

South East Metropolitan  
Language  
Development Centre  
& Outreach Service

# Annual Report 2017



LANGUAGE  
*for* LIFE

## School Profile

South East Metropolitan Language Development Centre and Outreach Service provides support for students and teachers within the Department of Education, Western Australia focusing on speech and language development. The school has a cohort of students with a diagnosed primary language disorder and the Outreach Service works with other mainstream schools across the state. Our school is situated over three campuses. Each campus is co-located with a mainstream primary school.

Our Outreach Service is part of the State Wide Services provided by the Department of Education and is an integral part of the school structure. This team of teachers and speech pathologists work within the South Metropolitan and Goldfields districts. They support schools to develop the capacity to provide sound language and literacy focused programs embedded in school planning and culture. As part of this, the team also works to support specialised intervention plans and strategies for Aboriginal language development in the early years supported by the Commonwealth government.

## Principal's Welcome

On behalf of the Staff and School Board Chairperson I am pleased to present the 2017 Annual Report. The Report highlights aspects of South East Language Development Centre and Outreach Service's Target achievements as well as addressing key milestones, special projects and initiatives that have been targeted in teaching and learning programs throughout the year.

Children referred to the school program have been identified as having a language disorder not in the presence of any other disorder. At the school we refer to this as language disorder. The school provides an intensive early intervention program that targets the specific needs of each child. We provide full time education for children from Kindergarten to Year Three. Children are monitored continuously. Once language limits are within the normal range or they reach the end of Year Three, they return to mainstream education at the end of the school year. Mainstream staff are supported with a transition program including collaborative planning and professional learning opportunities. A total of 68 students were identified as ready to exit at the end of the 2017 school year.

As an Independent Public School, we undertook our first independent School Review carried out by the Department of Education Services. This involved our whole school community and afforded us the chance to showcase our school planning, monitoring and self-assessment processes. The results of our review were extremely positive and a copy of the subsequent report is available on our website and Schools Online. Our School Board continues to support the research and development that influences our programs, our plans to improve school physical facilities and our financial processes. I look forward to our continued partnerships in the future.

Ronnie O'Neil  
Principal

## School Board

Our School Board came together throughout the year to examine and investigate many aspects of the school's progress highlighted throughout this Annual Report. As Principal I would like to extend my thanks and acknowledge the efforts of all those involved.

Thanks must go to all our members:

Chairperson: Dr Sharon Davies

Principal: Veronica O'Neil

Parents and Community:

Naomi Laurie  
David Ah Fong  
Fatima Haider  
Danielle Collins  
Sonia Manju  
Chris Wiegeler  
Saedda Ibrahim  
Ranjit Kaur

Staff:

Lorraine Trouchet  
Renee Rapp  
Carey Bragg  
Deborah Bullock  
Cecile Ferreira



## Milestones

Staff, students and community have worked this year to achieve the following milestones

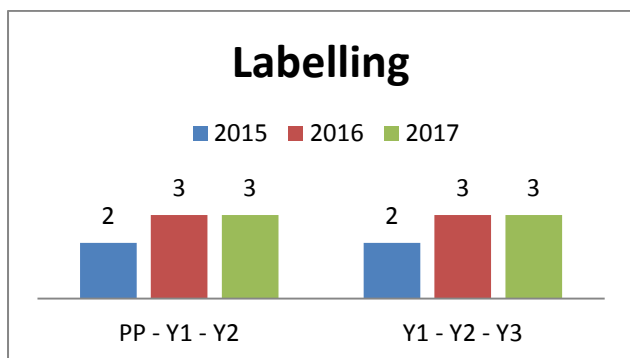
<b>Teaching and Learning</b>	<ul style="list-style-type: none"> <li>◆ Humanities Scope and Sequence for all Western Australian Curriculum from PP – Yr3 including composite class scenarios.</li> <li>◆ Moderation against judging standards.</li> <li>◆ Teachers released from classes to work on collaborative Language Profiling with Speech Pathologists to implementing new ILP utilising proofing sessions to plan and report on student progress.</li> <li>◆ Developing ILP strategy and comment bank to use with SEN planning for the development of online Individual Language Plans.</li> <li>◆ Professional Learning workshops on Comprehension, Bluearth, Positive Behaviour Support (PBS), Trauma and Its Effect on Children..</li> <li>◆ New staff Induction (planning and implementation)</li> <li>◆ Hanen training for all staff</li> <li>◆ Completed reviews for National Quality Standards, ALISSEN and PATHS and additional training for new staff</li> <li>◆ Links for Early Years Learning Framework (EYLF) to school curriculum</li> <li>◆ Review of the Language Profile document online to be accessed each year and updated as the child moves through the program recording their historical progress.</li> <li>◆ Committee begins work on pre literacy program</li> </ul>
<b>Students</b>	<ul style="list-style-type: none"> <li>◆ Following Instructions, Basic Concepts screener and updated Semantics screener incorporated.</li> <li>◆ Bluearth program.</li> <li>◆ Narrative : Introduction of the Squirrel Story to support Peter and the Cat</li> <li>◆ Friends for Life in Yr 3 and Protective Behaviours programs</li> <li>◆ Bucket Filling Social Skills revised professional learning workshop for all staff.</li> <li>◆ Attendance focus months in August and November with class campus awards</li> <li>◆ Letter to parents when absence rate falls below 90% without reasonable response.</li> </ul>
<b>Leadership</b>	<ul style="list-style-type: none"> <li>◆ Narrative support role developed.</li> <li>◆ Continued investment in Mentor project.</li> <li>◆ Staff attended Designing Effective Professional Learning workshop</li> <li>◆ Maintaining Leadership Portfolios developing well defined roles and organisational structures.</li> <li>◆ Instructional leadership processes embedded into planning.</li> <li>◆ Staff collaborate to develop peer observation procedures and practices to enhance current Performance Management including Planning meetings, Administration observation and feedback, Peer observation and feedback.</li> <li>◆ Professional Learning in Records Keeping awareness and Standards and Integrity/Code of Conduct.</li> <li>◆ Development of staff information pack “The Blue Book”</li> <li>◆ Systematic review of school and outreach policies</li> <li>◆ Review policies for <ul style="list-style-type: none"> <li>• TOIL</li> <li>• Remote Travel</li> </ul> </li> </ul>
<b>Community Partnerships</b>	<ul style="list-style-type: none"> <li>◆ Fun Day for each campus linked to Bluearth</li> <li>◆ Facebook page</li> <li>◆ School webpage</li> <li>◆ Reinstated Chaplaincy program with school investment</li> <li>◆ Professional Learning on Connect and You</li> <li>◆ Campus coordinators as liaison between schools</li> <li>◆ Scheduled coordinator meetings</li> <li>◆ Continued participation in joint events with colocated schools</li> <li>◆ Moderation with staff</li> <li>◆ Continued research project with Curtin University</li> <li>◆ Coaching – Language in classroom</li> <li>◆ Anne Faulkner Honours student research project</li> </ul>
<b>Environment</b>	<ul style="list-style-type: none"> <li>◆ Coordination of charitable donations for families in need eg. Hampers, school equipment</li> <li>◆ Family sausage sizzle for each campus with community services displays</li> <li>◆ OSH checklist completed for each campus</li> <li>◆ Renovation of Armadale campus to include kitchen and new storage</li> <li>◆ Revision of Protective Behaviours with support from Belmont City Council</li> <li>◆ Regular School Board meetings</li> <li>◆ P and C Association</li> <li>◆ Planning and commencement of renovations at East Maddington and Armadale including new sports sheds</li> <li>◆ Renovated toilet block at Cloverdale</li> <li>◆ Revision of cost centre model</li> <li>◆ Furniture audit and replacement program</li> </ul>

## Semantics

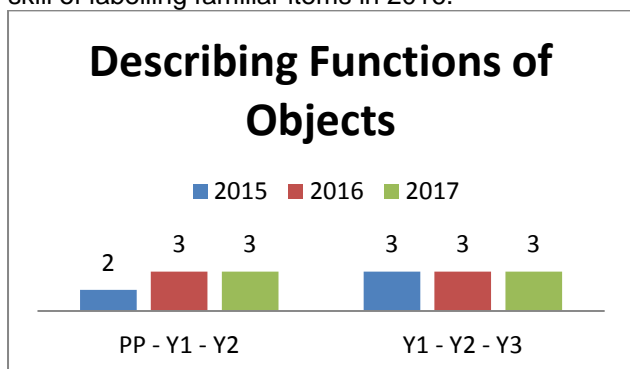
Semantics was our language focus area between Term 1 2015 and Term 4 2017. An informal semantics test was developed in house to align with the Language Planning Document which is used to develop students' Individual Language Plans. These documents follow a hierarchy of easiest to most difficult skills to acquire and use in the area of semantics. As the Language Planning document was updated towards the end of 2015, the semantics test also had to be updated to ensure that they continued to align. For this reason, the average total score for the semantics test could not be compared.

The semantics test identifies the level of the student's semantic skills through the following key:

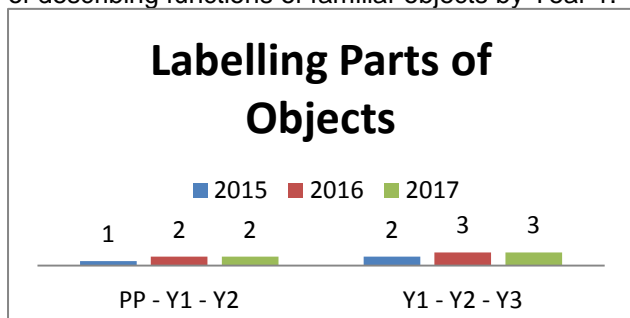
- 3 – Consolidated
- 2 – Developing
- 1 – Emerging
- 0 – Not demonstrated



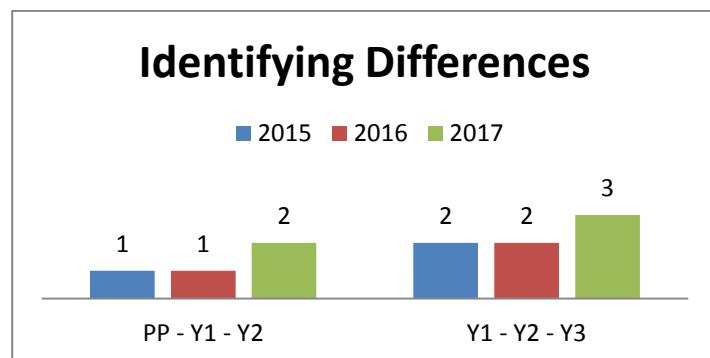
This graph indicates that students consolidated the skill of labelling familiar items in 2016.



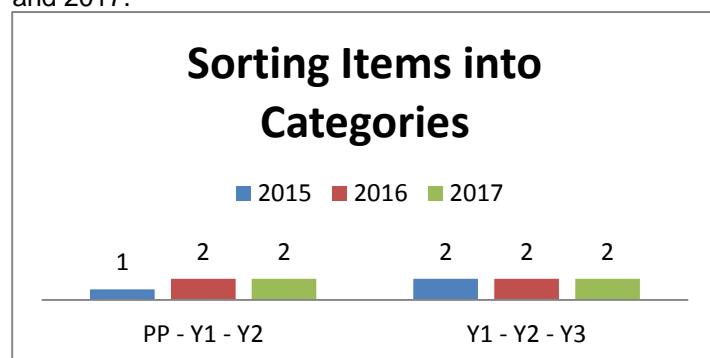
This graph shows that students consolidated the skill of describing functions of familiar objects by Year 1.



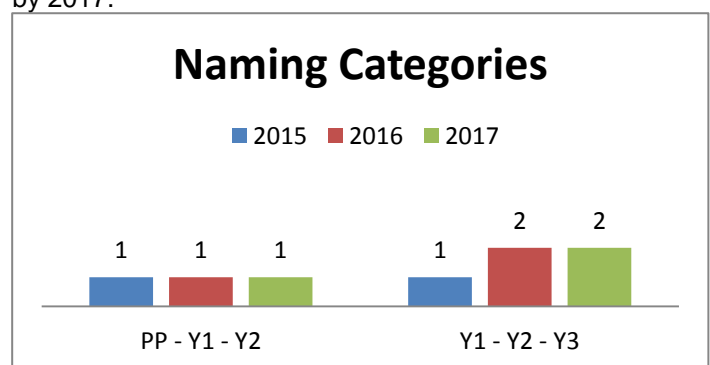
This graph illustrates that students improved in their ability to label parts of objects between 2015 and 2016. Year 2 students were still developing their ability to label parts of objects in 2017.



This graph indicates that students' ability to describe differences between objects improved between 2016 and 2017.



This graph shows that students had not yet consolidated their ability to sort items into categories by 2017.

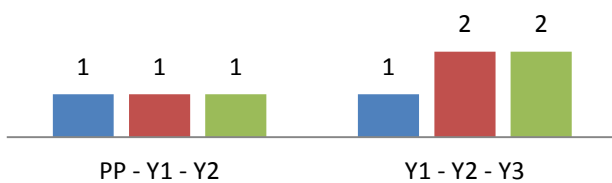


This graph indicates that there was no change in students' abilities to name categories between 2016 and 2017.



## Generating Antonyms

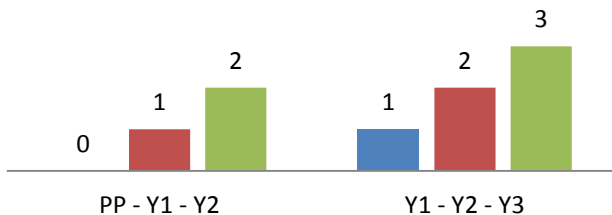
■ 2015 ■ 2016 ■ 2017



This graph indicates that there was no change in students' abilities to generate antonyms (opposites) between 2016 and 2017.

## Identifying Similarities

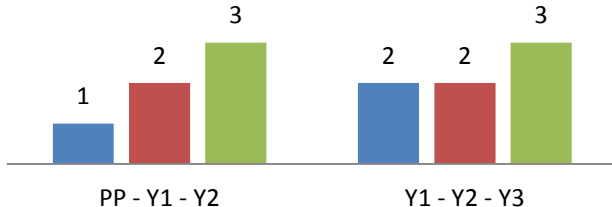
■ 2015 ■ 2016 ■ 2017



This graph illustrates that all students improved in their ability to describe the similarities between two pictures and that these skills were consolidated by the beginning of Year 3.

## Predicting Outcomes

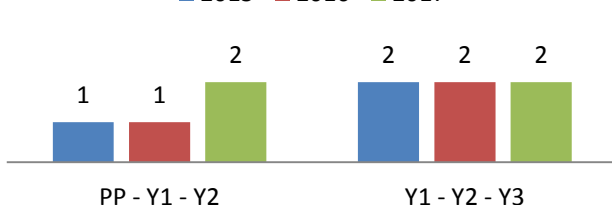
■ 2015 ■ 2016 ■ 2017



This graph shows that students consolidated their ability to predict outcomes of events in 2017.

## Explaining Cause & Effect

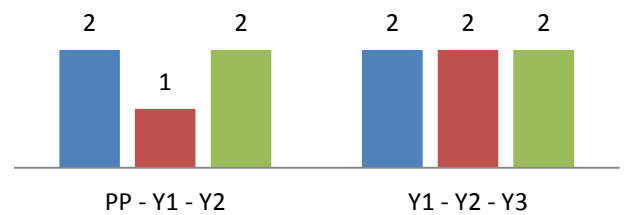
■ 2015 ■ 2016 ■ 2017



This graph indicates that, on average, students' skills of explaining cause and effect using simple pictures for children who moved from Year 1 to Year 2 in 2017. Year 3 students were still developing these skills in 2017.

## Describing an Object

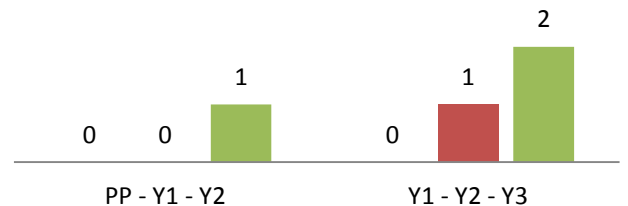
■ 2015 ■ 2016 ■ 2017



This graph indicates that, on average, students' skills of describing an object remained mostly at the 'developing' level between 2015 and 2017. Surprisingly, the average score for the Pre-Primary-Year 1 cohort dipped to 'emerging' in 2016. This could possibly be due to students with stronger language skills exiting our program at the end of 2015. As well as the intake of new Year 1 students in 2016 with severe language difficulties and who have received little language intervention prior to attending the Language Development Centre.

## Generating Synonyms

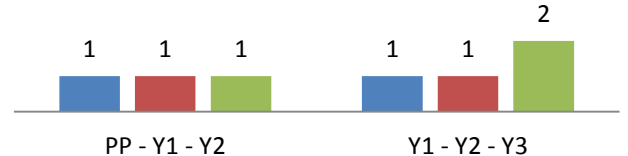
■ 2015 ■ 2016 ■ 2017



This graph shows students' ability to generate synonyms begin emerging in Year 2 and continue developing in Year 3.

## Explaining Means to a Goal

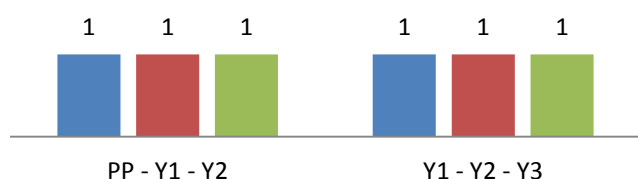
■ 2015 ■ 2016 ■ 2017



This graph indicates students' ability to explain means to a goal begin emerging in Pre-Primary and further develop in Year 3.

## Making Inferences

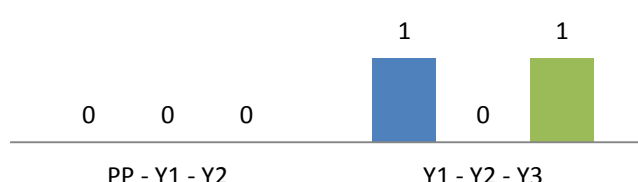
■ 2015 ■ 2016 ■ 2017



This graph indicates that, on average, skills in explaining inferences remained at the 'emerging' stage between 2015 and 2017 for students in both cohorts.

## Explaining Idioms

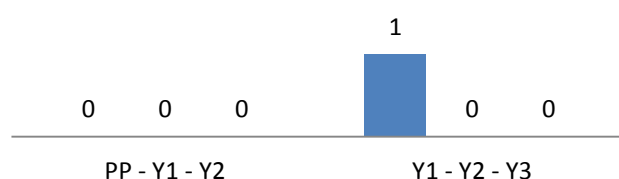
■ 2015 ■ 2016 ■ 2017



Explaining idioms is a very complex linguistic task. The dip from 'emerging' to 'not demonstrated' in the Year 1-Year 2-Year 3 cohort could be explained by students with stronger language abilities exiting our program early. On average, the Pre-Primary-Year 1-Year 2 cohort of students has not yet developed the skill of explaining idioms.

## Defining Words

■ 2015 ■ 2016 ■ 2017



Generating definitions for words is a very complex linguistic task, which may be the reason why students in both cohorts have not yet developed this skill. The drop from 'emerging' to 'not demonstrated' in the Year 1-Year 2-Year 3 cohort could, again, be explained by students with stronger language abilities exiting our program early.

## Defining Multiple Word Meanings

■ 2015 ■ 2016 ■ 2017



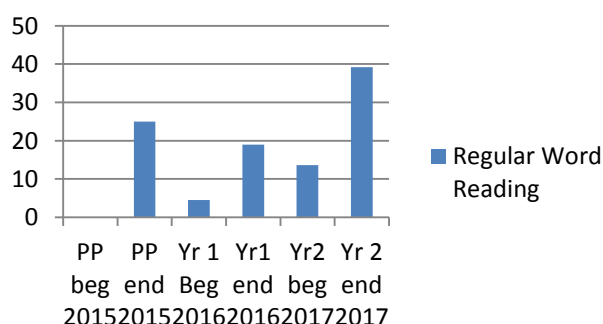
Defining words with multiple meanings (i.e. homophones) is an extremely complex linguistic task, particularly for students with language disorders. On average, neither of the cohorts of students have developed this skill by 2017.

## Findings of ELP data

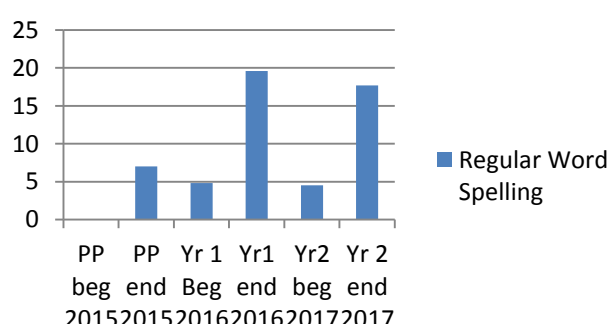
In 2015-2017 students' regular word reading and spelling abilities were tested on the Emergent Literacy Profile (ELP). This includes a test of students' abilities to read as many regular words (simple words that can be sounded out) as possible during a two minute period.

The cohort was tracked from mid-2015 to the end of 2017. Data was collated from pre and post testing each year. There is a distinct pattern that is emerging within the data. While students show a marked increase in progress throughout the year, the time-lapse from the end of one year to the beginning of the next shows a significant decline in retained information. However, by the end of the year post data indicates a significant increase. If the post data for each year is considered, the students also have shown that there is an upward trend in Regular Word Reading and similar results for Regular Word Spelling although not as strong. This would suggest that students are making progress but there could be cause to investigate ways in which to support stronger retention of knowledge from year to year.

## Regular Word Reading



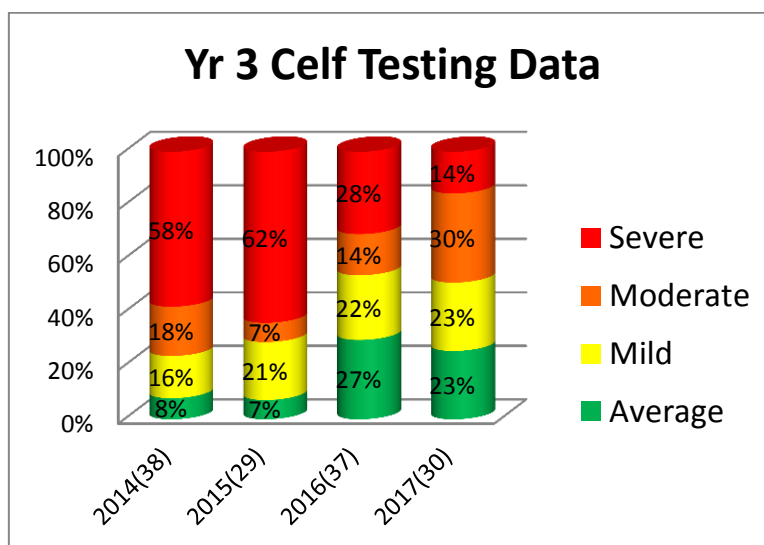
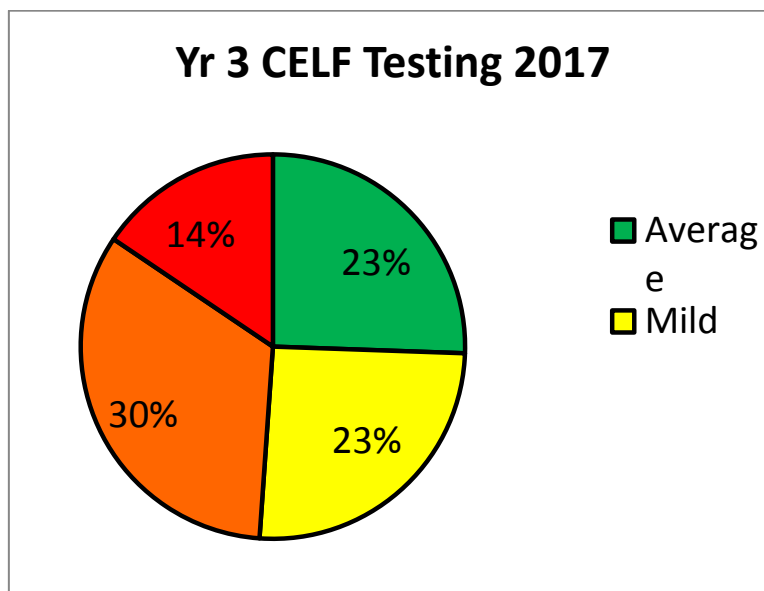
## Regular Word Spelling



[Type text]

## Year 3 Exit Data

Each year a core group of students exit the program and are transitioned back into a mainstream setting. For a small cohort this is prior to year 3. For the remaining students once they finish year 3 they are required to exit. They are then assessed by the speech pathologists on the same testing that gained them entry into the program. The Clinical Evaluation of Language Fundamentals (CELF – 5) is designed to identify students with a recognised language impairment or language learning disorder. The results represent a measure in many sub tests that then give the speech pathologist data that shows whether a student is within normal limits (WNL) for three major areas; Receptive Language, Expressive Language and a Core Language Score. The data is measured against a set of Australian norms so is significant in its evaluation of a student's capacity. It also enables the speech pathologists to identify, through subtests, areas of strengths and weakness so that further strategies for teachers can be set.



This graph indicates the different levels of severity at which our Year 3 students exited the school. The CELF-5 is a diagnostic assessment, which means it is used to identify children with Language Learning Impairment. As the CELF-5 taps into the areas which children with language impairments find challenging, it can be difficult for children to show progression on this assessment.

Thirty Year 3 students attended our school in 2017. The number of students in this cohort reduced steadily each year as students exited our program early. Students exit the Language Centre prior to Year 3 and return to mainstream schooling when they demonstrate language skills within the average range for their age. Students who remain with us until Year 3 typically have severe and more long-term language difficulties. The majority of Year 3 students who exited our program in 2017 demonstrated moderate to average language difficulties. It was pleasing to see that just 14% of the Year 3 students exited our program with core language skills in the severe range. Teachers of these students will have access to support via the Outreach services

## Transition and Induction

Workshops were held for parents of exiting students discussing ways to support their children on their return to mainstream education and identifying the processes involved. Students were able to attend their home schools for visits in term four. Students are supported to develop an introduction CV for their first day of school. All schools received an exit report detailing student's language strengths and difficulties with suggestions for focus strategies and extensive information on each child. Principals, LSC Coordinators and Teachers were invited to attend after school workshops held at each campus. Parents of children entering the language centre in 2017 also attended a workshop to let them know how the program at the language centre works and how they can assist their children to develop language skills.

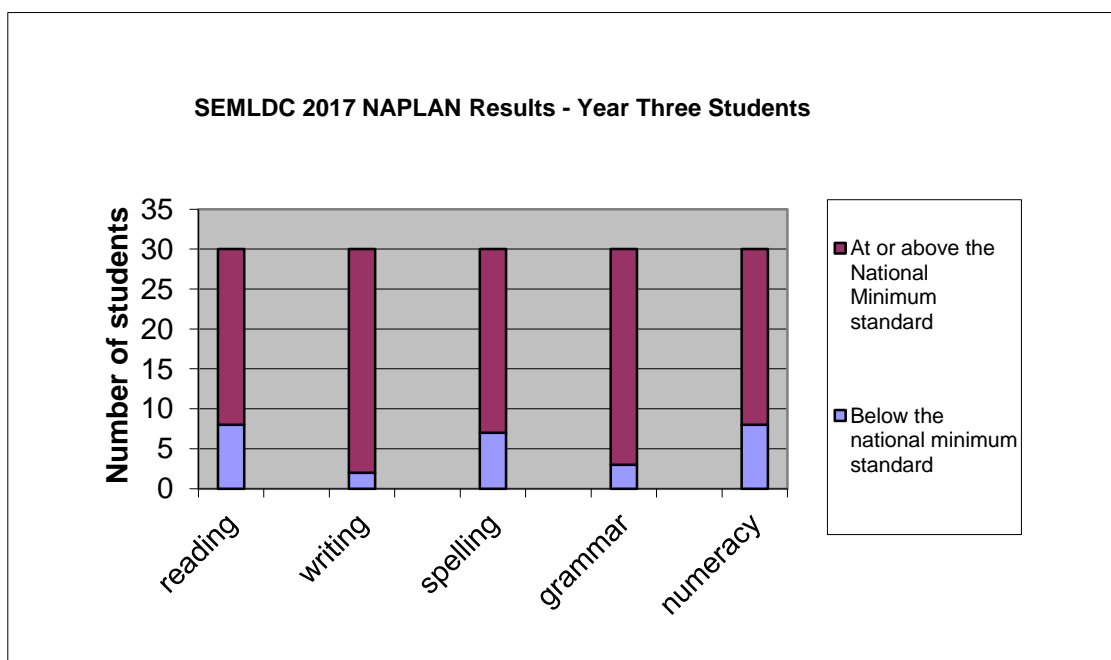
## Referral statistics

Identical referral procedures and standard reporting formats apply to all Language Development facilities. Enrolment numbers at South East Metropolitan LDC allow development of specialised programs to continue to grow. With 147 placement applications for 2017 the trends show consistent growth in Pre Primary and Year One applications with numbers remaining high, however, there has been a notable increase in Kindergarten applications and also for placement at the Cloverdale Campus. Of these applications 94 were assessed as eligible. The school had the capacity to make offers of enrolment to all 94 applicants. In addition to this the school was able to negotiate and accommodate several intra LDC transfer for students to and from our LDC to other LDC. This has enable the school to offer support to an increased number of families in the community

New referrals made for LDC enrolment in 2017				
	Kindergarten	Pre Primary	Year One	Total
Cloverdale	35	20	18	73
East Maddington	15	16	10	41
Kingsley	17	12	4	33
Total	67	48	32	147

## NAPLAN Results

The National Assessment Program Literacy and Numeracy (NAPLAN) appraises the performance of the year 3, 5, 7 and 9 students in aspects of reading, writing, spelling, numeracy and grammar and punctuation providing information to the National Goals for Schooling which focuses on establishing high standards of literacy and numeracy for all students of school age. Individual performance remains confidential to the student, parent and teacher. It is also important to note that only Year Three students at South East Metropolitan LDC are tested so results and data are for this cohort of students only. Whilst the testing is standardised it is important for the student's results be looked at in context to the specialised Language program they participate in and that the students have identified language impairment. This will have an impact on their results. The graph below shows the number of year 3 children working at or above the National Standards and those working below the National Standards in each of the areas tested.





### Student attendance

During 2017, student attendance at the language centre showed improvement however remained slightly below state averages. Those few children with at risk attendance were monitored by the attendance coordinator. The school has structures in place where student absence is monitored, parents and carers are kept informed if their child's absence is falling into the at risk area. The attendance coordinator also monitors explanations and follows up on unexplained absences. The school is looking to continue to maintain its overall attendance rate and explore ways in which to improve the attendance of those few students with acute absentee records. During 2017 the school began to use the SMS alert services for student absences.

2015		2016		2017	
School	WA Public Schools	School	WA Public Schools	School	WA Public Schools
92.1%	92.7%	91.2%	92.6%	92.3	92.7

### Behaviour Management

The South East Metropolitan LDC Managing Student Behaviour policy has a strong focus on reinforcing positive behaviour through rewards such as verbal praise or acknowledgement, stickers, stamps and class reward programs and certificates. A values program is also implemented whereby students are encouraged to display and acknowledge values such as friendliness, courtesy, honesty and helpfulness.

A comprehensive classroom and playground policy exists and is supported throughout the school. This is supported by the coordinator student behaviour and clear processes. Very serious incidents can result in a suspension from school.

In 2017 the school became involved in the Positive Behaviour Support program. A key leadership group was established to take part in intensive training. They began the school's pathway to establishing a culture of clear expectations and a matrix for the development and delivery of a whole school vision.

Staff took part in a series of workshops to help develop four clear expectations that will steer the development of this program. They are:

Be Kind

Be Safe

Be Respectful

Be Your Best



## Highlights

Throughout the year the school works closely with other agencies, parents and our partner schools to deliver a highly individualised early intervention program. Some of our highlights this year included Parent workshops on Comprehension, Technology – Tech Talk and Protective Behaviours.

Staff have participated in school based and out sourced professional learning including the opportunity to select from concurrent sessions. We celebrated successes through sharing opportunities and developing collegiate groups. Staff began work on our new collaborative planning schedule. Some of the sessions have included Records Awareness, Standards and Integrity, Connect and You, Peer Observation, Comprehension and Positive Behaviour Support. Staff also contributed key information for the development of our next Business Plan.

Students have also enjoyed the opportunity to take part in several different sporting clinics and Edu Dance helping to develop coordination and muscle strength as well as language skills. This year we also took part in the Bluearth program which enabled us to have a staff member train as a facilitator.



At each campus students have had opportunities to join in whole campus events including annual Athletics carnivals and the Cross Country events, Colour Fun Runs, Jump Rope For Heart and Fun Runs.

Staff and students have also recognised special events such as No Writing Wednesday, ANZAC Day, NAIDOC and Book week with activities, parades and lots of immersion in language. Our P and C Association joined in the fun with Cup Cake days, School Discos and the annual Athletics carnival cake stall. Many thanks for all their continued help and support.

Each campus held a Family Sausage Sizzle event which coincided with getting our parents and friends involved in some Bluearth activity fun.

## Outreach Services

The State Wide Speech and Language Service is an integral part of the school structure. This team of teachers and speech pathologists work within the greater South Metropolitan and Goldfields districts. They support schools to develop their capacity to provide sound literacy and language focuses embedded in school planning and culture. As part of this the team also works to support specialised intervention plans and strategies for Aboriginal Early Childhood Speech and Language Program supported by the Federal government. We provide professional learning at District and Network level through our Language Leadership, Aboriginal Early Years series and Oral Language After School Series of workshops. At a school level we provide professional learning on a variety of topics by request in both the metropolitan and regional areas. This has seen us present professional learning at a large number of schools within our catchment both regional, remote and metropolitan. During the year we have also focussed on Community Partnerships with several of our schools providing 'professional learning for parents' on supporting language development.

### Language Leadership

The Language Leadership Schools Initiative is a professional learning program designed to build the capacity of schools to implement successful speech and language programs within their schools from Kindergarten to year 6. Principals of participating schools are invited to nominate two teachers, one from K-2 and one from years 4-6, to participate in an intensive professional learning program involving action research. This is to ensure maximum coverage of leadership across the early childhood and middle to upper primary sectors of the school. There are four full day workshops, one per term and additional in school mentoring.

Language Leadership was offered to schools in the South East Metropolitan, Esperance and Kalgoorlie districts in 2017. Twenty five leaders registered and participated across twelve South East Metropolitan schools. Eight leaders registered and 5 leaders participated for the year across four Esperance and district schools. Twelve leaders registered and participated across eight Kalgoorlie schools

### Oral Language After School Series

The OLASS workshops are aimed at supporting teachers across the Canning and Goldfields regions to help build knowledge and understanding in various areas of language. All workshops are 2 hours in duration and take place after school. Each term two workshops are run and are aligned to AITSL Standards with a focus on Speech and Language.

In 2017 the team ran the following workshops:

- ◆ Identifying students with speech and language difficulties—Part 1
- ◆ Supporting Students with Speech & Language Difficulties—What Next?
- ◆ 'Cool Kit' Phonological Awareness
- ◆ 'Cool Kit' Growing Vocabulary to Power Academic Success
- ◆ Planning Oral Language Activities to Shape Effective Writers
- ◆ Practical Support for students with working memory difficulties

On average each workshop catered for 30 participants with many workshops being offered a second time due to popular demand.

In total over 1000 teachers, administrators, education assistants and community members attended or accessed these presentations and workshops.

### Aboriginal Early Childhood Language Support Program

This is a federally funded initiative which targets teachers and schools with significant Aboriginal enrolments and who wish to develop the school's capacity to help in the development of language strategies through a school based language leader.

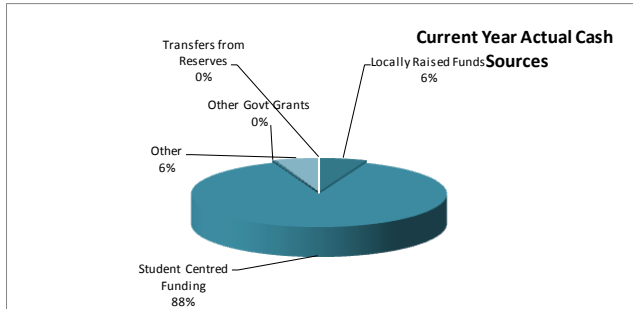
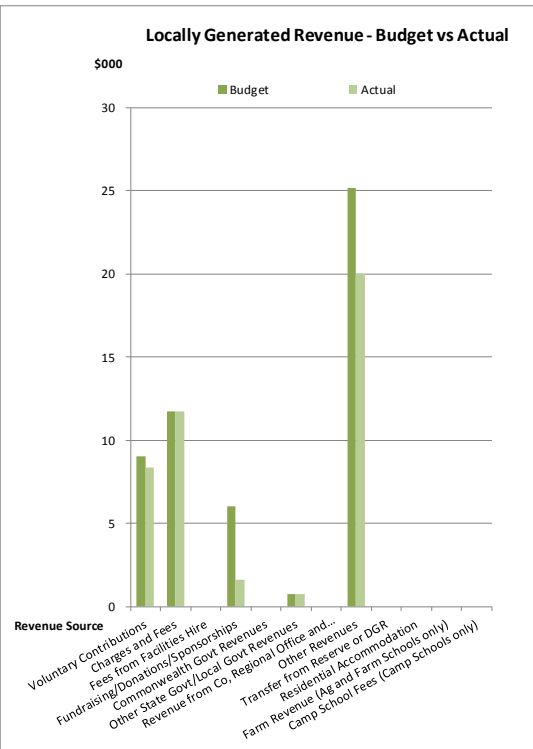
Schools both in the metropolitan and goldfields regions have the opportunity to be a part of this initiative. In 2016 there were 5 schools involved in the Early Years Initiative. They attended a series of workshops and were required to develop and share results from action research done with in their schools.

## Financial summary

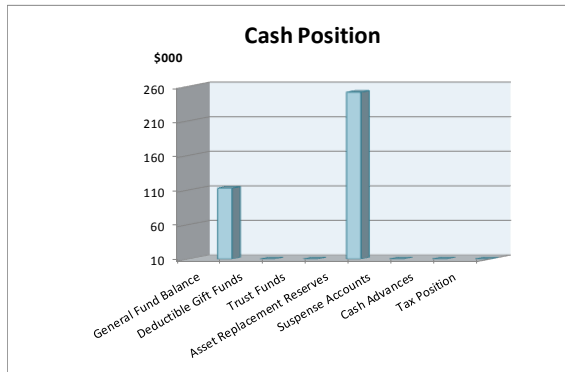
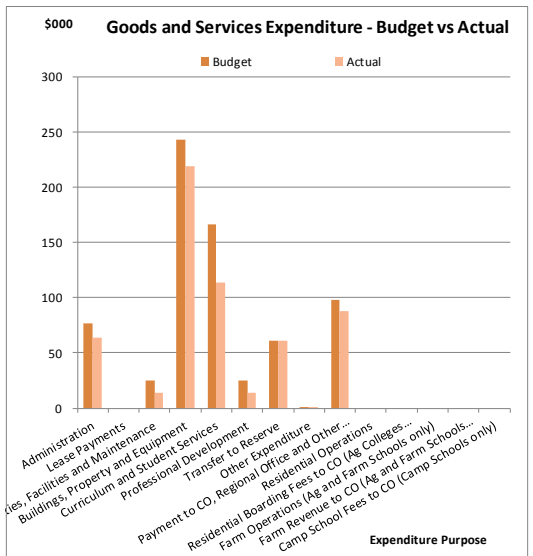
### South East Metro LDC

Financial Summary as at  
31 December 2017

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 9,026.00	\$ 8,330.00
2 Charges and Fees	\$ 11,745.00	\$ 11,744.50
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 6,000.00	\$ 1,615.50
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 750.00	\$ 750.00
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 25,174.81	\$ 19,995.18
9 Transfer from Reserve or DGR	\$ -	\$ -
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>	<b>\$ 52,695.81</b>	<b>\$ 42,435.18</b>
<b>Opening Balance</b>	<b>\$ 322,293.55</b>	<b>\$ 322,293.55</b>
<b>Student Centred Funding</b>	<b>\$ 320,500.00</b>	<b>\$ 320,500.00</b>
<b>Total Cash Funds Available</b>	<b>\$ 695,489.36</b>	<b>\$ 685,228.73</b>
<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Funds Available</b>	<b>\$ 695,489.36</b>	<b>\$ 685,228.73</b>



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 76,610.81	\$ 63,344.50
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 24,782.31	\$ 14,054.20
4 Buildings, Property and Equipment	\$ 242,612.42	\$ 219,170.20
5 Curriculum and Student Services	\$ 166,431.80	\$ 113,122.94
6 Professional Development	\$ 25,352.00	\$ 13,882.59
7 Transfer to Reserve	\$ 60,759.37	\$ 60,760.00
8 Other Expenditure	\$ 740.65	\$ 731.70
9 Payment to CO, Regional Office and Other Schools	\$ 98,200.00	\$ 87,691.42
10 Residential Operations	\$ -	\$ -
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>	<b>\$ 695,489.36</b>	<b>\$ 572,757.55</b>
<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Expenditure</b>	<b>\$ 695,489.36</b>	<b>\$ 572,757.55</b>
<b>Cash Budget Variance</b>	<b>\$ -</b>	<b>\$ -</b>



<b>Cash Position as at:</b>	
Bank Balance	\$ 358,430.00
Made up of:	\$ -
1 General Fund Balance	\$ 112,471.18
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 251,263.82
5 Suspense Accounts	\$ 402.00
6 Cash Advances	\$ -
7 Tax Position	\$ 5,707.00
<b>Total Bank Balance</b>	<b>\$ 358,430.00</b>





### **CLOVERDALE CAMPUS**

276 Epsom Ave  
Cloverdale WA 6105  
Phone:(08) 9277 3200  
Fax:(08) 9277 3299  
(located at Belmay PS)

### **ARMADALE CAMPUS**

Lathwell St  
Armadale WA 6112  
  
(located at Kingsley PS)

### **MADDINGTON CAMPUS**

79 Pitchford Ave  
Maddington WA 6109  
  
(located at East Maddington PS)

### **OUTREACH TEAM**

### **STATEWIDE SPEECH AND LANGUAGE SERVICES**

276 Epsom Ave  
CLOVERDALE WA 6105  
Phone: (08) 9277 3200  
(located at Belmay PS)