*Image 1 Country Week Basketball and Netball Teams*

# Annual Report 2023

CORRIGIN
DISTRICT HIGH SCHOOL

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*Image 2 Students enjoying new equipment purchased by the P&C.*

## Overview

***Context***

Corrigin District High School (DHS), situated on Noongar Boodja, has been at the heart of the local community since we opened in 1915. We became an Independent Public School in 2010, which allowed us to set an improvement agenda specific to our students, families and community context. Students are taught in traditional classrooms all equipped with technologies including BenQ interactive panels, laptops and iPads. Pre-primary and Kindergarten students enjoy their own outdoor nature play area, whilst older students have access to basketball and netball courts, yarning circle, grassed oval, sand pit and climbing equipment.

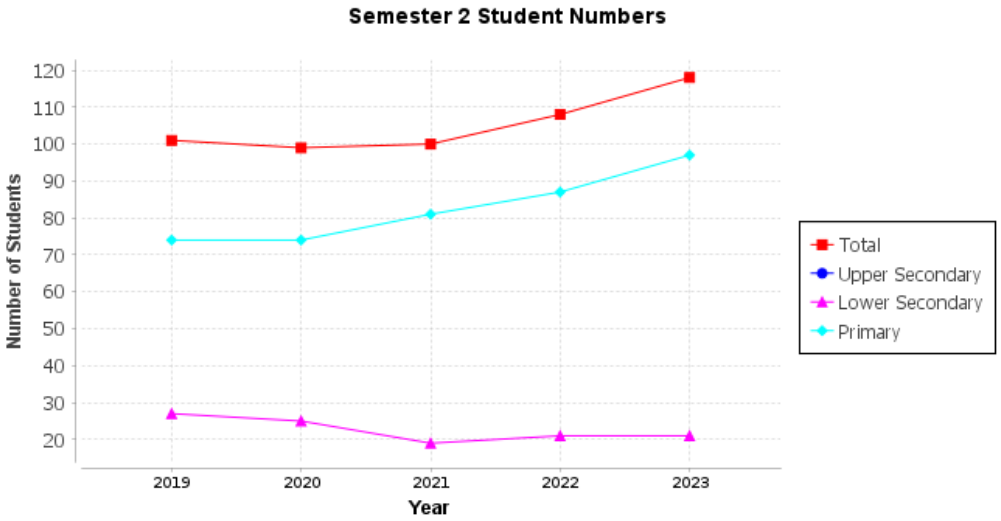
At Corrigin DHS we believe that social and emotional competence and student engagement are essential to our success. We actively build relationships to ensure we understand the aspirations our families have for their children. We acknowledge that educating a child is a journey shared with the community, family and most importantly, the students themselves. We aim to build a school culture where students are safe yet challenged, brave yet caring, independent yet collaborative and practical yet creative.

Collectively, we value consistent practice for every child, in every class, every day. To achieve this, we are working towards a whole school instructional model, and lesson delivery which uses evidence-based programs that we know will have the greatest impact on student achievement and progress. We collaborate to develop clear learning sequences that ensure that we meet curriculum requirements. Students are encouraged to think critically and develop problem solving skills through key learning areas and to develop personal interests and talents through extra-curricular opportunities. We benefit from a proactive P&C and effective School Board, as well as well-established community partnerships that give our students opportunities for real-life experience through Workplace Learning for Year 9 and 10.

We believe that creating a school that is inclusive, informed, invested and inspired, while also targeting growth in three priority areas—wellbeing, literacy, and numeracy—are crucial to the success of every student.

***Student Numbers***

In 2023 Corrigin DHS experienced a slight increase in enrolments, with a total of 125 students enrolled at Semester 1 Census and 127 in Semester 2. It was extremely difficult to recruit staff to maintain our existing structure so in 2023, we reduced to 4 classes in Kindergarten to Year 6 and 3 teachers in the Secondary school. Our classes included Kindergarten/Pre-Primary, Year 1/2, Year 3/4, Year 5/6, Year 7/8 and Year 9/10. Whilst we continue to see growth in Primary enrolments, Secondary enrolments have been stable for a number of years. The Semester 2 student numbers over the past five years are shown in the graph and table below. It is important to note that this graph and table includes only full-time students, so the Kindergarten students are not included in totals.




| Semester 2 | 2019 | 2020 | 2021 | 2022 | 2023 |
|---|---|---|---|---|---|
| Primary (Excluding Kin) | 74 | 74 | 81 | 87 | 97 |
| Lower Secondary | 27 | 25 | 19 | 21 | 21 |
| Upper Secondary | | | | | |
| Total | 101 | 99 | 100 | 108 | 118 |

*Workforce Composition*

Staff at Corrigin DHS are committed to optimising student learning. Through regular collaboration, staff work together to provide quality curriculum and assessment for our students. The school provides specialist staff to deliver programs in Japanese Languages, Noongar Languages, Health and Physical Education, Music and Science, and Secondary students enjoy specialist woodwork through the Schools of Isolated and Distance Education (SIDE).

In 2023, Corrigin DHS was impacted by state-wide staff shortages and operated with minimal teacher staffing. This was made possible thanks to very capable relief staff, increased staffing of Education Assistants and the adoption of SIDE in Science, for the majority of the year for students in Years 7-10. With both the substantive Principal and Deputy Principal on leave, these roles were filled in a fixed-term capacity by Mrs Shannon Hardingham and Mrs Jo Courboules respectively.

*Image 3 National Simultaneous Story Time*

***Attendance***

Primary

| | Total | | |
|---|---|---|---|
| | School | Like Schools | WA Public Schools |
| 2021 | 89.2% | 88.8% | 91.0% |
| 2022 | 84.9% | 85.3% | 86.6% |
| 2023 | 84.7% | 88.5% | 88.9% |

Secondary

| | Total | | |
|---|---|---|---|
| | School | Like Schools | WA Public Schools |
| 2021 | 89.2% | 83.1% | 84.4% |
| 2022 | 79.5% | 81.6% | 80.4% |
| 2023 | 78.2% | 82.2% | 82.5% |

The 2023 school year saw attendance rates remain at a concerning low. Whilst like schools and WA public schools experienced marginal gains in primary and secondary attendance rates following the brunt of the COVID pandemics, this did not occur at Corrigin DHS. It is important to note that the incidence of school refusal is increasing and subsequently resulted in critically low attendance for several students. This can skew overall data, particularly in the secondary cohort, where numbers are low.

Worth noting, is the number of students who were 'regular' attendees in 2023. 'Regular attendance' means the student is in attendance for 90% of school days and attendance rates in this category are critical to the effective delivery of curriculum content. Through 2023 we made significant gains in the number of primary students attending regularly; however, our secondary cohort continues to be characterised by a majority of students being 'at-risk' for attendance (below 90%).

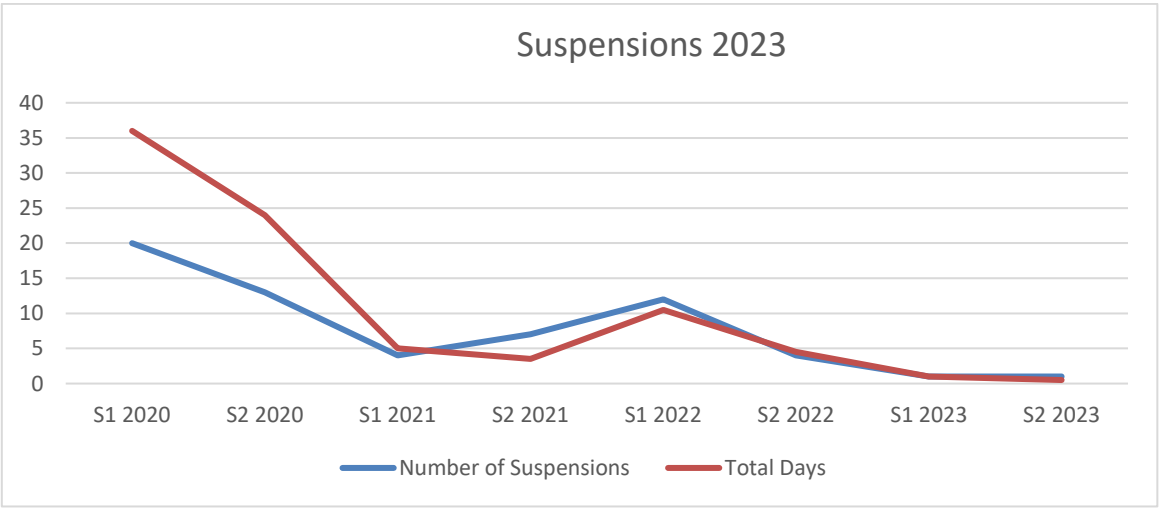
| | Regular Attendees 2020 | Regular Attendees 2022 | Regular Attendees 2023 |
|---|---|---|---|
| Primary | 68% | 32% | 43% |
| Secondary | 54% | 27% | 24% |

*Image 4 Briq Motion Incursion, Narrogin Ag Excursion, Book Week Parade*

*Image 5 Students enjoying a dancing lesson on the basketball court.*

***Suspensions***

In 2023 we saw another drop in both the total number of suspensions issued and the total number of days students were absent due to suspensions. Acknowledging that over time, changes in enrolment can impact these figures, it should be noted that a reduction in suspensions aligns with the changing culture across the school as we continue to build relationships, resilience and mutual respect.

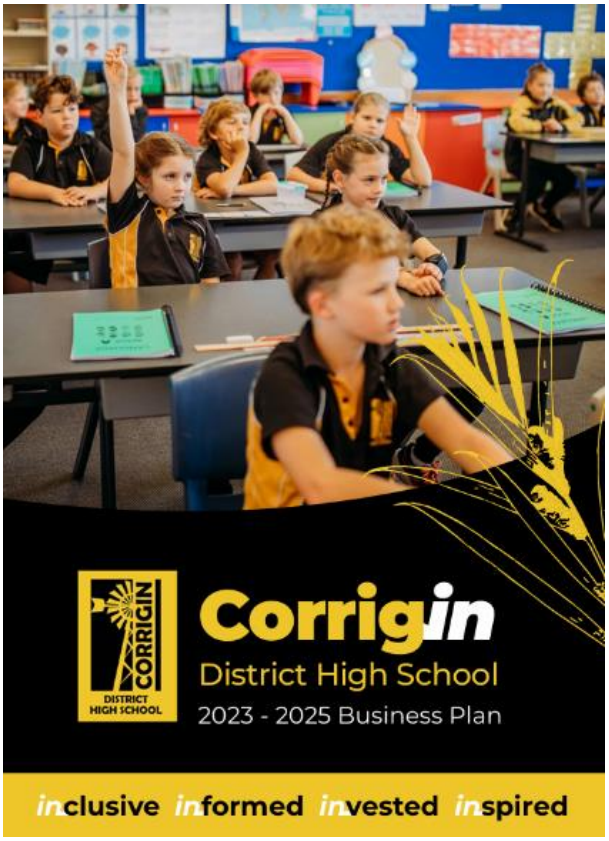



***Post-School Destination***

At the end of 2023 we retained 55% of our Year 6 graduates, with 6 students transitioning through to our High School. There continues to be a large proportion of families selecting a private school pathway for their children, but we are working to strengthen our middle school opportunities (Years 7 and 8), to ensure we present a competitive option for those families who prefer not to send their children to boarding school.

With a large Year 10 cohort in 2023, a lot of work was done in pathway planning to allow students to pursue work, training and educational opportunities. We were proud to see 4 students successfully apply to Narrogin and Cunderdin Agricultural Colleges for Year 11 and a number of other students secure fulltime work into the future.

## Business Plan and Public School Review




This year, we worked from the top-down to build a culture of communication, collaboration and care, and to have a school environment where students can feel safe and valued, where their voice is heard. This is also true for our staff. We collaborated with staff and students, to set a strong, authentic strategic direction for the school, whilst also acknowledging that taking the steps to create sustainable change takes time.

In early 2023 the Principal and Deputy attended a series of 'Leading School Improvement' workshops and over the course of Semester 1, used this experience to work collaboratively with staff in the development of the 2023-2025 Business Plan. It was agreed that our vision was for Corrigin students to build on the unique strengths of our local community to be resilient, independent, compassionate and adaptable, in order to succeed as a local, regional and global citizen. Together, we committed to being inclusive, informed, invested and inspired and at the heart of our improvement agenda we set targets which focus strongly on Literacy, Numeracy and Wellbeing.

In Term 4, Corrigin DHS also completed a one-year follow up review to address three domains – Relationships and Partnerships, Learning Environment and Student Achievement and Progress. The subsequent feedback was very positive (see left and below).

*'I am also aware that this sense of unity is enabling staff to focus on the development and implementation of consistent, school-wide approaches.'*
*Melesha Sands Deputy DG*

Department of Education

Your ref:
Our ref: D23/1738940
Enquiries

Shannon Hardingham
Principal
Corrigin District High School
53 Lynch Street
CORRIGIN WA 6375

Dear Shannon

I refer to the one year follow up review for the relationships and partnerships, learning environment and student achievement and progress domains following Corrigin District High School's Public School Review in Term 4, 2022.

I am advised that Gary Crocetta, Director, Public School Review and Barbara Garner, Principal, Dowerin District High School, met with you, your deputy principal and members of staff, to consider the extent to which the school has made sufficient and sustainable progress against the report's recommendations for the domains listed above.

The advice received confirms the school has demonstrated sufficient and sustainable progress towards meeting the Standard in relation to the recommendations in each domain.

I have been informed of the significant and successful work undertaken by the leadership team to strengthen the school's reputation within the community through building professional relationships based on trust and a common moral purpose. I am also aware that this sense of unity is enabling staff to focus on the development and implementation of consistent school-wide approaches.

Corrigin District High School is to be congratulated for its professional commitment by first, noting the areas for improvement and second, implementing strategies that have resulted in the improvements desired.

You will receive formal notification of your school's next Public School Review, inclusive of all domains, in the 2 terms leading up to your review. This notification will be provided in 2025.

I wish you and the staff continued success in your endeavours to provide high quality education for your students.

Yours sincerely

Melesha Sands
**Deputy Director General, Schools**
08 NOV 2023

cc. Raechelle Lee, Executive Director, Strategy and Policy
Doug Cook, Director of Education, Wheatbelt Education Region
Chair, School Board, Corrigin District High School

151 Royal Street, East Perth WA 6004 | 9264 4111 education.wa.edu.au

## Student Achievement and Progress

### *NAPLAN*

For 2023, there were a number of significant changes to the NAPLAN assessments. Together with all schools across Australia, we moved to an earlier test window in March, and the results were reported using a new proficiency standard. The proficiency standards include:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

As most NAPLAN tests are now adaptive, which means that each test presents questions that may be more or less difficult depending on a student's prior responses, NAPLAN measurement scales have changed, and our 2023 data cannot be directly compared with previous performance. We must also acknowledge the small cohorts in secondary classes. Due to our small Year 7 and 9 cohorts in 2023, care must be taken when interpreting the associated data.

Our current Business Plan Target states that *by 2025, the total percentage of students at or above standard (developing, strong and exceeding bands) for Year 3, 5, 7 and 9 will be equivalent to or better than like schools across all NAPLAN assessments.* Our progress toward this target is highlighted below with items on track to meet the target marked ☑and items of concern marked ☒. As indicated below, our most concerning domain assessed in March was Spelling; however, this was already being addressed through the introduction of new spelling and phonics planning and programs.

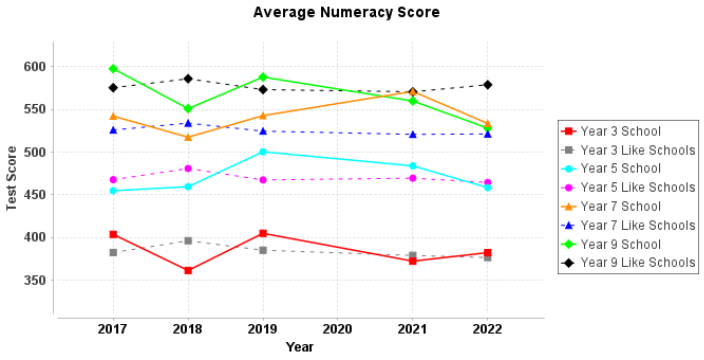
*2023 Numeracy*

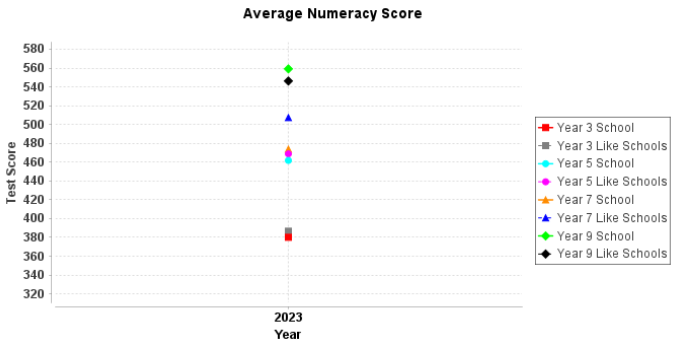
☑ 93% of Year 3 students at Corrigin DHS achieved results at or above the expected standard which was higher than like schools (86%).

☑ 86% of Year 5 students at Corrigin DHS achieved results at or above the expected standard, which was similar to like schools (87%).

☒ 50% of Year 7 students at Corrigin DHS achieved results at or above the expected standard, whereas like schools were significantly higher (85%).

☑ 100% of Year 9 students achieved results at or above the expected standard, which was better than like schools (89%).



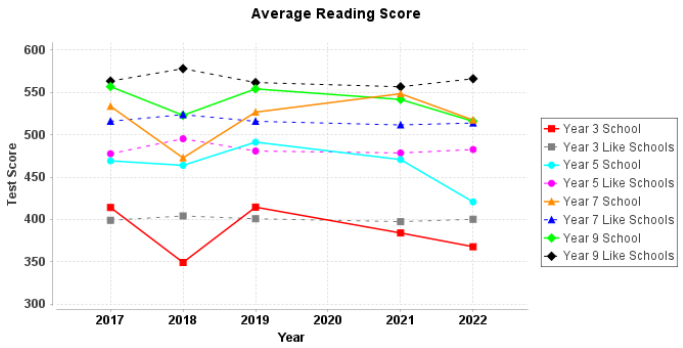
*2023 Reading*

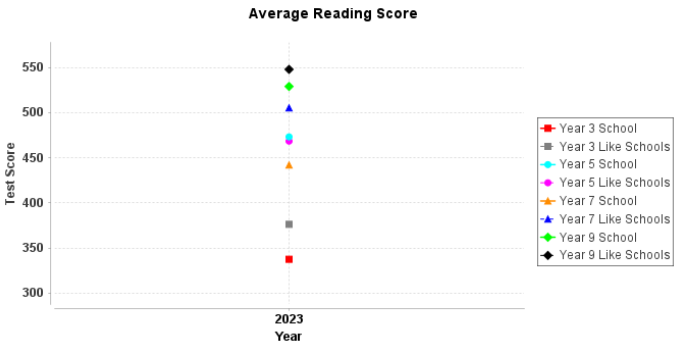
☒ 74% of Year 3 students at Corrigin DHS achieved results at or above the expected standard, which was less than like schools (83%).

☑ 87% of Year 5 students at Corrigin DHS achieved results at or above the expected standard, which was equal to like schools (87%).

☒ 33% of Year 7 students at Corrigin DHS achieved results at or above the expected standard, whereas like schools were lower (91%).

☑ 100% of Year 9 students achieved results at or above the expected standard, which was better than like schools (88%).



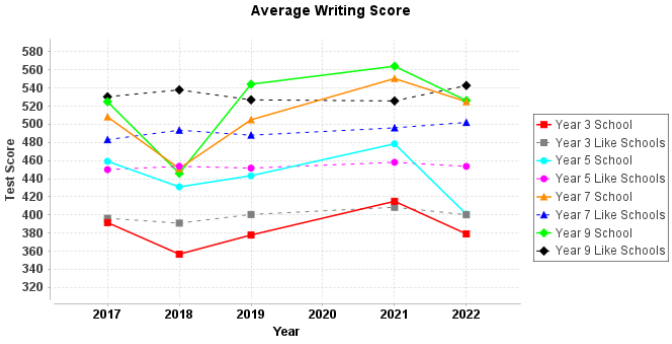

*2023 Writing*

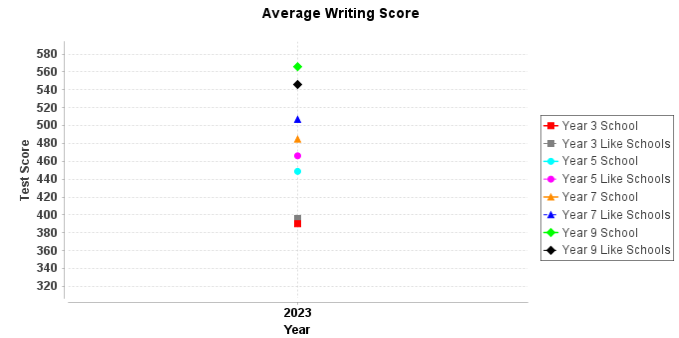
☑ 93% of Year 3 students at Corrigin DHS achieved results at or above the expected standard, which was above like schools (90%).

☒ 80% of Year 5 students at Corrigin DHS achieved results at or above the expected standard, which was less than like schools (88%).

☒ 67% of Year 7 students at Corrigin DHS achieved results at or above the expected standard, which was lower than like schools (84%).

☑ 100% of Year 9 students achieved results at or above the expected standard, which more than like schools (87%).



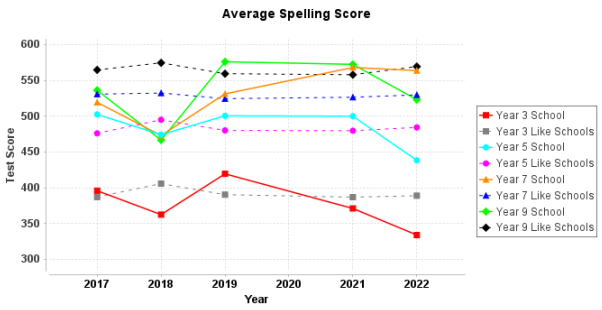

*2023 Spelling*

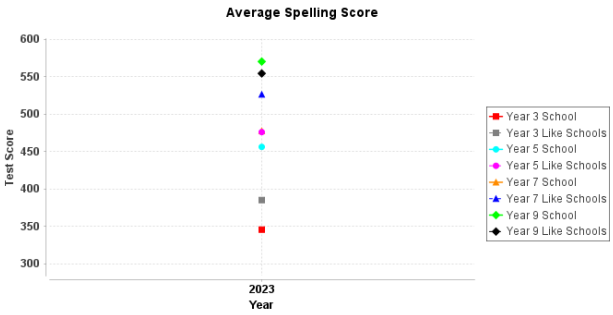
☒ 67% of Year 3 students at Corrigin DHS achieved results at or above the expected standard, which was less than like schools (84%).

☒ 80% of Year 5 students at Corrigin DHS achieved results at or above the expected standard, which was less than like schools (89%).

☒ 67% of Year 7 students at Corrigin DHS achieved results at or above the expected standard, whereas like schools were higher (90%).

☑ 100% of Year 9 students achieved results at or above the expected standard, which was higher than like schools (89%).



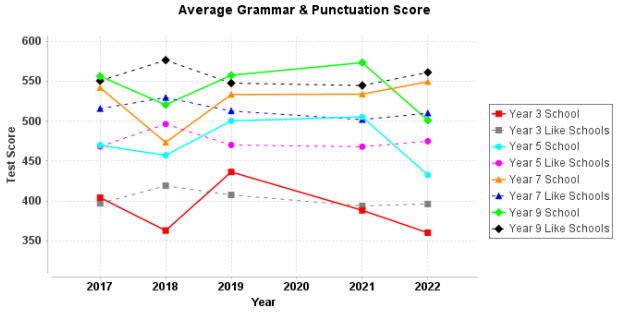

*2023 Grammar and Punctuation*

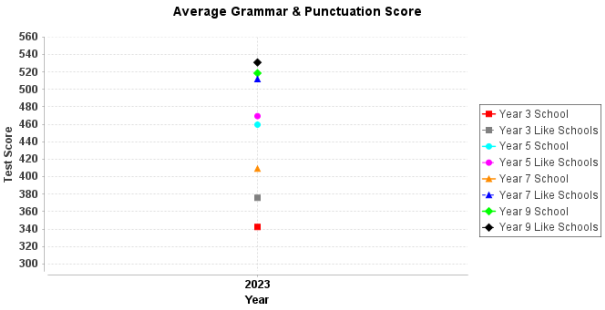
☒ 60% of Year 3 students at Corrigin DHS achieved results at or above the expected standard, which was less than like schools (77%).

☑ 80% of Year 5 students at Corrigin DHS achieved results at or above the expected standard, which was similar to like schools (84%).

☒ 50% of Year 7 students at Corrigin DHS achieved results at or above the expected standard, whereas like schools were higher (83%).

☑ 100% of Year 9 students achieved results at or above the expected standard, which was significantly higher than like schools (83%).




***Progressive Achievement Tests (PAT)***

Another new Business Plan target relates to student achievement and states that *every student in Year 2-10 will achieve year on year progress in Progressive Achievement Tests (Reading and Mathematics) in Term 4 of 2023, 2024 and 2025.*

For students with longitudinal data, 2023 achievement against this target is summarised below as a percentage of the cohort. The total number of students whose results did not meet this target are Reading – 9 students and Mathematics – 19 students.

| | Percentage of students who achieved year-on-year progress (2022-2023) | |
|---|---|---|
| | Reading | Mathematics |
| Year 2 | ☑ 100% | ☒ 73% |
| Year 3 | ☑ 100% | ☒ 73% |
| Year 4 | ☑ 100% | ☒ 91% |
| Year 5 | ☒ 80% | ☒ 73% |
| Year 6 | ☒ 70% | ☒ 91% |
| Year 7 | ☒ 75% | ☒ 75% |
| Year 8 | ☑ 100% | ☑ 100% |
| Year 9 | ☑ 100% | ☒ 50% |
| Year 10 | ☒ 71% | ☒ 33% |

*Image 6 K/PP Assembly*

## Highlights - Programs and Initiatives

***PLD Literacy***

2022 NAPLAN and PAT data indicated deficits in literacy which urgently needed to be addressed. As staff workshopped the Department of Education's phonics initiative late in 2022, it became apparent that phonics was an essential place to start. As a staff, we selected PLD Literacy as our key program as it was recommended by the Department of Education, some staff had used it previously and it was the most cost effective in purchasing resources and training all teachers and EAs. By the end of Term 1, all Pre-primary to Year 6 teachers were trained, had access to new resources and had adopted PLD across all classes. In Term 2, Education Assistants received training in order to better support classroom teachers and students.

***MultiLit Intervention Programs – MiniLit and MacqLit***

Analysis of our 2022 PAT data indicated significant gaps that needed bridging in reading. We sought agreement across the staff for the need for intervention, and it was unanimous that we needed an explicit, evidence-based program that was proven to rapidly improve reading. We proceeded to train three staff in the MiniLit and MacqLit programs and purchased three kits and a range of other support materials. This was a considerable investment but was validated when the initial assessment showed that a significant proportion of our Year 1-6 students were below the 25th percentile in reading. These programs, and additional daily reinforced reading, were delivered to 31 students over a 6-month period and both data and anecdotes from staff and parents indicate considerable growth for a majority of the participants.

***The Resilience Project (TRP)***

Many of our students had endured one of the biggest psychological impacts of their lifetime as a result of Covid-19 and we had seen a significant upsurge of student mental health and resilience issues. Also, our students' capacity to deal with adversity has been diminished further by the Corrigin fires in 2022. After initial research and subsequent consultation with schools already implementing TRP, a decision was made by staff to adopt it across the school. TRP is comprehensive, evidence-based and minimises additional workload for our teaching staff. Further, it had been independently evaluated by both The University of Adelaide and The University of Melbourne who noted improvements in confidence and self-esteem, improved knowledge, ability to express emotions at school and at home, more supportive classroom environments and a significant increase in daily practice of gratitude strategies. The program was also supported financially with a $5,000 donation from the Edna Stevenson Trust.

*Image 7 Swimming Carnival*

***Elastik***

In 2023, we continued into our second year of a 3-Year network supported trial of the Elastik assessment platform. Using formative and summative assessments in English, Maths and Science Elastik provides assessment data analysis and actionable insights to support student learning. Throughout the year, staff undertook training in the foundations of Elastik. We also began using Elastik to store school-based assessment data in English and Mathematics, and trialled the Writemark system, a writing assessment platform which uses artificial intelligence to mark a student's writing in real-time.

*Image 8 Staff vs Students Dodgeball*

***Green Team***

The Green Team was ably led by Miss La Grange, and they continued their work to reduce, reuse and recycle across the school. As they explored sustainability initiatives in our broader community, the Green Team ran a 'Containers for Change' fundraiser and subsequently visited the container depot to learn about the process of how we recycle plastic and glass in Corrigin. They learnt about different types of plastic and the use of recycled glass bottles in bitumen roads. There was a focus on safety in the workplace such as protective clothing including gloves, eyeglasses, closed in boots, earmuffs if needed and high visibility clothing. The money raised will be used for future Green Team initiatives.

***Team Teach***

To ensure a trauma-informed approach to understanding behaviour, and identifying risk behaviours and responding to distressed individuals, all staff participated in Team Teach training. The training explored practical strategies to nurture positive behaviour environments, develop proactive responses, reduce conflict and crisis, and build and restore positive relationships. The training focused on reducing risk and restraint and minimising restrictive practices while supporting distressed students.

***Middle School Initiatives***

It is a priority for our school to recognise and promote our Middle School year groups as unique (Year 6-8). The transition from primary to secondary school can be daunting; however, we aim to minimise this and promote a connection between the two. In 2023 we introduced a number of key initiatives to support our Middle School:

- ☒ Student Council 'girl chat' with our Year 10 leaders providing advice and supporting our Year 5/6 girls to navigate the coming years.
- ☒ Room 5 was set up for our Year 6 to 10 students as a lunchroom, so they have a space to make and prepare their lunch. The school purchased a microwave, toasted sandwich maker and kettle for students to reheat or toast their lunch and students were responsible for keeping the area clean.
- ☒ Service Hours Record for Years 6 to 10, to record any volunteer job that students do within our school and community. Our aim was for students to complete 10 hours per semester, and those that did so were invited to a special 'thank you' morning tea.

***Breakfast Club***

In 2023, Breakfast Club continued to grow in popularity across the student body and was a key tool in supporting families experiencing financial hardship due to cost of living increases. Breakfast Club provided our students with the opportunity to eat a wholesome, nutritious breakfast on a daily basis. Having breakfast has been shown to have a positive impact on factors such as physical and mental health, social skills, concentration, behaviour, attendance and academic outcomes. The food was primarily donated by

Foodbank but as this initiative grew in popularity, we also received donations from the local supermarket, P&C, staff and families wishing to support a good cause.

***Bush Rangers***

In March 2023 the Bush Rangers program celebrated its 25th anniversary at the Annual Conference for the leaders and instructors at Bush Ranger and River Ranger units. This is an alternative cadet program to the armed services. The Bushrangers WA program is a state youth-based nature conservation and community development program.

Throughout 2023 the Bush Rangers conducted a range of activities including developing a Code of Conduct, cleaned up at the cemetery for Clean Up Australia with Tidy Town members, completed a First Aid course, viewed camera files for animals/feral animals captured by fixed cameras, practised drill, participated in the school Anzac Day Service, participated in and presented at a committee style meeting and attended a camp at Narembeen.

The instructors also attended a 2-day conference in Perth and on Penguin Island. Further, our Bush Rangers teacher, Mrs Jackie Jones, received a Cadets Service Award to recognise her care and dedication in supporting Corrigin students to engage in Bush Rangers activities over the last 16 years.

*Image 9 Bruce Rock Engineering Excursion*

*Image 10 Community Service Award Recipients*

*Image 11 Reconciliation Week*

*Image 12 Visit from Mayumi (Japanese Teacher)*

## Capital Improvements

Throughout the year, there was a great deal of focus on improving the school buildings and grounds to create a more positive environment to work, learn and play.

### *Re-Lining Classroom Walls*

The carpeted walls throughout the primary school were breaking down and necessitated a significant investment to update them. We worked hard with Department of Finance to arrange for the carpeted walls to be replaced with new, smooth gyprock cladding and repainted.

### *Blinds and Shade Sails*

To support the health and safety of our staff and students, new blinds and playground shade sails were installed at the school's cost. The new blinds serve many important purposes including keeping classes cool, allowing for rooms to be darkened if required for a learning activity and allowing for a safe lockdown in the event it is needed at Corrigin DHS. The shade sails fit with the school colours and meet our obligations in being a SunSmart school.

### *Technology Upgrades - Security System and Internet Access*

The Department of Finance supported replacement of our faulty office alarm, with the entire system and panel being replaced. Further, the school funded replacement of our out-of-date Wireless Access Points (WAPs) and cabling to sure up our internet access for the next decade.

### *Room 11*

We carried out a 'busy bee' to clean the accumulation of outdated resources being stored in Room 11. Working with a range of Departments, we eventually had Room 11 assessed by a structural engineer and found that it was structurally sound, with the issues being mainly cosmetic. Further heritage investigation indicated the building is in excess of 100 years old and as such, it was approved for an application for funding via the next Infrastructure Round. We hope to work on this further into 2024.

### *New Playground and Outdoor Classroom*

The P&C and members of staff were incredibly proud to deliver this huge project to our students. Using the Cropping Funds and a minimal amount of school funding, works throughout the year included:

- Rectification works on the limestone walls and access paths.
- Installation of a substantial steel roof and concrete floor to create an outdoor classroom.

*Image 103 Installation of the P&C Playground*

- Purchase of aluminium furniture for the outdoor classroom.
- Purchase and installation of the new playground, swings and softfall (sand and woodchips).

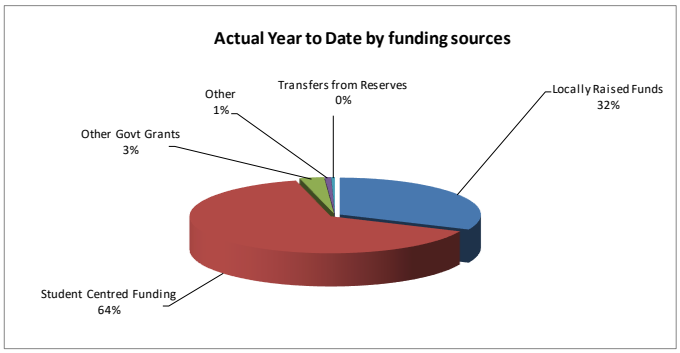
### *New Nature Play*

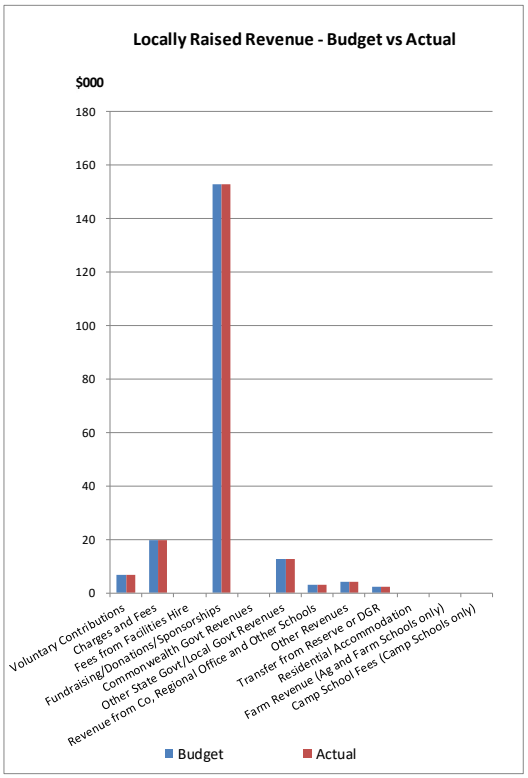
The garden area adjacent to the school offices was flagged for redevelopment due to the unmanageable state of the shrubs. Acknowledging the importance of student agency, the Year 3/4 Class were tasked with the job of redesigning the space to inspire play and adventure. In small groups, students came up with their own plans and budgeted, then as a class voted on their favourite ideas. The designers presented 2 options to their younger peers in Year 1/2 who helped select the final design.

## Financial Summary

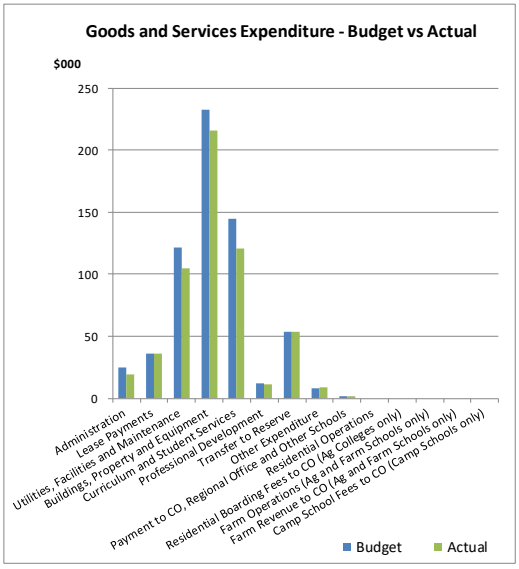
**Corrigin District High School**
**Financial Summary as at**
**31-December-2023**

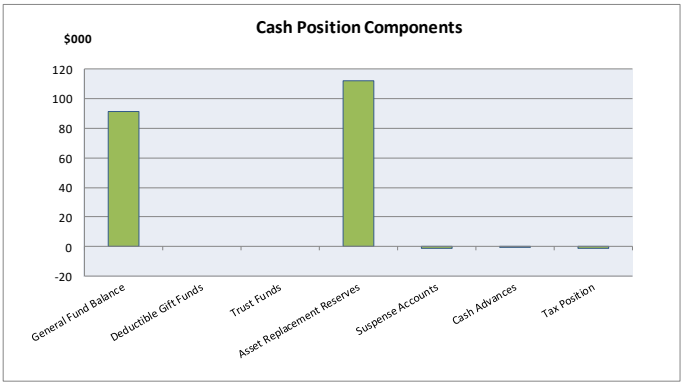
| | Revenue - Cash & Salary Allocation | Budget | Actual |
|---|---|---|---|
| 1 | Voluntary Contributions | $ 6,854.20 | $ 6,855.00 |
| 2 | Charges and Fees | $ 19,651.00 | $ 19,767.76 |
| 3 | Fees from Facilities Hire | $ - | $ - |
| 4 | Fundraising/Donations/Sponsorships | $ 152,699.00 | $ 152,913.33 |
| 5 | Commonwealth Govt Revenues | $ - | $ - |
| 6 | Other State Govt/Local Govt Revenues | $ 12,800.00 | $ 12,800.00 |
| 7 | Revenue from Co, Regional Office and Other Schools | $ 3,126.57 | $ 3,126.17 |
| 8 | Other Revenues | $ 4,160.43 | $ 4,161.12 |
| 9 | Transfer from Reserve or DGR | $ 2,335.00 | $ 2,335.00 |
| 10 | Residential Accommodation | $ - | $ - |
| 11 | Farm Revenue (Ag and Farm Schools only) | $ - | $ - |
| 12 | Camp School Fees (Camp Schools only) | $ - | $ - |
| | **Total Locally Raised Funds** | $ 201,626.20 | $ 201,958.38 |
| | **Opening Balance** | $ 97,260.50 | $ 97,260.50 |
| | **Student Centred Funding** | $ 365,021.21 | $ 365,021.09 |
| | **Total Cash Funds Available** | **$ 663,907.91** | **$ 664,239.97** |
| | **Total Salary Allocation** | $ - | $ - |
| | **Total Funds Available** | **$ 663,907.91** | **$ 664,239.97** |




| | Expenditure - Cash and Salary | Budget | Actual |
|---|---|---|---|
| 1 | Administration | $ 24,606.78 | $ 19,314.72 |
| 2 | Lease Payments | $ 36,100.00 | $ 36,301.40 |
| 3 | Utilities, Facilities and Maintenance | $ 121,577.00 | $ 104,807.11 |
| 4 | Buildings, Property and Equipment | $ 232,167.37 | $ 216,006.94 |
| 5 | Curriculum and Student Services | $ 144,439.61 | $ 121,065.25 |
| 6 | Professional Development | $ 12,000.00 | $ 11,604.64 |
| 7 | Transfer to Reserve | $ 53,683.00 | $ 53,683.00 |
| 8 | Other Expenditure | $ 7,694.00 | $ 9,017.55 |
| 9 | Payment to CO, Regional Office and Other Schools | $ 1,438.57 | $ 1,438.43 |
| 10 | Residential Operations | $ - | $ - |
| 11 | Residential Boarding Fees to CO (Ag Colleges only) | $ - | $ - |
| 12 | Farm Operations (Ag and Farm Schools only) | $ - | $ - |
| 13 | Farm Revenue to CO (Ag and Farm Schools only) | $ - | $ - |
| 14 | Camp School Fees to CO (Camp Schools only) | $ - | $ - |
| | | | |
| | **Total Goods and Services Expenditure** | **$ 633,706.33** | **$ 573,239.04** |
| | **Total Forecast Salary Expenditure** | $ - | $ - |
| | **Total Expenditure** | **$ 633,706.33** | **$ 573,239.04** |
| | **Cash Budget Variance** | **$ 30,201.58** | |




| | Cash Position Components | |
|---|---|---|
| | **Bank Balance** | **$ 200,367.25** |
| | Made up of: | |
| 1 | General Fund Balance | $ 91,000.93 |
| 2 | Deductible Gift Funds | $ - |
| 3 | Trust Funds | $ - |
| 4 | Asset Replacement Reserves | $ 111,847.32 |
| 5 | Suspense Accounts | $ (955.00) |
| 6 | Cash Advances | $ (400.00) |
| 7 | Tax Position | $ (1,126.00) |
| | **Total Bank Balance** | **$ 200,367.25** |

*For further information please contact the school on 9063 4400 or email corrigin.dhs@education.wa.edu.au*