



School of Special Educational Needs: Behaviour and Engagement

2018 Annual Report

With Schools for Students

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Our Vision Statement

All children and young people successfully engage with learning and lead healthy, happy and productive lives.

Our Mission

To provide WA public schools with equitable access to integrated and collaborative services, responsive to the unique needs of school communities and of students who face a range of barriers to successful school engagement.

Our Core Values

- Responsiveness
- Collaboration
- Equity
- Learning for life
- Belonging
- Care

Acknowledgment of Traditional Custodians

We respectfully acknowledge the past and present traditional custodians of the lands on which we conduct all of our work. It is a privilege to deliver our services on country. We also acknowledge the contributions of Aboriginal Australians and non-Aboriginal Australians to the education of all children and people in this country we all live in and share together – Australia.

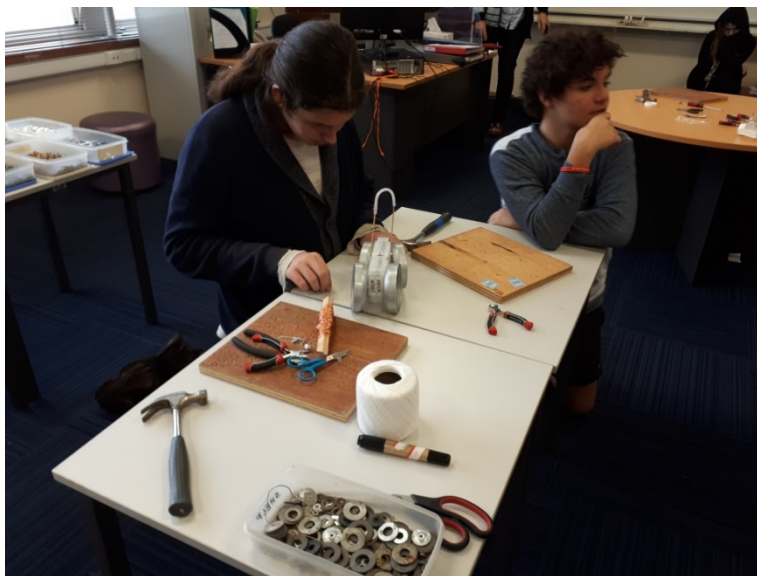


Photo: Midland Learning Academy

Service Principles

- All services are delivered with schools for students.
- All students have a right to a high quality educational program.
- Through a personalised approach support for students focuses on their psychosocial, developmental and learning needs.
- The characteristics and strengths within each student, their peers, school, family and community inform decisions about the 'best-fit' for assessment, intervention and support options.
- Strong partnerships and integrated services are developed and maintained to directly benefit students, families, and schools.
- All services are culturally responsive.
- All services are grounded by a strong evidence base and each personalised plan is evidence orientated with clearly described outcome measures.

Statewide Services Overview: The Schools of Special Educational Needs

Through the leadership of Mr Steve Watson, School of Special Educational Needs: Behaviour and Engagement (SSEN:BE), Mr Rick Firns, School of Special Educational Needs: Sensory (SSEN:S) , Mr Grant Wheatley and Mr Caleb Jones, School of Special Educational Needs: Medical and Mental Health (SSEN:MMH) and Mr Stuart Percival, School of Special Educational Needs: Disability (SSEN:D) have throughout 2018 continued to provide high quality services, support and interventions to schools, students and their families.

SSEN:MMH focus in 2018 was the consolidation of services from the newly opened Perth Children's Hospital and embedding practices and processes in the new work environment. SSEN:MMH have continued to strengthen partnerships with health services, in particular Child Adolescent Mental Health Services and WA Country Health Service. This partnership continues to build on and establish processes to provide shared assessment and management of school aged clients, develop joint staff capacity building of staff between agencies and provide an opportunity to clarify processes for the management between agencies of sensitive and/or confidential information, emerging issues and research.

SSEN:BE have continued to successfully implement services and support for students who present with the most challenging and complex behaviours. The second half of 2018 was one of consolidation of the service delivery model which strengthened the manner in which SSEN:BE targeted and delivered services and support to schools.

In 2018, SSEN:D implemented a new model of service to ensure a direct link between school requests and consulting teacher skillset allocated to support this need. The enhanced model of service has resulted in a model of service that has benefitted schools and students which will continue to strengthen over time. SSEN:D continued the continued rollout of the Specialised Learning Programs for students with Autism. Four primary programs opened in 2018; at Marangaroo, Samson, Cooina and Heathridge Primary Schools and the first secondary school program opened at Southern River College, which in partnership with the program at Gosnells Primary School has established the first dedicated Kindergarten to Year 12 pathway for students with ASD.

SSEN:S has in 2018, focussed where appropriate implementing changes in processes and practices to ensure a more efficient, seamless and transparent model. This work has strengthened the manner in which services and support are delivered to schools. In addition, the school has been developing online resources to assist teachers to deliver an appropriate teaching and learning that is appropriate for students with disability.

All staff are to be commended for their work throughout 2018 in areas that are complex and challenging.

Catherine Shepherd
Director
Student Support Services

2018 Highlights

2018 saw a year of consolidation for SSEN: BE underpinned by improved understandings of our service in terms of the needs of students, families, schools and the wider education system. In addition, SSEN: BE has facilitated more work in engagement, surveyed schools and staff, held many interagency meetings including multi-service forums, consulted with key stakeholders, and reflected on the service, especially when challenged by a high demand for direct student support, questions from unions, the Department, and Parliament. Each of these occurrences has helped shape the current provision of services, improved the structure and management of the service, and shaped our mantra of *“With schools, for students”* as core values to the work we do.

In making operational our core mission, SSEN: BE continues to refine the three key services it provides - professional learning, consultation, and intensive student support. These services complement many other services and supports available to schools. These services rely on the integration of other services and teams to be highly effective. Regions and Statewide Services in particular are important partners in this work. Other agencies are critical to this work, especially, the Departments of Health (Child and Adolescent Mental Health), Communities (Child Protection and Family Services), Justice (Banksia Hill Detention Centre), and WA Police. Increasingly, SSEN: BE is strengthening links with Aboriginal based services and other not-for-profits which is an important focus for 2019 and beyond.

SSEN: BE engaged with Big Picture Education Australia, largely through the Midland Learning Academy, to create an educational approach underpinned by personalised and high interest based learning. Developing an educational environment and approach to learning for students who have been unable to successfully engage in education and who had become reluctant to re-engage is the challenge for Midland Learning Academy. The Academy has been successful at re-engaging students in education and through the process of learning what conditions are most effective for students who



Photo: Midland Learning Academy

have a history of chronic disengagement and disaffection with school, gradual improvements and enhancements are possible. A major focus for SSEN: BE, through the Academy, will continue to be our approach to personalised learning in partnership with Big Picture, how we increase parent and family involvement, and connect the Academy to the community to maximize the opportunities for each student.

Our wider staff agency of support is recognised in our emphasis on a culture of safety, organizational feedback and distributed leadership through our Program Coordinators, essentially site managers and at the front line of solution focused discussions with school administrators often at highly stressful points of need.

The nature of a service such as SSEN: BE will never be an easy and completely settled one. The dominant effort is required when things are least settled in a school and often in the life of a young person. Our aim is to provide a timely and effective response and if required intervention. Another

important aspect of this is that SSEN: BE provides a service that works with schools to prepare for the challenge of not just maintaining good order in schools but a place where all students, regardless of their backgrounds and circumstances, thrive at school. These two important goals set the scene for the future of SSEN: BE to continually build and improve on a service a service that relates to the needs of students, schools and the system.

Key numbers for 2018:

- Student support cases in 2018: 803. It is important to note that a 'student' in this instance refers to the referral by a school of an individual student. The service provided in response to this request could be a section 24 involving support on site at a Centre, individual behaviour support planning, a consultative service to the school supporting the implementation of trauma informed practice, delivered professional learning such as CMS/PBS as just a few possible negotiated outcomes of a student referral.
- This was a slight decrease in overall numbers but a reflection of the complexity of cases and continuity of service for a number of students.
- Professional learning CMS in 2018: 2788 participants
- Professional learning PBS in 2018: 2828 participants
- Professional learning through Engagement Centres in 2018: 477 schools / 9224 participants



Photo: Redcliffe Engagement Centre

Partnerships and Collaborations

The relationships and partnerships we develop are central to our function of ***working with schools for students***.

Principals and school leadership

Principals were surveyed using the Survey Monkey tool to ascertain understandings about our service and its support to schools and leaders. A response rate of 30% (30 principals from 100 invited) was received. Key areas:

- Understanding of service – 80% respondents agreed or strongly agreed
- Requesting assistance – 90% respondents agreed or strongly agreed
- Responsiveness – 70% respondents agreed or strongly agreed
- Communication from SSEN: BE – 56% respondents agreed or strongly agreed
- Collaborative process – 75% respondents agreed or strongly agreed
- Capacity building – 70% respondents agreed or strongly agreed
- Continue to access – 73% respondents agreed or strongly agreed
- Additional feedback was generally supportive. Specific feedback relating to responsiveness, case support and resource allocation was received.

The Frequently Asked Questions provide an important component of our communication strategy to Regions and schools. It has assisted us in having a consistent 'truth' to the messaging we provide. During 2018, regional principal network meetings have been a priority for SSEN: BE leadership, this will continue in 2019 and determination on how to progress this for the larger metro settings.

Youth Transition Coordination

The Youth Transition Coordinator Strategy within SSEN BE exists as part of a guarantee of service within a broader Memorandum of Understanding developed in 2016 between the Department of Education and Department of Justice. Under the MOU, Youth Transition Coordinators are involved in information sharing and joint case management with Justice. This involves working closely in partnership with both Youth Justice Officers state-wide and with Banksia Hill Education and Case Planning staff to support young people exiting custodial sentences with their transition to education and/or training options.

YTCs initiate contact with young people up to 8 weeks prior to transfer from BHDC and their service includes assessment, planning, support and review phases. The model of service and the role of the YTC has developed significantly over 3 years and is continuing to be reviewed and refined as the demand for additional support for non-custodial /long term remand young people continues across the state.

SSEN Complex Case Management

As a response to highly complex cases and referrals initiated through executive branches of the Department, the SSEN Associate Principal group was formed. The need to develop a shared and integrated model arose from schools' frustrations in dealing with multiple bodies of Statewide Services in case management of students with exceptional needs.

Aligned to this was anecdotal information through SSEN teaching staff about their need to access wider SSEN school support with such students. The impact has been demonstrated in shared work supporting a range of students especially with coordination between SSEN: Disability and SSEN: BE. The group has been utilised to assist Regional responses to high level need cases and to assist schools with appropriate referrals to SSEN schools.

Leadership and teaching opportunities have been filled across SSEN schools due to the greater connection between the SSEN schools.

Department of Health CAHS/CAMHS

Provision of quality case management and support for students with complex mental health presentations is a priority for SSEN: BE. Students supported by SSEN: BE often access support and intervention through community and specialist mental health services. Three projects initiated in 2017 continue to strengthen formal relationships with Department of Health, Child and Adolescent Mental Health Services (CAMHS) with a view to developing a shared care model of service delivery and common assessment frameworks, leading to improved access to services and quality support for identified students and families.

From 2018 experience, there will be a trial agreed modified process whereby Pathways will 'flag' cases for consideration with SSEN: BE prior to the end of the Pathways intervention phase. Pathways case coordinator will recommend school lodge Request for Assistance (RFA). SSEN: BE will progress RFA to full needs assessment process including consultation with Pathways. Collaboration will be defined on a case by case basis.

Regional Advisory Group

As a state-wide service with equitable access to regions, SSEN:BE prioritises responsiveness to regional needs, within the context of whole of school service parameters. Regional Advisory Groups have been established in every region, with representation including the Regional Executive Director, regional office staff (e.g. CRO, CRS, LSP) and school Principals to best inform problem solving of regional specific issues and ensure SSEN:BE resource allocation reflects identified needs.

Consultation internally and with regional stakeholders occurred in 2018 and resulted in a redrafting of a common 2019 Terms of Reference, with clear shared purpose supporting SSEN:BE operations within regions while enabling regional contextualization (defining regional needs and collaboratively identifying regional solutions within SSEN:BE service parameters).

Metro Lead School Psychologist (LSP) and SSENBE Agreement

The Department of Education (DoE) School of Special Educational Needs: Behaviour and Engagement (SSENBE) and School Psychology Services (SPS) form two of eight branches within the Student Support Services Directorate (SSSD). A focus across 2017/2018 for the SSSD has centred on improved integration of, and collaboration between, the branches to ensure efficient and effective service delivery to schools. Two aspects of this work has been to improve communication, as well as to establish protocols to guide 'shared' work between SSENBE and metropolitan SPS, when schools seek support for improving student behaviour and engagement.

The 'agreement' has been shared wider than the initial metropolitan regions with some good uptake in country regions. Staff movement within SSENBE and SPS across this period is likely to contribute to loss of understanding of agreement and hence a need to revisit the agreement in 2019.

Staff Profile

	Number of Staff	FTE
Administration Staff		
Principal	1	1.00
Manager Corporate Services	1	1.00
Associate Principals	4	4.00
Program Coordinators	17	17.00
Principal Project Officer	1	1.00
Total Administration Staff	24	24.00
Psychology Staff		
Lead School Psychologist	2	2.50
Schools Psychologist	20	15.50
Total Psychology Staff	23	18.00
Teaching Staff		
Teacher Engagement	69	62.30
Teacher Student Behaviour Management	20	19.20
Total Teaching Staff	89	81.50
School Support Staff		
Clerical/Administrative	30	21.80
Instructional (AIEO, YTC)	14	13.00
Gardening/Maintenance	5	1.30
Cleaner	7	1.80
Other Non-Teaching Staff (EA, ICT)	25	21.10
Total School Support Staff	81	59.00
TOTAL ALL STAFF	217	182.50

Sick and Family Carers leave for teaching staff

Year	Average Sick/Family Carers leave per Teaching Staff FTE	Like Schools - Average Sick/Family Carers leave per Teaching Staff FTE
2016	8.6	10.5
2017	10.4	12.0
2018		

Sick and Family Carers leave for school support staff

Year	Average Sick/Family Carers leave per School Support Staff FTE	Like Schools - Average Sick/Family Carers leave per School Support Staff FTE
2016	5.3	10.0
2017	10.9	11.8
2018		

Staff Survey

SSEN: BE has been an evolving service and capturing staff evidence three years into the progression from regionally managed behaviour centres to a united Statewide Service directorate is vital. As a means to establish staff understanding of our mission, aims and strategic purpose, a survey was conducted March 2019 using the Survey Monkey tool.

The results will guide the development of our new strategic plan for 2019-2021:

- 97 responses were received from 204 staff members – 47.5%
- Purpose – 89% of staff agreed or strongly agreed
- Request for Assistance pathway – 85% of staff agreed or strongly agreed
- Confidence in responding to escalating behaviour – 86% of staff agreed or strongly agreed
- Role understandings – 75% of staff agreed or strongly agreed
- Professional support to perform role – 78% of staff agreed or strongly agreed
- Knowledge and skills to contribute to service – 91% of staff agreed or strongly agreed
- Value of SSEN: BE service – 81% of staff agreed or strongly agreed

Additional feedback cited:

- Concerns about the impact of suspension and exclusions on service in 2019
- Procedural requirements
- Varied staff skills and capacity
- RFA and service provision
- Distinctions between the CMS/PBS and student support arms of SSEN: BE

Professional learning undertaken by SSEN:BE staff

SSEN:BE staff undertook training in 2018 related to the specific needs of students, staff roles or school functions and leadership. Table 1 below shows the number of attendees for each type of professional learning event.

Training Category	Total Attendees*
Leadership	5
Mental Health/Trauma	55
Disability/Health	17
Cultural Awareness	16
De-escalation and Restraint	117
Effective Teaching and Learning/Curriculum	52
Wellbeing & Behaviour	88
SSEN:BE Processes	16
Administration	42
Risk Management	38
Positive Behaviour Support	23
Classroom Management Strategies	3

* This figure includes staff who have attended multiple events within the given event type

Training name	Total Attendees
Therapeutic Crisis Intervention Course	178
Therapeutic Crisis Intervention Trainer	17
Keeping Our Workplace Safe	32
SPACH	11

2018 Service Delivery - Schools

Professional learning delivered by engagement centre staff

Engagement Centres provided a range professional learning to school staff, aimed at building the capacity of schools to better support students with highly complex needs.

	Consultative Support		Professional Learning	
Engagement Centre	No of Schools	Hours	No of Schools	Hours
South Metro	120	589	152	2,888
North Metro	92	447	127	2,144
South West	145	2,085	83	1,623
Goldfields	11	101	20	346
Kimberley	19	616	13	217
Midwest	40	846	32	1,173
Pilbara	24	229	19	383
Wheatbelt	18	189	31	451
Total	469	5,101	477	9,224

Professional learning delivered by Teachers – Behaviour

There is a total of 15 different Classroom Management Strategies (CMS) professional learning courses and 12 different Positive Behaviour Support (PBS) professional learning courses conducted in 2018. A total of 375 individual professional learning events were held in 2018.

2018 Classroom Management Strategies Professional Learning participants

	Foundation	Instructional Strategies for Engagement	Conference Accreditation Training (CAT)	Professional Learning Teams	Education Assistant	Preservice Teacher workshops	Other	Total
Participants Semester 1	555	289	75	138	411	321	231	2,020
Participants Semester 2	249	191	32	66	93	39	98	768
TOTALS	804	480	107	204	504	360	329	2,788

2018 Positive Behaviour Support Professional Learning participants

	PBS Awareness	PBS Team training	PBS Coach training	PBS TIPS training	PBS Catch up training	PBS other	Total
Participants Semester 1	691	473	128	34	96	327	1,749
Participants Semester 2	342	265	29	101	68	274	1,079
TOTALS	1,033	738	157	135	164	601	2,828

2018 Service Delivery Data - Student Support

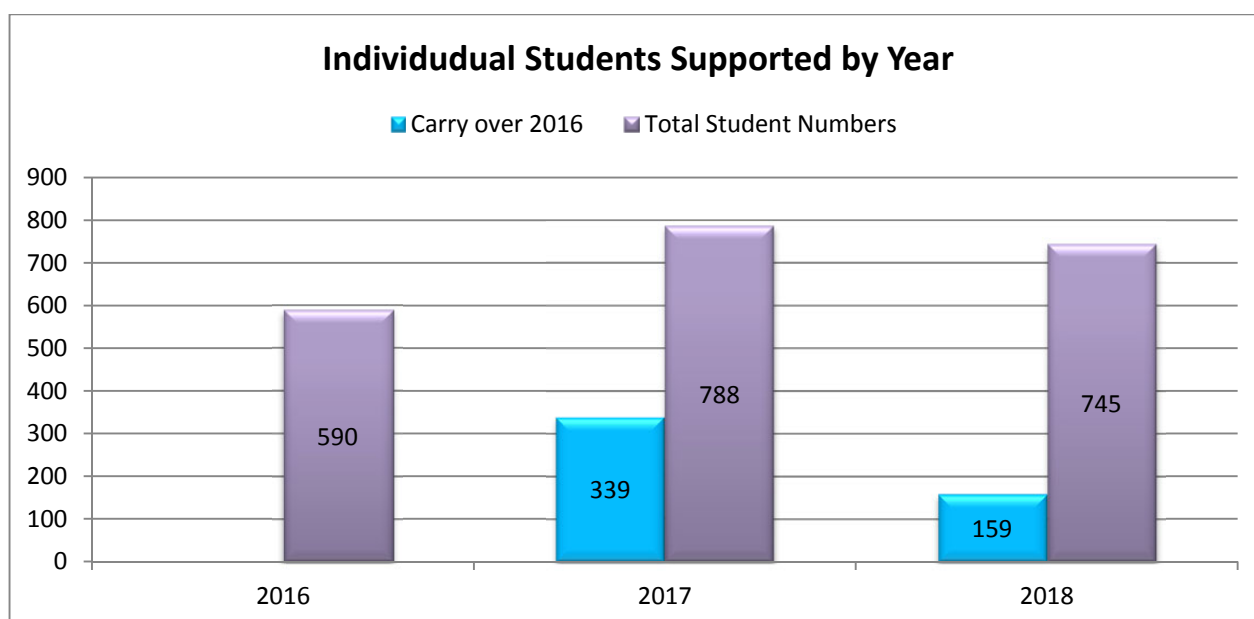
Support provided to students in each region

Engagement Centre/Region	Student Request for Assistance	Year to date total cases**	Student hours				
			Intensive support	EC PL	Consult	Travel	Total Hours
South Metro	266	204	15,553	120	872	3,311	19,855
North Metro	222	144	15,715	85	557	2,747	19,103
South West	78	57	2,298	90	470	752	3,610
Goldfields	53	39	2,340	7	39	111	2,496
Kimberley	53	38	322	7	241	100	670
Midwest	43	39	1,881	0	188	167	2,235
Pilbara	46	39	520	0	109	78	707
Wheatbelt	59	51	1,175	8	140	460	1,782
Total Engagement Centres		611	39,804	316	2,615	7,724	50,457
Midland Learning Academy		32	6,029	3	0	11	6,043
Padbury YTC		160**	2,229	0	24	656	2,908
Grand Total		803	48,061	319	2,638	8,391	59,408

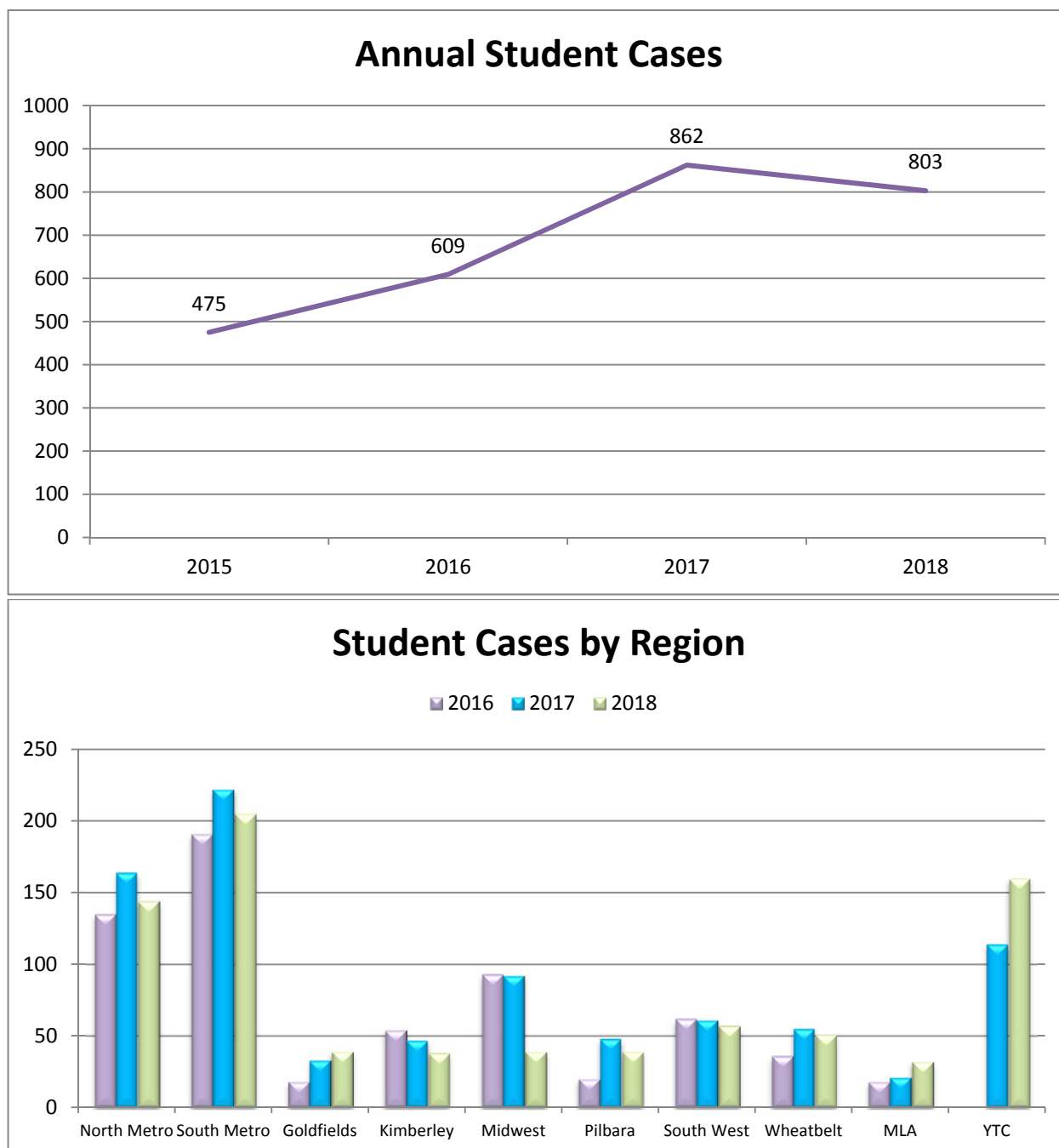
Total students supported	745
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*some students may have been supported in multiple regions

**these students are counted in the engagement centre data if they required additional engagement centre support



The Annual Number of Student Cases

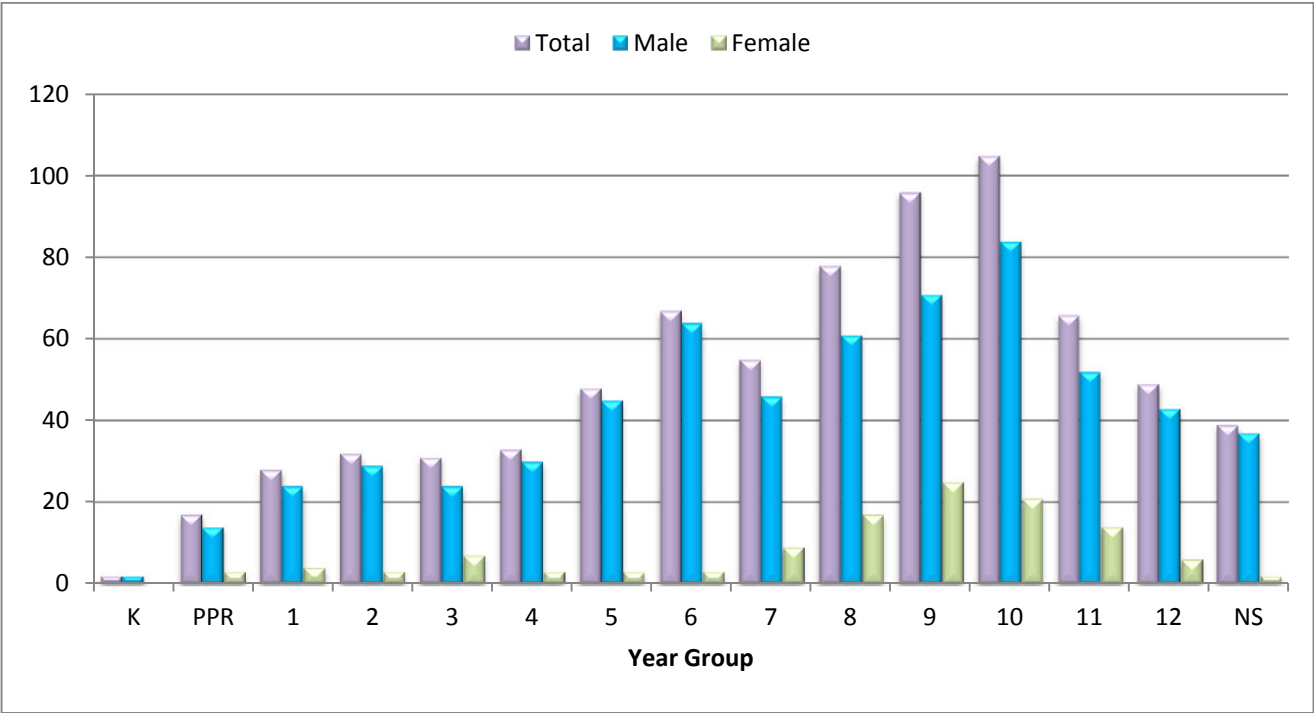


The total number of student cases includes students who received support from more than one region/centre within the school year and therefore is slightly higher than the number of individual students supported each year. The number of student cases in 2015 is the estimate number supported through the 12 behaviour centres.

SSEN: BE's school resource allocation is calculated on the existing resources within the previous model of support. These include the 12 behaviour centres and the CMS and PBS teams. In addition to these resources the Midland Learning Academy received additional resources to establish the program. There was significant carry over salary funds from the 12 behaviour centres that have been used to employ additional staff on fixed term contracts to support the implementation of SSEN: BE and as a result may explain the increase in capacity to support a greater number of students in 2016, 2017 and 2018 compared to 2015.

Other changes with the new model of support are also likely to have resulted in an increase in the number of student cases. Depending on the location, this includes increased enrolled school involvement and greater expectation that the student will remain enrolled and return to full time attendance at the school site. A true reflection of the capacity of SSEN: BE to provide intensive student support will be better understood over the next few school years as the annual funding allocation returns to the base annual amount.

Distribution of students by year level and gender for 2018



Summary

These data, while limited for analysis purposes, do indicate that many students with challenging and complex behaviours require sustained support to improve engagement. A small number of students require an exceptional level of support sustained over several years in order to achieve the intended goals.

A majority of students continue to access SSEN:BE support at their enrolled school. While it is the exception that students need to attend an engagement centre, some do require a period of time in this type of learning and support environment.



Photo: Redcliffe Engagement Centre

Midland Learning Academy

There were 26 students enrolled at the Midland Learning Academy (MLA) at the end of the 2018 school year. Each student has a personalised learning plan mapping their educational goals and objective which are reported on each semester.

Prior to enrolling at the MLA these students had an average attendance rate of 37.8% for the prior semester at their previous school. By the end of 2018 this group attended at an average rate of 46.7%. This compares to the state average of 89.8%. Each student at the MLA has a personalised plan that adopts the Big Picture Education approach and aims to address the barriers to their engagement in education and improve learning outcomes and opportunities for future success.

The Telethon Kids Institute was commissioned during 2017 to evaluate the impact of the program on students. Findings indicated the academy improved student attendance for the first cohort. Recommendations focused on establishing reliable measures, refining partnerships and interagency collaboration, and building the capacity of staff through practice-based evidence.

Notification was provided to the River Steiner School utilising the former Midland Primary School principal's residence that 2019 would be the last year of lease. The residence will be used for support to students. General works on aspects of health, safety and amenity continued.



Photo: Midland Learning Academy

Student projects

The *'Leaving to Learn'* strategy aims to improve the targeted students' relationships with other students, school staff and building positive interactions within the community and in doing so develop a more positive attitude towards school and school work. Leaving to Learn is offered through a range of high interest excursions and provides students with a range of engaging activities and displays to support students develop curiosity and understanding in real world contexts.

'Dismantle' – a joint program with Headspace based on Bike Rescue commenced on site in term 4 2018. The sessions run after the MLA day, and include students and Headspace clients and are facilitated by Headspace.

Midland Learning Academy was chosen to receive a weekly delivery of fresh fruit as part of the *School Fruit Van Program* delivered by Foodbank WA. The initiative was made possible thanks to Perth Airport and The Stan Perron Charitable Trust.

School Review and Future Directions

SSEN: BE underwent the Public School Review process in March 2019 led by Rod Lowther (Director, Public School Accountability), Vicki Mckeown (Principal, Coodanup College) and Caleb Jones (Principal, SSEN: Mental and Medical Health). The Review includes validation with the school leadership team of submitted self-assessment and improvement actions against the domains of:

- Relationships and partnerships
- Learning environment
- Leadership
- Use of resources
- Teaching quality
- Student achievement and progress;
- And onsite visits and meetings with Engagement Centres (Reid Street, Winterfold, Goldfields, Pilbara and the MLA).



Photo: Example of one of our classrooms

Review feedback highlighted:

- recognition of the structural, personnel management and leadership alignment to purpose
- Utilisation of the Review as a launching point for the Strategic Plan 2019-2021
- Acknowledgement of the scope of development of SSEN: BE in a three-year period
- Establishment of culture and connection to the “why”.
- The challenge to demonstrate progress for students in our setting and capacity building within schools
- A rating of Effective for our processes of self-review and improvement planning.

A fuller summary will be presented to the school by end of term for publication.

Focus areas for 2019 will include:

Accordingly, 2019 sees our model of support to schools well established with ongoing emphasis on:

- The development of staff, adding to their depth and breadth of skills, including for example the embedding of TCIS in practice.
- Data collection and analysis of this to guide service effectiveness and improvement.
- Connecting teams and services within SSEN: BE
- Evaluation built into service agreements
- Responsiveness to Request for Assistance as a measure, especially in regional Centres

A new strategic plan will be developed that builds upon the current model, with focus areas such as refining service delivery, connecting with key partners and investing in staff development.

There is potential for increased operational and system pressure as more students are excluded or considered for exclusion, and our partnerships with Regions will be central to managing this.



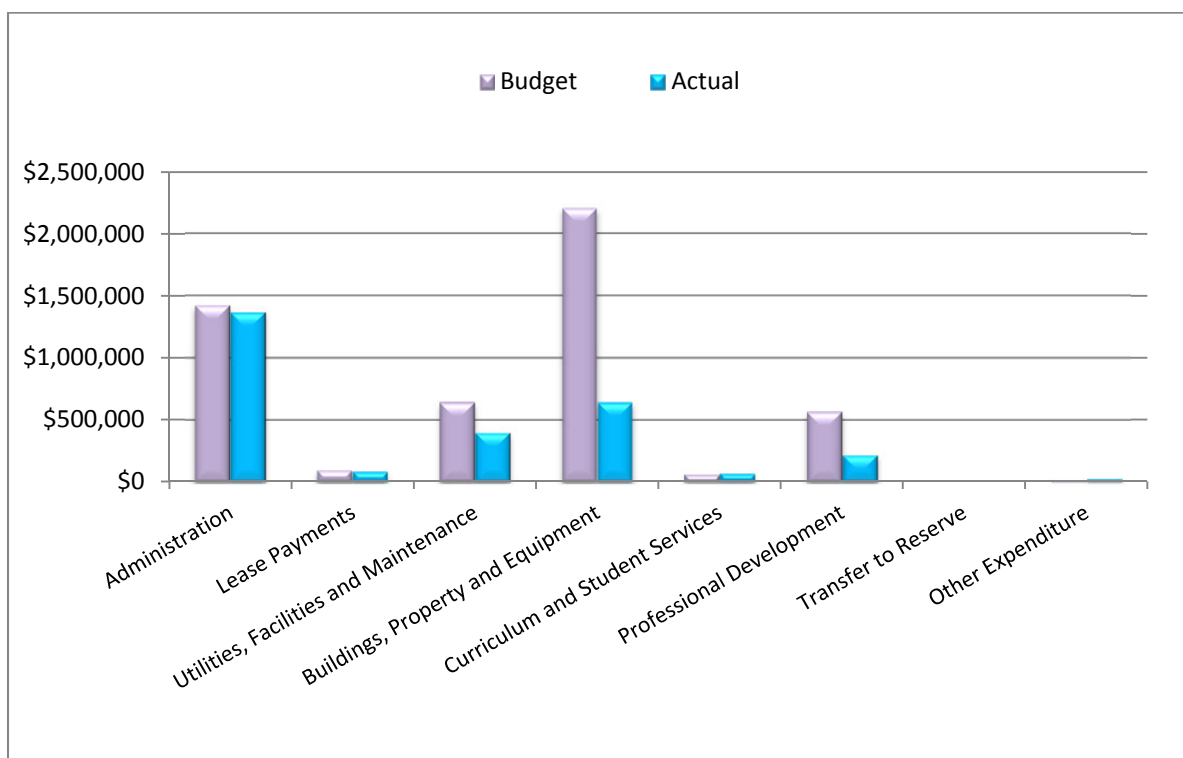
Photo: Outdoor facilities for students Redcliffe

Financial Report

All financial reports are as at 31 December 2018.

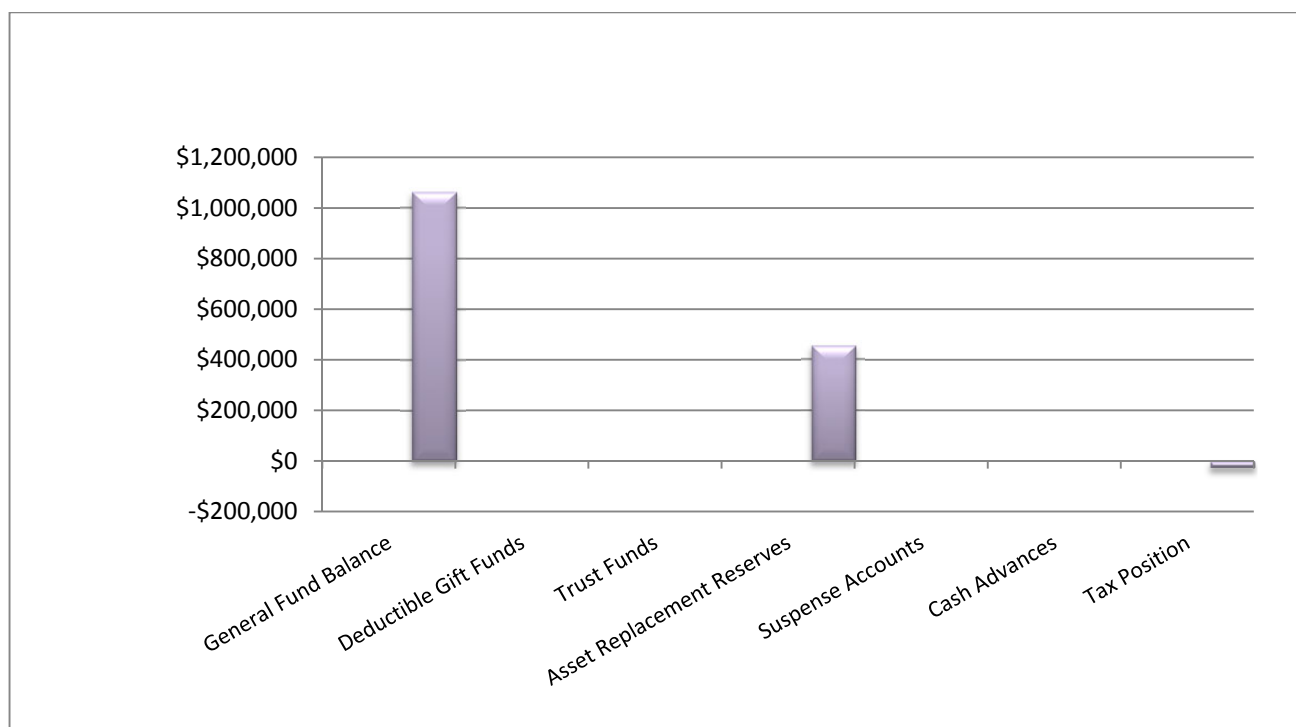
	Revenue - Cash	Budget	Actual
1	Voluntary Contributions		
2	Charges and Fees		
3	Fees from Facilities Hire		
4	Fundraising/Donations/Sponsorships		
5	Commonwealth Govt Revenues		
6	Other State Govt/Local Govt Revenues		
7	Revenue from Co, regional Office and Other Schools	\$43,254.00	\$45,360.50
8	Other Revenues	\$18,445.00	\$18,260.92
9	Transfer from Reserve or DGR		
10	Residential Accommodation		
11	Farm Revenue		
12	Camp School Fees (Camp Schools only)		
	Total Locally Raised Funds	\$61,699.00	\$63,621.42
	Opening Balance	\$909,512.94	\$909,512.94
	Student Centred Funding	\$4,112,718.00	\$2,903,105.48
	Total Cash Funds Available	\$5,083,929.94	\$3,876,239.84
	Total Salary Allocation		
	Total Funds Available	\$5,083,929.94	\$3,876,239.84

	Expenditure	Budget	Actual
1	Administration	\$1,424,119.00	\$1,366,277.96
2	Lease Payments	\$98,400.00	\$86,538.61
3	Utilities, Facilities and maintenance	\$643,675.00	\$399,189.11
4	Buildings, property and Equipment	\$2,206,350.00	\$644,205.42
5	Curriculum and Student Services	\$61,700.00	\$69,679.15
6	Professional Development	\$569,300.00	\$219,829.12
7	Transfer to Reserve		
8	Other expenditure	\$8,100.00	\$25,643.24
9	Payment to CO, Regional Office and other Schools		
10	Residential Operations		
11	Residential boarding fees to CO		
12	Farm Operations		
13	Camp School fees to CO		
	Total goods and services expenditure	\$5,011,644.00	\$2,811,362.61
	Total forecast salary expenditure		
	Total expenditure	\$5,011,644.00	\$2,811,362.61
	Cash Budget variance	\$72,285.94	



Cash position

	Bank balance	\$1,494,408.29
	Made up of:	
1	General Fund Balance	\$1,064,877.23
2	Deductible Gift Funds	
3	Trust Funds	
4	Asset Replacement Reserves	\$455,464.93
5	Suspense Accounts	\$97.13
6	Cash Advances	
7	Tax Position	\$26,031.00
	Total Bank Balance	\$1,494,408.29



The School of Special Education Needs: Behaviour and Engagement School budget is monitored on a regular basis by the school Leadership team and the Finance Committee, which ensures financial accountability as well as effective planning, and new initiatives and partnerships for the future.

Facilities

School of Special Educational Needs: Behaviour and Engagement Locations

SSEN:BE Head Office	Shared site location	Address
SSEN:BE Padbury	Statewide Services Centre	33 Giles Avenue, Padbury
Midland Learning Academy		22 William Street, Midland

Engagement Centre	Shared site location	Address
Benjamin Way Annexe	North Lake Senior Campus	188 Winterfold Road, Kardinya
Benjamin Way		Unit 3, 1 Benjamin Way, Rockingham
Clarkson		53 Boranup Avenue, Clarkson
Dellar Road	Yule Brook College	61 Dellar Road, Maddington
Goldfields		70 Richardson Street, Boulder
Great Southern	Albany Regional Education Office	85 Serpentine Road, Albany
Greater Bunbury		18 Forrest Street, Bunbury
Kimberley	Broome Camp School	7 Millington Road, Cable Beach
Midwest		92-96 Kenny Crescent, Rangeway
Pilbara	Hedland High School	45 Roberts Street, South Hedland
Redcliffe	Balga Senior High School	28B Redcliffe Ave, Balga
Reid Street	Cyril Jackson Senior Campus	53 Reid Street, Bassendean
Seville Drive	Cecil Andrews Senior High School	39 Seville Drive, Armadale
Wheatbelt	McIver House	297 Fitzgerald Street, Northam