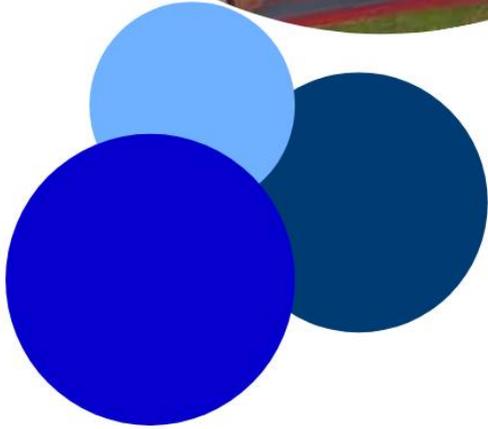
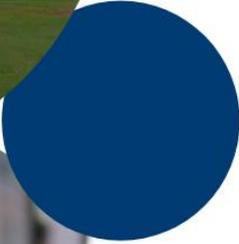
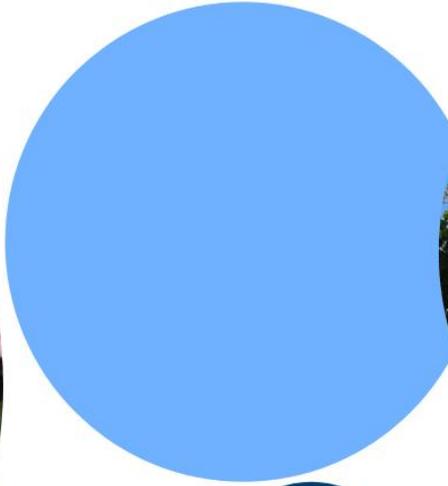


# EAST KIMBERLEY COLLEGE



# ANNUAL REPORT 2020

## OUR COLLEGE

*“An unwavering focus on student achievement continues to be at the forefront of the minds, and in the hearts, of all staff at East Kimberley College.”*

## OUR VISION

A school of choice, empowering students to succeed.

## OUR MOTTO

Seek      Strive      Achieve      Believe

## OUR COMMITMENT

To exceed the expectations of the community and deliver on our promise to be “the school of choice”.

## OUR VALUES

At East Kimberley College, we are:

Respectful      Responsible      Prepared      Safe

## OUR PRIORITIES

- Priority One – Academic Rigour and Successful Student Pathways
- Priority Two – High Standards of Engagement, Attendance and Behaviour
- Priority Three- Excellence in Professional Practice
- Priority Four- Community Pride and Perception

## OVERVIEW

East Kimberley College offers students all that one would expect in a larger metropolitan school, yet has that unique friendly atmosphere typical of a rural community. Our College strives to ensure all students, regardless of ability or style of learning, are provided with the opportunity to reach their full potential in a positive, supportive and engaging learning environment. We foster individual student interests, encourage active participation in the learning process, and assist students to develop their ability to apply knowledge and skills to real life experiences and challenges.

Building and sustaining community confidence is a significant component of being a recognised and respected educational institution. Our College values its strong partnerships with the parent and wider community and has an extremely active and supportive Parents and Citizens Association and College Board. We sincerely appreciate the tremendous parental support at East Kimberley College and recognise the importance of parents and guardians as childrens' first educators. At East Kimberley College our belief is that "every student matters every day" and we foster our values through a recognised and respected motto, Seek, Strive, Believe, Achieve. Our motto is underpinned by the commitment to our community that we are "the school of choice".

Our College has a culturally diverse student population with Aboriginal students making up over 50% of the student population. We are proud of our partnership with our Miriwoong community, our building language program, and the achievement of our Aboriginal students. We recognise that measuring the impact of these partnerships on student achievement is not simple. The system does not provide easily accessible data sources that show direct correlation between community partnerships and student achievement. Partnerships and governance form the basis for the "Community Pride and Perception" priority. Partnerships with our partner feeder schools and local Non-Government Organisations are highly valued and we acknowledge their continued support and trust. We also recognise the relationship between parents, students, staff and the community is essential to delivering the schools strategies.

## FROM THE PRINCIPAL

2020 saw the College under the shared leadership of Kate Wilson as Principal until my appointment in second Term. Kate's contributions to East Kimberley College were outstanding. Together with systems established by the leadership, a pro-active College Board, dedicated staff and supportive parents and community, our students have continued their successful educational journeys. Also, after many years of representative leadership, Helen Thorne stood down as our College Chairperson. Her leadership and commitment have been instrumental in the College's progression and I would like to thank her immensely for her service.

WA public schools are reviewed every three years. In 2019, the College was assessed as being 'effective' overall in the six domains. This was validated again in 2020 through the Independent School status process and the Report can be accessed on the College or Schools Online websites. Our Business Plan (2019-21) continued to guide our improvement commitment and this report will address our progress, and also share our celebrations and achievements.

In a COVID-19 environment, many operations had to be modified and data collection in Western Australia for some assessments like NAPLAN were interrupted, along with some College activities. As a collective community, we rose above the challenge and made things happen, even though they may have looked a little different. The innovation, creativity and problem solving by everyone in the College community was evident in our ability to navigate and adapt to an ever-changing landscape. By any measure, 2020 was a positive year for East Kimberley College and we are very proud of our students, staff and community in their response to all the challenges we faced. The year was filled with memorable activities and achievements, as well as works finally commencing on the rebuilding the Ord Building. Of particular note, was the outstanding achievement of our Year 12 cohort and significant improvement in our intervention programs across the College. I must say the dedication and commitment from staff at East Kimberley College ensured we all adhered to the guiding principle that "every child matters, every day".

It is with pride we present East Kimberley College's Annual Report which summarises the events and achievement in 2020.

**Bronwyn Wright**  
Principal



# Priority One - Academic Rigour and Successful Student Pathways

*We aspire to have every East Kimberley College student leave proficient in Standard Australian English, and with skills and pre-requisites to access the post-school options of their choice.*

## Senior Secondary

Through course counselling, students selected one of four pathways which included;

- ATAR (University) Pathway;
- Kununurra Education For Life “KEFL” (Traineeship) Pathway;
- Vocational (VET) Pathway;
- Work Ready Pathway.

The ATAR, KEFL and VET pathways contribute towards the Western Australian Certificate of Education and the Work Ready pathways is designed to assist in the development of work-related skills to increase post-post pathways and opportunities.

Our Year 10 students participated in 2 x 1 week blocks of Work Placement Learning during the year which gave them the opportunity to explore possible future pathways.

In 2020 our Year 11 and 12 course offering included;

**ATAR** (face to face) English, Human Biology, Maths Applications, Maths Methods, and Physical Education Studies.

**ATAR** (SIDE) Physics, Chemistry

**General** (face to face) English, Mathematics Essentials, Media Production and Analysis, Outdoor Education, Visual Arts, Applied Information Technology, Career and Enterprise, Children Family and Community, and Design.

**Certificate Courses** (in partnership with North West Regional TAFE) Business, Government, Kitchen Operations, Retail Cosmetics, Engineering, Construction Pathways, Sport and Recreation, Conservation and Land Management, and Creative Industries.

ATAR Participation Rate: count (%) Source: SCSA data files and Department calculations				
	2020	2019	2018	2017
School count (% Cohort)	8 (10%)	6 (8%)	8 (9%)	7 (9%)
Difference From Expected	+11%	+14%	-2%	+18%

WACE Achievement Rate: count (% of eligible students) Source: SCSA data files				
School (WACE eligible)	25 (83%)	16 (84%)	17 (59%)	14 (78%)
Like Schools (%)	71%	66%	75%	71%
Public Schools (%)	89%	89%	89%	88%

Median ATAR (no. of students) Source: SCSA data files and Department calculations				
School	68.65	72.03	77.23	76.45
Expected performance				
Like Schools	55.12	62.35	56.33	64.4
Public schools	79.25	78.25	79.5	78.55

Apparent retention and progression rates (%) - secondary

	Years 8-10	Years 8-12	Years 10-12	Years 10-11	Years 11-12
2018	72%	65%	63%	68%	83%
2019	78%	46%	50%	89%	73%
2020	77%	49%	69%	71%	78%

## Secondary Programs

The Year 7's engaged in a transition program in the first Semester and settled into the secondary program for Semester Two. Year 8-10 classes were streamed in 2020 and we also offered a composite Year 9/10 class which was designed to develop students work-related skills. The KALS junior secondary program develop students' life skills and build foundation literacy and numeracy skills required for the future.

## Literacy and Numeracy

Literacy and Numeracy remain key domains of learning which are essential for success. In 2020 the NAPLAN assessment across Australia was not conducted and cannot be assessed. Marks were not awarded in the first Semester and this year we continued to focus on the Explicit Instruction pedagogy. Online Literacy and Numeracy Assessment (OLNA) was delivered to include Year 9 students for the first time.

## Celebrations

In 2020, the East Kimberley College Year 12 cohort celebrated some excellent results:

- WACE Achievement rate 12% higher than like schools;
- 2 students achieved an ATAR over 90.00;
- Median ATAR at 68.95 – considerably above like schools at 55.12;
- 24 students completed a Certificate II qualification and our participation rate was 88%;
- 1 Certificate of Distinction;
- 4 early offers of University Entrance;
- 8 Student scholarships;
- 69% of students progressed from Year 10 to Year 12 – an increase of 19% from 2019;
- 11% of Year 9 students passed the OLNA requirement – 5% above like schools;
- Year 10 students completed the Keys For Life program;
- Year 9/10 Composite Class Coffee Enterprise program.

### OLNA - Current Student Standing

	Year 10 Students - Qualified In		
	Year 9	Year 10	Not Qualified
2020	7	16	40
	11.1%	25.4%	63.5%
Like Schools	6.6%	21.7%	71.7%

	Year 11 Students - Qualified In			
	Year 9	Year 10	Year 11	Not Qualified
2020	6	10	4	23
	14.0%	23.3%	9.3%	53.5%
Like Schools	7.2%	23.9%	11.6%	57.3%

	Year 12 Students - Qualified In				
	Year 9	Year 10	Year 11	Year 12	Not Qualified
2020	6	11	10	3	11
	14.6%	26.8%	24.4%	7.3%	26.8%
Like Schools	6.6%	30.9%	14.0%	9.4%	39.1%

### Future Aspirations

- ATAR participation to remain higher than expected.
- Median ATAR to rise to 80+, significantly above like schools.
  - Improve retention rates from Year 11 to Year 12.
- Continue OLNA practice workshops and continue to increase percentage of Year 12 students qualified.
  - Increase ATAR student numbers.
- Maintain or improve high rates of VET Certificate II qualifications.

## Intervention Programs

The early identification of students experiencing gaps in learning is crucial to their future development. The use of a structured synthetic phonics program is crucial to instruction at all levels, as well as the use of programs and teaching strategies to target additional areas of need such as working memory, vocabulary, comprehension and number work.

### Double Dose “Let’s Decode”

This year we offered intensive synthetic phonics intervention for Pre-Primary students requiring additional support through small group “Let’s Decode” sessions.

### Response to Intervention

The needs of all students, including those with learning disabilities, was catered for by implementing a three wave (or three tier) approach to instruction, assessment and intervention. Providing high quality instruction in literacy ensured we were well equipped to identify and cater for the needs of students with both learning difficulties and learning disabilities.

In 2020, the program was delivered to 44 Year’s 1 to Year 4 students in Semester 1, which increased to 70 students in Semester 2.

### Corrective Reading

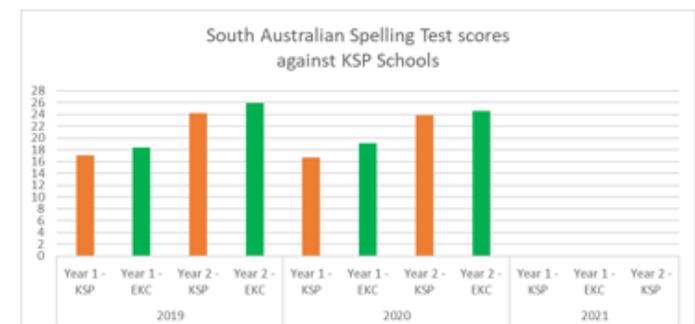
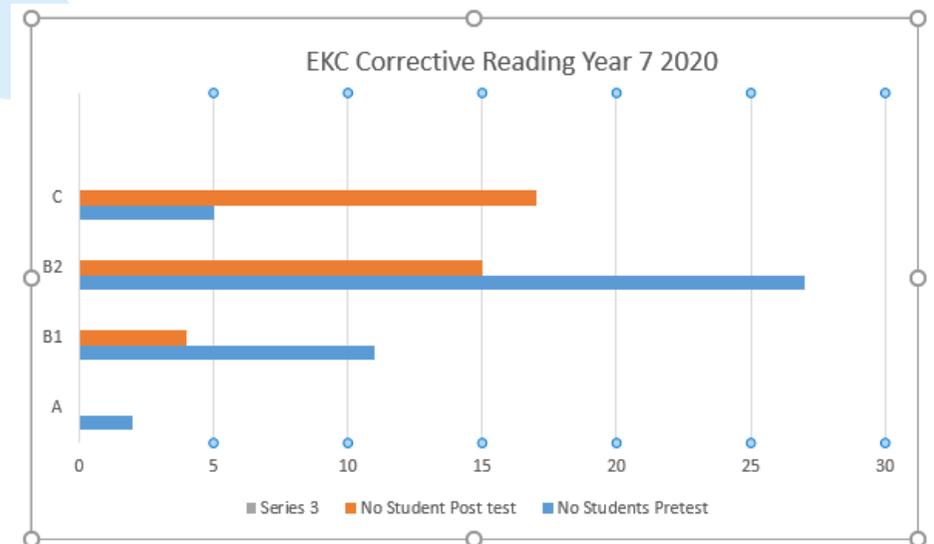
This intervention program commenced late in 2019 as a result of concerns raised about the reading and comprehension ability of the Year 7 cohort. Students requiring the most support are delivered the “A” Program and progress to a more difficult level until they are able to demonstrate the fundamental skills of Program “C”.

In 2020, the program commenced with 45 students. At the completion of the testing, students fundamental reading skills had progressed significantly and in the Second Semester, the program was delivered to a Year 6 cohort. In 2021 this intervention program will expand to include Year 4 and 5 students.

### Kimberley Schools Project Spelling Data

A whole school approach to teaching and learning by applying explicit instruction methodology had been decided as the way forward for EKC, however work was needed to reinstate this more consistently and rigorously across the College. High leadership and teaching staff turnover required the College to prioritise continual professional learning opportunities each year. Extensive ongoing support was needed to embed new learning in the classroom and establish a low variance curriculum with consistent teaching practices.

The biggest impact has been seen in improved spelling scores, evidenced through the South Australian Spelling test. The mean score for each grade exceeds the KSP grade mean. Therefore, students at EKC are out performing their peers across the region.



### Future Aspirations

- Focus on sustainability and continuity through embedded operational planning aligned with strategic direction and clear planned targets linked to the Colleges' assessment schedule.
- Build on a culture of collaboration, planning informed by data and high expectations through the appointing of Year Level Leaders who will provide mentoring and coaching.
  - Capture more students at educational risk in Years 3-6 by involving them in an evidenced based RTI program; Corrective Reading.

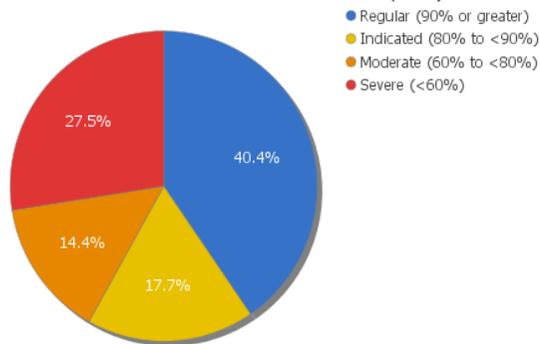
## Priority Two - High Standards of Engagement, Attendance and Behaviour

*Our school works hard to maintain a learning environment that is safe, respectful, tolerant and inclusive.*

### Attendance

It was pleasing to note that during Second Semester, our attendance rates were similar to previous years, and significantly higher than like schools. Attendance is everyone's responsibility and there will continue to be a focus on improving the percentage of children who attend more than 90% of the time. We will continue to support families in assisting their children in coming to school because we know when a student misses one day per fortnight for the duration of their schooling, it will equate to approximate 1 ½ years of lost learning time. Our students are provided with support to attend the College through the Clontarf Foundation, the role models Girls Academy, local Aboriginal organisations, our School Based Attendance Officers, and our home visit program.

Attendance Profile 2020 Semester 2 Compulsory



### Future Aspirations

We will continue to celebrate success, work with families to overcome barriers and decrease the number of unexplained absences. Our Positive Behaviour in Schools approach continues to recognise and reward high attendance behaviours and we work with our partners to design improvement pathways for individual students.

Table 1: Attendance and Absence Type by Collection Period for EAST KIMBERLEY COLLEGE

Collection Period	2018 Sem 1	2018 Sem 2	2019 Sem 1	2019 Sem 2	2020 Sem 2
Attendance Rate	76.3%	73.1%	78.8%	76.3%	73.9%
Regular Attendance	45.5%	43.4%	48.7%	42.0%	40.4%
Authorised Absence	21.5%	18.8%	27.4%	23.4%	26.2%
Unauthorised Absence	78.5%	81.2%	72.6%	76.6%	73.8%

\*indicates that data is not final.

Note that the Absences are proportions of half days in each category.

## Priority Three – Excellence in Professional Practice

*East Kimberley College is a professional learning community within which all staff are supported to learn, grow and change as educators and education leaders.*

### Professional Learning Program

Whilst there was some interruption due to COVID-19 travel restrictions, the College supported staff in participating in many professional learning opportunities which included; Trauma Informed Practice, Students and Educational Risk, School of Special Education Needs - Disability, School Drug Education and Road Aware (SDERA), Explicit Instruction, Effective Classroom Teaching Practice Modules, the Kimberley Schools Project Targeted Teaching Modules and the KindiLink Conference. Individual staff accessed learning area specific development and the P & C funded staff attaining the Royal Life Saving Water Safety qualification.

Primary and Secondary staff continued to conduct Collab fortnightly meetings which continued to focus on effective data analysis, collaborative planning and developing the Explicit Instruction pedagogy. Our graduate teachers completed the Graduate modules and staff engaged in Online professional learning throughout the year and when travel was restricted.

Members of our leadership team attended the Schools Leadership Teams Conference in Broome, engaged in the East Kimberley Principals Network meetings, and attended workshops of Developing a Culture of Coaching.

### Kimberley Schools Project

The Project continued to provide support for staff with shoulder-to-shoulder coaching in evidenced-based teaching strategies and upskilling staffs' literacy knowledge. Our College has become a pinnacle in the East Kimberley hosting surrounding schools for Professional Learning and observation opportunities:



- Selection of staff for regional positions;
- Explicit Instruction Framework;
- Year Coordinators in Primary School; and
- Professional Learning Programs targeting Trauma Informed Practice, Explicit Instruction, Collaborative time. Over the course of 2020 teachers and support staff participated in a minimum of the equivalent of six days of professional learning. In Term two we experienced restrictions for visitors, however in Term 3 and Term 4 we were able to access Trauma Informed Practice, Students and Educational Risk, Explicit Instruction, the Kimberley Schools Project Targeted Teaching Modules, Effective Classroom Management, Cultural Forum Learning Program, as well as individual professional learning opportunities.

## Priority Four – Community Pride and Perception

*We will harness new thinking to address local priorities and challenges.*

### Partnerships

East Kimberley College is fortunate to have the support of many community organisations, business and the wider community. We work together to improve outcomes for students and to support their ongoing development with the recognition we will have a greater impact if we work collaboratively. These are some of the wonderful partnerships we have in place and we have developed many Service Agreements to formalise our relationship.

- Mirima Dawang Woortlab-Gerring Language and Culture Centre.
- Wunan Foundation.
- Yawoorroong Miriung Gajerrong Yirgeeb Noong Dawang MG Corporation.
- Kununurra Waringarri Aboriginal Corporation.
- Save the Children.
- Boab Health Services.
- Kununurra Police.
- Kimberley Development Commission.
- Department for Child Protection and Family Support.
- Kimberley Schools Project.
- East Kimberley Chamber of Commerce and Industry.
- Shire of Wyndham East Kimberley.
- North West Regional TAFE.
- Target 120.



- Clontarf Academy.
- Polly Farmer Foundation (Follow the Dream).
- Girls Academy.

## Cultural Forum

The Cultural Forum is strategic and looks at all areas of Aboriginal Education with focus on teaching and learning, environment and connecting with community. It is largely represented by a combination of community members, organisations and agency representatives who all work closely with our College. The Forum focuses on working closely with our valued community committee members to gather information and feedback to help generate informed strategies and ideas on how EKC can best connect with our community and engage our families in a positive way. In 2020, the Forum and our Aboriginal Islander Education Officers (AIEO) led the school in NAIDOC celebrations and with our Cultural Awareness Training Program.

## Kimberley Schools Project

The Kimberley Schools Project (KSP) is a collaboration between the Department of Education, Catholic Education Western Australia, the Association of Independent Schools Western Australia and the Department of Primary Industries and Regional Development. The Project is designed to customise, intensify and better support existing strategies to accelerate all children's learning and in particular Aboriginal students' progress. The KSP has four key integrated areas of innovation:

- **Targeted teaching** – evidence-based teaching strategies and quality materials with frequent measurement of achievement.
- **Better early years learning and care** – community co-design initiatives that build on and improve existing services, and engage families as first teachers.
- **Regular attendance** - community partnerships to deliver strategies that aim to resolve issues of non-attendance in particular communities.
- **Increased student and community engagement** - co-designed community initiatives that build positive relationships between the school and the community.

Staff at East Kimberley College received four days of funded professional learning emphasising research based teaching strategies and explicit instruction. The Project funded curriculum materials, scope and sequence documents, sample lesson plans and daily reviews. Our staff received up to 10 individualised mentoring and coaching sessions per semester with a focus on instructional observation and feedback provided by highly trained and experienced program coordinators and included a range of recommended assessment instruments for early reading and guidelines for tracking student progress.

## Academies

### Girls Academy

The COVID-19 pandemic has had a huge impact on Girls Academy and our students. It affected our ability to collect data but also the nature of that data, particularly in relation to attendance. As education departments took different approaches to the closure of schools and their re-opening, our staff had to support many girls remotely, while encouraging those who were able to do so to return as soon as possible. Sixteen students have left Kununurra throughout the year — four to attend boarding school; eight who left town with their families or to live with other family members; and four who were from communities in the NT and were denied entry back into WA due to COVID-19.

## ENROLMENTS

Achievement of student target		
Target Indigenous student number	Current student numbers	Percentage of target achieved
65	61	94%

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Academy
85.24%	79.61%	77.25%	69.02%	51.64%	84.38%	76.88%

### Clontarf Academy

Our Academy continues to support our Year 6-12 male Aboriginal cohort and highlights this year included winning the Boab Cup Basketball Shield, Kimberley camping trips, Kimberley Clontarf Shield and a Rottnest Island trip. Option classes were well supported and our students had the opportunity to hear guest speakers from Ord Valley Aboriginal Health Service, Kununurra Police, Boab Health, Norforce, North Regional TAFE and Youthcare. Clontarf also had:

- 100 student registrations;
- 70% of Indigenous male students in Year 5-12 are enrolled;
- Average student attendance was 75%.

### Future Aspirations

- Dedicated centre for families Hub with Kununurra Waringarri Aboriginal Corporation to facilitate the federally funded Children and Learning Program. The objective of the program is to increase school readiness, attendance and engagement, and to promote parental engagement and accountability to build capacity in families to support students' educational outcomes.
  - Continue to build on our partnerships through the East Kimberley Chamber of Commerce and Industry membership.
- Expansion of the Language Nest Program within the Primary School and formal delivery in 2021 of one hour sessions for the Year 3 cohort, expanding to all 3-6 Year groups by 2024. Continue the delivery of Miriwoong Language classes for 30 mins in K-2 classes.
  - The introduction of an Out of School Hours Care onsite in partnership with a local provider.

## Whole School Reference Groups and Support Programs

### College Board

This year saw the School Council evolve into the College Board with the achievement of our College's Independent Public School status. It was the end of an era with Helen Thorne standing down as our College Board Chairperson after many years of service and the College and community wish her all the best in her future endeavours. 2021 will see the first Co-Chairperson initiative as this representative group continue to provide strategic support for East Kimberley College.

## Parents and Citizens

The P & C supported the College through their fundraising events in many ways including: our Dux award, Bronze Medallion training, the ECE Father's Day Breakfast, Year 6 Graduation and Student Councillor Shirts. Their role in managing our Canteen has been a huge task this year and we would like to acknowledge and thank the efforts of all members under the leadership of Sarah Greenwood.

## Student Council

2020 commenced with a planning day and during the year, Councillors participated in self-development sessions, camps, and many projects including a thank you staff afternoon tea, litter awareness project and an Amazing Race event. They organised the Crazy Hair Day and Jeans for Genes day as fundraisers, and their efforts achieved some great outcomes as our student representative group for our College.

## Follow the Dream

This very successful program works closely with College teachers and support staff, as well as businesses and scholarship providers to support a student's journey at East Kimberley College, both enriching their academic journey and engaging them in their education. Highlights and achievements included:

- 68 East Kimberley College student enrolments with an average attendance rate of 82%. Term 4's attendance rate was 88%.
- Year 7-10 Best of the Best Camp, Year 7-9 Cultural Camp, Year 10-12 Cultural Camp, Engineering, Tourism, Aspire and Leadership camps.
- Four successful applications for the Curtin University Engineering course.
- Guest speakers - Courtney Stubbs, UWA, and MHS services consultants.
- The delivery of the Creating the Dream Year 6 Program with 35 enrolments.
- Employment of 26 tutors and offering 128 mentoring sessions.
- An Outreach Halls Creek Follow the Dream program initiated and supported.

## KindiLink

KindiLink is a play and learn initiative offered to children 0-3 years in schools and our programs are funded by the Department of Education and the Kimberley Schools Project. The aim of KindiLink is to enhance each child's development and learning while building families' capabilities and confidence as their child's first educator. 2020 Highlights include Messy Week, Language Nest sessions and our important Allied Health visits.

## Chaplaincy

Our Youthcare Chaplains Kim Moore and Linda Sutherland have provided support for many students, facilitated, co-led and/or supported many teambuilding activities and wellness/gratitude initiatives this year. Highlights include RUOK? Day, the Colour Run, Legacy Builders Club, Lego Robotics, the Wearable Arts program the Student Council and reward day activities. We value their service and would like to thank the wider community for their support of this initiative.

## Community Library

Once we could access the Library, more than 40 class groups accessed the facility each week. The Children's Book Week Parade went ahead with authors Frane Lessac and Mark Greenwood in attendance for Book Week, and our secondary students celebrated with a Book Degustation. The Scholastic Book Fair was a success and we continue to value this important educational shared resource.

# Other College Highlights and Events

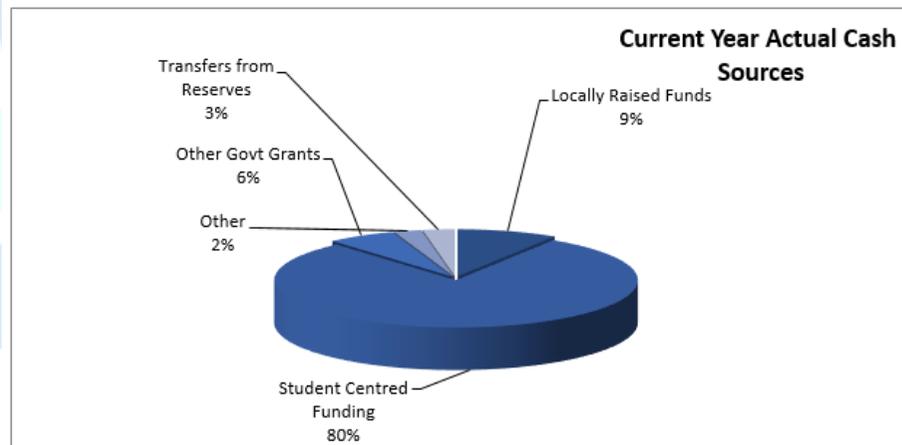
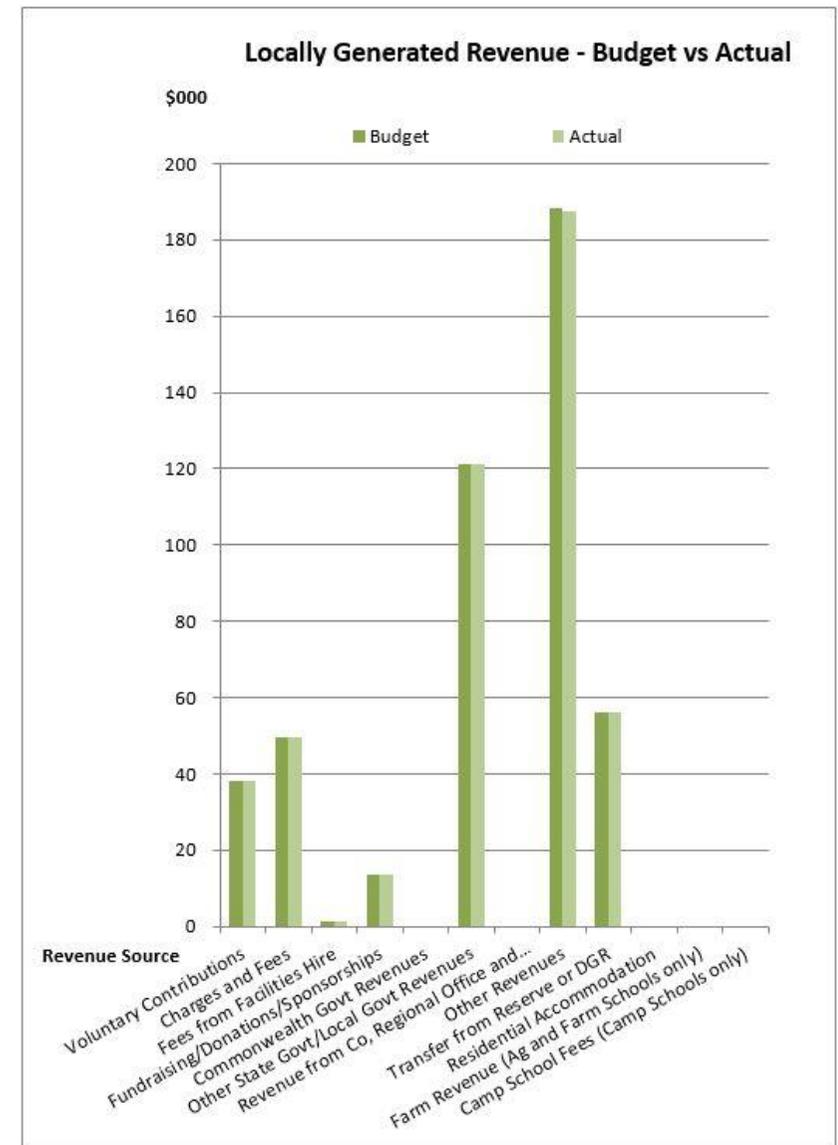
We have had many other highlights and events throughout the year including:

- Attaining Independent Public School Status
- Open nights, afternoon sessions and parent information evenings.
- Primary Extension and Challenge (PEAC).
- Primary Choir.
- Primary Zones of Regulation and Drumbeat Program.
- School camps – Student Council, Outdoor Education, Follow the Dream, Clontarf and Girls Academies.
- Athletics Carnival.
- ECE Athletics Carnival.
- Year 6 Camp and Transition Week.
- Year's 6 and 12 Graduations.
- Virtual Art Exhibition.
- Primary Online assemblies.
- ECE Father's Day Breakfast.
- Battle of the Bands.
- PBS and attendance reward days.
- Impact and Aspire program and camp.
- Book Week and Book Fair.
- Cultural Staff Professional Development afternoon.
- Special days including NAIDOC, ANZAC, Reconciliation, RUOK, The Colour Run.
- Lego Robotics Club.
- Concert Band.
- Senior School Ball.
- Yearbook 2020.
- Positive Behaviour Schools Program initiatives.
- End of Year Awards Nights and Assemblies.



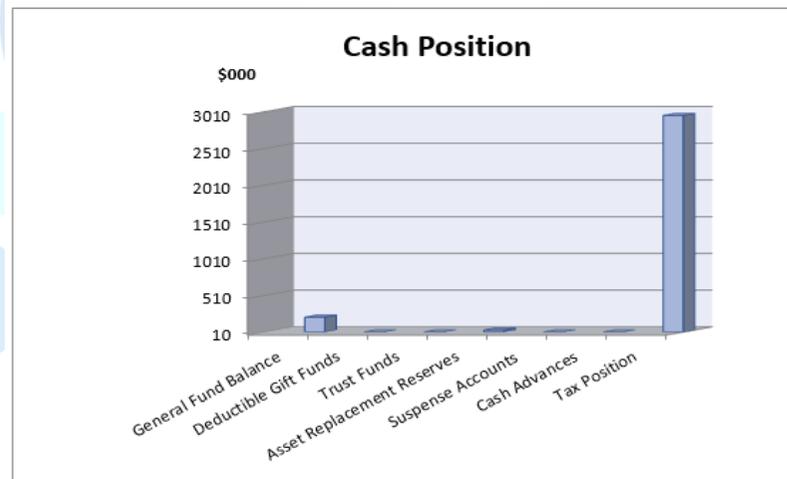
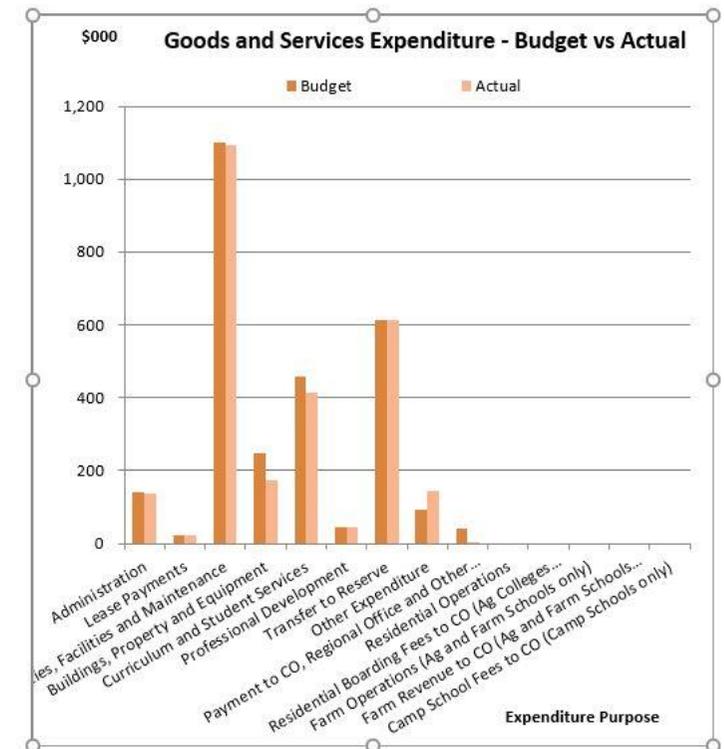
# Financial Statements

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 13,465.00	\$ 10,840.00
2	Charges and Fees	\$ 7,872.00	\$ 6,199.63
3	Fees from Facilities Hire	\$ 2,040.00	\$ 620.00
4	Fundraising/Donations/Sponsorships	\$ 9,270.00	\$ 1,051.21
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 4,500.00	\$ 4,500.00
7	Revenue from Co, Regional Office and Other Schools	\$ 8,193.00	\$ 8,193.29
8	Other Revenues	\$ 10,904.00	\$ 5,137.62
9	Transfer from Reserve or DGR	\$ 6,850.00	\$ 5,946.18
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>\$ 63,094.00</b>	<b>\$ 42,487.93</b>
<b>Opening Balance</b>		<b>\$ 323,988.30</b>	<b>\$ 323,988.30</b>
<b>Student Centred Funding</b>		<b>\$ 281,668.57</b>	<b>\$ 165,693.47</b>
<b>Total Cash Funds Available</b>		<b>\$ 668,750.87</b>	<b>\$ 532,169.70</b>
<b>Total Salary Allocation</b>		<b>\$ -</b>	<b>\$ -</b>
<b>Total Funds Available</b>		<b>\$ 668,750.87</b>	<b>\$ 532,169.70</b>



# Financial Statements

Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 12,910.00	\$ 3,970.37
2	Lease Payments	\$ 10,096.00	\$ 4,661.40
3	Utilities, Facilities and Maintenance	\$ 200,372.00	\$ 65,538.25
4	Buildings, Property and Equipment	\$ 52,860.00	\$ 32,822.32
5	Curriculum and Student Services	\$ 327,969.28	\$ 194,045.26
6	Professional Development	\$ 25,000.00	\$ 675.00
7	Transfer to Reserve	\$ 1,000.00	\$ -
8	Other Expenditure	\$ 1,832.00	\$ 1,979.09
9	Payment to CO, Regional Office and Other Schools	\$ 24,800.00	\$ 16,485.00
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>\$ 656,839.28</b>	<b>\$ 320,176.69</b>
<b>Total Forecast Salary Expenditure</b>		<b>\$ -</b>	<b>\$ -</b>
<b>Total Expenditure</b>		<b>\$ 656,839.28</b>	<b>\$ 320,176.69</b>
<b>Cash Budget Variance</b>		<b>\$ 11,911.59</b>	



Cash Position as at:	
<b>Bank Balance</b>	<b>\$ 3,205,094.66</b>
Made up of:	\$ -
1 General Fund Balance	\$ 211,993.01
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 35,793.77
5 Suspense Accounts	-\$ 1,086.74
6 Cash Advances	-\$ 300.00
7 Tax Position	\$ 2,958,694.62
<b>Total Bank Balance</b>	<b>\$ 3,205,094.66</b>