

2022

ANNUAL SCHOOL REPORT



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ANZAC



Harmony Day



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INTRODUCTION

Dear Parents, Carers and School Community

It is with great pleasure that I present the Annual School Report for 2022. Following the retirement of long serving Principal, Sue Knight, I was very pleased to take up the position of Principal in July 2022. Thank you to Mike Bettanay who was in the Principal role for Term 2 while the position was being advertised. The school also farewelled Kathy Larsen who has been the Manager of Corporate Services (MCS) at Leda for well over ten years. Liz Trombola was in the MCS position for Term 2 and then Deb Pettit for the remainder of the year.

The school had also been preparing for a significant reduction in student numbers, due to the opening of a new school in nearby Wellard. Approximately 190 students left Leda PS at the end of 2022 with the majority going to Wellard Village PS. A reduction in student numbers also meant a reduction in staff. This was a difficult time for staff, students and families as they farewelled friends and colleagues.

The Annual report provides an opportunity to reflect, acknowledge and celebrate the achievements of our school over the past year. Throughout 2022 staff worked very closely in implementing a range of programs identified as priority areas outlined in the School Business Plan.

Community partnerships are of great importance in the success of our school. A number of Board and P&C members also left to attend the new school. Many of these families have been part of the Leda PS over many years so it was sad to see them go. I would like to thank and acknowledge both the members of the School Board and the P&C who have maintained their great support to the school community.

Sarah Hill
Principal

SCHOOL CONTEXT

Leda Primary School was established in 1992 and is located in Leda, a suburb of Kwinana, approximately 40 kilometres south of Perth. The school became an Independent Public School (IPS) in 2014, allowing for more autonomy and the establishment of a School Board to represent the community and oversee the Governance of the school.

Our school maintains strong links to Leda Education Support Centre which is situated onsite and caters for students with special needs. The school caters for students from Kindergarten to Year Six. There is a purpose built Early Learning Centre (Kindergarten and Pre-Primary) and playground which includes an interactive nature play concept.

Our school learning environment is guided by the National Quality Standards (NQS) and Positive Behaviour Schools (PBS) programs. Implementation of the Aboriginal Cultural Framework supports us to recognise the fundamental role that education plays in building a society that is 'cohesive and culturally diverse, and that values Australia's Indigenous cultures.' Academic achievement is fostered by a whole school focus on learning priorities, classroom practice and Pastoral care.

Differentiated learning across the curriculum is emphasised and includes specialist teachers in Science, Physical Education, Languages (Italian) and Music. The school's inclusive and safe learning environment focuses on building partnerships and relationships amongst all stakeholders and we value engaging with our families and broader community to build a shared commitment to our students.

Students at Leda Primary School are encouraged and supported to develop confidence in their own abilities and to become creative thinkers and inquiry learners.

OUR VISION

The school vision states, 'We are a collaborative community where all are valued, supported and challenged to achieve success.' Our purpose is to ensure that all students at Leda Primary School develop the understandings, skills and attitudes relevant to individual needs, thereby enabling them to realise their full potential.

P&C ANNUAL REPORT

Leda Schools P&C had a very successful 2022. Both school communities got behind us and supported our events and generous donations and assistance from local businesses which made a huge impact on our fundraising results.

As some of the committee members and their children were leaving at the end of the year, we aimed to make it a fun year and go out with a bang! Notably the colour run was a great success and the highlight of the year. Having the finances available to contribute to the undercover area renovation and the Year 6 Graduation was a goal that we were excited to accomplish. What a fantastic and flashy ceremony and celebration that was!

This is testament to all the families who supported our events by purchasing raffle tickets, stall items, lunch order days etc. Without that income we simply would not have been able to do that. Thank you to Leda Primary and Leda Education Support Centre admin teams for consistently supporting and encouraging us, the teachers and education assistants (especially the colour run slime volunteers) other staff, students and families. Most importantly, I would like to thank all the P&C committee members and volunteers who so generously donated their time and energy. Well done everyone and good luck to Leda Schools P&C in 2023 and the future!

Kristie McGowan
Leda Schools P&C President

SCHOOL BOARD CHAIR

Although 2022 was a year filled with many challenges, the School Board continued to meet twice a term during week 4 and week 8. The Leda Primary School Board comprises of several parent representatives, staff members, community members and the Principal.

Wellard Village Primary School is scheduled to open in 2023. As many of our families live in the catchment area, we had been prepared to lose a number of students. 190 students left Leda PS at the end of 2022 to attend Wellard Village PS.

I would like to take the opportunity to thank the members of the Board for their commitment and service to Leda Primary School, especially outgoing staff members - Gail Hornby, Tracey Williamson, and Kelly Rann and parent member Trys Reddick.

Jayde Cossington
Leda Primary School Board Chair

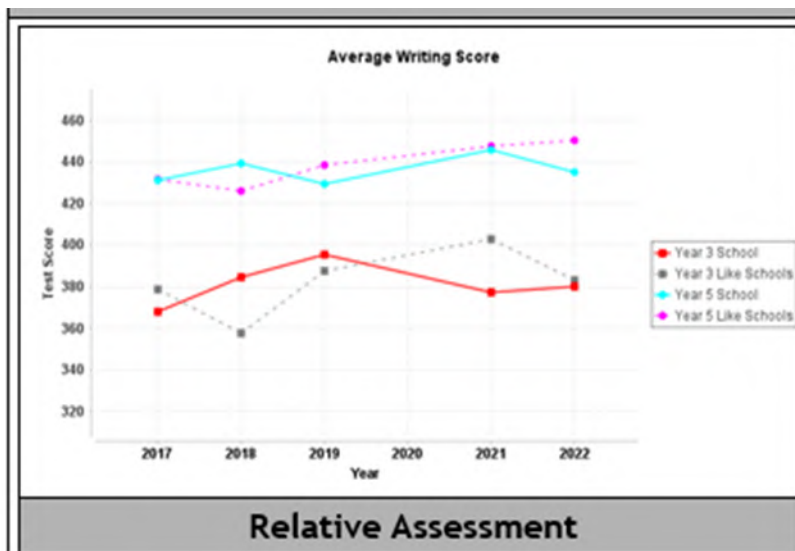
PROGRESS AND ACHIEVEMENT OF BUSINESS PLAN TARGETS

The following table shows a summary of the outcomes of the Business Plan Targets for 2022. Each

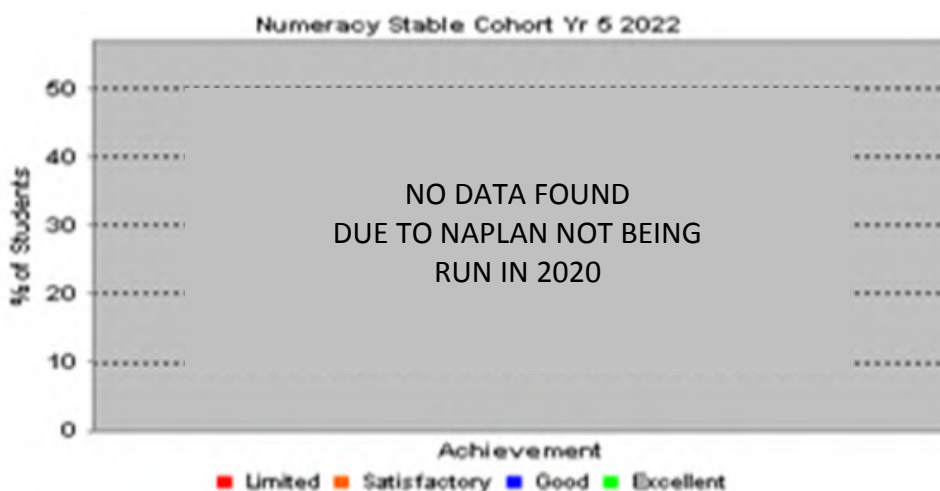
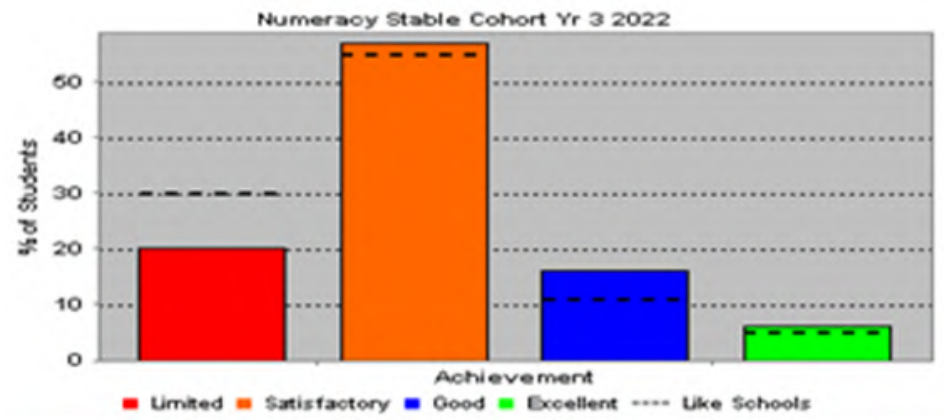
TARGETS	ACHIEVEMENT AND PROGRESS
Successful Students	
Increase annually our Year 3 and 5 students Writing NAPLAN mean to equal like schools by 2023.	Yr 3 – just below Yr 5 - no
Increase annually our Year 3 and 5 students (stable cohort) NAPLAN Mathematics to equal like schools by 2023.	Year 3 - yes Year 5 - No data
Increase annually the percentage of students in the NAPLAN top two proficiency bands in all areas	3 Writing – yes 5 Writing – no 3 Numeracy – yes 5 Numeracy – no 3 Reading – yes 5 Reading – yes 3 Spelling – yes 5 Spelling – no 3 G&P – yes 5 G&P - no
Annually increase the number of students with regular attendance (90%)	Yes, an increase of almost 10% (from 46.4% to 55.3%)
Positive Behaviour Support (PBS) SET analysis shows annual positive progress	Yes

TARGETS

Increase annually our Year 3 and 5 students Writing NAPLAN mean to equal like schools by 2023.



Increase annually our Year 3 and 5 students (stable cohort) NAPLAN Mathematics to equal like schools by 2023.



Increase annually the percentage of students in the NAPLAN top two proficiency bands in all areas.

WRITING

Band	NAPLAN Score Range	Writing							
		Year 3				Year 5			
		2021		2022		2021		2022	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					5%	3%	1%	4%
7	530 - 581					8%	6%	3%	9%
6	478 - 529	9%	12%	8%	9%	31%	25%	25%	26%
5	426 - 477	24%	30%	27%	23%	18%	32%	32%	28%
4	374 - 425	27%	30%	24%	31%	20%	19%	22%	19%
3	322 - 373	17%	15%	18%	16%	18%	14%	18%	14%
2	270 - 321	12%	10%	15%	12%				
1	Up to 269	11%	5%	8%	8%				

Above National Minimum Standard
 At National Minimum Standard
 Below National Minimum Standard

SPELLING

Band	NAPLAN Score Range	Spelling							
		Year 3				Year 5			
		2021		2022		2021		2022	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					11%	9%	6%	10%
7	530 - 581					14%	19%	11%	17%
6	478 - 529	15%	18%	26%	15%	22%	21%	25%	27%
5	426 - 477	15%	19%	15%	16%	12%	22%	25%	24%
4	374 - 425	19%	19%	11%	21%	14%	18%	18%	13%
3	322 - 373	15%	18%	22%	20%	28%	12%	15%	9%
2	270 - 321	3%	12%	11%	14%				
1	Up to 269	35%	13%	15%	14%				

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

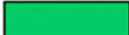
NUMERACY

Band	NAPLAN Score Range	Numeracy							
		Year 3				Year 5			
		2021		2022		2021		2022	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					2%	3%	0%	3%
7	530 - 581					2%	10%	3%	10%
6	478 - 529	1%	7%	4%	5%	26%	22%	21%	22%
5	426 - 477	8%	14%	13%	11%	17%	31%	33%	33%
4	374 - 425	27%	26%	24%	26%	40%	22%	29%	23%
3	322 - 373	28%	26%	29%	29%	14%	11%	14%	9%
2	270 - 321	27%	18%	17%	20%				
1	Up to 269	9%	9%	14%	9%				

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard


READING

Band	NAPLAN Score Range	Reading							
		Year 3				Year 5			
		2021		2022		2021		2022	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					3%	6%	3%	5%
7	530 - 581					11%	15%	15%	17%
6	478 - 529	8%	18%	23%	14%	20%	25%	24%	28%
5	426 - 477	18%	18%	13%	18%	32%	25%	26%	26%
4	374 - 425	16%	23%	25%	23%	18%	15%	18%	12%
3	322 - 373	25%	16%	13%	16%	17%	14%	15%	12%
2	270 - 321	26%	19%	15%	20%				
1	Up to 269	7%	6%	11%	9%				

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

GRAMMAR AND PUNCTUATION

Band	NAPLAN Score Range	Grammar & Punctuation							
		Year 3				Year 5			
		2021		2022		2021		2022	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					3%	6%	1%	8%
7	530 - 581					12%	13%	10%	14%
6	478 - 529	7%	21%	27%	15%	22%	22%	19%	24%
5	426 - 477	17%	18%	14%	16%	22%	24%	31%	26%
4	374 - 425	19%	19%	22%	22%	23%	19%	19%	18%
3	322 - 373	19%	14%	19%	19%	18%	15%	19%	10%
2	270 - 321	20%	14%	8%	16%				
1	Up to 269	19%	13%	10%	12%				

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

ENGLISH LEARNING AREA

The English Curriculum has continued to be a priority throughout 2022. Strategies included:

- The continued use of a wide range of whole-school strategies that included:
- Explicit teaching model including warm-ups
- Heggerty Phonemic Awareness Programme in kindergarten to Year 3
- Letters & Sounds phonics programme in kindergarten to Year 2
- Talk4Writing Programme
- Sound Waves Spelling for Year 3-6 students
- A focus on test literacy for students to have the strategies to complete on-line assessments such as PAT and NAPLAN. Test literacy – PAT policy
- The formation of an English Committee with representation from each phase of learning
- Developed a consistent assessment schedule and regular schedule of data interrogation
- Upskilling teachers in interpreting data

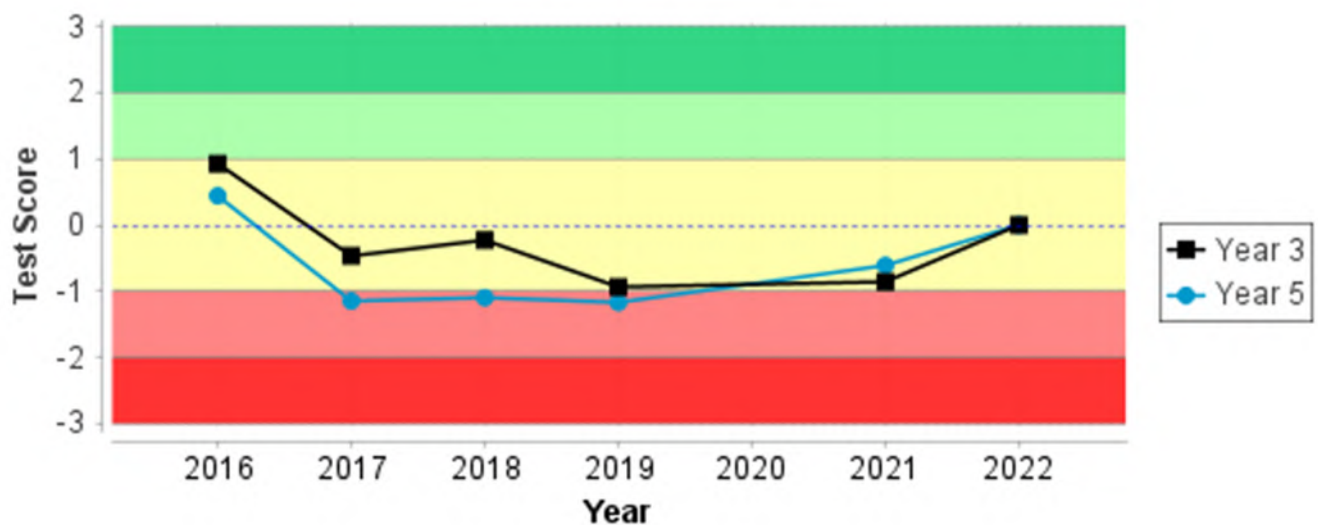
READING

NAPLAN Comparative Performance for Reading

Reading	Performance					Students				
	2017	2018	2019	2021	2022	2017	2018	2019	2021	2022
Year 3	-0.5	-0.2	-0.9	-0.9	0.0	68	61	63	76	71
Year 5	-1.1	-1.1	-1.2	-0.6	0.0	79	70	70	66	74

1	Above Expected - more than one standard deviation above the predicted school
2	Expected - within one standard deviation of the predicted school mean
3	Below Expected - more than one standard deviation below the predicted school mean
	If blank, then no data available or number of students is less than 6

Reading Performance



In 2022, NAPLAN Reading results showed a pleasing improvement in both Year 3 and 5.

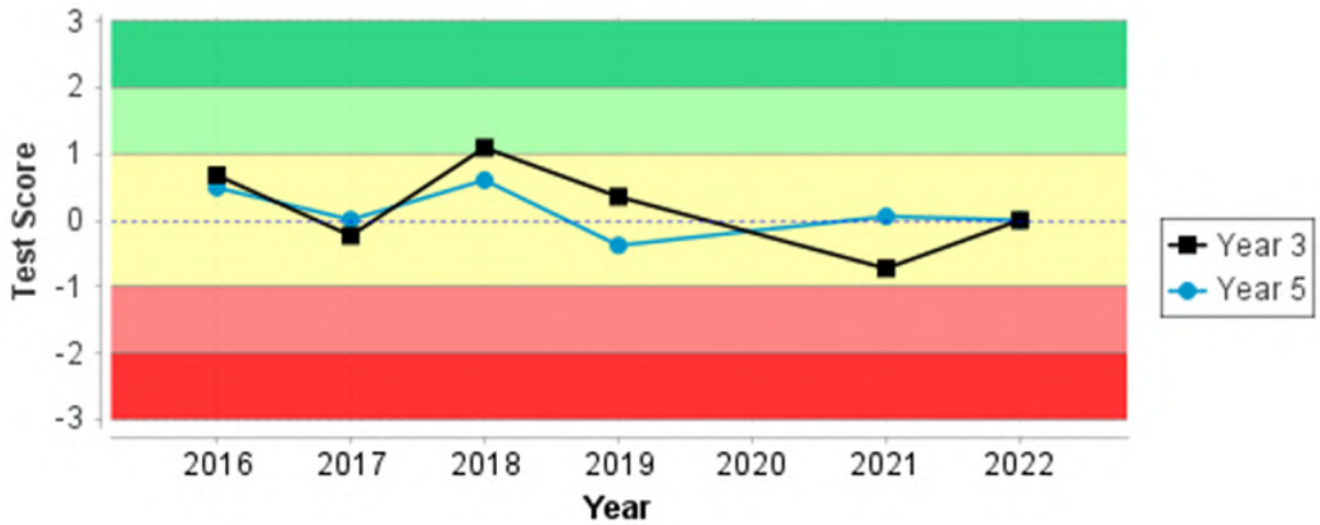
WRITING

NAPLAN Comparative Performance for Writing

Writing	Performance					Students				
	2017	2018	2019	2021	2022	2017	2018	2019	2021	2022
Year 3	-0.2	1.1	0.4	-0.7	0.0	68	60	62	75	74
Year 5	0.0	0.6	-0.4	0.1	0.0	77	70	69	65	73

1	Above Expected - more than one standard deviation above the predicted school
2	Expected - within one standard deviation of the predicted school mean
3	Below Expected - more than one standard deviation below the predicted school mean
	If blank, then no data available or number of students is less than 6

Writing Performance



In 2022, NAPLAN Writing results showed a pleasing improvement in Year 3 while Year 5 results remained steady.



MATHEMATICS

In 2022, Mathematics continued to be a school focus and curriculum priority area. Specific strategies in 2022 included:

- The continued implementation of the Back to Front Mathematics program as a whole-school approach to consistent maths practice and research-based strategies to support student learning.
- Staff engaged in professional learning to add to their teaching skillset.
- The purchasing of an extensive array of hands-on materials with the plan to create classroom kits to be utilised in each classroom in 2023.
- The continued investigation of a whole-school problem-solving approach.
- The development of the Leda Primary School Mathematics Teaching Philosophy.
- Staff trialling the use of Mathematics Warm-ups (Daily Reviews) in daily Mathematics lessons.
- The introduction of the use of data platform 'Best Performance' to assist staff with whole school data analysis and pinpointing areas of focus for teaching.

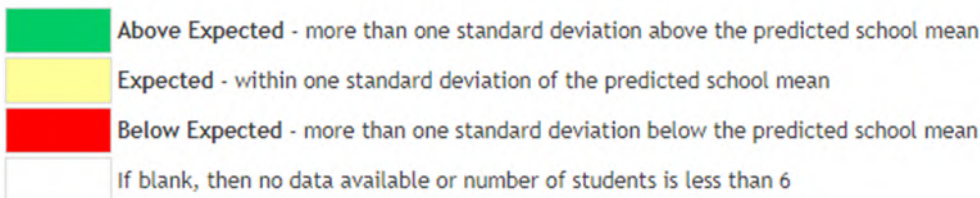
2022 Highlights included:

- Student engagement in '100 days of school' whole school Mathematics activities and focus.
- Use of PAT-Maths to help assess student performance across year groups and to plan for teaching.
- Relocation of Mathematics resources to the library which included a full resource audit in the process.
- Reviewing whole school Mathematics teaching strategies in Semester Two in preparation for 2023.

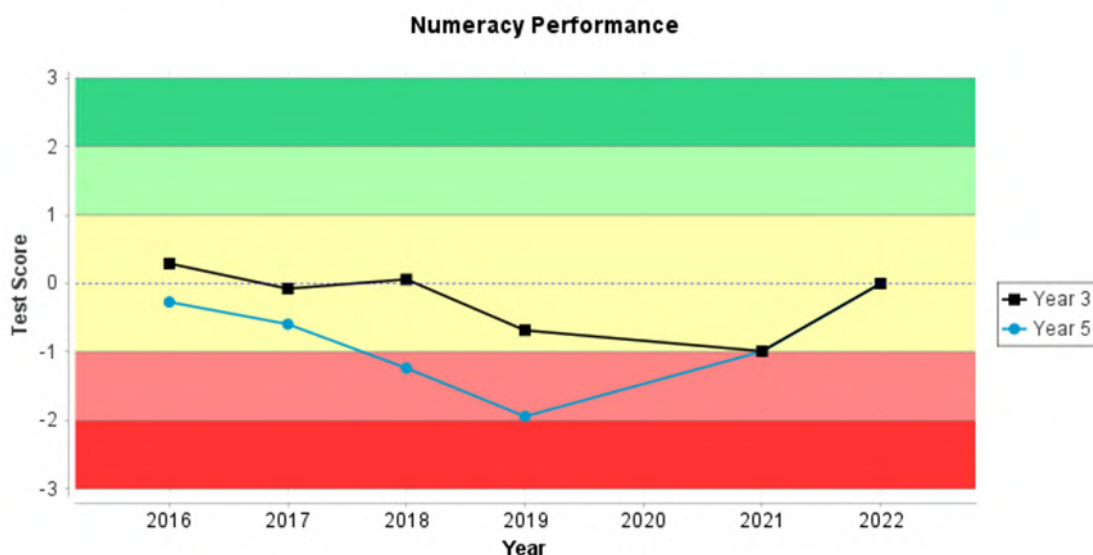
In NAPLAN Numeracy testing our students improved from 2021 to be at the expected mean in 2022 as highlighted below:

Comparative Performance for Numeracy

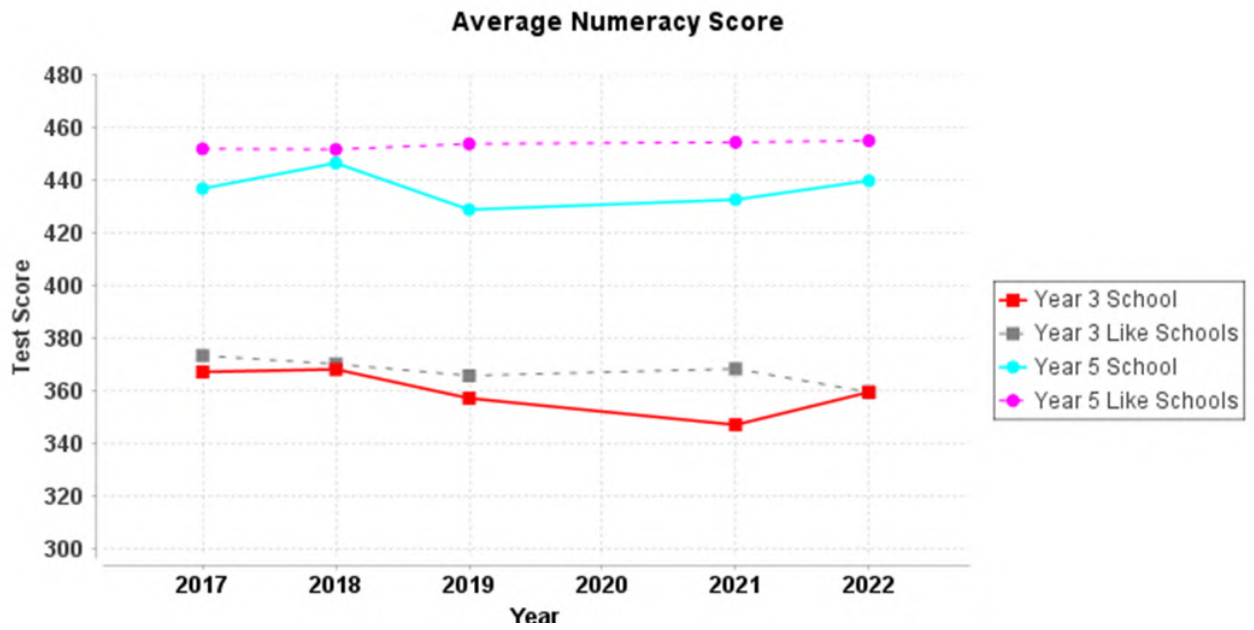
Numeracy	Performance						Students					
	2016	2017	2018	2019	2021	2022	2016	2017	2018	2019	2021	2022
Year 3	0.3	-0.1	0.1	-0.7	-1.0	0.0	56	67	59	64	75	72
Year 5	-0.3	-0.6	-1.2	-1.9	-1.0	0.0	71	79	70	69	65	72



Numeracy Performance



Average Numeracy Score



In PAT-Maths, all year groups were within 1 standard deviation of the national average. Our data was as follows: *Please note: Both Year 1 and PP completed the PAT Early Years Assessment

Year	Leda PS students average	Band	National norm sampling average	Band
PP*	87.1	4	N/A	N/A
1*	90.1	4	99.5	5
2	96.5	5	108.3	6
3	116.1	7	115.4	7
4	110.4	6	121.1	7
5	114.6	7	125.5	8
6	120.6	7	128.9	8

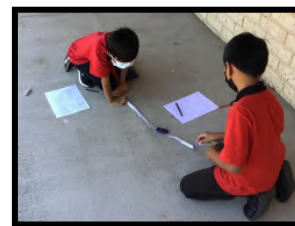
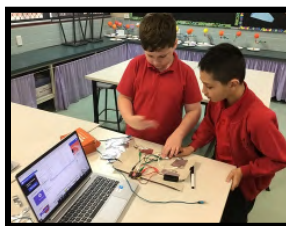
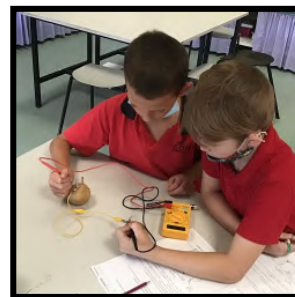
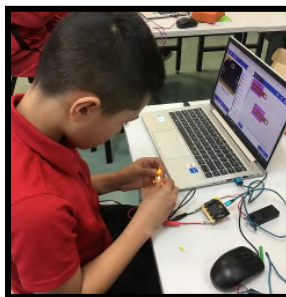


SCIENCE

In 2022 Science was again a focus area for our school, with the role of primary Science specialist continued. Students in years K-6 engaged in a variety of lessons aligned with the Western Australian Science Curriculum, focused on building Science investigation skills; including integration across the curriculum.

Highlights in 2022 included:

- Participation in Science Week activities
- CSIRO's Inquiry for Indigenous Science Students
- Synergy Solar Car Challenge
- Western Power Circuit Breakers



HUMANITIES AND SOCIAL SCIENCES (HASS)

In 2022, teachers across the school implemented the West Australian Curriculum units in History; Geography; Civics and Citizenship; and Economics and Business as well as the Aboriginal Cultural Standards Framework.

To compliment our HASS learning students participated in a range of excursions and incursions, such as a sleepover at Perth Zoo, and visits to the Old Court House and Rockingham Regional Environmental Centre. Harmony day was celebrated with a whole school dress up and collaborative art projects. Our Year Six students led our ANZAC Day service and Remembrance Day was commemorated in classrooms and with a minute silence. Our commitment to implementing the Aboriginal Cultural Standards Framework saw the recognition of Sorry Day, Reconciliation Week and NAIDOC week.

Staff continued to use a cross curricula approach, integrating HASS into English, Italian and Science. The HASS Team further developed the collection of HASS resources available to staff and students in the library.

ABORIGINAL EDUCATION

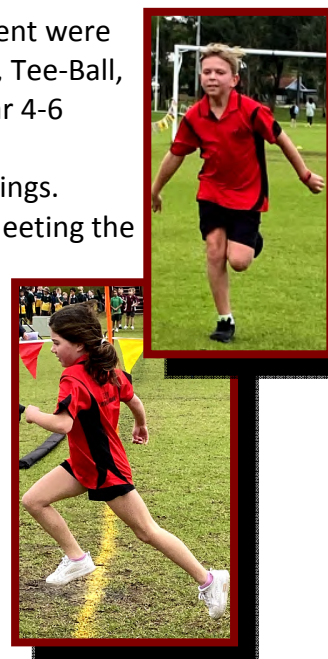
- Aboriginal Students were supported by our 0.8 FTE Aboriginal and Indigenous Education Officer and our Aboriginal Cultural Standards Framework Committee.
- Continued engagement with Aboriginal families with two morning teas held to plan for events/artwork.
- In consultation with our Aboriginal families we commissioned Aboriginal artist Rosie Paine to design artwork for our school.
- The artwork was then used to create new signage around the school, including the block signs (renamed by parents in 2021).
- Continued partnerships with Kinship Empowerment Program and Institute of Indigenous Wellbeing and Sport. Programs include KEP girls group (year 4-6), YAK boys group (year 4-6), KOYA club (after-school homework group year 1-6).
- Steered our annual Deadly Door competition for NAIDOC Week with great success.
- Worked with Olman Walley and Jayden Boundry, from Boorloo Aboriginal Cultural Experiences, to perform at our assembly and present an Early Childhood incursion to students in K-PP.
- Celebrated NAIDOC with whole school activities throughout the week including a smoking ceremony from Barry Winmar to open the week. Other activities included, braiding wool key-rings and bracelets in Aboriginal colours, collaborative artwork/painting in early childhood and Storytelling.
- Continued to support staff to embed culturally appropriate lessons throughout the year with a subscription to Wingaru website.
- Continued to support students well-being through collaboration with Moorditj Koort (health checks) and Earbus Organisation (ear health checks)

HEALTH AND PHYSICAL EDUCATION

Physical Education continued to be a specialist subject in 2022. All students in K-6 participated in the appropriate level of physical activity each week. Our students also participated in a wide range of activities that included sporting and leisure activities.

Particular highlights for 2023 include:

- The Fundamental Movement Skills, game strategies and learning about movement were taught in the contexts of Cricket, Soccer, Netball, Lacrosse, Basketball, Athletics, Tee-Ball, Cross-Country and traditional Indigenous games, as well as senior sports for year 4-6 students.
- Morning fitness continued this year on Monday, Tuesday and Wednesday mornings. Morning fitness was run as a whole school program and ensures our school is meeting the Department of Education's requirements for physical activity. The Year 6 students ran the activities each morning as part of the curriculum and learnt many leadership skills throughout the year.
- Sporting school grants were attained and used to enhance the school program and upgrade/replace sporting equipment.
- The Kiddo FMS program was used in K-3.
- There was a high level of student participation in in-term swimming lessons.
- In Term 2, Running Club began on Tuesday and Thursday mornings and had 56 participants over the 8 weeks.
- Students participated in intraschool events including Cross-Country Races; Athletics Carnival; and a School Cricket Cup (replacing the interschool Cricket competition that was cancelled due to Covid-19 Restrictions). Well done to Blue Faction, who won the 2022 Leda Athletics Carnival.
- Students were selected to participate in a range of interschool events hosted by the KSSA (Kwinana Sporting Schools Association). This included Cross-Country, Wintersports Carnival (Netball, Soccer, AFL, and Hockey), and Athletics Carnival. At the KSSA Cross-Country Carnival a Leda student finished first and another second in the Year 5 boy's race. At the KSSA Athletics Carnival, a Leda student was awarded Year 5 Champion Boy and another awarded Year 4 Champion Girl.
- In Term 3, students from the Netball Team attended the Multicultural Netball Carnival where they played netball matches with students from a variety of schools and cultures.
- Physical Education Teachers attended several professional learning days where they learnt contemporary teaching strategies and developed their knowledge about physical literacy and the Physical Education Curriculum.
- Mrs Augustin worked throughout the year with WA Cricket to attend and run cricket events. Funding was obtained to host an afterschool cricket program for students in Years 1-3 from both Leda Primary School and Leda Education Centre. These activities saw positive integration from both schools and upskilled students in activities related to cricket. Mrs Augustin was awarded a signed Scorchers bat for the school and was shortlisted for the Cricket Ambassador of the Year Award.
- Faction Captains provided feedback about their leadership role which assisted with developing new roles and responsibilities for faction captains in the following year.
- Students in Years 1-6 participated in the 'Sporting Challenge' program. This program tested students in a range of physical fitness and skill activities. The Sporting Challenge coordinator provided an analysis of the results and presented this to staff. Recommendations were made to continue improving fitness through activities such as morning fitness and improve flexibility through stretching activities.



TECHNOLOGIES

In 2022, teachers continued to employ a variety of strategies to implement the Technologies Curriculum in their classrooms with support from a Technologies curriculum leader two days a week. Highlights in 2022 included:

- PP – 6 conducted whole school common assessment tasks assessing student achievement in digital technology to inform planning.
- Use of recording tool to collect and display whole school Technologies curriculum data.
- The running of after school coding clubs for Minecraft, Circuit Breakers and Scratch.
- Full audit of iPad app list to streamline use of iPads in classrooms.
- The purchase of keyboards for iPads to support students' typing skills and with NAPLAN Online.
- Introduction of Promethean Panels into 10 classrooms to replace Interactive Projectors which included professional learning for school staff.
- Trial of dedicated STEM hour in classrooms fortnightly on non-assembly weeks.
- Continued development of upskilling for teachers when using teaching strategies such as iPad apps.
- Replacement planning for school technology resources including, laptops, iPads as well as STEM equipment - Sphero's, Beebots, iPads etc.



Coding Club



THE ARTS

Visual Arts

In 2022 Visual Arts was taught by classroom teachers. Our work in this area included:

- Exposure to a variety of art experiences using various techniques and materials.
- A whole school celebration of NAIDOC through Art.

Italian

In 2022 our Languages Programme was Italian. The year 3 to year 6 students participated in a vibrant and contemporary Italian language and culture programme under the specialist instruction.

Highlights in 2022 included:

- Making Pinocchio puppets and performing short puppet shows in Italian language (Year 3).
- Performing role-plays about family in Italian language (Yr 4).
- Creating Roman Mosaic art pieces (Yr 5).
- Creating Venetian Carnival masks (Yr 6).
- Class Bocce competitions (Yr 3-6).
- Special activities during celebrations such as Harmony Week, NAIDOC Week and the school



Christmas concert.

Music

Students from 6 engaged in a



Years 1 to series of

STUDENT SERVICES

The Student Services team is made up of a Deputy Principal, Learning Support Coordinator, Aboriginal Education Officer, Chaplain and School Psychologist. During 2022, the Student Services team:

- Managed Special Needs Education Assistants to support students with special needs
- Supported teachers to write documented plans and source alternative learning for students with special needs
- Enabled the provision of support from the AIEO and Chaplain across the school to support students and families.
- Coordinated case conferences with the School Psychologist to support families to access support for their children.
- Liaised with outside agencies to support students with special needs.

Student Attendance and Engagement

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2020	91.3%	92%	93.2%	76.7%	82.4%	77.6%	89.5%	90.5%	91.9%
2021	90.3%	91.2%	92.4%	73.9%	80.5%	76.8%	88.1%	89.6%	91%
2022	85.6%	85.9%	88.3%	70.2%	73.1%	69.5%	83.6%	83.8%	86.6%

During 2022, the Student Services Team continued to promote ongoing communication to families regarding the importance of regular attendance at school.



Staff Numbers

No	FTE	AB'L
----	-----	------

Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	2.0	0
Total Administration Staff	3	3.0	0

Teaching Staff			
Other Teaching Staff	28	23.6	2
Total Teaching Staff	28	23.6	2

School Support Staff			
Clerical / Administrative	3	2.8	0
Gardening / Maintenance	1	0.6	0
Other Allied Professionals	19	13.7	0
Total School Support Staff	23	17.1	0

Total	54	43.7	2
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Student Numbers (as at 2022 Semester 2)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(31)	87	88	82	78	77	82	70	595
Part Time	62								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

	Kin	PPR	Prj	Sec	Total
Male	31	42	255		328
Female	31	45	222		298
Total	62	87	477		626

	Kin	PPR	Prj	Sec	Total
Aboriginal	6	9	61		76
Non-Aboriginal	56	78	416		550
Total	62	87	477		626

HIGHLIGHTS OF 2022 SCHOOL YEAR



Futsal



Brilliant Kids Morning Tea



- Anzac Day Ceremony
- National Simultaneous Storytime
- Leadership Excursion
- Yr 3's Firefighters Visit
- Bookweek Parade
- Multicultural Netball Carnival
- Traditional Indigenous Games Carnival
- Faction and Interschool Athletics
- Brilliant Kids Morning Tea
- Leda Futsal Club
- Leda Eco Action Team
- Yr 4 Zoo Sleepover
- 100 days of school
- Colour Fun Run
- WA Rugby Session
- Wildcats Mini Coaching Clinic
- Afterschool Coding Clubs
- P & C Colour Fun Run
- NAIDOC Week



Book Week 2022



ECO Action Team



Year 4 Zoo Sleepover



Wildcats Coaching Clinic

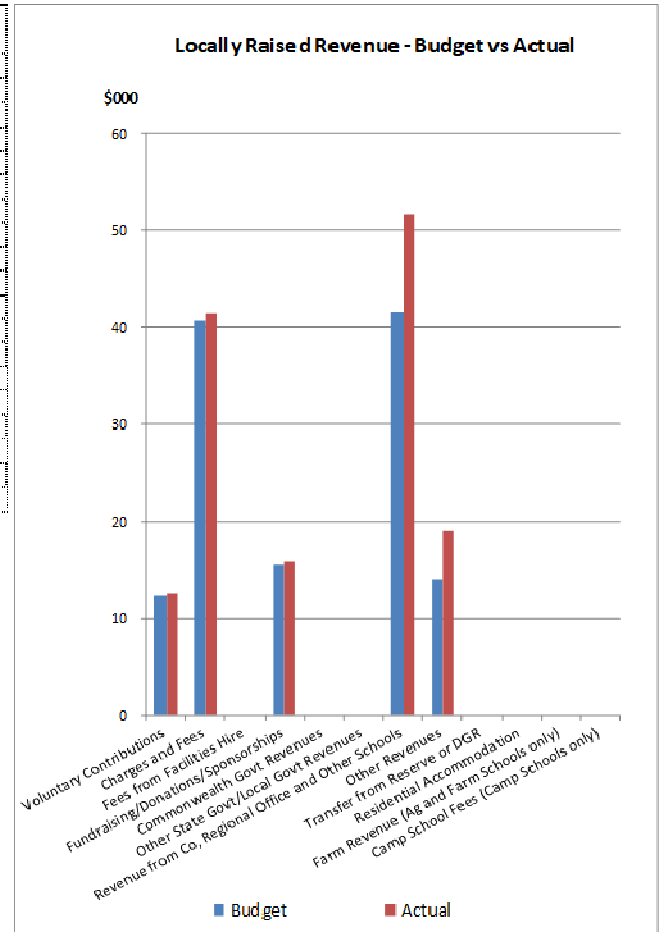
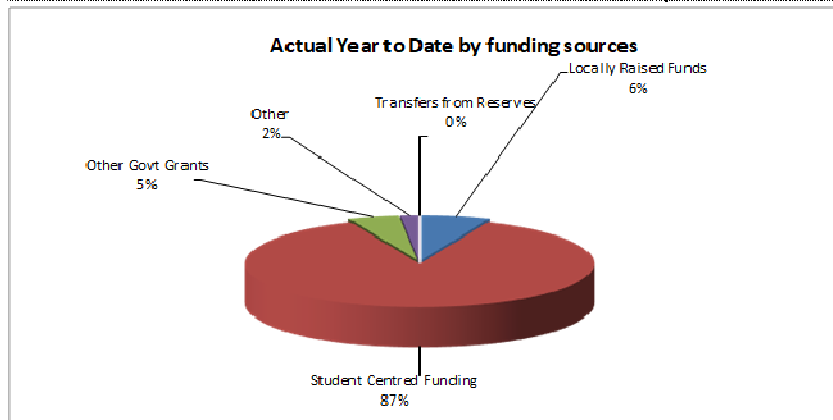


WA Rugby Sessions

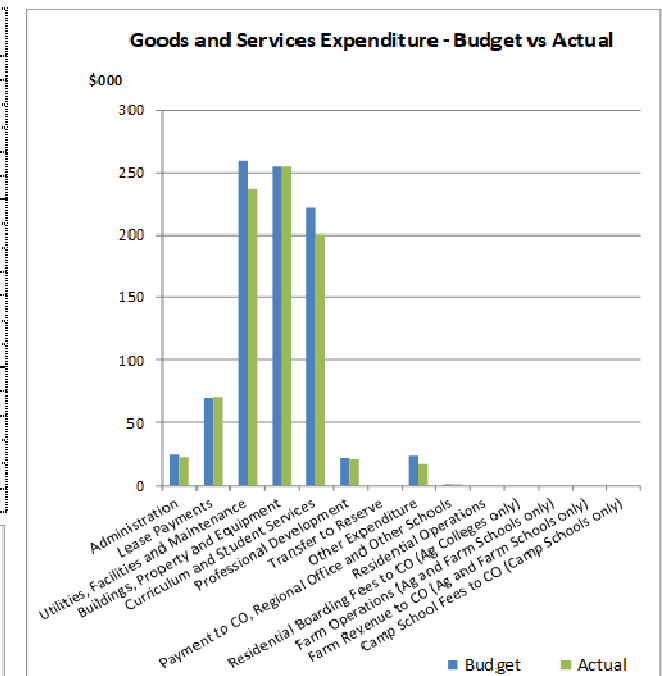
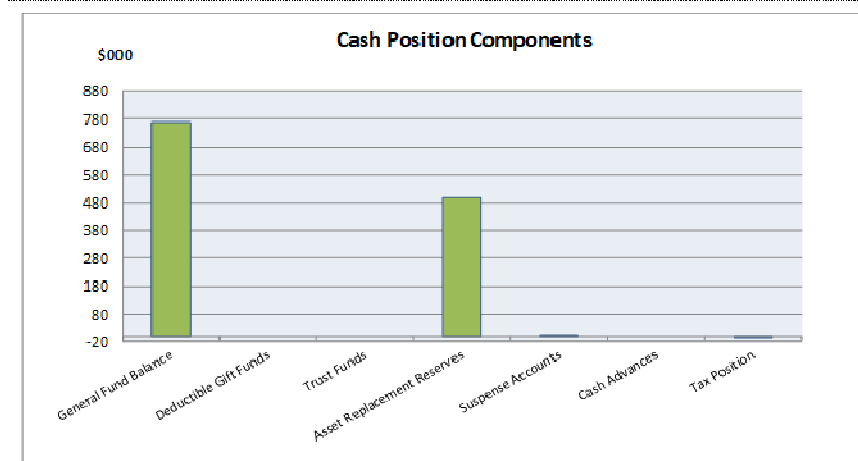
2022 SCHOOL BUDGET AND ANNUAL ACCOUNTS

Financial Summary as at 31 December 2022

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 12,451.00	\$ 12,667.00
2 Charges and Fees	\$ 40,701.00	\$ 41,394.57
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 15,502.00	\$ 15,806.95
5 Commonwealth Gov. Revenues	\$ -	\$ -
6 Other State Gov./Local Gov. Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ 41,575.00	\$ 51,630.85
8 Other Revenues	\$ 14,008.00	\$ 19,089.79
9 Transfer from Reserve or DGR	\$ -	\$ -
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 124,257.00	\$ 140,569.16
Opening Balance	\$ 502,431.91	\$ 502,431.91
Student Centred Funding	\$ 947,058.00	\$ 947,057.81
Total Cash Funds Available	\$ 1,573,726.91	\$ 1,590,078.88
Total Salary Allocation	\$ 7,591,046.00	\$ 7,591,046.00
Total Funds Available	\$ 9,164,772.91	\$ 9,181,124.88



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 23,690.00	\$ 22,558.67
2 Lease Payments	\$ 70,133.00	\$ 71,442.87
3 Utilities, Facilities and Maintenance	\$ 259,414.00	\$ 236,428.22
4 Buildings, Property and Equipment	\$ 254,921.00	\$ 255,332.85
5 Curriculum and Student Services	\$ 221,348.00	\$ 200,277.65
6 Professional Development	\$ 21,664.00	\$ 20,062.31
7 Transfer to Reserve	\$ -	\$ -
8 Other Expenditure	\$ 23,230.00	\$ 16,286.71
9 Payment to CO, Regional Office and Other Schools	\$ 155.00	\$ 155.00
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)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 874,556.00	\$ 822,544.28
Total Forecast Salary Expenditure	\$ 5,413,016.00	\$ 5,413,016.00
Total Expenditure	\$ 6,287,572.00	\$ 6,235,560.28
Cash Budget Variance	\$ 699,170.91	



Bank Balance	\$ 1,259,055.49
Made up of:	
1 General Fund Balance	\$ 767,534.60
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 495,835.81
5 Suspense Accounts	\$ 539.08
6 Cash Advances	\$ -
7 Tax Position	\$ (4,874.00)
Total Bank Balance	\$ 1,259,055.49