

# Capel Primary School 2018 Annual Report





# 2018 ANNUAL REPORT

Dear Parents & Community Members,

We commenced 2018 with 15 straight classes and a mixed Year 3/4 class. We were able to maintain this number of straight classes through supporting the larger classes with additional Education Assistant time. This is achievable through the flexibility of the Student Centred Funding Model and the willingness of the school community to support us through paying the contributions & charges plus having a very supportive Parents & Citizens Association.

With 3 staff on parental leave the opportunity to move staff from long time positions within the school to new learning areas was grasped and new learning teams were formed. As each staff member has worked through this “change process” it has seen a re-generation of skills, expertise and enthusiasm. Staff have worked closely together in a very collaborative manner and our expertise and leadership has grown through this change.

The year also saw many of our building projects come to fruition. The Covered Shelter for the Junior Primary Playground was completed at the commencement of the school year and has quickly become a very welcome addition. The efforts of our P&C in constructing the playground for the Covered Shelter area was also very much appreciated by the students and staff.

Two additional projects which have been discussed for over 20 years were also finally realized. The Carpark was constructed amidst some drama however we are certainly getting the benefits of the fantastic design and changes to the traffic flow. The Sports Pavilion was constructed through a Royalties for Regions grant obtained by the P & C. They ably managed the construction phase of the project. We were very fortunate that the pavilion project followed on nicely from the carpark project.

The assembly held later in the year to celebrate these four school based and community projects was a highlight. The many special guests included the Minister for Sport & Recreation, Mr Mick Murray who attended to make the official presentation of the plaque. Mick was thoroughly entertained by the students and had tears rolling down his face through some of the funny skits and anecdotes. It was great to celebrate the achievements of each of these projects in a fun and light hearted manner.

Academically our students continue to shine. NAPLAN is the only tool we have at our disposal where we can compare our efforts with “like schools” however we continue to excel in comparison to “state averages” and “national averages”. This ongoing level of strong performance is attributed to many factors including;

- ❖ Collaborative classroom structures – which are quite unique to Capel PS where we have all year levels working within a “learning team” structure.
- ❖ Whole School programs in Literacy & Numeracy. Our strong performance in Mathematics is attributed to the whole school approach in using the Stepping Stones and Mathletics programs. Our strong performance in Reading is attributed to the collaborative classrooms, additional EA’s who support the Reading rotations and the “ability grouping” of students. The Sounds Write and Sounds Wave programs across the whole school is impacting on improved performance in Spelling and the Talk 4 Writing process being implemented should lead to further development in the writing skills of each student.
- ❖ ICT – Digital Technology: The school is very well resourced with 140 PC’s, 170 iPads, Wireless Technology and the School Managed Internet service where we have an additional 60mbytes of Internet access –



above the 10mgbys provided by the Department. Capel PS was a trial school for the SMI and has thrived from the significantly improved internet speed. Our students are spoilt for choice in the Digital Technology world however they have moved more towards using these as “learning tools” rather than “play stations”.

- ❖ Positive Behaviour Support Program. We have a wide range of initiatives linked to the PBS approach. These include the very popular CLUBS, Bug Club, Be Active, Breakfast Club and the rewards system that our students thrive on. We haven’t officially “burnt the White Slips” however they are no longer used by the staff. This is a significant change in our outlook and approach to the health and well-being of the students.
- ❖ Our students have continued to excel in the sports arena. We continue to dominate our Interschool Athletics group and we were successful in winning the Interschool Cross Country against all Bunbury Schools for the second consecutive year. This high level of performance occurs because we have built a “positive PERSONAL BEST outlook” towards sport and “Being Active” which our students are thriving upon.
- ❖ Our Performing Arts/Music program is highlighted in many ways. The UBUNTU presentation for the Bendigo Bank was very clever and the creative talents of our students is displayed on a regular basis at each assembly. Our students thrive on these opportunities and many hidden talents shine through. We put on an end of year whole School Production, held at the newly constructed “local precinct” in Capel. It was a highly entertaining and enjoyable event for the large crowd of parents & community members.

I am proud of the efforts of our entire community in building the positive culture within the school that is so evident. We have a very professional, hardworking staff who ensure your children are at the forefront of their efforts. It is a great place to work and it is very enjoyable to share with the children so many wonderful memories. I can confidently say, that if other schools are doing as well or better than Capel – then the Education of our students in WA is in a great place.

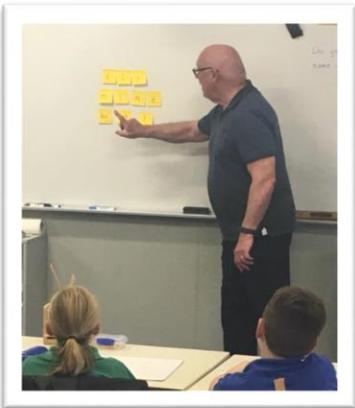


**Principal  
Ron Crabbe**

## **2018 Initiatives**

### **English:**

In 2018 we implemented the Sounds Write program from Pre-primary to Year 2, including the SAER Year 3 students. We continued to train more staff in the program. John Walker, the co-creator of the program again visited the school completing some demonstration lessons and answering staff questions. More resources to support the use of the program were purchased and teachers across the school were using decodable readers for their struggling students. The Phonics book assessment is being used to track student progress. Sound Waves was used in Years 3-6. Teachers worked slowly through the program to ensure learning was transferred to long term memory. The Schonell spelling test at the end of the year showed very pleasing results.



Three staff were trained in the Talk 4 Writing process during the year. They worked with their teaching partners to upskill other staff. Writing continued to be a priority as staff became more adept at using the Brightpath assessment tools and making judgements about student writing.

### **Technology:**

All staff were expected to plan for and assess the learning area of technology this year. A specialist teacher continued to work with classes on the digital technology aspect of the curriculum, with students becoming much more confident in using technology to solve problems. Class teachers needed to teach the design part of technology. This culminated in a technology day in Term 3. All classes across the school undertook a project where they had to design, make, appraise and refine their product. Projects undertaken included cars powered in different ways, paper planes, helicopters, umbrellas, chairs for teddy bears.



### **Sustainability:**



The sustainability initiatives are becoming embedded into the culture of the school through every day practices and participation in special events. The school garden continues to supply produce for Breakfast club and is an integral part of the Year one program. The water tank project has been started, with the aboriginal seasons painted on the outside to provide an educative but colourful resource. Whole school activities like Clean Up Australia Day, classroom recycling programs and energy saving initiatives continue to educate the students on the value of sustainability. The school solar panels continue to allow the school to save money and fund other projects.

**Performing Arts:** Assemblies and student performances are held frequently throughout the year. The quality of the performances has increased with the acquisition of equipment to support these events. Lights have been installed in the undercover area and a light and sound board purchased to allow students and staff to easily operate the systems. Individual wireless microphones have also been purchased to ensure individual performers can more easily be heard by the audience. The school participates in the annual "Count Us In" with many students using Auslan to sign the song. This year instead of having a Junior production and a Senior production, we combined to have a whole school production. The "Capel Christmas Flood" was a great success with every child from Pre-primary to Year 6 participating in front of huge audience at the Capel Civic precinct.



## **2018 Review of Programs and Targets**

### **Behaviour Management:**

Each year we refine what we are doing and increase our expectations. In 2018 Clubs was rebranded with more activities added. We involved more staff instead of relying on volunteers. We introduced mini Clubs for students in Year 1 & 2, including a behaviour to start the expectations from an earlier age.

Year 3 students were included in Senior Clubs for the first time and this meant some activities had to adapt to cater for the younger students.

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
1 <sup>st</sup> Detention	61	54	73	35	31	31	28	30		
2 <sup>nd</sup> Detention	29	21	30	9	9	10	7	6		
After Sch Det	10	15	18	6	4	5	10	12	12	18
In-Sch Suspension	5	4	7	7	6	8	5	4	1	1
Suspension (Number Of)	3	3	10	14	7	20	13	9	9	2
Suspension Days					56	45	18	18	15	7
Number of Students suspended									5	1
Number of Students who attended Clubs TLC 3/4/5/6					36	31	32	35	24	46
Year 4/ 5/6 Buddy Class				119	38	12	12	13	3	12

Clubs was started in the first week of the year which meant the behaviour expectations and positive rewards could start straight away, rather than after athletics as in past years. Reflection benches including resilience were set up around the school and used for low level behaviours. After school detention was used for conferencing students as an alternative to suspension. Staff are more proactive in contacting parents and working with them to improve student behaviour.



Even though the number of students attending TLC is much higher (46 students), an extra year level is now involved in Clubs so therefore more students may be involved in TLC. The behaviours requiring students to attend TLC are generally more low key and for minor incidents in the playground or receiving too many bumps in the classroom.

Of these 46 students who attended senior TLC during 2018, only 2 students attended on numerous times. For the junior TLC, there were 3 students who were regular attendees.

The "Be Active" lunch time program was adjusted to include Years 1-6 with 3 days of activities and two days of free play. A greater range of activities were offered to maintain interest. The faction reward system saw each faction reach 3000 points three times, the first time this has ever happened.

### **Attendance:**

Our targets are to improve the attendance of identified at risk students, decrease the percentage of students in the at risk categories of severe and moderate and improve the percentage of unexplained absences. We have had success in the past but 2018 proved more challenging with several students new to the school and families struggling with a range of issues.

Of the 6 students whose attendance was “at severe risk”,

- one student was on holidays with their family for the year
- three students were from the one family who were new to the school. Their attendance at Capel was much improved from their previous school.
- two students had ongoing attendance issues and left the school during the year.

<b>Attendance</b>	Sem 2, 2013	Sem 1, 2014	Sem 2, 2014	Sem 1, 2015	Sem 2, 2015	Sem 1, 2016	Sem 2, 2016	Sem 1, 2017	Sem 2, 2017	<b>Sem 1, 2018</b>	<b>Sem 2, 2018</b>
Overall Attendance	90.2%	91.8%	91%	92.9%	92.3%	94.5%	91.7%	93.8%	92.4%	<b>92.6%</b>	<b>91.6%</b>
Unexplained absences	36 %	25 %	24 %	9 %	9%	9%	15%	16%	13%	<b>10%</b>	<b>14%</b>
At risk - severe	9	6	3	5	1	1	3	5	2	<b>8</b>	<b>6</b>
At risk- moderate	22	21	45	15	22	11	19	8	19	<b>23</b>	<b>20</b>
ATSI Attendance	84.2%	83.6%	83.2%	87.3%	85.5%	90.2%	85.2%	87.8%	91.7%	<b>86.1%</b>	<b>80.6%</b>

The number of students at risk ‘moderate’ has remained fairly stable over time.

Of the 20 students at risk moderate in semester 2, 2018

- 15 students including 5 in Pre-primary had issues outside of school impacting on school attendance
- 4 students were at risk moderate from the previous year
- 1 student had an extended holiday

The unexplained absences have remained fairly stable, up to 14 % in Semester 2. Although teachers are more proactive in contacting families to discuss attendance, they often have trouble getting a response. Forms are sent home twice a term as another means of getting notification from parents about a child's whereabouts and an SMS notice is sent out each day if a student is marked absent.

Even though the student population of Capel is becoming more transient, we have managed to maintain high overall attendance rates. Our attendance strategies often mean new students to Capel improve their attendance levels once they have settled in.

### **School Performance 2018:**

Although overall student numbers at Capel Primary School have remained stable, there continues to be a significant number of students who come and go. Over time there seems to be a similar rate of students who are our stable cohort, although in 2018 this was significantly higher.

Stable cohort	2012	2013	2014	2015	2016	2017	2018
PP – Year 3					57%	63%	73%
Year 3-5	66%	64%	63%	75%	82%	67%	80%

The table below shows in 2018 Capel Primary School achieved **above** the expected standard in Reading for Year 3 and Grammar & Punctuation for Year 5 but **at** the expected standard in all other areas. Writing and Spelling are the current school priorities with a whole school implementation plan. Numeracy has been a school focus and it is pleasing to see the continued positive performance in this area, especially with the older students who have been using Stepping Stones for several years now.

## Comparative Performance Summary 2018

	Year 3					Year 5					Improvement 2015-2017 (2016-2018)
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	
Numeracy	0.6	-0.7	0.6	-0.2	1.0	0.7	0.0	2.0	0.7	0.9	1.4 (0.3)
Reading	1.0	-0.7	1.3	-0.4	1.2	0.8	-1.6	1.1	1.0	0.4	1.7 (-0.9)
Writing	0.0	-0.2	0.4	-1.1	0.7	0.1	-0.5	1.0	0.0	0.5	0.2 (0.1)
Spelling	0.7	-0.7	-0.4	-1.1	0.0	0.7	-1.1	0.6	-1.1	0.8	-0.4 (1.2)
Gram & Punct	0.4	-0.5	0.7	-0.3	0.6	0.8	-0.8	1.1	0.3	1.6	0.8 (0.9)
											+3.7 (1.6)



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

**Expected** - within one standard deviation of the predicted school mean

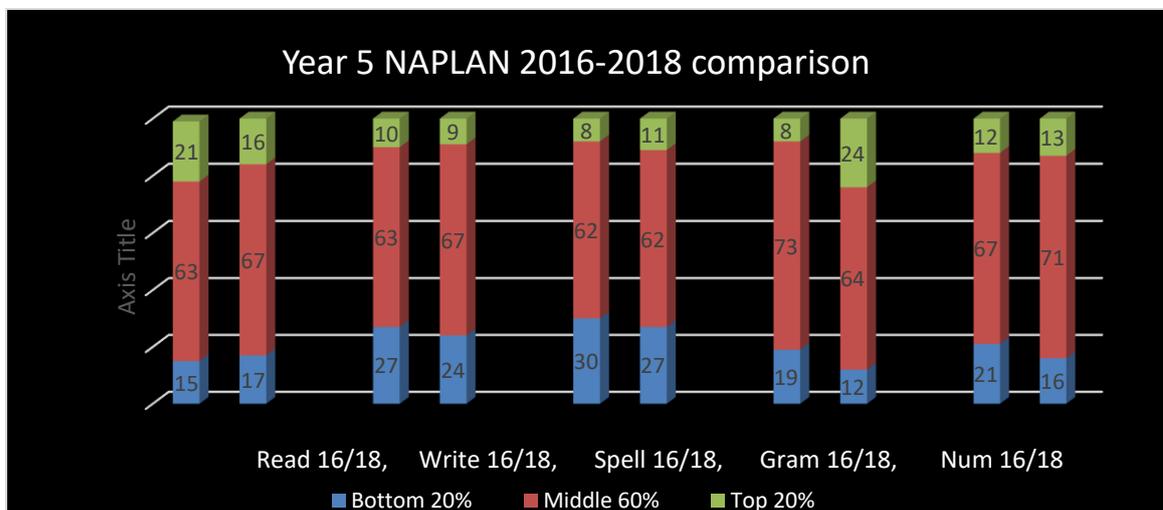
**Below Expected** - more than one standard deviation below the predicted school mean

When we compare the Year 5 student's improvement from their Year 3 results, we see positive gains in all areas but Reading. Their Year 3 Reading result was significantly above the expected mean so it is not unexpected for the Year 5 result to be not as high.

### Business plan targets 2018:

The 2018 Business plan targets are to:

1. Increase the % of Year 5 students in the stable cohort who are achieving in the top 20%.
2. Value add student results- 50% of the stable cohort to improve above the National mean.
3. Consistently achieve above the **mean of like schools**.
4. 90% of students will achieve the minimum standard.
5. Stable cohort to achieve higher progress from On-entry to NAPLAN Year 3 than like schools.



**Target 1:**

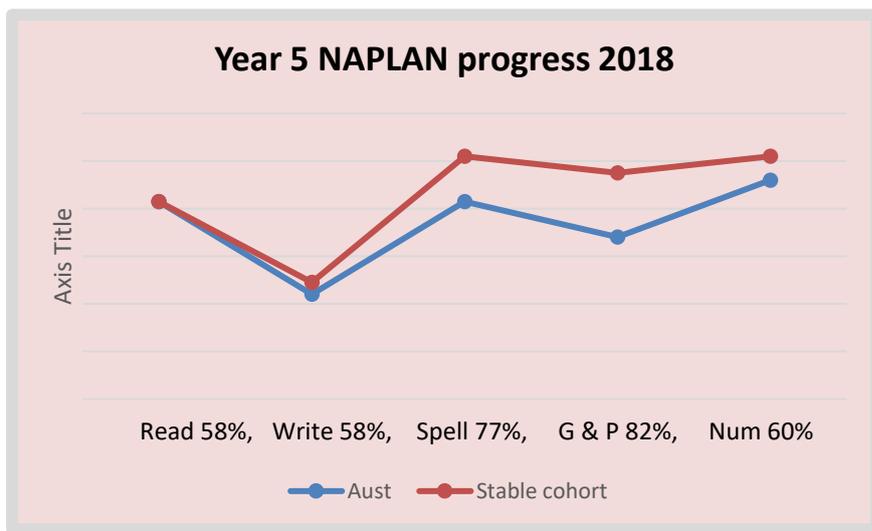
**Increase the % of Year 5 students in the stable cohort who are achieving in the top 20%.**

The graph above shows the percentage of students who have achieved in the bottom 20%, middle 60% and top 20% when they were assessed in Year 3 and then again in Year 5. Our target is to increase the percentage of students achieving in the top 20%. This was achieved in three out of the five assessments with Spelling, Grammar & Punctuation and Numeracy. For Reading, the results in Year 3 were very high so it is not surprising this percentage did not increase in Year 5. Very pleasing to note are the percentage of students in the bottom 20%. These percentages have decreased in four of the five assessments.

**Target 2:**

**Value add student results- 50% of the stable cohort to improve above the National mean.**

Our second target was to Value add student results, with 50% of the stable cohort to improve above the National mean. The graph opposite shows the progress made by the stable cohort against the National progress. The progress or improvement was significantly higher in three areas, slightly higher in Writing and the same in Reading. Our target of 50% of students achieving this level of improvement was achieved in all five assessments, with Grammar & Punctuation the highest with 82% of the stable cohort making more progress than the National mean progress.



**Target 3:**

**Consistently achieve above the mean of like schools.**

When we compare Capel’s results to like schools, the mean score of all five areas is higher in both Year 3 and Year 5. The difference is significant in all areas but Spelling. With Spelling a school priority, this difference should increase over time.

2018	YEAR 3		YEAR 5	
	Capel	Like schools	Capel	Like schools
Reading	437	402	507	480
Writing	401	386	452	439
Spelling	396	394	483	479
Grammar & Punc	423	395	517	476
Numeracy	413	387	493	469

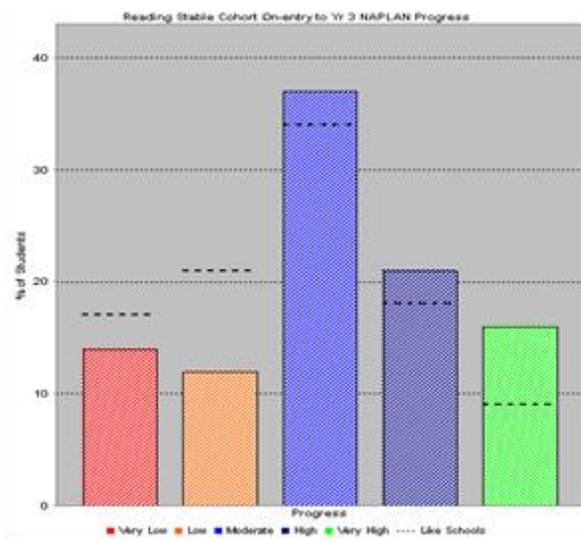
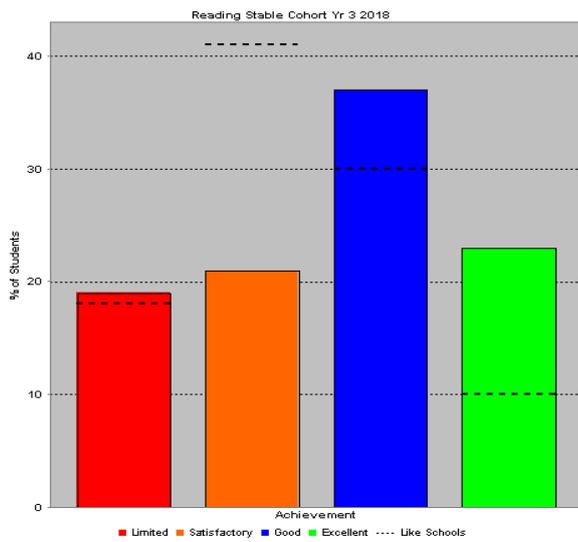
**Target 4:**

**90% of students will achieve the minimum standard.**

Over 90% of students achieved at or above the minimum standard in all areas except Year 3 Reading and Year 5 Writing. In Year 5 Writing and Spelling there are a significant percentage of students who are achieving at the minimum standard, for example 13% of students. This means it is crucial we make these areas priorities and further develop our intervention strategies. Very pleasing was Year 3 Writing with no students below the minimum standard and only 6 % at the minimum standard.

**Target 5:**

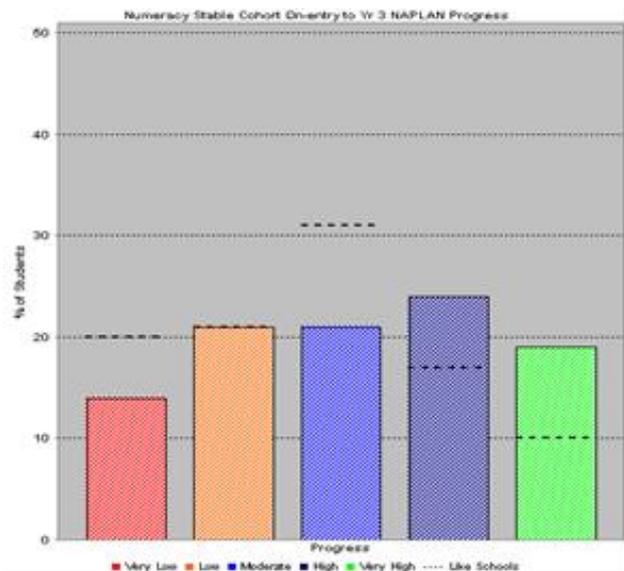
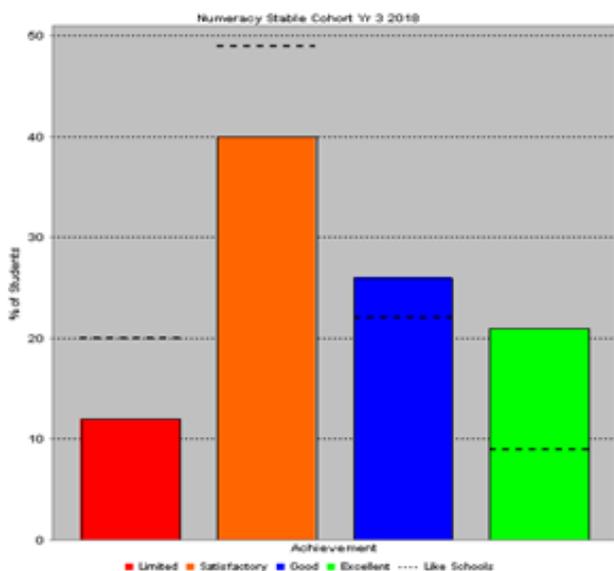
**Stable cohort to achieve higher progress from On-entry to NAPLAN Year 3 than like schools.**



The graph on the left shows the achievement of the Year 3 stable cohort in the 2018 NAPLAN Reading test. The dotted line indicates the level of achievement of like schools i.e. schools which have similar characteristics to Capel. As can be seen from this graph, Capel had more students achieving in the excellent and good levels and less than expected in the satisfactory level.

The graph on the right shows the progress they have made in Reading since they were assessed in Pre-primary. The graph shows the Capel stable cohort had more students than expected who made very high, high and moderate progress and less students than expected who made low and very low progress. This indicates that over time most students make significant gains in their achievement no matter what level they start at.

The same comparison can be made with the Numeracy test. For Numeracy, Capel had more students achieving in the excellent and good levels but less in the limited and satisfactory, when compared to like schools. The graph on the right shows a significantly higher percentage of students making excellent and very high progress from Pre-primary to Year 3.



## **Parent, Staff and Student Satisfaction Surveys**

Satisfaction surveys have been completed every second year since 2014 so we are able to compare three sets of data. The surveys have some generic questions as well as some specific questions about school programs. There is a 5-point scale-: strongly disagree, disagree, neither agree or disagree, agree or strongly agree. So a score of four would mean the majority of people agree. On average most comments rate between 4 and 5 on all three surveys which is a very pleasing result.

### **Student survey**

Students in Years 4-6 were included in the student survey, which they completed at school.

2014: scores range 3.1 to 4.5

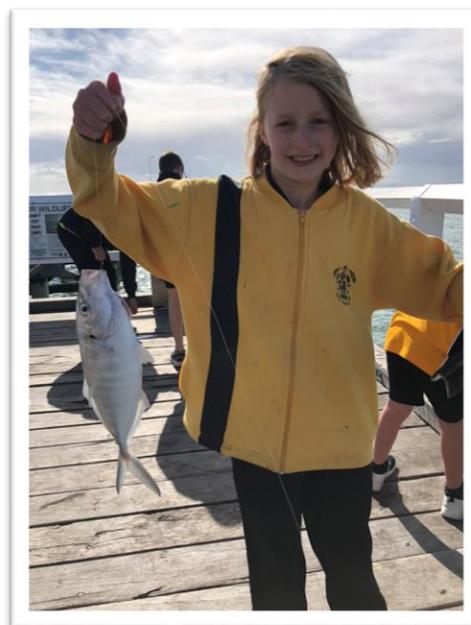
2016: scores range 3.7 to 4.6

2018: scores range 3.9 to 4.7

In the 2014 survey the most positive rating was "Teachers expect me to do my best." This had a satisfaction rating of 4.5. In 2018 this rating had increased to 4.7

In the 2014 survey the least positive rating was "My School takes student opinions seriously." The satisfaction rating has changed from 3.1 in 2014 to 3.9 in 2018.

In 2018 survey students were asked questions about some of the school programs. A clear favourite was Clubs and Mini-clubs with a satisfaction rating of 4.7. While 'Be Active' lunchtime activities only had a satisfaction rating of 3.6. It will be interesting to see if this improves in two years' time when the program is embedded



### **Parent survey**

The numbers of parents responding has varied greatly over the period of 3 surveys. The best response was in 2016.

2014: scores range 3.6 to 4.4

2016: scores range 4.0 to 4.7

2018: scores range 3.9 to 4.8

In the 2014 survey the most positive rating was "I can talk to my child's teacher about my concerns." This had a satisfaction rating of 4.4. In 2018 this rating had increased to 4.5.

In the 2014 survey the least positive rating was "The School takes parent opinions seriously." The satisfaction rating has changed from 3.6 in 2014 to 3.9 in 2018.

### **Staff survey**

There has been a significant turnover of staff between the 2014 and 2018 surveys.

2014: scores range 3.7 to 4.7

2016: scores range 3.9 to 4.7

2018: scores range 3.9 to 4.9

In the 2014 survey the most positive rating was "The School looks at ways to improve." This had a satisfaction rating of 4.6. In 2018 this rating had increased to 4.9.

In the 2014 survey the least positive rating was "Staff are well supported at this school." The satisfaction rating has changed from 3.7 in 2014 to 3.9 in 2018.

When looking at the survey results over time, there has been a general shift in a positive direction. For some parents Capel is the only school they have experience of so they do not have another school to compare with, whereas new families can compare where they have come from.

## Finance and Budget

2018 has seen some major infrastructure projects come to fruition. **The School and Community Sports Pavilion** is nearing completion with the assistance of a South West Development Commission grant secured by our P&C Committee. Our **Carpark Project** is also largely completed with the aid of Local Projects, Local Jobs funding thanks to Mr Mick Murray MLA. The **Junior Playground / Shelter** with thanks to the P&C Committee for the playground equipment and Bunbury Regional Prison for their work on the shade shelter.



## Voluntary Contributions and Charges

The School financial target is for 70% of families to support the school by paying their Contributions & Charges. Many strategies were put in place to achieve this target:

- ✚ Incentive prizes offered for prompt payment with Booklists at the start of the year
- ✚ Convenient payment options made available - EFTPOS, Direct Deposit
- ✚ Regular statements issued plus newsletter reminders
- ✚ Complimentary yearbook given to families who have paid Voluntary Contributions and Charges

These strategies have resulted in the Voluntary Contributions and Charges collection rates remaining above the target since 2010. We will continue to encourage payment by promoting enhancements to student learning experiences which are made possible by payment of Voluntary Contributions and Charges.

## Voluntary Contributions and charges collection rates:

YEAR	PAYMENTS INCLUDED	PERCENTAGE
2010	Voluntary contributions & Mathletics	72.1 %
2011	Voluntary contributions, Mathletics, ICT & Integrated learning	75.4 %
2012	Voluntary contributions, Mathletics, ICT & Integrated learning	71.9 %
2013	Voluntary contributions, Mathletics, ICT, Integrated learning & Reading eggs	72.5 %
2014	Voluntary contributions, Mathletics, ICT, Integrated learning & Reading eggs	75.5%
2015	Voluntary contributions, Mathletics, ICT, Integrated learning & Reading eggs	80.7%
2016	Voluntary contributions, Mathletics, ICT, Integrated learning & Reading eggs	80.42%
2017	Voluntary contributions, Mathletics, ICT, Integrated learning & Reading eggs	72.65%
2018	Voluntary contributions, Mathletics, ICT, Integrated learning & Reading eggs	72.15%

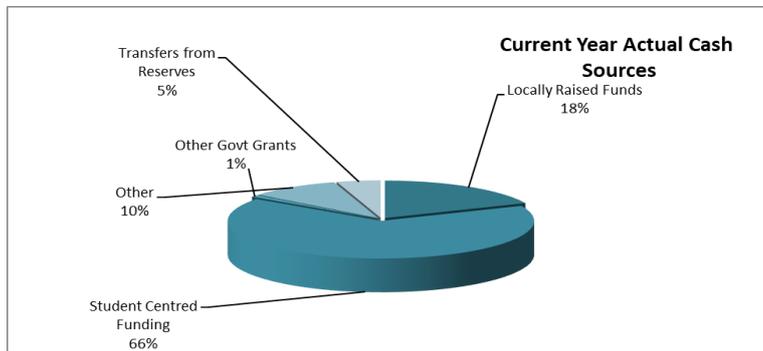
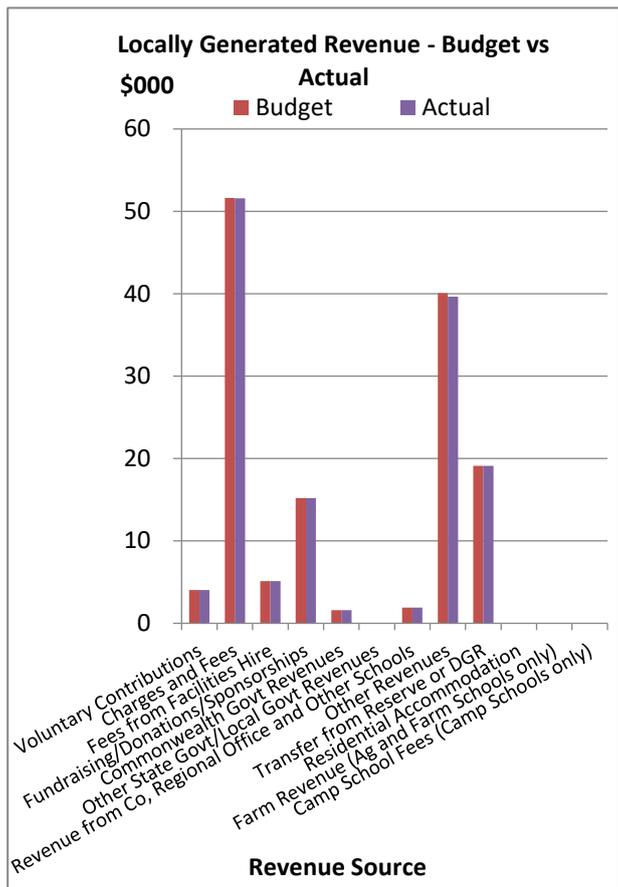
## Budget Strategy

- Plan and monitor reserve accounts to provide for future infrastructure development and resources.
- Provide funding for optimal and sustainable staffing levels to achieve desired educational outcomes given that projected student numbers over the next few years are trending downwards.
- Provide additional resources to address targeted learning areas.
- To spend in areas that may result in future savings.
- To seek funding options such as grants outside of Student Centred Funding Allocation.

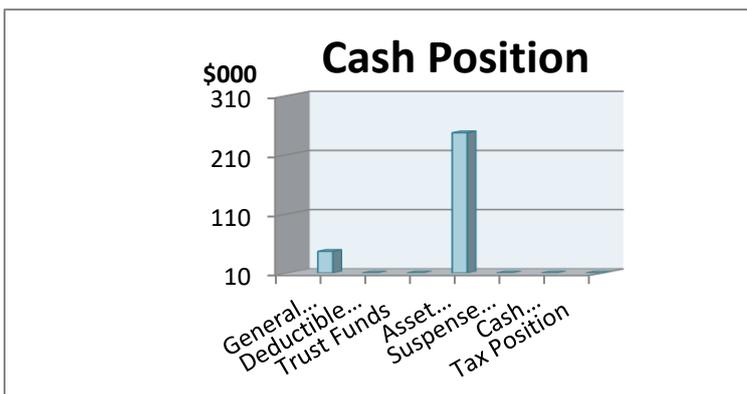
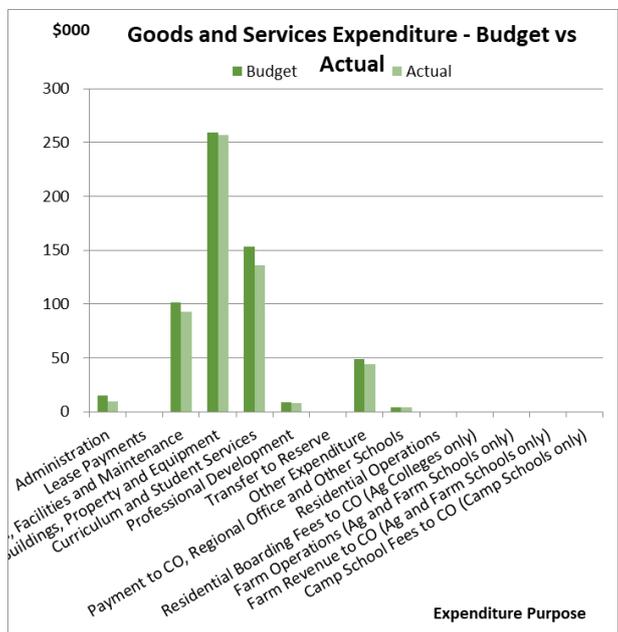


## Capel Primary School Financial Summary as at 31 December 2018

Revenue - Cash & Salary Allocation	Budget	Actual
Voluntary Contributions	\$ 4,024.00	\$ 4,023.73
Charges and Fees	\$ 51,641.00	\$ 51,592.38
Fees from Facilities Hire	\$ 5,127.00	\$ 5,127.16
Fundraising/Donations/Sponsorships	\$ 15,198.00	\$ 15,198.72
Commonwealth Govt Revenues	\$ 1,612.00	\$ 1,611.53
Other State Govt/Local Govt Revenues	\$ -	\$ -
Revenue from Co, Regional Office and Other Schools	\$ 1,907.00	\$ 1,906.70
Other Revenues	\$ 40,071.00	\$ 39,640.72
Transfer from Reserve or DGR	\$ 19,111.00	\$ 19,111.00
Residential Accommodation	\$ -	\$ -
Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>	<b>\$ 138,691.00</b>	<b>\$ 138,211.94</b>
<b>Opening Balance</b>	<b>\$ 186,447.00</b>	<b>\$ 186,447.16</b>
<b>Student Centred Funding</b>	<b>\$ 272,901.00</b>	<b>\$ 272,900.50</b>
<b>Total Cash Funds Available</b>	<b>\$ 598,039.00</b>	<b>\$ 597,559.60</b>
<b>Total Salary Allocation</b>	<b>\$ 3,362,776.00</b>	<b>\$ 3,362,776.00</b>
<b>Total Funds Available</b>	<b>\$ 3,960,815.00</b>	<b>\$ 3,960,335.60</b>



Expenditure - Cash and Salary	Budget	Actual
Administration	\$ 15,130.00	\$ 9,784.95
Lease Payments	\$ -	\$ -
Utilities, Facilities and Maintenance	\$ 101,521.00	\$ 92,723.30
Buildings, Property and Equipment	\$ 258,929.00	\$ 256,739.74
Curriculum and Student Services	\$ 153,054.00	\$ 135,909.14
Professional Development	\$ 8,885.00	\$ 7,993.78
Transfer to Reserve	\$ -	\$ -
Other Expenditure	\$ 48,700.00	\$ 43,822.47
Payment to CO, Regional Office and Other Schools	\$ 3,981.00	\$ 3,980.91
Residential Operations	\$ -	\$ -
Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>	<b>\$ 590,200.00</b>	<b>\$ 550,954.29</b>
<b>Total Forecast Salary Expenditure</b>	<b>\$ 3,294,833.00</b>	<b>\$ 3,294,833.00</b>
<b>Total Expenditure</b>	<b>\$ 3,885,033.00</b>	<b>\$ 3,845,787.29</b>
<b>Cash Budget Variance</b>	<b>\$ 7,839.00</b>	



Cash Position as at:	
<b>Bank Balance</b>	<b>\$ 300,132.32</b>
Made up of:	\$ -
1 General Fund Balance	\$ 46,605.31
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 246,829.44
5 Suspense Accounts	\$ 8,958.57
6 Cash Advances	\$ -
7 Tax Position	-\$ 2,261.00
<b>Total Bank Balance</b>	<b>\$ 300,132.32</b>