



Every child, every opportunity



LEDA

EDUCATION SUPPORT CENTRE
EVERY CHILD, EVERY OPPORTUNITY



The values we share include:

- Respect • Responsibility • Caring and Compassion • Acceptance and Inclusion
- Excellence and Achievement • Scholarship and Citizenship

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Principal's Message

In presenting this Annual Report on behalf of Leda Education Support Centre and the School Board, I would like to acknowledge that the report reflects a collective effort undertaken by students, families, staff and the wider community, in ensuring that we maintain a successful and positive learning environment for our students. Leda Education Support Centre has built a reputation for providing a safe, explicit and relevant education for students with special needs.

We continue to focus on the strategic direction of our 2018 – 2020 Business Plan to develop successful students. Throughout 2019 we worked hard to accomplish this through highly individualised plans that take into account not only the academic needs of our students but also their social, emotional and medical requirements. We have continued our explicit Direct Instruction program across years 1 – 6 as well as our Speech and Occupational Therapy (OT) programs from K – 6. Applied Behaviour Analysis is undertaken in Kindy & Pre-primary and visual cues, social stories and communication devices are used consistently across the Centre. We also have one student engaged in a pre-Braille program.

We use a range of assessments to inform us about student progress including, but not limited to, Waddington's Reading and Spelling, Speech & OT profiles, ABA and Protective Behaviours checklists. We also monitor individual student progress using our Mathematics and English tracking documents which are handed to each teacher as the child moves through the Centre.

Our focus on Parent & Community Engagement has seen us establish a committee to identify opportunities to engage with the community and encourage families to become active members of their child's learning. We recognise that parents, caregivers and families are the pivotal partners in meeting the needs of our students and we continually engage them in their child's education. We enjoyed several activity days throughout the year for parents and children with a focus on developing parent networks, strengthening relationships between home and school and developing peer relationships. We established a regular, after school activity group with similar outcomes, run by staff who gave their time freely.

We also continue to ensure that all students and their

caregivers value the importance of physical activity and play in their daily activities. To this end we joined with our Education Support network schools and participated in a swimming carnival and a beach carnival and several classes also participated in a Cricket clinic run by WACA representatives. We joined with our Primary School colleagues for Athletics Carnivals and regular sport classes. Students across year 1-6 also undertake weekly swimming lessons in an arrangement we have with the Kwinana Recquatic Centre.

In Term 3 we held our Open Night which saw 43% of our caregivers and extended families attend to share and learn about their child's learning. I thank you for being so interested and supportive of your child's education. Our school community continues to work collaboratively to achieve the outcomes of our Business Plan. The School Board and P&C support us and I congratulate and thank them for their support. 2020 will see the school continue to focus on achieving the targets in our current Business Plan, and begin the process of developing our 2021 – 2023 Plan.

2019 Highlights

- Interschool Beach Carnival (ESC)
- Interschool Swimming Carnival (ESC)
- Schools Alive Choir performances (ESC)
- Leda Schools Sports Carnival
- ESC Assembly
- Christmas performance
- Weekly swimming classes
- Year 6 Camp
- ESC Camp - Landsdale
- Transition
- Point Peron Cultural Walk
- Movie Day
- Pirate Day
- A range of community access activities run across several classes designed to promote social and interpersonal skills, appropriate daily living skills, travel training and integration with the local community.

Tina Howorth
PRINCIPAL



A Message from the School Board Chair

Another year has passed and I have been proud to see our School grow from strength to strength. Our new Administration Building is a wonderful asset, as it allows a strong focal point and reinforces our place in the School grounds as well as being an independent space for staff, parents, students and community engagement.

It is our top priority that every child has the opportunity to learn, grow and be the best they can be every day. This is achieved by a group of dedicated and wonderful teachers and support staff who aim to challenge and bring new motivational experiences. They strive to ensure the learning environment is safe and nurturing and all students are provided opportunities and encouragement to participate in their learning. At Leda Education Support Centre we celebrate the special needs and diversity in our children.

Throughout the year the Principal, staff and Board Members have tackled important issues. One of these was the newly established, but very popular, Senior Camp where both teachers and students enjoyed adventures and engaged in discovery in a safe environment. We were fortunate to receive a donation from our local Kwinana Lions Club, of \$300.00 to help with transport costs. We really appreciated the Lions Club kind donation.

Chair	- Councillor Sandra Lee
Secretary	- Mrs Natalie Lucken
Principal	- Mrs Tina Howorth
	- Mrs Diane Atkinson
	- Mrs Hayley Barrodeen
	- Mrs Donna Jenkins-Lewis
	- Mrs Alison Thomas
	- Ms Vanessa Lennane
	- Mr Jason Biffin
	- Mrs Megan Fox



One of our key focus areas for the year was to introduce Story Dog time, one on one with the students. We would have loved to have Jasmine, a beautiful Labrador and a perfect match for our children, but she was fully booked. We hopefully will attract another Story Dog as the benefits for the students include: a non-judgemental setting, the children's literacy skills increase and their confidence soars. The accepting, loving nature of dogs gives this program its magic and helps children relax, and have fun while reading to a friendly, calm dog.

It was wonderful to celebrate the end of another year with two events, the special Graduation Ceremony for the year 6 students and our annual ESC Christmas Concert which was truly beautiful, inspiring and enjoyed by all.

On a personal note, I would like to give a special thank you to my fellow Board members, as well as the Principal Mrs Tina Howorth, whom I have enjoyed working with. It has been my pleasure to work with such magnificent people. I am excited about the bright future that lays ahead for our students, given the opportunities provided by the school for students to learn and prosper.

Councillor Sandra Lee
CITY OF KWINANA

School Motto - Every Child, Every Opportunity

School Vision

Leda Education Support Centre is committed to delivering the highest quality learning experiences through individualised programs for children with special needs. We strive to advance each child's personal development and increase their community participation.

School Priorities

- Successful students
- Health & Wellbeing
- Parent & Community Engagement

Our belief is that students learn best when:

- They are physically and emotionally healthy
- They are in a safe, secure, nurturing environment with supportive boundaries
- They are in a positive, relevant, stimulating environment
- The teaching program reflects the individual's learning style and curriculum needs
- They are provided with the opportunity to interact and access the broader community environment
- Teachers and parents work together to benefit the child.

The programs offered at Leda Education Support Centre are underpinned by:

- Classroom First Strategy
- Focus 2019
- Strategic Plan for Public Schools 2016-2019
- Disability Discrimination Act 1992
- National Quality Standards
- IPS Delivery & Performance Agreement

We recognise that parents and families are the pivotal partners in meeting the educational needs of our students and we continually engage parents in their child's education through Individual Education Planning and student reviews. Leda Education Support Centre has built a reputation for providing a safe, explicit and relevant education for students with special needs.

Disability Diagnosis

At Leda ESC we provide an environment that meets each child's individual needs, provides predictability and routine and supports enhanced communication opportunities. We understand that difficult behaviour is often attributed to an underlying difficulty the child is experiencing that we need to identify, understand and address.

As a staff we regularly update our knowledge through ongoing professional learning opportunities. We also welcome collaborative consultation with outside agencies.

We are committed to providing our students with opportunities to learn and socialise with others, develop friendships and become active members of their communities.

TABLE 1: DISABILITY TYPE (PRIMARY DIAGNOSIS)	TOTAL NUMBER OF STUDENTS
Intellectual disability or Global Developmental Delay (GDD)	22
Autism	26
Autism and co-existing intellectual disability	3
Visual Impairment & GDD	1
Physical Disability & ASD	2

Autism Early Intervention Program

We believe that young children with Autism who receive early intervention have a much greater chance, later in life, of living independently, securing employment and developing meaningful and lasting friendships and relationships.

Our early intervention program provides children with instruction that teaches new skills, improves behaviours and remediates areas of weakness. Based on the theory of Applied Behaviour Analysis (ABA) our early intervention program improves social, communication and academic skills, skills for daily living and decreases difficult behaviour. Interventions based on ABA can be time intensive therefore our program compliments external programs being delivered in the home. We are happy to liaise with agencies to ensure that children receive an integrated program across more than one setting.

ABA techniques include:

- Breaking complex tasks into smaller tasks that can be taught more easily
- Providing repeated opportunities to learn and master new skills
- Using reinforcement procedures to assist in the acquisition of new skills
- Understanding the functions of behaviours (eg. communication, attention seeking, avoidance, etc.) and developing programs to meet the child's needs
- Making objective, data driven decisions to guide our evaluation of treatment progress
- Utilising effective teaching techniques, such as discrete trial training (DTT)



Chaplaincy Program

This year started with an amazing school community project. Thanks to the Family Engagement Team, and the rest of the staff, the Big Breakfast was a great success with many of our families in attendance. We received wonderful feedback and the bacon and egg rolls were a huge hit. This was a great start to the year and set the scene for many more networking opportunities.

With over 23 families actively engaging with the Chaplaincy service it has been a busy year during which I was able to provide continued support ranging from food assistance and access to financial aid, to advocating for families developing and renewing their NDIS plans. I helped with appointments and paperwork and provided support in accessing Centrelink, pastoral care and counselling. Much of my support initiated over a friendly coffee and a chat.

I implemented a parent support group held at the John Wellard Centre whose membership continues to grow. We have a core group of parents regularly attending. This year the school successfully applied for a grant from the City of Kwinana to further support Family Engagement and as a result funds have been set aside for me to continue with the parent support group into 2020. Our

next step is to identify common areas of interest/need and invite key guest speakers/supports to provide more information and provide our families with knowledge and confidence to further support their children when advocating on their behalf.

Our two Family Day Out excursions to the Peel Zoo and Rockingham Ten Pin Bowling were also well attended and provided opportunity for families to network and identify common interests. I hope to continue similar events into 2020.

I have engaged individually with several students this year, providing mentoring and counselling as requested through families. I have also linked with TAFE and we welcomed the first of many fully screened TAFE counselling students to work under my guidance with students with parent permission.

We also began a partnership with Coles Secondbite bringing excess food items into the school for our parents to utilize. This has been well received and hopefully will continue next year with some volunteers.

It's been a great year and I'm looking forward to the year ahead.

Allana Vegar

SCHOOL CHAPLAIN

Pastoral Care

The school community at Leda Schools work together to foster a safe school environment, to develop understandings of healthy lifestyle choices and a greater engagement with sustainable lifestyles.

Strategies across the schools are implemented under the 'Be You' umbrella and include:

- Social and Emotional Learning lessons to develop skills including cooperation, communication, self-management and responsibility.
- Promotion of healthy lifestyle choices through delivery of specific programs targeting healthy food, hygiene, road safety and protective behaviours
- Breakfast Club – supported by Foodbank and Red Cross
- School garden project

- Partnership development with local support agencies to provide our parents with up to date services available to them
- Girls Club and Boys Club
- Crunch and Sip program
- Sun Smart accreditation

We encourage our staff, students and their families to support less fortunate families by contributing to the collection of tinned and dry food along with a selection of toiletry items for the local homeless shelter which is run by the Salvation Army - Kwinana Corps. All students were encouraged to bring in 2 items to add to our donation. On the last day of school three students accompanied a staff member to personally deliver the items. This has now become an annual event through which our students have an opportunity to give back to the community in a tangible, meaningful way.

Family and Community Engagement

Research shows that students perform better in school when their family is engaged and actively involved in their learning. Leda Education Support Centre strongly believes that parents and families are integral members of the school community and partners in the child's learning. Open and respectful relationships between staff, students, parents, carers and families are essential for full support of each student. We actively seek community partnerships to enhance the opportunities and outcomes for our students.

We are continually working to develop and maintain our strategies to engage with families and the wider community. We identify opportunities for families to network with each other to provide support and share information, promote social networks between adults and explore out of school recreational opportunities for students.

Our students engage regularly in community access activities, designed to familiarise and provide them with the skills necessary, to navigate their way around the community with confidence. Community Access at Leda ESC combines travel training, road safety skills and protective behaviours while enabling children to practise a range of social skills in context.

Throughout 2019 we actively sought opportunities to increase staff awareness of local historical and contemporary Aboriginal cultural contexts within the local area. We introduced 'Welcome to Country' at Board meetings and special events and engaged in cultural events such as NAIDOC and Harmony weeks. We also continued to build professional relationships with local organisations such as the Ethnic Disability Advocacy Centre (EDAC) to identify opportunities to work in partnership with the school.



National Quality Standard

The National Quality Standard (NQS) is informed by research about day-to-day program elements that optimise children's learning and development. The NQS is comprehensive and sets a 'high bar' for early childhood education and care. There are seven Quality Areas that schools need to address. We have previously undertaken external assessment which confirmed our progress against the Quality Areas. We continue to meet all standards.

QUALITY AREA	ASSESSMENT
1. Educational Program and Practice	Meeting
2. Children's Health & Safety	Meeting
3. Physical Environment	Meeting
4. Staffing Arrangements	Meeting
5. Relationships with Children	Meeting
6. Collaborative Partnerships with Families & Communities	Meeting
7. Leadership & Service Management	Meeting

Signed IEP's and Reports

An Individual Education Plan (IEP) sets out goals and adjustments that need to be made to provide students with access to teaching, learning and the overall school experience. At Leda ESC we strive to include caregivers in the development of their child's learning program. Report meetings provide a great opportunity to share progress and growth against the outcomes. They also provide further opportunity for caregivers to discuss alternate strategies and discuss issues that may be interfering with student learning and growth.

2019	NO. OF STUDENTS	IEP'S SIGNED	IEP'S UNSIGNED	REPORTS SIGNED	REPORTS UNSIGNED
Semester 1	50	45	5	50	0
Semester 2	54	52	2	53	2

Speech

Speech Goals Achieved				
	2018		2019	
	Semester 1	Semester 2	Semester 1	Semester 2
1 out of 2 goals	21	13	24	22
2 out of 3 goals	11	18	10	4
3 out of 4 goals	1	2	2	2
Total targets achieved	33	33	36	28
Total targets not achieved	17	17	15	25

Staff support students by using strategies tailored for each child's individual needs.

Strategies might include:

- Language intervention activities: These activities build skills in a variety of ways, including modelling and giving feedback. Staff might use pictures and books or play-based therapy as well as language drills to practice skills.
- Articulation therapy: Staff model the sounds the child has difficulty with. This might include demonstrating how to move the tongue to create specific sounds.
- Feeding and swallowing therapy: Exercises are provided to strengthen the muscles of the mouth. This might include facial massage and various tongue, lip and jaw exercises. Different food textures might also be used to encourage awareness during eating and swallowing.

Occupational Therapy

Occupational Therapy Goals Achieved				
	2018		2019	
	Semester 1	Semester 2	Semester 1	Semester 2
1 out of 2 goals	19	17	20	17
2 out of 3 goals	10	6	8	11
3 out of 4 goals	1	4	1	1
Total targets achieved	30	27	29	29
Total targets not achieved	20	23	18	22

Staff support students by using strategies tailored for each child's individual needs.

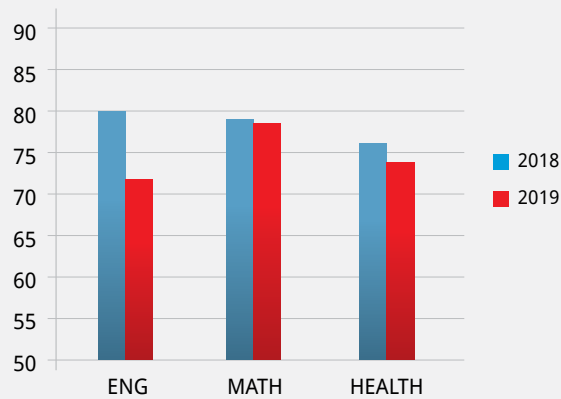
Strategies might include:

- Helping children achieve their developmental milestones such as fine motor skills and hand-eye coordination to help with play, school or independent skills (e.g throwing a ball, getting dressed, holding a pen or utensil);
- Help children with developmental delays learn everyday tasks (such as bathing, getting dressed, brushing their teeth, and feeding themselves);
- Help children with behavioural issues maintain positive behaviours in all environments (e.g., instead of hitting others or acting out, using positive ways to deal with anger, such as writing about feelings or participating in a physical activity).

Achievement Targets

	English	Maths	Health
2018	80	78.5	76.5
2019	73.5	77.5	73

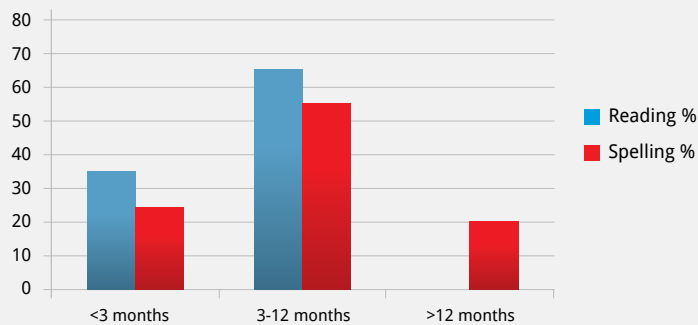
% Students Demonstrating Progress* Across 80% or Greater of IEP Outcomes



(*) Progress is demonstrated when the student is assessed as 'consolidating' or 'achieved' for an outcome.

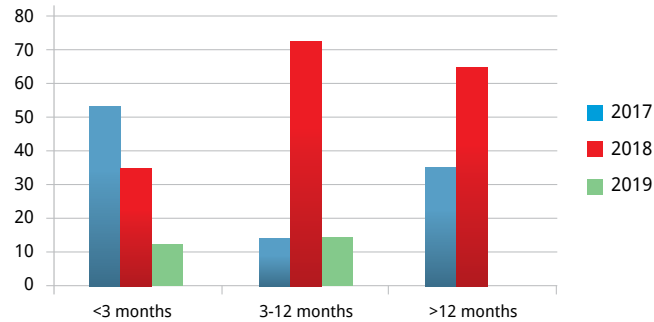
Reading and Spelling

% Students Showing Improvement in Waddington Results



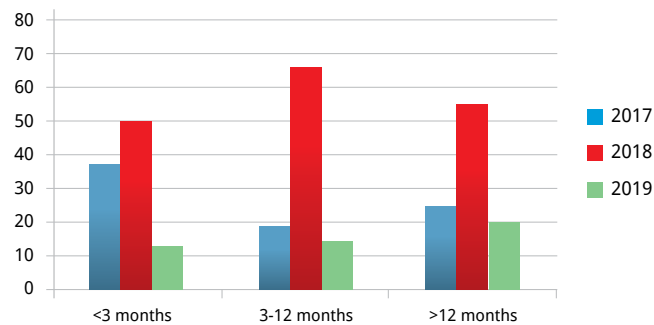
Percentage Improvement			
	<3 Months	3-12 Months	>12 Months
Reading	35	65	0
Spelling	25	55	20

Comparison of Reading Improvement



Reading Improvement			
	<3 Months	3-12 Months	>12 Months
2017	53	35	12
2018	13	73	14
2019	35	65	0

Comparison of Spelling Improvement



Spelling Improvement			
	<3 Months	3-12 Months	>12 Months
2017	37.5	50	12.5
2018	19	67	14
2019	25	55	20

Attendance

Primary Attendance Rates		
	School	WA Public Schools
2017	88.0%	92.7%
2018	88.3%	92.6%
2019	83.3%	91.6%

Our attendance for 2019 was below the WA Public Schools attendance rates. This was attributed to mainly one student for whom ongoing parent consultations, formal meetings and the implementation of a range of engagement strategies, resulted in no change to their attendance. We continue to work with the parent to improve this child's attendance.

Suspensions

Suspension Reasons													
Year	Sex	0	1	2	3	4	5	6	7	8	9	Total	Total Days
6	M				1							1	1.5
	F											0	0.0
	X											0	0.0
Total	M				1							1	1.5
	F											0	0.0
	X											0	0.0
	All				1							1	1.5

Code

- | | | | |
|---|--|---|--|
| 1 | Physical aggression toward staff | 6 | Violation of Code of Conduct or school/classroom rules |
| 2 | Abuse, threats, harassment or intimidation of staff | 7 | Possession, use or supply substances with restricted sale |
| 3 | Physical aggression toward students | 8 | Possession, use or supply of illegal substance(s) or objects |
| 4 | Abuse, threats, harassment or intimidation of students | 9 | Negative behaviour - other |
| 5 | Damage to or theft of property | | |

While we do understand that negative behaviours often result from a child's inability to self regulate their behaviour we do suspend students as a last resort. Suspension is applied when the breach of school discipline caused significant disruption to the students concerned, other students or staff and the school program.

Comparisons between 2018 and 2019 suspension data show a marked drop in suspensions from 13.5 total days down to 1.5 days in 2019. 7.5 of the total 13.5 was attributed to a year 6 student who has since moved on to high school, however this still shows a reduction of 6 days for continuing students. As a staff we believe that ongoing focus on the 1,2,3 Magic behaviour program across the Centre with consistency in application, as well as improved understanding by students, has been the major catalyst.

1,2,3 Magic and Emotion Coaching

Staff at Leda ESC have been trained to deliver and implement the 123 Magic and Emotion Coaching program. 123 Magic provides us with a whole school strategy for confidently managing student behaviour, while at the same time helping them to learn to make good choices about behaviour for themselves. Some children may still require an Individual Behaviour Management Plan, developed in consultation with parents/caregivers and/or other agencies, that is highly responsive to their needs.

Emotion Coaching is a complementary strategy to the behaviour management techniques of 123 Magic. Emotion coaching helps us to help children reflect on and identify their emotions and become more competent at managing those emotions. As a result children learn to respond more flexibly to environmental triggers. We know that the behavioural outbursts of the children we teach often results from their inability to manage or

use language. Emotion coaching enables us to recognise situations where we might be able to use empathy to connect with children over difficult emotions, help children to reflect on how they're feeling and learn a language for those emotions. This is the first step toward children being able to track and then better manage their emotions.



Behaviour

Suspension is used as a 'last resort'. We have regular case conferences with parents, external agencies and medical practitioners in an effort to support students to regulate their own behaviour.

Some children have Individual Behaviour Plans in place which have been developed in collaboration with parents and a range of other stakeholders.

Regular team meetings between teachers and support staff has ensured the development of detailed and highly effective documented plans (escalation profiles, behaviour management plans and risk management plans). The use of explicit individual behaviour targets and rewards systems allows staff to specifically target certain behaviours and immediately reward students who are demonstrating the appropriate behaviours.

As well as class reward systems we implement a 'Whole Centre' approach to rewards which can include:

- Daily visits to the Principal for praise, stickers, raffle tickets and small rewards
- Weekly raffle draw from a prize box in front of their peers
- Certificates awarded at Assembly
- Individual letters to parents detailing positive behaviours
- End of term excursions and/or activities to reward positive behaviours.
- Postcards home to promote/celebrate positive behaviours

Our aim is to pro-actively support children to demonstrate appropriate behaviours which enable them to participate in learning experiences to greater effect.

Swimming

Many children at Leda ESC demonstrate reduced functional mobility, high levels of stress and anxiety, a reduced ability to concentrate and lack of confidence. Many also do not participate in regular physical activity.

All students across years 1 – 6 have the opportunity to attend heavily subsidised weekly swimming lessons. The children are supported by school staff and trained staff from the Kwinana Recquatic Centre. Activities are structured to ensure maximum participation in a fun, relaxed atmosphere. Swimming is fun and a change of pace from other forms of exercise and therapy.

Anecdotal data has shown significant improvement in children's flexibility, strength, tone, participation and social interaction. Swimming ability has improved, with some children learning specific swimming strokes. The lessons also prepare the children for in term and vacation swimming lessons by reducing stress and anxiety. Parents have responded that they now have another activity that the whole family can participate in. They support the water safety strategies that their children are learning.

Staff report that communication skills have improved and stronger relationships forged between students and staff, which has transferred to the classroom, allowing increased opportunities to engage the children in more challenging tasks.



Professional Learning (PL)

The PL included:

Epilepsy & Administration of Midazolam
 Trauma & Anxiety
 Bronze Medallion Qualifications
 Aboriginal Cultural Standards Consultation
 Classroom Management Strategies
 Speech/OT/DI training
 Graduate Modules
 Mentoring Graduate Teachers
 Leading School Improvement in an ESC
 Instructional Rounds
 A Framework for Understanding Poverty
 Keeping Sane in a Busy Workplace
 Point Peron Cultural Walk
 RAMS Training Workshop
 Internal Control Framework
 Leading Classroom Observation
 Introduction to the School Resourcing System
 Leading a Culture of Whole School Self-Assessment
 Mental Health for School & System Leaders
 Introduction to Oral Language and Play
 OT Professional Development session
 1,2,3 Magic and Emotion Coaching
 School Camp Training
 Positive Handling Techniques
 Team Teach

The PL was sourced from:

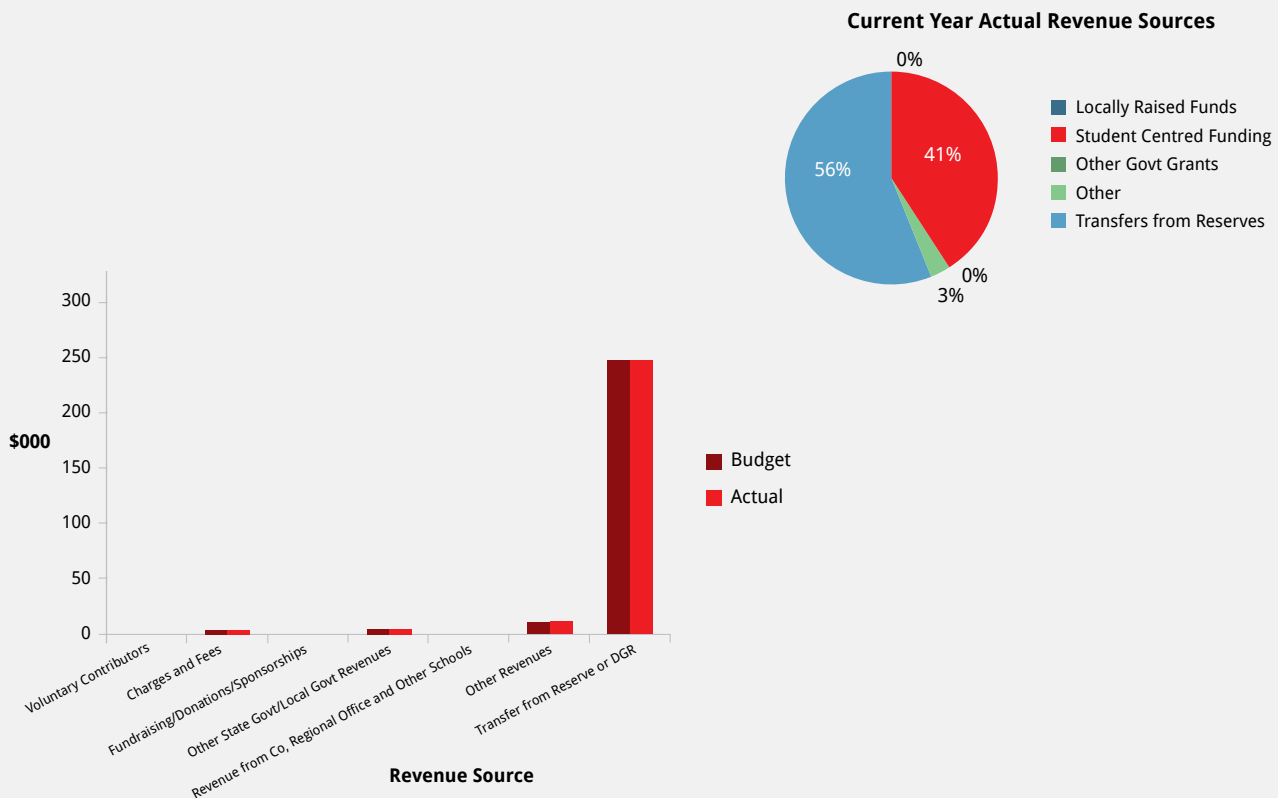
Avivo
 Beam Consulting
 Aqua Jetty
 Saltwater Connections
 SSEN Behaviour & Engagement
 Private agencies
 Professional Learning Institute
 Professional Learning Institute
 Professional Learning Institute
 PESA Network of schools
 Dr Ruby Payne, PhD
 Brain Ambulance
 Djurandi Dreaming
 Department of Education
 Dept. of Ed Financial Services
 Professional Learning Institute
 Dept. of Ed Financial Services
 Professional Learning Institute
 Professional Learning Institute
 Peel Language Development School
 Bright Minds Therapy
 Behaviour Tonics
 Diabetes WA
 Avivo
 Team Teach

Professional Learning			
	Course Expenses	Salaries	Total
Teaching Staff	\$4,660.84	\$7,218.38	\$11,879.22
Support Staff	\$7,799.97	\$5,276.94	\$13,076.91
Total	\$12,460.81	\$12,495.32	\$24,956.13

2019 Resource Management

Leda Education Support Centre Financial Summary as at 31st December 2019

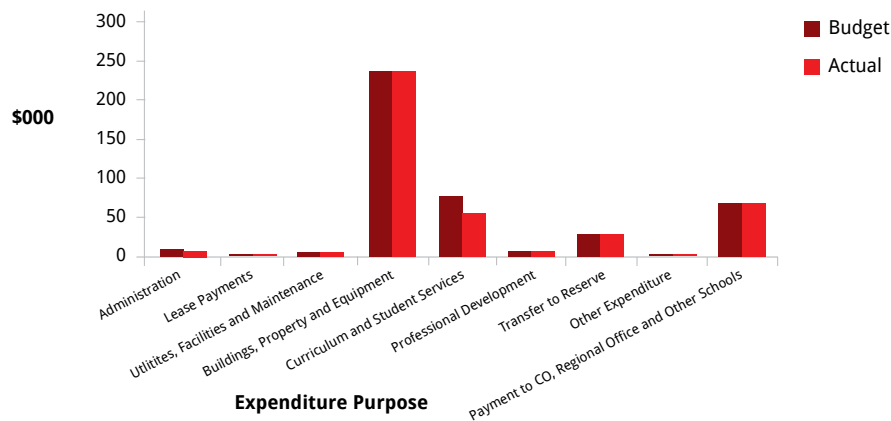
	REVENUE - CASH	BUDGET	ACTUAL
1	Voluntary Contributions	\$660.00	\$747.00
2	Charges and Fees	\$3,592.93	\$3,584.93
3	Fundraising/Donations/Sponsorship	\$943.20	\$1,121.35
4	Other State Govt/Local Govt Revenues	\$4,000.00	\$4,000.00
5	Revenue from Co, Regional and Other Schools	\$200.00	\$200.00
6	Other Revenues	\$12,016.08	\$13,740.44
7	Transfer from Reserve or DGR	\$247,981.76	\$248,035.31
	Total Locally Raised Funds	\$269,393.97	\$271,429.03
	Opening Balance	\$23,930.00	\$23,930.07
	Student Centred Funding	\$168,044.64	\$182,567.82
	Total Cash Funds Available	\$1,154,039.15	\$1,157,698.96
	Total Salary Allocation	-	-
	Total Funds Available	\$461,368.61	\$477,926.92



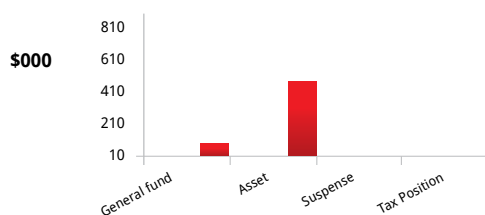
2019 Resource Management

Expenditure Summary

	EXPENDITURE	BUDGET	ACTUAL
1	Administration	\$10,208.99	\$8,622.34
2	Lease Payments	\$1,979.78	\$1,903.77
3	Utilities, Facilities and Maintenance	\$5,800.00	\$4,491.12
4	Buildings, Property and Equipment	\$242,863.35	\$242,784.77
5	Curriculum and Student Services	\$77,003.42	\$51,201.15
6	Professional Development	\$15,650.00	\$14,015.48
7	Transfer to Reserve	\$33,824.00	\$33,824.00
8	Other Expenditure	\$3,517.25	\$1,876.16
9	Payment to CO, Regional Office and Other Schools	\$66,521.82	\$66,521.82
	Total Goods and Services Expenditure	\$457,368.61	\$425,240.61
	Total Forecast Salary Expenditure	-	-
	Total Expenditure	\$457,368.61	\$425,240.61
	Cash Budget Variance	\$4,000.00	



Cash Position



CASH POSITION AS AT: 31st December 2019		
	Bank Balance	\$508,776.15
1	General Fund Balance	\$52,686.31
2	Asset Replacement Reserves	\$457,707.24
3	Suspense Accounts	\$62.60
4	Tax Position	\$(1,680.00)
	Total Bank Balance	\$508,776.15

The values we share include:

- Respect • Responsibility • Caring and Compassion • Acceptance and Inclusion
- Excellence and Achievement • Scholarship and Citizenship



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