

2017

Kalamunda Senior High School Education Support Centre Annual Report



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Overview

Public Schools are accountable to the community in which they serve. All public schools, including Independent Public Schools such as ours, must provide parents and community members with clear, concise and transparent information about the School and our students' performance. Important information about the School, its programs and focus areas, reports, student numbers, student attendance and achievements as well as staff information is also freely available on the Western Australian Department of Education Schools Online website.

Our Vision

ENGAGE, INSPIRE, ACHIEVE

We aim to provide opportunities which give our students the skills, understandings and values to reach their potential, lead full and happy lives and contribute to society in a meaningful way. We strive to create a culture in which every student can experience a sense of belonging to the school community, of being known and understood as an individual and of staff who care about each student's overall progress and wellbeing.

Our Values

At Kalamunda Senior High School Education Support Centre every student in our community is known and valued for their individuality. Working together we create a safe, supportive and positive learning environment, where relationships are based on mutual trust and respect. Parents are our partners and together we share the responsibility for student learning.

To assist our students to reach their full potential we will:

- Promote inclusivity, equity and personal best
- Ensure that all students have opportunities to become successful learners, confident and creative individuals and active and in-formed citizens
- Build the capacity of the 'whole child' to meet their academic, social and emotional developmental potential

Our School

Kalamunda Secondary Education Support Centre commenced operations in 1999 as a school for students with mild to severe intellectual disabilities. Whilst this criterion is the primary basis for enrolment, students typically present with a broader range of disabilities including autism spectrum disorders, psychological disorders and physical disabilities. The diversity of disability, combined with the specific learning needs of individuals, creates a dynamic and complex learning environment that requires a collaborative approach towards meeting all student needs. Students travel from the school from a wide area covering Jane Brook, High Wycombe, Stoneville and Midland.



School Priorities

The School aims to develop and maximise the social, emotional and academic ability of all students from Year 7 to Year 13, for them to be active and productive citizens as they progress through school and transition into the community. All students have an Individualised Education Plan which is developed in consultation with key stakeholders.

The School is divided into middle school and senior school to highlight and better cater for the needs of our students as they mature into young adults. Our curriculum is inclusive and individualised with links to the WA Curriculum. Middle school encompasses Years 7, 8, 9 & 10 where the focus is on developing independence, resiliency and protective behaviours, whilst also building on functional literacy and numeracy skills. Students also engage in specialist areas of Science, Art and Physical Education.

In the Senior School years of 11, 12 & 13, the focus is on fostering independence and developing resilience and social skills, whilst participating in the specialised career development program. Students may participate in practical work placements and independent living skills in the community and Certificate 1 courses. The School encourages partnerships with families and support agencies in developing productive transition pathways.

The 9 points in our school logo represent the 9 Focus Areas in the School Business Plan which underpin our priorities for our Teaching and Learning programs.

2016 IPS review

Each Independent Public School enters into a three-year Delivery and Performance Agreement with the Director General of the Department of Education. One requirement of this agreement is the School's participation in a school review. A school review is conducted of each Independent Public School in the final year of its Delivery and Performance Agreement.

The purpose of the independent review is to provide assurance to the School and its community, the Director General of the Department of Education and the Minister for Education on the extent to which the School has met its commitments as outlined in the Delivery and Performance Agreement (DPA) and its associated Business Plan.

In August 2016 the IPS review panel identified the following areas for improvement which have been addressed by the KSHS ESC during the 2017 school year:

Recommendation 1:

The development of Business Plan targets which are outcomes focussed and measurable, to facilitate the annual monitoring of improved student learning across the whole school.

School response:

The development of the 2018 – 2020 Business Plan which reflects outcome based, measurable and achievable targets. Our Business Plan is part of an overall 3 year cyclic improvement process involving setting a strategic direction, implementing that direction through our operational plans and reviewing school performance using established targets based on the Focus Areas of the ACER National School Improvement Toolkit which also reflect the priorities identified by the Department of Education in the Focus 2017 strategic plan. These priorities are:

- Success for all students
- High quality teaching
- Effective leadership
- Strong governance and support

Focus areas for improvement are explicitly aligned to the nine domains from the National School Improvement Tool. In 2017 our priority was aligning school planning to these Focus Areas to support the strategic development of the School.

Focus 1

An explicit Improvement Agenda

- As part of our self-assessment practice in 2017 we utilised the National School Improvement Tool (ACER 2013) to make judgements about where we are at on our improvement journey, to set goals and design strategies for improvement and to monitor and demonstrate improvement over time.
- We are developing a culture of mentoring and coaching where there is a collective, shared responsibility for maximising the potential of all.
- Development of whole school Operational Plans to inform strategic planning.

Focus 2

Analysis and discussion of data

- Introduction of InCAS diagnostic testing to create more informed diagnostic working documents and to help us better track student progress across the school in Reading, Spelling and Numeracy.
- Development of a program of professional development strategically designed to up-skill staff on effective use of data to inform teaching and learning.
- Development of a whole school Literacy and Numeracy program, using Direct Instruction and Explicit Teaching, to provide baseline data for longitudinal data collection to better inform future program development.
- Change reporting structures, including IEPs, within the school to enable better tracking of students' progress against SEN Indicators.

Focus 3

A culture that promotes learning

- The development of a culture of mentoring and coaching where there is a collective, shared responsibility for maximising the potential of all. Mentor teaching provided with professional development.
- Successful students are at the core of our school improvement, with both academic, social and emotional standards the central focus.
- All operations at Kalamunda SHS ESC are ultimately evaluated in relation to their impact on student achievement and progress.

Focus 4

Targeted use of school resources

- Restructure of available rooms to provide a specific DOTT area for teacher planning
- Review of online programs to ensure they meet school planning requirements.
- Review of whole school ICT requirements to ensure continuity of resources across the whole school.
- Extra demountable classroom provided by the Department allowed class to move off verandah area.
- Verandah redefined as multi-use teaching area.
- Review of Education Assistant timetable for better use of staff expertise.

Focus 5

An expert teaching team

- Targeted Professional Development linked to whole school planning.
- Collegiate planning opportunities within school and through interschool partnerships
- Introduction of Classroom Observation strategies to inform planning through collegiate feedback.

Focus 6

Systematic curriculum delivery

- Use of Spelling Mastery for whole school literacy development.
- Introduction of Classroom Management Strategies (CMS) across whole school to provide consistent delivery of programs across whole school.
- Opportunities for collegiate curriculum planning .
- Introduction of Classroom Observation strategies to inform planning.
- Introduction of strategies to assist the development of subject specific differentiated Scope and Sequence linked to WA curriculum.

Focus 7

Differentiated teaching and learning

- Review of Individual Education Plan (IEP) process.
- Targeted Professional Development for staff.
- Interagency planning for all stakeholders.

Focus 8

Effective pedagogical practises

- Development of the school Shared Drive folders showing procedures and policies within the school, teaching and learning expectations, reporting methods, timetabled standardised test times, job descriptions for all staff.
- Review of Special Education Needs (SEN) Reporting to Parents (RTP) process.
- Review of school based policies to ensure compliance with Department of Education policies, and develop staff understanding.
- Increase teaching staff awareness of Australian Professional Standards for Teachers through teacher meetings.
- Development of Performance Development process based on JDFs and relevant competency frameworks to increase support staff awareness and understanding of their role .

Focus 9

School community partnerships

- Review of school timetable to enable shared break times with shared site mainstream school.
- Development of interagency processes to enable best practise with program planning.
- Further development of links with the Hills Precinct schools and the Bibbulmun Cluster schools.
- Liaison with Curtin University for Sexuality and Relationships program (SRE) for students with special needs, as trial school / pilot program.

The KSHS ESC Business Plan can be downloaded from the Department of Education WA Schools Online webpage.

Recommendation 2:

Development of school processes for mapping student progress in order to better establish whole-school plans and identify areas of strength and areas to ensure whole-school monitoring of student achievement.

School response:

As there was no evidence of ongoing and specific data collection prior to 2017, we conducted specific and focused research across similar Education Support schools to determine suitable programs to collection baseline data.

- Introduction of the InCAS diagnostic testing to create more informed diagnostic working documents and to help us better track student progress across the school in Reading, Spelling and Numeracy.
- Redefined reporting structures, including IEPs, within the school to enable better tracking of students' progress against SEN Indicators.
- Use of Share Drives to centrally store teacher planning documentation within the school to better enable collegiate sharing of data.
- Use of Waddington testing to verify InCAS data.

Recommendation 3:

Exploration of available ICT options to improve school infrastructure to ensure teaching, learning and assessment is adequately supported.

School response:

- Buy-in with KSHS, to share use of their ICT administrator 0.2FTE to assist in the identification and development of improved school ICT.
- Audit of ICT use across the School to identify areas of use and need
- Staff modelling of best practise across school.
- Purchase of stand alone modem to allow extra internet access at peak times when required.
- Development of the Class VR program to increase student engagement through interactive lesson design.

Recommendation 4:

Reconsideration, with the co-located senior high school, of the potential for enabling greater access to options and facilities for students from the Centre.

School response:

- Change of timetable for 2018 to align with KSHS timetable will allow access to KSHS specialist classrooms and teaching staff.
- Develop a program to allow sharing of resources across co-located site. Including staffing, physical and financial resources.
- Development of a shared professional development process across schools for education assistants and support staff.

Recommendation 5:

Review and address, as a matter of urgency, the structure and role of the School Board to facilitate its ability to provide the required governance under the obligations in the Delivery and Performance Agreement.

School response:

- School Board review including initial training with Matt Osborne from Department of Education, and ongoing monitoring of Board activities
- Regular meetings between Principal and School Board chair

Recommendation 6:

Ensure publicly available annual reports as required by the DPA provide and accurate and current account of student achievement for the previous year mapped against existing Business Plan Targets.

School response:

- Development of specific and strategic data collection practises to gain an accurate view of student achievement.
- Data collection processes aligned to 2018-2020 Business Plan

Recommendation 7:

Development of a focus for the Hills Learning Precinct that supports collaborative practices between member schools, supported by planning and monitoring, to formalise the objectives of the cluster.

School response:

- Investigate opportunities for the Hills Precinct schools - Kalamunda SHS ESC, Kalamunda SHS and Lesmurdie SHS – to engage in collegiate planning to develop targeted initiatives for sustained development on the cluster.

Our Self-Assessment

As part of our self-assessment practice in 2017 we utilised the National School Improvement Tool (NSIT - ACER 2013) to make judgements about where we are at on our improvement journey, to set goals and design strategies for improvement, and to monitor and demonstrate improvement over time. We are developing a culture of mentoring and coaching where there is a collective, shared responsibility for maximising the potential of all. Successful students are at the core of our school improvement, with both academic, social and emotional standards the central focus. All operations at Kalamunda Senior High School Education Support Centre are ultimately evaluated in relation to their impact on student achievement and progress.

Using the NSIT we have developed a school improvement strategy designed to identify areas for improvement and implement measures of ongoing monitoring and assessment of targeted strategies.



Attendance

Student attendance remains consistent with figures similar to the State average. Attendance figures are affected by a number of factors such as students from wide socio-economic backgrounds, and many travelling long distances to attend school. With relatively small student numbers, the absence of even one student will have marked effect on attendance percentages.

Prior to 2017, monitoring of student attendance data has been sporadic with no formal structure. In Semester 2 the school moved to recording all student attendance on SIS, and planning commenced for a formal attendance recording and monitoring procedure for 2018 in line with Departmental requirements.

Attendance Rates		
	KSHS ESC	State Average
2016	88.6%	87.7%
2017	84.5%	87.8%

Enrolment

In August 2016 the School had 72 students and had exceeded its physical capacity to be able to provide a sustainable curriculum. At the time of the 2016 IPS review, the review panel was advised that the School had been directed by the Department not to enrol any more students. Despite this the School continued to accept enrolments which drastically over reached the capacity of the School's infrastructure and resources.

In April 2017, at the commencement of the current Principal, the School had 76 enrolled students which had resulted in the School being unable to adequately cater for both staff and students. As a direct result of this situation, the Department of Education planned the opening of an Education Support facility at Swan View SHS for 2018 which was designed to take the overflow enrolments from the School. Recommendations from the Department were to cap student enrolments at 60 students for 2018 and forward until further notice. The number of enrolled students at the end of 2017, taking into consideration the graduation of the Year 12 and 13 students along with Year 7 enrolments, was 59.

School Programs

Curriculum

In 2017 the School curriculum consisted of:

- Functional Literacy and Numeracy
- Protective Behaviours – including involvement in the pilot study with Curtin University on the development of a special needs program for sexuality and relationships
- Social skills and travel training
- Community Access Programs
- Home Economics

In addition to these the School also focussed on differentiating the WA Curriculum areas of Mathematics, Physical Education and Humanities & Social Sciences (HASS)

ASDAN

In 2017, selected students completed ASDAN modules of *Towards Independence* and *Transition Challenge*, where students can gain formal recognition for small steps of achievement towards a larger goal.

Towards Independence provides a framework of activities through which personal, social and independence skills can be developed and accredited for students with profound learning difficulties. *Towards Independence* offers formal recognition for small steps of achievement towards a larger goal.

Transition Challenge offers a learner-centred, activity-based curriculum that can be undertaken with as much support as necessary.

	Student Achievement		
ASDAN Courses	Year 7	Year 8	Year 10
Towards Independence : Work Awareness			6
Transition Challenge : Knowing How	3		
Transition Challenge : Taking The Lead		2	

Vocational and Educational Training

	Student Achievement		
Certificate Courses	Year 10	Year 11	Year 12
Certificate 1 : Business	2	3	4
Certificate 1 : Transport and Logistics (pathways)	5		1
Certificate 1 : Agrifoods		4	
Certificate 2 : Horticulture			1
Certificate 2 : Warehousing Operations		2	2
Endorsed Programs			
SCSA Workplace Learning	7	4	8

Student Achievement

Duke of Edinburgh Award

18 upper school students engaged in the Bronze Duke of Edinburgh Award program. The Award is a leading structured youth development program, empowering all young Australians aged between 14 to 25 to explore their full potential regardless of their location or circumstance. To earn an Award, each young person must learn a skill, improve their physical well-being, volunteer in their community and experience a team adventure in a new environment. This year students participated in the rehabilitation of the Kalamunda Heritage Trail in conjunction with the City of Kalamunda, participated in the rehabilitation of a portion of Mundy Regional Park through the 'Adopt-a-Plot' program and enjoyed a camp at Woodman Point where they learnt new skills through team building activities with their peers.



Highlights

Broome Camp

In September the School held the biennial school camp, and this year students visited Broome where students participated in a range of activities including camel rides, evening 'Astro Tour', swimming and visits to the Broome Pearl Farm and Crocodile Park.

Students were able to practise their social skills and consolidate community participation strategies that they had learnt at school.

ANZAC Day Service

Our ANZAC Service this year was held at the Kalamunda War Memorial, with Mrs Di Magrath (wife of retired fighter pilot Ron Magrath, RAF) as the guest speaker. Kalamunda RSL supported the event along with students from KSHS who played the Last Post and the Rouse.

Hills Basketball Carnival

The Hills Basketball Carnival was once again hosted by our school at the Ray Owen Sports Centre in May. 22 schools were involved in the carnival with over 30 teams playing across 3 divisions. and everyone enjoyed the day immensely.

Through our basketball program the School introduced the Hills Basketball Carnival into the Education Support community, and it has steadily grown in size over the years. Representatives from Basketball WA and West Rise Basketball Association attend the carnival and often scout players for the state team. The School is continuing to develop its basketball program as part of the Physical Education program.



ESSN Interschool Athletics Carnival

Students attended the ESSN sports carnival which was held at Leeming SHS this year.

Students participated in a wide range of activities which allowed them to demonstrate their teamwork and social skills, as well as challenging themselves with the activities. All students and staff enjoyed the event.

Adopt-a-plot

In conjunction with the 'Friends of Lesmurdie Falls' community Group and the City of Kalamunda, our students worked to revegetate a portion of land in Mundy Regional Park adjacent to Lesmurdie Falls. Students learnt how to identify native plants vs weeds and collect seeds as they rehabilitated our adopted plot.



School Board

School Board 2017 School Board members.

School Board Chair

Justin O'Meara Smith

Parent representative

Leanne Bridges

Staff representatives

Sara St Jack

Cindy Small

Executive Officer

Chris Saligari

Community representatives

Matthew Hughes (MLA)

Dr Susan Main (ECU)

Evan Williams (Therapy Focus)

Angela Cameron

Jo Riley (TAFE)

Principal

Gayle Nelson

The 2016 IPS review highlighted the need to improve performance of the School Board, and in response the Board attended a presentation from an external consultant, examining and discussing the role of the Board under the Independent Public School umbrella, which ensured all members were clear about roles and expectations.

During 2017 the School Board:

- Endorsed the School Business Plan
- Reviewed and endorsed the 2016 Annual Report
- Revised and approved budget amendments
- Approved the 2018 School Budget
- Took part in a self-evaluation survey to determine the effectiveness of the Board with respect the 2016 IPS review findings

The Board members expressed concern about the overcrowding of the School due to increased student numbers and approached several agencies with regard to resolving the issues. In response the Department of Education facilitated the opening of an Education Support facility at Swan View SHS for 2018, designed to take the overflow enrolments from the School. Recommendations from the Department were to cap enrolments at 60 students, which was determined as the optimal student enrolment number able to be catered for within the available shared site infrastructure. This reduction in student numbers will have an effect on the School's resourcing for 2018 and intensive planning will be required to ensure the School can continue to deliver a quality curriculum within the new parameters.



School Surveys

National School Improvement Tool (ACER 2013)

The School utilised the National School Improvement Tool (ACER 2013) to make judgements about where the School was at on its improvement journey. Staff rated the School against the 9 domains presented in the Tool.

	Staff Assessment		
DOMAINS	Low	Medium	High
Explicit Improvement Agenda	✓		
Analysis and discussion of data	✓		
A culture that promotes learning	✓		
Targeted use of school resources	✓		
An expert teaching team	✓		
Systematic curriculum delivery	✓		
Differentiated teaching and learning	✓		
Effective pedagogical practises	✓		
School-community partnerships		✓	

Staff rating of the School showed the majority domains in the 'low' category with only one in the 'medium' category. These results have informed baseline data from which the School has developed strategies for our 3 year cyclic improvement process, involving setting a strategic direction, implementing that direction through our operational plans and reviewing school performance using established targets as documented in the 2018-2020 School Business Plan.



School Board Survey

In the 2016 IPS review, the panel recommended that the school 'Review and address, as a matter of urgency, the structure and role of the School Board to facilitate its ability to provide the required governance under the obligations in the Delivery and Performance Agreement'. In response, during Semester 2, the Board members were asked to participate in a self-evaluation survey, the results of which reflected the findings of the IPS reviewers.

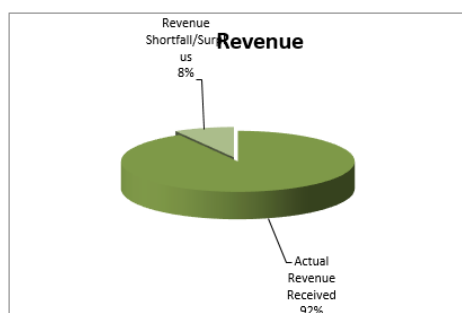
The results of the survey were used to guide the development of strategies for improvement. The School Board Chair responded positively and commenced planning with the Principal to involve the Board members in School Board training through the Department to ensure compliance with Departmental guidelines.

Parent / Carer Feedback

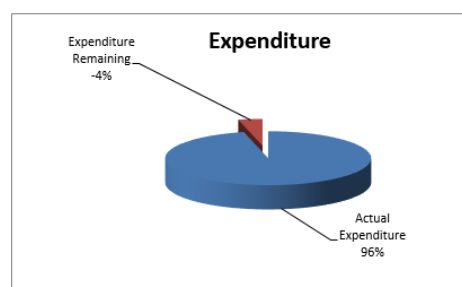
The school recognises the importance of building positive relationships with parents and carers and the importance of collecting data to sustain this, however feedback has been historically collected through ad hoc means based mainly on informal conversations. The School is planning to introduce CONNECT for parents where formal surveys can be delivered designed to gain valid data from families and guardians, which can be used to guide future planning.

Financial Summary

Cash Revenue:	
Previous Year Closing Balance Brought Forward	\$ 89 324.14
Current Year Budgeted Revenue	\$ 423 676.25
Actual Revenue Received	\$ 388 252.41
Revenue Shortfall/Surplus	\$ 35 423.84
Revenue Collected as a % of Current Budget	91.6%
Total Funds Available	\$ 477 576.55

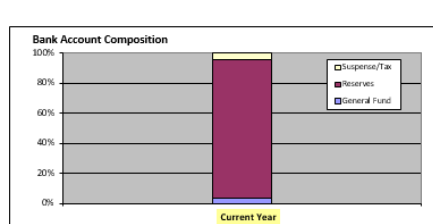
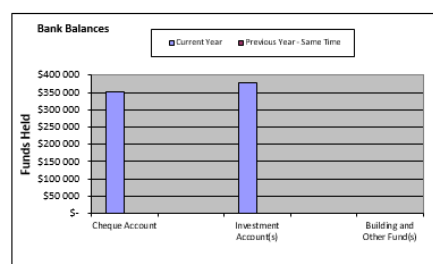


Cash Expenditure:	
Current Year Budgeted Expenditure	\$ 433 408.33
Actual Expenditure	\$ 451 270.62
Expenditure Remaining	-\$ 17 862.29
Cash Budget Variance	\$ 79 592.06
Variance as a % of Total Funds Available	16.7%
Actual Expenditure as a % of Budgeted Expenditure	104.1%

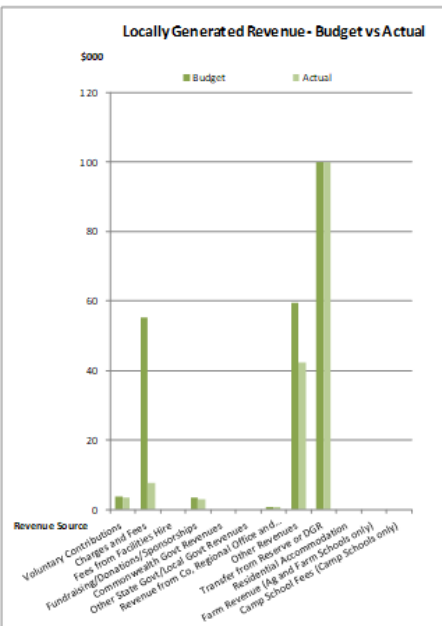
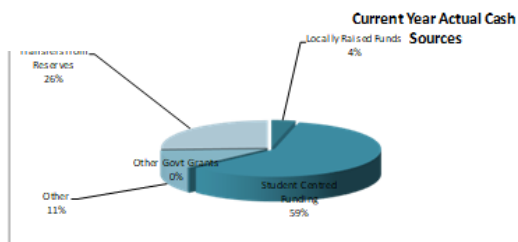


Reconciled Bank Balances:		
	Current Year as at: 31/12/17	Previous Year - Same Time
Cheque Account	\$ 351 784.38	
Investment Account(s)	\$ 376 642.14	
Building and Other Fund(s)	\$ -	
Total	\$ 728 426.52	\$ -

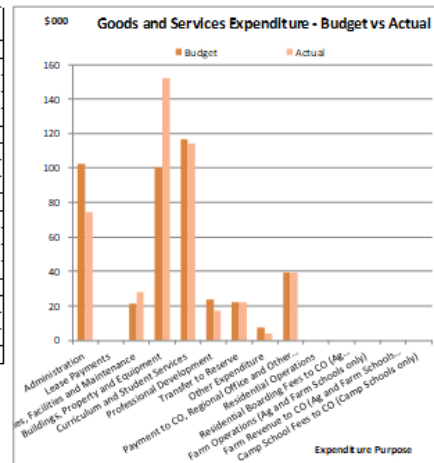
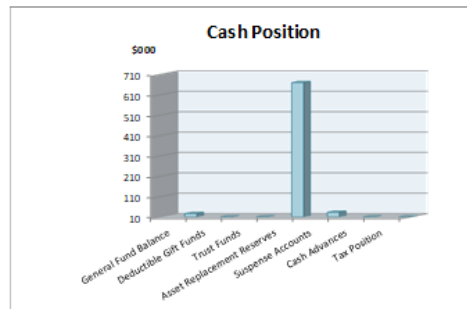
Bank Account Composition	
General Fund	4%
Reserves	92%
Suspense/Tax	4%



Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 3 700.00	\$ 3 605.00
2	Charges and Fees	\$ 55 197.00	\$ 7 770.00
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 3 524.10	\$ 2 884.10
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 695.45	\$ 695.45
8	Other Revenues	\$ 59 589.70	\$ 42 327.86
9	Transfer from Reserve or DGR	\$ 100 000.00	\$ 100 000.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 222 706.25	\$ 157 282.41
Opening Balance		\$ 89 324.14	\$ 89 324.14
Student Centred Funding		\$ 200 970.00	\$ 230 970.00
Total Cash Funds Available		\$ 513 000.39	\$ 477 576.55
Total Salary Allocation		\$ -	\$ -
Total Funds Available		\$ 513 000.39	\$ 477 576.55



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 102 406.28	\$ 74 281.64
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 21 159.88	\$ 27 971.48
4	Buildings, Property and Equipment	\$ 100 571.01	\$ 152 081.48
5	Curriculum and Student Services	\$ 116 680.61	\$ 114 202.32
6	Professional Development	\$ 23 664.55	\$ 17 465.44
7	Transfer to Reserve	\$ 22 000.00	\$ 22 000.00
8	Other Expenditure	\$ 7 500.00	\$ 3 842.26
9	Payment to CO, Regional Office and Other Schools	\$ 39 426.00	\$ 39 426.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure		\$ 433 408.33	\$ 451 270.62
Total Forecast Salary Expenditure		\$ -	\$ -
Total Expenditure		\$ 433 408.33	\$ 451 270.62
Cash Budget Variance		\$ 79 592.06	

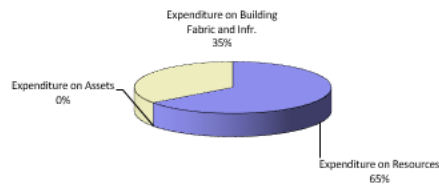


Cash Position as at:	
Bank Balance	\$ 726 886.52
Made up of:	
1 General Fund Balance	\$ 26 305.93
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 669 393.48
5 Suspense Accounts	\$ 32 861.11
6 Cash Advances	\$ 25.000
7 Tax Position	\$ 142.400
Total Bank Balance	\$ 726 886.52

Asset and Resource Acquisitions

Expenditure on Resources	\$ 98 745.41
Expenditure on Assets	\$ -
Expenditure on Building Fabric and Infr.	\$ 53 336.07
Total Resource/Asset Exp	\$ 152 081.48

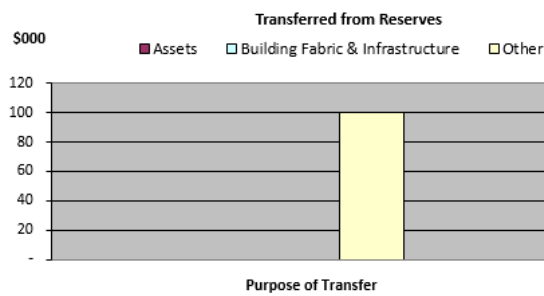
Asset, Resource and Building fabric & Infrastructure Acquisitions



Reserve Transfers

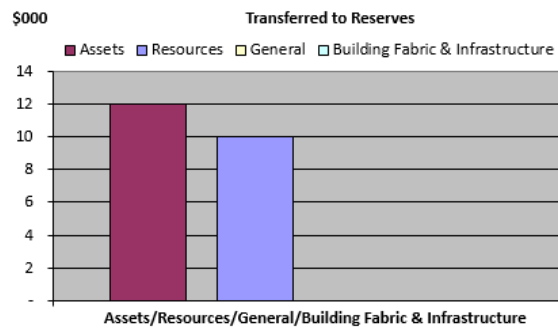
Transferred from Reserves:

Assets	\$ -
Building Fabric &	\$ -
Other	\$ 100 000.00
Total	\$ 100 000.00



Transferred to Reserves:

Assets	\$ 12 000.00
Resources	\$ 10 000.00
General	\$ -
Building Fabric &	\$ -
Total	\$ 22 000.00



Reserve Balances

Asset Reserves	\$ 18 500.00
Resource Reserves	\$ 26 414.00
General Reserves	\$ 624 479.48
Building Fabric & Infrastructure Reserve	\$ -
Total Reserves	\$ 669 393.48

