



**HYDEN PRIMARY SCHOOL**



**2022**

**ANNUAL REPORT**

To foster an inclusive, safe and secure learning environment where our students are empowered to become lifelong, cooperative and inquisitive learners.

# Welcome to Hyden Primary School

## *Acknowledgement of Country*

Hyden Primary School acknowledges the traditional owners of this land and pays our respect to past, present and emerging elders. It is a privilege to meet, live and learn on Ballardong Boodja.

## *From the Principal*

I am privileged to acknowledge the 2022 school year by delivering our Annual Report. I sincerely believe that, as a school, we are better together. That the people in this community come together day in and day out to enhance our student's education and collaborate to achieve our school's strategic vision. So to everyone involved, thank you for your partnership in our work.

To the students of Hyden Primary School. Thank you for the magic and fun you brought us in 2022! You are the most important stakeholders in our school. You have inspired us, challenged yourself in your individual learning and strived to be the best version of yourself.

I am so proud and honoured to celebrate our Hyden Primary School team. I have the privilege of working with the best educators in the world. The drive, passion and determination, underpinned by skill, knowledge and empathy, have seen teaching and learning progress and achievement rise in 2022.

We thank both Rachael Hendry and Angie Burns for their commitments to our school in their support roles. Angie, in particular, has served as our talented gardener for just under 30 years. In 2022, we formally welcomed Michael Ward to the Aboriginal Islander Education Officer role. He has brought so much joy to our school and engagement with our culturally responsive journey. Next year we are excited to welcome Chrissie Nicholl to our team as a middle years teacher. We congratulate Amanda on her permanent appointment as gardener. And we are excited to welcome Felicity Ward to the newly appointed chaplain role, which will be an instrumental support to our student's social and emotional learning.

I want to acknowledge the strength of our School Board in 2022 to Sarah, Steph, Steve, Brett, Donna, Melinda, Lauren and our incredible Board Chair, Cheryl; thank you. As a Board, we established high levels of mutual respect and trust and have created a space to challenge the governance status quo.

To Shannae our P&C president, and the entire P&C behind her, your commitment to our school is enormous. At every turn, you advocate for us, funnel resourcing to support student outcomes and get your hands dirty to ensure we maximise our learning environment for our students.

*Ashleigh Dixon - Principal*

# Our School

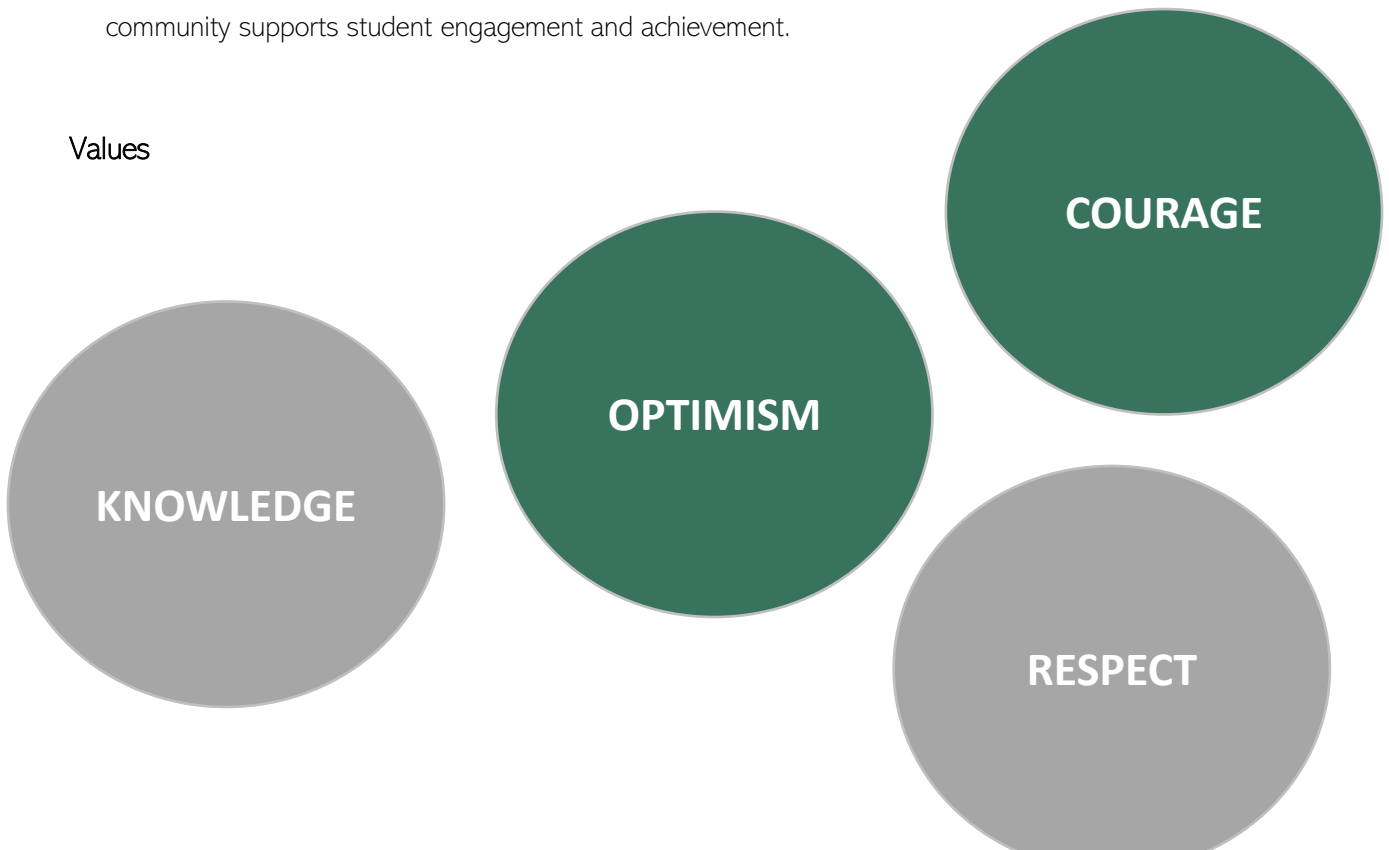
## Our Vision

To foster an inclusive, safe and secure learning environment where our students are empowered to become lifelong, cooperative and inquisitive learners.

## Shared Beliefs

- Positive teacher-student relationships, high expectations and excellent classroom practice are essential for student success.
- Every child has the right to a safe and inclusive learning environment regardless of socio-economic status, cultural diversity, physical, intellectual or emotional development.
- Our focus is on developing the whole child – socially, emotionally, academically, creatively and physically.
- All children, given the appropriate assistance and encouragement, can fulfil their potential in all areas of the curriculum.
- Learning programs need to acknowledge and build on where students are at with their learning, to be culturally and developmentally appropriate and have real-life application.
- A culture of active and open communication between staff, students, parents, and the broader community supports student engagement and achievement.

## Values





# School Overview

## About Hyden Primary School

Hyden Primary School is situated on Ballardong Boodja. The school was established in 1934 and sits at the heart of our proud town, Hyden. Our school is adaptable in a changing world, and we are readily adopting and embracing new, innovative and exciting technologies in order to meet the evolving needs of our students. At the heart of our school's strategic direction is our belief in developing the whole child and the importance of strong relationships between students, staff, parents and the wider community. We endeavour to develop a seamless relationship with our community and for our students to achieve personal excellence in all facets of their education. We aim to ensure that all children leave Hyden Primary School with the confidence to contribute positively to society.



# School Characteristics

## Index of Community Socio-Economic Advantage (ICSEA)

Hyden Primary School has an ICSEA of 1013. The average ICSEA across Australia is 1000.

## Like Schools

When “like school” comparisons are referred to in this report, they are made with schools with a similar ICSEA. Like school comparisons include the following schools:

School	Region	ICSEA Value
Newdegate Primary School	Wheatbelt	1012
Falcon Primary School	South Metro	1010
Condingup Primary School	Goldfields	1011
Dampier Primary School	Pilbara	1010

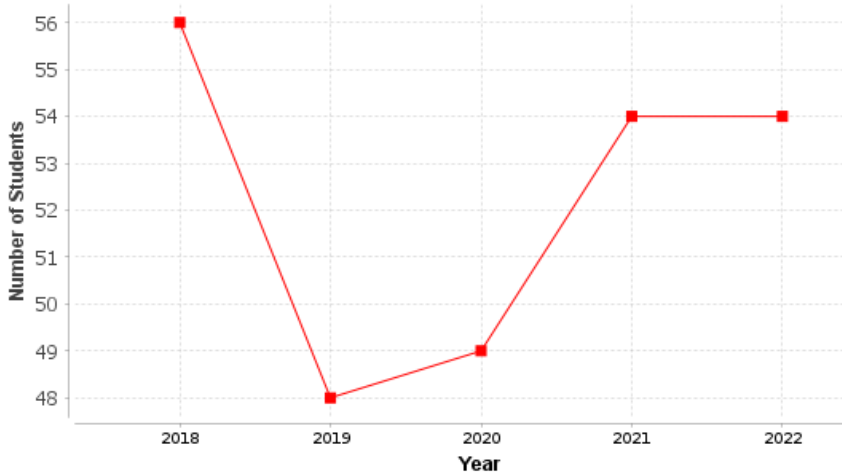
## Network Schools

Hyden Primary School is situated in the Wheatbelt Education Region. The school is a member of the Lakes Network, which comprises of the following geographically close schools:

- Babakin Primary School,
- Corrigin District High School,
- Hyden Primary School,
- Kondinin Primary School,
- Kukerin Primary School,
- Kulin District High School,
- Lake Grace District High School,
- Narembeen District High School,
- Newdegate District High School and
- Pingrup Primary School.

# Student Numbers and Characteristics

Semester 2 Student Numbers



Enrolment Overview

2022 Student Numbers

Kindy	PP	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
10	6	8	8	5	13	6	8

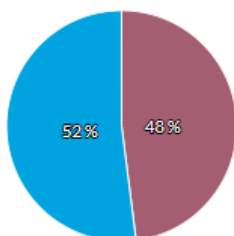
Students at Hyden Primary School are drawn from extensive geographical locations due to neighbouring schools closing over time. Our school bus service is integral in ensuring enrolments are maintained, and students are well supported in coming to school. Hyden Primary School demonstrates stable cohorts across the school with a small number of transient families who contribute to our community throughout seeding and harvest periods. Moving forward, Hyden Primary School has consistent projected enrolments.

## Characteristic Overview

### Students

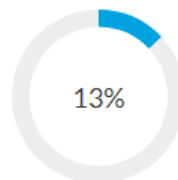
Total enrolments: 64

- Boys 33
- Girls 31



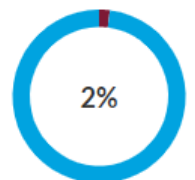
Full-time equivalent enrolments: 60.0

Indigenous students



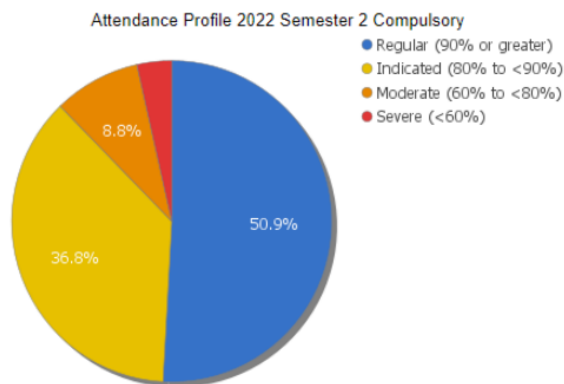
Language background other than English

- Yes (2%)
- No (98%)
- Not stated (0%)



# Attendance and Engagement

*At Hyden Primary School we know and understand our context and the significant factors underlying student attendance. We are committed to creating contextually appropriate, community-led, differentiated attendance plans to support our families and reduce these barriers.*



	Attendance Rate	
	School	WA Public Schools
2020	88.3%	91.9%
2021	85.6%	91.0%
2022	85.7%	86.6%

- In the last 18 months, we have seen an increase in “Unauthorised” absences. These have included unexplained absences (cause not established), unauthorised vacation and unacceptable reasons.
- Hyden Primary School overall attendance is sitting marginally below ‘like’ schools and the WA Public School average, which, given seasonal considerations within a rural context, is acceptable .

In 2022 we incorporated planning for improved student attendance into existing, broader school planning. Hyden Primary School launched a comprehensive Attendance and Engagement overview and plan. This planning included the following:

- Developed targets and aligned strategies for improvement.
- Established shared beliefs on attendance and engagement.
- Development (ongoing) of a culturally responsive approach to attendance and engagement.
- A promote, prevent and respond approach.
- Co-designed roles and responsibilities.
- Clear understanding of where we are at and where we are going aligned with Wheatbelt Education Region planning.
- Classification of attendance professional learning strategies.
- Unexplained absence procedures.
- Parent request for in-term leave processes

# Workforce Composition

Overall, FTE remained stable across 2022 and the data indicates the average FTE within each role. Retention of quality teaching staff is a result of drawing from the local population of Holt Rock, Hyden and Karlgarin and attracting graduates who mutually benefit from the Country Teacher Program. Education Assistant positions continue to be highly sought after.

Building leadership capacity within the school was highly successful in 2022 and will remain a priority moving forward.

Data drawn from the average FTE across Semester 1 and Semester 2, 2022.

Administration Staff	No	FTE
Principals	1	1.0
<b>Total Administration Staff</b>	<b>1</b>	<b>1.0</b>

Teaching Staff	No	FTE
Other Teaching Staff	5	4.0
<b>Total Teaching Staff</b>	<b>5</b>	<b>4.0</b>

Allied Professionals	No	FTE
Clerical / Administrative	2	0.8
Gardening / Maintenance	1	0.5
Other Allied Professionals	4	2.5
<b>Total Allied Professionals</b>	<b>7</b>	<b>3.8</b>
<b>Total</b>	<b>14</b>	<b>8.8</b>

## K – 12 Pathways

	Destination Schools	Total
4083	Kulin District High School	1
1107	Aquinas College	1
1074	Guildford Grammar School	1
1008	Santa Maria College	2
4090	Narembeen District High School	1
1154	Wesley College	1
1431	Great Southern Grammar	1



# Student Progress and Achievement 2022

At Hyden Primary School, we promote a culture of data informed practice where staff use quality, targeted data to inform decisions about curriculum and instruction. We believe in using data to guide whole school improvement and identify priority areas.

## **Cohort and Individual**

Smaller cohort sizes put the school at an advantage, that being teachers intricately understanding the learning needs, progress and targets of every child every day. Our teachers understand their cohort of learners and develop effective learning programs for the whole group and individual learners. As a school, we take on a targeted approach to differentiated teaching with the aim of lifting the performance of all students, particularly those who requiring additional support and those ahead of year-level expectations. Teachers at our school use data drawn from a variety of sources to inform the planning of steps in the learning process.

## **Large-scale Assessments**

Standardised assessments, such as the National Assessment Program – Literacy and Numeracy (NAPLAN), provide a broader context for our school to analyse what we know about our learners against state and national outcomes. Schools use NAPLAN to improve practices and review and enhance programs within our school and network. Smaller cohort sizes and student transience at Hyden Primary School impact how we interpret, analyse and action longitudinal data and we ensure whole-school assessments (such as PAT testing) support us in triangulating and validating data from class assessments and teacher observations. Through our 2022 NAPLAN analysis and triangulating data within our whole-school data collection process, we collectively identified Reading and Spelling to continue to be priorities in 2023.

# Student Progress and Achievement 2022

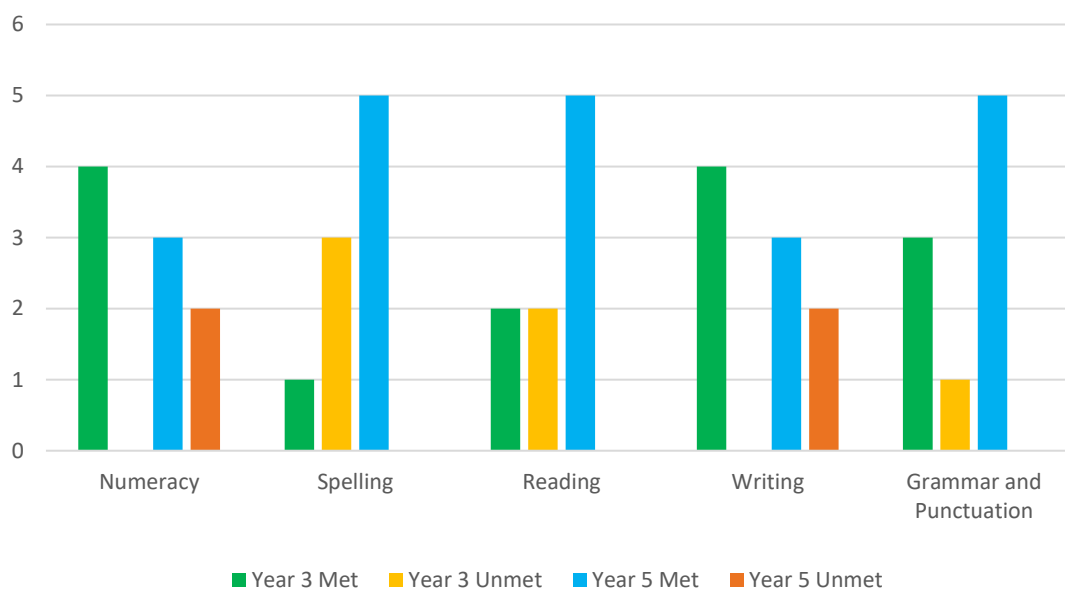
## Individual Targets as set by HPS

Target:

By the end of 2022, all students identified in operational planning will achieve their targets for NAPLAN:

- Reading
- Writing
- Spelling
- Grammar and Punctuation
- Numeracy

NAPLAN 2022 Individual Target Achievement



# Student Progress and Achievement 2022

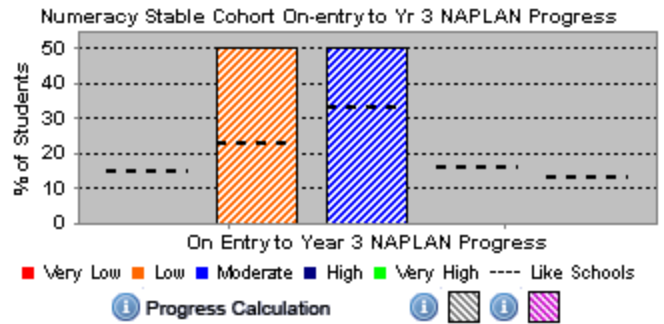
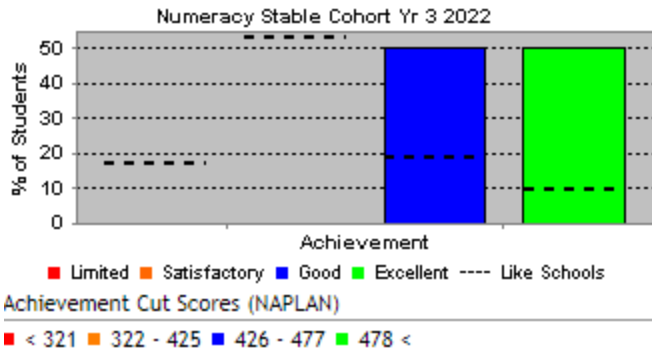
## Numeracy

Target: By the end of 2022, all students identified in operational planning will achieve their targets for NAPLAN:

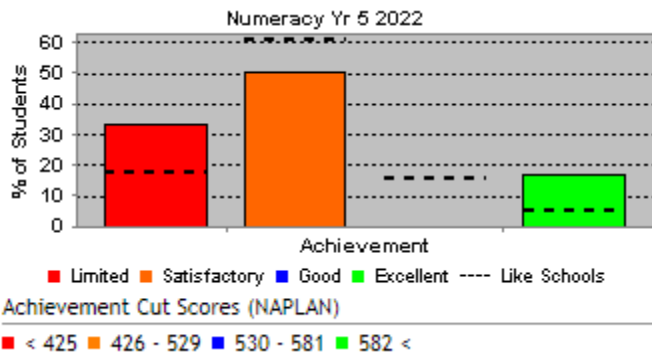
- Numeracy

By the end of 2022, all students identified in 2022, operational planning will achieve their targets for PAT Testing:

- Maths

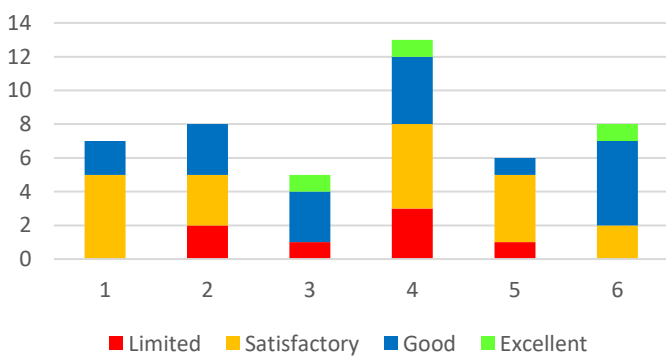


This graph indicates that our stable cohort Year 3 students have achieved good or excellent achievement in Numeracy. Despite this, 50% made low progress in relation to On-Entry data and 50% moderate progress. In 2023, we would like to see more students gaining high or very high progress.

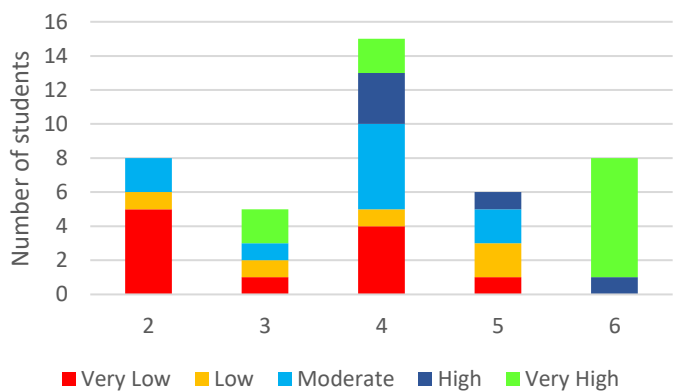


This graph indicates that 34% students achieved limited, 50% satisfactory and 16% excellent. Unfortunately, this cohort did not sit NAPLAN in 2021 as Year 3s due to COVID so there is no progress data. This can be seen however in our PAT Data.

### 2022 PAT MATHS ACHIEVEMENT



### 2022 PAT MATHS PROGRESS

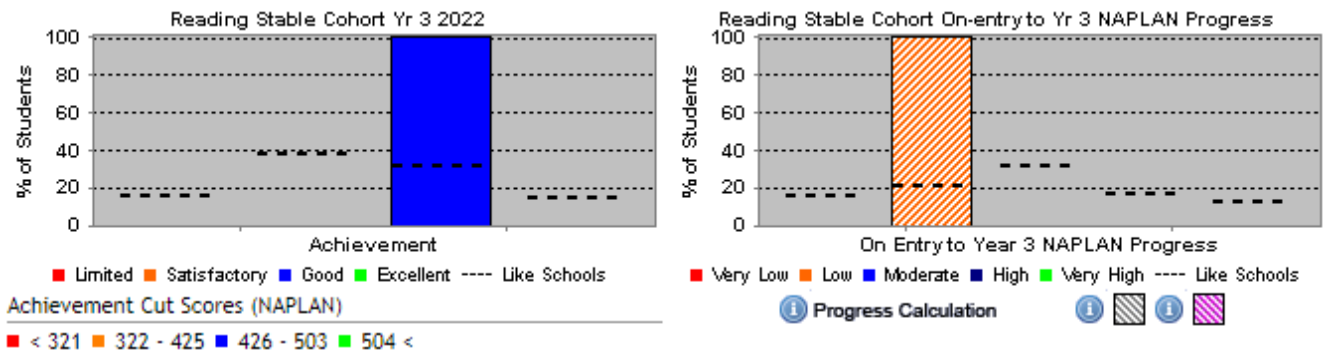


It was noted that 45% students achieved Good or Excellent achievement in PAT Maths and 34% students achieved high or very high progress. The Year 6 cohort had 100% students with high or very high progress. Consistent, whole-school Mathematics teaching has been identified as a focus area for Hyden Primary School in 2023.

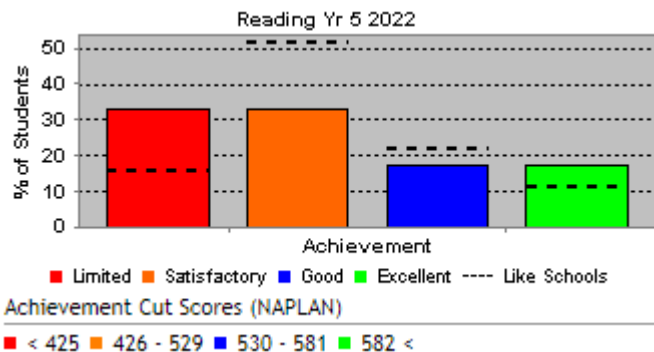
# Student Progress and Achievement 2022

## Reading

- Target:  
By the end of 2022, all students identified in operational planning will achieve their targets for NAPLAN:
- Reading
  - By the end of 2022, all students identified in 2022, operational planning will achieve their targets for PAT Testing:



This graph indicates that our stable cohort Year 3 students have good achievement in Reading. Despite this, all students made low progress in relation to On-Entry. As a result of this, Reading was a focus area for Semester 2 and PAT Data indicates this made an improvement.



This graph indicates that 33% of our Year 5 students achieved Good or Excellent results.



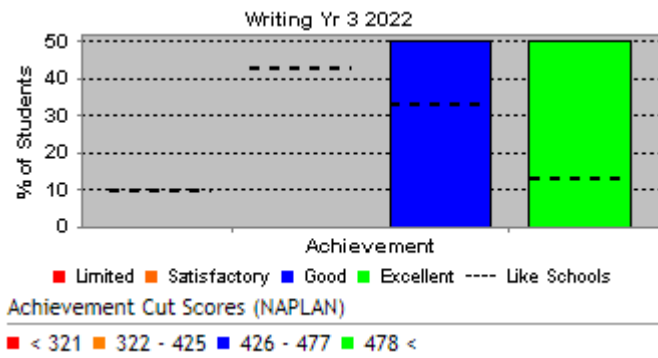
With a focus placed on Reading in Semester 2, we achieved moderate to very high progress in 42% of students from Years 2-6. It was noted that 90% of the students who achieved low or very low progress achieved a good or excellent achievement. These students have been identified as focus students for 2023 extension and enrichment.

# Student Progress and Achievement 2022

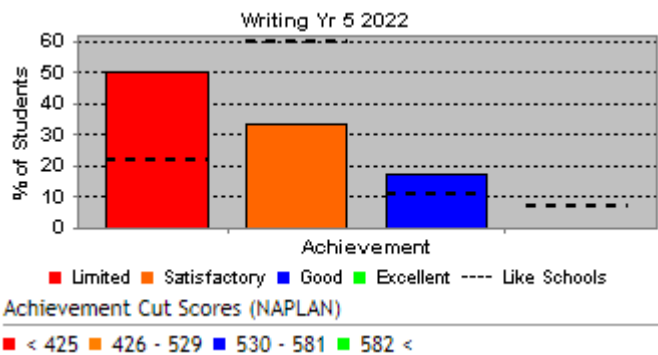
## Writing

Target:

- By the end of 2022, all students identified in operational planning will achieve their targets for NAPLAN:
  - Writing



Writing continues to be a strength for our school as indicated by 100% of Year 3 students achieving Good or Excellent in NAPLAN.



This graph indicates that 50% of Year 5 students achieved a Satisfactory or Good achievement. It is worth noting that 50% of this cohort are on an Individual Education Plan for writing.



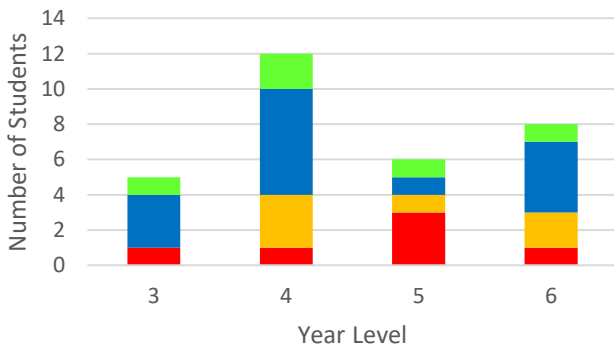
# Student Progress and Achievement 2022

## Vocabulary

Target:

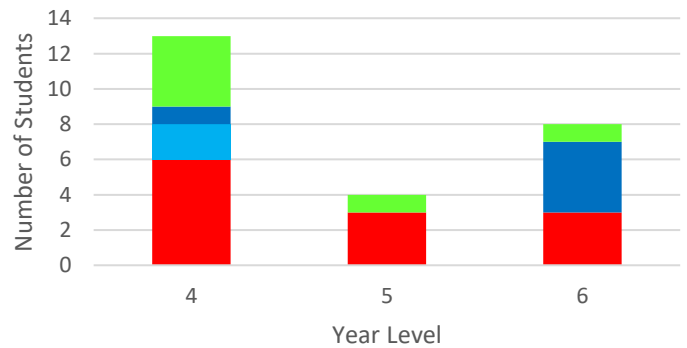
- By the end of 2022, all students identified in 2022, operational planning will achieve their targets for PAT Testing:
  - Vocabulary

2022 PAT VOCAB ACHIEVEMENT



■ Limited 
 ■ Satisfactory 
 ■ Good 
 ■ Excellent

2022 PAT VOCAB PROGRESS



■ Very Low 
 ■ Low 
 ■ Moderate 
 ■ High 
 ■ Very High

This graph shows that 61% of our students are achieving Good or Excellent results in Vocabulary. Despite this we still have 39% students making very low progress. This indicates that with a greater focus placed on the teaching of Vocabulary we should see an increase in those students achieving Excellent results.

# Student Progress and Achievement

Throughout 2022 we have worked on reviewing our processes on what continual Whole School Self-Assessment looks like at Hyden Primary School. Using a variety of self-assessment processes and tools we led the co-design of the Hyden Primary School Business Plan 2023 – 2025.

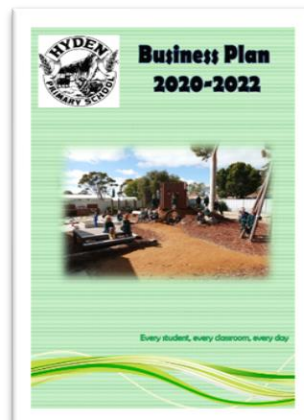
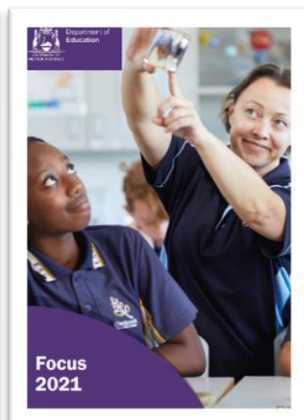
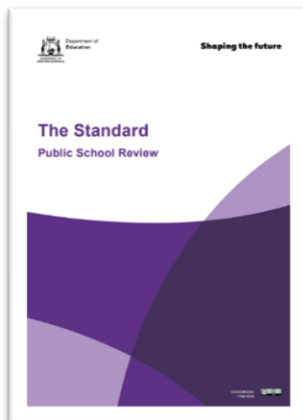
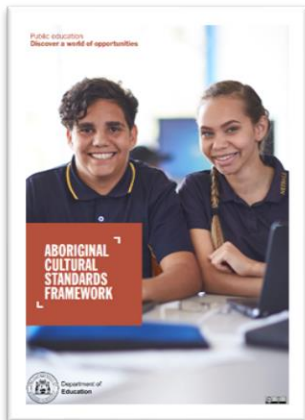


**FOCUS AREA 1:** Provide every student with a pathway to a successful future

**FOCUS AREA 2:** Strengthen support for teaching and learning excellence in every classroom.

**FOCUS AREA 3:** Build the capability of our principals, our teachers and our allied professionals.

**FOCUS AREA 4:** Partner with families, communities and agencies to support the engagement of every student.



# Business Plan Reporting: *Student Achievement and Progress*

What we will do	Achievements 2022
Cater for the academic needs of all students, no matter what their starting point is within their year level.	<ul style="list-style-type: none"> <li>Individual tracking spreadsheet for student data.</li> <li>Implementation of Best Performance along with professional learning for curriculum leaders.</li> <li>Professional learning delivered (through student service) on teaching adjustments.</li> <li>Targeted plans for students requiring enrichment and remediation.</li> <li>Professional learning delivered in differentiation (high impact teaching strategy).</li> </ul>
Implement a process of disciplined dialogue to review whole school teaching practices to inform future planning and individual student intervention.	<ul style="list-style-type: none"> <li>Ongoing and embedded analysis of data using a DARTS approach (Data, Analysis, Reflection, Targets, Strategies).</li> <li>Ongoing processes for the moderation of teacher judgements.</li> </ul>

# Business Plan Reporting: *Teaching Quality*

What we will do	Achievements 2022
Embed consistent whole-school teaching practices, using clear accountability and performance processes.	<ul style="list-style-type: none"> <li>Significant progress towards a systematic curriculum delivery.</li> <li>Development of co-designed effective pedagogical practices.</li> <li>Staff are upskilled in current research based educational practices.</li> <li>Development of HPS whole school Instructional Model.</li> <li>Non-negotiables established in writing, reading and spelling.</li> <li>Quality teaching strategy known, understood and gradually released into planning (for example – within Instructional Model)</li> </ul>
Focus on teacher expertise through a collaborative and supportive working environment involving all staff.	<ul style="list-style-type: none"> <li>A culture established that promotes learning.</li> <li>Collaborative DOTT opportunities.</li> <li>Ongoing feedback of professional learning presented back to staff.</li> </ul>
Develop teacher quality through a performance management cycle.	<ul style="list-style-type: none"> <li>Clear performance development methods established: Classroom observation, classroom walkthrough, fishing trip.</li> <li>Middle leadership develop within this space.</li> </ul>
All staff will use the Plan, Act, Assess cycle to inform their teaching.	<ul style="list-style-type: none"> <li>Teachers use the WA curriculum and judging standards to plan, assess and report on student achievement highly proficient.</li> </ul>

# Business Plan Reporting: *Learning Environment*

What we will do	Achievements 2022
Continue to implement programs and strategies that support positive behaviour and social emotional wellbeing, including Positive Behaviour Support.	<ul style="list-style-type: none"> <li>The Behaviour Policy reviewed.</li> <li>Consistency in procedures improved inclusive of a restorative approach.</li> <li>Further investigation into social and emotional well-being.</li> </ul>
Recognise, respect and respond to identity and cultural background, celebrating difference and diversity.	<ul style="list-style-type: none"> <li>Relationships and foundation established to begin Reconciliation Action Plan in a co-design model with AIEO and Aboriginal voice.</li> <li>Appointment of an AIEO.</li> </ul>
Implement relevant and engaging learning with a focus on Science Technology Engineering Mathematics. (STEM)	<ul style="list-style-type: none"> <li>STEM is a system priority and will have a clear direction forward in our new Business Plan cycle. In 2021/2022, it was established that priority needed to be given to improving English and Mathematics.</li> </ul>
Redesign physical spaces to engage and promote learning and social opportunities.	<ul style="list-style-type: none"> <li>Completion of Nature Play, purchase of new furniture, improvements to STEM space, improvements in teaching storage, Room 5 redeveloped into functional space, completion of mural, school fencing installed, new signage and funding gained to contribute to extensive painting.</li> </ul>
Raise awareness of our attendance expectations.	<ul style="list-style-type: none"> <li>Made great progress with the aim of a long term change in mindset.</li> <li>Attendance and Engagement Plan launched.</li> </ul>
Ensure Early Childhood remains a high priority area in our school.	<ul style="list-style-type: none"> <li>NQS framework adhered to and reflected on with a more robust collection of data gathered in 2022.</li> </ul>

# Business Plan Reporting: *Leadership*

What we will do	Achievements 2022
School leadership drives a focus on high expectations of individual student achievement.	<ul style="list-style-type: none"> <li>Relational trust and psychological safety has been embedded in the Hyden Primary School culture and strengthened throughout 2022.</li> </ul>
Staff experience and expertise developed and utilised to best support students.	<ul style="list-style-type: none"> <li>Curriculum leaders were key contributors to the school leadership team in 2022.</li> <li>Challenging roles and responsibilities were developed to leverage and grow their talents.</li> <li>Middle leaders have formed connections with state-wide services.</li> </ul>
Arrange leadership training for the principal, Manager Corporate Services and any aspirant leaders within the school.	<ul style="list-style-type: none"> <li>Principal completed Newly Appointed Principal.</li> <li>MCS and School Officer have attended professional learning aligned with roles.</li> <li>Staff upskilled in Future Leaders Framework steps.</li> <li>Staff upskilled and reflect on DoE Leadership Attributes.</li> </ul>

# Business Plan Reporting:

## *Relationships and Partnerships*

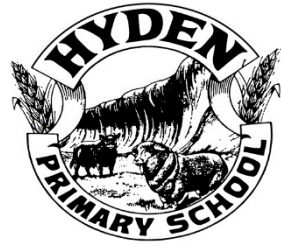
What we will do	Achievements 2022
Draw on community expertise to enhance the range and delivery of learning experiences.	<ul style="list-style-type: none"> <li>Local sporting clubs expertise utilised to support the student's sporting skills.</li> <li>Community members invited to assist in the implementation of whole school priorities/programs.</li> </ul>
Focus on supporting children by working with partner agencies and providers.	<ul style="list-style-type: none"> <li>Communication between relevant agencies improved.</li> <li>Allowance and adjustments made for students and parents to access support during school hours (private and public systems. Improving attendance data.</li> </ul>
Implement and build upon change with: clear direction; open communication; and, fair and measured decisions.	<ul style="list-style-type: none"> <li>Parents informed of the role of the School Board and how they can approach the board with board matters.</li> <li>School Board collectively accessing professional learning.</li> </ul>
Share data and information relating to student and school performance with the School Board and school community	<ul style="list-style-type: none"> <li>Publications in newsletters, open afternoons, school's Annual Report, School Board meetings and information sessions.</li> </ul>

# Business Plan Reporting:

## *Use of Resources*

What we will do	Achievements 2022
Ensure decisions about funding of specific school programs and interventions are evidence-based.	<ul style="list-style-type: none"> <li>Professional learning has consistently aligned with school priorities.</li> <li>Support time allocated to the needs of students.</li> <li>Targeted intervention delivered in spelling and reading through EA support.</li> </ul>
Ensure there is a clear and defensible link between school budgeting and school priorities.	<ul style="list-style-type: none"> <li>Finance committee involved in a consultation process to ensure decisions are aligned with school priorities and operational planning.</li> </ul>
Maintain a workforce plan that considers existing system parameters for staff appointments and management in small schools.	<ul style="list-style-type: none"> <li>Significant staffing impacts throughout the system in 2022.</li> <li>Successes in building strong middle leadership.</li> </ul>
Provide evidence based professional learning to support teaching and learning excellence.	<ul style="list-style-type: none"> <li>Significant impacts to PL calendar for 2022 (COVID).</li> <li>PL has been identified and aligned with performance management processes, individual leadership roles and school priorities.</li> <li>Middle leaders disseminate PL to staff through meetings and SDD.</li> </ul>
Seek further avenues to support Aboriginal students and families within the school.	<ul style="list-style-type: none"> <li>PL delivered through two-way learning.</li> <li>Relevant agencies and/or people involved in the students' educational, social and emotional well-being.</li> </ul>

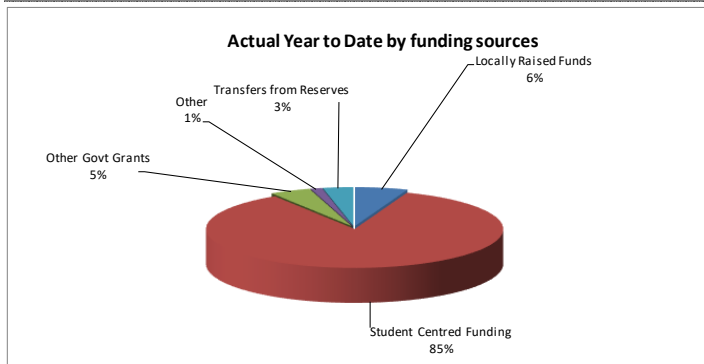
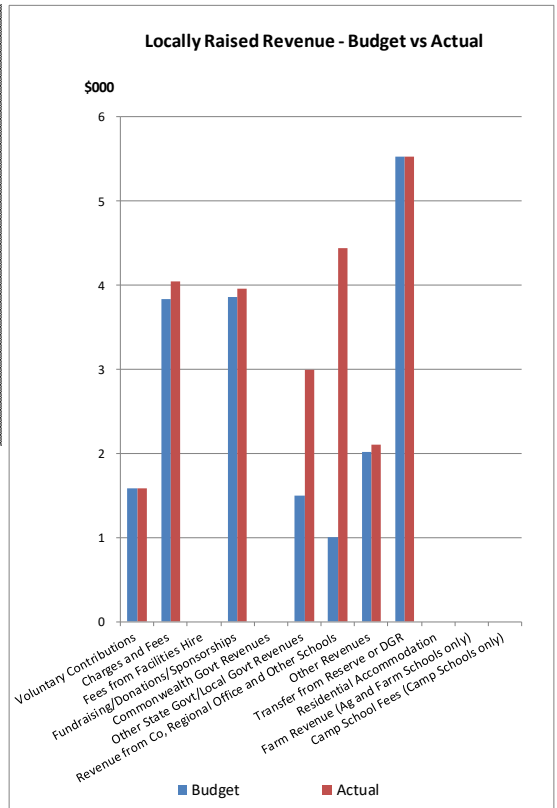




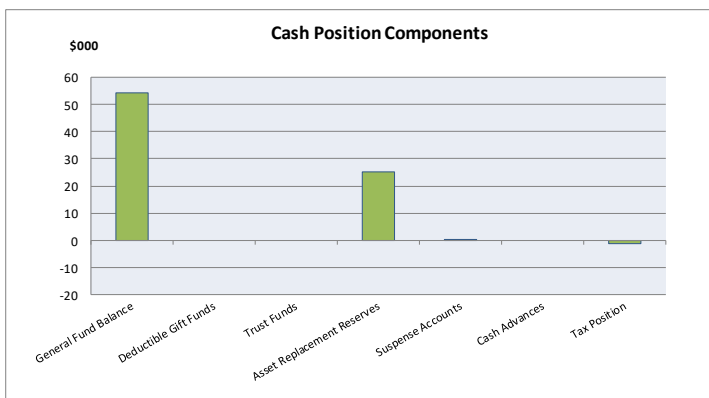
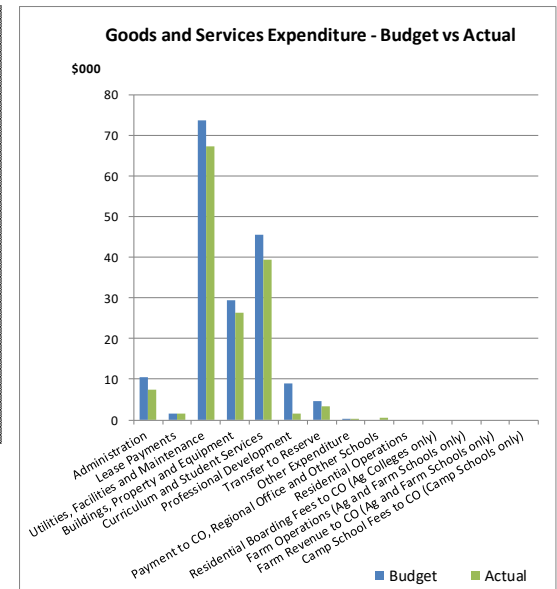
# Financial Summary

Hyden Primary School Financial Summary as at 31 December 2022

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 1,585.00	\$ 1,585.00
2 Charges and Fees	\$ 3,838.00	\$ 4,038.34
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 3,855.00	\$ 3,955.33
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 1,500.00	\$ 3,000.00
7 Revenue from Co, Regional Office and Other Schools	\$ 1,000.00	\$ 4,444.82
8 Other Revenues	\$ 2,022.00	\$ 2,110.15
9 Transfer from Reserve or DGR	\$ 5,530.00	\$ 5,530.00
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>\$ 19,330.00</b>	<b>\$ 24,663.64</b>
<b>Opening Balance</b>	<b>\$ 35,410.00</b>	<b>\$ 35,409.57</b>
<b>Student Centred Funding</b>	<b>\$ 122,057.00</b>	<b>\$ 142,057.22</b>
<b>Total Cash Funds Available</b>	<b>\$ 176,797.00</b>	<b>\$ 202,130.43</b>
<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Funds Available</b>	<b>\$ 176,797.00</b>	<b>\$ 202,130.43</b>



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 10,396.00	\$ 7,566.27
2 Lease Payments	\$ 1,680.00	\$ 1,658.48
3 Utilities, Facilities and Maintenance	\$ 73,557.00	\$ 67,191.53
4 Buildings, Property and Equipment	\$ 29,455.00	\$ 26,340.25
5 Curriculum and Student Services	\$ 45,608.00	\$ 39,463.01
6 Professional Development	\$ 9,000.00	\$ 1,566.82
7 Transfer to Reserve	\$ 4,515.00	\$ 3,235.00
8 Other Expenditure	\$ 371.00	\$ 388.27
9 Payment to CO, Regional Office and Other Schools	\$ -	\$ 500.00
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>\$ 174,582.00</b>	<b>\$ 147,909.63</b>
<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Expenditure</b>	<b>\$ 174,582.00</b>	<b>\$ 147,909.63</b>
<b>Cash Budget Variance</b>	<b>\$ 2,215.00</b>	<b>\$ -</b>



Cash Position Components	
<b>Bank Balance</b>	<b>\$ 78,493.92</b>
Made up of:	
1 General Fund Balance	\$ 54,220.80
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 25,256.12
5 Suspense Accounts	\$ 110.00
6 Cash Advances	\$ -
7 Tax Position	\$ (1,093.00)
<b>Total Bank Balance</b>	<b>\$ 78,493.92</b>