2 Compulsory



Year level attendance is also monitored closely to support those year levels, students and families that are experiencing difficulties with attending school.

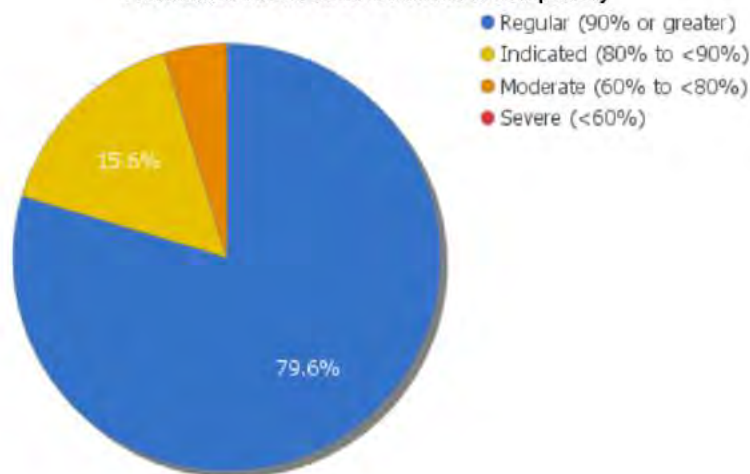
With no students in the Severe category, our focus can remain on increasing the % of regular attendance.

Breakdown	Attendance Rate %
KIN	93.2%
PPR	92.7%
Y01	94.2%
Y02	93.7%
Y03	94.1%
Y04	93.4%
Y05	91.8%
Y06	92.7%

Attendance was impacted greatly throughout Semester One 2020, therefore data is more accurately compared between Sem 2, 2019 and Sem 2, 2020.

- Regular attendance increased by 2.6%
- Indicated attendance decreased by 1.6%
- 1% decrease from 6% to 5% in Moderate attendance

Attendance Profile 2020 Semester 2 Compulsory



Pastrol Care

We pride ourselves on a whole-school approach for acknowledging and supporting students, staff and community members through our Pastoral Care initiative. Well-embedded into our school community are the five Keys to Success - Confidence, Resilience, Getting Along, Organisation and Persistence which are explicitly taught and reinforced at all opportunities. These, along with our School Expectations, previously referred to as rules, have had an increased focus throughout the 2020 school year to promote positive behaviour choices and students in citizenship. Our School Chaplain, Mr Harrison has once again been an invaluable support to students, families and staff in this trying year with his one-on-one sessions, group chats, breakfast club mornings and our Year 5 Buddies Program.

The Breakfast Club this year struggled to get started again after returning from Covid restrictions and only operated one morning a week with Year 5 and 6 students preparing the toast. Through the newly established P & P Committee, we aim to increase the number of parent volunteers.



Students at Educational Risk (SAER)

Highlights and Successes

- Splitting of the SAER lead role to create long-term sustainability and provide teachers with access to more targeted support (K-2 and 3-6).
- Updating the SAER Policy to identify the teacher, LSC and Student Services role in supporting at risk students.
- Streamlining processes for tiered intervention and determining a common understanding of the purpose of SEN plans by restructuring the criteria for students to receive one.
- Identifying a need for explicit social/ emotional instruction and introducing a Year 2-6 social-emotional program (Friends) that looks at supporting students at risk.
- Roll out of a whole-school approach aimed at supporting students to identify how they are feeling and strategies/resources that can be immediately accessed to help (Calm Down Kits) with a direct link to a whole-school focus of teaching the Zones of Regulation (Health).
- Forming a Student Services Team encompassing; the Principal, SAER deputy, School Chaplain, School Psychologist and both LSCs (K-2 and 3-6) who meet twice termly to identify, share information, support and track at risk students across the school.
- Creating one clear referral document for teachers to use when requesting support from the Chaplain, School Psych, LSCs and SST.

Recommendations

- Create clear, early identification processes with appropriate referral guidelines, follow-up and on-site intervention in Speech and OT across Kindy and Pre-Primary.
- SST to continue to actively support at-risk students across the school.
- Continue to use evidence-based Literacy intervention (Letters and Sounds/Mini-Lit/Multi-Lit) and identify an appropriate Maths intervention program to help support at-risk students in Numeracy across the school.
- Embed Zones of Regulation across the whole school so there is a common language around emotions and strategies, decreasing the number of students requiring IBMPs.



Mathematics

It was a busy time for Mathematics during 2020 with the newly-established team looking at ways to improve the delivery of mathematics across the school.

Highlights and Successes

- Mathematics Leadership – as part of our aim to develop leadership within the school, two staff members received positions to lead the direction and new phase of mathematics learning within the school
- Mathematics Committee – Treendale's first staff Mathematics Committee was formed, with members engaged in surveying staff on maths programs and practises, and researching possible programs to be implemented. The members of the Mathematics Committee then settled on and trialled Origo 'Stepping Stones'
- Origo Stepping Stones Program – resources were purchased to support the successful implementation of the program across the school in 2021
- Up-skilled staff – Teachers were given an introduction to the Stepping Stones program by an Origo representative, and all chose to trial the program in Term 4. In addition, education assistants engaged in a session exploring the resources available and effective questioning
- Connecting with other schools – the Mathematics leaders connected with other schools in Western Australia who are using the Origo Stepping Stones program

Recommendations

- Support teachers – Continue to offer professional learning in Mathematics and build up resources to facilitate the effective implementation of the Stepping Stones program across the school
- Build the profile of Mathematics at TPS – increase the opportunities for parent involvement and raise student engagement/attitudes towards mathematics
- Research and trial Numeracy Intervention - Intervention in Numeracy for SAER to be identified early and supported through evidence-based programming



English

2020 was a year of change and growth within the area of Literacy. It saw us revisit what had been the “Treendale Way” of literacy and into a more streamlined whole-school approach to literacy instruction.

Highlights & Success

- Letters and Sounds roll out - K-3 teaching staff underwent a full day of professional learning in the Letters and Sounds phonics program to ensure consistent delivery across classrooms
- PLD Literacy - Teachers in Years 3-6 were upskilled in the PLD program, to promote continuity in spelling across the older year levels and complement the delivery of spelling instruction in the lower years.
- Writing Moderation - following the introduction of the Brightpath tool for writing assessment in 2019, teachers in K-6 consolidated their use of Brightpath to assess students' writing and assist planning in this subject area.
- Intervention for Spelling and Reading - Trained EAs began working with small groups of students in Years 1-6 who were identified as needing additional support in literacy. They supported the delivery of Letters and Sounds in the lower years, while intervention in Year 4-6 was provided using the Macquarie Literacy Program (MacqLit).
- Reading Comprehension - All Year 4-6 teachers began using the Probe reading comprehension assessment. This gave them more detailed information about a student's ability to understand what they read and target teaching accordingly.
- Hands and Fingers Program - Trained staff conducted a series of workshops for parents aimed at improving their children's fine and gross motor skills, as part of our early intervention program.

Recommendations

- Whole-school writing program - Introduce Talk 4 Writing as the whole-school program to begin in the second half of 2021. Support staff in the delivery of this program with professional development and resources.
- Networking with local schools - Build connections with schools in the surrounding areas to moderate writing and ensure consistent judgements are made about student achievement.
- Speech program - Support the development of oral language skills by working with WACHS speech pathologists to train staff in delivering an effective speech intervention program



Science

In 2020 students participated in a technology-based hands-on Science program covering the skills and content areas of the Western Australian Curriculum. Students also completed various plugged and unplugged STEM projects.

Highlights and Successes

- All Year 1 to 6 students were encouraged to enter the AQWEST Photography 'Water Art' Competition in Term Two. Some of our students were highly successful prize winners and had their photos published in the AQWEST 2021 Calendar.
- Many students enjoyed extra Science activities during Science Week. Students had fun making straw rockets and balloon hovercrafts. The pre-primary classes visited the Science laboratory to launch rockets and observe bubbling potions!
- A group of selected Year 6 students participated in a Science Extension Program (SEEL) at Australind Senior High School. This opportunity allowed them to experience exciting Science projects in a different learning environment.
- A number of Year 5 and 6 students took part in the FIRST LEGO League Challenge. Our two teams competed with other schools at Armadale Senior High School in December. The Year 5 team won an award for their excellent teamwork and were extremely close in progressing to the FLL State Finals in Perth.
- Due to the amazing and consistent efforts of our Class Environment Officers (CEOs) in 2019, our school gained Waste Wise Schools accreditation for 2020. Each day the CEOs collected fruit scraps from their classrooms which was used by some of our families to feed their chickens.

Recommendations

- Continue to increase student engagement and achievement in Science with relevant, hands-on plugged and unplugged practical and STEM activities.
- Encourage and support students with extracurricular and extension activities linked to Science and STEM.
- Promote and encourage student participation in engineering, robotics and environmental challenges or competitions.

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Learning Technologies

Highlights and successes

- 98% of families connected to the digital platform Seesaw to view and engage with student learning. This allowed for an effective and seamless delivery of online learning programs during the school interruptions due to COVID19.
- Reviewed current student screen time statistics and in each PLC established a maximum threshold for screen time. This was a conscience factor in providing one day a week of unplugged learning time, during the 'Learning at Home' period of Terms One and Two.
- As a TDS, Treendale Primary School provided professional learning opportunities to over 50 teachers from 32 schools, showcasing the integration of learning technologies across all learning areas and year levels
- 94% uptake in the BYO iPad program, supplemented by school-owned iPads, allowed for all students to have the opportunity to create and publish their learning.
- Two teams of students from Year 5 & 6 participated in the Lego Robotics extension program competition at Armadale SHS, having worked collaboratively throughout the year in preparation. The Year 6 team developed an innovative solution that motivates people to be more physically active, based on the existing smart watch technology. While the Year 5 team initiated a lunch time club program at school to increase the amount of physical activity students engage in during breaks at school. Our Year 5 team won the Break-through Talent award.

Recommendations

- Develop staff awareness and understanding of the Technology Integration Matrix (TIM) to enable them to review their current practice in using technology in the classroom and find further ways to integrate it meaningfully in their learning programs. In order to assist the school in providing targeted support for teachers in the use of digital technologies in their classrooms, a staff survey (such as the TIM Technology Use and Perceptions survey) should be used to gauge staff understanding and perceptions around the use of technology tools.
- Support staff in developing programs around the principles of project-based learning and Genius Hour, as well as continuation of the Innovation Project, through meaningful coaching and professional development, to support students in developing 21st Century skills such as: critical thinking, creativity, problem solving and collaboration.
- Provide for and train students in a variety of digital learning technologies and apps, highlighting specific uses and functions, to allow students to be decision makers in selecting appropriate technologies to complete set tasks.



Physical Education

Highlights & Successes

Strong Focus on Fundamental Movement Skills (FMS)

- Students were engaged in learning programs targeting the physical skills that are required to become physically literate. From Kindy through to Year 3, students are taught FMS in a physically varied and fun way. The skills learnt enable students to progress into sports' specific skills in later years.

Sports' Specific Skills & Game Play

- Students were exposed to a wide range of sports in 2020, these included: soccer, cricket, athletics, gymnastics, netball, invasion games and dodgeball. Skills specific to these sports were learnt and then applied within modified game settings.

Athletics Carnival

- Our annual Faction Athletics Carnival was held in Term 4. All of our students participated in various team and individual events throughout the two scheduled track and field days. This year's event was a huge success with students competing at a high level and with excellent effort.

Interschool Competition

- In 2020, TPS participated in the annual Tuart South Winter Carnival and the Tuart Division Interschool Athletics Carnival.
- Winter Carnival - Our students had a very successful year, with a number of our football, netball and soccer teams finishing the day with winning records. Teams trained prior to the carnival, learning many important team and individual skills. With all students thoroughly enjoying testing their skills against other local public schools.
- Interschool Athletics - Treendale PS had its most successful year yet, placing a magnificent second in both the handicap and overall shields. Students participated with great sportsmanship and endeavour throughout the day and it was fantastic to see the hard work in their training pay off.

ASHS Physical Education Extension Program

- A select group of TPS students were selected to attend an extension program at Australind Senior High School. Attending students were able to access a specialised program aiming to foster the skills of students with potential in the areas of leadership, training elements and game play.

Recommendations

- Extend knowledge of staff to allow for a consistent approach to teaching of fundamental motor skills throughout ECE.
- Explore avenues for TPS students to participate in state level programs, such as cross country and athletics.
- Utilise opportunities to collaborate with outside sports associations to enable further access to elite training and coaching.



Music

Our school once again enjoyed another year of fantastic music incursions and excursions under the guidance of Mrs Veronica Akse. Students were provided with a vast array of bands, choir and IMSS to further develop their skill of choice. Thank you to Mrs Akse for all your hard work and we wish you well at your new school.

Highlights & Successes: Highlights and successes

- Skill and confidence building of the Taiko team, including a Taiko workshop followed by a great performance at the Japanese Festival in Bunbury
- Introduction of IMSS Percussion program this year, with 4 students participating this year
- Term 3 Music Extravaganza performance
- Visiting performers such as the ASHS junior band and Taiko-On

Recommendations

- Continue to build on the community spirit in the school by enhancing events with music performances
- Ensure opportunities for all aspiring musicians to perform for an audience within the school and broader community

AUSLAN

2020 was a challenging year for delivering our Language Other Than English - AUSLAN program. During the year we experimented with both an AUSLAN Program and a Cultural Awareness Program until we were able to secure a teacher from Australind Senior High School in Mr Hopper.

Highlights & Successes

- Students were immersed in Learning Sequences for AUSLAN from Year 3 to 6.
- Signing was able to be integrated into the whole school Music experiences.
- Visiting representatives of the Deaf Community were able to visit TPS and engage in conversation with our students.

Recommendations

- To ensure stability for the future of Languages secure a teacher to deliver Japanese from Year 2 to 6 with the possibility to expand Japanese across the school as the years progress.

Staff Development

Empowerment and development of staff was a priority in 2020 to build a Distributed Leadership Model across the school. This encompassed the development of portfolios lead by Deputy Principals, Learning Support Coordinators for SAER, Curriculum Committees with self-elected leaders, which combined together to become the guiding coalition for all decision making process for the 2021 school year.

Highlights & Successes

- Scitech Maths development passed on for teachers with the introduction of Stepping Stones and PD to support the implementation of the program within classrooms
- PLD & Letters and Sounds PD shared with all staff and now embedded in classroom practise
- Formalised performance development & accountability process in place and linked to school priorities and AITSL
- Creation of a Leadership Team for guiding strategic and operational direction
- CMS training for all teachers with the observation and feedback model from the CMS Coach
- New SAER Policy created and implemented including a Mental Health Policy
- Future Leaders Framework continued, with leadership group given the opportunity to seek personal feedback and set goals
- Leadership positions created for Specialist Teachers, Mainstream and Special Needs Education Assistants on the Leadership Team.

Recommendations

- Introduce and embed the PLC process at TPS
- Introduce the Talk4Writing program to support teachers with implementing evidence-based writing programs in the classroom
- Changes in reporting processes and moderation for consistency and validity
- Connect with LAPS for moderation and professional development opportunities
- Complete a full yearly cycle of performance development & accountability



School-Based Data

School-based data for Semester One 2020 was interrupted due to the pandemic and transitions from face-to-face learning, to learning from home via an online platform. Our moderation tasks, PAT assessments and NAPLAN assessments were not completed, as well as no grades given on Semester 1 reports. Semester 2 enabled staff to reassess and commence consistent data collections.

Highlights & Successes

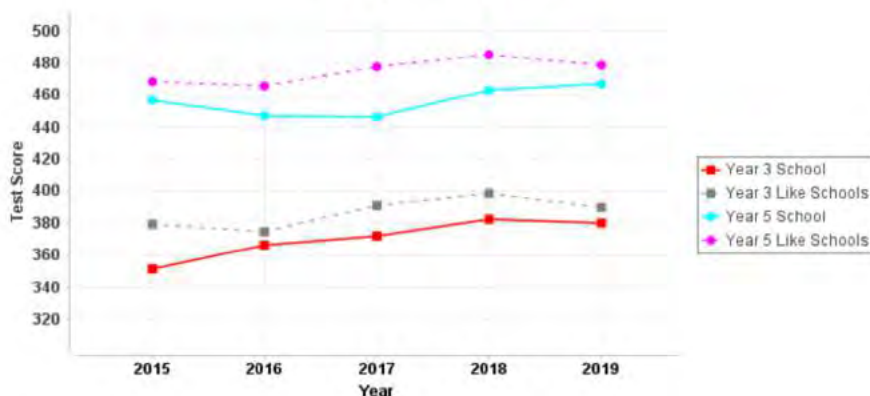
- Transition of whole-school data onto the school-based assessment platform, P-10 analysis, in line with local network schools
- Staff collaborating on devising the whole-school Assessment Schedule 2021
- Networking with other principals in our local area to have common processes and assessment built into yearly planning

Recommendations

- Continue to upskill staff in the P-10 analysis data platform to increase school-based assessment clarity
- Ongoing review of the Assessment Schedule to determine mandated and best practise data collection sources
- Reflection on how data that is collected is used to directly impact teaching and learning practises

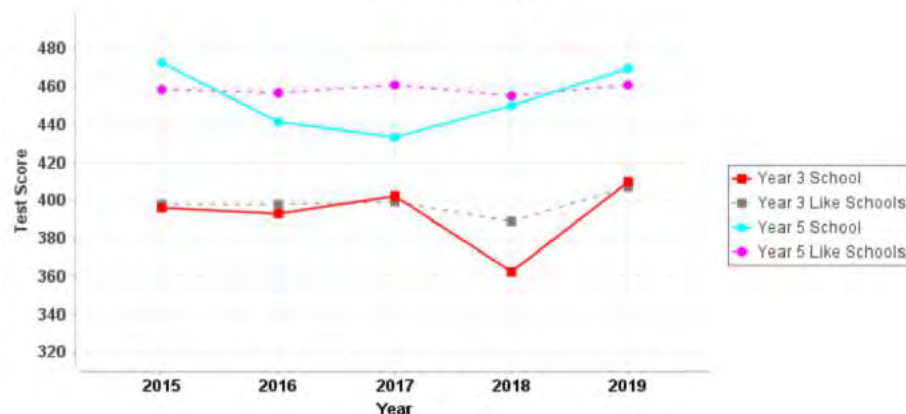
School Performance 2019 - NAPLAN

Average Numeracy Score



Numeracy has been our main focus for 2020 due to constant below like school data, as depicted. We have introduced a Maths Curriculum Committee and began trialling the Stepping Stones Maths program to assist with deeper level understanding of mathematical concepts.

Average Writing Score



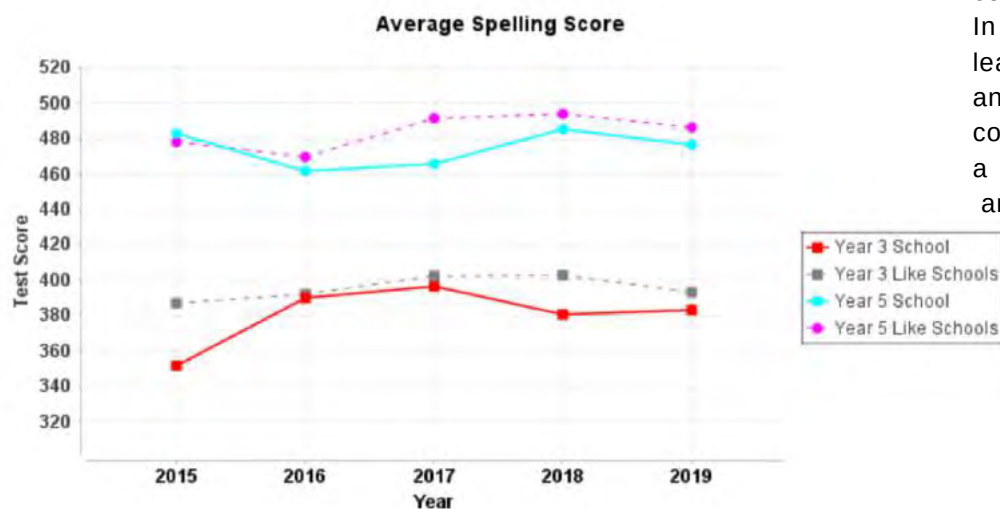
Writing has begun to show an upward trend in our Year 3 to 5 progress from 2017 to 2019. In 2021 we are introducing Talk4Writing, an oral language evidence-based writing approach from K to 6.



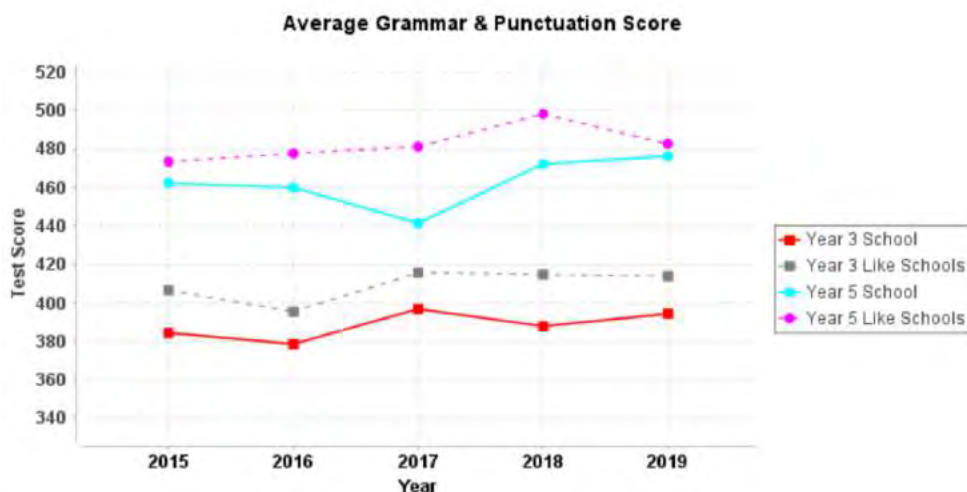
NAPLAN Longitudinal Summary



Reading overall has shown achievement in our Year 3 to 5 progress respectively. In 2020 our focus has been to assess our whole-school processes and strategies of how we teach reading including guided reading and home reading resources.



Spelling longitudinal data shows a consistent approach across the 5 years. In 2020 all staff received professional learning in both spelling programs (L&S and PLD) with a focus on increasing consistency in delivery and developing a higher level of explicit teaching with an aim to be above like schools.



TPS has tracked well below like schools in Year 3 and 5 in Punctuation & Grammar. Progress was shown in our 2017 to 2019 data. Over the next 3 year Business Plan we will focus on closing the gap between TPS and like school.

Our 2020 School Parent Survey results...

During 2020 it was challenging to ensure our community felt connected, valued and informed whilst maintaining the highest standard of safety for our students and school community. Our independent 2020 Parent Survey gave us wonderful feedback; some that could be actioned immediately and others added to the new Business Plan as our long term targets.

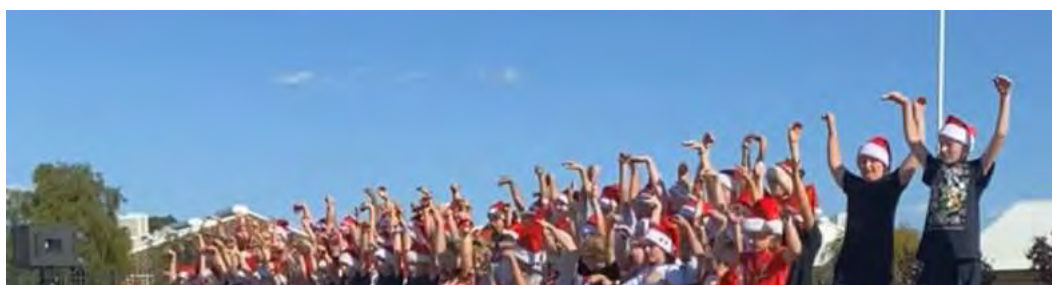
Immediate Actions for the 2021 School Year -

- Yearly Planners sent out in Term One and updated at point of need.
- Handwriting - an increased focus on legibility and standards
- iPads - timing allocations devised for each phase of learning
- Revised behaviour management processes and communication of behaviour and citizenship expectations
- Increase parent involvement in the classroom (whilst considering adhering to Covid guidelines)
- Introduction of a termly P & P Meeting (Principal & Parent) in lieu of a P & C Committee
- Parent meetings moved to Term 1 & 3 to inform parents and allow sufficient time if any concerns are raised from both parties

Longer Term Targets - Over the next 3 years

- Increased community awareness of Cultural Diversity and the Aboriginal Cultural Standards Framework
- Increased awareness of the school governance systems including the School Board's role in the school and community
- Monitor ongoing parents' concerns of age of students using iPads and Minecraft and its use in the classroom

The community events that made us smile...despite social distancing



Financial Summary

The Department of Education WA introduced the student-centred funding model in 2015. Our school receives student-centred funding from the state government based on per student funding, school and student characteristics funding and other funding categorised as targeted initiatives and operational responses. Student-centred funding as identified in the chart represents the largest single source of funding our school receives.

Supplementary funding received from Commonwealth and other state government sources; donations and sponsorship; fees from school facilities hire; contributions and charges; and other locally raised revenue make up the balance of total funding available to support our school's priorities in the form of learning programs and resources as determined by our Operational and Business Plans.

Operating under a one-line budget as an independent public school enables our school to determine the balance between salaries and cash to best meet the unique learning needs of our students. The flexibility of operating as an independent school allows greater control and management of cash to optimise running and operating costs (utilities, facilities and maintenance) and facilitate funds toward specifically targeted programs aimed to improve student outcomes. Development of our operational and business plans through a consultative distributed leadership model ensures school programs are developed, monitored and reviewed to maximise student achievement according to school priorities and in the context of our local school community.

Financial Overview

In 2020 we managed a total budget of \$5,319,521 with \$4,810,038 expended on salaries, equating to 90% of the budget and \$234,271 was rolled over at the conclusion of 2020 (\$185,056 salaries and \$176,105 cash) for the following year. The Student-Centred Funding Model (SCFM) generated \$463,700 in cash to the school for allocation to an array of expenditure accounts.

\$19,263 was raised in voluntary contributions representing 57.90% which was significantly lower than previous years due to the impact that COVID19 had on collection processes.

Fundraising opportunities were limited in 2020 due to the impact of social distancing and the ability to have events in the school. In total only \$6240 was raised.

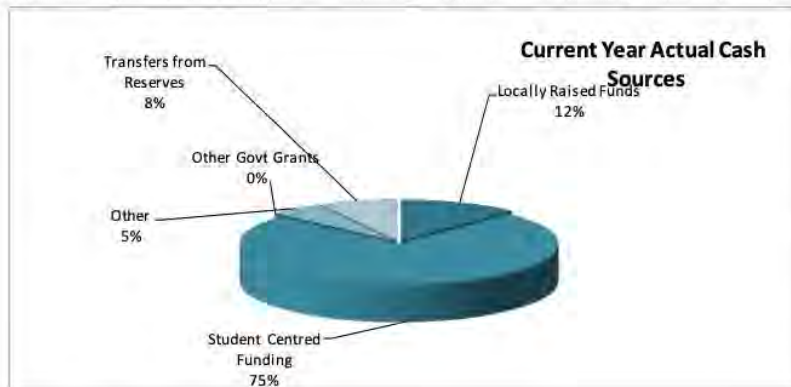
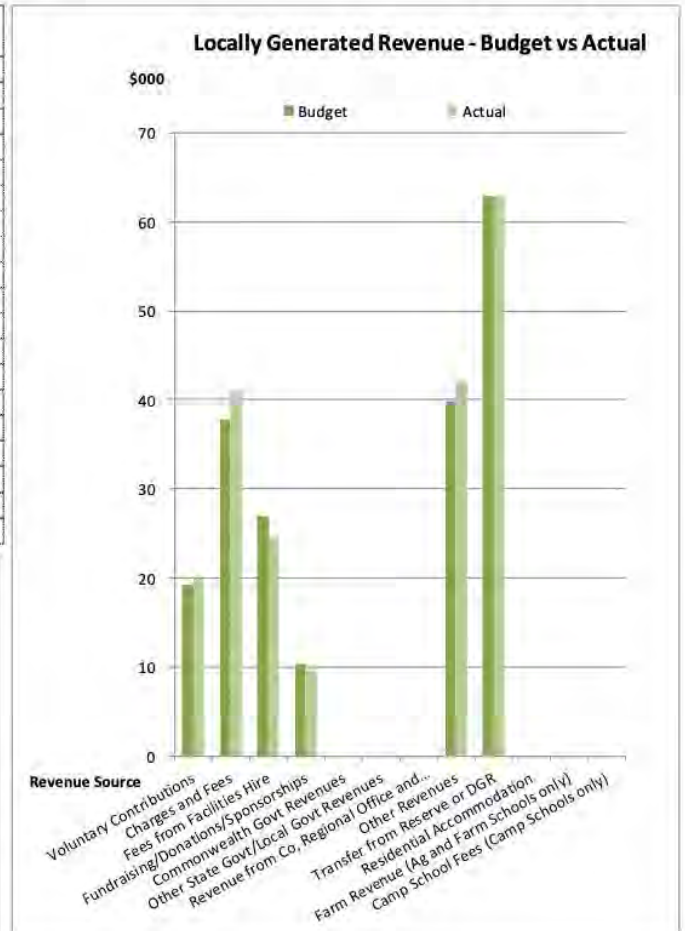


Revenue



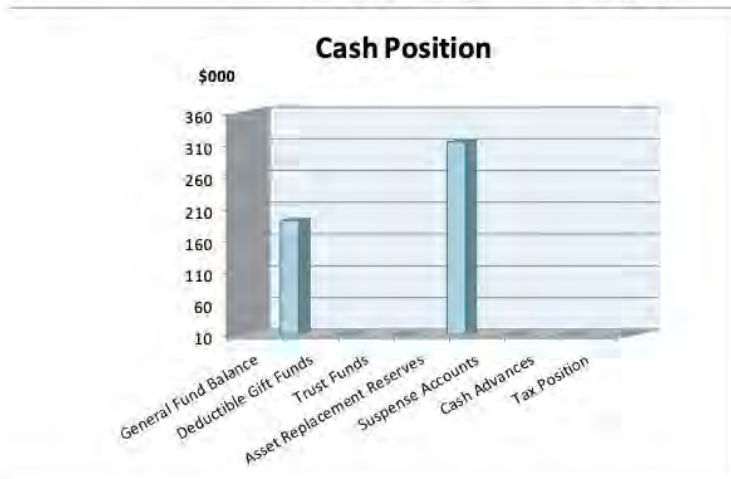
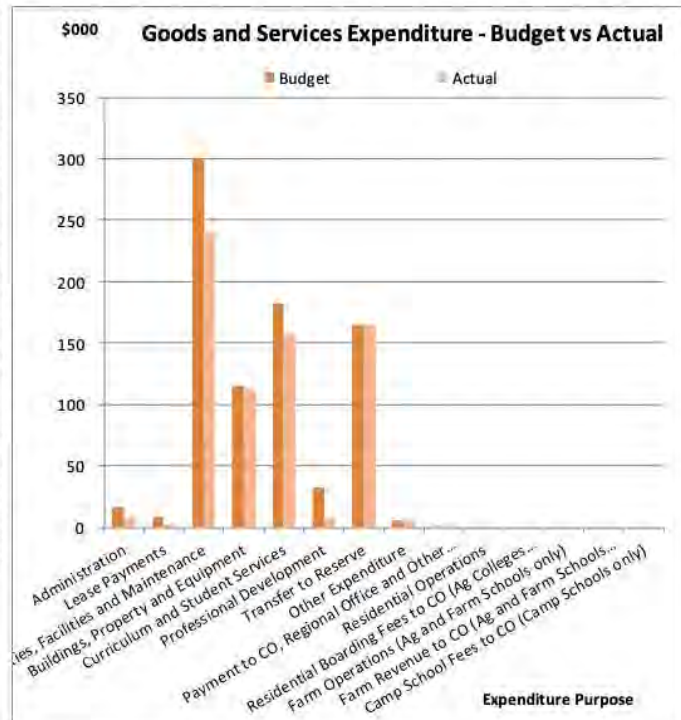
Treendale Primary School Financial Summary as at 31st December 2020

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 19,263.00	\$ 19,871.07
2 Charges and Fees	\$ 37,910.00	\$ 41,160.00
3 Fees from Facilities Hire	\$ 27,001.00	\$ 24,728.19
4 Fundraising/Donations/Sponsorships	\$ 10,405.00	\$ 9,621.50
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 39,807.00	\$ 41,952.63
9 Transfer from Reserve or DGR	\$ 62,911.00	\$ 62,911.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 197,297.00	\$ 200,244.39
Opening Balance	\$ 106,006.00	\$ 106,005.73
Student Centred Funding	\$ 581,691.00	\$ 581,837.89
Total Cash Funds Available	\$ 884,994.00	\$ 888,088.01
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 884,994.00	\$ 888,088.01



Expenditure

	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 15,900.00	\$ 9,013.48
2	Lease Payments	\$ 9,086.46	\$ 1,980.03
3	Utilities, Facilities and Maintenance	\$ 300,080.00	\$ 240,443.46
4	Buildings, Property and Equipment	\$ 115,735.00	\$ 111,699.30
5	Curriculum and Student Services	\$ 181,844.00	\$ 157,122.72
6	Professional Development	\$ 31,926.00	\$ 7,348.57
7	Transfer to Reserve	\$ 165,000.00	\$ 165,000.00
8	Other Expenditure	\$ 5,222.00	\$ 5,162.25
9	Payment to CO, Regional Office and Other Schools	\$ 400.00	\$ 534.25
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	\$ 825,193.46	\$ 698,304.06
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 825,193.46	\$ 698,304.06
	Cash Budget Variance	\$ 59,800.54	



Cash Position as at:		
Bank Balance	\$	486,533.84
Made up of:	\$	-
1 General Fund Balance	\$	189,783.95
2 Deductible Gift Funds	\$	-
3 Trust Funds	\$	-
4 Asset Replacement Reserves	\$	313,197.13
5 Suspense Accounts	-\$	1,793.56
6 Cash Advances	-\$	200.00
7 Tax Position	-\$	14,453.68
Total Bank Balance	\$	486,533.84



Treendale
PRIMARY SCHOOL

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