

## **'In the Pursuit of Excellence' Annual Report 2018**

### **Principal's Address**

As part of the school's reporting and accountability process, the Annual Report provides our community with a snapshot of how the school performed in 2018.

2018 was a year of many challenges and successes. We were thrilled with the successes and academic progress of our students, which was reflected in excellent NAPLAN results, artistic performances, in the sporting arena, and in gifted and talented achievements. In spite of many significant challenges we faced in 2018 – physical, financial, social and emotional - our staff rallied together at all times. They demonstrated supportive team structures, based on positive working relationships to make our school a vibrant educational institution.

The move to online NAPLAN testing was very successful. It was pleasing that the school's ICT infrastructure stood up to the challenge. Students indicated that they enjoyed participating in the online testing more than the traditional paper-based testing. NAPLAN online also facilitated earlier distribution of data to schools. This allowed for more effective use of data to support the identification and targeting the individual needs of students.

We were very pleased with students' performance in NAPLAN testing in 2018. Our performance against like schools (schools with a similar demographic to Narrogin Primary School) was excellent. All results for Year 3 and 5 students were similar to, or above, like schools' performances. The most notable achievements were in Year 3 Writing, and Grammar and Punctuation, where 100% of our students achieved above the National Minimum Standard in Writing. In both areas, the mean was higher than that of Western Australian Public Schools.

Among the highlights for the school in 2018 was the selection of Year 6 students, Abby Dewing and Lilli Beresford, as finalists in the prestigious Vi Barham award. These students were also judged as finalists in the National History Challenge (WA) and received commendation for their investigation into the history of the Narrogin Railway.

Narrogin Primary School continued to participate well in the sporting arena in 2018 and fielded representative teams in the Interschool Swimming Carnival, Regional Cross-Country event, Winter Lightning Carnival and Interschool Athletics Carnival. Students participated competitively and displayed good sportsmanship in all events. Several students were awarded medallions in recognition of their performances.

A school choir was formed in 2018, with many students giving up their lunch times to participate. As well as performing regularly at school assemblies, members of the choir also represented our school at various community events. A highlight for this group was performing in One Big Voice at 'Perth Arena' in August, where Caitlyn Gill also performed a solo.

In acknowledging the successes of the past year, I would like to recognise the contributions made by every area of our school community, including; staff, students, parents/carers, the P&C and the School Board.

We remain focused on being 'In the Pursuit of Excellence'.

**David Harrison**  
Principal

### ***Our School***

*Narrogin Primary School has a proud history of serving the Narrogin Community. We value cultural and linguistic diversity, difference and individuality, and use inclusive educational practices. Our school motto, 'In the Pursuit of Excellence', reflects our belief that every student can be a successful student and a lifelong learner.*

### ***School Purpose***

*Narrogin Primary School provides quality education for all students, based on the Western Australian Curriculum, maximising learning opportunities and preparing each child for life. Our curriculum caters for the social, emotional, physical, academic, cultural and creative needs of individuals in a safe and supportive environment. We take a personal approach to encourage our students to be lifelong learners and active citizens in the wider community.*

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### FROM THE SCHOOL BOARD

I have had the privilege of being the School Board Chair since the commencement of 2018. One of the board's focuses for the year was increasing our profile within the school community. We did this through attending assemblies and presenting student awards, newsletter articles and ensuring school board representation at school events.

The board was very happy with NAPLAN results with the school meeting targets in most areas as specified in the business plan. In some areas the school exceeded school and state averages.

It is pleasing to see the school embracing technology with the students engaging with NAPLAN online and studying Indonesian in an on-line learning environment.

Students' engagement and participation in the school choir, sporting carnivals and academic extension is acknowledged and applauded.

The board would like to acknowledge how the school reacted and supported their school community when faced with challenging events.

The board looks forward to working closely with the school in 2019.

**Dayle Hamilton**  
School Board Chair

### BUSINESS PLAN - Focus Areas

- *Successful students*
- *Excellence in teaching and learning*
- *Strong and empowering leadership across the school*
- *A safe, supportive and positive learning environment with strong connections with our local community*

### SUCCESSFUL STUDENTS

#### Our Student Population

The student population in 2018 averaged 300 students. Our Indicator of Socio-Economic Advantage (**ICSEA**) stood at 931. The average value for Australian schools is 1000.

The composition of our student population included 16% Aboriginal and 0.3% from a language background other than English.

#### Targets

As written in our Business Plan, 2016-2018, our targets for each National Assessment Program in Literacy and Numeracy (NAPLAN) assessment area were for the percentage of Year 3 and 5 students above the National Minimum Standard in NAPLAN to be equivalent to, or better than, like schools (those schools with a similar ICSEA).

We also aspired to have our students' NAPLAN achievement to be similar to, or above, Western Australia (WA) Public schools in all areas tested.



**Year 6 Camp to Camp Kulin**



## NAPLAN

Narrogin Primary School was amongst the first cohort of schools to adopt NAPLAN online in 2018. With the exception of Year 3 Writing, all assessments were undertaken in the Library Media Centre, using Laptops and desktops. The following table outlines Narrogin Primary School's performance in 2018 NAPLAN, relative to 'like' schools (those schools with a similar ICSEA), and the performance of all Australian schools.

Values listed in this table are the 'mean' scores.

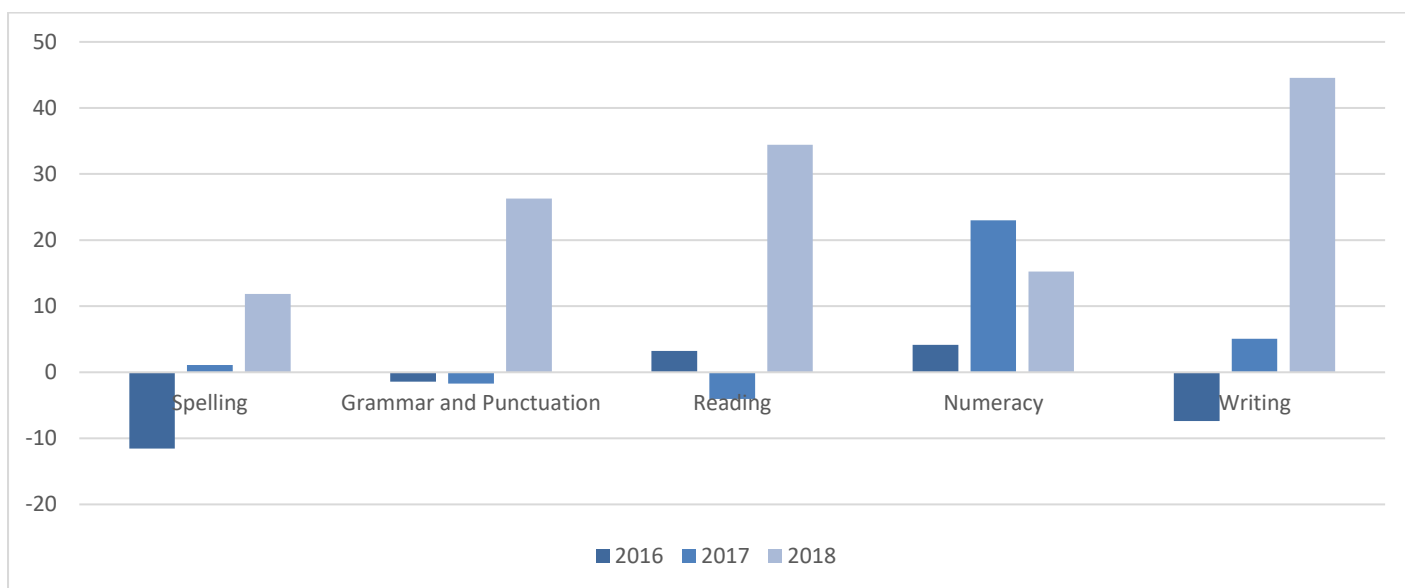
	YEAR THREE			YEAR FIVE		
	NARROGIN PRIMARY	LIKE SCHOOLS	WA PUBLIC SCHOOLS	NARROGIN PRIMARY	LIKE SCHOOLS	WA PUBLIC SCHOOLS
NUMERACY	399	379	401	482	453	486
READING	411	384	417	489	457	496
WRITING	423 <span style="background-color: #008000;"></span>	373	397	442	421	455
SPELLING	396	387	407	479	470	495
GRAMMAR & PUNCTUATION	422 <span style="background-color: #008000;"></span>	394	419	489	458	496

Achieved Above LIKE Schools

Achieved Above WA PUBLIC SCHOOLS

## Longitudinal Year 3 NAPLAN Achievement (2016-2018)

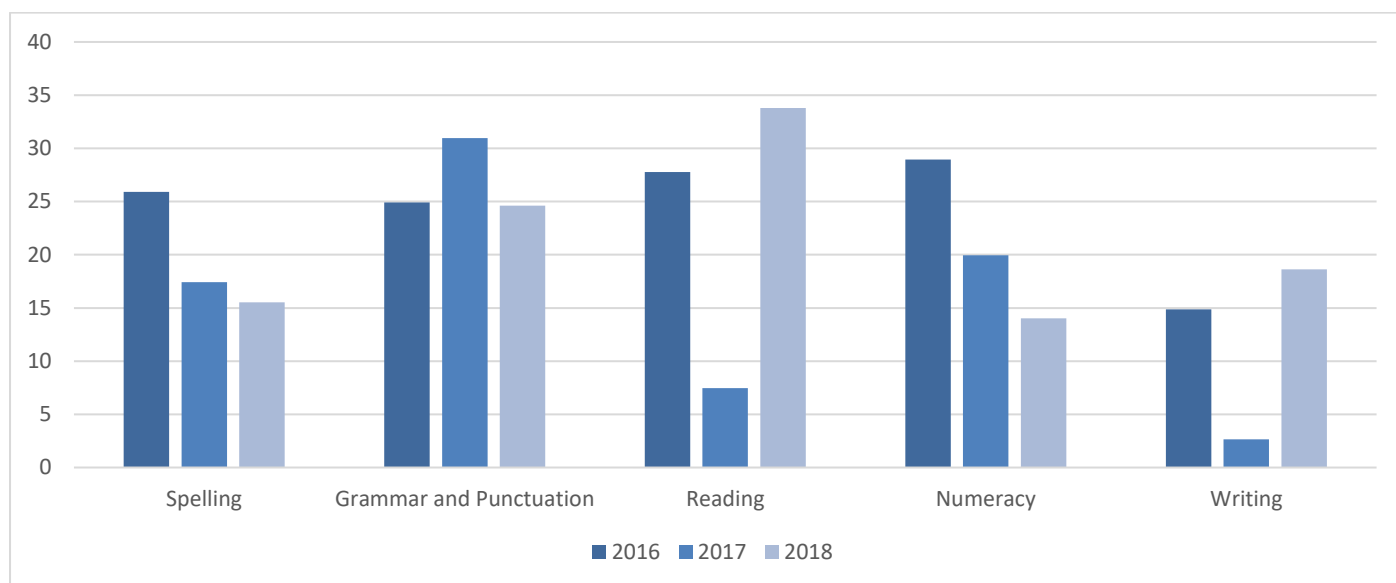
The graph below shows Narrogin Primary School Year 3 achievement against the like schools mean over a three-year period.



**2018 Student Councillors**

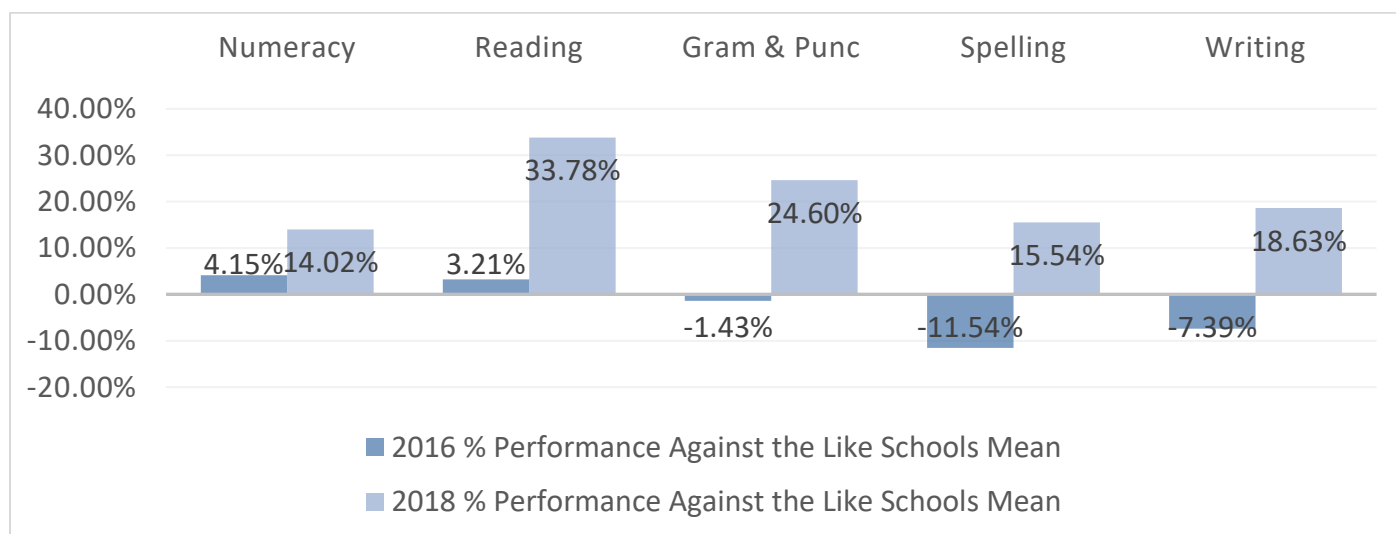
## Longitudinal Year 5 NAPLAN Achievement (2016-2018)

The graph below shows Narrogin Primary School Year 5 achievement against the like schools mean over a three-year period.



## Longitudinal Year 3 – 5 NAPLAN Progress (2016-2018)

The graph below represents the achievement against the like schools mean for the same students when tested as Year 3s in 2016 and again as Year 5s in 2018. The progress made from Year 3 to Year 5 is significant.



**2018 Head Boy and Head Girl,  
Regan Hoysted and Maddie Andrews**

## Mathematics

Business Plan Target: The percentage of Year 3 students above the National Minimum Standard in NAPLAN Mathematics will be equivalent to, or better than, like schools.

In 2018, our Year 3 students met both the Business Plan Target and Aspirational Target. A majority of Year 3 students at Narrogin Primary School (92%) achieved above the National Minimum Standard, considerably more than like schools (74%) and WA Public Schools (74%).

Business Plan Target: The percentage of Year 5 students above the National Minimum Standard in NAPLAN Mathematics will be equivalent to, or better than, like schools.

In 2018, our Year 5 students met the Business Plan Target. There was a marginal increase in the number of students performing above the National Minimum Standard at Narrogin Primary School (78%), far exceeding like school performance (65%).



**2018 World of Maths Incursion**

## Reading

Business Plan Target: The percentage of Year 3 students above the National Minimum Standard in NAPLAN Reading will be equivalent to, or better than, like schools.

In 2018, we had a considerable jump in the number of Year 3 students performing above the National Minimum Standard (89%). Our students performed well above like schools (73%) and WA Public Schools (83%) and therefore, exceeded both the Business Plan Target and Aspirational Target.

Business Plan Target: The percentage of Year 5 students above the National Minimum Standard in NAPLAN Reading will be equivalent to, or better than, like schools.

In 2018, 74% of our Year 5 students achieved results above the National Minimum Standard. This was higher than both like schools (65%) and just below WA Public Schools (79%).

## Writing

Business Plan Target: The percentage of Year 3 students above the National Minimum Standard in NAPLAN Writing will be equivalent to, or better than, like schools.

Our Year 3 NAPLAN Writing performance was outstanding, with 100% of students achieving results above the National Minimum Standard. By outperforming like schools (79% above National Minimum Standard) and WA Public Schools (84% above the National Minimum Standard), this exceeded both the Business Plan Target and Aspirational Target.

Business Plan Target: The percentage of Year 5 students above the National Minimum Standard in NAPLAN Writing will be equivalent to, or better than, like schools.

In 2018, we had 66% of Narrogin Primary School students achieve above the National Minimum Standard. This exceeded the Business Plan Target, with 58% of Year 5 students at like schools achieving above the National Minimum Standard; however, was lower than WA Public Schools (74%).



## Spelling

**Business Plan Target:** The percentage of Year 3 students above the National Minimum Standard in NAPLAN Spelling will be equivalent to, or better than, like schools.

Year 3 Spelling performance exceeded like schools. We had 80% of students performing above the National Minimum Standard, as opposed to like schools at 77%.

**Business Plan Target:** The percentage of Year 5 students above the National Minimum Standard in NAPLAN Spelling will be equivalent to, or better than, like schools.

Year 5 spelling performance exceeded the Business plan target, with 78% of Narrogin Primary School students performing above the National Minimum Standard. In comparison, like schools had 72% of students above the National Minimum Standard.

## Grammar and Punctuation

**Business Plan Target:** The percentage of Year 3 students above the National Minimum Standard in NAPLAN Grammar and Punctuation will be equivalent to, or better than, like schools.

In 2018, Narrogin Primary School's Year 3 cohort out-performed like schools and WA Public Schools in Grammar and Punctuation. 89% of our students were working above the National Minimum Standard, whereas like schools had 75% and WA Public Schools had 82% in this range.

**Business Plan Target:** The percentage of Year 5 students above the National Minimum Standard in NAPLAN Grammar and Punctuation will be equivalent to, or better than, like schools.

Our Year 5 students demonstrated similar performance to that of like schools. At Narrogin Primary School, 64% of students performed above the National Minimum Standard, whereas like schools had 65%.

## 2018 Year Six Award Winners

### Dux – Lilli Beresford

AWARD	RECIPIENT	AWARD	RECIPIENT
English	Abby Dewing	Mathematics	Chelsea Bradford
Science	Jakeb Western	Science	Georgia Copeland
Citizenship	Bridhy Forrest	Citizenship	Regan Hoysted
Sportsperson	Rhys Hardie	Sportsperson	Maddie Andrews
The Arts	Natalie Bradford	History	Zavier Batt
Commendation	Dakota Watts	Commendation	Zahra Boothey
Commendation	Genevieve Eames	Commendation	Claire Conlan



**2018 Vi Barham nominees  
Abby Dewing and Lilli Beresford with  
former NPS student and  
2017 Vi Barham winner, Jude Corner**



**Police Incursion with Pre-Primary W**

### **Talent Night**

Under the guidance of Music and Drama specialist teacher, Miss Farrell, the annual Narrogin Primary School Talent night was held in conjunction with our open classrooms evening, giving our young performers a chance to shine before an appreciative crowd. The evening showcased a range of talents and the confidence our students possess from a young age.

### **School Play**

Our biennial school play was 'Kid Frankenstein'. This play followed a Science theme to go along with the building of our new science laboratory. The play was an extracurricular opportunity for students in Years 4 to 6 to try their hand at a live performance. Students auditioned and then rehearsed during lunchtimes in the weeks prior to the production taking place. Other students had the opportunity to work on lights and sounds, sets and costumes and back stage management.

The P&C and canteen were both actively involved in the production, and on the night sold light refreshments. All profits from the play were returned to the P&C, who on this occasion, supported the purchase of a new fridge for the canteen. The performance night was very successful, with a full house turning up to enjoy the show.



**Bonnie and Tommy in the Sensory Garden with Education Assistant, Mrs Di Spanswick**



**Year 6 Sustainability Presentation to the Shire**



## **EXCELLENCE IN TEACHING AND LEARNING AND STRONG AND EMPOWERING LEADERSHIP ACROSS THE SCHOOL**

### **Literacy Specialist Role**

In 2017, literacy was identified as a key area for improvement, with a particular focus on Writing. To support improvement in this area, throughout 2018, Mrs Heather McDougall was allocated literacy leadership time on a weekly basis. The literacy leadership role included ongoing school-wide assessment of writing using BrightPath, implementation of new initiatives such as 'Writing Journals' and vocabulary instruction and support to teachers in planning and assessment.

### **Numeracy Specialist Role**

As the year progressed, we were able to provide leadership time to Miss Kellie Atherton to support whole school planning and progress in Numeracy, with a particular focus being placed on mental mathematics and problem solving.

### **Australian Early Development Census (AEDC) – Melbourne, VIC**

Early in first term, Mrs Tanya Shepherd (Early Childhood teacher) and Mr Harrison (Principal) travelled to Melbourne to attend the Australian Educational Development Census conference. This three day conference was attended by staff representing various agencies and organisations. Only 16 represented Western Australia, and of these, only seven were Education Department of WA employees.

Upon their return, Mrs Shepherd and Mr Harrison presented information, feedback and data from the conference to Narrogin Primary School staff, the Early Years Network and Principals from the Narrogin Schools Network. Mrs Shepherd and Mr Harrison

### **Science Laboratory**

In 2018 the opportunity arose for our school to apply for a Science Laboratory Grant. We had the perfect space in Room 15, which had an existing storeroom, a small room for non-student facilities, two exits, running water and close proximity to the existing science storeroom. We were successful in our application and work commenced quickly.

As construction began, we began forward planning and used part of our school development day to focus on Science programs in our school.

We followed this up with staff training for all classroom teachers to make sure we were familiar with Primary Connections and the safety procedures for using the laboratory. At the conclusion of the year, we had a fully equipped science laboratory and had developed a scope and sequence for the effective teaching of Science and STEM in our school.



**Professional Learning in the new Science Lab**

### **Developing Teacher Talent**

Narrogin Primary School continues to support the development of new teachers through existing and ongoing relationships with Curtin University, Edith Cowan University, Murdoch University and Notre Dame University. In 2018 our staff provided leadership and mentoring to four students during their practicum placements at Narrogin Primary School. As a result of a very successful practicum, one of these students, Miss Kelly Hogg, was offered and accepted a position at the school for 2019.



## **Languages (Indonesian)**

In 2018, Narrogin Primary School collaborated with the School of Isolated and Distance Education (SIDE) to provide the Indonesian language curriculum to our students from year 3-6. Using a modern, web-based platform, highly qualified and experienced teachers from Perth communicated with our students both on screen, and with their microphone headsets, while the classroom teacher supervised.

## **Progressive Achievement Tests**

Progressive Achievement Tests (PAT) are a series of tests designed to provide objective, norm-referenced information to teachers about their students' skills and understandings in a range of key areas. In 2018 Narrogin Primary School moved all PAT assessments to the online platform, in order to simplify student progress tracking for all staff.

The assessments undertaken in 2018 included Reading, Grammar and Punctuation and Mathematics. The data gained from these assessments was used by staff to track student achievement and further highlight and plan for the strengths and weaknesses of individuals and groups of students.

## **Parent, Student and Staff Opinion Surveys**

We continue to have an increased response rate to the National Schools Opinion Survey, with 80 families taking part in 2018, representing students from Kindergarten to Year 6. Responses to all items were positive, with parents indicating a general satisfaction with the operations of the school. Of particular note was the 73% of parents who strongly agreed that they could talk to their child's teachers about concerns. Responses indicated that parents consider that teachers at Narrogin Primary School set high standards, motivate children to learn and provide useful feedback.



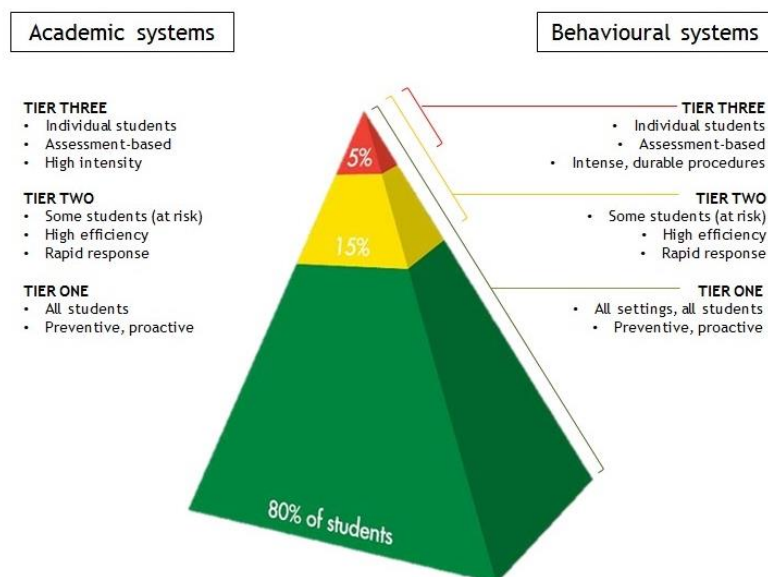
**Students raised money during Footy Colours Day,  
a national fundraising campaign to support kids living with cancer**

## A SAFE, SUPPORTIVE AND POSITIVE LEARNING ENVIRONMENT WITH STRONG CONNECTIONS WITH OUR LOCAL COMMUNITY

### Positive Behaviour Support (PBS)

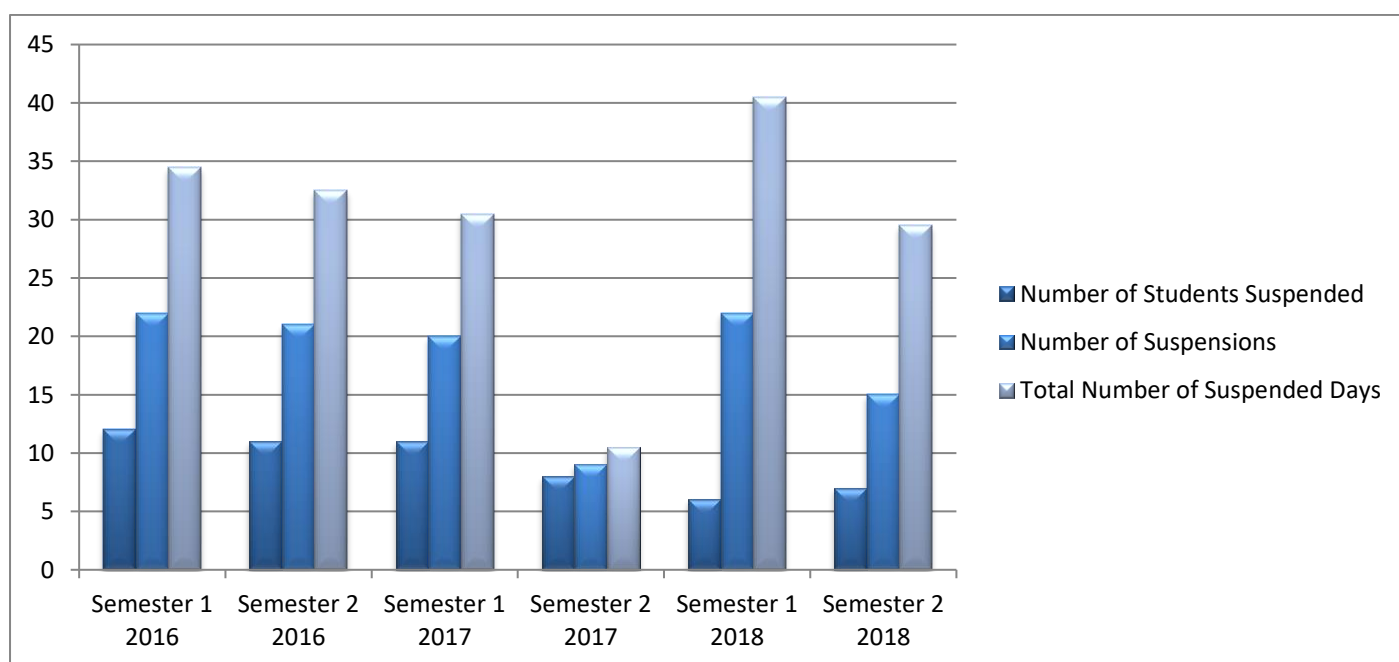
As a key component of Positive Behaviour Support (PBS) the Narrogin Primary School STARR Expectations – Safety, Tolerance, Academic Excellence, Respect and Responsibility were reinforced throughout 2018. Students are awarded STARR cards for positive behaviour in the classroom, playground and from support staff. Each week, STARR students are celebrated and rewarded by the Deputy Principal and a letter of commendation sent home to parents or caregivers. At least twice each term, students who have consistently shown positive behaviours are rewarded with an extended 'VIP Recess'.

The research behind PBS recognises that there may be students requiring Tier Three Behavioural Support. These challenging students do not respond to Tier One and Tier Two Behavioural Support and require additional interventions.



➤ SOURCE: <http://det.wa.edu.au/studentsupport/behaviourandwellbeing/detcms/navigation/positive-classrooms/positive-behaviour-support/>

As evident in the graph below, Semester 1, 2018 saw a decrease in the number of students at Narrogin Primary School being suspended, but a significant increase in the number of suspensions and days suspended. During this period of time, 90% of the days suspended can be attributed to 'Tier Three' students. Throughout Semester 1 our teaching and support staff, school psychology services, the Schools of Special Educational Needs – Behaviour and Engagement (SSEN:BE) engagement and the administration team documented and implemented intensive, individualised practices and systems for those students, with the outcome being an almost 50% reduction in days suspended for those students in Semester 2, 2018.



2018 Suspension Data



In 2018, attendance rates at Narrogin Primary School remained fairly stable, whilst 'Like School' and 'WA Public School' attendance rates declined marginally across all categories. Our Non-Aboriginal cohort maintained a notable attendance rate of 94.1%, identical to the rate achieved the previous year, whilst Aboriginal attendance rates declined to 79.5% (a decline of 1.3%). This occurred despite a high level of support to families through both the school and the KEEDAC Family Representatives Support Program. An ongoing effort will be required to support students at risk due to individual and family circumstances.

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
<b>2016</b>	93.2%	92.1%	93.7%	79.2%	85%	80.7%	89.9%	91%	92.6%
<b>2017</b>	94.1%	92.8%	93.8%	80.8%	83.3%	81.2%	91.6%	91.4%	92.7%
<b>2018</b>	94.1%	92.2%	93.7%	79.5%	82.7%	80.8%	91.2%	90.8%	92.6%

## Social and Emotional Well Being

Narrogin Primary School prides itself on the wrap around approach it provides for all of our students. Some students face emotional and social challenges which can impact upon their learning. Planning is diversified to meet students' needs on an individual basis. The school's social and emotional well-being team have initiated processes and strategies at school and individual levels for staff and students. The school has committed to 'BeYou' for 2019 and beyond to use as a guiding framework.

## School Board

In 2018 the Narrogin Primary School Board welcomed new leadership in Mr Dayle Hamilton (Chairperson) and Mr David West (Vice Chair). Board members worked diligently to build their profile in the school and community, by attending and presenting awards at assemblies and attending the 'Open Classrooms', together with other events. Through this increased visibility and availability to key stakeholders, meetings were efficient and effective in their purpose to review policy, guide school direction and promote the achievements of staff and students.

## Parents and Citizens Association (P&C)

The Narrogin Primary School Parents and Citizens Association provided very valuable support to the school during 2018. The P&C raised funds through the provision of the canteen, uniform shop, discos and other school events. In recognition of the strong farming history in and around Narrogin, the P&C sought opportunities to give back to a community in the Eastern States, ravaged by drought. There was great pride in raising over \$1700 to donate the Lake Cargelligo P&C in New South Wales so they could hold an end of year Christmas celebration for their students.

## Sensory Garden

Throughout the year, staff and students were impacted by the trauma associated with terminal illness and/or the loss of a loved one. It was agreed that there should be a place in the school, accessible to all, for quiet thought and reflection. Utilising a small space near the administration building, students, staff and families have all contributed with design ideas, a shared mosaic, plants and other gardening essentials to bring the area to life. The students made suggestions and staff voted to select 'Harmony Hangout' as the name for the area.



**Development of the Sensory Garden**

## **Dreamtime Yorgas**

In 2018, the 'Aboriginal Girls Group' program initiated the previous year, evolved into 'Dreamtime Yorgas'. Through KEEDAC, local Aboriginal women came to the school each week to work with Aboriginal girls in Years 4-6. Each week they had the opportunity to participate in a range of fun activities, while building pride and confidence in their culture and leadership skills for their future.

## **National Quality Standards Framework**

Narrogin Primary School has implemented the National Quality Standards (NQS) over a number of years. During that time teachers from Kindergarten to Year 3 have been actively working on the seven quality areas of the framework, with teachers of middle and upper primary and specialist subjects also beginning to familiarise themselves with it.

Narrogin Primary School staff work collaboratively in many instances to ensure that we are developing programs that include all children. We build solid relationships with families, the community and external agencies that may assist children and parents.

At the end of 2018, we completed an audit of the standards across the school and determined we are meeting all components in National Quality Standard 1 (Educational Program and Practice).

In the following three areas we have met most components and will continue to work to meet the Standard by the next annual audit.

- National Quality Standard 2 (Children's Health and Safety)
- National Quality Standard 4 (Staffing Arrangements)
- National Quality Standard 5 (Relationships with Children)

We are still working towards meeting the following areas:

- National Quality Standard 3 (Physical Environment).
- National Quality Standard 6 (Collaborative Partnerships with Families and Communities).
- National Quality Standard 7 (Governance and Leadership).

## **TARGETED INITIATIVES**

### **Chaplaincy**

School Chaplain, Mrs Wilkie, provided outstanding support of our school community, throughout 2018. She provided support to students in need across the school (K – 6). through the chaplaincy role. She managed 'Chappy's Café', the popular Breakfast Club, where she provided in excess of 1000 breakfasts to students in need. She also coordinated the provision of lunches for students who needed this support.

She also provided one-to-one counselling to students and coordinated small group focus sessions with the aim of increasing resiliency and social skills. She shared her special messages about how to be kind through happiness trees and vines, which appeared across the school throughout the year. The provision of second hand uniforms for families needing extra assistance was also highly valued by our school community. Mrs Wilkie continued to extend her professional skills with Chaplaincy Formation and Youth Care Conferences and maintained contact with the school nurse, psychologist, and YouthCare.

### **KindiLink**

The three year KindiLink pilot (2016 - 2018) concluded at the end of the 2018 school year. This program was offered to three-year-old Aboriginal children and their parents and carers. Narrogin Primary School was one of the 37 Western Australian schools participating in this initiative.

Although attendance was inconsistent, the KindiLink teacher, Miss Kirby, facilitated a range of early learning opportunities including literacy and numeracy activities, craft, cooking and music. KindiLink provided



**Mrs McDougall's Year 2 class ready for the 2018 Places of History Excursion**



opportunities to add value to the social, emotional and language capabilities of pre-school Aboriginal children in our community.

A state-wide review of the KindiLink program was conducted late in the year and a decision was made to have the program continue at this school for a further three years. An internal audit of the program was conducted and several recommendations made for implementation in 2019.

## **2018 Highlights of the Year**

### **Relationships and Partnerships**

- Effective communication and collaboration with the School Board
- School events to acknowledge Mother's and Father's Day
- Obstacle-a-thon Events and Lake Cargelligo Fundraiser for Communities in Drought in partnership with the P&C
- Participation in the Shire of Narrogin Skate Park Art Project
- Annual visit from the NSHS Science Travelling Circus
- Teddy Bear Hospital with visiting Medical Students
- Participation in the Narrogin Agricultural Show

### **Learning Environment**

- SDERA visit from Izzy Lizard to promote road safety
- Drug awareness workshop for parents
- Walk Safely to School event
- Valuable role of the Year 6 Student Council, representing the student body
- School established as a Safety House and plaque received
- School Chaplain initiatives including Breakfast Club, Girls Group and the Kindness Program
- School nurse and school psychologist programs to promote staff and student health and wellbeing
- Dreamtime Yorgas Girls Group
- NAIDOC Day at NSHS and School Activities
- Protective Behaviours
- AUSLAN instruction for students
- School Choir and 'One Big Voice'
- Book Week Parade and Dress Up
- West Coast Eagles incursion
- Attendance support from KEEDAC
- St John Ambulance First Aid Training
- Harmony Day Celebrations

### **Leadership**

- Year 6 Camp to Camp Kulin
- Update to uniforms in partnership with P&C and School Board endorsement
- Literacy Specialist Role to support new Writing Journal, Vocabulary and other initiatives
- Investigation, Planning and Establishment of Science Laboratory
- Principal and Early Childhood teacher travelled to Melbourne for the Australian Early Development Census Conference
- Mentored University Practicum Students in PPW & 5A

### **Use of Resources**

- Successful funding for establishment of Science Laboratory
- Establishment of the Sensory Garden with support from CBH and Amity Health
- Staff training and implementation of the evidence-based MiniLit intervention program
- Considerable investment in Assessment, including Best Performance Analysis and Planning, Progressive Achievement Testing (PAT) in Grammar and Punctuation, Reading and Mathematics and BrightPath (Writing)
- Community support for the Scholastic Book Fair
- Cost saving in Science Lab establishment to provide for professional learning for all teachers
- Meeting time used for Brightpath collaboration

## Teaching Quality

- Whole-school transition for Kindergarten to Year 6
- Establishment of a library media centre to promote ICT capabilities
- Excursions to Scitech, Planetarium, Nursing Home, Narrogin 'Places of History', Shrek Junior Musical
- Open Classrooms and Talent Night
- Banners in the Terrace
- World of Maths Incursion
- Literacy Lead Teacher
- Collaborative DOTT (duties other than teaching) time
- Science Professional Learning
- Training in Walker Learning (inquiry and play based teaching)

## Student Achievement and Progress

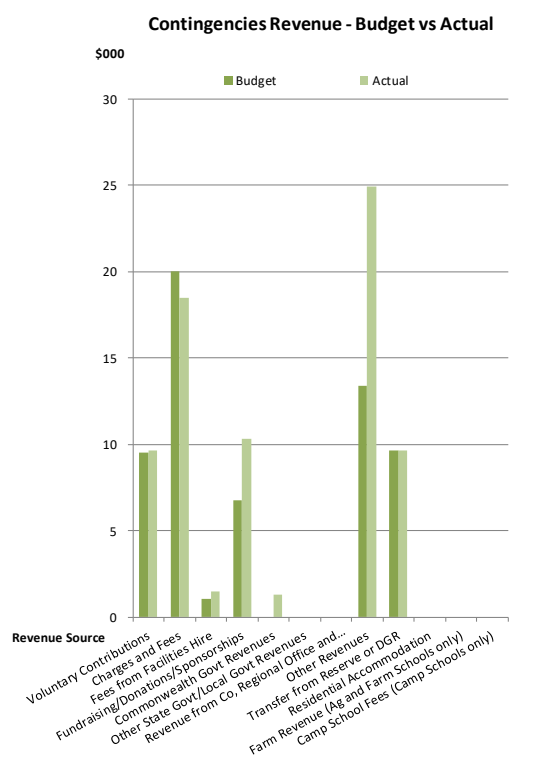
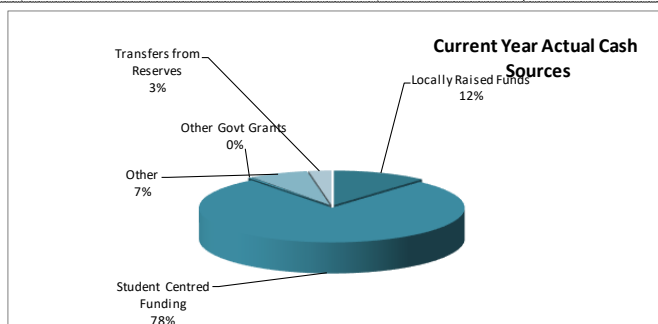
- Excellent results in all NAPLAN assessments for Year 3 and 5
- Successful participation in School and Interschool sporting events including Swimming Carnivals, Cross Country, Winter Carnival, Athletics.
- School choir performance as part of 'One Big Voice' in Perth, including a solo performer selected
- Participation in Talented Young Writers in Fremantle
- Participation in the Australian Mathematics Test for selected students
- School play, 'Kid Frankenstein'
- Two Finalists in the Vi Barham Awards
- Effective transition to NAPLAN Online
- National History Challenge finalists



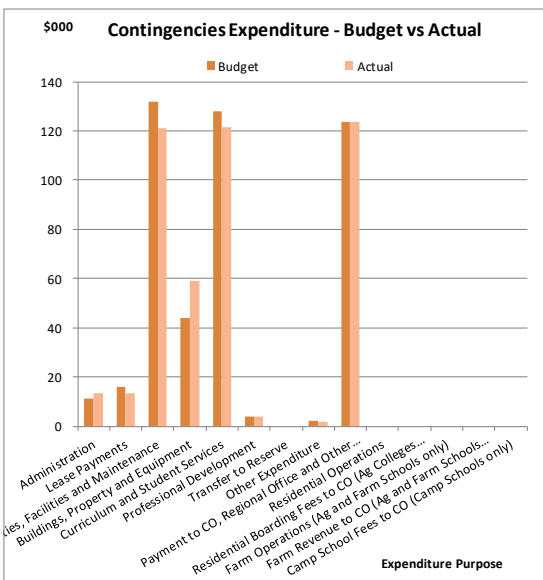
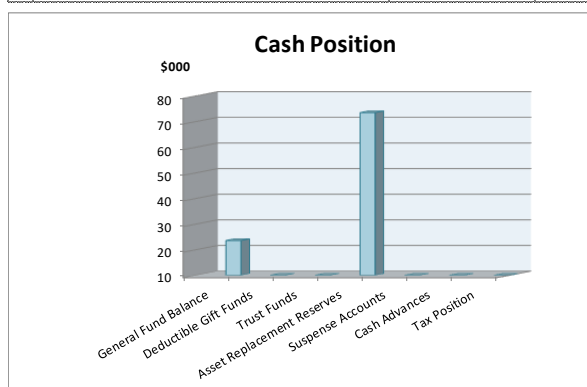


## Financial Summary as at 31 December 2018

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 9,508.00	\$ 9,670.15
2	Charges and Fees	\$ 20,045.00	\$ 18,478.50
3	Fees from Facilities Hire	\$ 1,040.00	\$ 1,510.09
4	Fundraising/Donations/Sponsorships	\$ 6,749.00	\$ 10,349.00
5	Commonwealth Govt Revenues	\$ -	\$ 1,303.82
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 13,379.00	\$ 24,938.59
9	Transfer from Reserve or DGR	\$ 9,650.00	\$ 9,650.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 60,371.00</b>	<b>\$ 75,900.15</b>
	<b>Opening Balance</b>	<b>\$ 135,617.98</b>	<b>\$ 135,617.98</b>
	<b>Student Centred Funding</b>	<b>\$ 269,208.00</b>	<b>\$ 270,158.80</b>
	<b>Total Cash Funds Available</b>	<b>\$ 465,196.98</b>	<b>\$ 481,676.93</b>
	<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Funds Available</b>	<b>\$ 465,196.98</b>	<b>\$ 481,676.93</b>



	Expenditure	Budget	Actual
1	Administration	\$ 10,995.00	\$ 13,491.90
2	Lease Payments	\$ 16,000.00	\$ 13,538.90
3	Utilities, Facilities and Maintenance	\$ 132,000.00	\$ 121,232.71
4	Buildings, Property and Equipment	\$ 44,081.00	\$ 58,866.32
5	Curriculum and Student Services	\$ 127,776.50	\$ 121,431.29
6	Professional Development	\$ 3,674.82	\$ 4,036.78
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 2,037.00	\$ 1,902.91
9	Payment to CO, Regional Office and Other Schools	\$ 123,576.00	\$ 123,609.52
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 460,140.32</b>	<b>\$ 458,110.33</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 460,140.32</b>	<b>\$ 458,110.33</b>
	<b>Cash Budget Variance</b>	<b>\$ 5,056.66</b>	



<b>Cash Position as at:</b>	
<b>Bank Balance</b>	<b>\$ 97,195.59</b>
Made up of:	
1 General Fund Balance	\$ 23,566.60
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 73,481.56
5 Suspense Accounts	\$ 2,261.43
6 Cash Advances	\$ 100.00
7 Tax Position	\$ 2,014.00
<b>Total Bank Balance</b>	<b>\$ 97,195.59</b>