



# 2020 Annual Report

## Principal's Comment

It is my pleasure to present the 2020 East Hamersley PS School Report. The report's purpose is to give parents and community members a clear sense of how our students are progressing against the targets contained in our 2018-2020 Business Plan. I trust you will find it informative and that it helps you to better understand the school's operations.

2020 was an extraordinary year. COVID-19 changed many things in our lives and our school year wasn't immune to these impacts. The entire school community is to be congratulated for playing an important role in keeping everyone safe and healthy. It was a year like no other we have experienced before, but we can be immensely proud of our staff, students and parents for the manner in which the community came together and adjusted magnificently.

Glen Bewick | Principal | East Hamersley Primary School

## School Overview

East Hamersley Primary School (EHPS) is a Government School and part of the North Metropolitan Education Region. The school was established in 1979 and became an Independent Public School in 2015. In 2020 we had an enrolment of 203 students.

The school has a collaborative culture and is proud of its inclusive partnerships with parents and community agencies. EHPS staff are committed to employing evidence-based strategies within a defined whole-school approach to maximise the effect they have on learning which gives every student the opportunity to achieve success. In addition, we aim to deliver the highest standards of pastoral care and support services in order to enable our students to achieve excellence in all that they do.

The school embraces all members of our community and strives to maintain a nurturing and welcoming environment that promotes community partnerships. Our parents, School Board and P&C are integral to our school community, and together we are committed to providing the best for our students.



### 2020 LEADERSHIP STAFF

#### Principal

Mr Glen Bewick

#### Deputy Principal

Mr Chris Stratton

#### Manager Corporate Services

Miss Val Cucuzza

### 2020 SCHOOL BOARD

#### Parent Representatives

Mr Adam Grzelec (Chair)

Mrs Tabetha McCallam

Mrs Jacinta Baker

Ms Latasha Kirton

Mrs Stephanie Cowan

#### Staff Representatives

Ms Liz Macey

Mrs Dawn McDonald

Mr Chris Stratton

Mr Glen Bewick

### PARENTS AND CITIZENS

#### PRESIDENT

Mr Chris Timmins

## From the School Board Chair

2020 was a year like no other for East Hamersley Primary School, not only was it the beginning of our principal Glen Bewick's tenure after starting in November 2019, we also had to deal with the worldwide pandemic of COVID-19. Even with such uncertain times all of the school staff led by Glen, stood up to ensure that the students felt safe and received the best education they could have under very trying circumstances.

It was great to see the entire school community embrace the quickly implemented changes and support the staff who had worked tirelessly to ensure that education could be continued to be delivered to all students even though they had their own concerns about keeping their own families safe. The teachers were able to quickly put together learning from home materials to support the students learning and organised a 'drive through' where students were encouraged to come with their families in the car to collect learning from home resources.

Even though it was a new era for everyone to adapt to the school maintained a very high level of transparency and communicated quickly and effectively to ensure that the staff, students and greater school community were aware of developments as they arose.

The pandemic however did have a silver lining as it did allow extra time while students were learning from home for the major refurbishment of Classrooms, Bathrooms, the Art room and many other areas inside and outside the school.

As a board we were able to see all of these improvement implemented during the year to make our great school even better.

COVID also allowed for the staff to look at new opportunities to do things differently. They looked at the way the school was impacted and potential do things another way for the better. This was further reinforced when I attended a values and cultures workshop for the staff. I watched them embrace new ideas and visualise and discuss the direction they wanted to go to improve the school.

The school board was not able to meet as regularly in person as previous years but adapted to maintain regular correspondence to ensure the school was complying with required reporting and governance commitments

It was also a sad time for the board and greater school community due to the very sad passing of board member Latasha Kirton whom contributed so much to the school community through her work on the P&C and as a respected member of the board. She and her highly valued contributions will be greatly missed. Our hearts go out to her family.

At the end of 2020 the school board was spilled due to the end of most member's tenure and a call for nominations was put out at the end of 2020 and four parent representatives were appointed (Adam Grzelec, Tabettha McCallum, Stephanie Cowan and Chris Timmins) we are currently in the process of looking for community representation and staff nomination.

It was also fantastic to see the school community come together at the end of the year for the new format family picnic style end of year concert and see the children perform, it showed a real sense of engagement and community and was great to have the children with their families to enjoy the show and celebrate their achievements together.

The board also began working on the School Business Plan 2021-2023 in late 2020 and look to have this published by the end of Term 1 2021.

The School Board continues to provide governance and oversight for the school. We are committed in supporting the school administration, teachers and our students in our journey to achieving a culture of excellence in all that we do.

Adam Grzelec | School Board Chair



## 2020 Highlights

Whilst the year was impacted by COVID-19 restrictions we prioritised to continue, as best we could, a normal program of learning opportunities and fun for our students.

- Multiple events occurred throughout the year including Harmony Day, Book Week parade, walk to school community breakfast, ride to school day, NAIDOC Celebrations and other free dress days to spark fun, enjoyment and raise funds for charitable organisations.
- Our end-of-year awards and concert extravaganza was held for the first time on the basketball court which was huge success. The students were sensational as they performed to a selection of Christmas songs in front of a huge community crowd. The event was moved from the undercover area to allow more of our school community to attend, the feedback from the community was overwhelmingly supportive of the new venue and the relaxed family feel to the event.
- Students showcased their athletic talents at a range of sporting events, including faction and interschool athletics, Friday sport and swimming lessons. Whilst the annual Winter Carnival was cancelled due to COVID-19 restrictions, we ensured students didn't miss out on developing their sporting prowess with coaching clinics held across a range of sports.
- Students shone in the traditional Spelling Bee competition. Our best spellers across the school went head to head to see who was the Spelling Bee champion for each year level.
- The school welcomed parents and friends to a classroom open night where students took their parents on a learning journey showcasing their individual progress across all learning areas. Added to the night was the Art Show Case where student art work was displayed for everyone to admire. The art room transformed into an art gallery and proved to be a visual spectacular.
- A whole school renovation and upgrade project was completed thanks to allocated government funding for maintenance to our school. Classrooms received new carpet, walls painted, classroom dividing walls installed, student toilets renovated with new tiling, painting, toilet systems and sinks, a new sports shed, limestone entrance to the southern side of the school, limestone amphitheatre, office and staff room ceilings installed, minor administration office area upgrade with new counter and painting through the administration block, vinyl flooring to the staff kitchen area and student medical room, painting of external poles and beams, new cupboard storage across the school, library carpeted and counter area upgraded and a new Art/Technology classroom created ensured our school was given a new lease in life. The results were spectacular.
- The P&C held a hugely successful community picnic evening. With a sausage sizzle, face painting, cake stall, Mr Whippy, Coffee van and Jumping Castle our community came together to ensure a beautiful evening was shared by all.
- Our first Annual Sustainability Day was a huge success. Supported by the City of Stirling, Water Authority, Bunnings and other environmental groups ensured we had a magnificent day for our students to develop more sustainability awareness needed for our environment. This special day was part of our Living Green link with the City of Stirling, expertly led by our student Sustainability Cub and Mrs Donelle Wilson.

Arguably, the most memorable event was the student home learning package drive though pick up. Our staff worked incredibly hard to put together home learning packages for students as COVID-19 closed our school and we moved to home learning before term one school holidays. The packages were delivered to families as they drove through the staff car park, adhering to COVID-19 restrictions. Staff looked incredible as they dressed in fancy dress to have some fun and laughs with families as they arrived to collect their take home bags. It was a special occasion, one we will all remember for a long time





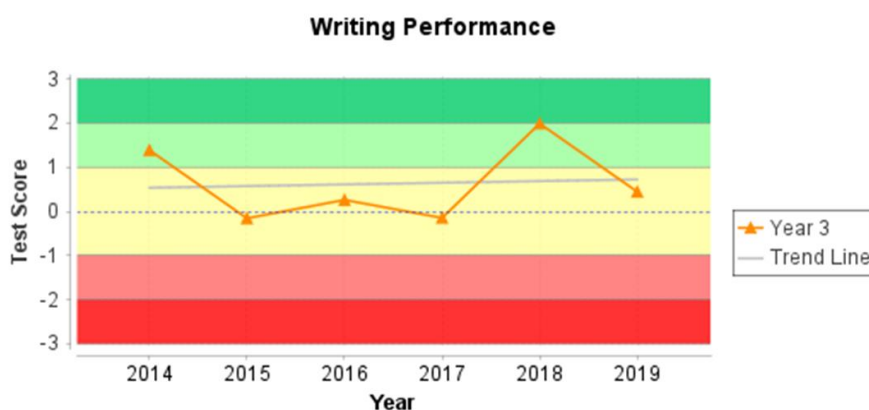
## Student Performance

COVID-19 implications ensured NAPLAN 2020 was cancelled across Australia. As a result of this, our Business Plan targets related to student performance in NAPLAN cannot be judged. The below tables show the mean score and longitudinal performance of students, highlighting the positive achievement and progress levels of students compared to similar schools. School based data from 2020 was used to support a judgement on student achievement and progress levels.

**Target One-** By 2020 Year 3 writing achievement will be equal to or above like schools.

The longitudinal result shows that there has been an upward trajectory in student writing performance and continues to be in the expected range of the predicted school mean score. The below graphs show the school mean score compared to like schools and trend line of performance

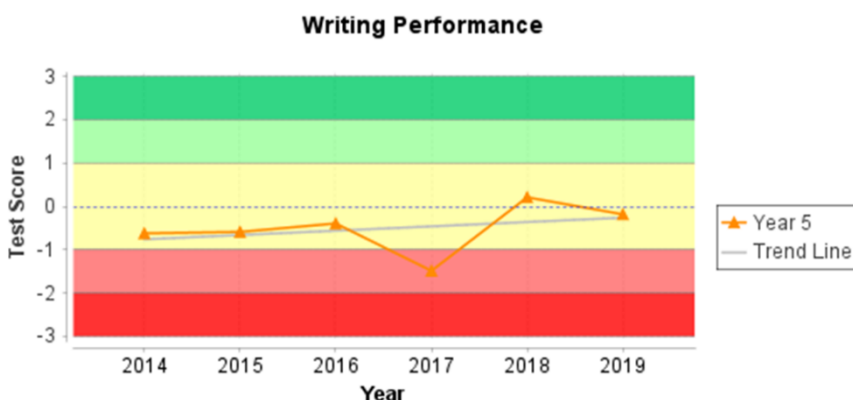
Year	Y03	
	School	Like Schools
2015	418	431
2016	420	420
2017	419	428
2018	460	412
2019	443	434



**Target two-** By 2020 Year 5 writing achievement will be equal to or above like schools.

The longitudinal results show an upward trajectory in student writing performance with mean scores being equal to above like schools and within the expected school mean score. Writing has been identified as an area of continued focus for the 2021-2023 Business Plan with specific targets to improve student performance.

Year	Y05	
	School	Like Schools
2015	460	486
2016	482	470
2017	450	478
2018	469	467
2019	480	484



To analyse student performance in writing in 2020 we embedded Brightpath as a tool to assess and monitor student writing performance. Average year level performance in narrative writing was compared against the standardised mean Brightpath mean scores.

Year Level	Mean Term 1	Mean Term 4	Standardised Mean	Progress 1-4	Differential
PP	70	160	No mean score	+90	N/A
1	190	234	227	+44	+7
2	236	275	277	+39	-2
3	285	317	316	+32	+1
4	324	372	338	+48	+34
5	395	401	365	+6	+36
6	442	441	404	-1	+37

Student performance in persuasive writing was moderated in Term 3 using Brightpath with the mean school performance compared against the standardised Brightpath mean score.

Year Level	Mean Term 3	Standardised Mean	Differential
PP	N/A		
1	202	210	-8
2	238	257	-19
3	313	300	+13
4	342	336	+6
5	391	376	+15
6	420	405	+15



Analysis of both narrative and persuasive writing indicates the school mean performance is close to or well above the standardised Brightpath mean score. All teachers took part in significant professional learning and moderation sessions to ensure the reliability and validity of scores given. The analysis indicates that student writing using the Brightpath ruler to judge performance is within expected levels, however, there is acknowledgement that writing must continue to be a focus for teaching and learning moving forward and will be an ongoing school improvement focus.

**Target 3-** Annually 90% of Year 1 students will meet or exceed a Numeracy Development Point of 1.0 in On entry testing.

On Entry Numeracy measurements were changed similar to a NAPLAN score, therefore the business plan target above was unable to be measured. We made a decision after testing in term one to not test the year one cohort using On Entry again for the year due to the pleasing performance of the group. At the end of term one the median performance of the year one cohort was 503. However, based on the median score of all public schools at the end of term four, 529, we were very confident that our students would have exceeded the public schools median score by the end of the year. To further support our monitoring of student performance in year one, all students participated in PAT Maths assessment. The results were extremely impressive against the standardised norms. Results are below.

Year	Below Expected	At Expected	Above Expected	EHPS Mean	Median Score	Norm Median
1	0	80%	20%	98	118	117

The above highlights the pleasing performance of students in year one and justifies the decision to not test students again on the On Entry assessment at the end of the year as the above data supports the judgements of the achievement and progress of the cohort. We therefore believe from the school data available the target was met.

**Target 4-** Annually 80% of Year 1 students will meet or exceed a Literacy Progression Point of 1.0 in On entry testing.

Like Numeracy, the scoring measurement in literacy was changed similar to a NAPLAN score; therefore, the business plan target above was unable to be measured as it was written. A decision was made based on student performance in term one to not assess students again using On Entry at the end of the year. It was felt that other school monitoring tools were able to measure our students' performance against other standardised norms with greater effect. Using the internationally recognised YARC reading assessment the performance of students in relation to the norm distribution was as follows.

% students below expected level	% students at expected level	% students above expected level
24%	62%	14%

The results highlight a high percentage of students who have performed below the expected level of performance in relation to reading comprehension. This supports the school's decision to have in place a quality intervention program to support the critical literacy development of early childhood children.

Assessment was also conducted on student spelling performance using the Single Word Spelling Test (SWST). This tool provided us with the ability to ascertain student levels at the start of the year and then judge their progress at the end of the year when the assessment was administered again. The results highlight the positive progress of students, however, a small group of students have been identified as requiring the continuation of tier 2 intervention and support.

#### SWST- Single Word Spelling Test

Year	Term One			Term Four		
	Below Expected	Expected	Above Expected	Below Expected	Expected	Above Expected
1	29%	46%	25%	17%	55%	28%

Pleasingly, students made good progress with the Below Expected percentage decreasing by the end of the year with students moving to an expected performance and the above expected performance also increasing. The progress of students over 12 months was therefore pleasing.

The school is in its second year of implementing a whole school spelling and reading approach using Initial Lit. All teachers from PP-2 implement the Initial Lit literacy program that focuses on a synthetic approach to teaching reading and spelling skills. In 2020, we also introduced a new intervention program to cater for students in the early years who present with literacy deficits and challenges. Mini Lit and Maqlit are delivered by a trained Education Assistant to support the developing literacy needs of identified students. This approach will continue in 2021.

**Target 5-** By 2020, at least 80% of the student population responding to the NSOS (National School Opinion Survey (Year 5-6) will agree or strongly agree that they feel safe at school.

Student Opinion Survey	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Num	%	Num	%	Num	%	Num	%	Num	%
My teachers expect me to do my best.	-	-	1	4%	4	15%	6	23%	15	58%
My teachers provide me with useful feedback about my school work.	-	-	-	-	3	11%	19	70%	5	19%
Teachers at my school treat students fairly.	-	-	-	-	1	4%	14	52%	12	44%
My school is well maintained.	-	-	-	-	3	11%	14	52%	10	37%
<b>I feel safe at my school.</b>	<b>1</b>	<b>4%</b>	<b>-</b>	<b>-</b>	<b>5</b>	<b>19%</b>	<b>6</b>	<b>22%</b>	<b>15</b>	<b>56%</b>
I can talk to my teachers about my concerns.	1	4%	-	-	7	29%	6	25%	10	42%
Student behaviour is well managed at my school.	2	7%	2	7%	4	15%	10	37%	9	33%
I like being at my school.	1	4%	1	4%	3	11%	8	30%	14	52%
My school looks for ways to improve.	-	-	-	-	3	12%	9	35%	14	54%
My school takes students' opinions seriously.	-	-	3	11%	6	22%	7	26%	11	41%





My teachers motivate me to learn.	1	4%	1	4%	4	15%	11	41%	10	37%
My school gives me opportunities to do interesting things.	-	-	-	-	2	7%	14	52%	11	41%
My teachers are good teachers.	-	-	-	-	3	12%	5	19%	18	69%
My teachers care about me.	1	4%	-	-	2	8%	6	25%	15	63%

The target was not met with 78% of students agreeing or strongly agreeing to the statement. 19% of students neither agreed or disagreed. However, a rating of 4.3 was achieved which was a positive response. Areas of interest and targets for the next business plan will be; Student behaviour is well managed at my school, My school takes student opinions seriously and I can talk to my teachers about my concerns.

As a response to this data the 2021-2023 school business plan will have a strong focus on student voice, student leadership and student agency. These are areas the staff have identified as areas of school improvement. Providing increased opportunities for students to be involved in school improvement processes and opportunities to develop leadership and agency will impact a wide range of health and wellbeing outcomes as well as students' motivation to learn and achieve.



## Parent Survey

The results from the bi annual Parent National School Opinion Survey were very positive. From the 47 respondents the percentage ratings are below.

Parent Opinion Survey	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Num	%	Num	%	Num	%	Num	%	Num	%
Teachers at this school expect my child to do their best.	-	-	-	-	3	6%	20	43%	24	51%
Teachers at this school provide my child with useful feedback about their school work.	-	-	1	2%	5	11%	23	49%	18	38%
Teachers at this school treat student fairly.	-	-	2	4%	2	4%	20	43%	23	49%
This school is well maintained.	-	-	1	2%	4	9%	18	38%	24	51%
My child feels safe at this school.	-	-	-	-	2	4%	19	40%	26	55%

I can talk to my child's teachers about my concerns.	-	-	-	-	3	6%	17	36%	27	57%
Student behaviour is well managed at this school.	-	-	4	9%	3	7%	19	41%	20	43%
My child likes being at this school.	-	-	-	-	-	-	19	40%	28	60%
This school looks for ways to improve.	-	-	1	2%	6	13%	19	40%	21	45%
This school takes parents' opinions seriously.	1	2%	-	-	8	17%	21	45%	17	36%
Teachers at this school motivate my child to learn.	-	-	1	2%	2	4%	22	47%	22	47%
My child is making good progress at this school.	-	-	1	2%	4	9%	21	45%	21	45%
My child's learning needs are being met at this school.	-	-	2	4%	4	9%	20	43%	21	45%
This school works with me to support my child's learning.	-	-	1	2%	7	15%	20	43%	19	40%
This school has a strong relationship with the local community.	-	-	2	4%	10	22%	15	33%	19	41%
This school is well led.	-	-	2	4%	4	9%	19	40%	22	47%
I am satisfied with the overall standard of education achieved at this school.	-	-	1	2%	5	11%	21	45%	20	43%
I would recommend this school to others.	-	-	2	4%	6	13%	17	36%	22	47%
My child's teachers are good teachers.	-	-	1	2%	1	2%	14	30%	30	65%
Teachers at this school care about my child.	-	-	-	-	5	11%	11	24%	30	65%

All areas above scored an average rating above 4. (1, Strongly Disagree to a rating of 5, Strongly Agree) This is very positive feedback from the respondents to the survey. Statements with a rating above 4.5 (95% agree/strongly agree) are highlighted in green. The school takes parents opinions seriously was the lowest rated statement with a rating of 4.1, however 81% of respondents agreed or strongly agreed with this statement with one respondent strongly disagreeing. The school will continue to work hard to ensure our ratings from parents remain above 4 in the future. We also surveyed the community on specific areas about the school organisation and operations. These results are below.

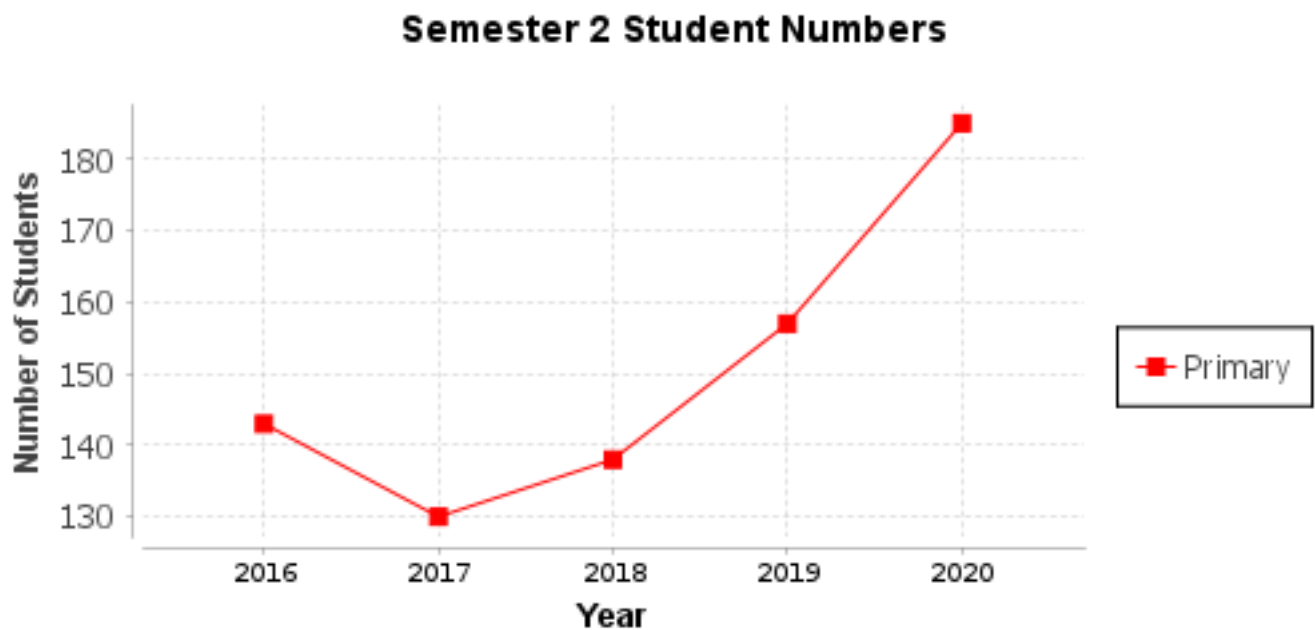
	Very Dissatisfied		Not Satisfied		Neutral		Satisfied		Very Satisfied	
	Num	%	Num	%	Num	%	Num	%	Num	%
Communication	2	4%	3	6%	6	13%	14	30%	22	47%
School grounds and facilities	2	4%	3	6%	2	4%	24	51%	16	34%
Playground equipment	1	2%	7	15%	13	28%	16	34%	10	21%
Car parking	6	13%	16	34%	12	26%	12	26%	1	2%
Reporting to parents on student progress and achievement	2	4%	3	6%	9	19%	14	30%	19	40%
Christmas concert	2	4%	3	6%	11	23%	21	45%	10	21%
School community events- ANZAC, Book Week, Faction Carnival, NAIDOC Week etc..	1	2%	3	7%	7	16%	20	44%	14	31%

The above confirmed dissatisfaction with the car parking around the school. This is an issue that is being explored with the Department of Education and City of Stirling which hopefully will be resolved in 2021 with extra parking being made available in Doon Way for visitors. Playground equipment was also identified by the respondents as an area of concern. The school will have a new playground added to the nature play area in 2021 through a successful grant application.



## Student Enrolment Trend

Student enrolment numbers for full time students (excludes kindergarten students).



Enrolment	2016	2017	2018	2019	2020
Full Time Primary (excluding Kin)	143	130	138	157	185

The enrolment trend for the school is on an upward trajectory and is anticipated to continue to trend high as the school has become a highly sought after educational facility for families. We receive many expressions of interest from families wishing to enrol from outside our local catchment area, these are assessed and only accepted after ensuring local area enrolment availability. In 2021, the expected full time enrolment will be 200 students projecting a total of 239 student enrolments, including kindergarten students.

## Student Centred Funding 2020

Per Student Funding - At Census February 2020

Per Student	Funded Student FTE		Amount
	Below Threshold	Above Threshold	
Kindergarten	22	0	\$106,678.00
Pre-primary	39	0	\$324,129.00
Year 1	34	0	\$282,574.00
Year 2	31	0	\$257,641.00
Year 3	24	0	\$199,464.00
Year 4	27	0	\$187,002.00
Year 5	14	0	\$96,964.00
Year 6	12	0	\$83,112.00
Total	203	0	\$1,537,564.00

## Student and School Characteristics Funding - At Census

Funded Student FTE	Amount
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Student Characteristics		
Aboriginality	9.00	\$18,234.00
Disability	12.47	\$186,309.95
English as an Additional Language or Dialect	1.00	\$2,845.00
Social Disadvantage	24.95	\$18,515.43
Sub Total		\$225,904.38

School Characteristics		
Enrolment-Linked Base		\$433,438.00
Locality		\$0.00
Sub Total		\$433,438.00

Total		\$659,342.38
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## Targeted Initiatives

	Amount
Targeted Initiative: Graduate Teacher Induction Program and Graduate Curriculum Materials	\$7,061.42
Targeted Initiative: In School State Funded Chaplaincy Program	\$21,769.13
Targeted Initiative: National Partnership on Universal Access to Early Childhood Education	\$21,340.00
Total	\$50,170



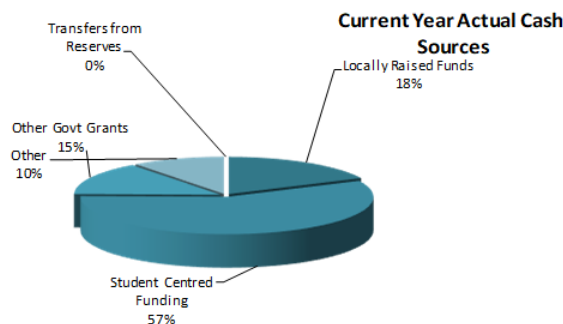
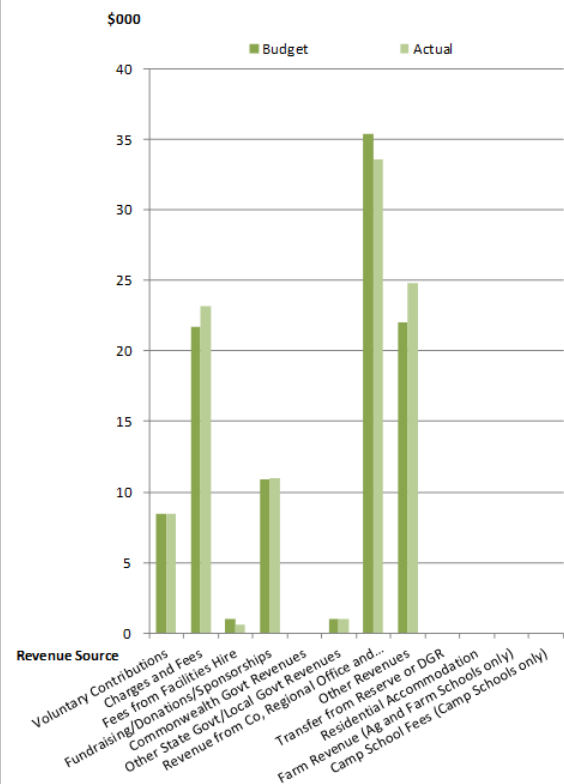


## East Hamersley Primary School

Financial Summary as at  
31 December 2020

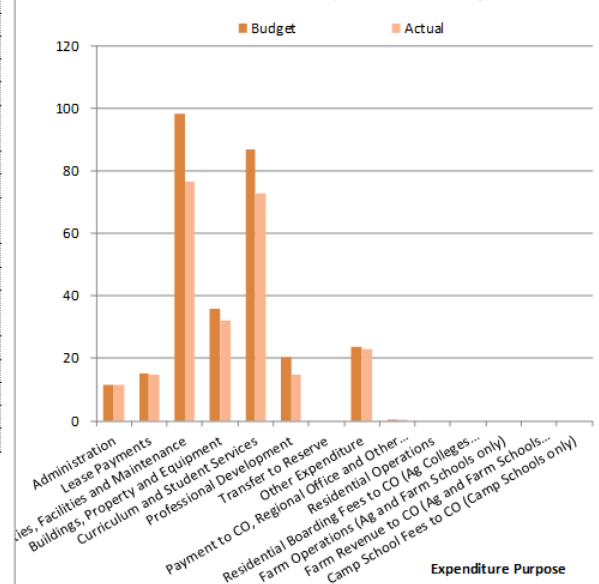
Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 8,473.00	\$ 8,472.50
2 Charges and Fees	\$ 21,682.74	\$ 23,160.59
3 Fees from Facilities Hire	\$ 1,000.00	\$ 609.66
4 Fundraising/Donations/Sponsorships	\$ 10,908.00	\$ 10,949.57
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7 Revenue from Co, Regional Office and Other Schools	\$ 35,335.00	\$ 33,613.19
8 Other Revenues	\$ 22,056.80	\$ 24,813.49
9 Transfer from Reserve or DGR	\$ -	\$ -
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>\$ 100,455.54</b>	<b>\$ 102,619.00</b>
<b>Opening Balance</b>	<b>\$ 56,744.00</b>	<b>\$ 56,744.35</b>
<b>Student Centred Funding</b>	<b>\$ 134,357.00</b>	<b>\$ 138,067.43</b>
<b>Total Cash Funds Available</b>	<b>\$ 291,556.54</b>	<b>\$ 297,430.78</b>
<b>Total Salary Allocation</b>	<b>\$ 2,258,147.00</b>	<b>\$ 2,258,147.00</b>
<b>Total Funds Available</b>	<b>\$ 2,549,703.54</b>	<b>\$ 2,555,577.78</b>

Locally Generated Revenue - Budget vs Actual

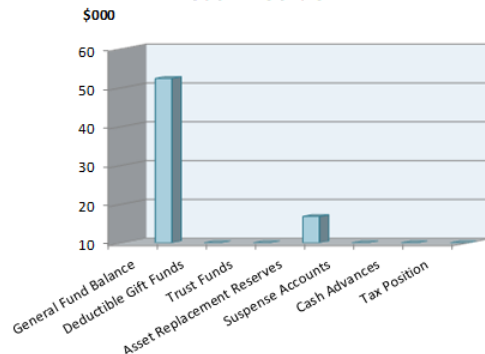


Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 11,620.00	\$ 11,281.93
2 Lease Payments	\$ 15,019.00	\$ 14,869.21
3 Utilities, Facilities and Maintenance	\$ 98,107.00	\$ 76,455.12
4 Buildings, Property and Equipment	\$ 35,975.00	\$ 32,049.10
5 Curriculum and Student Services	\$ 86,680.39	\$ 72,879.69
6 Professional Development	\$ 20,315.00	\$ 14,767.67
7 Transfer to Reserve	\$ -	\$ -
8 Other Expenditure	\$ 23,647.64	\$ 22,725.36
9 Payment to CO, Regional Office and Other Schools	\$ 60.00	\$ 60.00
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>\$ 291,424.03</b>	<b>\$ 245,088.08</b>
<b>Total Forecast Salary Expenditure</b>	<b>\$ 2,175,499.00</b>	<b>\$ 2,175,499.00</b>
<b>Total Expenditure</b>	<b>\$ 2,466,923.03</b>	<b>\$ 2,420,587.08</b>
<b>Cash Budget Variance</b>	<b>\$ 132.51</b>	

Goods and Services Expenditure - Budget vs Actual



Cash Position



<b>Cash Position as at:</b>	
<b>Bank Balance</b>	<b>\$ 69,444.32</b>
Made up of:	
1 General Fund Balance	\$ 52,342.70
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 16,800.52
5 Suspense Accounts	\$ 622.10
6 Cash Advances	\$ (100.00)
7 Tax Position	\$ (221.00)
<b>Total Bank Balance</b>	<b>\$ 69,444.32</b>



