



South East Metropolitan
Language
Development Centre
& Outreach Service

Annual Report 2018

LANGUAGE
for LIFE

Principal's Welcome

Welcome to our 2018 school report. At South East Metropolitan Language Development Centre and Outreach service we continue to build success for students centred upon exemplary teaching and learning, developing explicit strategies and engaging in best practice. In doing so it is important to recognise the performance of all staff and thank them for their efforts and continued commitment to our school community.

The School has continued to be dedicated to achieving the targets set out in our Business Plan and to ensure that focus is also given to systemic directions. We strive to achieve the National Quality Standard whilst developing specialised programs for students with a language disorder. This year we consolidated the development of our school based Language for Literacy program and began to cultivate language learning through play based investigations.

Once again thanks must go to our wonderfully supportive P and C Association who have generously donated valued resources to our school this year. Appreciation also to our School Board members in particular our school chairperson, Dr Sharon Davies. All of which would not be possible without the support of our families and community members.

Information in the report will support and explain our continued journey as an Independent Public School and focus on our achievements and celebrations. As Principal I am proud to be part of such a positive and proactive school community.

Ronnie O'Neil
Principal

School Profile

South East Metropolitan Language Development Centre and Outreach Service continue to provide 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. Enrolment in the program is through a comprehensive selection process which requires full speech and language testing, parent questionnaires and a psychometric evaluation. The criteria for placement are set by the Department of Education, Western Australia and placement is highly competitive.

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 79 students were identified as ready to exit at the end of the 2018 school year.

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 Support Officers work within the South Metropolitan and Goldfields districts. They support schools to develop the capacity to provide sound language and literacy focused programs embedded daily practice. The Outreach Service spent time in 2018 finalising the Commonwealth funded Aboriginal Early Childhood Speech and Language Program as part of the service to schools.

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:

David Ah Fong
Vanessa Farber
Areej Alali
Thomas Augastin
Sreekanth Gopalakrishnan
Hani Omar
Ahsan Sawari

Staff:

Lorraine Trouchet
Cecile Ferreira
Carey Bragg
Deborah Bullock

Milestones

The school has implemented strategies, procedures and program to help achieve the milestones set out in the school Business Plan.

Some of those achievements are:



- Collegiate planning groups
- Collaboration tasks
- Language for Literacy
- Language profiles
- Moderation tasks
- Investigative Learning – staff PL



- Play based learning in the early years
- NQS audit
- Curriculum groups
- Data analysis



- Succession training opportunities for staff
- Specialist roles
- Campus support officers
- Deputy Principals on site at campuses
- Peer observations



- Development of PBS matrix
- PBS stickers, posters, certificates
- PBS embedded in daily teaching
- Parent workshops
- Cultural Considerations - PL



- Targeted wellbeing strategies for staff and Students
- Specialised role for support officer
- Policy review
- Chaplaincy

Specialised Teaching

- Maintain a high level of collegiate staff collaboration to build capacity to plan and deliver comprehensive language based learning programs with the support of speech pathologists.
- Develop specific, explicit learning programs for students with language disorder.
- Assessment is used to design an Individual Language Plan for each student in consultation with the teacher, speech pathologists and families.

Language and Curriculum

- Build a culture of independence and challenge by developing and supporting investigative play and inquiry based learning in the early years.
- Implementation of the Western Australian curriculum guidelines to develop pathways for learning.
- Continue to embed the Early Years Learning Framework and National Quality Standard (NQS) into school direction and planning.

Growth and Improvement

- Maintain performance management and accountability processes in line with AITSL to meet school dynamics.
- Develop distinct leadership and support for staff across all campuses through diverse and clear roles outlined in performance management and professional learning including Senior Teachers and aspirant leaders.
- Value professional growth across all roles within the LDC and the capacity to contribute to the direction of the school.

Relationships and community

- Explicitly teach values that relate to Positive Behaviour Support expectations.
- Foster positive relationships with parents and carers to support the school's capacity to develop stronger language learners.
- Foster greater advocacy for students with a recognised language disorder in the community.
- To support the continued development of the National Quality Standard.

Leadership

- Supporting the health and wellbeing of students and staff.
- Enable students with strategies to build social and emotional resiliency.
- To promote a culture of support and opportunities for aspirants through targeted succession planning for potential leadership

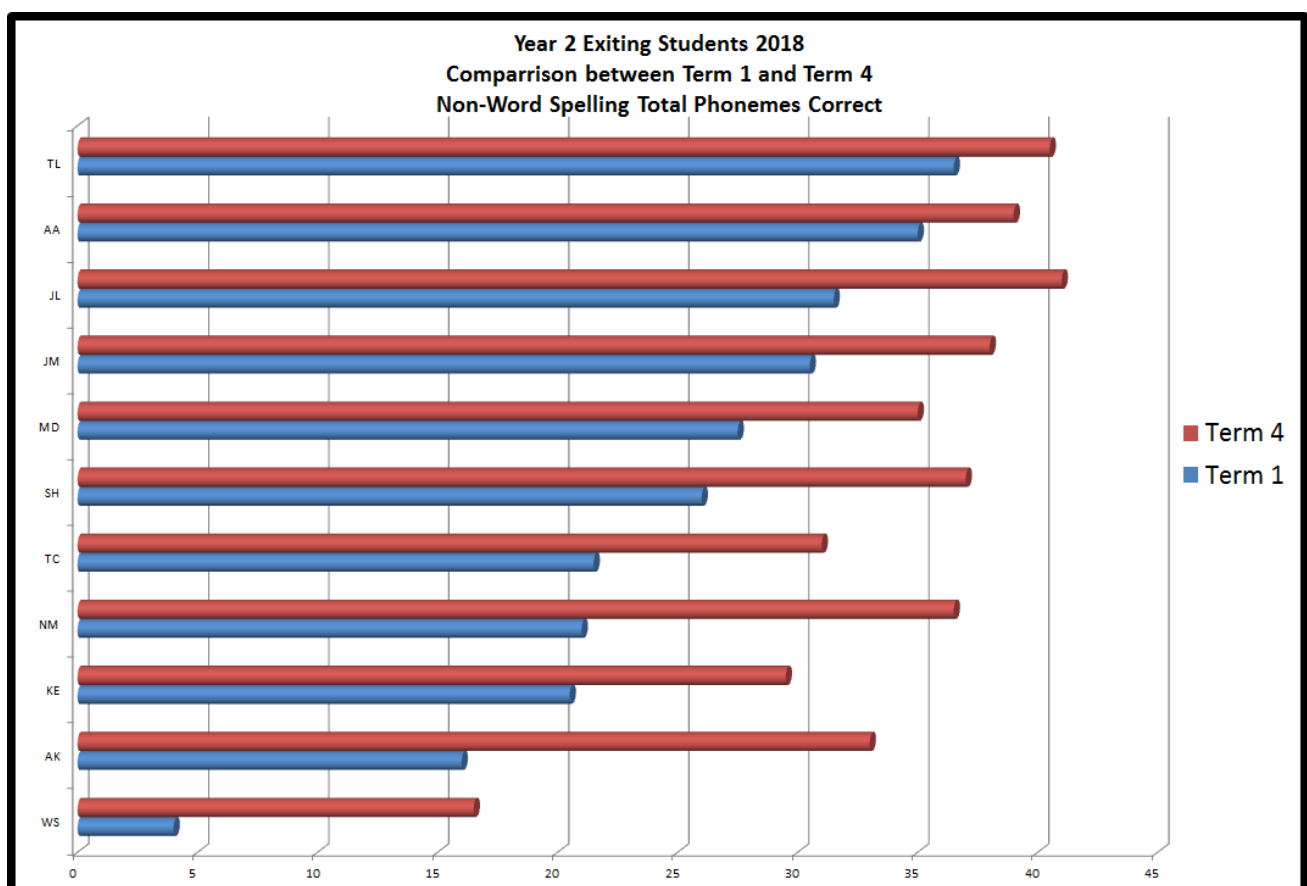
Targets

- Our students demonstrate progress in oral Phonological Awareness skills in non-word spelling using Sutherland Phonological Awareness Test (SPAT).
- To show an upward trend in the percentage of Year 3 students at or above the National Minimum Standard in NAPLAN Numeracy.
- Growth Scale Values CELF5 exit data shows gains in language skills after participating in the program for a minimum of 12 months.
- Educators regularly analyse classroom data for self-reflection, planning and goal setting.
- All staff implement Positive Behaviour Support and a whole school approach is evident.
- All year levels continue to demonstrate improvement against the National Quality Standard.

The Non Word Spelling (NWS) component of the Sutherland Phonological Awareness Test (SPAT) requires the student to attempt to write heard unfamiliar non-words that conform to English rules. Non-words are used to assess spelling skills because they require the student to purely rely on their encoding skills instead of memory.

This report investigates the improvement in non-word spelling skills of the exiting year 2 cohort in 2018 specifically looking at how many total phonemes they got correct at testing in term 1 2018 compared with term 4 2018.

Every student made progress between Terms 1 and 4. There was an average increase of 10 phonemes correct from Term 1 2018 to Term 4 2018. This would indicate that this cohort of students had been taught specific spelling rules and strategies for spelling words and that they had retained what they had been taught and were able to apply their new skills to unfamiliar words which translated into an improvement in their functional spelling skills.



Growth Scale Values

Growth Scale Values provide an objective score for measuring changes in a student's CELF-5 performance over time. The Growth Scale Value is an Item Response Theory (IRT) - based ability score with an equal-interval scale that can be used to compare changes in an individual's score across multiple administrations of the same assessment.

The advantage of using Growth Scale Values over scaled scores to assess improvement in a student's language ability is that the Growth Scale Value provides a quantifiable measure of a student's changes in ability, even if the amount of change is not enough to close the gap between the student and their age matched peers. Growth Scale Values have a theoretical range of 100-900 and a mean of 500 and a SD of 25.

Growth Scale Values can be used to:

- Track a student's skill development in specific language areas.
- Determine if the student has gained additional language skills since a previous administration of CELF-5.
- Measure the efficacy of an intervention protocol.

Growth Scale Values increase when the student earns additional raw score points on the subtest. Score increases, even small ones, can usually be attributed to refinement or mastery of new developmental language skills that the student did not demonstrate during the previous test administration. Students are assessed with the CELF-5 at the end of their Pre-Primary year or at the beginning of their Year One year to obtain baseline data. They are then reassessed on exit from the LDC.

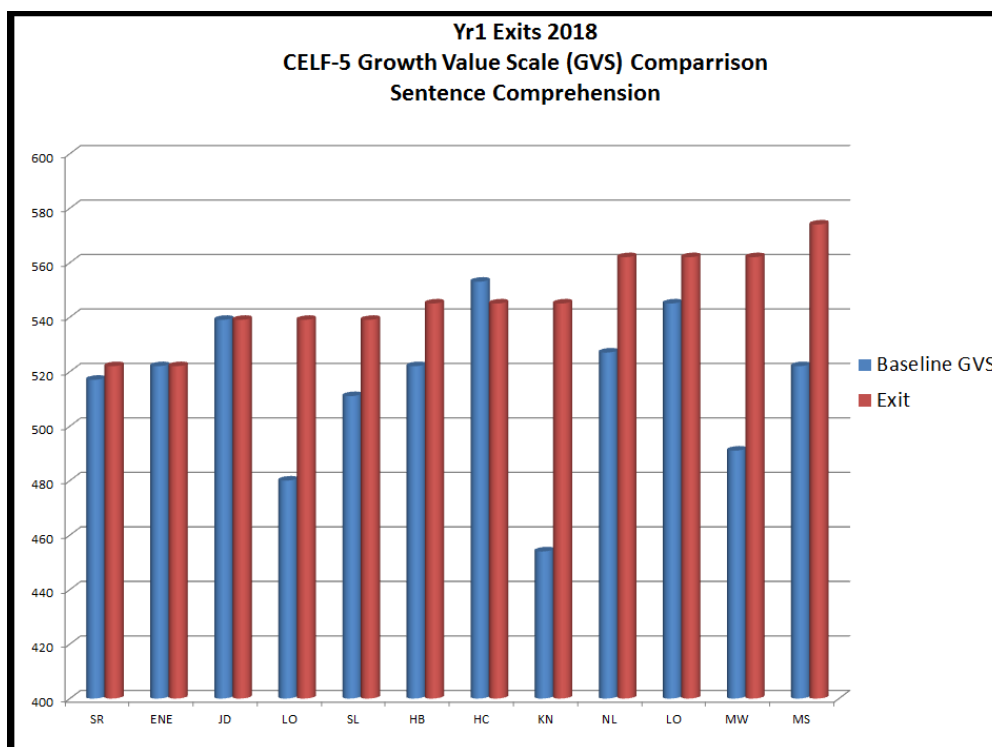
This report is specifically investigating the change in language scores of our exiting year 1 cohort in 2018. All students' GVS scores increased in most language areas between baseline testing and exit testing. This would indicate that the interventions that the student's received to remediate their language difficulties had an overall positive impact on their language learning outcomes.

Sentence Comprehension

The Sentence Comprehension subtest measures the comprehension of grammatical rules at the sentence level (negation, modification, prepositional and verb phrase, direct/indirect object, infinitive, interrogative, passive, compound, direct and indirect request, relative and subordinate clause)

The student hears a sentence and chooses the matching picture from a choice of four. Most students' GVS scores increased between baseline and exit testing. An increase in GVS indicates an improvement in this area.

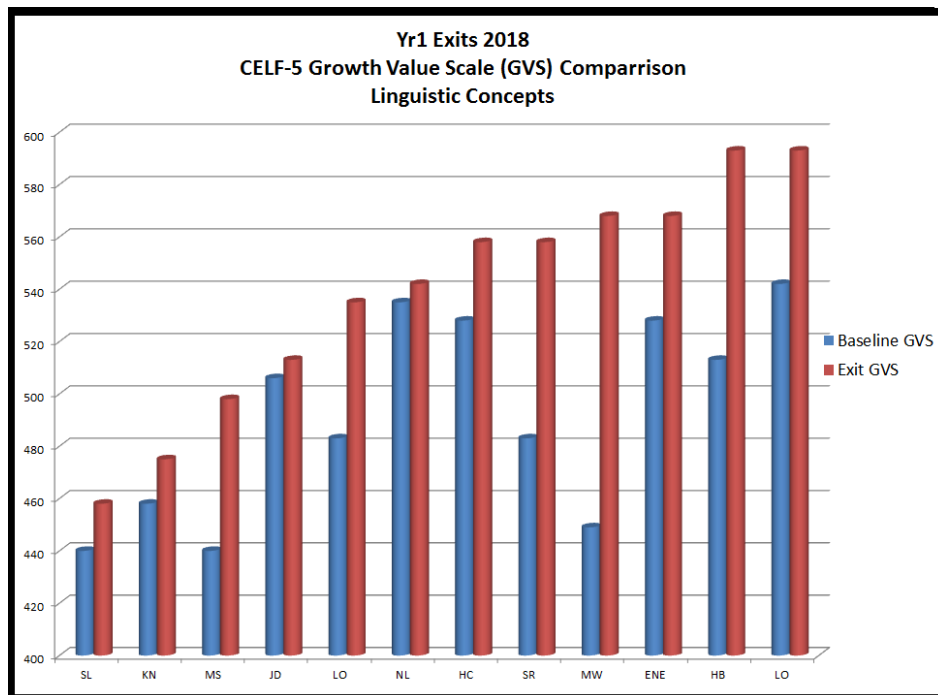
As this subtest is a multiple choice receptive task the student has the capacity to guess a correct answer which could elevate their score. Students whose scores did not increase between the two testing administrations may have correctly guessed items in the baseline testing thus elevating their baseline score.



Linguistic Concepts

The Linguistic Concepts subtest measures the student's ability to understand concepts such as: Inclusion/exclusion (*and, different, all, not, neither, without, all but one*), Location (*middle, together, between, closest, next to*), Quantity (*all, many*), Sequence (*after, before, beginning*), Conditional (*if, unless, if... not*).

The student looks at high frequency, familiar pictures and responds by pointing to the objects in the order specified. It is not likely that a child will guess correctly on the linguistic concepts subtest. All students' GVS scores increased between baseline and exit testing indicating that all students made progress in this area.

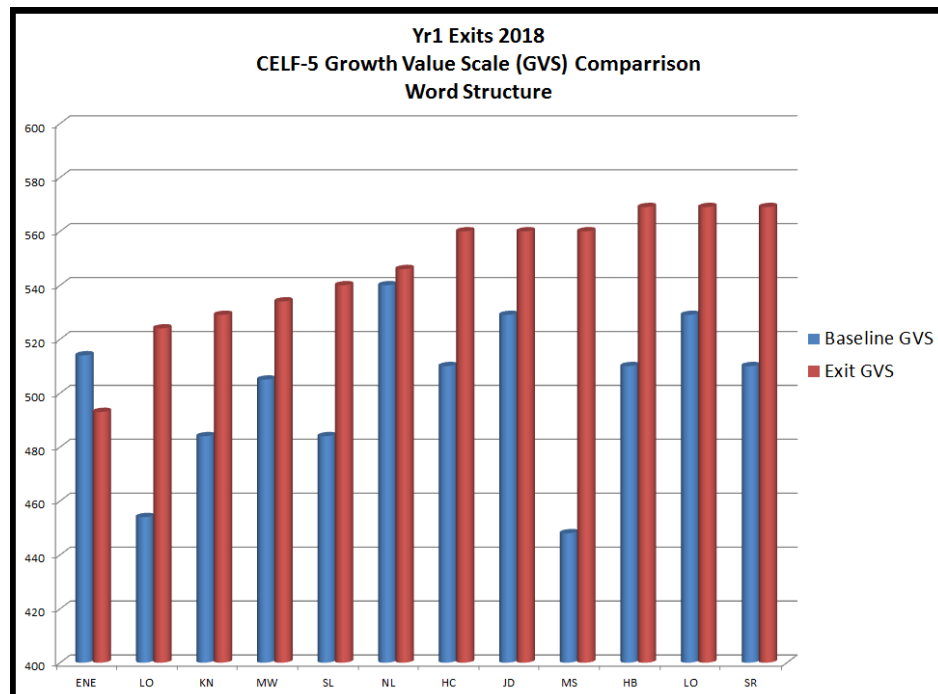


Word Structure

The word structure subtests measure the student's acquisition of English syntactic and morphological rules (*regular and irregular plurals, regular and irregular past tense, future tense, third person singular, possessive nouns and pronouns, objective, reflexive and subjective pronouns, derivation nouns, copulas, comparative and superlative, auxiliary*).

The student looks at visual stimuli to complete a sentence cloze. The student does not need to know grammatical terminology only to demonstrate its use in everyday language.

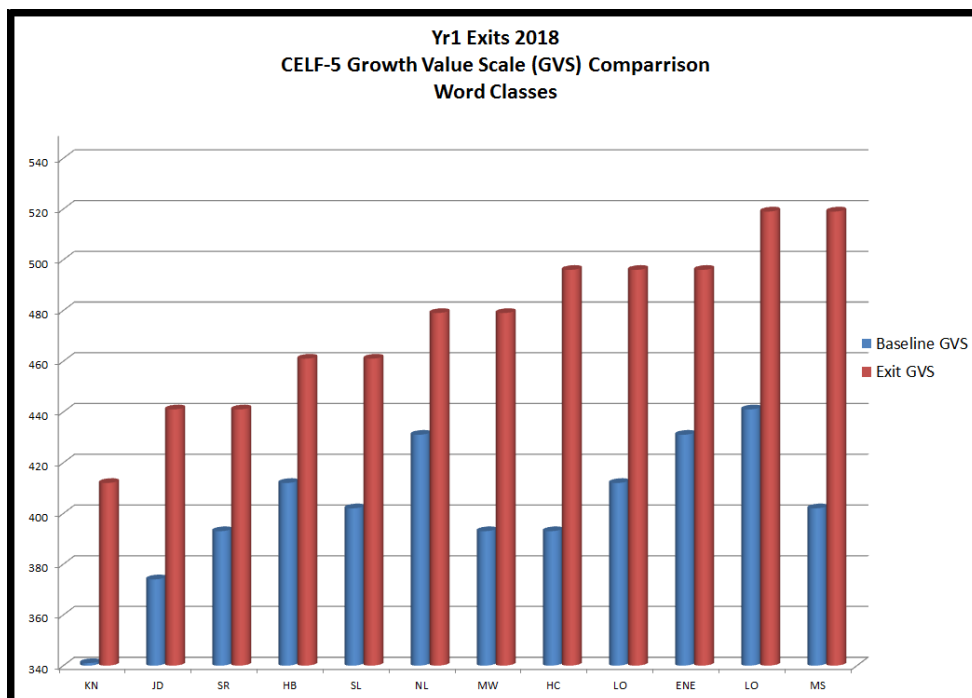
All but one of the students' GVS score increased between baseline and exit testing indicating progress in this area. The student whose scores decreased slightly may have been misapplying and overusing recently learned grammatical rules.



Word Classes

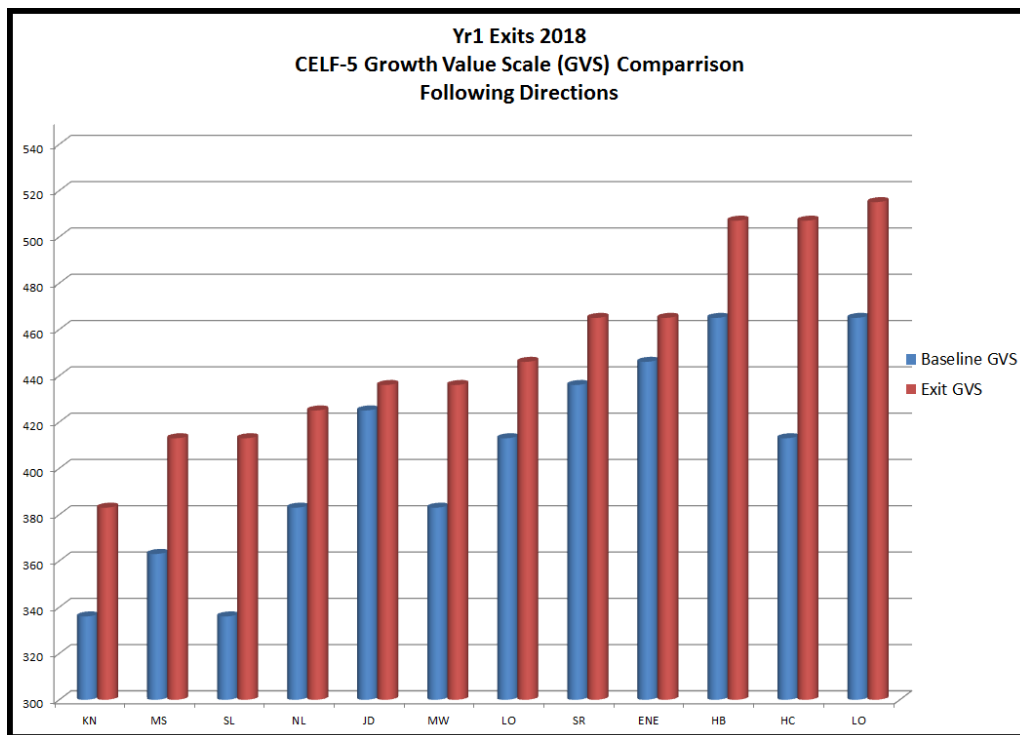
The Word Classes subtest measures the student's ability to understand relationships between associated words based on their category, features, function, location etc.

Items are presented visually; the student chooses two pictures that go together the best from a field of three or four pictures. As the subtest progresses the student must choose two associated words from a field of four presented verbally with no picture support. This later portion of the subtest increases the cognitive and memory load significantly. All students' GVS score increased between baseline and exit testing indicating that all students made progress in this area.



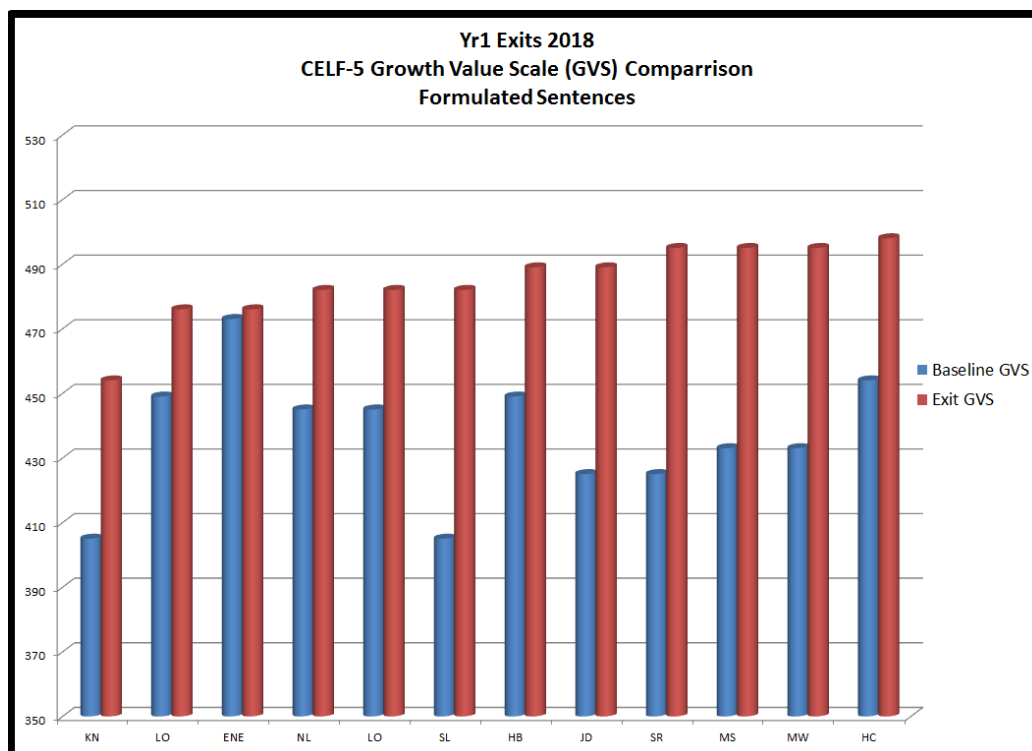
Following Directions

The Following Directions subtest measures the student's ability to (a) interpret, recall and execute oral directions of increasing length and complexity; and (b) remember the names, characteristics and order of objects. The student points to specific pictured shapes (circle, square triangle and X) from among several choices. All students' GVS scores increased between baseline and exit testing indicating that all students made progress in this area.



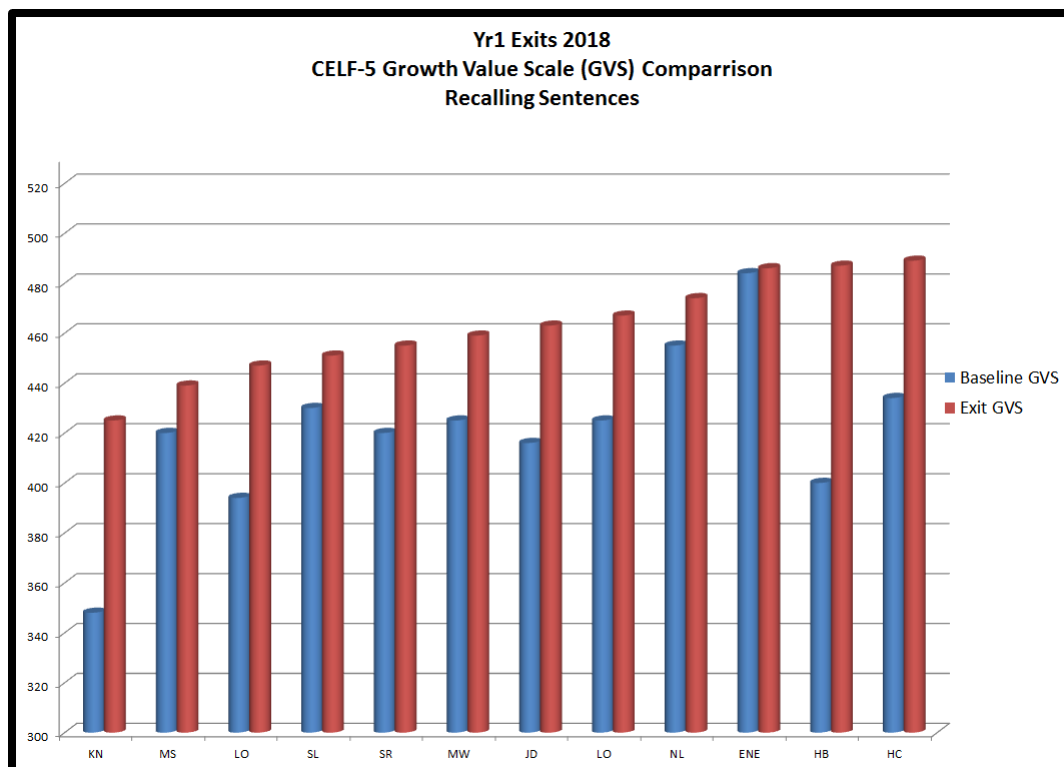
Formulated Sentences

The Formulated Sentences subtest measures the student's ability to formulate semantically and grammatically correct sentences of increasing length and complexity within given semantic, syntactic and pragmatic constraints. The student is given a spoken word and a picture and then asked to produce a sentence using that word. All students' GVS score increased between baseline and exit testing indicating that all students made progress in this area..



Recalling Sentences

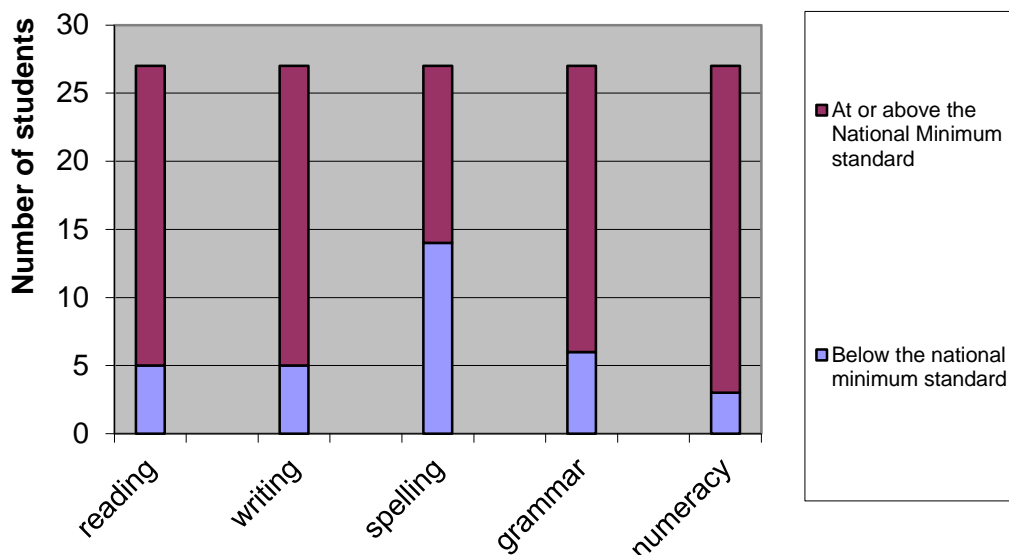
The Recalling Sentence Subtest measures the student's ability to recall and reproduce sentence structures of increasing length, idea density, and syntactic complexity. The student repeats orally heard sentences with no picture support. This subtest places a high demand on the student's working memory and comprehension. All students' GVS score increased between baseline and exit testing indicating that all students made progress in this area..



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. In 2018 SEMLDC students first attempted the NAPLAN testing online. Students completed the testing using iPad technology in all areas apart from Writing which was still done with pen and paper. 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. Data indicates that students have made expected progress in all areas tested apart from Spelling. Results are lower than expected in this area. Some incongruences in results were to be expected with the change in how the testing was completed. Whilst students are familiar with iPad technology it is not yet used in an assessment environment. The school will target more consistent implementation of the new Language for Literacy program to help support better results in 2019.

SEMLDC 2018 NAPLAN Results - Year Three Students



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 a full day workshop which included a presentation on language disorder and what it looks like in the classroom, lesson demonstrations and an opportunity to talk to teachers and speech pathologists about individual students. Workshops were held for parents of children entering the language centre in 2018 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. We received 142 applications for placement. Of these applications 120 were assessed as eligible. The school had the capacity to make offers of enrolment to all 120 applicants. Support staff were utilised to enable a higher ratio of student to teacher in the larger sized classes that were needed. There was a decline in Kindergarten applications from 2017, however Pre Primary and Year One applications remained high.

New referrals made for LDC enrolment in 2018				
	Kindergarten	Pre Primary	Year One	Total
Cloverdale	23	19	19	61
Maddington	17	19	7	43
Armadale	9	17	12	38
Total	49	55	38	142

Successful applications for LDC enrolment in 2018				
	Kindergarten	Pre Primary	Year One	Total
Cloverdale	18	15	15	48
Maddington	16	18	6	40
Armadale	9	14	9	32
Total	43	47	30	120

Student attendance

During 2018, 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.

	Non-Aboriginal		Aboriginal		Total	
	School	WA Public Schools	School	WA Public Schools	School	WA Public Schools
2016	92.1%	93.7%	84.9%	80.7%	91.2%	92.6%
2017	92.5%	93.8%	90.1%	81.2%	92.3%	92.7%
2018	93%	93.7%	88.3%	80.8%	92.5%	92.6%

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.

Suspension Data

	2018
% of Students Suspended	0.4%
Change	-3.1%

In 2018 the school Positive Behaviour Support program continued to be implemented and staff began to design the behaviour matrix. The leadership was instrumental in developing and delivering key professional learning to target this.

The winning poster design was refined by a graphic designer and is being incorporated into daily school life through posters, merit certificates and sticker rewards.



Parent Teacher Surveys

The school takes part in the National School Opinion Survey every second year. Information gained is used to help make decisions on school direction and gauge school success. Parents and teachers take part in the surveys. It is carried out online and is anonymous.

In 2018 54 parents responded made up of 19% from Kindergarten, 39% Pre Primary, 24% Year 1, 9% Year 2 and 7% Year 3.

The rating scale used was as follows:

Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1
N/A	Null

Questions asked of both surveyed groups were:

Teachers at this school expect students to do their best.

Teachers at this school provide students with useful feedback about their school work.

Teachers at this school treat students fairly.

This school is well maintained.

Students feel safe at this school.

Students at this school can talk to their teachers about their concerns.

Parents at this school can talk to teachers about their concerns.

Student behaviour is well managed at this school.

Students like being at this school.

This school looks for ways to improve.

This school takes staff opinions seriously.

Teachers at this school motivate students to learn.

Students' learning needs are being met at this school.

This school works with parents to support students' learning.

I receive useful feedback about my work at this school.

Staff are well supported at this school.

This school has a strong relationship with the local community.

This school is well led.

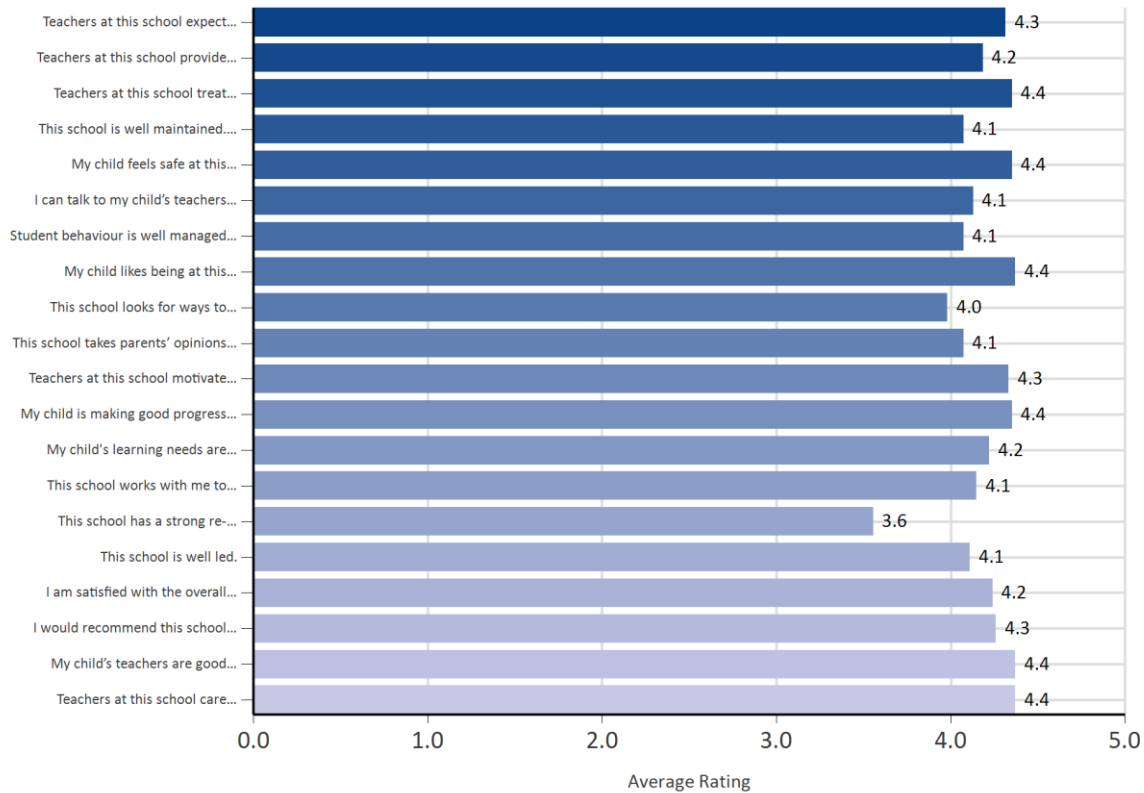
I am satisfied with the overall standard of education achieved at this school.

I would recommend this school to others.

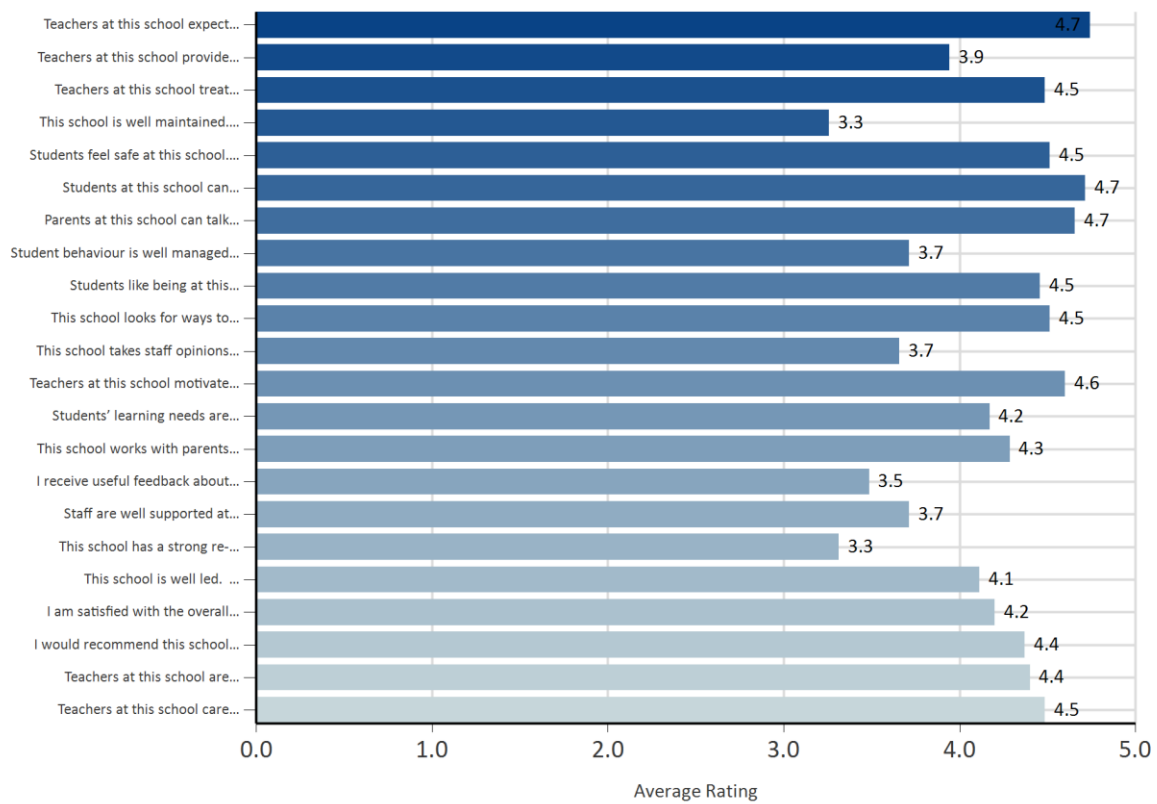
Teachers at this school are good teachers.

Teachers at this school care about their students.

Parent Survey



Teacher Survey



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 run by our speech pathology team. The Outreach service once again supported schools in the district with Kindergarten information sessions and parent workshops.

The school continued to run its highly successful concurrent series of professional learning workshops for staff. We celebrated successes through sharing opportunities and developing collegiate groups.

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. We continued our Blueearth program with a staff member taking on the trained facilitator role and working to embed the skills games and strategies in daily fitness and physical education..

Students have taken part in swimming lessons, cross country events and athletics carnivals. We have had several champions who have gone on to proudly represent the school at interschool level.

Our P and C Association successfully ran many well supported fundraising events including our inaugural Art Exhibition and Auction. This hard working team have provided the school with many fabulous resources over the year including reading books, iPad technology and helping to maintain and repair much loved Pre Primary equipment. Many thanks for all their continued help and support.

Staff and students have also recognised special events such as No Writing Wednesday, National Simultaneous Reading Day, ANZAC Day, NAIDOC and Book week with activities, parades and lots of immersion in language. We celebrated with our community holding our now very popular sausage sizzle family day. All students finished the year with an exciting and educational visit to Kings Park cultural centre.

We hosted some special visitors from the eastern states this year. We were contacted by a school interested in how we run our program and what it achieves for students with a language disorder. Two keen teachers came and spent the week being part of our team and taking away with them lots of ideas and enthusiasm. Our reputation has spread Australia wide.

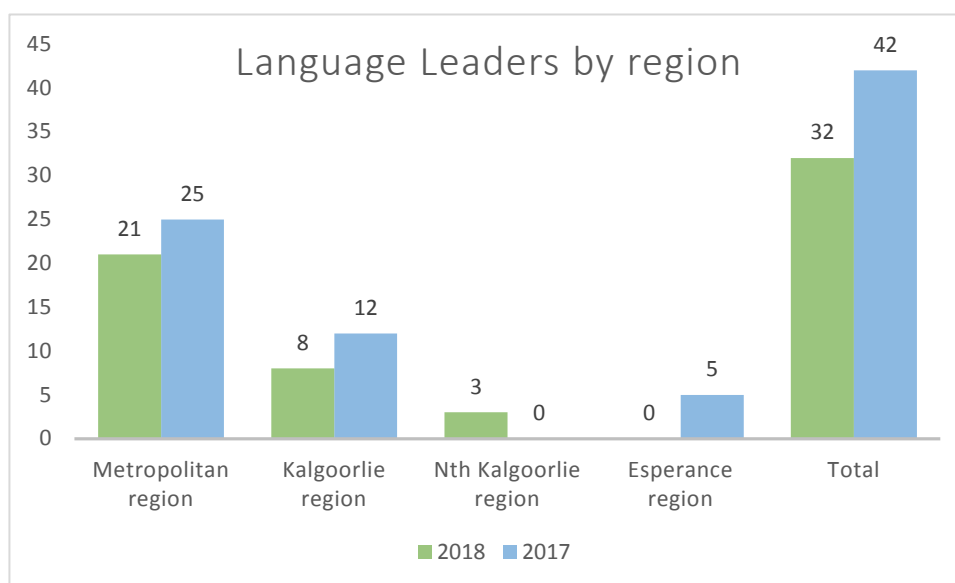


Outreach Services

The State Wide Speech and Language Service is an integral part of the school structure. This team Support Officers, Speech and Language work within the greater South Metropolitan and Goldfields districts. They support schools to develop their capacity to provide oral language focuses that underpin successful learning. 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.

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 in the early years. Language Leaders participate in an intensive professional learning program involving action research and collaborative sharing with their peers. There are four full day workshops, one per term and additional in school mentoring as well as collaboration opportunities via *Connect* between workshops.



Language Leadership was offered to schools in the South East Metropolitan, Esperance and Kalgoorlie districts in 2018. 2018 was the first year that we introduced an 'extension' year, where we offered continued 12-month consultative school-based support, to the 2017 Language Leadership group. This was on an 'opt-in' basis. Most Leaders took part and it enabled us to support these educators as they began to apply their knowledge from the program to their school context. It also allowed us to better understand the impact of our professional learning program in schools. We have again offered the extension year to the 2018 cohort of Language Leaders.

Schools in the Esperance region did not participate in the Language Leadership program, as most reported that it was challenging to commit to attending the 4 days of professional learning due to a shortage of relief teachers in the region. This was also reported by some of the Kalgoorlie schools as well.

To overcome this our Support Officer in the region worked closely with the Mallee School Network and was able to use common pupil free days to deliver language-based professional learning to teachers across several schools. This also provided an opportunity to co-present with local Health. It enabled the schools to develop an ongoing relationship with the Speech Pathologists in their region.

Oral Language After School Series

The OLASS workshops are aimed at supporting educators 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 workshops are run and are aligned to AITSL Standards with a focus on Speech and Language.

In 2018 the team ran the following 4 workshops:

1. Raising Awareness of Developmental Language Disorder (DLD)
2. Decoding Phonological and Phonemic Awareness Skills
3. Turning talk into text
4. Getting into Grammar

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

In total over 260 teachers, administrators, education assistants and community members attended or accessed these presentations and workshops.

In-school professional learning

The team delivered over 30 in-school workshops throughout the year. These workshops were tailored and based around the oral language underpinning the needs and priorities identified by each school. In some instances, the team were able to co-present with Language Leaders in the school. School-based professional learning enables us to follow-up afterwards at one or more points throughout the year to assist schools to implement strategies or review or extend knowledge. Over 650 educators participated in school-based professional learning in 2018.

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 had 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.

2018 was the final year of this initiative and the participating schools were invited to 'opt-in' again for a further 12 months of support in the form of consultative collaboration.

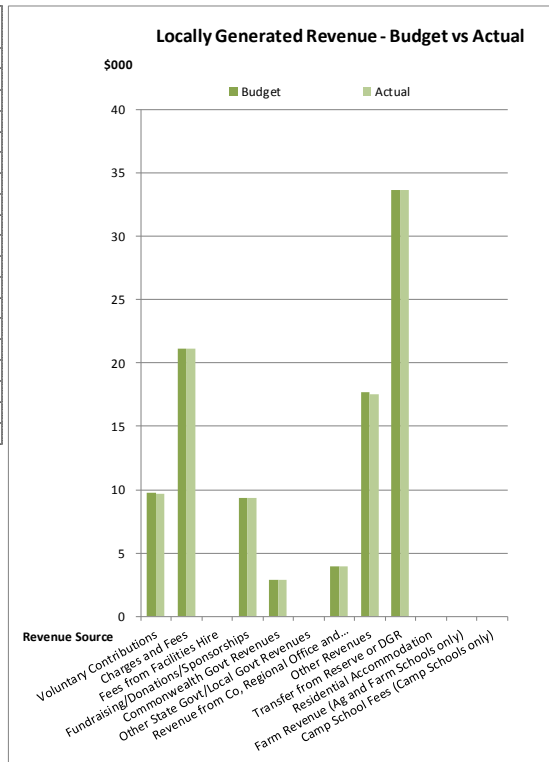
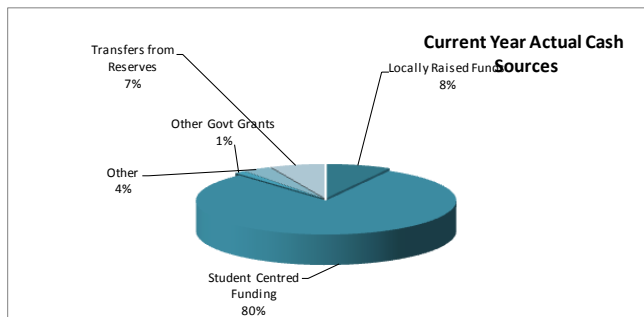


Financial Summary

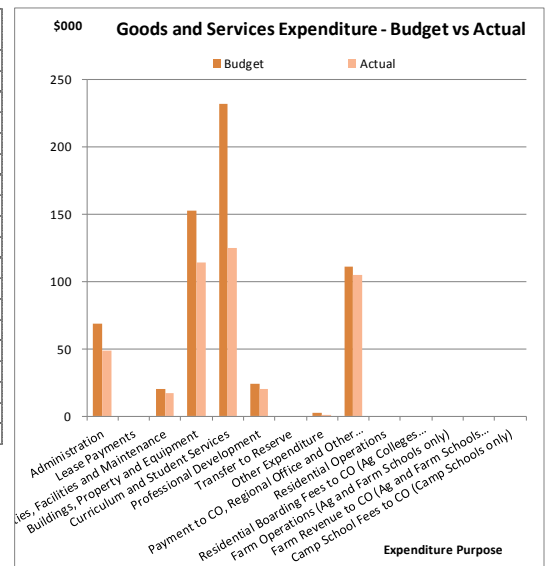
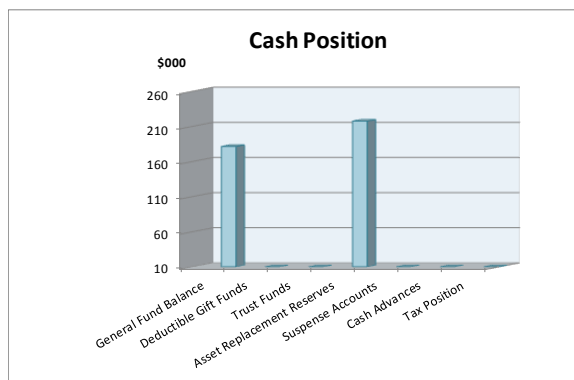
South East Metro LDC

Financial Summary as at

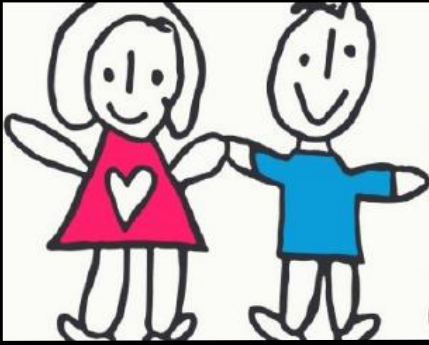
	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 9,789.00	\$ 9,665.00
2	Charges and Fees	\$ 21,120.50	\$ 21,119.50
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 9,361.89	\$ 9,361.23
5	Commonwealth Govt Revenues	\$ 2,886.15	\$ 2,886.15
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 3,955.00	\$ 3,954.54
8	Other Revenues	\$ 17,679.08	\$ 17,550.68
9	Transfer from Reserve or DGR	\$ 33,678.00	\$ 33,678.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 98,469.62	\$ 98,215.10
	Opening Balance	\$ 112,471.00	\$ 112,471.18
	Student Centred Funding	\$ 400,201.86	\$ 400,201.42
	Total Cash Funds Available	\$ 611,142.48	\$ 610,887.70
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 611,142.48	\$ 610,887.70



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 68,191.08	\$ 48,492.32
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 20,141.01	\$ 16,653.18
4	Buildings, Property and Equipment	\$ 152,533.50	\$ 114,188.40
5	Curriculum and Student Services	\$ 231,468.80	\$ 124,764.33
6	Professional Development	\$ 24,000.00	\$ 20,220.80
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 2,010.00	\$ 745.69
9	Payment to CO, Regional Office and Other Schools	\$ 111,120.09	\$ 104,400.73
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	\$ 609,464.48	\$ 429,465.45
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 609,464.48	\$ 429,465.45
	Cash Budget Variance	\$ 1,678.00	



Cash Position as at:	
Bank Balance	\$ 396,039.07
Made up of:	-
1 General Fund Balance	\$ 181,422.25
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 217,585.82
5 Suspense Accounts	\$ 128.00
6 Cash Advances	\$ -
7 Tax Position	\$ 3,097.00
Total Bank Balance	\$ 396,039.07



CLOVERDALE CAMPUS

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

ARMADALE CAMPUS

11 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)