



COASTAL LAKES COLLEGE

Imagine, Believe, Inspire & Achieve.

2019 Annual Report





Principal's Foreword

It has been an absolute privilege to oversee the first year of operation at Coastal Lakes College as the Foundation Principal. Coastal Lakes College opened in 2019 with 235 students. The majority of our students came from 3 local primary schools, while in total our students came from 31 different primary and K-12 schools. When I look back over the year and consider what we have achieved it is an amazing set of accomplishments.

The College opened with one General Learning Area building and all of our Specialist Buildings. In addition, the College has Education Support facilities in a dedicated building and throughout every specialist and general building in the college. This allows the College to cater to education support students with moderate to severe and profound disability.

We commenced with 33 dedicated and enthusiastic staff who went above and beyond my wildest expectations to ensure that our foundation year was a success for our CLC community, I am very proud of them. I am very grateful to our wider CLC community who supported us in a multitude of ways in the lead up to opening, helping us to establish ourselves as a hub within our community – supporting all our families.

It has been a year of many firsts: an exciting, ambitious, journey as we met milestone after milestone. Our students rose to meet my high expectations of them – time and time again! At the beginning of the year I asked them to work collaboratively with us to establish a College that they could be proud of, that they wanted to be a part of – and that moving forward others wanted to join us in building an important hub within our wider community that we were well connected to, and with. I am proud to say that they demonstrated their understanding of our motto – Imagine, Believe, Inspire and Achieve!

The results in student achievement have shown they are performing at the expected level. I have been very impressed by the significant growth over the year by our students as indicated by their grades. Our attendance is also exemplary and shows that our students are engaged and have set high standards for themselves.

Our Vision

A key success indicator of our College will be the strong relationships our teachers and support staff form with our students, their parents, and with the community. Our high quality teaching and education programs will develop our student's knowledge and skills, focusing on their strengths and encouraging them in their chosen pathway.

Our College will measure its effectiveness through the achievement and character of our students and our strong links with the wider community.

Our Purpose

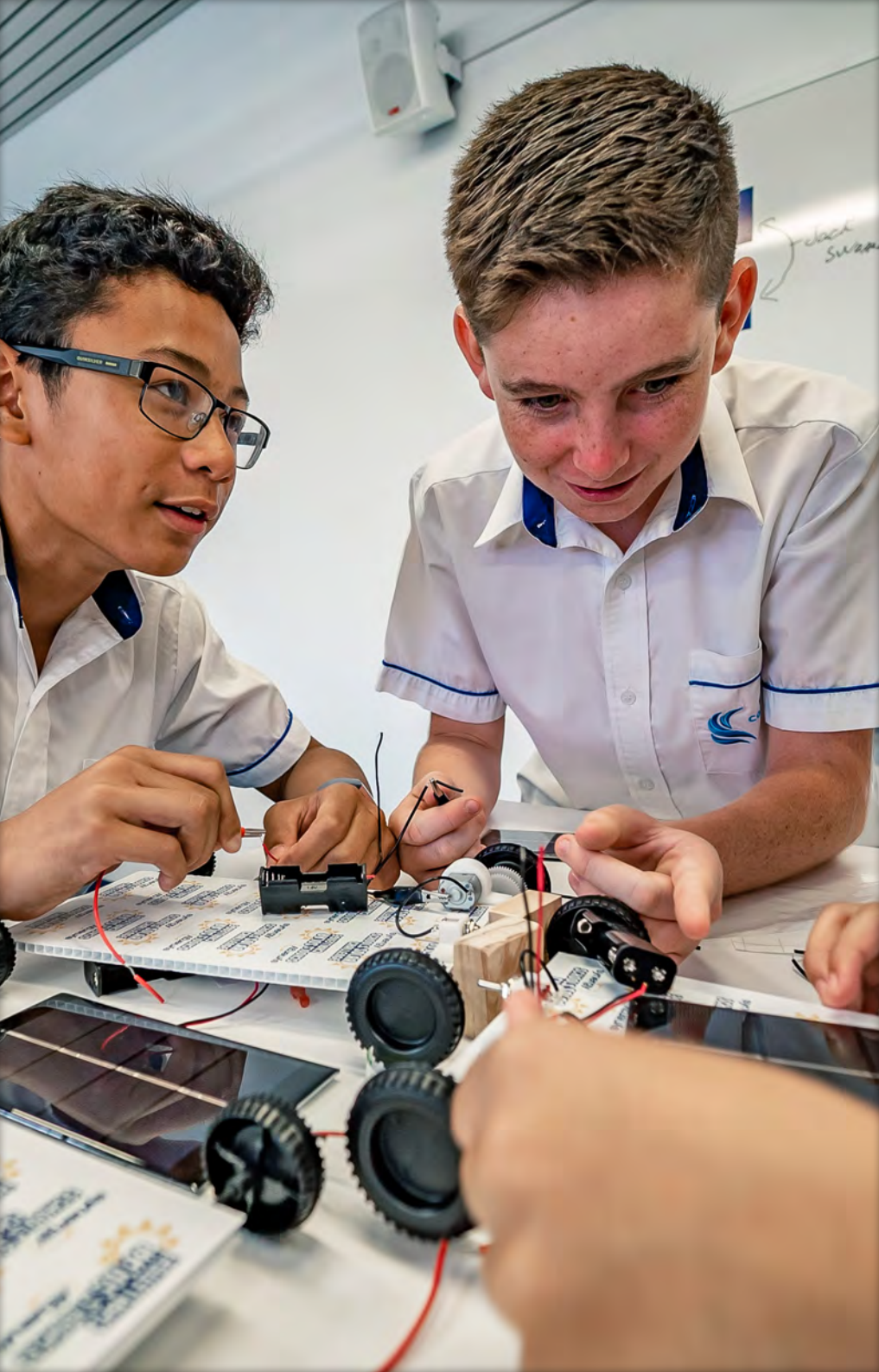
Our purpose is to ensure all students leave our College as confident and informed individuals who are competitive and well prepared for a rapidly changing future. We will ask our students to be creative and imaginative, to be problem solvers and critical thinkers, encouraging them to think outside the box. We will give them the skills and knowledge to succeed and be an active and informed member of society.

Student wellbeing is our number one priority. We will provide an engaging, supportive and nurturing learning environment where they will be encouraged to work with their teachers and peers to the best of their ability, achieving great outcomes. This is captured in our school motto - Imagine, Believe, Inspire and Achieve.

Our Values

Our College is a learning culture working together to develop the whole child. By 'whole child', we mean the attitudes, skills and behaviours – such as self-control, confidence, social skills, self-motivation and resilience – that underpin success in school and beyond. Our College culture is focused on supporting and celebrating positive academic mindsets that enhance social and emotional wellbeing and motivation. They include the ability to respond to setbacks, to work well with others, to positively contribute to the world around us, and to be goal and aspirationally motivated. Our core values are based on a growth mindset: the theory that intelligence is not a fixed characteristic, but instead is increased through effort. Our core values are best captured by the words Integrity, Creativity, Joy, Respect, Connectedness, The Individual, Excellence.





Message From The College Board

This Annual Report describes the successful inaugural year that Coastal Lakes College had in 2019. It represents the work of the College and the Board working in partnership to achieve success for our students.

Following the opening of the College in 2019 the Board was formed and underwent school board training to ensure we could fulfil our duties as a board. One of our early roles was the feedback we provided on the College's Business Plan 2019-21. We are confident as a Board that this plan is based on the needs of our college community represented in the data available. It represents a comprehensive and strategic approach to the development and growth of Coastal Lakes College.

The Board commends the manner in which the Principal Kya Graves and her executive team have led the early development of the College, resulting in a positive culture that addresses the needs of the whole child across the College.

The College has maintained a sound financial position throughout 2019, with the Board being kept appropriately informed of financial matters.

During 2019 the Board has assisted the College with areas such as:

- College Business Plan
- Review of data, both College based and NAPLAN
- Approval of budgets and contributions
- Review of the Positive Behaviour Support Plan

The College Board plays an important role in the governance of an Independent Public School. The Coastal Lakes College Board views their role with great importance and as a privileged chance to positively contribute to the College and wider community. As Board Chair I would like to thank all members of the Board for their contribution to making 2019 a successful opening year for Coastal Lakes College.



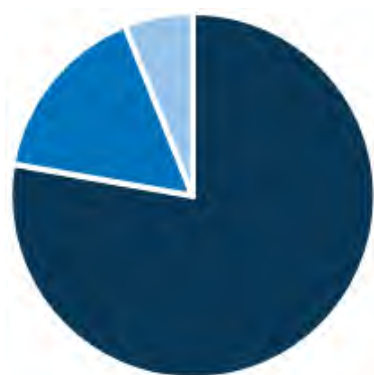
Teaching Priority #1

Learning & Assessment are the core business of our College

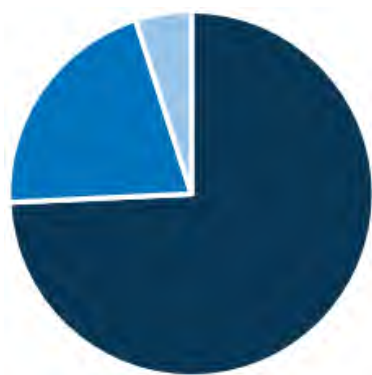
Coastal Lakes College places great importance upon creating meaningful pathways for our students. The College opened with four Head of Learning Areas for the core learning areas of Mathematics, English, Science and Humanities & Social Sciences. Our focus is high quality teaching and learning based on a school wide pedagogical framework, lesson plan design and formative assessment. The College focus on differentiation and enrichment of curriculum is guided by data. All students were engaged in PAT Testing during our two-week orientation at the commencement of Term 1 in order to give teachers baseline diagnostic data on their students. This ensured effective differentiation of curriculum to meet every student's needs.



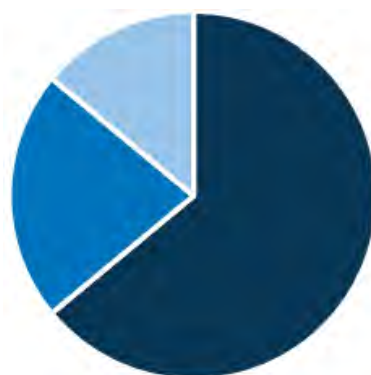
Year 7 NAPLAN Results:



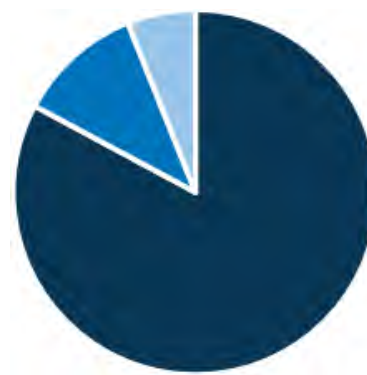
Numeracy



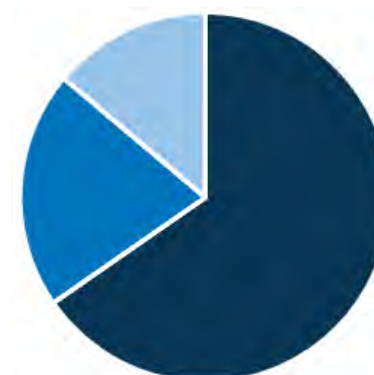
Reading



Writing



Spelling



Grammar &
Punctuation

- Above National Minimum Standard
- At National Minimum Standard
- Below National Minimum Standard

NAPLAN Results

Our NAPLAN results are indicative of the work done by our local primary schools. However, we prepared our students further in Term 1 through whole college approaches to teaching, learning and digital literacy as we moved to NAPLAN Online. We also began literacy and numeracy focused Integrated Learning Class and targeted Small Group Intervention (SGI). Our focus at Coastal Lakes College is the high achievement and high progress of students from Years 7 to 9 in their NAPLAN results, with a high percentage of student prequalifying for OLN by achieving Band 8 or higher in their Year 9 NAPLAN.

Back2Front Maths Program

In addressing numeracy, Coastal Lakes College has engaged students in a multi-layered approach using the Back2Front Maths Program at both whole class pedagogy and Small Group Intervention (SGI) level. All students completed a diagnostic test prior to starting the Back2Front Maths program, which targeted key misconceptions in student understanding. All students were then retested at the end of the year, the cohort had an average effect size of 3.5 years growth. The effectiveness of the program and additional interventions such as the Integrated Learning Class and SGI model was our end of year PAT testing demonstrating an average effect size of just over 2 years growth.

3.5
YEARS
GROWTH

Our Final Learning Area A-E Grades

Learning Areas/Subjects	Final 2019 Grade Percentage of Students at Satisfactory or Above	Like Schools
English	87%	68.4%
Mathematics	80%	63.1%
Science	92%	70.9%
Humanities and Social Sciences	91%	68.1%
Average across all MESH Subjects	87%	67.6%
Drama	94%	85.3%
Visual Art	95%	85.2%
Design & Technologies	94%	85.6%
Digital Technologies	96%	79.7%
Health	95%	89.9%
Physical Education	98%	77.4%

Please note our 'Like Schools' identified by our ICSEA is based on one year's enrolment data. For this reason it may not be a true and accurate representation at this point.

26%
96%

Inclusive Education

Our students in Inclusive Education (Education Support) demonstrated a range of achievement against Individual Education Plan (IEP) goals of 26% through to 95% achieved. These are highly individualised plans that are in ongoing review across the year. Parent feedback on their student's progress was highly positive for all students in Inclusive Education.

Special Education Needs Reporting

To ensure inclusion and to meet the needs of all students IEPs and Group Education Plans (GEPs) were appropriately put in place across the College. For some of these students these were reported on through Special Education Needs Reporting (SEN). A number of students received both SEN and A-E reports as the College worked to meet their specific educational requirements.



Homework Classes

To further support achievement and provide both support and enrichment for all students, CLC operated homework classes every Wednesday and Thursday after-school during 2019. These were staffed by our Heads of Learning Area, and aimed to assist and support students. These classes proved very popular with many regular attendees.



Teaching Priority #2

Health and Wellbeing of Students and Staff

The social and emotional wellbeing of our students and staff is at the core of the College's ethos. Through a happy and healthy college community based on strong positive relationships we can meet the educational needs of all stakeholders.

Whole College SEL Resilience Program

A whole of College Social and Emotional Learning (SEL) resilience program was implemented in Year 7, with the goal of delivering SEL to all lower school students moving forward. The focus was on building success for all students through explicit teaching of Getting Along and Persistence skills. Each student participated in twenty, 1 hour workshops throughout Semester 2. The skills taught and reported on were in line with the Attitude, Behaviour and Effort (ABE) reporting requirements for each student. Overall student's persistence skills as reported on through Reporting to Parents from Semester 1 to Semester 2 improved.



Orientation Program

The 2019 school year was commenced with a two-week orientation program. This was essential as we had not been able to have students onsite up until that point as a result of the building schedule. A strong focus of this orientation program was the building of relationships between students, and with their teachers. Activities in these weeks, complemented by follow up events and activities across the year ensured that students felt supported in their high school journey.

Peer Support Program

A successful Peer Support program was started in 2019. The Year 7 students worked alongside the College nurse with a focus on creating student leadership opportunities and raising awareness of good mental health. Students created a hub space that included organising resources for students to use to chill out and interact with their peers.

Staff in collaboration with the Student Leadership team established a breakfast club.



R U OK? Day

In support of 'R U OK? Day' the College's Positive Support team and Peer Support students designed and facilitated activities for students that promoted skills in how to support their social, physical and mental health. Across these events the majority of our students participated in activities such as dancing, walking, meditation and mindfulness colouring.





External Pastoral Care

The Positive Support team have built connections and invited various external agencies to support the growth and development of the pastoral care focus across the school. External agencies provided counselling, assisted in facilitating targeted intervention programs, delivered whole school workshops and volunteered within classrooms to support student learning.

Health & Wellbeing Committee

The CLC Health & Wellbeing Committee (HWB) started the year with a focus on providing opportunities for staff and students to be supported mentally, emotionally and socially.

- The HWB team hosted the National Walk Safely to School Day; students were encouraged to walk, ride or scooter to school and were provided with breakfast treats upon their arrival.
- The National Day of Action against Bullying provided an opportunity for students to pledge to stamp out bullying and to sign their name on a banner that is to be displayed in the cafeteria space. Students also created bunting with anti-bullying messages.

The health and wellbeing of staff was supported throughout the year through a number of initiatives.

- The HWB team arranged for a coffee van to visit each fortnight during recess time,
- Scheduled morning teas each term,
- Conducted staff yoga after school,
- Arranged for a masseuse to provide massages to staff.

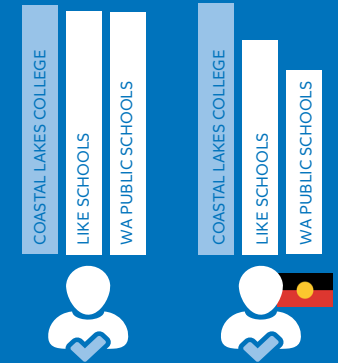
Across the whole school, positive daily affirmations are now included in the daily notices and are displayed on the College electronic noticeboard for the local community to read.

These initiatives proved highly successful, and are scheduled to continue into 2020. As the College continues to grow in size the HWB team will seek to expand its membership, ensuring all groups within the school are represented and clear targets are established.

Attendance Rate

Our 2019 attendance rate was 89.1%, this was within the expected range and above Like Schools (at 87.6%) and all WA Public Schools (at 86.8%). Our attendance for Aboriginal students was at 90%, which again was above Like Schools (at 76.7%) and all WA Public Schools (at 65.8%). An area of focus for our college is the rate of regular attendance. At 57.1% it was just below the like school rate of 58.7%

89.1%
ATTENDANCE



Engaging Break Time Activities

The City of Mandurah and the Positive Support team facilitated activities for students to participate in during break times such as movies in the theatre, games on the lawn areas and Headspace in the library. This partnership supported the College in making break times engaging, safe and fun.

Support For Students At Educational Risk

Students at Educational Risk were supported through the Student Services Positive Support model, process and procedures. Referrals to the Positive Support team and support agencies, along with regular communication between students, parents and staff meant that students at risk were supported in and out of the classroom.

Teaching Priority #3

Developing and Building of College Identity & Culture

Coastal Lakes College's goal is to be a hub of the community. We are building a strong college identity built upon high expectations, strong relationships and communication, and success for all students. We are developing a strong focus on Technologies and The Arts.

College House System

Underpinning our identity and culture is our College House System which was launched in 2019. Interwoven with our Good Standing and Rewards policy the House System encompasses all aspects of college life. Students and staff were placed in one of the four College Houses based on a personality test they took during our Orientation weeks. The College House system provided students with leadership opportunities, eg House Captains.

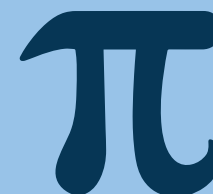


AAMT Competition Success

32 students participated in the Australian Association of Mathematics Teachers (AAMT) competition, one student took out the top spot with a Distinction and ranking in the 86th percentile.

Pi Day

The CLC Mathematics Learning Area held a Pi Day competition, whereby students had to recite as many digits of Pi as they could. Students reciting 20 or more received a pie of choice. This competition was well attended with many pies eaten.





The Island Project

The Achieve Pathway classes concluded the year with a cross curricular STEAM (Science, Technology, Engineering, Arts, Mathematics) task called "The Island Project" giving them the opportunity to demonstrate their learning across all learning areas. Students used 21st Century Skills to problem solve the task presented to them. The completion of the task was celebrated with a presentation to the College Executive team, some local Primary School Executive teams and the Mayor of the City of Mandurah, Rhys Williams. Other groups of students also engaged in an end of year task aimed at focusing 21st Century Skills, highlighting their use across all learning areas. These students demonstrated their skills in using the Design Process to research, design, build and test a solar oven. This concluded with an in-field test cooking smores.



It Takes A Spark Conference

Our Achieve Pathway classes attended the "It Takes a Spark" conference at John Curtin College of the Arts as a joint Science and Mathematics initiative. Students rotated through workshops with local scientists that incorporated social justice design challenges, all of which were hands-on, so students and teachers experienced first-hand what it was like to be part of great STEM and entrepreneurial learning. After exploring innovation that is occurring in Western Australia and Australia wide, our students were given opportunities to share their ideas for future inventions and science projects along with problem solving current issues facing Australia and the world today.

In 2019 we offered a number of different after-school clubs which gave students an opportunity to delve further into their interest areas.



Creative Writing Club

An enriching space for students wishing to explore and expand their narrative and poetic skills.



Arts Club

Through a range of activities, students had the opportunity to explore dance and drama.



Music Club

Students had a space to celebrate their love of music, create bands and learn a range of instruments.



Uniting Church Christmas Card Competition

Our Year 7 Inclusive Education class participated in the Uniting Church West (UCW) Christmas Card competition. Students were able to apply their Visual Arts knowledge and skills to explore the provided theme and produce a range of works for the competition. One of our students was selected as a winner, meaning the art work was reproduced on a Christmas card that was able to be purchased by the public. A representative of UCW came to our end of year celebration assembly where the student was congratulated and presented with an award.

Robotics & Coding Club

A Robotics & Coding Club commenced in Term 2. The club familiarised themselves with EV3 Lego robotic systems and began to practice challenges that will lead to First Lego League competitions in 2020. The coding section of the club was based on game design. Students showed innovation and inventiveness in their problem solving skills across both areas.



The Materials Club

The Materials Club was also commenced and well attended in 2019. This club allowed students to hone and continue to extend their skills and technique in the area of design materials, largely working with wood.



Nailed It! Challenge

The highly successful Nailed It! challenge was run in Technologies through the Food classes. Staff from across the College decorated biscuits and students had limited time to reproduce the designs. The competition was well received by both staff and students.

Whole College Zoo Excursion

An end of year whole college excursion to the zoo was very successful giving students the opportunity to work in teams, demonstrating the skills that had been worked on across the college all year. They travelled throughout the zoo completing tasks that encompassed MESH subjects. Zoo staff and members of the public commented on their excellent behaviour and positive attitude demonstrated by our students throughout the day.



Teaching Priority #4

Developing Partnerships

Coastal Lakes College aims to have meaningful and strong partnerships to provide the best educational experience for our students.

The Imagine Program

In Term 3 2019 Year 4 Students from Lakelands Primary School, Meadow Springs Primary School, Oakwood Primary School and Singleton Primary School attended the College once a week to participate in the Imagine Program.

This program had two themes, Science/Maths/Technologies and Humanities/English/Arts. Twenty students attended each group weekly. The program was designed to offer academic extension and enrichment to the Year 4 students using the expertise of our Heads of Learning areas and the College's specialist facilities. In the Science/Math/Technologies group they used the Design Process and STEM skills to complete two tasks across the term. The first was to produce a Lunar Landing Module that could safely descend to the Earth with its passengers (an egg) as part of the Science Week theme. The second project was to design and create a Reaction Contraption based on the Rube Goldberg machine.

The Humanities/English/Arts group further developed the student's reflection, creative critical thinking and analysis skills through a study of the concepts of equality and equity. This was driven in part by the reflection and analysis of a specific text, as well as different text types. The project result in the production of surveys, graphic representations, a persuasive oral presentation and graphic design.

At the conclusion of the Imagine Program the 40 Year 4 students were able to invite their family and Principals to a celebration. Here the students talked about their projects and the skills they had gained. The Imagine Program was well received by the families and the primary schools, with all four schools committing to the program for Years 4 & 5 in 2020.

Back2Front Maths Program Program

A close link has been made with Lakelands Primary School, focusing around the B2FM program. Further links with the other local primary schools have been investigated with the aim of establishing a network to support numeracy in 2020.

Kahoot Math Challenge

Coastal Lakes College (CLC) competed against Ridge View Secondary College (RVSC) in an online Kahoot Math challenge via facetime. It was down to the last question when RVSC took the win but all students had fun, participated well and represented their colleges respectfully.



Wearable Art Workshop

A group of 26 students attended an after-school 'Wearable Art Workshop' held by local artist/practitioner Jodie Davidson who introduced Mandurah's annual 'Wearable Art' competition and showed them innovative and creative ways to recycle and reuse materials to create art that is 'wearable'. A number of students continued coming to sessions during and after-school to complete their wearable art headpieces, with 6 students' having their artworks exhibited at the Mandurah Performing Arts Centre for a week in June.

Collaboration

CLC and RVSC worked collaboratively throughout 2019, with shared professional learning, programs, assessments and lessons. A OneDrive filing system was set up where all resources were stored, filed and accessed by all learning area staff at both colleges. Both colleges had an authentic collaborative relationship whereby decisions were discussed and made together, to suit both colleges.

Challenge Cup Day

A further partnership between CLC and RVSC is the Challenge Cup Day. The inaugural Challenge Cup Day was held at RVSC and consisted of a rotation of several events both sporting, academic and a combination of both. Across the day students were required to demonstrate a range of skills, knowledge and understanding while working in small teams. Coastal Lakes College won the day, returning to Coastal Lakes with the Graves-Longworth Cup.



Earth Connections Conference

In 2019 we began to investigate growing our partnership with Curtin University. As part of this, four students represented Coastal Lakes College in the Earth Connections conference held at Curtin University. The conference included researchers and industry representatives interested in working together to grow student engagement in Earth, Environment and Planetary Sciences. Our Year 7 students listened to panels and participated in speed networking round table discussions with inspiring researchers demonstrating excellent maturity in their questions and ideas in a conference designed for Year 10s.



Arts Showcase

In Term 4 Coastal Lakes College proudly coordinated an Arts Showcase in partnership with Ridge View Secondary College. The event began with a gallery opening, revealing an Art exhibition. A range of works from both colleges were displayed as food, which was catered for by our students, was served to the College's community. The showcase demonstrated success for all students and was inclusive with both mainstream and Inclusive Education students participating and having works on display. Our students, who had spent weeks rehearsing and preparing, put on a show to remember. The students from CLC and RVSC showcased a range of performances across dance, drama and music. This event saw the newly equipped theatre facilities thriving.

STEM Enterprise Pioneer Schools

In 2019 Coastal Lakes College began its partnership with Singleton Primary School as STEM Enterprise Pioneer schools working with the Department of Education's Innovations Unit. In 2019 we began this initiative by achieving a common understanding of STEM and 21st Century Skills amongst our Leadership team. We then worked with students across their Digital Technologies classes to assess the student's current level of skill and understanding in this area. At the end of 2019 we invite Lakelands Primary School, Meadow Springs Primary School and Oakwood Primary School to join with Singleton Primary School and Coastal Lakes College in the partnership.



Inter-College Engineering Competition

We collaborated with RVSC in an Inter-College Engineering Competition. Students were provided with limited resources to build a free standing structure that could support a tennis ball furthest from the ground. Different class groups had wins and losses across the College. Ultimately Coastal Lakes College won the challenge overall.

Inter-College Challenge

CLC students dominated the sporting events in the first Inter-College Challenge held with RVSC, with our students showing particular skill and prowess in AFL and Basketball – these two sports seem to be very strong and popular at CLC.



The GOALS Program

In partnership with SEDA, Peel AFL and volunteers from the community, the GOALS program was introduced to the College with 40 students participating in the AFL focus and 20 students in the soccer focus. The students represented themselves and their school in Inter-College matches with Ridgeview Secondary College. Students worked to maintain and, in some cases, earn back their Good Standing so that they could participate in this program.



Inter-College Olympics

The first Inter-College Olympics between CLC and RVSC were held at Coastal Lakes College in Term 4. Following a full day of sporting and novelty events in which students from both colleges represented themselves extremely well, CLC emerged again the victor and retained the Graves-Longworth Cup. This cup represents the ongoing partnership between our two colleges.

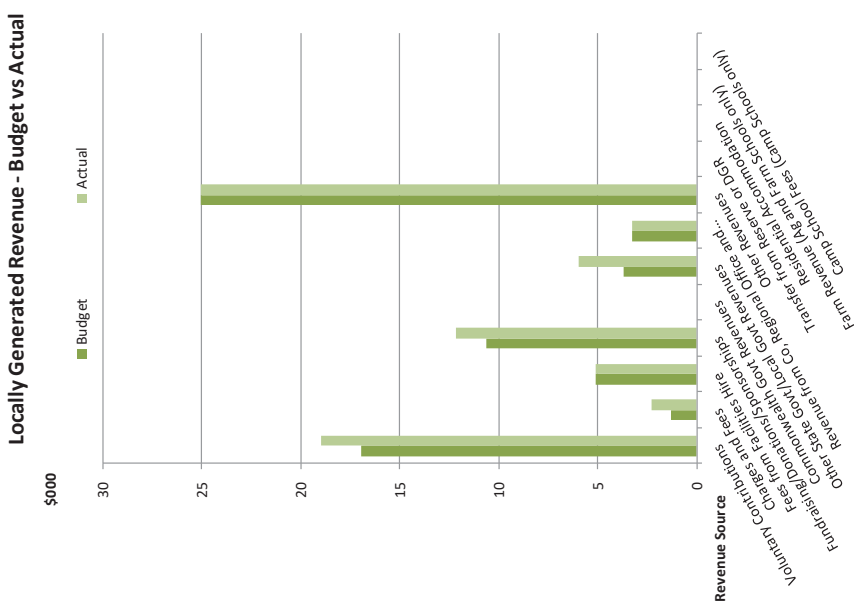
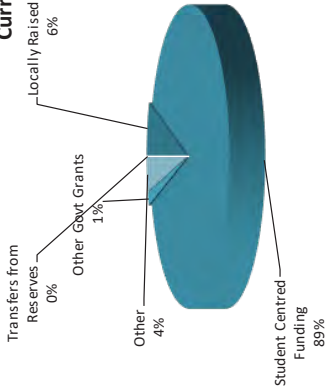
Primary School Physical Education Support

We have established working relationships with our partner primary schools of Lakelands Primary School, Meadow Springs Primary School, Oakwood Primary School and Singleton Primary School for coordination and support of Physical Education and sporting events. Staff attended joint meetings and plans were put in place for combined moderation and supported primary school sporting events. This relationship has allowed the Health and Physical Education Learning Area at Coastal Lakes College to cement opportunities for our students to assist and umpire at primary school events and carnivals throughout 2020 and beyond.



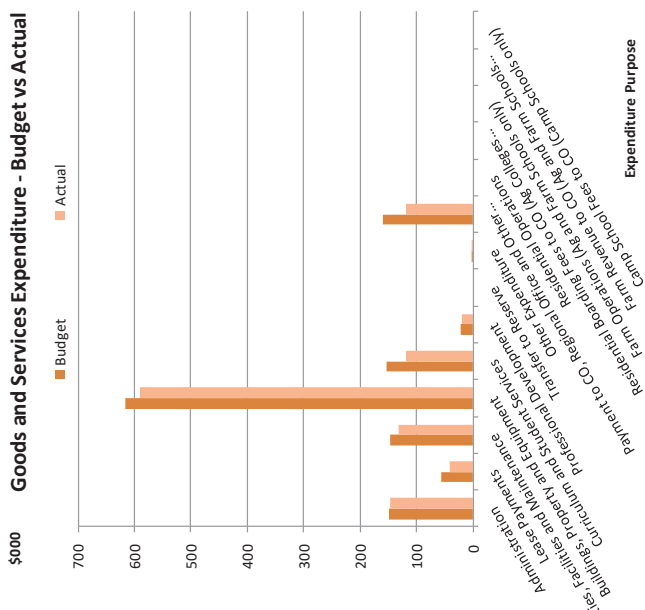
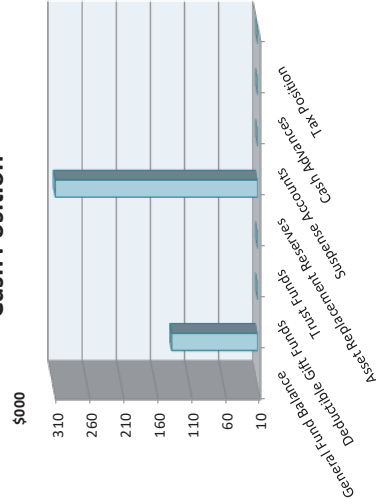
	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 16,939.00	\$ 18,979.97
2	Charges and Fees	\$ 1,331.00	\$ 2,259.77
3	Fees from Facilities Hire	\$ 5,100.00	\$ 5,099.99
4	Fundraising/Donations/Sponsorships	\$ 10,638.00	\$ 12,182.70
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 3,700.00	\$ 5,972.73
7	Revenue from Co, Regional Office and Other Schools	\$ 3,253.00	\$ 3,252.85
8	Other Revenues	\$ 25,049.92	\$ 25,063.48
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 66,010.92	\$ 72,811.49
	Opening Balance	\$ 620,403.00	\$ 620,403.08
	Student Centred Funding	\$ 610,273.00	\$ 610,273.43
	Total Cash Funds Available	\$ 1,296,686.92	\$ 1,303,488.00
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 1,296,686.92	\$ 1,303,488.00

Current Year Actual Cash
Sources



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 148,448.64	\$ 147,469.94
2	Lease Payments	\$ 56,022.00	\$ 41,634.41
3	Utilities, Facilities and Maintenance	\$ 145,500.00	\$ 130,788.04
4	Buildings, Property and Equipment	\$ 616,512.14	\$ 589,660.85
5	Curriculum and Student Services	\$ 152,093.64	\$ 118,819.39
6	Professional Development	\$ 21,421.00	\$ 19,261.56
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 2,480.32	\$ 2,049.54
9	Payment to CO, Regional Office and Other Schools	\$ 160,000.00	\$ 117,845.25
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	\$ 1,302,477.74	\$ 1,167,528.98
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 1,302,477.74	\$ 1,167,528.98
	Cash Budget Variance	\$ (5,790.82)	

Cash Position



Cash Position as at:		
Bank Balance	\$	433,107.38
Made up of:	\$	-
1 General Fund Balance	\$	135,959.02
2 Deductible Gift Funds	\$	-
3 Trust Funds	\$	-
4 Asset Replacement Reserves	\$	306,500.00
5 Suspense Accounts	\$	(5,078.64)
6 Cash Advances	\$	-
7 Tax Position	\$	(4,273.00)
Total Bank Balance	\$	433,107.38