



NEERIGEN
BROOK
Primary School

2022

Annual REPORT



Message from the Principal

Wandjoo noonakoort

Welcome everyone.

It is my pleasure to present the 2022 Annual Report to the Neerigen Brook Primary School community that shares our progress, celebrations, and achievements over the year. I would like to thank the efforts of staff, students, the P&C, school board, the community, and our external partners for their ongoing commitment to building a strong, supportive school.

One of our biggest goals was to improve student attendance to make every day count. I am pleased to share that we exceeded our targets for whole school attendance, number of unexplained absences, and number of students classified as at-risk. This reflects the daily efforts made by all members of the community to set our students up for success and is a huge area for celebration.

I hope you enjoy reading the 2022 Annual Report as much as I enjoyed writing it alongside the Neerigen Brook team. I look forward to building on our strengths as we strive to achieve great things in 2023.

Boordawan and kind regards,

Lesley Barrett



Principal



Message from the President of the Parent and Citizens Association

Our AGM was held on the 5th of April 2022, with 10 members signing up to be involved.

Unfortunately, not all could attend the meeting so it was rescheduled for a later date so a quorum could be achieved.

We organised a Sausage Sizzle fundraiser in conjunction with the Election as the school was a polling place. We opted to hold raffles for Mother's Day & Father's Day instead of the traditional stalls as not having enough volunteers available posed a problem. Our Christmas raffle was once again very popular with loads of families making donations towards the hampers. We held crazy sock day and used this as a fundraiser where families could purchase socks prior to the day.

The canteen continued to open 4 days a week with some new menu item being offered.

The highlight of 2022 was the End of Year Concert held on the oval with a stage being hired by the school and all classes performing an item each over the course of the evening. We organised food trucks and held a stall with assorted items available to purchase including showbags. This event was thoroughly enjoyed by all who attended.

Thank you to all the families for supporting our fundraising efforts and to all the P&C members who helped at our events throughout the year.

We are looking forward to what 2023 will bring and hope to organise some more events and fundraisers.

Jo Richardson

P&C President



Message from the School Board Chair

When writing the Chairperson's report for 2022, I review the Minutes of the four Board meetings to remind me of what the school has achieved. Reading the school's achievements created a smile as big as a watermelon slice.

Considering first term was interrupted by COVID-19, we were all fearful of another disrupted year of learning.

This was not to be the case.

Our new staff blended into the positive culture with plenty of support from experienced educators and leaders. There were several additions to the leadership team when the Principal took her well-earned long service leave. Kim Calabrese stepped into the role accompanied by three competent deputies. A concerted effort was made in two important areas that have a direct impact on student learning: Attendance and Students at Educational Risk.

Attendance

The Board was kept informed of the strategies and efforts continually made by staff to address the poor attendance rates of the school population. Research has shown conclusively that the number of days in school has a direct bearing on the educational development of a child. Attending school is compulsory.

The school was very successful in their application of several strategies including:

1. Ruth Moore from 54 Reasons has worked to support attendance.
2. Mr Avi, Student Support Officer, has worked with students at risk to support attendance initiatives.
3. Adoption of a case management approach to support families to address barriers preventing the students from coming to school.

"It takes a village to raise a child". I believe it would be of great assistance to the school if the community could support families who find it difficult to get their children to school.

Students at Educational Risk

Data collected by the school showed an increased need for supporting students at educational risk. Once again, this situation was addressed with a comprehensive list of collective initiatives. I am in awe of the staff's commitment to progressing student learning. They are tireless in trying to improve outcomes for students no matter their current situation. They are always looking at how they can do things differently to make headway.

Community Engagement

Having the connection between the community and the students is such a powerful strategy. In 2022 the school introduced three interactive opportunities with the community. The Solar Light Project: Artist Sydney Phillip worked with students in designing images for the solar lights that will be part of Neerigen Brook's storytelling journey. Dance lessons were offered by Jane Smith, Education Assistant and qualified dance teacher to students two afternoons a week. Cooking with the community was run by Ruth Moore and a team of volunteers during Term 4.

School Board Vacancies

As I write this recount of 2022, having an Aboriginal voice in Federal parliament is being hotly discussed. Being part of a Board is the same as this voice. The board would like to bolster parent representation as the community's voice needs to be heard. Board membership is not a difficult job, requiring attendance to one meeting per term. Please consider this voluntary position to have influence on your school.

I would like to thank all board members for their commitment and input into Neerigen Brook Primary School and look forward to another productive year in 2023. I would like to extend a special thank you to Mark Harrington and Nadeem Khan for their input and commitment to the school as they farewell their association with Neerigen Brook Primary School.

Neerigen Brook Primary School Board 2022

Parent representative: Mark Harrington.

Staff representatives: Kim Calabrese, Chris Cahill, Louise Archibald.

Community Representatives: Nadeem Khan.

P & C Representative: Joanne Richardson.

Principal: Lesley Barrett.

Secretary: Mel Vivian.

Yours in positivity,

Luke George

Chairperson

Business Plan Review

Neerigen Brook Primary School (PS) is an Independent Public School driven by a Business Plan, which provides a cycle of goals and milestones that align with the strategic direction of the school. Following a school improvement process in alignment with recommendations from Independent Reviews, School Board direction and collaboration with staff and the community Neerigen Brook PS has a clear plan for success. Targets are set using Specific, Measurable, Achievable, Realistic and Timely (SMART) goals. The 2021 Annual Report is the last report of the 2019 – 2021 Business Plan cycle.

Neerigen Brook PS utilises the National School Improvement Tool for self-reflection and as a measuring tool. Staff are involved each year on reflecting against the nine domains. This on-balance staff judgement and associated evidence is used to inform our improvement journey, set goals, design strategies for improvement and monitor them over time.

Highlights for 2022

Relationships & Partnerships

Attendance

At Neerigen Brook Primary School we work hard to ensure that our school is a welcoming, safe learning space where everyone feels heard, has a sense of belonging and collective ownership to make our school the best it can be. We offer many supports to families and students to encourage learners to engage themselves fully in their learning. As part of the Business Plan, attendance strategies have been identified to support progress against the goals that *NBPS provides an inclusive learning environment that supports every student to reach their full potential academically, socially and emotionally; staff are deliberate, purposeful and thoughtful in their preparation and planning to promote high levels of engagement and participation for improved attendance.*

To support success, NBPS expanded the Attendance Team by linking in staff across the school to collectively focus on reducing high levels of absenteeism. Teaching staff collaborated with the front office to identify students with ongoing unexplained absences and allocate at-risk students to case managers that focused on building relationships with families to identify and address barriers to attendance. By Term 4, student attendance began to reflect the daily effort being made by staff, families, and children to attend and enjoy school.

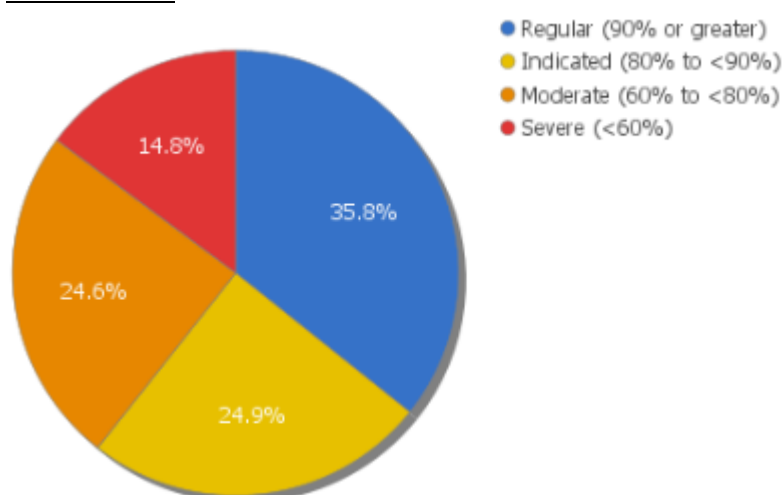
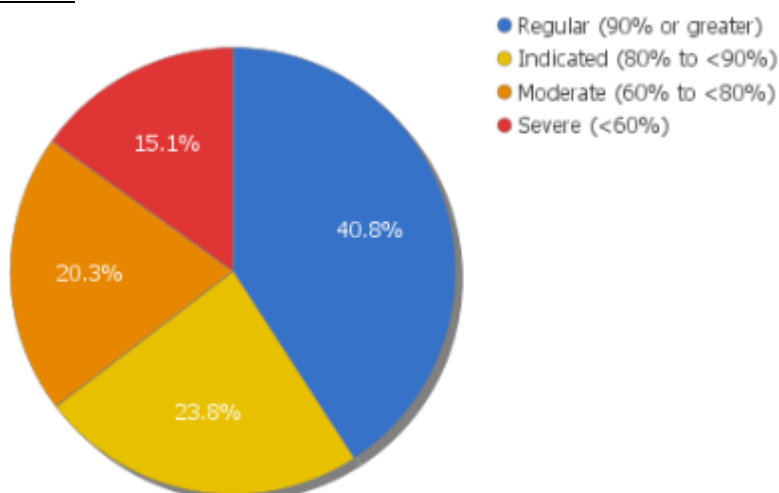
Goal 1: Increase the percentage of students with regular attendance.

Regular attendance includes students attending 90% or more of the school year. In Semester One, 35.8% of students achieved regular attendance. This increased to 37.8% in Semester Two. In Term 4, we reached 40.8% of students attending regularly, which reflects the strong efforts made by the Attendance Team in collaboration with families.

2022 Rating: Achieved.

Goal 2: Decrease the percentage of students who are categorised as 'at risk' across all year levels.

At-risk students are those attending less than 90% of the school year.

Semester OneTerm 4

By the end of Term 4, the number of students at-risk decreased by 5%. The number of students indicated at-risk (attending 80-90% of the year) and moderate at-risk (attending 60-80% of the year) decreased, reflecting the investment made in case-managing students.

2022 Rating: Achieved.

Goal 3: Reduce the percentage of students with unexplained absences across each year levels.

Unexplained absences are any absence where a reason is not supplied to the school. Understanding why students are absent is essential so the Attendance Team can determine what supports are suitable to help families and students return to school.

In Term 1, there were 1059 unexplained absences. This rose to 1201 in Term 2.

At the beginning of Term 3, the Attendance Team was expanded to provide intensive support to teachers in understanding Departmental attendance expectations and case-managing at-risk students. By the end of Term 3, unexplained absences dropped to 159 days. By the end of Term 4, there were only 2 unexplained absences.

These numbers reflect the effort invested in establishing attendance procedures and streamlining avenues for teachers to seek support in addressing chronic absenteeism.

2022 Rating: Achieved.

Goal 4: Reduce the amount of Aboriginal students classified as 'severe at risk' across all year levels.

Severe at-risk students are those attending less than 60% of the time.

In Term 1, 33% of Aboriginal students, or 32 students, were classed as severe at-risk. 29% were classed as moderate at-risk, 12% indicated at-risk, and 26% regular.

By Term 4, 30% of Aboriginal students, or 27 students, were classed as severe at-risk. 23% were classed as moderate at-risk, 22% indicated at-risk, and 24% regular. For students to move between categories, there must be a significant increase in days attended. The increase in students considered indicated at-risk is a massive success, as it means students have gone from attending less than 60% of the time to more than 80%. These achievements were driven by Louise Archibald, Cultural Program Coordinator, in conjunction with the Attendance Team through daily case-management and ongoing connection with external support services.

2022 Rating: Achieved.

Attendance Rewards

With the goal of increasing the percentage of students meeting the Department of Education's minimum standard of 90% attendance, NBPS runs an attendance raffle where every day at school equates to one ticket in the draw. Raffles are drawn twice per term with prizes able to be collected by those attending on the day of the draw.

In Term 1, we had the fabulous attendance prize of winning a family pass to the Armadale Reptile which was kindly donated by Armadale Reptile Park. In Term 2, 30 lucky students were drawn out of the raffle to win a day out at the Perth Zoo. Other raffle prizes were balls of all shapes and sizes, art and craft activities and other sports equipment.



Cultural Learning

As part of a whole-school review in Term 3, the Cultural Program Coordinator role was created to facilitate ongoing cultural studies lessons for all students, in addition to facilitating a range of events. The Cultural Program Coordinator works as part of the Attendance Team to case manage Aboriginal students identified as at-risk.

Embedding the Aboriginal Cultural Standards Framework remains a major priority across the school. Staff participated in professional learning on the Aboriginal Cultural Standards Framework and completed further learning on supporting Aboriginal English speakers as part of our involvement with the EAL/D Hub Champion.



NAIDOC Week

As per NBPS tradition, we celebrated NAIDOC over a whole week. The Dardy Yorgas and Mooditj Boys performed for the school community in the Opening Ceremony, led by Mrs Anderson our Birdya. We introduced a NAIDOC basketball and netball game along with the traditional football game that is umpired by students in the Clontarf program at Cecil Andrews College. Throughout the week, classes participated in a variety of cultural activities, including art, literacy, and cooking. The Closing Ceremony was attended by special guests from the community and the Department of Education who enjoyed special performances by the Dardy Yorgas and Mooditj Boys.

Dardy Yorgas and Mooditj Boys

The Dardy Yorgas and Mooditj Boys meet once a week with the Cultural Program Coordinator to enjoy a variety of cultural learning activities. In previous years, these programs were available only to students in Years 4-6. In 2022, we introduced the Junior Dardy Yorgas and Mooditj Boys for students in Years 1-3. Later in Semester Two, Junior and Senior groups met together, with senior students sharing their knowledge and teaching the younger students what being a Dardy Yorga or Mooditj Boy is all about.



In partnership with Cecil Andrews College, students from the Clontarf program and the Stars Foundation (Aboriginal girls' group) visited NBPS to participate in activities with the Dardy Yorgas and Mooditj Boys. The boys enjoyed opportunities to play football and basketball against the older students with opportunities to win prizes. Visiting staff from Cecil Andrews College were able to meet the Year 6 students that would soon be joining their school and begin building connections. The Stars Foundation worked with the Dardy Yorgas and completed team building activities and art and crafts, as well as having the high school students share their experiences moving from primary school to high school.

Warnbro Primary School Visit

In Term 4, students visited Warnbro Primary School. The excursion was planned to supplement Aboriginal and Torres Strait Islander cultural learning and provided the opportunity for students and staff to collaborate with WPS to build strong friendships and networks. Students played traditional Indigenous games, enjoyed a shared recess in WPS's Ngulla Miya (our place). Together, NBPS and WPS students completed hand painting on totem poles, created material Aboriginal flags, constructed a Mia Mia, painted Aboriginal symbols on pavers, and enjoyed Aboriginal dance and didgeridoo playing.

Dardy Yorgas and Mooditj Boys led the dance and didgeridoo activity. The Dardy Yorgas taught WPS students the Merinda dance, and the Mooditj Boys taught students how to make different animal sounds through the didgeridoo. Students enjoyed the unique excursion opportunity that marked the start of an ongoing partnership between NBPS and WPS.



Kelmscott Show

NBPS showcased samples of cultural studies learning at the Kelmscott Show. Each class chose work that best reflected their learning to display to the wider community.

End of Year Concert – Jingle and Mingle

Each classroom selected a song to perform at the End of Year concert. Students, families and community members gathered on the school oval to enjoy an evening of song, dance, and community spirit. After each class performed, the PBS raffle was drawn to celebrate two students from each class who consistently made efforts to show BEST throughout the year. Lucky students whose names were drawn were awarded a prize to commemorate their hard work.

Year 6 Compass Expo

Our annual Year 6 Compass Expo is an exciting opportunity for students to connect with the community and provide some understanding and awareness of what careers, interest groups, community services and education support services are available in our community. This event is a crucial part of the transition to Secondary School in providing opportunities for our students to get a taste of High School. The activities and structure of the day enabled students to become more confident with meeting new people and to take greater independence and responsibility for their learning, as students had to independently navigate the day following a timetable. Students really enjoyed spending the day with their peers engaged in an array of activities. These included exploring potential career paths, investigating UV light rays and cracking cryptology codes. Students were able to use these opportunities to meet educators from Cecil Andrews Senior High School and Armadale Senior High School.



We had 43 students attend and with great success and enjoyment had by all. Based on the feedback from the students and community volunteers, all are eager to attend the event again in 2023 which is sure to be bigger and better than ever. Some student feedback included, “This made me really eager to start High School next year,” and “This was a highlight of 2022 for me”.



We greatly appreciate the support and encouragement of our community services and members on the day. All students ended the day having reflected on the experiences had and the knowledge gained. They left a little tired from a busy day and new experiences, but very excited for what lies ahead. All students and staff who participated should be commended for their efforts, confidence shown and their willingness to take chances and meet new people.

Year 6 Graduation

The Year 6 students participated in the traditional graduation ceremony to celebrate the challenges, successes and hard work that they all put into their primary school journey. Several students were recognised for their outstanding achievements during their final year at Neerigen Brook Primary School. Achievement areas such as leadership, academic ability, sport and positive contributions to our local community were recognised and celebrated. The graduation ceremony ran smoothly due to the many hours the Year 6 students spent practising for the day.

The ceremony was followed by a delicious lunch and quiz at a local Italian Restaurant, A Taste of Italy. Students then returned to school to complete the guard of honour walk around the school, led by the oldest and youngest student at Neerigen Brook Primary School.

Graduation Day was filled with mixed emotions as we wished the students well on their journey forward while recognising that we would miss them as we said farewell. The Senior Team of Mr Brotherson, Mr Beedie and Mrs Clayton couldn't be prouder of all the students and what they have accomplished over the year. We are all incredibly proud of our graduating class of 2022 and wish them every success for their future endeavours.



The Smith Family

The Smith Family provides long-term support to children experiencing disadvantage so they can thrive in the classroom and complete their education. We would like to extend a sincere thank you to The Smith Family and Emma Avery, Family Partnership Coordinator, for their continued support in 2022.

Last year, 63 children were supported by the Learning for Life Scholarship Program which includes financial aid and access to additional educational programs run on-site and at home. Offering additional assistance through the afterschool learning club, Passport to Success, and the Young ICT Explorers provided valuable opportunities for our students get the most out of their education.

We look forward to continuing our partnership in 2023 and beyond to build on the successes achieved together.

Breakfast Bowl



At Neerigen Brook Primary School, community and families are brought together by the Breakfast Bowl, a place to both get a feed and have a yarn. Serving more than fifty children a day, passionate staff and community volunteers serve a variety of specials, including Mrs Anderson's famous scrambled eggs, as well as traditional breakfast staples. What began as a simple system to provide students with the basics has grown into a cornerstone of the Neerigen Brook community, fostering opportunities for connection and conversation over a hot cup of Milo. We owe our success to the strength and dedication of our Breakfast Bowl team, as well as community partners such as

Foodbank WA, Bakers Delight and 54 Reasons, who help us provide a variety of fresh and nourishing food with a smile.

Flu Vaccination

To support families during the flu season NBPS welcomed our REDIMED to visit our school and offer free Flu Vaccinations to all our staff and students. The convenience of having the flu jab at school was taken up by many of our families, not to mention our staff wanting to stay healthy during the winter months.

ANZAC

With the continuing impact of COVID and social distancing, Neerigen Brook Primary School again elected to hold an online ANZAC Day Service in 2022. Student Leaders and class representatives from K - 6 worked alongside Mrs. Anderson to conduct an ANZAC ceremony that was recorded and streamed to classes and the Neerigen Brook Primary School community. Mr. Ken Hepburn, member of the Armadale RSL, acknowledged the sacrifices made by those who have served and promoted the spirit of ANZAC.



Christmas Books

It has become a tradition for the library staff to organize a gift of a book to each student at Neerigen Brook Primary School's annual 'Jingle and Mingle' event held at our school at the end of Term 4 each year. These books are sourced through donations from local department stores, staff, family of staff and other organizations who the school deals with on a regular basis such as 54 Reasons. The books are wrapped in Christmas paper by family volunteers and staff and are placed on a table for students to choose after they have performed at the End of Year Concert. The books are very well received and appreciated by the students and they are encouraged to read them over the holidays at their leisure. We believe every child deserves a book and to be able to read for pleasure.

Eat Up

This year we have teamed up with Eat Up, a non for profit organisation whose mission is to provide free lunch to some of the most vulnerable children in the community. Every 3 weeks Eat Up delivers 350 cheese sandwiches to the school which is put straight into our chest freezer and pulled out on a daily basis to ensure that our students are getting fresh sandwiches.

Learning Environment

The Song Room

In Semester One, the Kindergarten students and their parents participated in a Story Doll Making program where parents were guided through making a story doll that represented their child or a part of their life they wished to encapsulate and share with their child.

Song Room Teaching Artists Rachel Irma and Keira sang rhymes to students using specially made story dolls to help understand culture through stories. They taught students Noongar words and songs which contributed to students developing a deeper understanding of country and belonging. The students created their own no-sew puppets which they used to develop their understanding of yarning to learn about their peers' interests and hobbies as well as the importance of listening and what it feels like to be listened to when yarning.



In term 3, students from year 5 submitted an expression of interest to work with The Song Room to write and perform an Acknowledgement of Country song. Some year 6 students were invited to support the group as student leaders. The students worked alongside Charley and Kira to think about what Country meant and why it was important to acknowledge the Indigenous people and, in particular, the Whadjuk Noongar people on the land on which we live and learn. The students were supported by Ms Anderson to include language in the song.

In term 4, the students were invited to The Octagon Theatre at the University of Western Australia for The Song Room's end of year performance. Students performed with confidence and pride, rapping, and singing with full hearts and big smiles.

Working with The Song Room has given our students an opportunity to connect to culture and create a song that will become part of Neerigen Brook Primary School into the future.

Food Sensations



On Tuesday 23rd and 30th of August, Room 16 and Room 14 had a Food Sensations for Schools incursion. Students learned about healthy eating and did a fun nutrition education activity as part of the Health and Physical Education Curriculum. Students were introduced to 36 everyday Superhero foods, each represented by a fun and quirky character, and Zombie food characters, portraying foods and drinks that are high in sugar, salt and fat, representing "extra foods" to be eaten sometimes in small amounts. Armed with this knowledge and with much excitement, both classes cooked a selection of healthy and delicious recipes, such as Noodle Ninja Salad and Vegie Squad Curry. At the end, they sat down together and had a feast. Students took home recipe books to share with their families.

Bike Education



During Term 3, students from Rooms 10 and 12 participated in the Your Move Bike Education Incursion program over four weeks. Students developed and enhanced their essential and fundamental cycling skills. This included how to effectively use bicycle brakes, how to safely wear a helmet and how to ride in different conditions. All students built up their novice or more advanced skills, with some students even learning how to ride a bike independently for the first time. Great fun was had by all whilst learning about necessary life-long skills which students can take out into the community, helping them stay active and educate others about the importance of riding your bike safely.

Judo

Students from Years 2-6 were thrilled to have the opportunity to take part in Judo 4 Kids as part of the Sporting Schools Program. Judo is a sport that offers physical exercise, discipline, mental focus, fitness, fun, self-control and self-confidence. Students enthusiastically participated in each lesson, learning various judo terms in Japanese and judo techniques and skills through integrated game play. Students learned how to fall and roll safely, and successfully completed several strength and agility activities, working with a variety of partners. Judo sessions combined fun and physical activity for the children with a focus on friendship and respect, encouraging our students to build and maintain positive relationships with others in line with our BEST school values.



Gymnastics



Students in Kindergarten and Pre-Primary participated in a series of gymnastics lessons run by Sporting Schools Plus. Our students had the opportunity to develop their fundamental movement skills as well as muscular strength and endurance, balance, coordination and core strength required for everyday living. Each session built on the skills taught in the previous lessons and the students were able to demonstrate their knowledge and understanding by engaging in different tabloid stations.

Ozharvest

In Terms 2 and 3, students from Room 10 and 12 completed a STEM project-based learning program. The learning topics focused on food and fibre and sustainability. The program ran for 10 weeks and inspired students to eat healthy, waste less and become change-makers in their local community. The activities and learning helped enhance and develop students' teamwork, cooking, problem solving and research skills. Students worked in small groups in the practical lessons to cook an array of healthy recipes. During the theory component of the program, students explored the issue of food wastage and strategies to reduce it. The program ended with students creating their own recipe which addressed healthy eating and food wastage.



NRL Rugby Carnival



The Year 5 and 6 students enjoyed a challenging and exciting day at the Tackle Rugby League Carnival held at Thomas Oval in Medina. The day was preceded by a training session at school which helped students develop their passing and tackling skills. Students thrived at the opportunity to test and develop their Rugby League skills against other local primary school students in the Southern Metropolitan area. Students performed exceptionally well, displaying key attributes of effective teams, such as encouragement, respect, communication, and discipline. For many, this was a highlight of the year.

Wildcats Visit

In Term 4, Jesse Wagstaff and TaShawn Thomas from the Perth Wildcats visited NBPS. Students were challenged to apply their literacy skills in writing a letter of application explaining why they wanted to be included in the visit. It was a great opportunity to show students how their learning applies to real life, with students having the opportunity to interview the players to find out how they train, why they chose their team, and many more thoughtful questions. Jesse and TaShawn commented on how the students showed great listening skills, were very respectful and asked great questions. It was a very exciting way to end 2022 and we look forward to having the Wildcats visit again.



Sensorium Theatre Excursion

A group of our students were invited to attend the interactive multi-sensory experience based on the story book "Wombat Stew" by the Sensorium Theatre.

The show immersed our students into the world of Wombat Stew. The students made a stew alongside the dingo using chocolate flavoured slime, coco-pops, fake insects, feathers and gum nuts. Students got to mix their wombat stew while singing the song from the story. It was a great experience to combine a well-known story with a hands-on experience. Everyone thoroughly enjoyed the excursion.

Paige said, "That was so much fun!"

Kallisto really enjoyed the experience saying, "I loved mixing everything into the chocolate-ey mud!"



Book Week

Neerigen Brook celebrated the CBCA Book Week in Term 3, themed 'Dreaming with Eyes Open'.

A display was put up in the library in our reading corner with fabric strewn across the ceiling giving a tent-like feel with cotton wool clouds hanging. The students felt it was a calm place to relax, dream and reflect. Many students used this space for silent reading.

On Thursday the 25th August students and staff dressed up for our annual Book Week dress up day. The whole school met in the undercover area in the morning and each class did two laps of the area displaying their costumes to music and clapping. Book Week was a wonderful way to celebrate authors and illustrators, as well as encouraging a love of reading.

Big Days Out



In Term 4, the Year 6 students attended a 2 day excursion at Fairbridge Point Peron Camp, situated 40 minutes away from Neerigen Brook Primary School in the spectacular Shoalwater Marine Park. The students took part in a range of physical activities aimed to challenge them both individually and collectively, building resilience, problem solving and teamwork skills.



Students worked cooperatively and, through supporting one another, were able to overcome fears of deep ocean water to work as a team to build and test rafts and navigate the crystal-clear waters of Point Peron on kayaks. Year 6 students undertook engaging beach games and enjoyed swimming at the beach. Students

discovered a passion for beach volleyball, which was a popular activity during breaktimes. The penultimate challenge completed was the Point Peron scavenger hunt, which involved using a map to navigate to interesting challenges such as taking unique photos at key landmarks and burying team members in the sand.

This time spent building trust, friendships and strong working relationships, both as individuals and as a team with peers and the teaching staff was a great way to consolidate a fantastic year. Mrs Clayton, Mr Brotherson and Mr Beedie all felt extremely privileged to be a part of such a special event for the Year 6 students. Congratulations to all who attended and thank you to the parent volunteers who helped make the day possible.



Cross Country



The Cross Country Carnival is a day that brings excitement to students and teachers, and traditionally begins the lead up to the Sports Carnival which is held later in the year. Faction points are earned for participation, with every student receiving a point for participating in the heats and the main event. The faction points earned on the day are tallied up and become the starting point for the following carnival.



This year, students worked hard throughout the term both during break times and class PE times, to build stamina and confidence to complete the course. Like in 2021, we held 3 heats: 1 heat weekly in the lead up to the main event, where students raced their peers and were able to earn points for their faction and contribute points towards their ranking. On the day of the main event, which was led by the relevant faction captains, all children participated enthusiastically showing BEST in supporting friends and teammates.

It was wonderful to see our senior students assist the smooth running of the day by manning key sections of the course to ensure all students followed the correct course and enabling them to cheer the younger students on. The children competed in their year groups throughout the day. Congratulations to the students who were awarded Champion and runner up for their efforts. For our students who are keen long-distance runners, the day concluded with the option for all winners of the level races to run in a final race for the title of Junior and Senior School Champion. Congratulations to Kyan and Yousef, our Junior School Champions and Ari and Riley our Senior School Champions for 2022. Congratulations to Gold faction for being our leading faction up to this point.



Faction Sports Carnival

The Sports Carnival held on the 28th October was a great success, with a fantastic day of fun and friendly competition in beautiful sunshine. Impressive participation was displayed in a variety of events from 100-metre sprints to egg and spoon races, and it was wonderful to see such a great atmosphere, with students and families cheering each other on in running events and team games. The parent races and tug of war did not disappoint, reflecting the competitive yet friendly spirit of the day. There were spectacular individual performances as well as awesome displays of teamwork and sportsmanship. Our Faction Captains

and student leaders did a great job assisting in the smooth running of the day whilst encouraging participation and camaraderie amongst their fellow students.

Congratulations to all students for taking part and to our medal recipients. Everyone contributed in their own way and the total faction points were very close at the end of the day; however, Blue Faction was able to just scrape ahead to win the Faction Trophy for this year. Thank you to everyone who contributed to making our day such an awesome event for all involved.



ECE Sports Carnival



On Tuesday the 25th of October 2022, the Pre-Primary and Kindergarten students participated in the Early Childhood sports carnival. In preparation, the four classes practiced team games every day and sprint runs. All students developed their cooperative skills and sportsmanship. The sports carnival began by students entering the basketball court together. The first event was sprint runs and we then moved into our groups for tabloid games. The team games included parachute, egg and spoon, sack race, water relay, bean bag

toss. We ended our Sports Carnival with a shared morning tea in the ECE playground. This year we had a large increase in families, guardians and caregivers support in setting up and preparing our shared morning. It was lovely to spend the morning with families and community members and for the students to showcase their sporting skills.

Swimming Lessons

Every year, NBPS takes students to interm swimming lessons. These lessons are for primary students in public schools. They are in place for students to develop water safety skills. This year students from Pre-Primary to Year 6 attended Armadale Fitness and Aquatic Centre and competed an 80-minute session daily for one week. The students all tried their best and worked hard to learn new skills and build strength. They represented the school by showing BEST both at the pools and on the bus. Staff would like to thank parents and caregivers who assisted in supporting the students or their child during the week. Staff who organised the swimming lessons are to be commended for the high level of organisation skills in making the week run smoothly and being a success. At the end of the week many students passed their swimming level and consolidated their own swimming skills in the water.

Leadership

Your Move

This year, staff and students engaged in a variety of exciting activities through the Department of Transport's Your Move program. Whether celebrating National Ride 2 School Day, enjoying a delicious, cooked breakfast for Walk Safely to School Day, or participating in bike education lessons, the Your Move team worked hard to keep active travel on everybody's minds. Completing activities like our first colouring-in competition helped Neerigen Brook earn points that were exchanged for a new set of bike racks to be installed in the newly built enclosed bike shelter. We are proud of our continued efforts and are excited to see what we can achieve next year.



Perth Dream and Leadership Conference

This year our student leaders had to pivot and attend the Perth Dream and Lead Conference virtually. This was new to the conveners of the event and everyone adapted well to using technology to communicate. Our students networked with others, via messages, from across the state and discussed the topics of the day. They workshopped what it meant to be a leader and what leadership looks like for them. They listened carefully to all the guest speakers and sent in thoughtful questions. Everyone enjoyed the day but missed being there in person. They learned to lead through adversity and to make the best of a new situation. The organisers were impressed with the considered feedback they provided on what worked well and how to make the event even more successful next year.



Brilliant Kids Morning Tea

The Brilliant Kids Morning Tea is a termly opportunity for teachers to recognise two students from their class who consistently demonstrate BEST. These students enjoy a delicious morning tea with their peers, provided by the P&C, and have the opportunity to share their feedback with the Deputy Principals. Students share 'what's working well' and 'even better if' to help celebrate our successes and identify what's important to students.

Use of Resources

iPads

To ensure staff and students could build on their knowledge and expertise of the Technologies curriculum, each classroom was equipped with new Interactive Panels and computers. Staff developed engaging and interactive lessons that allow students opportunities to learn collaboratively; editing, writing and participating in interactive learning games. Teaching staff integrated iPads into their day-to-day teaching, embedding ICT into literacy and numeracy lessons and providing students with opportunities to engage with the curriculum in new and exciting ways. Students developed presentations for STEAM projects, created music, and practiced skills with the program *OSMO*, merging creative thinking with tactile exploration.

Computer Lab

Each class attended weekly scheduled Computer Lab sessions, with students continuing to enhance their ICT skills by creating presentations on PowerPoint, publishing stories on Word and engaging in coding challenges through Scratch. Students were excited to develop their computational thinking and typing skills, with many enjoying the opportunity to participate in coding and typing challenges in the Computer Lab during break times. Using Scratch, students developed a sequence of steps to solve a problem, diagnosed errors and created new approaches using complex thinking and reflection skills. Year Four and Five students relished

participating in typing challenges, learning correct typing techniques through *Typing Club* and striving to increase typing speed and accuracy.

Teaching Quality

Positive Behaviour Support

NBPS staff have built on their understandings of PBS through ongoing professional learning opportunities at Staff Development Days. Michelle Murphy from the School of Special Educational Needs: Behaviour and Engagement continues to facilitate workshops on classroom management, instructional strategies, and student engagement to support whole-school efforts to elevate our learning environments.

At weekly collaborative meetings, staff share their progress, both academic and behavioural, and strategise ways to embed BEST into their daily practice. Having high expectations for staff and students helps NBPS to 'strive to achieve'. Expected behaviours are explicitly taught, reinforced, and acknowledged throughout the school with the support of the BEST matrix and BEST points. NBPS staff partner with families and community members to make expectations clear, achievable, and teachable.

National Quality Standard

The National Quality Standards sets a high national benchmark for early childhood education in Australia. The NQS includes 7 quality areas that are important outcomes for children. Schools are assessed and rated by their regulatory authority against the NQS and given a rating for each of the 7 quality areas and an overall rating based on these results. Neerigen Brook Primary School completed an internal audit with the following rankings:

Quality Area	Internal Audit
Quality Area 1 Educational program and practice	W
Quality Area 2 Children's health and safety	M
Quality Area 3 Physical environment	M
Quality Area 4 Staffing arrangements	M
Quality Area 5 Relationships with children	M
Quality Area 6 Collaborative partnerships with families and communities	M
Quality Area 7 Governance and leadership	W
M – Meeting W – Working Towards	

During collaborative team meetings, the Kindergarten to Year 2 teams identified the following areas to continue working on to improve outcomes for students:

Quality Area 1, Element 1.3.2: Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.

A section of the weekly K-2 collaborative meetings, entitled "Deadly Reflections, will be dedicated to reflecting on key issues in early childhood development and education. With a focus on the Teaching Quality goals in the Business Plan - *teachers at NBPS are professionals in the year levels in which they teach, have high levels of confidence in teaching in those fields and are eager to expand their subject knowledge to improve their teaching practices* - the K-2 team are committed to sourcing different perspectives to expand their understanding of what matters to staff, students, families, and community members. As a central skill for Early Childhood educators,

critically reflecting on day-to-day programs, documentation and students' development will drive improvements to educational outcomes for students in Kindergarten to Year 2.

Quality Area 7, Element 7.1.1: A statement of philosophy guides all aspects of the service's operations.

The K-2 team will review and revise the current Early Childhood Philosophy Statement to evaluate our progress against the Learning Environment goals set in the Business Plan - *NBPS cultivates an environment that contributes to wellbeing, creativity and the developing independence of all students with an emphasis on early childhood development* – and identify areas for improvement. Led by the drive to ensure that all children are given opportunities to succeed as learners, the K-2 team will engage in ongoing consultation with the community to develop and maintain collaborative partnerships that will guide the direction of the Early Childhood block. As part of ongoing critical reflection, the Philosophy Statement will reflect up-to-date understandings of childhood development, including embedding play-based learning approaches in day-to-day teaching.

Student Achievement & Progress

Intervention

Under the Student Achievement and Progress domain, staff identified the goal that *student data will be collected and collated aligning to whole school and system wide processes*. As part of a whole-school review of NBPS Students at Educational Risk procedures, the Learning Support Coordinator role was established to support Teachers and Education Assistants to effectively plan for and cater to students' diverse needs and develop high-quality differentiated learning opportunities. The Learning Support Coordinator liaises with Teachers and Education Assistants to manage student adjustments, modifications, and enrichment both in the classroom and in the Intervention program.

As part of a continued professional learning focus, teaching teams have been refining their data collection processes to determine students' individual learning needs and provide targeted support at the point of need. Teaching teams work together to collect year level data to inform their teaching, adjust planning, and maximise the valuable instructional time within the classroom. In drawing on a variety of data sources, students are identified in collaboration with the Learning Support Coordinator for referral to targeted Intervention programs that are based on educational research, Departmental recommendations, and best practice.

To support Education Assistants to effectively respond to student needs, the Lead Education Assistant role was created to facilitate collegiate mentoring and improve in-class intervention activities to support progress and achieve strong results. Continual review of staff timetabling and student achievement data ensures that efforts to enrich and extend student learning are as effective as possible.

STEAM

With the support of The Smith Family, students from Years 5 and 6 were selected to participate in the Young ICT Explorers project. The students wanted to learn more about using micro:bit software to program robotic cars that could navigate mysterious terrain. Students built on their coding knowledge by experimenting with Scratch to make games and animations. Next year, we will use this knowledge to achieve our goal of making a car.

Instrumental Music Program

Listening to the stunning music created by our guitar students as they practice and perform demonstrates the importance of providing opportunities for students to develop their love of Music through the Department of Education's Instrumental Music Program. Year 5 and 6 guitar students participated in weekly 30-minute lessons with the dedicated Mr Karl Hiller. At our end of year assembly, guitar students showcased their progression and talent by performing a selection of circus themed pieces. Students were invited to perform alongside other guitar students from surrounding primary schools in a combined concert called 'Guitar Strings and Sing' held at Willandra Primary School. Our students put on a fantastic performance, playing with confidence and pride, in full circus costume. The Instrumental Music Program is offered to students based on interest and enthusiasm. In Term 4, a Musical Aptitude test was conducted for Year 4 students, and successful students were selected to take part in the program for next year.

Premiers Reading Challenge

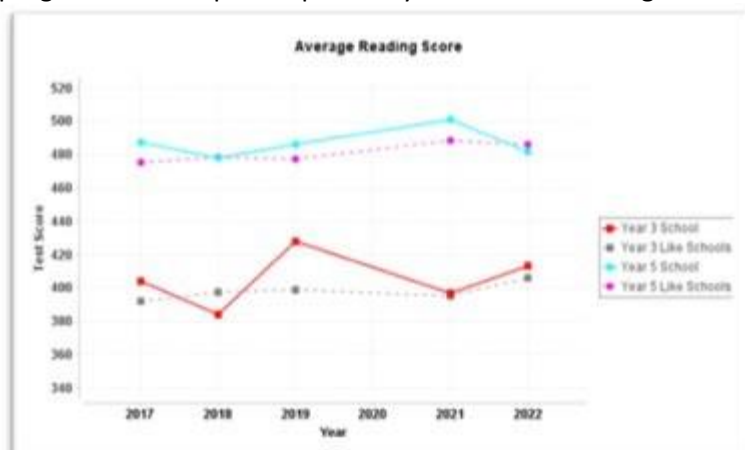
In Term 3, students participated in the Premiers Reading Challenge. Students had to read a total of 12 books and register these books under their name to be in the draw for prizes. As each class visited the library, students were reminded and encouraged to enter. Live streamed books read by Alton Walley and others were played in the Library to students during library sessions and at break times. Our local MP Office's generously donated six \$50 vouchers for students who had reached their twelve-book goal. These were drawn out halfway through the challenge and at the end of the challenge. This was a great incentive, and our registrations went from 17 to over 180. By the end of the challenge, over 3000 books were registered and was a great success.

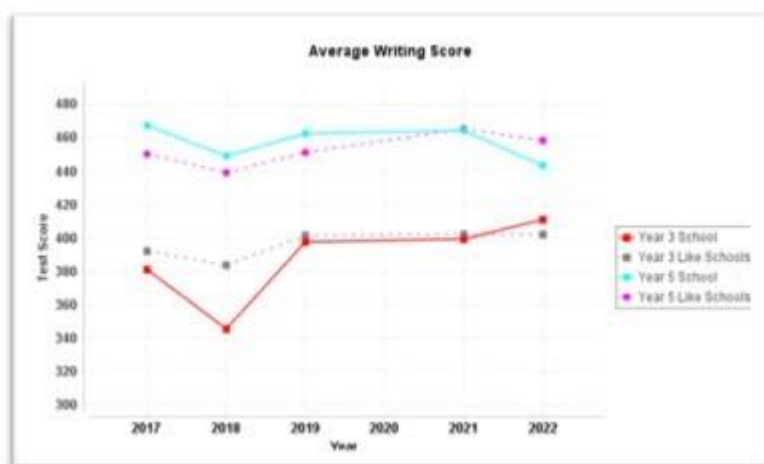
Book Awards

At the end of each year, NBPS celebrates students' achievements with the annual book awards. Teachers from each classroom presented two students with book awards, given for a variety of reasons, such as academic progress, citizenship, persistence, excellence, or efforts in demonstrating BEST.

NAPLAN

This year our students in year 3 and 5 completed NAPLAN in Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy. This was completed mostly online except for Writing in Year 3. In most areas we performed above like-schools and we achieved our Business Plan Targets. We saw improvements, with some students achieving high or very high progress in the different areas. It was clear that our intervention programs have impacted positively on student learning.





Visual Literacy Workshop

For the visual literacy workshop, the students in Room 18 were introduced to the story of “Who’s Afraid of the Quite Nice Wolf?” The students delved into a new side that they hadn’t seen before of the Wolf. They were able to use the reading strategies of predicting and inferring to answer questions about the story. Merinda said “I really enjoyed that story, the Wolf was nice.” Room 18 was lucky to be given our own copy of Who’s Afraid of the Quite Nice Wolf to enjoy in their own time and relive the joy of the story.

Story Dogs

In July 2022, the Story Dog Program was launched at NBPS. It has been enjoyed by all the students involved. It was open to select students in Year 2 to increase their confidence in reading. One student was very reluctant to leave the classroom due to the uncertainty of what he would be doing. After gentle persuasion and carrying the Lego he was working on to show the dog, he came to the Library but did not want to read but was happy to be read to. Now, two weeks later, he is excited and eager to come to his story dog session in the Library and is reading to the dog and his handler. During Book Week, our story dog was dressed in costume which made it extra special.



Overview of Business Plan objectives		
Domain	Targets	Progress Green = met Yellow = working towards
Relationships and Partnerships We will: Partner with stakeholders (parents, community, and network) to improve educational outcomes for students.	Strengthen parent and community communication utilising a range of media platforms.	
	Increase regular attendance across all year levels.	
	Maintain scores of over 4 in National School Opinion Survey for staff, students and community.	
	Increase student voice to include feedback about teacher performance, areas for school improvement and the creation of a Student School Board.	
	Implement actions from the Reconciliation Action Plan.	
	Develop and implement a 3-year-old program on-site for Neerigen Brook families.	
	Provide professional learning to staff on the Aboriginal Cultural Standards Framework.	
	Action the EAL/D Champion School implementation plan.	
	Implement actions in the NBPS Wellbeing Policy.	
	Provide students with opportunities to engage with community stakeholders.	
	Increased parent involvement in student learning.	
Learning Environment We will: Provide an inclusive learning environment that supports every student to reach their full potential academically, socially and emotionally.	Students at Educational Risk are identified via referrals to the SaER team each term for intervention.	
	Increase the percentage of students with regular attendance.	
	Decrease the percentage of students who are categorised as 'at risk' across each year level.	
	Reduce the percentage of students with unexplained absences across each year level.	
	Reduce the 'severe' attendance rate of Aboriginal Students across all year levels.	
	NBPS Wellbeing Policy is implemented and actioned.	
	PBS strategic plan is implemented with fidelity.	
	Staff provide explicit teaching and associated resources on Zones of Regulation.	
	NBPS engages with external services to support students at educational risk.	
	NBPS staff action feedback received from their students and families to meet a range of culturally diverse needs.	
	Classroom learning environments, both indoor and outdoor, include flexible learning spaces and engaging learning opportunities.	
	Walkthrough visits are completed each term by the ELT or Senior Leaders; teachers implement feedback	

	provided in Walkthroughs prior to subsequent Walkthroughs.	
	Examples of student agency in action are visible in each classroom.	
	Learning Journeys are timetabled once a year for students to share their learning with parents.	
	Purposeful and planned play experiences are embedded in the Plan Teach Assess cycle for early childhood classes.	
Leadership We will: Make successful student learning the central consideration in all aspects of leadership.	School leaders participate in professional learning activities, alongside teachers.	
	School leaders ensure that opportunities are created for teachers to work together and to learn from each other's practices, including through online professional communities.	
	School leaders build and sustain a coaching and mentoring culture at all levels in the school.	
	Leaders build and promote staff relationships that are based on high levels of trust and respect.	
	Leaders focus on building their own and colleagues' skills in collecting, analysing, interpreting and using data.	
	All staff will engage in the Performance Management processes each term to build their capacity.	
Use of Resources We will: Prioritise ongoing professional learning for all staff and focus on the development of a school-wide, self-reflective culture focused on improving student outcomes.	A NBPS Infrastructure Plan for 2022- 2024 will be implemented and actioned.	
	NBPS takes a highly responsive approach to the allocation of support in line with student needs.	
	Teachers engage in professional learning to build their capacity in ICT skills, knowledge and understanding.	
	All students are explicitly taught coding skills through the use of digital technologies.	
	Teaching staff comply with DoE professional learning requirements.	
	Teaching staff take an 'Action Learning' approach to professional learning.	
	The allocation of Human Resources will be proactive and responsive to meet school needs	
	Targeted resource management enhances curriculum content and implementation.	
	Funding is assigned to initiatives and programs to support Aboriginal students' success.	
	Grants and submissions will reflect the whole school strategic direction.	
	NBPS will have a social media presence to allow rapid response to low level queries.	
Teaching Quality We will:	Team meetings emphasise the joint analysis of student work and reflection on teaching strategies for improving student learning.	

Utilise a reflection-for-action approach to pedagogy.	Staff regularly share and showcase examples of best practice.	
	Teachers collaboratively plan, deliver and review the effectiveness of lessons.	
	Digital technology is embedded into the Plan, Teach, Assess cycles.	
	All staff engage in relevant professional learning and implement CMS Instructional Strategies into their daily practice.	
	Teachers participate in effective collaborative teams that focus on issues which directly impact on student learning.	
	Teachers participate in effective collaborative teams that focus on data, evidence and results to plan for improvements and inform teaching and learning.	
	Students will see themselves as their own teacher.	
	Educators will create an environment of trust and openness to embed a reflective practice.	
	Teachers implement the NBPS ICT Scope and Sequence through the model of SAMR.	
	Teachers provide opportunities for students to demonstrate learning outcomes in a variety of ways.	
Student Achievement and Progress We will: Use school and system evidence-based programs, and strategies to deliver a connected curriculum.	NBPS will develop a school wide understanding that all decisions made should be guided by evidence.	
	NBPS will use Ed Companion together with other school-based data collections to obtain data on student progress and achievement.	
	Teachers will use data to monitor student progress, achievement and set targets and make decisions to improve student outcomes.	
	Words their Way (Year group 3, 4, 5, 6) – will meet phase targets set out in the WTW document.	
	Letters and Sounds (Year group K, PP, 1, 2) – will meet phase targets set out in Letters and Sounds document.	
	Students to complete Artificial Intelligence Writing Assessment (3-6) – to be reviewed post year 2 assessment Dec 2021. Data to inform PTA cycle.	Discontinued – tool not suitable
	Year 1 PAT Maths: 60% stanine 4, 25% stanine 5 or above.	Not tested
	Year 2 PAT Maths: 60% stanine 4, 25% stanine 5 or above.	Not tested
	Year 3 PAT Maths: 60% stanine 4, 25% stanine 5 or above.	36% stanine 4+ 30% stanine 5+
	Year 4 PAT Maths: 60% stanine 4, 25% stanine 5 or above.	42% stanine 4+ 31% stanine 5+
	Year 5 PAT Maths: 60% stanine 4, 25% stanine 5 or above.	Not tested
	Year 6 PAT Maths: 60% stanine 4, 25% stanine 5 or above.	Not tested

	Year 1 PAT Reading: 60% stanine 4, 25% stanine 5 or above.	Not tested
	Year 2 PAT Reading: 60% stanine 4, 25% stanine 5 or above.	Not tested
	Year 3 PAT Reading: 60% stanine 4, 25% stanine 5 or above.	12% stanine 4+ 1% stanine 5+
	Year 4 PAT Reading: 60% stanine 4, 25% stanine 5 or above.	37% stanine 4+ 28% stanine 5+
	Year 5 PAT Reading: 60% stanine 4, 25% stanine 5 or above.	Not tested
	Year 6 PAT Reading: 60% stanine 4, 25% stanine 5 or above.	Not tested
	NAPLAN – repeat on entry exercise norms relative to year three and five.	
	NAPLAN Reading Year 3 – 90% of students at or above Band 2 (at national minimum standard)	92%
	NAPLAN Reading Year 3 – 70% of students at or above Band 3 (above national minimum standard)	59%
	NAPLAN Writing Year 3 – 90% of students at or above Band 2 (at national minimum standard)	92%
	NAPLAN Writing Year 3 – 70% of students at or above Band 3 (above national minimum standard)	70%
	NAPLAN Numeracy Year 3 – 90% of students at or above Band 2 (at national minimum standard)	92%
	NAPLAN Numeracy Year 3 – 70% of students at or above Band 3 (above national minimum standard)	60%
	NAPLAN Reading Year 5 – 90% of students at or above Band 4 (at national minimum standard)	94%
	NAPLAN Reading Year 5 – 75% of students at or above Band 5 (above national minimum standard)	68%
	NAPLAN Writing Year 5 – 90% of students at or above Band 4 (at national minimum standard)	80%
	NAPLAN Writing Year 5 – 66% of students at or above Band 5 (above national minimum standard)	55%
	NAPLAN Numeracy Year 5 – 90% of students at or above Band 4 (at national minimum standard)	94%
	NAPLAN Numeracy Year 5 – 70% of students at or above Band 5 (above national minimum standard)	62%
	On-Entry Reading Pre-Primary – 80% of students in Pre-Primary at 416-489 or above (ICSEA Decile 9 median)	45%
	On-Entry Writing Pre-Primary – 80% of students in Pre-Primary at 176-372 or above (ICSEA Decile 9 median)	58%
	On-Entry Numeracy Pre-Primary – 80% of students in Pre-Primary at 401-487 or above (ICSEA Decile 9 median),	56%
	On-Entry Reading Year 1 – 80% of students in Year 1 at 434-500 or above (ICSEA Decile 9 median)	80%
	On-Entry Writing Year 1 – 80% of students in Year 1 at 372-507 or above (ICSEA Decile 9 median)	53%

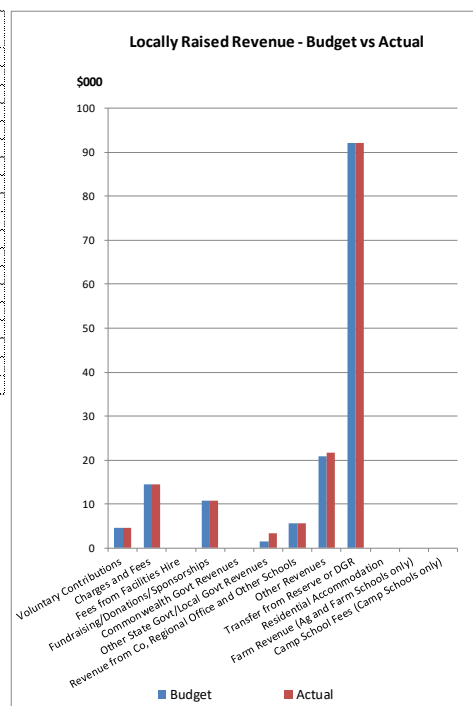
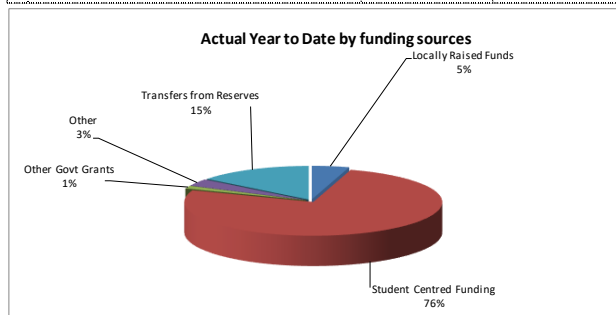
	On-Entry Numeracy Year 1 – 80% of students in Year 1 at 462-512 or above (ICSEA Decile 9 median),	61%
	Students at Educational Risk will be placed on an Individual Education Plan.	
	Increase percentage of students in order to meet Department of Education minimum standard rate of 90% attendance	

Neerigen Brook Primary School

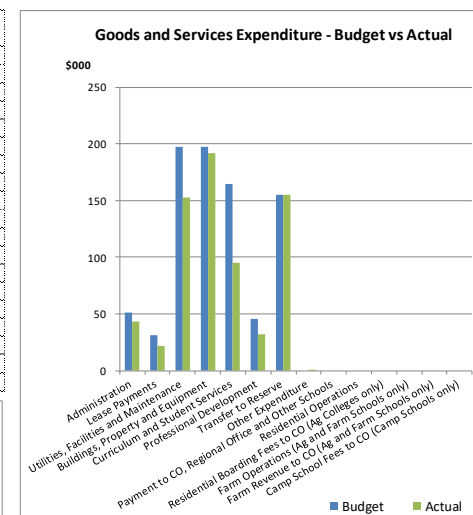
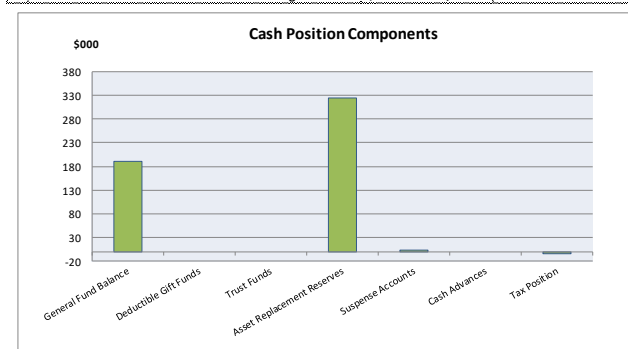
Financial Summary as at 31 December 2022

Neerigen Brook Primary School Financial Summary as at 31-December-2022

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 4,553.00	\$ 4,632.50
2 Charges and Fees	\$ 14,483.00	\$ 14,483.41
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 10,709.00	\$ 10,709.10
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 1,500.00	\$ 3,300.00
7 Revenue from Co, Regional Office and Other Schools	\$ 5,614.00	\$ 5,614.00
8 Other Revenues	\$ 20,826.00	\$ 21,686.69
9 Transfer from Reserve or DGR	\$ 92,086.00	\$ 92,086.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 149,771.00	\$ 152,511.70
Opening Balance	\$ 246,957.00	\$ 246,956.69
Student Centred Funding	\$ 482,382.00	\$ 482,381.63
Total Cash Funds Available	\$ 879,110.00	\$ 881,850.02
Total Salary Allocation	\$ 4,481,364.00	\$ 4,481,364.00
Total Funds Available	\$ 5,360,474.00	\$ 5,363,214.02



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 51,103.00	\$ 43,000.82
2 Lease Payments	\$ 31,050.00	\$ 21,685.79
3 Utilities, Facilities and Maintenance	\$ 197,514.00	\$ 152,447.92
4 Buildings, Property and Equipment	\$ 197,441.00	\$ 192,123.31
5 Curriculum and Student Services	\$ 164,741.00	\$ 95,477.16
6 Professional Development	\$ 45,858.00	\$ 31,801.78
7 Transfer to Reserve	\$ 155,000.00	\$ 155,000.00
8 Other Expenditure	\$ -	\$ 1.39
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	\$ 842,707.00	\$ 691,538.17
Total Forecast Salary Expenditure	\$ 3,890,976.00	\$ 3,890,976.00
Total Expenditure	\$ 4,733,683.00	\$ 4,582,514.17
Cash Budget Variance	\$ 36,403.00	



Cash Position Components	
Bank Balance	\$ 513,692.07
Made up of:	
1 General Fund Balance	\$ 190,311.85
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 324,064.03
5 Suspense Accounts	\$ 3,195.19
6 Cash Advances	\$ -
7 Tax Position	\$ (3,879.00)
Total Bank Balance	\$ 513,692.07