



2022  
Annual Report



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## A message from the principal.

It is with great pleasure that I present the 2022 Annual Report to the Melville Primary School community. The report is essentially a summary of the 2022 school year. I trust that you will find the report informative, and that it provides you with an overview of our 2022 school year.



2022 was a year of significant transitions for Melville Primary School. A significant transition was that of the school leadership. Long standing Principal Betty McNeill announced her retirement, and after 15 years at Melville Primary School she received a well-deserved send off at the end of term 2. Mrs Patricia Ratto, Associate Principal also retired at the end of term 2 after 12 years at Melville. As incoming Principal in term 3, I would sincerely like to acknowledge their leadership at Melville PS over a long period of time.

After 2 years adapting to the Covid-19 environment, we began to transition out of any restrictions and moved towards managing Covid-19 as part of our everyday lives.

At Melville Primary School, we strive to deliver evidenced based, high quality teaching practices that ensure that every student, every day can succeed. We believe that building staff capacity and being a part of a high performing team is the corner stone of school improvement. For students to have the best outcomes, we need to continue to build the capacity of teachers to ensure their practice has the highest impact on student learning.

We are working towards high expectations for all students. We expect excellent progress and achievement and excellent behaviour through the establishment of our 'keys' values. We support our students through every developmental domain, prioritising mental health and wellbeing for each student to thrive as part of their school and wider community. We embed our You can do it 'keys' values; Confidence, Persistence, Organisation, Getting along and Resilience every day with every child.

With strong School Board governance and an active P&C we work closely with our parent community, and they provide us with opportunities to enrich the lives students in our care.



Our purpose is to educate, inspire, nurture and challenge students in an inclusive and supportive environment. We endeavour to be a school of excellence and to empower students to reach their potential. We strive for our students to find purpose and passion for the things they love, to face of life's challenges, to successfully contribute to society and to nurture and protect the environment that they live in.

**Melanie Osborne**  
*Principal*

## 2022 at a glance.

Melville Primary School is located approximately 14 kilometres south of the Perth central business district in the South Metropolitan Education Region. The school has an Index of Community Socio-Educational Advantage of 1116 (decile 1). It currently enrolls 677 students from Kindergarten to Year 6 and became an Independent Public School in 2015

## Student Information

2022 STUDENT CHARACTERISTICS	
ICSEA (Decile 1)	1116
Transiency rate	3.7%
Fulltime Students (PP-6)	592
Students with Disability	31 (4.6%)
Aboriginal Students	8 (1.2%)
Part time students (K)	85

*The school's ICSEA has remained stable over the past 3 years. Student numbers indicate a slight decline over the past 3 years.*

## Staff Information

		No.	FTE	AB'L
Administration Staff	Principal	1	1.0	0
	Associate Principals	2	1.8	0
	<b>Total Administration Staff</b>	<b>1</b>	<b>2.8</b>	<b>0</b>
Teaching Staff	Level 3 Teachers	7	5.2	0
	Other Teaching Staff	35	26.3	0
	<b>Total Teaching Staff</b>	<b>42</b>	<b>31.5</b>	<b>0</b>
School Support Staff	Clerical / Administrative	4	12.7	0
	Gardening / Maintenance	1	0.5	0
	Other support staff	25	19	0
	<b>Total School Support Staff</b>	<b>30</b>	<b>22.2</b>	<b>0</b>
<b>TOTAL STAFF</b>		<b>75</b>	<b>56.4</b>	<b>0</b>

Melville Primary School has a stable cohort of staff. In 2022. We welcomed new staff:

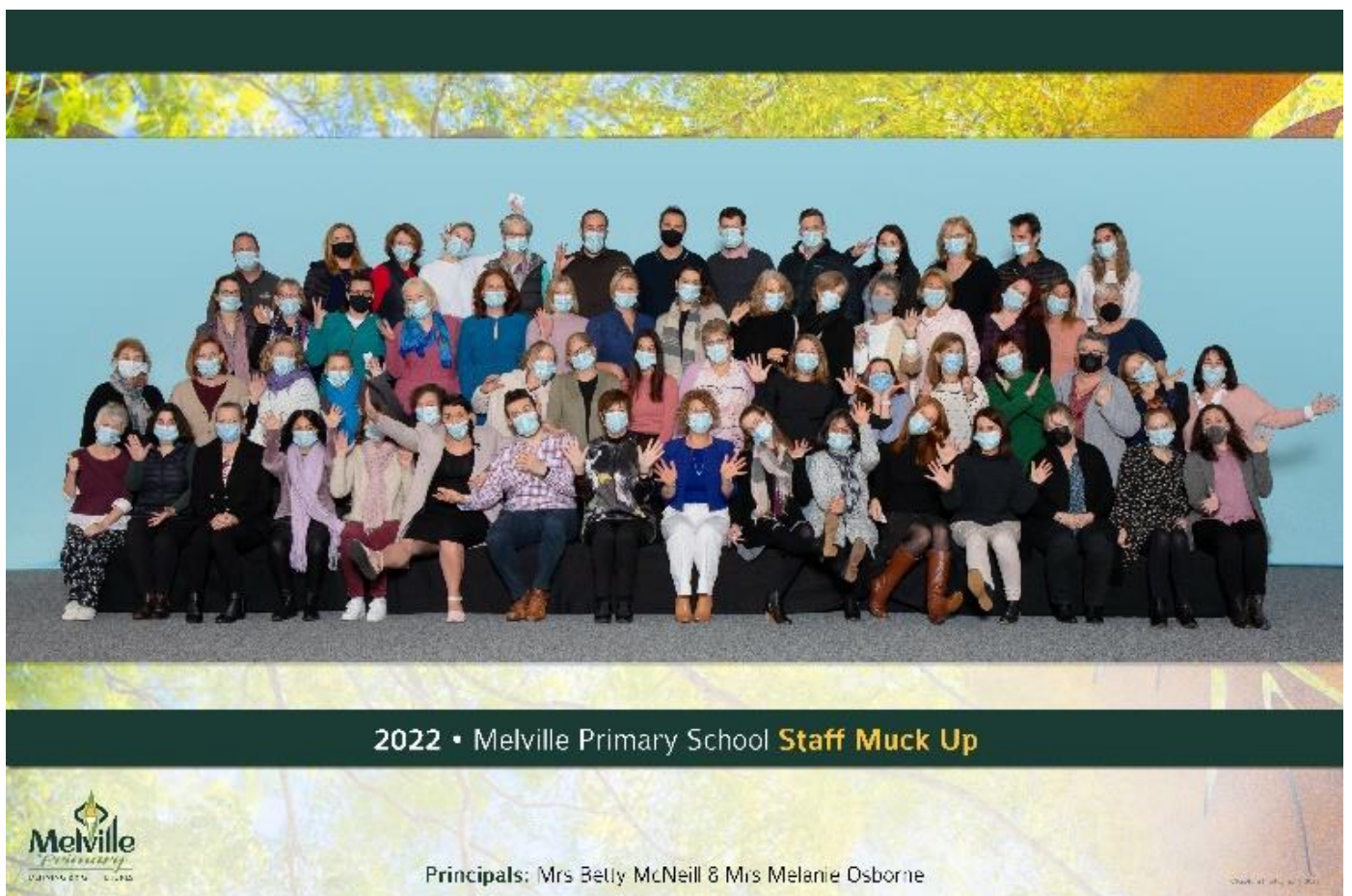
- Melanie Osborne – Principal
- Kathryn Grzelec – Associate principal
- Joseph Smart – Science specialist
- Jackie Jamieson – Special needs education assistant.
- Laura Arcorace – Special needs education assistant
- Pam Vance – Teacher (returning)

We farewelled the following staff:

- Betty McNeill – Principal – (retirement)
- Patricia Ratto – Associate Principal- (retirement)
- Tara Lalor – Associate Principal – (Hammond Park PS fixed term)

- Lucille Robertson – Teacher (retirement)
- Lauren Anzini – Teacher (fixed term)
- Emily Grosse – Teacher (Shelley PS)
- Emma Rothwell – Teacher (Leeming PS permanent)
- Joseph Smart – Teacher (Landsdale PS permanent)
- Kate Hadley -Teacher (Wesley College)
- Stacey Bodenstedt – Teacher (Byford College)
- Rose Casey -Special needs education assistant (retirement)
- Laura Arcorace – Special needs education assistant (Success PS)
- Nel Kenworthy – Education assistant (fixed term)

We wish these staff all the very best in either their retirement or new positions and thank them for their contribution to the education of children at Melville Primary School.



# Governance

## School Board report

In 2022 the School Board played an important role in contributing to school governance so that our school's resources were used efficiently, and community expectations and the school's priorities reflect the needs of students. Some of the matters the School Boards made decisions on in 2022 include:

- fees and charges & book lists.
- parking & the Curtis Rd Kiss and Drop.
- student achievement & progress data.
- attendance data.
- draft communication policy and guidelines.
- Late in 2022 we looked at the strategic direction of the school with feedback from the community and staff through the School's Culture survey.

Congratulations to all school board members for a successful 2022. I would like to thank Rebecca Sheldon for her contribution to the School Board and wish the Sheldon family all the very best as their youngest child graduates from Melville PS this year.

<b>Staff representatives</b>	Melanie Osborne, Daniel Del Casale, Tara Lalor
<b>Parent representatives</b>	Tim McNaught, Michelle Tester, Rebecca Sheldon, Cate Carroll, Jo Alliovic, Trinh Tucker, Jaylene Fritchley
<b>Community representative</b>	Amir Tabei
<b>Executive Officer</b>	Ann-Marie Mutter

**Jaylene Fritchley**  
*School Board Chair*

## School P & C report

2022 was a very successful year for the P & C. I would like to thank all those who contributed to the P & C during the year. Special mention to our executive committee and office bearers:

<b>President</b>	Ross Wharton-Street
<b>Vice President</b>	Rebecca Storer
<b>Secretary</b>	Tim Salter
<b>Treasurer</b>	Darlene Yates
<b>Executive Committee</b>	Rebecca Sheldon, Nick Walter, Principal
<b>Fundraising</b>	Rebecca Storer
<b>Canteen</b>	Sonia Grandile

In 2022 the Melville Primary School P & C:

- Held fundraising events: Lapathon, Crazy Camel Fundraiser, major raffle, Containers for change, Election sausage sizzle.
- Connected parents and the community to the school by: School busy bees, cake stalls, MOMPS camps, Paul Litherland Parent information session.
- Supported the improvement of student outcomes by: Individual teacher consumable subsidy, whiteboard table, games ground markings, new iPads and video camera.
- Fostered community engagement by: Twilight picnic.

As I step down from the Presidents role, I would like to thank all those that supported me in 2022. I would like to acknowledge those families who leave Melville Primary School in 2022 and for their contribution to its success over many years. Rebecca Sheldon, Kylee Larson, Geoff Britton, Karen Rooney, Tash Paton, Tina Bill, Claudia Flores, Lisa Caddy, Sonny Gamer, Steve & Justine Woodrow, Frederika Sheppard, Fiona Finlay, Sarah House and Melissa Woodard.

*Ross Wharton-Street*

*P & C President*

## Men of Melville Primary School (MOMPS) report

2022 was an exciting year for our MOMPS group. I would like to thank the following members for their formal contribution and many others who helped along the way this year.

President	Tim McNaught
Vice President	Nick Walter
Communications and coordination	Ra Hinder

In 2022 we held 7 Dad's and kid's camp. These included 6 at Nanga Bush Camp in Dwellingup and one at Rottnest Island. The majority of the camps were sold out and, in many cases, oversubscribed. These camps are fun activity filled adventures for the kids' providing opportunities for the kids to bond with their dad's and peers and for Dad's to meet and catch up with other Dad's at the school.

Additionally, MOMPS ran the annual Pizza Night in the middle of the year providing a further opportunity for Dad's to meet and hear from a guest speaker and some informal social events. MOMPS also contributed around the school in running the Federal Election Day sausage sizzle, gardening and repair work around the school and participating in the P&C.

Tim McNaught






Coordinator



# Student Achievement

## Australian Early Development Census (AEDC)

Table 2 - AEDC domain results over time for your school.

		2009		2012		2015		2018		2021		Critical difference	
		n	%	n	%	n	%	n	%	n	%	2009 vs 2021	2018 vs 2021
 Physical health and wellbeing	On track	61	92.4	74	90.2	61	75.3	59	96.7	63	79.7	Decrease	Decrease
	At risk	2	3.0	2	2.4	5	6.2	1	1.6	11	13.9	Increase	Increase
	Vulnerable	3	4.5	6	7.3	15	18.5	1	1.6	5	6.3	No change	No change
 Social Competence	On track	52	78.8	64	78.0	66	81.5	58	95.1	73	92.4	Increase	No change
	At risk	9	13.6	14	17.1	8	9.9	2	3.3	5	6.3	No change	No change
	Vulnerable	5	7.6	4	4.9	7	8.6	1	1.6	1	1.3	Decrease	No change
 Emotional maturity	On track	47	72.3	67	81.7	58	71.6	56	91.8	70	88.6	Increase	No change
	At risk	11	16.9	10	12.2	15	18.5	4	6.6	8	10.1	No change	No change
	Vulnerable	7	10.8	5	6.1	8	9.9	1	1.6	1	1.3	Decrease	No change
 Language and cognitive skills (school-based)	On track	59	89.4	68	82.9	76	93.8	59	96.7	75	94.9	No change	No change
	At risk	5	7.6	11	13.4	4	4.9	1	1.6	2	2.5	No change	No change
	Vulnerable	2	3.0	3	3.7	1	1.2	1	1.6	2	2.5	No change	No change
 Communication skills and general knowledge	On track	63	95.5	72	87.8	68	84.0	60	98.4	65	82.3	Decrease	Decrease
	At risk	2	3.0	8	9.8	8	9.9	1	1.6	12	15.2	Increase	Increase
	Vulnerable	1	1.5	2	2.4	5	6.2	0	0.0	2	2.5	No change	No change

⚠ Critical difference has been colour coded: green text represents a positive change, red text represents a negative change. At risk has not been colour coded as any changes should be interpreted in context with changes in the percentage of children who are vulnerable and on track.

Comments: The AEDC is a national census that is implemented every 3 years (next data intake 2024).

- There is a decrease in children on track in physical health and wellbeing in the past 3 years.
- There is a decrease in children on track in communication skills and general knowledge in the past 3 years.

Recommendations:

- That these decreases are considered when reviewing our Kindergarten Curriculum for the upcoming Business Plan cycle.

## National Quality Standard

Overall Quality Area recording		Working Towards (WT)	Meeting (M)
Quality Area 1	Educational program and practice		
Quality Area 2	Children's health and safety		
Quality Area 3	Physical environment		
Quality Area 4	Staffing arrangements		
Quality Area 5	Relationships with children		
Quality Area 6	Collaborative partnerships with families and communities		
Quality Area 7	Governance and Leadership		

Comments: Our K-2 team collaboratively self-assessed our Early Childhood practices with a focus on high expectations on quality early childhood practices.



## Recommendations:

- Review our Early Childhood Philosophy to encompass practices K-2, including shared beliefs about teaching and learning.
- Prioritise and implement whole school, evidenced based teaching practices in English and Maths across the K-2 years.

## On Entry

### Achievement

	Reading % of students above decile 1 mean	Numeracy % of students above decile 1 mean
Pre-primary	38%	41%
Year 1	No data	No data
Year 2	No data	No data

Reading – MPS cohort mean 456. Decile 1 schools mean 464. State mean 456.

Numeracy – MPS cohort mean 473. Decile 1 schools mean 478. State mean 435.

### Progress

	Very low	Low	Moderate	High	Very High
PP to Year 1	No data	No data	No data	No data	No data
Year 1 to year 2	No data	No data	No data	No data	No data

## Recommendations:

- Develop achievement and progress targets for improvement in 2023 – 2026 Business Plan.
- Implement Module 2 (year 1) in reading to track achievement and progress in reading from Pre-primary through to Year 1 before Naplan in year 3.
- Develop a target in the next Business plan around the % of students above Decile 1 schools mean and/or the number of students below 450 in reading.
- Develop a response to intervention program for students who are identified at risk in reading (Tier 2 students).

## PAT

## Reading

	Normed referenced group median scale score	MPS median scale score
Year 1	84.2	84.2
Year 2	101.1	111.9
Year 3	113	117.9
Year 4	120.9	127.8
Year 5	125.8	130.1
Year 6	128.8	134.5

## Maths

	Normed referenced group median scale score	MPS median scale score
Year 1	99.9	104.1
Year 2	108.3	113.2
Year 3	115.4	121.4
Year 4	121.1	125.6
Year 5	125.5	128.7
Year 6	128.9	133.6

### Comments:

Melville Primary School is consistently above the referenced group median score in Reading and Maths in all year levels, except for Year 1 reading which is equal to the referenced group median score.

### Recommendations:

- In 2023 consider PAT adaptive assessments which allows for personalised test pathways giving greater diagnostic power and greater reporting opportunities.
- In 2023 consider the comparison of PAT Maths and PAT Reading assessments against the On-Entry assessments for years 1 and/or 2.

# NAPLAN

## Year 3

Year 3 Reading			
Achievement		Progress	
Low	5%	Very low	2%
Satisfactory	23%	Low	12%
Good	29%	Moderate	27%
Excellent	43%	High	26%
		Very high	33%

Year 3 Maths			
Achievement		Progress	
Low	0%	Very low	0%
Satisfactory	49%	Low	8%
Good	22%	Moderate	36%
Excellent	29%	High	21%
		Very high	35%

### Comments:

- In reading 72% of year 3 students achieve good and excellent achievement and 59% of students' progress above a moderate level.
- In maths 51% of year 3 students achieve good and excellent and 56% of students' progress above a moderate level.

### Recommendations:

- Continue the implementation of Letters & Sounds across K-2 and investigate training 2 staff to become train the trainers.
- Measure the effect that the Origo maths program across P-3 has on our student achievement and progress.
- Implement High Impact Teaching strategies including learning intentions and success criteria and daily reviews across the school.

## Year 5

Year 5 Reading			
Achievement		Progress	
Low	5%	Very low	Progress from Yr 3 to Yr 5 was not measured due to Naplan not being completed in 2020.
Satisfactory	40%	Low	
Good	33%	Moderate	
Excellent	22%	High	
		Very high	

Year 5 Maths			
Achievement		Progress	
Low	3%	Very low	Progress from Yr 3 to Yr 5 was not measured due to Naplan not being completed in 2020.
Satisfactory	52%	Low	
Good	30%	Moderate	
Excellent	14%	High	
		Very high	

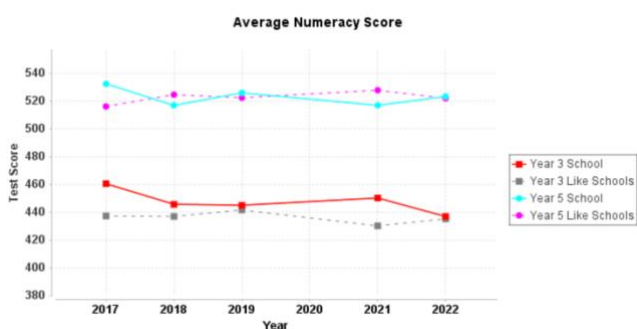
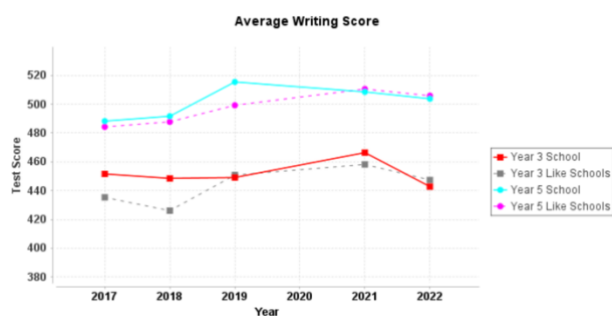
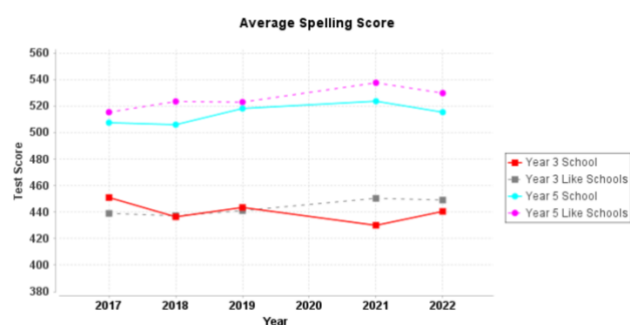
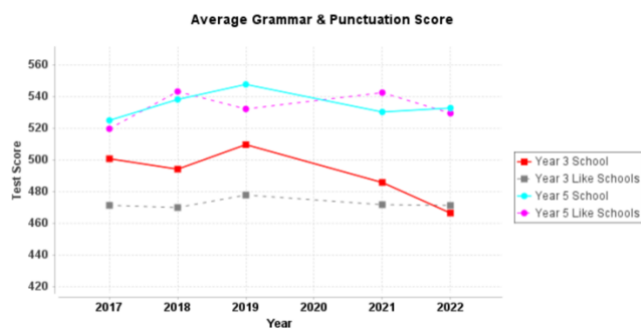
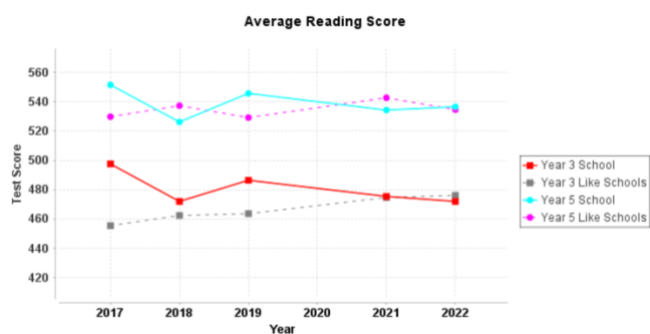
### Comments:

- In reading 55% of year 5 students achieve good and excellent.
- In Maths 44% of year 5 students achieve good and excellent.

### Recommendations:

- Investigate the most effective English strategies years 3-6 through consultation of Fremantle Language Development Centre and State-wide Services.
- Investigate and audit the validity and implementation of our current Yr 3-6 maths practices/programs.
- Implement High Impact Teaching strategies including learning intentions and success criteria, daily reviews across the school.

# Achievement - Comparison to like schools.



## Comments:

- System data shows that MPS is below like schools in Reading (Yr 3), Writing (Yr 3 and 5), Spelling (Year 3 and 5) and Grammar & Punctuation (Yr 3).

## Recommendations

- That we set targets in areas of improvement to drive being at or above like schools in all Naplan learning areas.
- Continue to embed high impact teaching strategies and whole school approaches across the school.

## Progress - Comparison to like schools 2020 - 2022.

This progress data is not available to compare our progress between years 3 and 5 to like schools as NAPLAN was cancelled in 2020 due to COVID-19.

Recommendations – Nil

## Grade Allocation

### NAPLAN Alignment to Grade Allocations

2021 (2)					2022 (2)				
Students / (%) of students with alignment results	Alignment Result		Results not Aligned		Students / (%) of students with alignment results	Alignment Result		Results not Aligned	
	WA Public School (WAPS) Mean and (SD)	School Compared to the WAPS Mean	NAPLAN Result is below the Grade Allocation *	NAPLAN Result is above the Grade Allocation *		WA Public School (WAPS) Mean and (SD)	School Compared to the WAPS Mean	NAPLAN Result is below the Grade Allocation *	NAPLAN Result is above the Grade Allocation *

#### Year 3

<b>Mathematics / Numeracy</b>	71 (94%)	73% (9%)	67% (6% Below)	10%	22%	83 (94%)	73% (10%)	73% (At)	13%	14%
<b>English / Reading</b>	71 (94%)	68% (10%)	67% (1% Below)	3%	30%	83 (94%)	66% (10%)	63% (3% Below)	1%	36%
<b>English / Writing</b>	71 (94%)	54% (13%)	45% (9% Below)	0%	55%	83 (94%)	58% (13%)	51% (7% Below)	4%	45%

#### Year 5

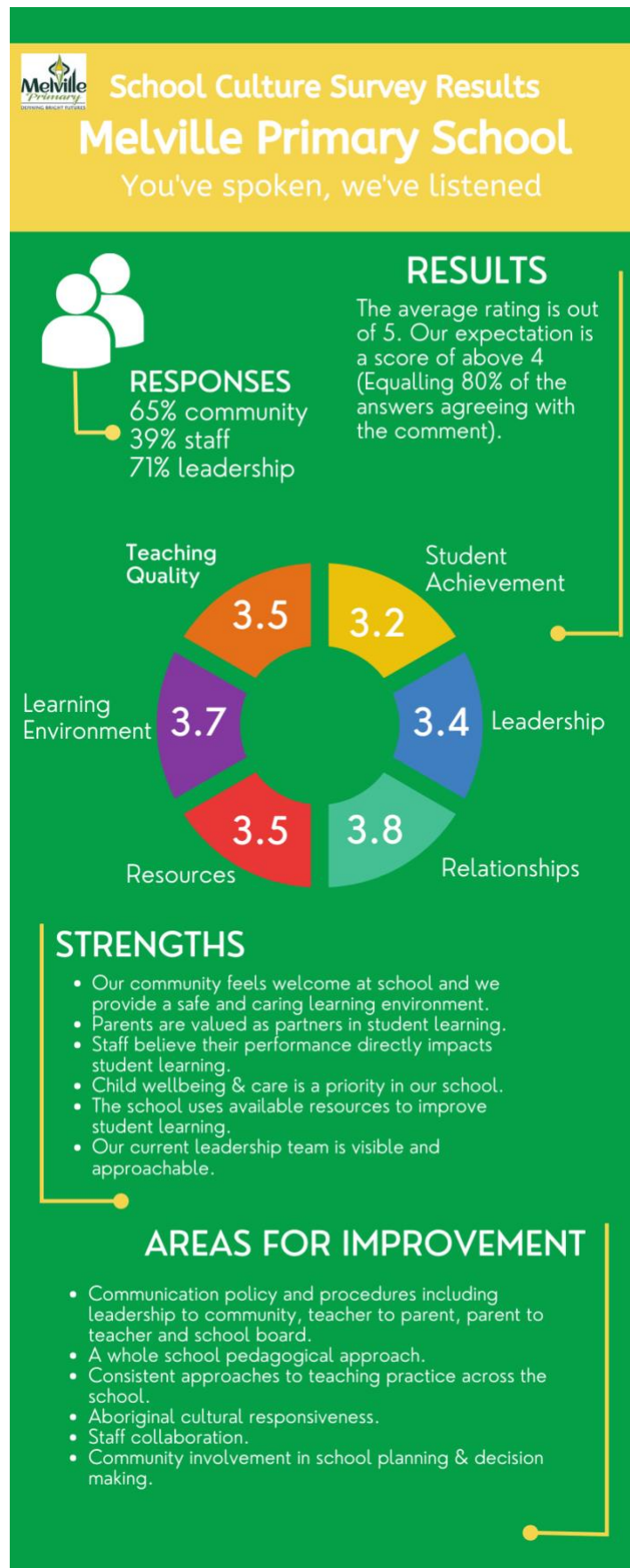
<b>Mathematics / Numeracy</b>	90 (96%)	67% (10%)	67% (At)	30%	2%	98 (97%)	67% (11%)	69% (2% Above)	21%	9%
<b>English / Reading</b>	90 (97%)	71% (10%)	75% (4% Above)	16%	9%	98 (97%)	70% (10%)	83% (13% Above)	7%	9%
<b>English / Writing</b>	90 (97%)	69% (10%)	62% (7% Below)	23%	15%	98 (96%)	68% (10%)	77% (9% Above)	19%	4%

**Comments:** Semester two, 2022 grade allocation was within the expected range for our ICSEA. NAPLAN alignment to grade allocation in 2021 and 2022 indicated NAPLAN result above the grade allocation in Year 3 for Numeracy, Reading and Writing. In writing this applied to a significant percentage of students.

**Recommendations:** Provide professional learning for staff in using Brightpath K-6. Beginning in 2023, use the Brightpath platform for whole school data collection and moderation in writing and mathematics. Continue to be part of moderation projects as part of the Riverside Network.

# School Cultures Survey 2022

Term 4 2022 staff, community and leadership surveys were distributed. Areas for improvement will be addressed in the upcoming 2023 – 2026 Business Plan.



## Student Health and Wellbeing

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2020	95.9%	94.6%	93.2%	90.8%	85.3%	77.6%	95.8%	94.5%	91.9%
2021	95.1%	94.0%	92.4%	90.2%	83.2%	76.8%	93.8%	93.8%	91.0%
2022	90.9%	90.1%	88.3%	91.1%	77.3%	69.5%	89.9%	89.9%	86.6%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2020	90.5%	8.2%	1.1%	0.2%
2021	88.3%	10.0%	1.5%	0.2%
2022	66.6%	27.8%	4.2%	1.4%
Like Schools 2022	60.8%	30.2%	7.6%	1.4%
WA Public Schools	51.0%	32.0%	13.0%	1.4%

2022 attendance rates remain above both like schools and WA Public Schools. In 2023, a conscious effort will focus on the 'indicated' attendance category. We plan to reduce our indicated attendance category percentage and increase our regular attendance category.

### Attendance action plan.

- Individual case management – moderate/severe categories
- Chaplain support
- Good Standing rewards
- Assembly attendance acknowledgement.



## Student Destination



## 2023 school destinations of the 2022 student cohort.

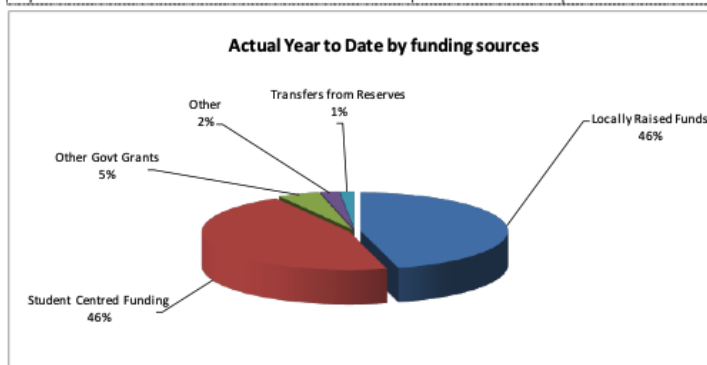
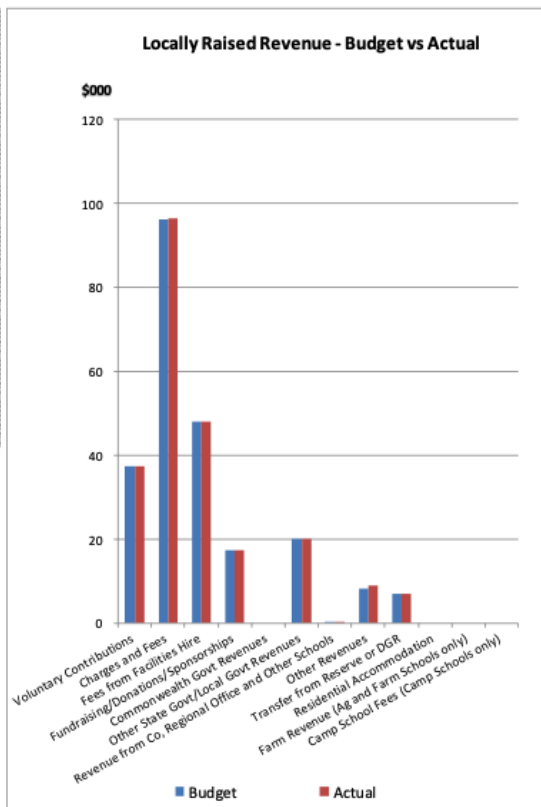
Destination School	Male	Female	Total
Melville SHS	16	14	30
John Curtin College of the Arts	4	7	11
Christian Brothers' College	11		11
Kennedy Baptist College	4	5	9
Applecross SHS	2	1	3
Seton Catholic College		3	3
Corpus Christian College		2	2
Iona Presbyterian College		2	2
Penrhos College		2	2
Santa Maria College		2	2
Wesley College	2		2
Aquinas College	1		1
Fremantle Christian College	1		1
Kent Street SHS	1		1
Lakeland SHS	1		1
Methodist Ladies' College		1	1
Swan Christian College	1		1
Willetton SHS	1		1

- 36% of students attended the local intake public high school.
- 59% of students attended a public high school.
- 44% of students attended a private high school.

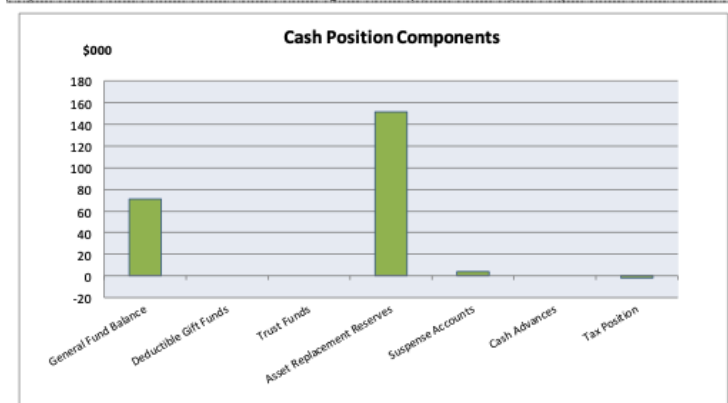
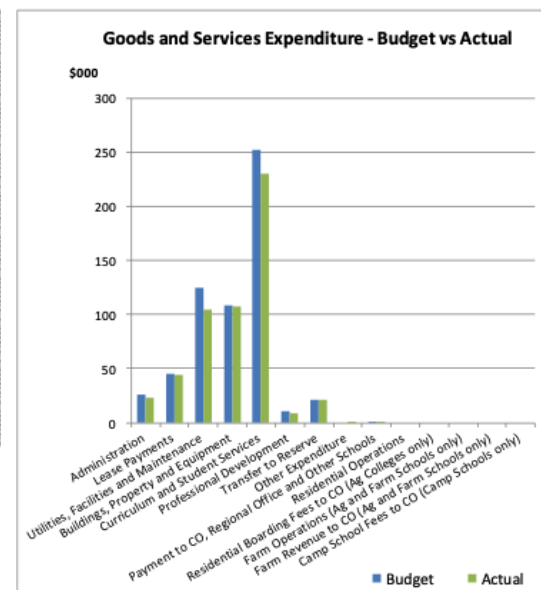
## School Resourcing

Melville PS Financial Summary as of 31<sup>st</sup> December 2022.

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 37,320.00	\$ 37,320.00
2 Charges and Fees	\$ 96,141.00	\$ 96,384.10
3 Fees from Facilities Hire	\$ 47,954.00	\$ 47,954.54
4 Fundraising/Donations/Sponsorships	\$ 17,383.00	\$ 17,383.17
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 20,000.00	\$ 20,000.00
7 Revenue from Co, Regional Office and Other Schools	\$ 98.00	\$ 97.80
8 Other Revenues	\$ 8,259.00	\$ 8,996.56
9 Transfer from Reserve or DGR	\$ 6,900.00	\$ 6,900.00
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>\$ 234,055.00</b>	<b>\$ 235,036.17</b>
Opening Balance	\$ 177,912.00	\$ 177,911.70
Student Centred Funding	\$ 198,744.00	\$ 198,743.90
<b>Total Cash Funds Available</b>	<b>\$ 610,711.00</b>	<b>\$ 611,691.77</b>
Total Salary Allocation	\$ -	\$ -
<b>Total Funds Available</b>	<b>\$ 610,711.00</b>	<b>\$ 611,691.77</b>



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 26,075.00	\$ 23,346.89
2 Lease Payments	\$ 45,000.00	\$ 44,179.09
3 Utilities, Facilities and Maintenance	\$ 125,117.00	\$ 104,983.35
4 Buildings, Property and Equipment	\$ 107,969.00	\$ 107,271.12
5 Curriculum and Student Services	\$ 252,226.00	\$ 229,991.80
6 Professional Development	\$ 11,000.00	\$ 8,675.23
7 Transfer to Reserve	\$ 21,199.00	\$ 21,199.00
8 Other Expenditure	\$ -	\$ 228.99
9 Payment to CO, Regional Office and Other Schools	\$ 915.00	\$ 915.00
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>\$ 589,501.00</b>	<b>\$ 540,790.47</b>
Total Forecast Salary Expenditure	\$ -	\$ -
<b>Total Expenditure</b>	<b>\$ 589,501.00</b>	<b>\$ 540,790.47</b>
Cash Budget Variance	\$ 21,210.00	



Cash Position Components	
<b>Bank Balance</b>	<b>\$ 225,442.94</b>
Made up of:	
1 General Fund Balance	\$ 70,901.30
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 151,619.05
5 Suspense Accounts	\$ 4,255.59
6 Cash Advances	\$ -
7 Tax Position	\$ (1,333.00)
<b>Total Bank Balance</b>	<b>\$ 225,442.94</b>

Melville Primary School Highlights





# The Graduating Class of 2022





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