

As an Independent Public School (IPS) in its second year, great gains were made with regard to the implementation of the Australind Primary School 2015 – 2017 Business Plan. The School Board oversaw the review of many aspects of the School's Performance and participated in decisions to refine approaches to support students and *To Inspire Learning for Life*, the School's motto.

The School has been proactive in its quest to become a leader in Information and Communication Technology (ICT) and now boasts outstanding infrastructure which supports teaching and learning and offers enhanced opportunities for students. This has enabled significant decisions to be made in relation to on-line learning, and in 2017 the School will introduce two high quality, evidence based programs; *Mathletics* and *Soundwaves*. Both programs have been successful in engaging students and raising standards in similar contexts. Teacher development and support for teaching and learning in 2017 will focus on the whole of school approaches agreed upon during the year. This is an exciting time for the School as the opportunities created by these approaches will support the continued development of what has become a strong positive school culture. This is born out in formal surveys conducted during the school year.

Australind Primary School commenced the year with approximately 250 students, from Kindergarten to Year 6. The School has been getting smaller over successive years and will do so again in 2017, reducing to approximately 230 students. Being significantly smaller than surrounding schools is seen by many as a positive, and the school has experienced a growth in requests for out of boundary placements.

The School has been successful in securing significant funding which will see an upgrade to the bore water supply. This has been problematic for many years, with the lack of reliability of the system and poor water quality restricting efforts to improve the grounds. Work will be undertaken in early 2017 to address this matter and it will lead to opportunities to enhance the grounds significantly. The negotiations have however delayed some decisions around the introduction of Nature Play facilities, and we intend to progress this strategic direction further in 2017.

There is indeed a great sense of optimism surrounding Australind Primary School and the Board unanimously commends the 2016 Annual Report to you.

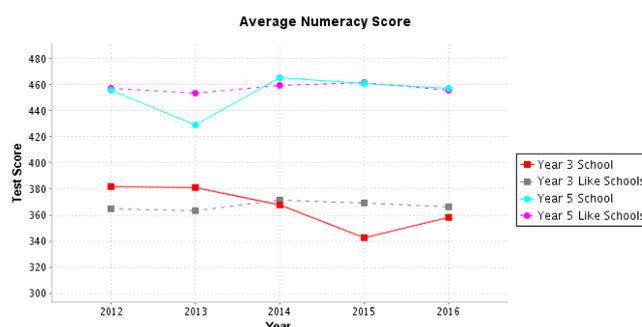
Academic Performance

Academically, the achievement of our year 5 students was comparable to, or higher than those in similar, or 'like' schools, while our year 3 students performed below 'like' schools in the National testing program; NAPLAN. Of particular relevance, the average achievement of girls was significantly higher than boys in the 2016 year 3 NAPLAN testing. In 2017, 62% of our year 2, 3 and 4 students will be boys, and research shows that there is a need to consider learning experiences which cater specifically for their needs.



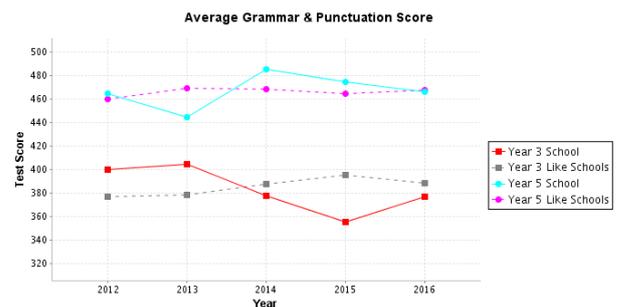
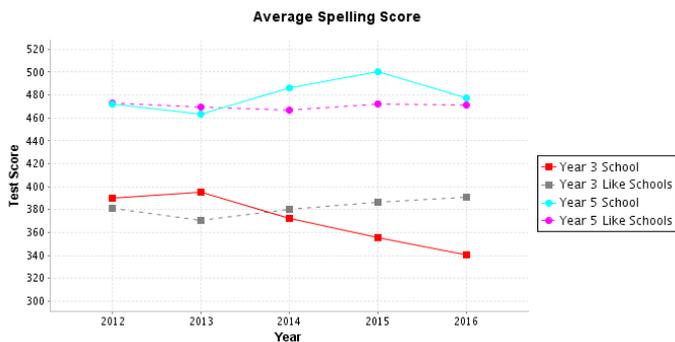
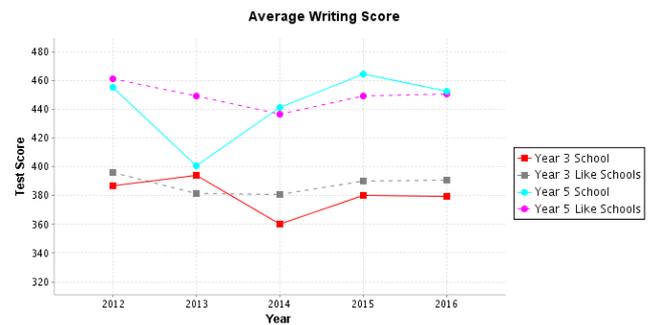
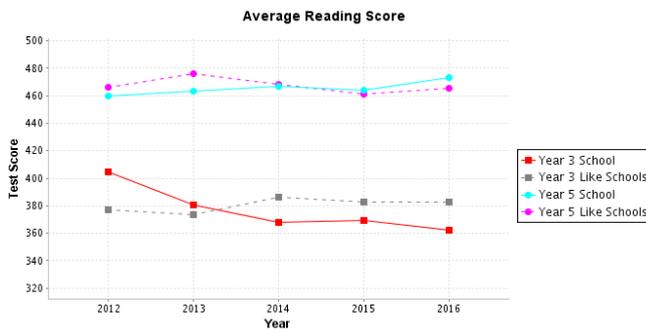
Numeracy

The average performance of students in year 3 and year 5 NAPLAN was within the expected range. Year 5 was slightly above 'like' schools and year 3 was below 'like' schools. While average achievement levels are only satisfactory, the progress made by students (pre-primary to year 3 and year 3 to year 5) is very positive, illustrating the effectiveness of teaching and learning. Three students in year 3 and two students in year 5 are indicated as below the expected National Minimum Standard. The average performance of boys in year three is well below that of girls, although caution must be used in interpreting the results due to a relatively small cohort. In 2017, the online program, *Mathletics*, will be introduced across the whole school, and it is expected that this will assist in the targeting of specific areas of need and provide staff with important, engaging tools to address these needs.



Literacy

The performance of students in year five was comparable to or above that of 'like' schools in all areas tested, and the progress of students from Pre-primary to year 3, and year 3 to year 5 was strong, with all areas tested showing improvement against the performance of like schools. The average performance of year 3 students in literacy is below that of 'like' schools in all areas tested, however boys are very much over represented and when extracted, the performance of girls compares very well to that of like schools and schools across Australia. In year three, girls significantly outperformed boys, as was the case in spelling and writing in year 5. In 2017, the *Soundwaves* program will be implemented school wide. This research based program has online components as well as more traditional strategies. It is expected that this streamlining of our approach across the year levels will support student achievement significantly.



Year 7 Students

Our ex-students, attending year 7 at High School in 2016, performed well in NAPLAN against WA Public Schools. This is significant, due to the fact that they spent the majority of their time attending primary school in the lead up to year 7 NAPLAN. The data in the table below indicates the percentage of students who achieved in the top 20%, middle 60% and bottom 20% compared to all WA Public Schools. The students performed well, however the most significant factor is the value added from 2014 to 2016, which shows a very positive shift in achievement.

Comparative Performance Against WA Public Schools: 2014 (year 5 students) – 2016 (Year 7 Students)

	Numeracy		Reading		Grammar		Spelling		Writing	
	2014 (Yr 5)	2016 (Yr 7)								
Top 20%	18	21	6	18	21	26	15	10	9	8
Middle 60%	62	67	76	64	62	59	68	72	59	82
Bottom 20%	21	13	18	18	18	15	18	18	32	10



Attendance

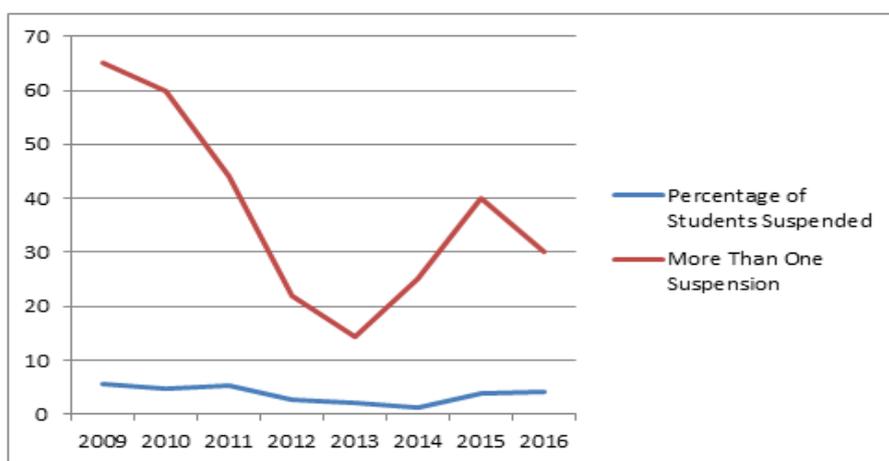
Student attendance has been a significant focus, particularly as the link between attendance and a both academic and social outcome is so well established. Despite the focus, student attendance rates are only slightly above that of all south-west schools, with approximately 70% of our students are considered 'regular' attenders. i.e. They attend more than nine days out of ten. A 3%

increase in average attendance in Pre-primary is considered a positive sign for the future. Student attendance will remain a focus in 2017 aiming at increasing the percentage of students who attend regularly.

Student Behaviour

Student behaviour is generally very good; however there are a small number of students who require additional support to ensure they behave appropriately. We have high expectations and encourage all students to *Choose Respect*, an initiative we are proud to be involved with. A total of 10 students were suspended in 2016, with only three of these being suspended on more than one occasion, indicating remediation processes are typically successful. A significant positive incentive is the Good Behaviour Bonus (G2B), which students are invited to participate in only if they did not receive a suspension, detention or other significant consequence in the reporting period. The percentage of students invited to G2B has grown over the period since its inception, and the school celebrated some record attendances in 2016. Behaviour is monitored very closely to ensure student safety and ensure maximum learning time.

Student Suspension Data: 2009 - 2016



Opinion Surveys

In 2016, the Student, Parent and Staff National Opinion Surveys were administered. These bi-annual surveys provide vital feedback which assists in planning, and provides a snapshot of the culture of the school. The survey data was overwhelmingly supportive and shows that in most areas the School is on track. Across all three surveys, strong positive feedback was received in relation to the quality of teachers, students liking the school, student safety, student care and leadership. The surveys revealed that the school has a strong focus on improving, high expectations of students and the involvement of parents in their children's' education. While showing improvement, the surveys do reveal a need to continue to strive for even stronger ties with the local community, along with a need to focus on the quality of the facilities. In general, the staff survey showed significantly stronger positive responses in most areas when compared to the 2014 survey. Staff are flexible and adaptable and maintain a student centred focus.

Finance

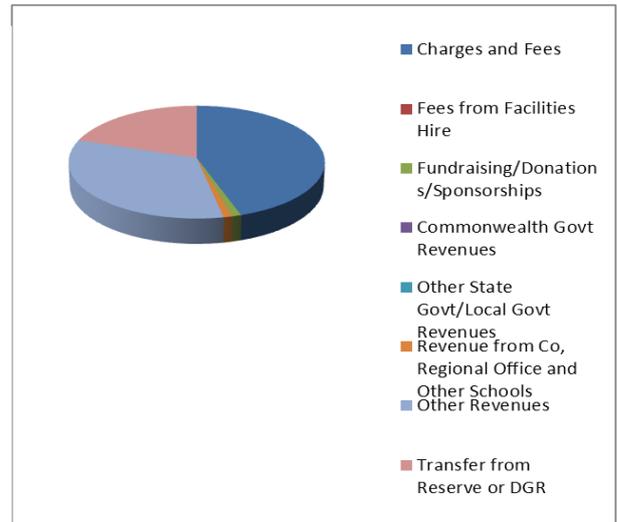
The 2016 Revenue and Expenditure as outlined in the tables and graphs below indicate effective management of the Student Centred Funding model, introduced in 2015. This model bases funding on the particular attributes of our students e.g. aboriginality, disabilities and social disadvantage. The School met the Department of Education requirement to spend greater than 96% of its allocated funding during the school year.

The Board remains concerned at what it feels is a low level of contributions received. Only 47.74% contributions were received in 2016. A number of measures have been put in place to encourage families to pay the \$50 per child contribution; however these strategies have not produced the desired outcome. This issue will continue to be monitored by the Board in 2017.

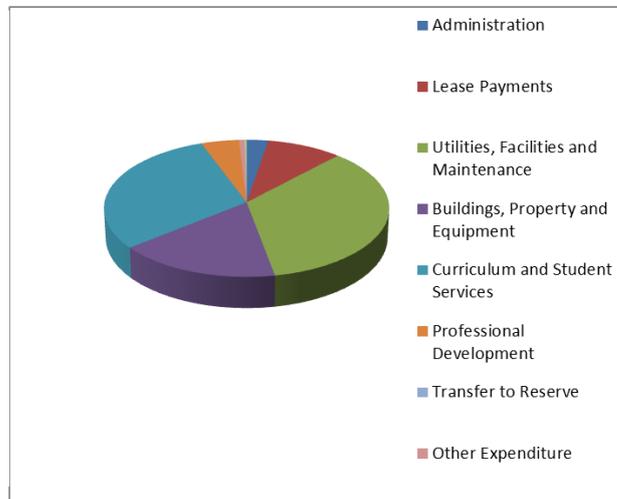
A Control Self-Assessment Audit, conducted in October 2016 considered the Controls in place to ensure expenditure and processes are appropriate. In each of the five categories; Receipting and Banking System; Purchasing and Payment System; Governance and Accountability System; Asset Management System; and Human Resources Systems, the school achieved the highest rating of excellent.

Finance Data

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	5,791.00	5,753.00
2	Charges and Fees	31,361.00	31,677.36
3	Fees from Facilities Hire		
4	Fundraising/Donations/Sponsorships	739.00	743.75
5	Commonwealth Govt Revenues		
6	Other State Govt/Local Govt Revenues		
7	Revenue from Co, Regional Office and Other Schools	743.00	743.00
8	Other Revenues	25,091.00	23,604.86
9	Transfer from Reserve or DGR	14,000.00	14,000.00
	Total Locally Raised Funds	77,725.00	76,521.97
	Opening Balance	51,345.00	51,345.34
	Student Centred Funding	212,394.00	212,393.50
	Total Cash Funds Available	341,464.00	340,260.81
	Total Salary Allocation		
	Total Funds Available	341,464.00	340,260.81



	Expenditure	Budget	Actual
1	Administration	16,143.00	8,145.53
2	Lease Payments	29,063.00	28,308.53
3	Utilities, Facilities and Maintenance	108,616.00	107,115.80
4	Buildings, Property and Equipment	56,899.00	51,997.62
5	Curriculum and Student Services	103,747.06	92,244.58
6	Professional Development	23,419.00	14,197.47
7	Transfer to Reserve		
8	Other Expenditure	2,134.00	2,171.72
9	Payment to CO, Regional Office and Other Schools	1,443.00	741.14
	Total Goods and Services Expenditure	341,464.06	304,922.39
	Total Forecast Salary Expenditure		
	Total Expenditure	341,464.06	304,922.39
	Cash Budget Variance		



Cash Position as at: 31 December 2016	
Bank Balance	67,832.32
Made up of:	
1 General Fund Balance	35,338.42
2 Deductible Gift Funds	
3 Trust Funds	
4 Asset Replacement Reserves	35,870.16
5 Suspense Accounts	946.74
6 Cash Advances	100.00
7 Tax Position	4,223.00
Total Bank Balance	67,832.32



We're Looking Bright!

We are the kids, of Australind
 Standing proud in red and black
 We show pride as we learn
 and play every day
 There'll be no turning back

We are the kids of Australind
 Stand up and shine your light
 There's much we can achieve when
 we're strong and we believe
 Rise up Australind we're looking bright!
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To Inspire Learning for Life