



# ANNUAL REPORT 2022

Care ~ Personal Best ~ Responsibility



*At Karratha Primary School, we value diversity and academic excellence. We are positive and inclusive. We embrace the values of care, personal best, responsibility and respect to nurture independent lifelong learners and active citizens.*



## FROM OUR SCHOOL BOARD CHAIR

2022 was big year for Karratha Primary School with many special events happening.

In August, an official opening was held for the Wanggawara Ngurra and Garra Jabaja Garden, which is prominently placed as you enter the school gates. The yarning circle and bush tucker garden are a very special addition to our school grounds. A vision like this takes an incredible amount of consultation, planning and effort to become a reality, and I commend all those involved in this process. Our students, staff and school community will no doubt enjoy many special moments in this new space.

The Board voted to redesign the faction shirts and a special mention must go to Mrs Lou Woodvine for the work she has put into this for us. Once these new designs are finalised, we look forward to sharing them all with you and a plan will be implemented for the changeover to occur.

In Term 2 of 2021, we underwent a Public School Review which measured the school against its current Business Plan. Whilst the school performed well in most areas, we were required to participate in a one year follow up for the Student Achievement and Progress domain. This review was conducted in Term 2 of 2022, and involved an considerable amount of work by the Executive Team and teachers. The feedback provided by the Department was extremely positive. The school was congratulated on noting the areas for improvement and implementing strategies that have resulted in the desired improvements. The next full review will be conducted in Term 4, 2024. Well done to Mrs Navarrete and her amazing team, we look forward to continued success in the years to come.

The Board is an integral part of your school community made up of parents, staff and community members and I would like to thank those that have volunteered their time this year to fill these positions.

Casey Samsa  
2022 Karratha Primary School Board Chair

# FROM OUR PRINCIPAL

Term 1 kicked off with adherence to many COVID-19 mandates and restrictions. Parents and caregivers were ever-flexible. In Term 1, we also re-established our endorsed Education Support Program, opening it with a qualified and experienced Education Support Teacher. Our students in Education Support now have the opportunity to learn from the best of both worlds: within a specialised learning area, and with peers in their 'Link In' classes also.

Our 2022 NAIDOC celebrations were extra special with the grand opening of our Wanggawara Ngurra and Garra Jabaja Garden. Our Wanggawara Ngurra is now a place in the heart of our school, where we show care for each other, responsibility for our environment and personal best in welcoming, acknowledging and celebrating our local Ngarluma culture. It is an outdoor classroom and special place for students, staff and families to meet, talk, play and learn. Now, every morning this is one of the areas our students come together to yarn, greet each other and connect. We look forward to the many yarns that will be had, and hope our local Ngarluma elders, past, present and future smile down on us at Karratha Primary School.

Every morning, we each come to school with a smile and a heart full of gratitude for the values and care that Karratha Primary School holds true, ready to put in our personal best, and ready to succeed. I thank our School Board, P&C Association, parents, caregivers and families who are always willing to lend a hand and support the school, and express my sincerest gratitude to our staff members who are always striving to put their best foot forward, always considering our students first.

Annalyn Navarrete  
Karratha Primary School Principal

Embracing a diverse multicultural school community that fosters respect, trusting relationships and student wellbeing to optimise conditions for learning to flourish, epitomises the core values of Karratha Primary School. Diversity is embraced and celebrated with families from a wide range of language backgrounds other than English. Students from Aboriginal language groups including Yindjibarndi, Banyjima, Marthuthunira, Kurrama, and the Ngarluma traditional owners of the country (ngurra) on which the school is built, also bring varied backgrounds, experiences, language and cultural capital. Proactive steps are taken to ensure a safe environment, where student wellbeing is paramount. Differentiating learning experiences for both culturally and linguistically diverse students is the collective responsibility of our committed and caring staff.

Inclusivity is quintessential and inherent at Karratha Primary school. Embracing differences, demonstrating respect, tolerance and kindness towards all people regardless of culture, background or disability, brings a strong sense of pride. As the sole inclusive school in Karratha, students with a range of diagnosed or imputed disabilities are supported to engage in curriculum adapted to suit individual needs. The school strives to enable all students to develop into happy, independent and purposeful members of the community.



'Unity' - Karratha Primary School





Candy



# STUDENT ENROLMENTS



As at Semester 2, 2022.

	K	PP	Y1	Y2	Y3	Y4	Y5	Y6	TOTAL
Full Time	(10)	37	27	38	40	32	43	29	256
Part Time	20								

	K	PP	Y1-6	TOTAL		K	PP	Y1-6	TOTAL
Male	9	21	109	139	Aboriginal	3	10	48	61
Female	11	16	100	127	Non-Aboriginal	17	27	161	205

## STUDENT ATTENDANCE

Attendance rates continue to be comparable or fall just below the Like Schools and WA Public Schools. We will continue our case management approach for students and families who require support to improve attendance.

In 2022, Karratha Primary School's average attendance was 80.8%, a decrease of 7.8% from 2021, in comparison to 86.6% for WA Public Schools and 84.3% for 'like' schools. A spike in COVID-19 cases in Term 1 saw more students away sick, or as close contacts. The change of the close contact definition and the ending of mandatory seven-day isolation saw our attendance percentage increase in Semester 2. However, due to the opening of Western Australia's borders, the number of unauthorised vacations doubled compared to 2021.

Targets set in 2021 focused on the improvement of our attendance rate and a reduction in Unauthorised Absences. This year, there has been an increase in the number of students who attend regularly, and a reduction in severe nonattendance. Moving to 2023, Karratha Primary School will continue to target 'Unexplained Absences' and look at strategies to decrease students who sit in the 'Indicated' and 'Severe' categories, therefore continuing to increase our 'Regular' attendance.

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2020	94.1%	91.6%	93.2%	71.6%	81.1%	77.6%	88.8%	90.1%	91.9%
2021	91.9%	91.0%	92.4%	75.2%	81.4%	76.8%	88.6%	89.6%	91.0%
2022	86.3%	86.4%	88.3%	63.8%	73.8%	69.5%	80.8%	84.3%	86.6%





## KEY FOCUS AREAS

At Karratha Primary School, we:

### *Academic Excellence*

Provide **every** student with a **pathway** to a **successful future**.

### *Belonging*

Build a strong sense of **connection** and **belonging** where each person is **valued** and **acknowledged** for their contribution to the school community.

### *Lifelong Learning*

Develop **confident** and **creative** individuals, lifelong learners, and **active** and **informed** members of the community.



# ACADEMIC EXCELLENCE

In 2022, Karratha Primary School continued to focus on developing data literacy in staff to inform whole school and classroom planning. English and Mathematics were prioritised in staff meetings to support curriculum improvement. Staff also engaged in NAPLAN analysis consisting of lines of inquiry for each year. This data was used to formulate further foci and determine growth and progress in student achievement.

English and Mathematics extension and intervention groups continued, where eligible students were identified through the analysis of NAPLAN data and school-based assessments.

Scheduling explicit Spelling sessions four times a week and including Daily Reviews to reinforce and practice sounds and skills, as well as implementing the 'Big 5', has supported growth in the English Learning Area.

A further focus was on teaching staff embedding the KPS Instructional Model and accessing the Instructional Coach for support. Evidenced with data analysis and supported through Performance Management, teaching staff indicated they were using the KPS Instructional model and applied it into their daily practice. New to Karratha Primary staff commented that access to an Instructional Coach would be beneficial in 2023.

## TARGET

## OVERALL ACHIEVEMENT

### 1.1 A range of high impact, evidence based strategies to suit student needs are embedded in teacher practice.

TTFM Teacher Survey: Increase the school mean for Teaching Strategies.

Partially Achieved

### 1.2 Staff regularly use data to examine the impact of teaching to improve student achievement.

TTFM Teacher Survey: increase the school mean for Data Informs Practice.

Achieved

### 1.3 Improved progress for every student in Reading, Writing and Number

PAT Reading and Mathematics: increase the percentage of students making at least one year's growth.

Partially Achieved

On-Entry Assessment: increase the mean progress score.

PP to Y1: Reading:  
PP to Y1: Writing:  
PP to Y1: Numeracy:  
Y1 to Y2: Reading:  
Y1 to Y2: Writing:  
Y1 to Y2: Numeracy:

Not Achieved  
Partially Achieved  
Not Achieved  
Achieved  
Achieved  
Achieved

Brightpath Writing: increase the percentage of students making at least one year's growth.

Unable to Assess due to Insufficient Data



# BELONGING

In 2022, the school continued to build a strong sense of connection and belonging. The school's Student Behaviour Plan was reviewed to ensure a positive behaviour support approach was embedded in practice. Friday Afternoon Clubs, where students have the opportunity to make connections with students and adults in an interest-based setting, continued to feature in the whole school's timetable. Ensuring classrooms and spaces in the school were safe and orderly was a high priority with many 'busy bees' taking place. Family Musters have strengthened, providing opportunities for teachers, students and families to connect and have a yarn over breakfast. Parents reported through the 'Tell Them From Me' survey they feel welcome in the school and that the school supports positive behaviour. Our whole school student attendance rate reduced by 8%, sitting 6% under the WA Public Schools rate, in direct relation to COVID.

Teachers believe we are an inclusive school where clear expectations for classroom behaviour are established. Teachers' use of Engagement Norms has improved aided by Performance Management processes, where a greater number of students are engaged in learning, more of the time. Staff participated in the School Culture Typology which unveiled three key areas: trust, communication and collegial awareness, which led the Leadership Team to explore the concept of accountability. The Walker Learning Approach, a pedagogy for play-based learning, was introduced in response to a National Quality Standard verification in 2021 and AEDC data, which indicated the emotional maturity of our young students required support, and our early childhood educators should develop a common approach to play-based learning and common philosophy regarding provocations for play.

## TARGET

## OVERALL ACHIEVEMENT

### 2.1 The school is a safe, supportive, inclusive and welcoming environment.

TTFM Student Survey: increase the percentage of students who agree or strongly agree that they feel safe coming to school from 70%-80%.

Not Achieved

### 2.2 The strength and diversity of the local community is recognised and utilised.

TTFM Parent Survey: increase the average scores in parent perception of safety at the school from 7.1 to 7.4.

Achieved

TTFM Parent Survey: increase the average scores in parent perception of feeling welcome at the school from 7.7 to 8.0.

Achieved

TTFM Parent Survey: increase the average scores in parent perception of inclusion at the school 7.1 to 7.4.

Achieved

### 2.3 Enhanced opportunities for student engagement.

TTFM Student Survey: students with a positive sense of belonging from 73% to 80%.

Partially Achieved

TTFM Student Survey: student participation in school sports and clubs from 84% to 90%.

Partially Achieved

TTFM Student Survey: students with positive relationships from 78% to 85%.

Partially Achieved

### 2.4 An increased number of students are thriving at school.

TTFM Teacher Survey: increase the score on "I talk with students about the barriers to learning" from 7.2 to 7.5.

Partially Achieved

TTFM Teacher Survey: increase the score on "I talk with other teachers about strategies that increase student engagement." From 8.7 to 9.0.

Not Achieved

TTFM Student Survey: increase the percentage of students who feel a positive sense of belonging from 73% to 86%.

Partially Achieved

TTFM Student Survey: increase the percentage of students with positive relationships from 78% to 80%.

Achieved

TTFM Student Survey: increase the percentage of students with positive behaviour at school from 89% to 91%.

Not Achieved



# LIFELONG LEARNING

Lifelong learning is reflected in a school community that embraces a positive growth mindset, a passion for learning new skills and knowledge to build emerging work capabilities for the 21st Century.

Despite the decreased score to 6.8 in the TTFM data, staff committed to structured and consistent collaboration, with a significant shift towards greater collegial engagement. Improved data literacy positively impacted quality teaching and learning practices.

The TTFM Teacher and Student surveys indicated achievements in STEM where students are developing critical and creative thinking through innovative and entrepreneurial learning opportunities.

A significant positive shift towards greater cultural responsiveness has been noted. Staff engage enthusiastically with professional learning at school and regional levels to positively impact skills, knowledge and attitudes to support the differentiated teaching needs of students through an Aboriginal Cultural Standards Plan for the 'Teaching Standard.' The positive school culture embraces diversity and inclusivity, promoting an environment that is culturally safe and welcoming.

## TARGET

## ACHIEVEMENT DETAILS

### 3.1 Staff drive their professional practice and growth to develop high quality teaching and learning practices.

OHI: improve rating in the People Performance Review practice.

Unable to Assess due to Insufficient Data

### 3.2 Staff utilise high quality, collaborative practices in developing professional practice and collegial engagement.

TTFM Teacher Survey: increase the school mean for Collaboration.

Not Achieved

OHI: improve rating in internally competitive practice (Performance Transparency).

Unable to Assess due to Insufficient Data

### 3.3 All students are engaged in STEM and are developing the work capabilities of working in teams, thinking creatively and critically, and being innovative and entrepreneurial.

TTFM Teacher Survey: increase the school mean for Technology

Achieved

TTFM Student Survey: Increase the percentage of students who are in the high skills and high challenge quadrant.

Achieved

### 3.4 The Aboriginal Cultural Standards Framework is embedded across the school.

School Self-Assessment: movement towards cultural responsiveness in all standards of the Aboriginal Cultural Standards Framework.

Partially Achieved



# CURRICULUM TEAMS

## ENGLISH

In 2022, we set targets in the Operational Plan to improve NAPLAN achievement for Year 3 students in grammar and punctuation, reading, spelling, and paragraphing. Targets were set to improve Year 5 paragraphing and for Year 5 students to maintain 'at' or 'above' expected in all NAPLAN assessments. The target focusing on Year 3 spelling was achieved, with the gap being reduced to 'at' 'like' schools. We were unable to assess some targets due to NAPLAN data being unavailable, so they will be a future focus. A major focus this year was the development of our own KPS Grammar and Punctuation Scope and Sequence for Pre-Primary to Year 6 which was completed with whole-school collaboration. We will see full implementation from the beginning of 2023. Spelling Mastery and intervention books were purchased along with our annual Reading Eggs subscription. We also purchased evidence-based teacher manuals to target phonemic awareness across Pre-Primary to Year 6, and high interest decodable texts were purchased for upper primary students. Moving forward, guided readers and home readers will be purchased for Year 3, as identified areas of need.

A future focus will be the development of a KPS Synthetic Phonics Scope and Sequence to improve student achievement in letter and sound knowledge, spelling, and reading. Other areas of focus will include access and utilisation of the Instructional Coach, and linking of Spelling Mastery content to Daily Reviews.

## MATHEMATICS

Targets set in the 2022 Operational Plan included improvement in NAPLAN achievement and progress for Year 3 and 5 students. Whilst our Year 5 students did not achieve 'at' or 'above' that of 'like' schools, our Year 3 students did. Unfortunately, as our Year 5 students did not complete NAPLAN in 2020 as Year 3 students due to COVID restrictions across the nation, we are unable to determine student progress measured in Bands. For this reason, we also do not have an 'expected standard' to measure against for NAPLAN either. In 2022, we focused on ensuring students were able to engage in early intervention as required and identified in individual On-Entry Assessment results and the KPS Number Screen, and extension for students in Years 5 and 6 identified in individual NAPLAN and PAT Maths results. Student progress for students who engaged in intervention was pleasing and data demonstrated growth in development of early number concepts. Students who engaged in extension activities were challenged mathematically and exposed to different problem-solving strategies. These students were also involved in the initial planning, designing and costing of the Wanggawara Ngurra

A focus in 2023 will be the development of staff expertise in 'Trust the Count' and ACARA Numeracy Progressions. We will also engage with a Maths text from 2023, based on school self-assessments and student achievement and progress data. High performing schools adopt a schoolwide text book to free teacher time to concentrate on how to teach, rather than what to teach (Louden, 2015). The iMaths series was selected as it:

- Provides consistency across the school
- Comprehensively covers at-level curriculum content
- Uses real-world investigations to demonstrate concept knowledge
- Compliments the Karratha Primary School Instructional Model
- Supports differentiation, both academic support and extension
- Includes regular assessment check-ins
- Provides student and teacher support with online resources







# NAPLAN 2022

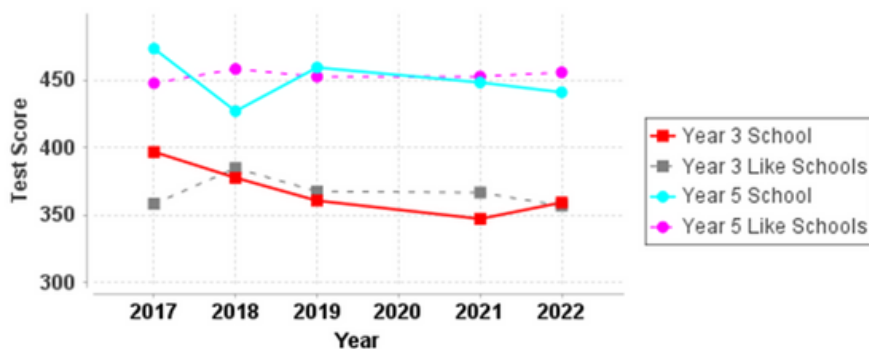
## NUMERACY

Pleasingly, the performance for Numeracy in 2022 is within the expected range for both Year 3 and 5 students in 2022. Additionally, our Year 3 students have achieved at an average comparable to that of 'like' schools. Despite this, the trendline for both Year 3 and Year 5 NAPLAN data has worryingly continued to trend downwards longitudinally.

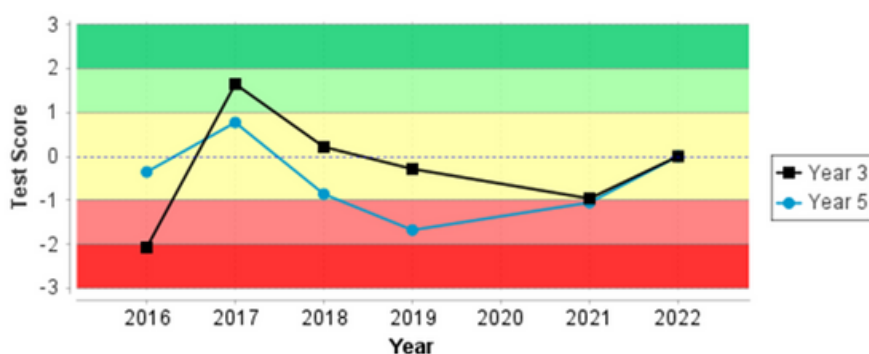
Planned actions for 2023:

- Implement a whole-school Mathematics program to ensure continuity of concepts, skills and vocabulary. This will enable staff to focus on the instructional model being implemented, whilst being assured of the quality of content delivered.
- Build teacher capacity in specific areas of Number sense where students require further development for greater achievement, eg problem-solving and counting strategies.

**Average Numeracy Score**



**Numeracy Performance**





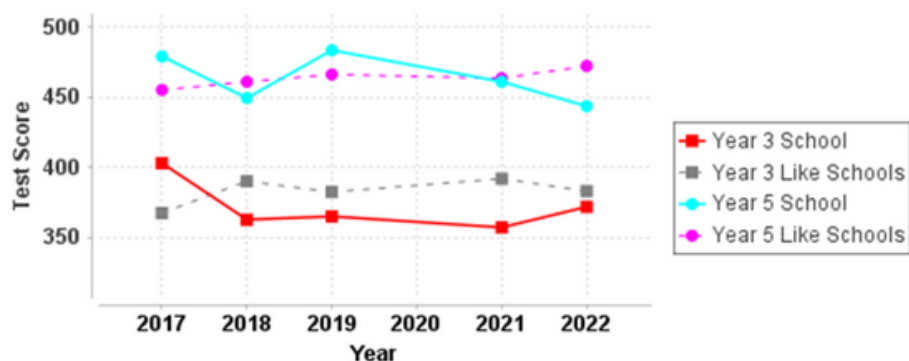
# READING

Although the average Reading score for Year 3 students was comparable to that of 'like' schools, the Year 5 was concerningly below. Despite this, the performance of both the Year 3 and 5 cohorts was at the expected level.

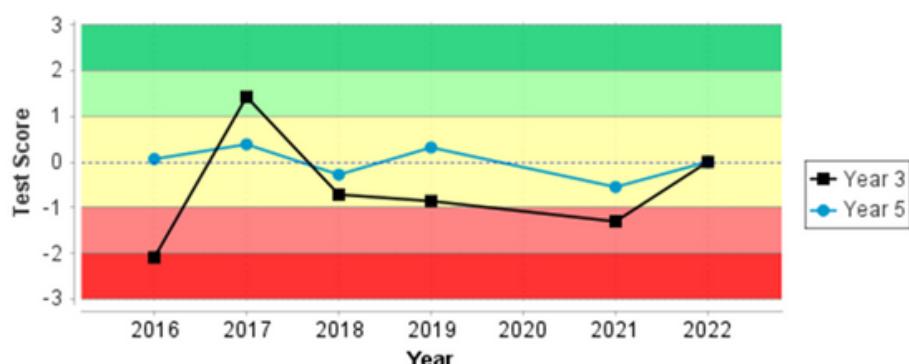
Planned actions for 2023:

- Develop teacher knowledge of developmentally appropriate Guided Reading instruction based on evidence and research.
- Develop consistency for Home Reading programs in the early years.

**Average Reading Score**



**Reading Performance**



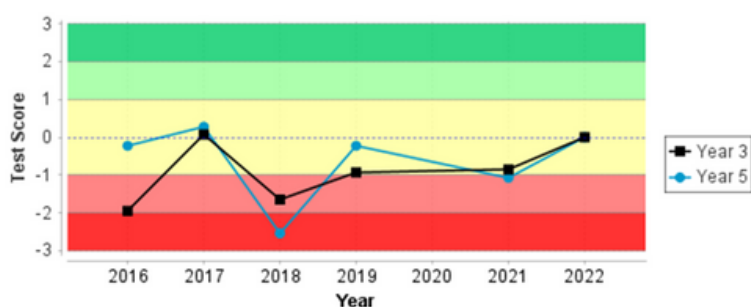
# WRITING

The average Writing scores for both Year 3 and 5 cohorts were just below that of 'like' schools. The performance of both cohorts was also at the expected level.

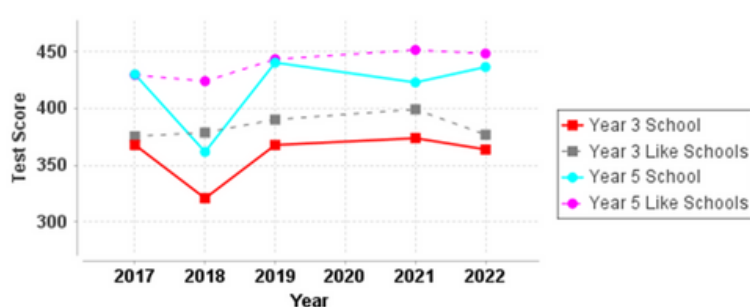
Planned actions for 2023:

- Ensure clarity in the understanding of requirements for a 'satisfactory' end-of-year Writing sample for parents of students in each year level.
- Proactively seek Talk4Writing professional learning opportunities for teachers.
- Explicitly teach paragraphing in Years 2-6.

**Writing Performance**



**Average Writing Score**



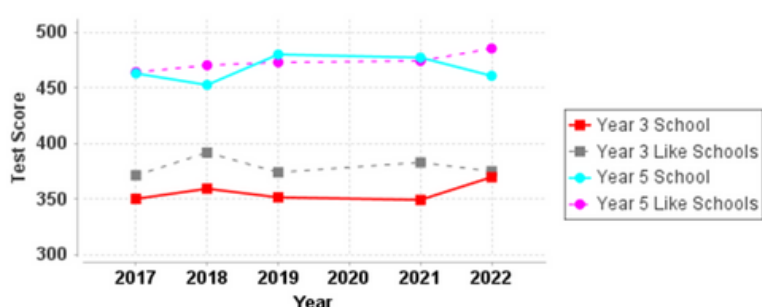
# SPELLING

Although the average Spelling score for Year 3 students was comparable to that of 'like' schools, the Year 5 was below. Despite this, the performance of both the Year 3 and 5 cohorts was at the expected level.

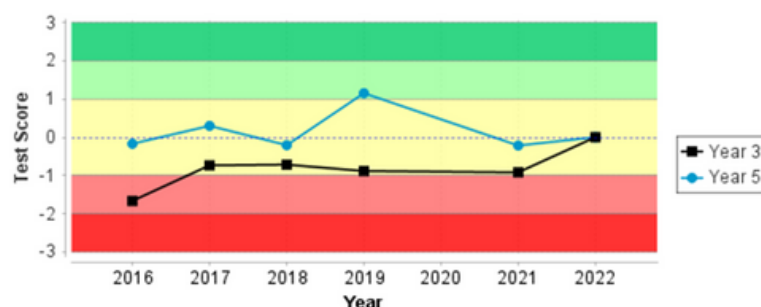
Planned actions for 2023:

- Continue to implement the explicit teaching of a synthetic phonics program in the early years, followed by the Spelling Mastery program.
- Complete the development of a Phonological Awareness/Spelling sequence for Kindergarten - Year 3.

**Average Spelling Score**

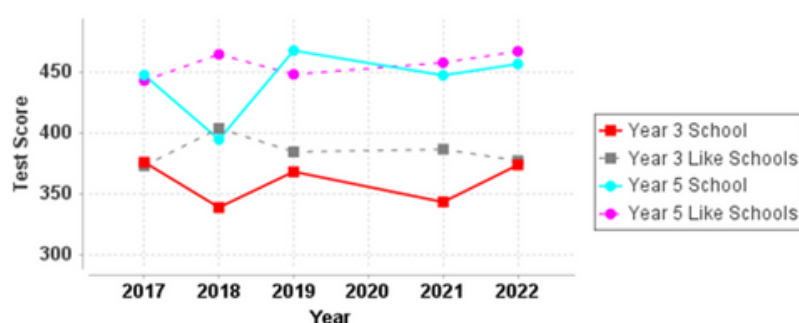


**Spelling Performance**

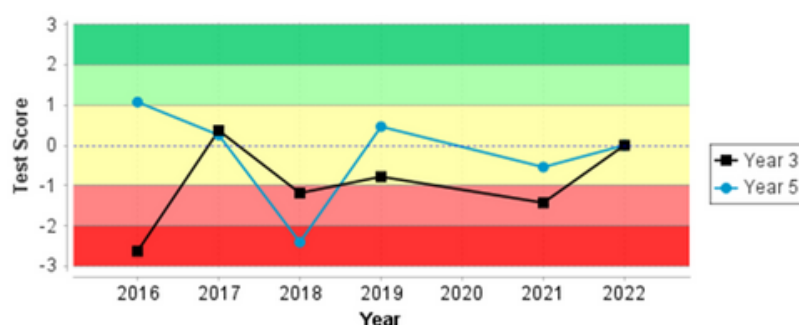


# GRAMMAR & PUNCTUATION

**Average Grammar & Punctuation Score**



**Grammar & Punctuation Performance**



The average Grammar and Punctuation scores for both Year 3 and 5 cohorts were comparable to that of 'like' schools. The performance of both cohorts was also at the expected level.

Planned actions for 2023:

- Implement and refine the KPS Scope and Sequence for Grammar and Punctuation created in 2022.
- Each class to ensure a minimum of one 20 minute lesson per week, during which Grammar and Punctuation is taught explicitly.



# SCHOOL SATISFACTION



In 2022, Karratha Primary received the results of the 'Tell Them From Me' survey, completed by parents, teachers and students. 59 Year 4-6 students, 17 teachers and 14 parents completed the surveys. Technically, the completed parent survey subset equates to approximately a 3% sample size which deems these results invalid. Ideally, we require a minimum sample size of 10% for results to be considered reliable. As a result, the parent results need to be considered with caution, keeping this in mind.

The surveys are questionnaires that cover several aspects of perceptions that may be held about the school. Parents, teachers and students each complete a different survey, which is designed to provide us with insight to guide school planning, and identify school improvement initiatives.

Perceptions have included:

- Parents have an improved perception of student safety at the school, with the school demonstrating a welcoming and inclusive nature.
- Students expressed a greater feeling of social engagement and sense of belonging.
- Staff reflected the need to discuss student engagement further, and to continue the development of collaborative structures.
- A substantial increase in the teacher use of technologies.

2023 will be the final year Karratha Primary School engages with the 'Tell Them From Me Survey'. It will now utilise the Department of Education's 'School Culture Survey', which comes without cost to the school.



# CORE TEAMS

## WELLBEING

2022 was an exciting and eventful year at KPS. Our 'Learning Journey' and 'Community Picnic' brought together the community, and celebrated student learning. 'Relay for Life' was voted the best event of the year, and 'Family Musters' celebrated our cohesive community and provided an opportunity for staff, student and parent input regarding NAIDOC posters and pavement games.

In total, we had 259 students and 109 adults attend our Family Musters. We raised \$3,141.85 for the Cancer Council by running laps around the oval during 'Relay for Life', and students purchased bowls of rice on Angkor Day to raise \$278 for our Cambodian sister school.

## POSITIVE BEHAVIOUR SUPPORT

In 2022, the PBS Team worked towards maintaining a positive behaviour support approach and reducing the frequency and intensity of unproductive student behaviour. Through the development of staff skills in responding to unproductive behaviour, KPS successfully reduced the number of frequent, minor behaviours recorded by 61%. We have been able to double the number and percentage of positives recorded in Integris since 2019, supporting our school in meeting the 4:1 ratio set in Positive Behaviour Support Framework. There was a reduction in students who missed out on Good Standing in Terms 2 and 3, however Term 4 saw a slight increase.

Working to reduce violence in the school, the Leadership Team supported staff in the implementation of the Continuum of Responding to Unproductive Behaviours and teaching of expected behaviours. The number of reports involving physical aggressions towards staff, physical aggressions towards students and abuse, threats, harassment or intimidation of students, decreased to almost half the amount recorded in 2021, however there were more reports of abuse, threats, harassment or intimidation of staff than previous years. In 2022, the suspension rate was higher than that of previous years, however the number of other major consequences recorded, including Blue Spot, Withdrawal, Intention to Suspend and Stage 5 Support decreased compared to previous years. To support students who are deemed at risk of becoming 'severe behaviour risk' students, teachers were supported in creating and reviewing Behaviour Support Plans for all students who were suspended more than once in the year.

## CULTURAL RESPONSIVENESS

2022 saw the creation of our Wanggawara Ngurra and Garra Jabaja Garden. School community collaboration resulted in a space that creates a sense of belonging for our Aboriginal and Torres Strait Islander students. The unveiling at our NAIDOC day celebration provided an opportunity to share stories, celebrate culture and create important connections by bringing more people together.

2023 will see the implementation of our Cultural Responsiveness Plan. Focusing on the Australian Cultural Standards Framework, standard of Teaching, Karratha Primary School aims to have high expectations for Aboriginal students, and teach in ways that enable them to better reach their full education potential.







# OUR WORKFORCE

Our school is an inclusive mainstream school with an endorsed Education Support Program for students with additional needs, built on an 'Inclusive School' model. Our teaching staff is diverse, and consists of Graduate to Level 3 Teachers. As an Independent Public School, Karratha Primary School is responsible for the merit selection of all staff members as part of its one line budget.

The 2022 staff of Karratha Primary School can be classified into the following occupation groups:

- Executive: Principal and Deputy Principals;
- Teaching Staff: Level 3 Teachers, Senior Teachers, Classroom Teachers (including Graduate Teachers) and Specialist Teachers;
- Education Assistants: both Mainstream EAs, Special Needs EAs) and Aboriginal and Islander Education Officers;
- School Support Staff: Manager Corporate Services, School Officers, Library Officer and School Psychologist;
- Contract Cleaners; and a
- Contract Gardener.

We also have Dental Clinic staff on site.

All teaching staff meet the professional requirements to teach in Western Australian public schools, and can be found on the public register of teachers of the Teacher Registration Board of Western Australia. Most Education Assistants are qualified with a Certificate 3 or 4.



## EXECUTIVE TEAM

Principal	1
Deputy Principals	3
<b>TOTAL</b>	<b>4</b>

## TEACHING STAFF

Level 3 Teachers	3
Other Teachers	17
<b>TOTAL</b>	<b>20</b>

## ALLIED PROFESSIONALS

School Support Staff	5
Education Assistants	18
<b>TOTAL</b>	<b>23</b>

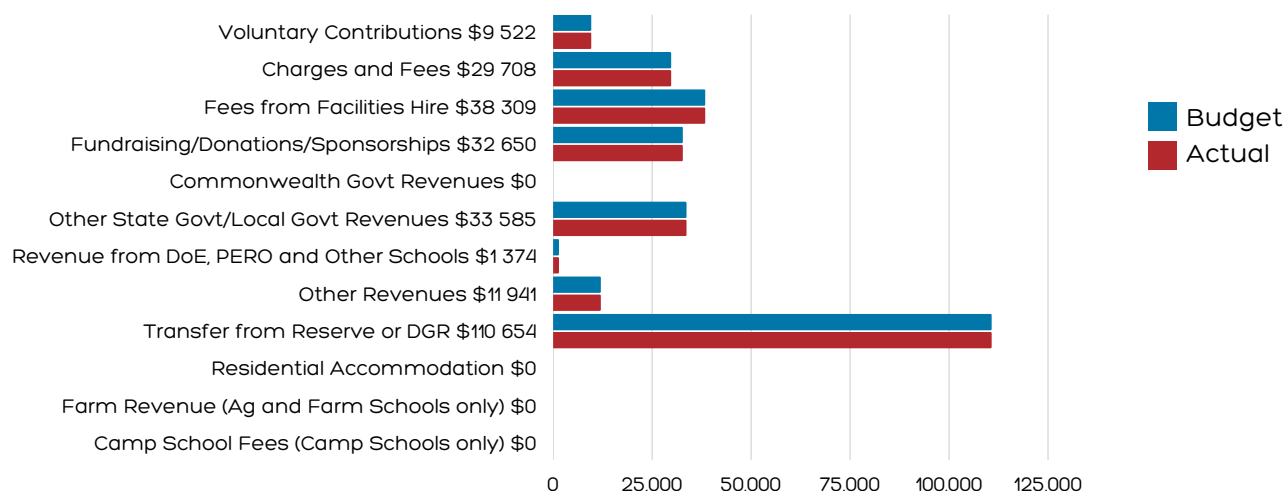
**STAFF MEMBER TOTAL 46**



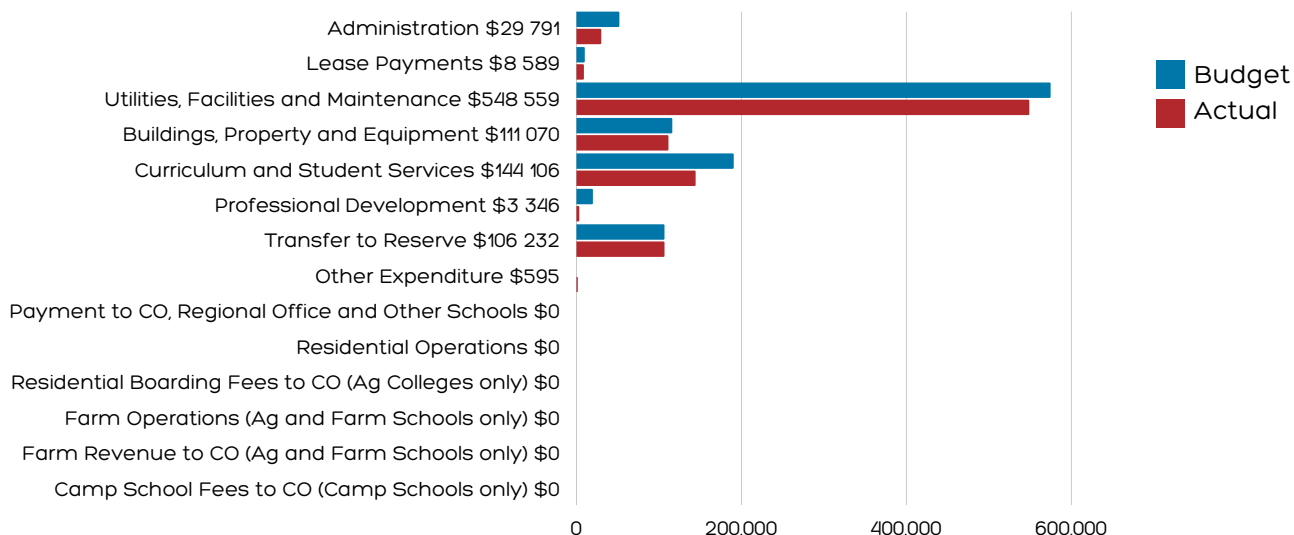


# 2022 BUDGET

## LOCALLY GENERATED REVENUE



## GOODS & SERVICES EXPENDITURE



## VOLUNTARY CONTRIBUTIONS & CHARGES

Collection statistics for School charges and Contributions reveals the following receivables data:

83.80% of Kindergarten contributions collected,  
92.11% - of Pre-Primary contributions collected,  
63.92% - of Year 1 to 6 contributions collected.

Total bad debts written off for the year: \$470

Total assets/resources written off for the year:  
\$0

Financial Summary as at 31 December 2022.

## CASH POSITION

Made up of:

General Fund Balance \$148,256.54

Deductible Gift Funds \$- (NA)

Trust Funds \$- (NA)

Asset Replacement Reserves \$252,974.35

Suspense Accounts \$330.00

Cash Advances \$- (NA)

Tax Position (\$1,003.00)

**Total Bank Balance \$400,557.89**

