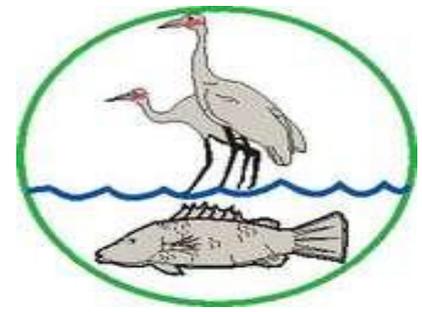


NGALAPITA REMOTE COMMUNITY SCHOOL
PO Box 62, Fitzroy Crossing, 6765
T: 91 917942 F: 9191 7946 ABN 15 357 183 599
Established 2003



Ngalapita Remote Community School Annual Report 2020

Principal's Report

Miss Tanya Truman, Principal

As Principal of Ngalapita Remote Community School, I am pleased to present the Annual School Report, for 2020.

In 2020, school staff resumed work on Monday 3rd February. Students commenced school at various times throughout the week, when passage across the Fitzroy River was safe for families to cross at Noonkanbah Crossing. In the first five weeks, the Fitzroy River caused its usual challenges for families and students trying to access Koorabye Community. Food security and transport across the Fitzroy River continued to be a challenge throughout all of Term 1. As a result, attendance was consistent for only a handful of students. The remaining students, were at the mercy of the rise and fall of the Fitzroy River. When students were in community, they made a conscious effort to attend school regularly. The need to obtain food supplies from places other than Noonkanbah, such as Yakanarra, resulted in the usual 1-2 day trips away from community. Travel out of community was required, to ensure food security for all families. This situation has remained constant for the 18 years since the school was established in 2003. It is hoped, that with the action of the DoE's 2021 10 Point Attendance Plan action; ***"to pilot a flexible wrap-around services model in remote communities enabling multiple government agencies to work together holistically to address both in and out-of-school factors,"*** will impact positively on the school's attendance in the future.



Three weeks into the school year, media reports around the world with information about a major respiratory illness, thought to originate in Wuhan China was being circulated. The respiratory illness was set to impact the whole world and shortly after initial speculation it did. A COVID-19 Pandemic was announced around the world on **Tuesday, March 17th 2020**. This announcement had a significant impact on the school operations throughout the year at Ngalapita RCS.

While attending professional learning in Broome, I was returned to community immediately. Ms Bottega's Kimberley Schools Project PL was interrupted and Ms Bottega returned to the community also. Restrictions on movement into and out of remote communities were established immediately. These restrictions remained in place at varying degrees for the next 8 months. Restrictions, protocols and health advices began to change on both an hourly and daily basis.

Many of the **Ngalapita Strategic Improvement Plan Actions** for 2020 were put on hold at this time. Travel to an away from community was considered by government health officials at the time as a major health risk to the school and community. Annual educational excursions, incursions and visits to the school were suspended. Kimberley shire travel restrictions restricted school staff from travelling to Perth for the April Easter holiday. At the request of the Koorabye community, travel by staff to Fitzroy/Broome to collect school and personal provisions was restricted to four days only. Obtaining essential supplies to ensure the continued operation of the school was the priority. Access to the school was restricted by strict community travel protocols. Protocols were managed and communicated to parents and students as they arose. Community information meetings were held each week to update students and parents of the ever changing travel restrictions. Health information posters and essential contacts help cards were developed and distributed to community. With information very fast flowing, the school ensured that community updates occurred regularly and in a timely manner at all times. While visitors to the school and community were restricted significantly, the school timetable remained in place and normal daily school learning was upheld. This was to ensure students and families were able to experience a high level of normality and consistency in their daily lives.

Due to the isolation and small population of the community, restrictions to daily living were able to be kept to a minimum. People who usually live and work at Koorabye Community, regularly experience isolation during Kimberley wet season November-April. This isolation can occur for long periods of time up to ten weeks straight. Therefore, the idea of isolation for lengths of time was not a new experience for most staff and community. On reflection, the previous experiences of and strategies used to maintain well-being under normal periods of isolation, were also adopted during the changing and uncertain time of the COVID-19 Pandemic. In order to remain connected, school routines and procedures were continued; things were simplified within student's control; school focused on social and emotional learning; staff were positive and talked through challenges, disengaged people were followed up on; staff acknowledged their own boundaries and those of students, parents were encouraged to remain calm and community were kept well informed. While some concerns were expressed at different times throughout the pandemic, the community and school were able to communicate regularly and work collaboratively to set out clear pathways of operation during this time. Praise and appreciation must be given to the understanding and flexibility demonstrated by staff, students and community throughout this uncertain and challenging time.

With easing of restrictions occurring around the months of July/June, every effort was made by the school to ensure that students were able to engage in regular school activities such as swimming lessons, camps and incursions. With high level travel restrictions in place for the first six months of the year, community became highly mobile for the remaining part of the year. The priority of funerals and family commitments needed to take precedence as families reunited and connected after so many months of isolation. This movement resulted in very low attendance for many students in Term 4. The predictions of an early and heavy Kimberley wet season also meant Koorbaya residents were required to relocate to Noonkanbah as of week 7. A handful of students and their families remained until the close of school in week 10. The school appreciated very much the assistance of the remaining families, choosing only to leave once staff had flown out of community.

The shared experience of this event and the reciprocal support between school and community brought the school and community closer together. A shared understanding evolved of how important it was, to work together to move through the crisis.

In summary, 2020 was dominated significantly by the COVID-19 pandemic and associated health advice and travel restrictions. A focus for the school was to ensure as routine as possible school operations throughout the year, especially moving into the last six months of 2020. Although specific restrictions were still in place for the remainder of the school year, the school was still able to provide an exceptionally high level of education consistency for all students throughout the majority of the 2020 year.

Staffing 2020

In 2020, I entered into my second year as the Principal of Ngalapita RCS. Miss Taryn Russell returned for her second year, as Middle Class Teacher. The school was very fortunate to replace the expertise of Miss Ebony Scouler in the Junior Class, with the addition of EALD/Early Childhood Specialist, Ms Josephine Bottega from Perth. With 40 years' teaching experience in EALD/Early Childhood, it was a very important appointment with the uptake of Kimberley Schools Project 0-3 Kindi-link for the first time in 2020. Ms Bottega was able to continue the excellent work commenced by Miss Ebony in 2019. Targeted teaching explicit platforms of Let's Decode and Daily Review continued to be implemented and strengthened at the school in 2020.

Ms Rachel, AEO took Leave Without Pay and made many visits to Perth to chaperone Ngalapita students for medical procedures.

In April, at the height of the COVID-19 Pandemic. The school was allocated additional cleaning time to ensure a healthy work environment for both staff and students. The school was fortunate to secure the services of Miss Faye Millar, who was employed as an EA, to back fill Miss Rachel while she was on leave. Miss Faye, also took up the vacated position of gardener and cleaner made available due to maternity leave taken by community members previously in the positions. Miss Faye's dedication and high standards of work were essential in the school being able to function well during the pandemic.

Mrs Donna Cahill continued to work from Broome to provide financial support in her role as Manager of Corporate Services. Mr Gary Hartley also commenced as the school gardener in week 5, of Term 4. This was a welcomed appointment to the school, as school had been operating without a gardener for the past 18 months. In continued efforts to maintain internal and external areas to standards deemed COVID – safe, Mr Gary will continue in the role in 2021.

Attendance 2020

With the COVID-19 Pandemic declared, it delivered much daily uncertainty into school operations. For periods of time, remote communities were locked down and families looked to find a safe haven to protect from the deadly virus. In Term 2, Ngalapita RCS increased from 13 enrolled students at February Census, to 24 enrolled students, an increase over 90 % by the end of week 3. This caused significant overcrowding in houses. The community and school continued to work together through these challenges and Ngalapita students were required to adjust ways of engaging to accommodate the increase in student population.

The student attendance break up for 2020 is presented in the table below.

Attendance Range	Number of Students	%	Year Groups
90 – 100 %	2/12	17	Junior & Middle
80 – 89 %	1/12	8	Junior
70 - 79 %	0/12	0	Middle
60 – 69 %	1/12	8	Middle
50 – 59 %	3/12	25	Junior =2 Middle =1
➤ 50 %	5/12	42	Junior =2 Middle =1
Total Census	12 Students	100	

❖ 25 % of Students had 60%, or above attendance at school in 2020

17 % - two students had very high attendance in Term 1,

❖ 75 % of students had 59% or less attendance at school in 2020.

This will be a focus group in 2021.

COVID-19 had significant impacts on student attendance in 2020.

As a school and community, we need to continue to work together to increase attendance for those students, whose attendance is below 60 % for the year.

Summary

Term 1 - student attendance was impacted heavily by Fitzroy Crossing River water levels at Noonkanbah Crossing and community food insecurity.

Term 2 - detailed school target data shows 85 % of students were on track to meet or had met attendance targets set by classroom teachers.

Term 3 - once COVID-19 travel restrictions were lifted between shires and regions, community prioritised cultural business, especially funerals as a large back log of funerals had developed in the region. Community were required to travel long distances to attend these gatherings, which meant students were also absent from school during these times. The introduction of Job Seeker & Keeper, also had significant impacts socially on attendance in the latter part of the year.

Term 4 - attendance was affected by the early departure of families in week 7, due to early, heavy rains falling at the beginning of the Kimberley Wet Season.

Public School Review Strategic Improvement Plan 2020-2022

In October 2019, Ngalapita RCS completed a Department of Education Public School Review. The review involved a peer reviewer and department representative visiting the school and working with the principal, staff and community to validate the reflective process of school improvement. The school obtained a status of Needs Improvement. With this a School Strategic Improvement Plan 2020-22 was developed in consultation with staff, students and community. The Ngalapita RCS Improvement Plan identifies three school priority areas for focus along with actions for all six Public School Review improvement domains. The next school review will take place in 2022. COVID -19 restricted work on the plan during the first six months of the 2020 year however once travel restrictions were lifted in shires and regions, work on the plan continued. The table below is a summary of effective areas and those areas targeted for improvement over the next improvement cycle. The table that follows this summary captures progress of school actions.

Evidence of these improvement actions will be presented at the next Public School Review in 2022.

Domains	2019 School Effectiveness	2020 Focus
Relationships and Partnerships	<ul style="list-style-type: none"> • Good staff Morale and working relationships. • Community Consultation Group established • Staff open to change in the best interest of students • Participation /facilitation in NAIDOC celebrations Attendance 	<i>Secondary Schooling Transition Understanding Community Culture responsiveness to community needs. Leverage Partnerships. School Community Cultural Camps.</i>
Learning Environment	<ul style="list-style-type: none"> • Attendance reward system established to improve student attendance rates. • School practices around student voice assessed, heard and acted upon 	<i>Continue implementation KSP. Review Behaviour Management Policy to include good standing. Implement balanced ECE curriculum. Deploy School Chaplaincy & School Psychology. Services to support students Review individual attendance plans to determine whether strategies are effective to improve attendance</i>
Leadership	<ul style="list-style-type: none"> • Notre Dame partnership established • 2019 School Improvement Plan Reviewed • Staff autonomy to pursue areas of interest and develop new skills • Aboriginal Cultural Standards Framework review conducted, progress maps set for next 3 years • Curriculum provision audit STEM area planned for focus 2020 	<i>Review Induction policy to ensure new staff develop context specific cultural understanding. Conduct review against National Quality Standards. Plan for improvement. Plan and scale intervention.</i>
Use of Resources	<ul style="list-style-type: none"> • School resource audit completed • Continuity of daily operations, structures and some processes • Work force Plan 2020-22 developed • Planning for ways to enhance outdoor play areas for intentional-play based learning focus 	<i>Meet with Marra Worra Worra Aboriginal Corporation to discuss Community Development Plan. Work closely with MCS to plan, monitor and administer school expenditure. Ensure alignment of school Strategic, operational & financial planning.</i>
Quality Teaching	<ul style="list-style-type: none"> • Participating Kimberley Schools Project. Access to high quality context appropriate PL to enhance teaching practice • AITSIL tool used by teacher's self-reflection & goal setting • Consistent teaching programs & strategies, talk for Writing Let's Decode & Daily Review • Some collaborative processes to plan for teaching & learning 	<i>Review Individual Education Plans. Clarify purpose and assess if interventions approach best meets student's needs. Pursue moderation and collaboration through Fitzroy network and KSP Build teacher knowledge & understanding.</i>
Student Achievement & Progress	<ul style="list-style-type: none"> • Reporting & Assessment schedule established to refine teaching and learning programs • A range of assessments used e.g. NAPLAN, On Entry • Students individually case managed reporting in Special Education Needs for every student 	<i>Implement prescribed KSP testing measures. Interpret & use data to inform planning Refine assessment & data collection. Use data to set specific learning goals, monitor progress.</i>

Ngalapita RCS School Improvement Actions Tracking 2020-22

School Improvement Code		Improvement Action	Action Tracking			Notes
Domain	School Priorities Domains	Evidence	Planning	In Progress	Complete	
1 Relationships & Partnerships	R&P1.1	Secondary Transition Policy	Policy			Co-ordinator & Principal
	R&P1.2	Community Cultural Induction Event	Action (1)			Term 1 Week 5 1/03/21
	R&P1.3	Progressions achieved on ACSF Plan	Progress Map			Plan Review 2020
	R&P1.4	Ngalapita RCS Help Card Contact numbers Poster –COVID/Health/Housing	Help Card			Made and distributed to community 2020 Covid-19 Response
	R&P1.5	Planned and actioned 2 x cultural camps/excursions	Reflect & Review			Semester 1 & Semester 2 2021
	R&P1.6	Establish a School Council 4 x meetings				Completed 2021
2 Learning Environment	LE2.1	Curriculum Pedagogy Position Statement	Schedule			Explicit & Play-based
	LE2.2	Behaviour Management Policy 20-22	Policy			Revised March 2020
	LE2.3	Early Childhood Operational Plan 20-22	Plan			Revised 2020
	LE2.4	SAER Case Management Flowchart-complete 2021	Flowchart			School Referral Processes made explicit.
	LE2.5	Attendance Policy, Plans and Review-Summary of Impact 2200-22	Review Documented			Case studies- at risk Students
	LE2.6	Develop culturally appropriate parent feedback mechanism	Survey			Administer 2021 & 2022
3 Leadership	LP3.1	School Induction File	Induction File			Develop 2021 Community Consultation
	LP3.2	Early Childhood Operational Plan 2020-22	Plan			Identify 2021 focus
	LP3.3	Schedule of Implementation of School Improvement Actions as set out in Strategic Plan	Schedule of School Improvements			Implementation visual Completed
4 Use of Resources	UOR4.1	Focus on outdoor Early Childhood design New Comm Boxes visual learning	Schedule			2020-22 monitor progress
	UOR4.2	Balanced Budget Finance Meetings	Minutes			MCS & Staff
	UOR4.3	School Financial Spreadsheet outlining Resource allocation (Codes) to Priorities Focus- Review Plan 2022	Spreadsheet			Secondary Transition Attendance/KSP Early Childhood/STEM Learning Environment (Outdoors)
5 Quality Teaching	QT5.1	Kimberley Schools Project Let's Decode & Daily Review implemented	Classroom Coaching			Discuss feedback & progress
	QT5.2	Writing Moderation school & network EALD Progress Maps all literacy areas	Feedback Data Analysis			Fitzroy Valley Network
	QT5.3	Develop Maths Lesson Framework based on Explicit Teaching Pedagogy	Framework Lesson			Devise – Term 2/2021 Review – Term 4/2021 Plan 2022.
	QT5.4	IEP Document Review	Planning Proform			Modifications 2021
	QT5.5	STEM implementation and review	Curriculum statement			2020 & 2021 Include in LE.2 Evidence
	QT5.6	Student Target Statement	Statement			Attendance Reading
6 Student Achievement & Success	SA&P6.1	Student data collection sheet Lit & Maths	Data Sheet			2021-2022
	SA&P6.2	School Assessment & data Collection Practices Audit/Schedule 2021-22	Position Statement			Bright Path PS on assessment
	SA&P6.3	Data Analysis – School Development Day	Planning Areas of Focus 2022			School Development Day Term 4 SEND PL 2021

2020 School Highlights

2021 was a very interrupted year, with the COVID-19 Pandemic influencing every aspect of school operations. Term 1 and 2, saw very restricted activities for the school. High level travel restrictions were put into place by federal and state governments, to ensure the safety of staff, students and the Koorabye Community. During Term 3 and 4, restrictions started to lift and some of the usual school events were able to take place. Events were planned under very strict pandemic health arrangements to ensure health and wellbeing of staff, students and the community at all times.

**The following are the major highlights for the year.
Links are provided to school priorities and DoE drivers.**

Kimberley School's Project: Introduction 0-3 Kindi-link Program Term 2, 3 & 4

School Improvement Priorities: Quality Teaching, Relationships and Partnerships

DoE Driver 2: Strengthen support for teaching and learning excellence in every classroom

DoE Driver 5: Partnership with families, communities and agencies to support the educational engagement of every student

The Kimberley School's Project, 0-3 Kindi-link Program commenced at Ngalapita RCS in Term 2. The pandemic, weather and road conditions did not allow a start in Term 1. The program is based on the research based Abecedarian approach and involves three pillars of learning: Enriched Caregiving, Conversational Reading and Daily Games. Ms Bottega, a very experienced Early Childhood Specialist was delighted at the student's initial attendance and parent's involvement in the program. Unfortunately, as the pandemic unfolded, attendance did drop as restrictions were lifted and family's needed to attend delayed funerals and reconnect with families in neighbouring towns. Attendance was consistent from students enrolled from the neighbouring Kayleeda Station which was a positive outcome.

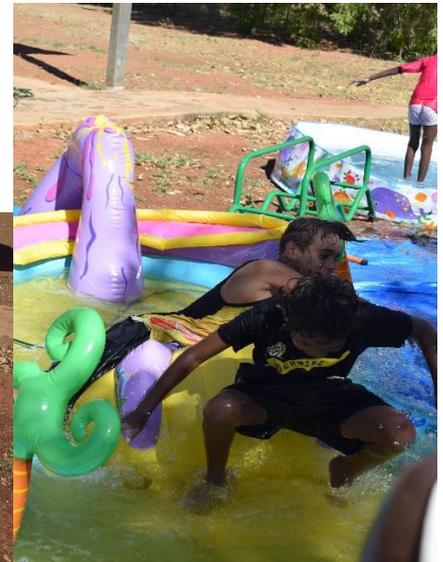


High Attendance Reward Lunch & Wet and Wild Fun Day Term 2 & 4

School Improvement Priority Focus: Learning Environment

DoE Driver 2: Strengthen support for teaching and learning excellence in every classroom

While in Term 2 many schools across the school experienced drops in attendance due to the pandemic, the travel restrictions in place for state shires actually improved over all attendance for students' in Term 2. As a result, students were rewarded with an attendance lunch on the last day of school and in Term 4, high attendance was rewarded with a Wet and Wild Fun Day



Trash n Treasure Term 3

School Improvement Priorities: Relationships and Partnerships, Learning Environment

DoE Driver 5: Partnership with families, communities and agencies to support the educational engagement of every student

As part of driving our Relationships and Partnerships school improvement priority, Ms Bottega was involved in a clothing drive to assist community with essential items. The drive resulted in a huge collection of clothing and household items arriving into community. Members of the community were able to collect items of importance. The community were very appreciative and enjoyed sorting through items they would use.



Unframed Photographic Incursion – Term 3

School Improvement Priority Focus: Learning Environment, Quality Teaching

DoE Driver 1: Provide every student with a pathway to a successful future

In Term 3, travel restrictions had lifted sufficiently to have approved community visits to Ngalapita RCS. Miss Sandra, from Unframed Project, travelled from Broome to conduct the **Unframed Photographic Project**. The Project involved Protective Behaviours and mental health/ wellbeing sessions. Students visited the local billabong and took pictures on sophisticated cameras then used for the school's 2021 school calendar. Students enjoyed the incursion very much, displaying a high level of skill in this area. The pictures produced were of a very high quality, with numerous students demonstrating a flare for photography. Calendars have been distributed to community to keep track of school/community events and to keep as a record of their child's learning.

NAIDOC Week & Artist in Residence Art Project – Term 3

School Improvement Priorities: Learning Environment, Relationships and Partnerships

DoE Driver 5: Partnership with families, communities and agencies to support the educational engagement of every student.

NAIDOC 2020 was rescheduled to Term 4 when travel restrictions had been lifted. The school used the existing skills of the casual AIEO Faye Miller, who was also a graphic designer, to work with the children during NAIDOC Week. Students planned, then painted on canvas the local billabong, an inspired creation with all students input. The final framed painting was unveiled and presented to community at the Christmas Concert.



Books in Homes Partnership – Term 2,3,4

School Improvement Priorities: Relationships and Partnership, Quality Teaching

DoE Driver 5: Partnership with families, communities and agencies to support the educational engagement of every student

In 2020, Ngalapita RCS became involved in the Books in Homes Project. The project provides books to students to take home and read. Each term, children receive a new collection at book giving assemblies. The partnership is promoting reading at home and encouraging students to read for pleasure.



STEM Community Engagement Night – Term 4

School Improvement Priority Focus: Teaching Quality, Relationships and Partnerships

DoE Driver 3: Build capability of our principals, our teachers and allied professionals

DoE Driver 5: Partnership with families, communities and agencies to support the educational engagement of every student

In February, the school was successful in obtaining an Aspiring Australia Scitech STEM grant to promote STEM in the community. In preparation for the event students were asked to reflect on a STEM activity they had enjoyed and learnt a lot from during the year. Students prepared this activity for parents and family to participate in. Community listened to an information session given by myself as principal of the future importance of STEM, what STEM involves and the jobs of the future that require STEM studies. Community were thoroughly engaged in the night and students were able to share their learning.



Clontarf & La Salle Secondary School Orientation Visits – Term 4

School Improvement Priorities: Relationships and Partnerships, Teaching Quality, Learning Environment

DoE Driver 1: Provide every student with a pathway to a successful future

In Term 4 Secondary students were given the opportunity to attend orientation visits at their respective 2021 high schools in Perth. Three students attended La Salle College in Midland, with another two students visiting Clontarf Aboriginal College in Waterman. All students thoroughly enjoyed their experiences and as a result are looking forward to returning in 2021. Miss Taryn, Miss Rachel (AIEO) and community representative Tilly Nelson were able to accompany the students and everyone was able to become familiar with Perth and their respective schools.



Fitzroy Swimming Camp – Term 4

School Improvement Priorities: Relationships & Partnerships, Learning Environment, Quality Teaching, DoE Driver 1: Provide every student with a pathway to a successful future

In Term 4, week 2, students attended a swimming camp in Fitzroy Crossing. Students completed 2 swimming lessons each day, over four days. Students stayed at the Fitzroy Inn and Miss Taryn Miss Faye who returned specially for the camp supervised the camp. Miss Adele, the students' swimming instructor was very pleased with all of the students and congratulated two students in particular, who were able complete two stages over the four days. The behaviour of students while on camp was a credit to their families and the students swimming and water survival skills progressed significantly.



Christmas Concert & Awards Night- Term 4

School Improvement Priorities: Relationships and Partnerships

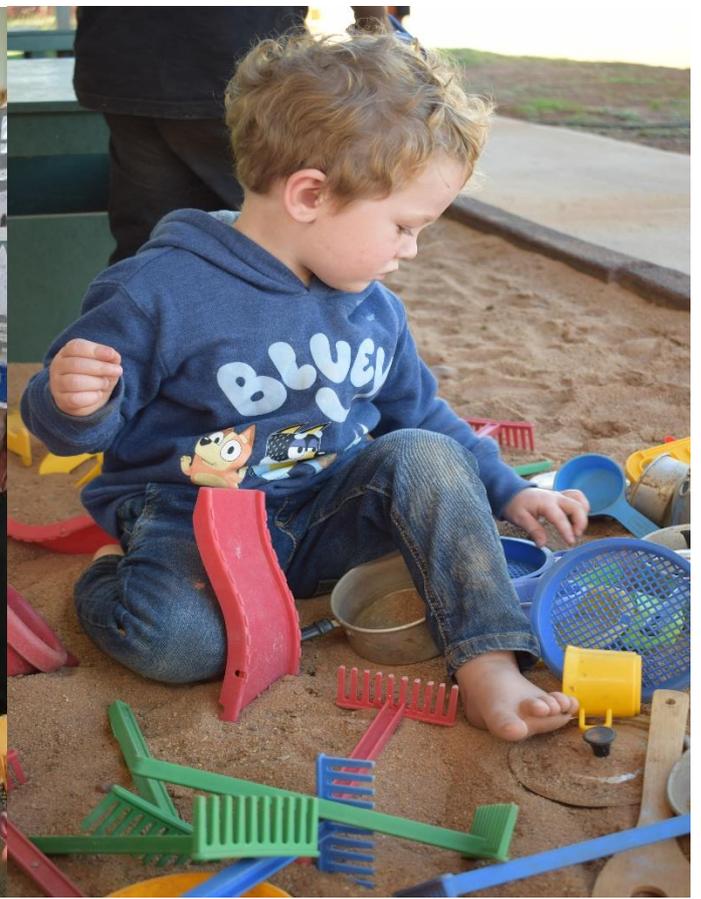
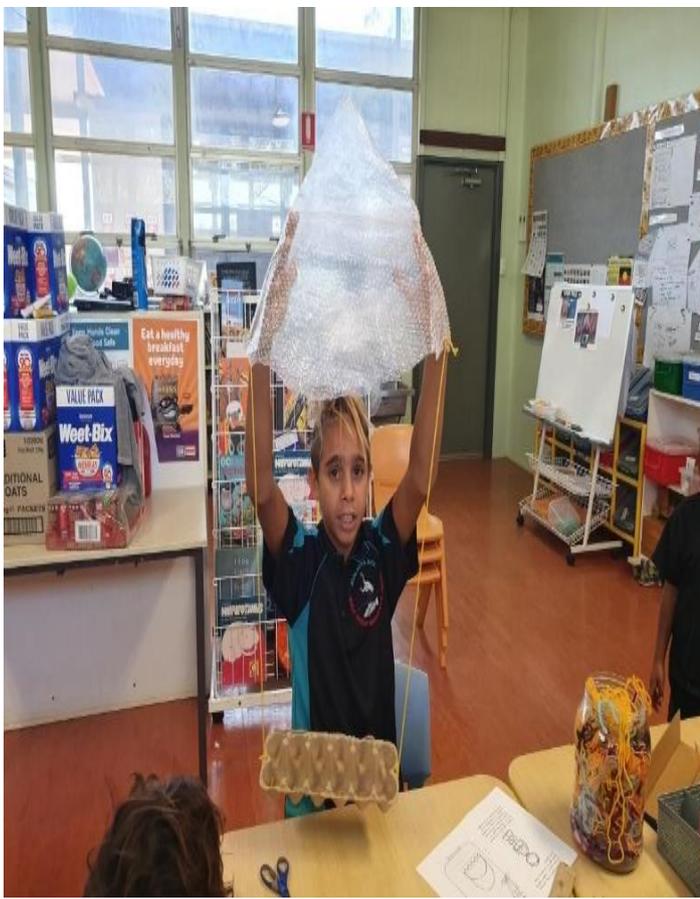
DoE Driver 5: Partnership with families, communities and agencies to support the educational engagement of every student.

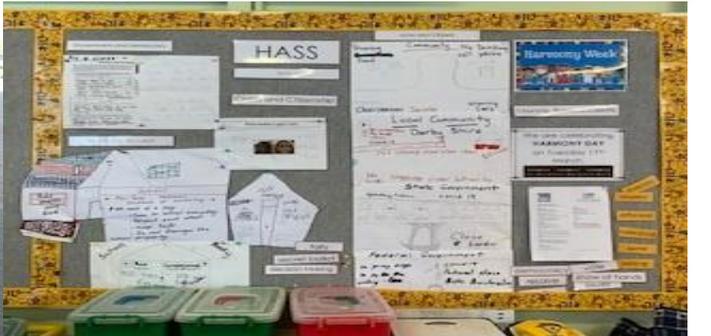
Unfortunately, with rains arriving early to community, members were required to leave community early to avoid being stranded without food. Numbers for the Christmas Concert were down slightly compared with previous years. For those community that were able to stay, a great night was had by all. Both classes performed fantastic items and a book distribution sponsored by Books in Homes was conducted. There was also a Community Award of a large outdoor cooking pot, won by Ms Peggy Toby and Ashley Manson. These two community members were a significant support to school during the COVID-19 Pandemic and their communication between school and communication very much appreciated.



PHOTO GALLERY 2021





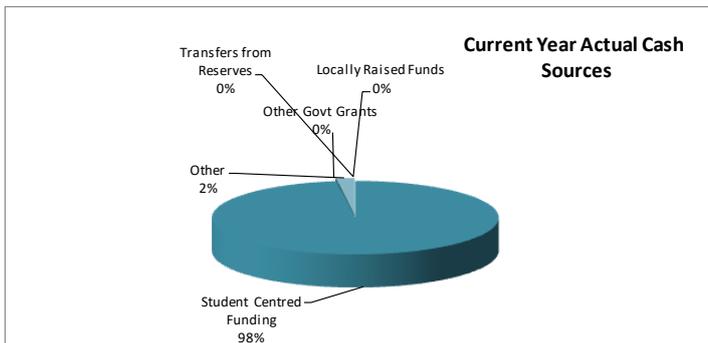
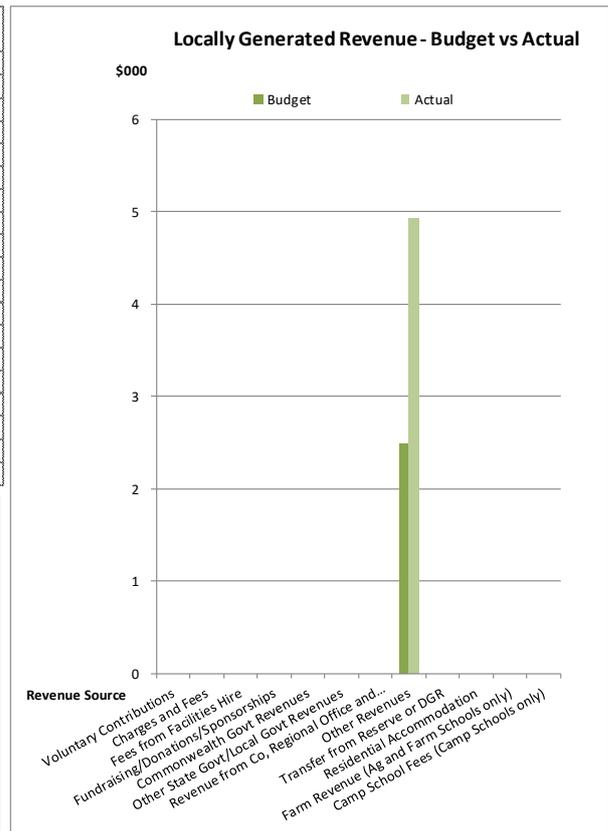




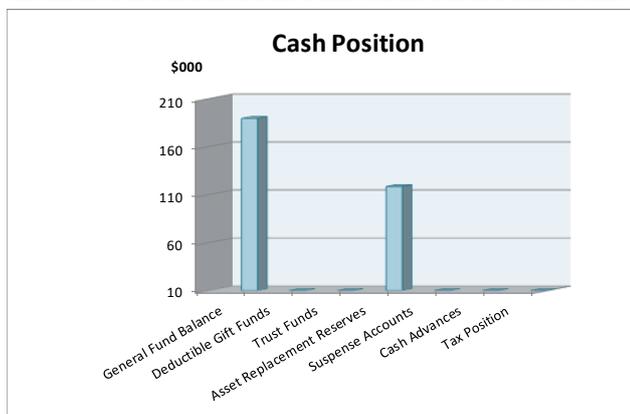
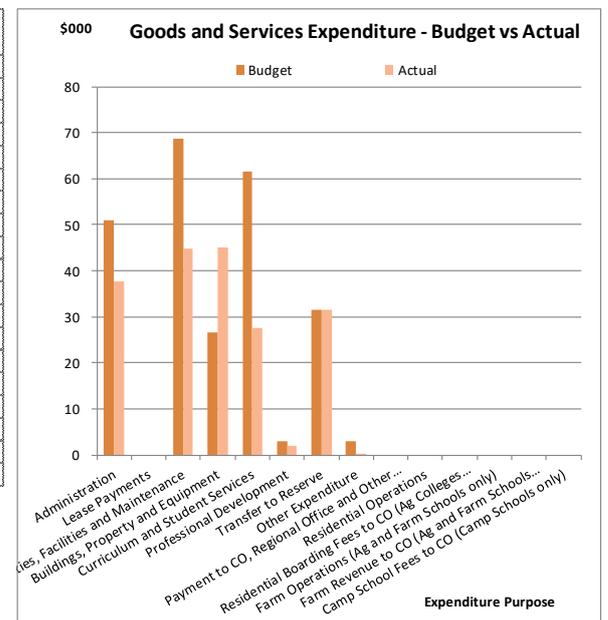
Ngalapita Remote Community School

Financial Summary as at
31 December 2020

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ -	\$ -
2	Charges and Fees	\$ -	\$ -
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ -	\$ -
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 2,500.00	\$ 4,938.06
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	\$ 2,500.00	\$ 4,938.06
	Opening Balance	\$ 141,410.00	\$ 141,409.38
	Student Centred Funding	\$ 231,406.18	\$ 231,406.18
	Total Cash Funds Available	\$ 375,316.18	\$ 377,753.62
	Total Salary Allocation	\$ 817,225.00	\$ 817,225.00
	Total Funds Available	\$ 1,192,541.18	\$ 1,194,978.62



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 51,000.00	\$ 37,587.69
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 68,800.00	\$ 44,800.13
4	Buildings, Property and Equipment	\$ 26,500.00	\$ 45,027.45
5	Curriculum and Student Services	\$ 61,418.68	\$ 27,668.55
6	Professional Development	\$ 3,000.00	\$ 1,863.27
7	Transfer to Reserve	\$ 31,500.00	\$ 31,500.00
8	Other Expenditure	\$ 3,010.00	\$ 27.38
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
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	\$ 245,228.68	\$ 188,474.47
	Total Forecast Salary Expenditure	\$ 452,106.00	\$ 452,106.00
	Total Expenditure	\$ 697,334.68	\$ 640,580.47
	Cash Budget Variance	\$ 130,087.50	



Cash Position as at:	
Bank Balance	\$ 301,413.88
Made up of:	\$ -
1) General Fund Balance	\$ 189,279.15
2) Deductible Gift Funds	\$ -
3) Trust Funds	\$ -
4) Asset Replacement Reserves	\$ 118,363.89
5) Suspense Accounts	\$ (6,072.16)
6) Cash Advances	\$ -
7) Tax Position	\$ (157.00)
Total Bank Balance	\$ 301,413.88