



# ANNUAL REPORT 2020

## KARDINYA PRIMARY SCHOOL

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KARDINYA PRIMARY SCHOOL  
Learning for Life

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# PRINCIPAL'S REPORT

On behalf of the Kardinya School Board, I am pleased to present the 2020 Annual Report.

2020 was a year like no other I have experienced. Who would have thought that an unusual influenza overseas would have such an impact on our society and school? The impact of COVID-19 will likely be felt for many years to come.

COVID-19 restrictions in Perth have been mild compared to other Australian and overseas locations, but they still significantly impacted our school. We know you felt the impact when students were kept home to reduce transmission of the virus and teachers prepared Learning @Home packs. State Government restrictions that kept you off school grounds and restricted school events also had a significant impact.

Restrictions imposed due to COVID-19 impacted the teaching and learning program and Business Plan achievements throughout the year. Professional learning and development opportunities for teachers were restricted, and in some instances, cancelled for the whole year. NAPLAN was also cancelled, so the opportunity to analyse whole school learning data was limited. Social restrictions also meant that some of our aims to increase community involvement could not be achieved.

All things considered, we are very proud of what Kardinya Primary School was able to achieve during 2020. So many people contributed to the successes of 2020 and help make Kardinya such a fantastic primary school. Hard working staff and our wonderful community supported each other and enriched the culture and spirit of our school.

2020 is the first year of our new Business Plan (2020 - 2022). There are three areas of focus.

- High Quality Teaching and Learning
- Educating the Whole Child
- Public Confidence in Kardinya Primary School

## High Quality Teaching and Learning

One of the first changes made in 2020 was a change to the leadership structures within Kardinya Primary School. Several teachers were selected for leadership roles within the school, in line with the goals and targets of the 2020 - 2022 Business Plan and to reflect curriculum needs. A Leadership Strategy was also developed to clearly outline leadership structures, responsibilities and expectations for leadership at Kardinya Primary School. A Phase of Learning Leader for each learning phase was appointed (Kindergarten - Year 2 & Years 3-6), as well as a Literacy leader for each phase. One staff meeting per term is a Phase of Learning meeting when teachers

from each phase meet to set and achieve learning goals, moderate work samples and consider any issues within the phase.

At Kardinya Primary School, we are introducing a Science of Reading approach based on scientific evidence about how children learn to read and learn literacy. To support teachers in adopting this refined approach, they were provided with personalised literacy coaching and in-house professional learning. Teachers have also had Spelling professional learning; however, the planned writing professional learning was not available all year. Scope and Sequence documents for literacy and numeracy were drafted in 2020 and are being refined and adopted during 2021. In addition, operational plans for the next three years have been developed in all learning areas to guide development work.

Regarding technologies, despite the COVID-19 interruptions and restrictions, we were able to proceed with the planned introduction of Bring Your Own Device (BYOD) for Year 4 in 2021 and were also able to expand the program into Year 5 & 6. We held a Cyber Safety Day for all students in years 3-6 and a well attended parent workshop on how to help children navigate the online world safely.

## **Educating the Whole Child**

In student Health and Wellbeing, we have continued to actively implement the Aussie Optimism Program in Years 1-6 to teach positive wellbeing strategies. In addition, we engaged the services of *Sports Challenge* to help us monitor students' health and wellbeing. In 2020 a self-esteem survey was completed and in future years, our wellbeing monitoring will also include fitness and skills testing. The staff also worked collaboratively throughout the year to develop a Staff Wellbeing Framework. This resulted in a framework that outlines how staff will work positively together and support each other at Kardinya Primary School.

Despite the COVID-19 interruptions, we made significant progress with implementation planning for WA Positive Behaviour Support. We were heavily influenced by the feedback given in surveys by parents, students and teachers. Our implementation plan is now unfolding in 2021.

Deep Learning and Skills of the 21<sup>st</sup> Century have been an area with significant achievement. We ran some in-house professional learning for our teachers to introduce the concept and benefits of Deep Learning. As part of this, teachers collaboratively planned their Deep Learning activities around the theme of Deep Blue: innovations for the future of our oceans. The students responded well to the Deep Learning and were given some agency in the learning direction. This means that, as classes learnt more, the students' curiosity led the learning in the direction of their choosing. Classes took the opportunity to cross-share their learning and used technology to communicate with experts in remote locations. I was impressed with the depth of learning the

students showed and was blown away by the Open Night displays that demonstrated their learning. The exhibits were the physical demonstration that modern learning has moved beyond worksheets and workbooks to complex, in-depth learning.

Our sustainability team has continued to work hard at achieving their goals and targets and have outlined their direction in a three year operational plan. Several additional recycling projects were introduced and some classes had sustainability focused guest speakers during their Deep Learning. Our National Tree Day planting was fantastic, with every class planting a tree that will provide a food source for the local birds, along with other local, native plants to beautify our garden. Please see the detailed Sustainability Report later in this Annual Report.

### **Public Confidence in Kardinya Primary School**

Some aspects of the Public Confidence focus of the 2020 - 2022 Business Plan were put on hold due to COVID-19. Items that involved community interactions and involvement were heavily affected by COVID-19 restrictions. However, we still achieved many of our targets, along with many of the actions listed by using innovative solutions such as WebEx for Assemblies.

We have continued our partnership with the Department of Education for works to improve the school oval. After surveying the community about a naming theme, we have finalised the names for the school buildings. We have now engaged the services of a graphic designer to design new school signs. As part of this process, we have formed a partnership with a local Noongar Elder, Freda Ogilvie, who advised us about the names chosen for our buildings. Freda has also given us some advice and guidance regarding a Reconciliation Action Plan.

We have successfully strengthened our publicity and marketing of Kardinya Primary School. For full details of this, a Marketing Report is included later in this document. Our enrolment campaign was highly successful, resulting in strong enrolments for 2021 and the need for an additional Kindergarten classroom. As the confidence of our community grows, so has the number of people who responded to our annual parent survey. I would like to thank you all for taking the time to complete the survey. An action plan to implement some of the parental suggestions has been formulated.

We achieved so much together in 2020 as we began the 2020 - 2022 Business Plan, despite the interruptions COVID-19 created.

*I want to thank you for working with us to nurture and support the students of Kardinya PS to be successful 'Learners for Life'.*

**Julie Simpfendorfer**  
Principal



# SCHOOL BOARD CHAIR REPORT

Well 2020 - a year in which we faced immense challenges. It was a year that called on all our resources of resilience, adaptability, and flexibility to respond to what was one of the most significant existential threats ever faced. It was a year that our school and its community, not only met such challenges, but overcame these challenges to ensure we remained committed to the delivery of successful outcomes for our most important people - our students.

In reflecting on 2020, we have to acknowledge everyone central to delivering the journey for our school. To our students, who showed tremendous fortitude in adapting to modified learning; to our parents and caregivers who supported and nurtured this journey; to our teaching and support staff that charted this journey; and finally, to our broader community who remained steadfast in their discipline to adapting to the situation faced.

2020 was the first year of our new Business Plan, and it was truly amazing to reflect that (despite challenges faced) the majority of actions and key performance measures were achieved. This has placed the school in an excellent position to consolidate these successes and build towards what will be an eventful and exciting 2021.

The school was able to continue implementing its planned renewal program, with the creation of what can only be described as a sector leading nature play fort that is not only an asset to our school, but a new community space that builds connections between our school and its surrounding neighbourhood.

As part of the School Board, we look forward to welcoming you to the new year and reflecting on what was a truly remarkable 2020.

**Andrew Trosic**

Kardinya Primary School Board Chair, 2020

## P&C REPORT 2020

The Kardinya Primary School P&C continues to be a very active group of committed people who work hard to build a positive school community and fundraise for the benefit of our children. We have gone from strength to strength over the last few years, and 2020 was no exception.

I am not going to say 2020 was a difficult year - because whilst it most definitely had challenges no one saw coming, it also gave us the opportunity to make changes to how we do things. Many of these changes we have kept because they just make sense. Online ordering in the uniform shop, EFT payments and not opening the canteen window are three great examples of how we have made positive changes that have benefitted our community and our volunteers.

What did we achieve in 2020?

We had a goal. This was a goal many of us had worked hard on since our kids were in PP. To update our outdoor play areas. In 2019 we committed \$25,000 to modernise our outdoor areas and in 2020, we saw it happen. Our new playground and loose parts play has been a massive boost to our school culture and I am so proud we got there. Our newly arrived ping pong table was the icing on the cake!

Plus we held all the usual events like a disco, end of year party, Father and Mother's day stalls and our AMAZING colour run!!!

We achieved a record number of members, which was 29. Many new members have young children at the school, so I think the P&C has a positive future. I would like to think that the increase in numbers is due to our visibility, hard work and inclusive attitude. Our communication has improved with the inclusion of Connect and the school has been great in helping us embrace this.

Our uniform shop and canteen continue to be volunteer run and run well. Both are easily solvent, with the canteen making a profit of over \$7000 in 2020, which included nearly a term of closure due to COVID 19. In total, the P&C raised almost \$26,000 in 2020, which is a massive achievement, let alone in a difficult year.

The P&C epitomises mateship, teamwork and loyalty. Everyone is committed to getting involved and **making a difference**. Personally, I have met people I would not have met in this school (from different year levels) if I hadn't been involved and they have become genuine friends.

So moving into 2021, we need to set some new fundraising goals, one of which will be updating our bike enclosure. There will be a change in office bearers and it is very important to thank the office bearers for the last four years. We have been fortunate to have had a stable executive team, which has allowed us to develop our processes and build on the strength of our subcommittees to facilitate sharing of the load and volunteer teamwork.

I am, and will continue to be, a proud member of the KPS P&C and look forward to more great things to come.

**Robyn Travis**

Kardinya Primary School P&C, 2020

# BUSINESS PLAN 2020 – 2022: TARGETS

Several of Kardinya Primary School's Business Plan Targets refer to NAPLAN results. NAPLAN 2020 was cancelled across Australia due to COVID-19. As a result, no NAPLAN data for 2020 can be provided in this Annual Report. In some cases, the actions we have taken towards achieving the goals have been listed to show the work we did towards achieving the target, even if there is no NAPLAN data to report. Every year, Kardinya Primary school conducts further assessments with Progressive Achievement Test (PAT), which we triangulate with NAPLAN to cross-check data. We have used the PAT Assessments to report a number of the targets below. NAPLAN 2021 is scheduled to proceed and it is hoped that we can report NAPLAN data in the 2021 Annual Report.

## High Quality Teaching and Learning

### ***Target 1: NAPLAN scores for all assessments to be close to or above like schools.***

Due to the cancellation of NAPLAN 2020, we are unable to report Kardinya Primary School's progress on this target. The Department of Education usually provides us with data that shows our NAPLAN results compared to schools with a similar Index of Community Socio-Educational Advantage (ICSEA). We are unable to access any data individually from these schools to make a comparison.

Actions we have taken to improve our NAPLAN scores in comparison to like schools:

- Implementation of Letters and Sounds and Support for Spelling, both evidence based programs;
- Talk 4 Writing implemented in Kindergarten - Year 3, an evidence based program to improve writing;
- In-class intervention programs for students experiencing difficulty with decoding (phonics) to improve reading;
- The use of Paul Swan Mathematics strategies.

### ***Target 2: Improve progress of students between Year 3 and Year 5 in all assessment areas.***

Due to the cancellation of NAPLAN 2020, we are unable to show the NAPLAN progress between Year 3 and Year 5. In 2019 we introduced PAT assessments and the table on the next page shows the progress demonstrated between single year levels (we will only have two years of data for the 2021 Annual Report). The data shows that students in all year levels made more progress in Reading than the average Australian student. However, the data highlights that we need to improve the Mathematics progress of most year levels, which will be a focus for 2021.



PAT Average Progress 2019 - 2020			
Area	Progress Years 2019 - 2020	KPS Progress	Average Aust. Progress
Reading	Year 1 to Year 2	27.5	13.4
	Year 2 to Year 3	11.7	10.4
	Year 3 to Year 4	11.4	7.8
	Year 4 to Year 5	8.7	5.8
	Year 5 to Year 6	9.2	4.3
Mathematics	Year 1 to Year 2	2.4	9.8
	Year 2 to Year 3	11.7	7.9
	Year 3 to Year 4	5.6	6.5
	Year 4 to Year 5	5.2	5.3
	Year 5 to Year 6	3.6	4.3

Actions we have taken to improve learning progress between Years 3-5:

- Introduction of Phase of Learning Leaders (K-2 & Years 3-6);
- Year 3-6 teachers meet regularly to collaborate learning activities and moderate work samples to ensure consistent grading;
- Mathematics will be a focus for improvement starting in 2021.

**Target 3: Achieve a positive trend of NAPLAN Averages in Year 5 Reading, Writing, Spelling and Grammar & Punctuation assessments.**

Since there is no NAPLAN data to report on this target, the table below shows the average PAT achievement score of Year 5 students in 2019 and 2020. The data shows that we are on track to achieve this target with a positive trend in the average PAT Reading and Mathematics achievement scores. NAPLAN 2021 will give us finer grained data to report for 2021.

Average Year 5 PAT Achievement Scores			
	2019	2020	
Year 5 Reading	123.5	127.8	↑4.3
Year 5 Mathematics	126.0	126.7	↑0.7

**Target 4: 80% of Kardinya Primary School students will achieve the expected progress, or above, from Pre-Primary to Year 1 in Reading and Writing On-Entry Scores.**

The table on page 10 shows the percentage of 2019 Pre-Primary students that made the expected progress or more. Each student underwent the Pre-Primary Assessment in 2019 and then the Year 1 On-Entry Assessment in 2020.

On-Entry Progress from PP - Year 1	
2019 - 2020	% of students that made expected improvement or better
Reading	74%
Writing	84%

The introduction of the Talk 4 Writing Program has had the desired effect of improving the Writing skills of Pre-Primary students. The progress in Reading is close to the target but still falls short. To improve Reading scores, Cracking the Code has been introduced as part of our Science of Reading approach, along with intervention for students that have not reached expected levels. The implementation of Letters and Sounds has also been strengthened with additional learning for teachers.

**Target 5: 80% of students to achieve a PAT Stanine of level 4 or above in the Numeracy, Reading and Spelling assessments.**

As shown in the table below, this goal has been achieved for both Reading and Mathematics in Years 3-6. The Year 2 data is only 2% below the set target. A more aspirational goal for future years would be warranted.

Students achieving Stanine 4 or above in PAT Reading in 2020								
Year Level	Below Stanine 4	Stanine 4	Stanine 5	Stanine 6	Stanine 7	Stanine 8	Stanine 9	% Stanine 4 and above
Year 2	6	1	2	10	3	0	9	78%
Year 3	0	0	5	9	4	10	1	100%
Year 4	0	2	6	5	3	6	1	100%
Year 5	1	7	10	5	5	10	1	97%
Year 6	5	9	12	9	6	3	0	89%

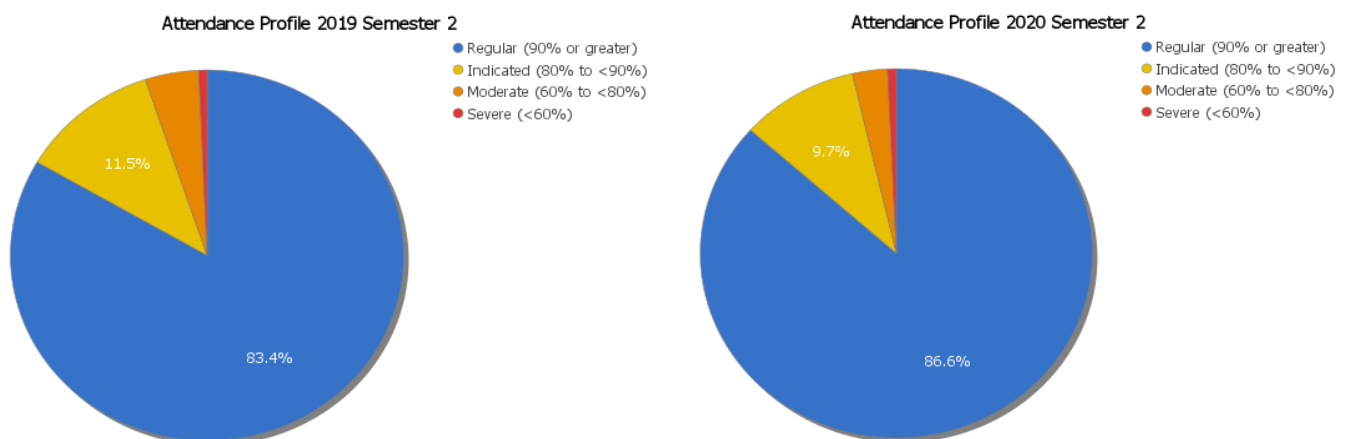
Students achieving Stanine 4 or above in PAT Mathematics in 2020								
Year Level	Below Stanine 4	Stanine 4	Stanine 5	Stanine 6	Stanine 7	Stanine 8	Stanine 9	% Stanine 4 and above
Year 2	9	7	8	6	6	2	2	76%
Year 3	0	5	4	11	8	0	2	100%
Year 4	2	1	5	9	3	1	2	91%
Year 5	4	0	11	13	8	2	1	90%
Year 6	4	9	8	7	7	2	1	89%

Due to our change of Spelling program, PAT Spelling was not completed in 2020. We record the progress of spelling using a Tracking Chart throughout the year. In 2021 a new Whole School Spelling Assessment will be introduced.

## Educating the Whole Child

### **Target 6: Increase the percentage of students achieving more than 90% attendance.**

This target has been achieved for 2020. However, attendance during 2020 was heavily affected by COVID-19. The Department of Education suspended our usual program of attendance follow up and reporting until Semester 2. The percentage of students achieving 90% attendance during Semester 2, 2020 improved by 3.2%. Travel restrictions may have influenced this. However, it should be noted that students could not attend school if displaying any COVID-19 symptoms, so some students had lower attendance due to illness.



### **Target 7: Increase the percentage of students achieving Consistently in all Personal and Social learning and Attitude, Behaviour and Effort areas (Years PP-2) on the end of year report.**

The Personal and Social learning and Attitude, Behaviour and Effort areas (Years PP-2) are learning attributes. As shown below, we achieved this Target in 2020, with an increase of 7% of students achieving *Consistently* in the learning attributes on the end of year reports.

Percentage of students PP-Year 2 students achieving CONSISTENTLY in Semester 2 Learning Attributes	
2019 Semester 2 Reports	74.6%
2020 Semester 2 Reports,	81.6%
	Increase of 7%

**Target 8: Increase the percentage of students achieving Consistently in all Attitude, Behaviour and Effort areas (Years 3-6) on the end of year report.**

The Attitude, Behaviour and Effort areas (Years 3-6) are learning attributes. We have achieved this Target for 2020, as can be seen in the table below. We achieved an increase of 0.6% of students achieving *Consistently* in the learning attributes on the Year 3-6 end of year reports.

Percentage of Year 3-6 students achieving CONSISTENTLY in Semester 2 Learning Attributes	
2019 Semester 2 Reports	93.6%
2020 Semester 2 Reports,	94.2%
	Increase of 0.6%

## Public Confidence in Kardinya Primary School

**Target 9: Increase student enrolment between 2020 & 2022**

This Annual Report is about the progress of Kardinya Primary School during 2020; however, for this target, the data is compared to 2019 data. From the table below, you can see an enrolment increase between the beginning of 2019 and 2020. We are well on track to achieving this target, with another increase recorded at the start of 2021, which will be reported in the 2021 Annual Report.

Kardinya Primary School Start of Year Enrolments	
Semester 1 2019	315
Semester 1 2020	334
	Increase of 19 enrolments

**Target 10: Increase P&C membership between 2020 & 2022.**

We are on the way to achieving this target of increasing the P&C membership, as shown in the table below. The increased number of people attending meetings has been noticeable, even during the COVID-19 restrictions. Having a strong P&C is terrific support for Kardinya Primary School and I would like to thank everyone for their increased support of our P&C. It should also be noted that many families support our P&C without formalising their membership.

Kardinya P&C Membership	
2019	20 Members
2020	29 Members
	Increase of 9 P&C Members

**Target 11: Increase parent participation rate for the National Parent Opinion Survey**

We distribute the National Parent Opinion Survey every year during Term 4. The more parents that participate in the survey, the more we understand the opinion of our families. We are on track to achieve this target with a significant improvement in the participation rate over the years, as shown in the table below.

Number of responses to the National Parent Opinion Survey		
2018	50	
2019	81	Increase of 31
2020	101	Increase of 20

**Target 12: Increase the number of National Opinion Parent Survey questions with an average rating of 4.0 and above.**

This target measures the average degree of satisfaction of the survey respondents. The survey creators consider a rating of 4.0 and above to be a response indicating a good level of satisfaction amongst parents. We are on track to achieve this goal, with an increase in the number of questions receiving the average rating of 4.0 and above. Please note that, even if the average rating for a question was below 4.0, all questions recorded an average increase in satisfaction. See the summary on pages 26 & 27 for the detailed survey results.

Number of questions with a rating of 4.0 and above to the National Parent Opinion Survey			
2019	5 questions		25% of questions
2020	14 questions	Increase of 9 questions	70% of questions

**Target 13: Increase Parent Participation at school events.**

This target can't be reported since, during 2020 attendance at school events was affected by COVID-19 restrictions. In many instances, attendance at events was restricted to comply with the State Government capacity limits.

**Target 14: Promote Kardinya Primary School through at least five marketing and promotional opportunities each year.**

In 2020, a Marketing Team was established to promote Kardinya Primary School to both our school community and the wider community. We set a goal to promote our school at least five times each year. We have certainly achieved this target for 2020 with the following marketing opportunities:

- Facebook page (regular, sometimes daily updates)
- CONNECT posts (whole school and class posts)
- Shopping Centre Stall at Kardinya Park Shopping Centre
- National Tree Day promoted on Department of Education Twitter feed
- Promotional video to encourage enrolments (posted on Website and Facebook - shares resulted in 1800 views of the video)
- School Tours - 5 tours with 10+ attendance during enrolment. Individual tours on request.
- Open Night (attended by many parents as well as the Regional Education Director)
- Updated Schools Online site and added promotional photographs
- Produced several promotional banners and signs

For the full Marketing Report, please refer to page 21.



# LEARNING AREA REPORTS

## English Report

In 2020, to support all students at Kardinya Primary School to achieve individual success as literacy learners, we have adopted and focused on a 'Science of Reading' approach. This approach is based on current, evidence based best practice in the teaching, learning and assessment of reading. Research also shows that a focus on whole school and individual improvement of reading practice positively impacts all other areas of learning. In implementing this approach, the literacy leaders have:

- Improved teacher's phonics instruction skills (Letters & Sounds and Support for Spelling programs).
- Introduced targeted phonics, phonological awareness and decoding assessments to ensure we are targeting individual student needs.
- Provided decoding resource and support for teachers to encourage individual and group interventions, with a focus on research based assessments including:
  - Cracking the Code
  - Diagnostic Reading Assessment
  - Letters & Sounds Tracking Book
  - Neale Analysis (trial teachers)
  - Fluency Reading Rates (trial teachers)
- Introduced whole school digital data collection for monitoring and improvement. This provides us with the avenue to monitor the success of our programs (English Operational Plan 2020-2022) and allows teachers to engage in reflective practice for continual improvement of literacy outcomes.



In 2020, Kardinya Primary School was fortunate to receive a Priority Service Agreement with the Fremantle Language Development Centre (FLDC). Our Kindergarten and Pre-Primary staff received training and support to improve teaching and classroom practices in oral language and related literacy foundation skills through this partnership. Parents have also had the opportunity to attend Parent Information Sessions to support their children with oral language and early literacy at home. We will continue with this partnership in 2021 through their Outreach Service.



Our K-2 English Leader completed the three day 'train the trainer' Letters and Sounds course, which allows us to train our teachers to use the Letters and Sounds program and to provide ongoing implementation support.

2020 has been a big year of improvement and implementation of research based teaching techniques, along with trialing programs and energising our whole school English approaches. We held our inaugural 'Book Tasting' across



the school, had a visiting author, began running in-class intervention groups and implemented Project Based Learning to drive literacy engagement.

**Naomi Allison & Sarah Springett**  
English Lead Teachers, 2020



### ***Future Directions for English 2021 & 2022***

- Ongoing support to enhance a 'Science of Reading' approach with emphasis on whole class reading.
- Continued spelling professional learning for teachers, in line with current research.
- Supporting teachers to cater for and support students experiencing difficulty with reading.
- Introducing whole Phase of Learning approaches to the teaching and assessment of Writing.
- Implementation of Cracking the Code in Kindergarten
- Implementation of an Intervention Phonemic Awareness Program (PP-6) using the Cracking the Code Remediation Modules

## **Mathematics Report**

The Mathematics Team met early in the year to formulate the 2020 Mathematics Operational Plan. However, not long after, COVID-19 prevented many regular school activities including committee meetings, so there were many delays beyond our control.



During 2020, students were assessed in Mathematics skills through the use of the PAT assessment. The data informed teachers of strengths and gaps in student learning and helped them target individual student needs.

During third term, all classes were involved in a whole school 'deep learning' project based on the topic of the "Deep Blue". Students were involved in integrated learning across all learning areas, with Mathematics being a focus of many of the activities.

As a result of COVID-19 and the many challenges it presented, including NAPLAN being cancelled, many of the goals set out in the 2020 Operational Plan were placed on hold until 2021. The 2021 Operational Plan has been altered to accommodate many of those actions from 2020 taking place during 2021.

**Gary Carr**  
Mathematics Lead Teacher, 2020

### ***Future Directions for Mathematics 2021 & 2022***

- Embed the use of Paul Swan Mathematics strategies.
- Regular review of Mathematics data during collaborative planning times.
- Moderation of Mathematics work samples during Phase of Learning staff meetings.
- Provide staff with a KPS Mathematics Scope and Sequence with Professional Learning as required.

## Science Report

During 2020 KPS has continued to focus on Science as part of the Skills of the 21<sup>st</sup> Century, Project Learning and STEM. In term 3, all classes engaged in project learning based on the Science Week topic of "Deep Blue". Classes researched various topics based on the ocean and presented their findings using a variety of media such as posters, pamphlets, digital slide shows, drawings, paintings and sculptures. We also had a whole school Science investigation on clean and polluted rain during Buddy Class.

**Kim White**

Science Lead Teacher



## Technologies Report

2020 began with the Technologies committee meeting to refine the 2020 Operational Plan, with the aim of introducing a Bring Your Own Device program in 2021 to the Year 4 cohort. Despite the challenges presented by COVID-19, we have progressed fully with this initiative as well as introducing it to the Year 5 and 6 cohorts as well. This came about as a result of a parent survey to ascertain the interest in offering BYOD to the upper grades. The survey results indicated there were enough positive responses that it was decided to introduce the program on a voluntary basis to the 2021 Year Five and Six students.



A Frequently Asked Questions (FAQ) information booklet was sent home to the parents of all students who would potentially be participating in the program containing questions and answers that parents of participants would most likely ask.

We also held three separate meetings for families, led by Gary Carr with the support of Julie Simpfendorfer and Di Green. Chris Johnston, from Winthrop Australia and Mark Hodgson, from JB HiFi, spoke about the online portals their respective companies had set up to enable parents to order their children's devices. During the meeting, Gary Carr presented a PowerPoint presentation outlining the reasons for introducing BYOD and some practical information concerning the running of the program. Attendees had the opportunity to ask questions or seek clarification about the program.



Arrangements were made with Solutions IT (our Technical provider) to develop a student profile on JamF. Parents were given a number of opportunities to bring their children's devices to school to have them enrolled in the school system.

Another initiative was Cyber Safety talks presented by ySafe in October. Students from Years Four to Six attended Cyber Safety information sessions focusing on protecting themselves while using social media. The session demonstrated practically the importance of not revealing personal information on the net. The presenters fully engaged students and there were worthwhile classroom discussions afterwards.

On the same day, approximately 40 parents attended a follow-up evening session. It was an engaging education session covering the most important points that all families need to know about online safety. It gave vital information about social media and gaming, screen time recommendations and step-by-step instructions on setting up a cyber-safe home for children of all ages.

To prepare the teachers for the introduction of BYOD, Sarah Hill from Lumos Learning has been engaged by the school. In late 2020 she conducted two 1.5 hour workshops to equip the teachers with practical strategies to be used in the first weeks of the program. Teachers came away from the sessions full of enthusiasm for the start of BYOD. Sarah will be working shoulder to shoulder with the Year Four to Six and specialist teachers every fortnight throughout 2021. In all, there will be sixteen sessions with each teacher to deliver a variety of bespoke professional services to suit our school's needs. Each session is designed to tie into our school/network programs, priorities and Business Plan.



The main focus in Technologies for 2020 was to work towards the introduction of BYOD in 2021 and this aim has successfully been achieved.

**Gary Carr**

Technologies Lead Teacher, 2020



## 21<sup>st</sup> Century Learning and Life Skills Report

Our Business Plan 2020-2022 gave life to a new committee - 21<sup>st</sup> Century Learning and Life Skills. An eager new team formulated an operational plan with a focus on

- a) Developing the "soft" skills of the 21<sup>st</sup> Century - Collaboration, Problem Solving, Personal Learning, Creativity, Global Sustainability, Citizenship and Character.
- b) Increasing the use of Higher Order Thinking Skills
- c) Careers Education

In 2020, after attending a Michael Fullan presentation, the leadership team were very excited by the natural extension of Visible Learning that Deep Learning provided. The motto of Engage the World, Change the World, resonated loudly and Deep Learning is simply described as quality learning that sticks with you throughout your life.

With this in mind, a presentation on the 6C's of Deep Learning took place on one of the school development days and the team decided that the 2020 Science Week theme of Deep Blue provided the perfect opportunity for the staff and students to engage with a Deep Learning or Integrated Learning project. The rest, as they say, is history. Term 3 was spent engaging in a range of learning projects across all school ages culminating in the Open Night celebration. From Kindy through to Year 6, classrooms were buzzing with a wide variety of presentations of their learning, which had indeed been deep.



2021 will see an increased focus on Higher Order Thinking Skills (HOTS), Career Education and Life skills through the Gardening Project.

**Dianne Green**

21<sup>st</sup> Century Learning and Life Skills Leader, 2020

# OTHER SCHOOL REPORTS

## Health and Wellbeing Report

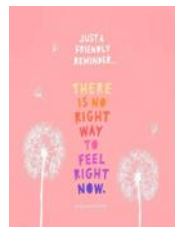
2020 highlighted the importance of health and wellbeing for every person on the planet. It showed us how physical and mental health play an active, crucial role in our growth, resilience and tenacity. It reinforces the Kardinya Primary School Business Plan (2020-2022) to nurture and educate the whole child to become a global citizen of the future.

With continued support from the Department of Education's Mental Health and Wellbeing Initiative, we provided professional support to all staff to deliver the Aussie Optimism program from Year 1 - 6. This program is an evidence-based approach based on Seligman's theories of Positive Psychology and teaches practical skills and strategies relating to social and emotional wellbeing. Staff will provide feedback on their experience with the program at the start of the new school year to continue this process in 2021.



We have maintained mindfulness strategies with Mindful Monday in the library at lunchtime. This provides students with an opportunity to participate in short meditation or yoga before heading off to play. The school library is currently open 3 or 4 days a week during lunchtime to provide a quiet haven to enjoy peaceful interactions with other students.

Another initiative has been to engage Sports Challenge Australia to determine and monitor students' health and wellbeing. In term 4, students from PP-Year 5 did a short survey related to their Self Esteem and how they felt in relation to school, home, others and self. The results have allowed us to identify students who may need some assistance and benefit from mentoring. This information was also used to support class placement decisions and help us pair up student buddies.



Engaging parents and community members was challenging in 2020 with continued COVID-19 restrictions. We have tried to engage the community through newsletter articles and Connect messages to reinforce mindfulness and mental health. Consistent messages and useful strategies will help reduce the stigma of mental health so these topics become normalised.

We introduced 'Shout Outs' to the community on our website to encourage people to show gratitude to others. We also developed a plan for staff wellbeing. Based on the PERMA framework by Martin Seligman - Positive emotions, Engagement, Relationships, Meaning and Achievement. We now have a Staff Wellbeing Agreement that outlines our commitment to respect the wellbeing of others and ourselves, which will enhance our working environment.

**Kate Robinson**

Health and Wellbeing Lead Teacher



## Marketing Report

A committee was set up during 2020 to formulate a Marketing Operational Plan. Our strategic focus was to communicate and promote our purpose and values to our families and the wider community. We explored strategies to have the most significant impact, from adding a banner to our email signatures, using Connect classroom updates and posting on social media.

Using the power of our digital sites, we have secured positive and willing engagement with parents, building upon our reputation to become the school of choice in our community.



We have raised community awareness of our sustainable practices and our staff have focused on building positive relationships with the broader community. Our online sites are revised and kept up to date. We were even featured in a Department of Education Twitter posts.

We have achieved many positives through the use of



- Schools Online
- My School (Department of Education site)
- KPS Website
- KPS Facebook
- Connect My Space and individual class notices



74% of our followers are women and 24% are men with the majority in the 35-44 age group.

### FACEBOOK FUN FACTS:



#### INTERNATIONALLY INCLUSIVE

We have 938 followers from all over the world



- 776 followers live around Australia. The majority are in Perth and other WA towns. Other followers are from our capital cities and even Toowoomba in Queensland
- 20 followers live in Indonesia, Iraq:13, India:9, Malaysia: 9, UK:6, USA:6, Vietman:5, New Zealand:3, Bangladesh:2, South Korea:2. Other followers come from a variety of countries in Europe and Africa.

**CUTENESS OVERLOAD:**  
Posts featuring Kindy and Pre-Primary students had the most **likes** and **comments**



#### MAINTAINING OUR COMMUNITY CONNECTIONS

Most post engagements were in April and May during the Covid 19 lockdown. We were all so keen to maintain the connection.



#### THE POWER OF SHARING.

Our enrolment drive video was one of our best marketing campaigns in 2020. Only 7 Facebook followers shared the post, but this reached 903 people. The video was shared and delivered to 3,300 people and had 1,800 views.



Where children play happily. 1:57  
ENROLMENTS 2021- NOW OPEN  
27 weeks ago · 1.8K Views  
31

Marisa Galati

Marketing Leader



## Positive Behaviour Support Report

In 2020 Kardinya Primary School began planning to implement Western Australia Positive Behaviour Support (WA PBS). Appropriate behaviour and a positive school climate are a priority for our school. WA PBS provides consistency across the school community in promoting positive behaviour. Behaviour is learned and therefore, positive behaviours should be taught, reinforced, acknowledged and monitored.

"If we all **KNOW** what is expected,  
And teachers **SHOW** what is expected,  
Students will **GROW** what is expected and  
There will be a **FLOW** on of what is expected."

Despite COVID-19 interruptions, our incredible PBS team have managed to gather information, collaborate and create an action plan to establish implementation in 2021.

We established a purpose statement and then began developing the focus behaviours that resonated best for Kardinya Primary School. We grouped desired behaviours into three major categories - Respect, Responsibility and Resilience. Staff, students and parents were consulted and given an opportunity to contribute feedback. The response was incredible and gave us a lot to think about. After much development, our Behaviour Matrix is finalised, ready for the start of 2021. The Behaviour Matrix will be displayed in class rooms and around the school.



KARDINYA PRIMARY SCHOOL BEHAVIOUR MATRIX BE YOUR BEST			
	Everywhere	Inside	Outside
<b>We are Respectful</b>	<ul style="list-style-type: none"> <li>Be kind</li> <li>Accept and value differences</li> <li>Demonstrate good manners</li> </ul>	<ul style="list-style-type: none"> <li>Follow everyone's lead</li> <li>Care for all equipment</li> <li>Listen to understand</li> </ul>	<ul style="list-style-type: none"> <li>Follow the rules</li> <li>Include others</li> <li>Cooperate</li> </ul>
<b>We are Responsible</b>	<ul style="list-style-type: none"> <li>Make good choices</li> <li>Own your actions</li> <li>Be safe</li> </ul>	<ul style="list-style-type: none"> <li>Clean up after yourself</li> <li>Be prepared</li> <li>Be respectful</li> <li>Follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>Help others</li> <li>Follow the rules</li> <li>Be fair, fun and safe</li> </ul>
<b>We are Resilient</b>	<ul style="list-style-type: none"> <li>Be positive</li> <li>Find a solution</li> <li>Focus on the positive</li> </ul>	<ul style="list-style-type: none"> <li>Learn from mistakes</li> <li>Persuade</li> <li>Ask for help</li> <li>Practise makes progress</li> </ul>	<ul style="list-style-type: none"> <li>Think of alternatives</li> <li>Bounce back</li> <li>Speak up for yourself</li> </ul>

A set of procedures has also been created to consolidate and reinforce expected behaviours in everyday situations. The procedures provide guidelines and a consistent approach across the school, providing a teaching focus to guide students. Each classroom will have copies of these procedures, forming the focus for WA PBS teaching in Term 1, 2021.

We will be using faction tokens in an updated manner. Tokens will reflect our key focus areas of respect, responsibility and resilience to reinforce positive behaviours. In the classroom, we will be using ClassDojo to acknowledge behaviours in the same categories. This school-wide approach will allow us to collect disciplined data, track progress and identify target areas for intervention.

We are excited to be beginning implementation in 2021. A consistent, positive approach to behaviour is paramount to creating a cohesive, thriving school community.

**Kate Robinson**

PBS Lead Teacher



## Sustainability Report

During 2020, members from the Kardinya Primary School community have contributed to implementing several sustainable initiatives and environmentally responsible practices within our school environment.

This year we were thrilled to participate in National Tree Planting Day. This day was a great success, with each class planting a tree seedling and a variety of native plants donated by the Melville Council. We also extended our Trash Free Tuesday initiative to include Thursday, which has encouraged our school community to reduce our waste. Classroom teachers have given opportunities for their students to become Waste Wise aware by encouraging practices in recycling paper, collecting old batteries and mobile phones to be disposed of correctly, collecting fruit scraps to be used in our school worm farm fridge and collecting bread tags for Aussie Bread Tags for Wheelchairs. Some classes have also participated in incursions that have included learning about how to correctly sort our rubbish (Jared from Recycle Right) and recycling and refusing plastics so that they don't end up in the ocean (Chris from Narc Dive Club).



We look forward to continuing to implement these sustainable learning practices in 2021 and providing our students with more opportunities to plant, prepare and cook food from the produce they have grown.

**Natasha De Palma**

Sustainability Lead Teacher, 2020

## Grounds and Buildings Team Report

After the COVID-19 interruptions experienced during the first Semester in 2020, we were able to find a parent representative for our Grounds and Building Team and begin the important work of developing a long term vision for the Grounds and Buildings of Kardinya Primary School. We surveyed parents and students regarding a theme for naming our buildings, with the most popular theme being Australian & local animals to be displayed in English and Noongar. The team researched the options for naming our buildings and also chose some Noongar names that reflect the purpose of a building for non-teaching blocks. As part of this process, we have consulted closely with a Noongar Elder who helped us with appropriate names.

Building Names to be Approved		
Building	Noongar name	Meaning
Office	Wandjoo	Welcome
A Block	Kulbardie	Magpie
B Block	Yoon	Bobtail
C Block	Kwenda	Bandicoot
D Block	Yonga	Kangaroo
E block	Djirip-djirip	Very Happy
Library	Karadijin	Knowledge
Old Undercover area	Bardip	Story
Gardeners buildings	Djidily	Grasshopper

Once the final approval for the names has come through, we will design and produce new signage for our school, including a school map, signs for each block displaying the new names and a Welcome sign.

We have also continued to monitor the school oval, following the extra works negotiated with the Department of Education that began in late 2019. During 2020 we have noticed Bindii weed on the oval, so we organised additional works to address this issue. We continue to work with the Department of Education to address the improvement of our oval.

Our focus for 2021 will be to further develop our revitalisation plan for Kardinya Primary School.

**Julie Simpfendorfer**

Grounds and Buildings Leader, 2020

# SCHOOL PARENT OPINION SURVEY

## Standard Annual Questions

It was pleasing to see so many families completing the Parent School Opinion Survey during Term 4, 2020. During 2018, 50 parents completed the survey; in 2019, we received 81 responses. In 2020, it was fantastic to receive 101 responses. We are keen to see this increase further because parents' opinion is very important to us at Kardinya Primary School to help us improve. Those questions marked N/A in the comparison table below were not asked in 2018.

The rating scale used for the survey is shown to the right. Average rating scores of 4 and above are considered to be strong and our aim as a school is to increase the percentage of items receiving an average rating of 4 and above.

Rating	Score
Strongly agree	5
Agree	4
Neither Agree nor disagree	3
Disagree	2
Strongly disagree	1

The summary of results is shown below.

Question	2018 Rating Average	2019 Rating Average	Change 2018-19	2020 Rating Average	Change 2019-20
Teachers at this school expect my child to do their best.	4.0	4.2	↑0.2	4.3	↑0.1
Teachers at this school provide my child with useful feedback about their school work.	3.4	3.7	↑0.3	3.8	↑0.1
Teachers at this school treat students fairly.	3.6	3.8	↑0.2	4.1	↑0.3
This school is well maintained.	3.2	3.6	↑0.4	4.0	↑0.4
My child feels safe at this school.	3.7	4.2	↑0.5	4.4	↑0.2
I can talk to my child's teachers about my concerns.	4.1	4.0	↓0.1	4.3	↑0.3
Student behaviour is well managed at this school.	3.1	3.9	↑0.8	4.0	↑0.1
My child likes being at this school.	4.0	4.2	↑0.2	4.4	↑0.2
This school looks for ways to improve.	3.5	3.8	↑0.3	4.4	↑0.6
This school takes parents' opinions seriously.	3.0	3.5	↑0.5	3.8	↑0.3
Teachers at this school motivate my child to learn.	3.6	3.6	no change	3.9	↑0.3
My child is making good progress at this school.	3.5	3.7	↑0.2	4.1	↑0.4
My child's learning needs are being met at this school.	3.3	3.6	↑0.3	3.8	↑0.2
This school works with me to support my child's learning.	3.3	3.4	↑0.1	3.8	↑0.4
This school has a strong relationship with the local community.	N/A	3.6		3.9	↑0.3
This school is well led.	N/A	3.6		4.3	↑0.7
I am satisfied with the overall standard of education achieved at this school.	N/A	3.5		4.0	↑0.5
I would recommend this school to others.	N/A	3.7		4.1	↑0.4
My child's teachers are good teachers.	N/A	3.9		4.2	↑0.3
Teachers at this school care about my child.	N/A	4.0		4.3	↑0.3



The 2020 survey had 14 out of 20 questions with an average rating score of 4.0 and above, a significant increase from 5 questions in 2018. It was pleasing that all of the common questions asked in 2019 scored an average increased rating from 2019. We take on board your opinions and are striving for further improvement in 2021.

Several other questions were asked to seek the opinion of the school community on various topics.

### Wellbeing

This is a significant focus for Kardinya Primary School, so we ask questions each year to help us measure our progress. A summary table is shown below.

Summary of Wellbeing Focus Parent Survey Questions							
	2019			2020			
	Agree or strongly agree	Neither agree or disagree	Disagree or strongly disagree	Agree or strongly agree	Neither agree or disagree	Disagree or strongly disagree	2019 - 2020 Change
At Kardinya PS, teachers help students that are worried or upset.	65%	20%	14%	80%	11%	9%	↑15% Agree or strongly agree
My child is learning to be a well-rounded person at Kardinya PS.	80%	15%	5%	87%	11%	2%	↑7% Agree or strongly agree
At school, my child is learning how to manage their emotions through various strategies, including mindfulness and meditation.	58%	33%	9%	70%	26%	5%	↑12% Agree or strongly agree
My child feels comfortable talking to and raising concerns with school staff.	Not asked			67%	21%	12%	
Kardinya PS takes actions to promote and improve student wellbeing	68%	26%	6%	82%	13%	5%	↑14% Agree or strongly agree

### School Fence

I am well aware that this is a hot topic amongst our community. I have summarised the results of the survey questions below.

Summary of School Fence Parent Survey Questions							
	2019			2020			
	% access school grounds after hours		% never access school grounds after hours	% access school grounds after hours		% never access school grounds after hours	2019 - 2020 Change
How often do you access the school grounds after hours?	60%		40%	52%		48%	↑15% Agree or strongly agree. This data may be affected by COVID-19
	Personal enjoyment & fitness	Practical reasons	Don't access	Personal enjoyment & fitness	Practical reasons	Don't access	
What reasons do you access the school site after hours?	57%	11%	32%	38%	25%	36%	This data may be affected by COVID-19
	Agree or strongly agree	Neither agree or disagree	Disagree or strongly disagree	Agree or strongly agree	Neither agree or disagree	Disagree or strongly disagree	
I feel that Kardinya PS would be improved with the addition of a perimeter fence.	55%	19%	26%	58%	22%	21%	↑3% Agree or strongly agree



These questions are asked every year to provide data for the Department of Education during the annual fence application.

It is important to address some common misconceptions about a school fence expressed in many of the parent comments of the survey.

- The Department of Education (DoE) retrofits fences in a school for asset protection rather than child safety. Therefore, the decision by DoE about installing a fence is mostly based on the cost of repairing damage and vandalism at a particular site.
- A fence is a significant financial cost, especially at Kardinya Primary School due to the large site size. Schools are provided funds to run their school, and the Department of Education provides the physical school and infrastructure. Schools are not provided sufficient funds to do anything other than minor infrastructure works.
- If a fence is provided for a school, only the buildings are fenced. The oval and playgrounds are left unfenced in line with the State Government's policy of making these government assets available to the general community.
- For the reason above, a fence will not stop dog waste on the oval. Interestingly, in both 2019 and 2020, about 10% of our school survey respondents indicated they walk their dog on our school grounds.
- Students are actively engaged in the range of play options available during break times and we have not had any incidents of students wandering off school grounds in the previous two years.
- Over time, the demographic of the surrounding suburb has changed. Previously there was significant vandalism regularly. Even in the last two years, the reduction of vandalism is noticeable. While we have occasional issues on weekends and holidays, our surrounding community helps keep our school safe. Our school community accessing our school site after hours plays a vital role in keeping our school safe from vandalism.

Kardinya Primary School will continue to ask questions regarding a perimeter fence to provide data to the Department of Education.

### **Sustainability**

Sustainability is another of our important focus areas. Thank you for your ongoing support in this area. Suggestions provided by parents in the survey are given to the Sustainability Team for consideration.

Summary of Sustainability Focus Parent Survey Questions							
	2019			2020			
	Agree or strongly agree	Neither agree or disagree	Disagree or strongly disagree	Agree or strongly agree	Neither agree or disagree	Disagree or strongly disagree	2019 - 2020 Change
I support Kardinya PS taking further actions to improve sustainability.	92%	7%	1%	92%	7%	1%	No change in your support for further sustainability actions

Thank you also for your suggestions about workshop topics for parents. We are making plans to hold some of these during 2021 and look forward to your participation.

# HIGHLIGHTS OF 2020

The highlights of 2020 are very different to other years. During COVID-19 restrictions, we reached out to our students and community in ways we never expected.



We asked our school community if they could spare anything to help others in need during COVID-19. Our wonderful community made some **very generous donations.**



When we could not gather, **WebEx Assemblies** to the rescue!



Connecting with students and families with WebEx



The teachers really missed the students while they were preparing **Learning @ Home** packs, so they dressed up to stay cheerful!



We held a Drive Though Learning @ Home Resource Pack Pick-up



Staff prepared **Learning@ Home Resource Packs** for every student.



Year 6 Camp was rescheduled



Deep Learning Projects and Open Night

## World Tree Planting Day



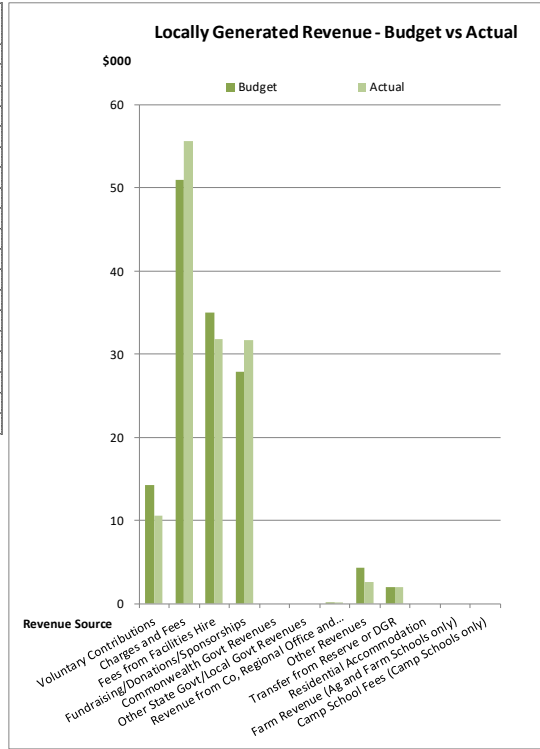
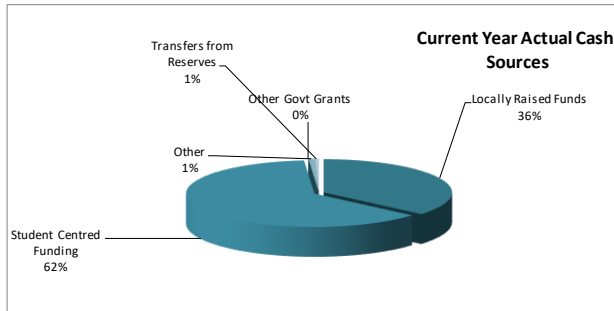
New Playground

# FINANCIAL SUMMARY

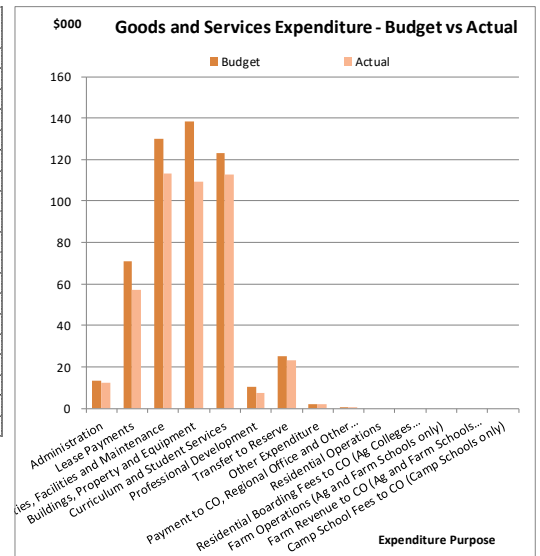
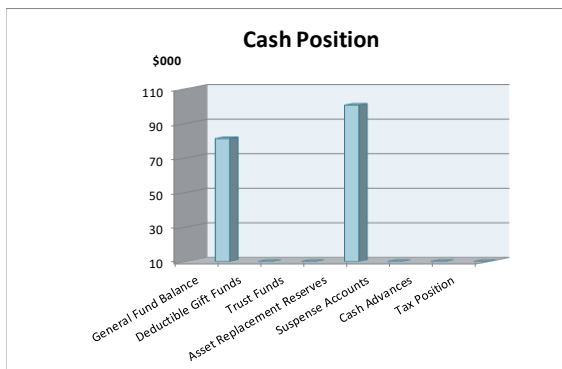
## KARDINYA PRIMARY SCHOOL

Financial Summary as at  
31 December 2020

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 14,325.00	\$ 10,620.00
2	Charges and Fees	\$ 50,930.00	\$ 55,657.30
3	Fees from Facilities Hire	\$ 35,000.00	\$ 31,818.20
4	Fundraising/Donations/Sponsorships	\$ 27,950.00	\$ 31,751.15
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 71.00	\$ 71.51
8	Other Revenues	\$ 4,285.00	\$ 2,542.81
9	Transfer from Reserve or DGR	\$ 2,000.00	\$ 2,000.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 134,561.00</b>	<b>\$ 134,460.97</b>
	<b>Opening Balance</b>	<b>\$ 160,335.00</b>	<b>\$ 160,335.37</b>
	<b>Student Centred Funding</b>	<b>\$ 223,370.00</b>	<b>\$ 223,370.31</b>
	<b>Total Cash Funds Available</b>	<b>\$ 518,266.00</b>	<b>\$ 518,166.65</b>
	<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Funds Available</b>	<b>\$ 518,266.00</b>	<b>\$ 518,166.65</b>



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 13,380.00	\$ 12,196.79
2	Lease Payments	\$ 71,000.00	\$ 57,283.92
3	Utilities, Facilities and Maintenance	\$ 130,036.00	\$ 113,079.64
4	Buildings, Property and Equipment	\$ 138,118.00	\$ 109,120.69
5	Curriculum and Student Services	\$ 123,089.00	\$ 112,907.27
6	Professional Development	\$ 10,450.00	\$ 7,467.76
7	Transfer to Reserve	\$ 25,000.00	\$ 23,000.00
8	Other Expenditure	\$ 2,206.00	\$ 1,973.87
9	Payment to CO, Regional Office and Other Schools	\$ 40.00	\$ 40.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 513,319.00</b>	<b>\$ 437,069.94</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 513,319.00</b>	<b>\$ 437,069.94</b>
	<b>Cash Budget Variance</b>	<b>\$ 4,947.00</b>	



<b>Cash Position as at:</b>	
<b>Bank Balance</b>	<b>\$ 170,176.04</b>
Made up of:	
1 General Fund Balance	\$ 81,096.71
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 100,483.53
5 Suspense Accounts	\$ (3,877.20)
6 Cash Advances	\$ -
7 Tax Position	\$ (7,527.00)
<b>Total Bank Balance</b>	<b>\$ 170,176.04</b>