

Australind Primary School completed its third year as an Independent Public School in 2017. The sheer number of Independent Public Schools along with policy changes in relation to school reviews has meant that the scheduled Department of Educational Services Review did not take place. However, the School Board and School staff consistently reviews school performance with a view to making decisions in the best interest of the students.

2017 saw the successful introduction of whole of school strategies to support literacy and numeracy development. *Mathletics*, *Soundwaves* and *Brightpath*, along with *Typing Tournament* are on-line programs, with a proven track record across many schools. Human and Physical resources were prioritised to support the upskilling of staff and students in order for them to make the most of the teaching and learning opportunities. The introduction of these programs has been supported by quality professional learning and on-going systematic upgrades to the IT infrastructure and devices.

The completion of a \$130,000 irrigation project has led to a vast improvement in the school grounds. We are excited with the opportunities this will now present as the school can now work to further improve the quality of facilities knowing we have a reliable water supply. A highlight of the school year was the completion of the first instalment of our Nature Playground. This project was led by School Board Members and wonderfully supported by the general school community and local businesses. We look forward to expanding on this in 2018 and beyond.

The School has been reducing in student numbers steadily since the building of Kingston and then Treendale Primary Schools. The aging demographic of the local area sees less students coming into Kindergarten and pre-primary than we see transitioning to High School. This trend is likely to continue and the School will likely reduce further in size in coming years. Please note though, that while the School has negotiated the sharing of some facilities with Australind Senior High School, the Department of Education have indicated there is no agenda to amalgamate the sites or to close Australind PS.

The School Board is proud to unanimously commend the 2017 Annual Report to you.



Academic Performance

NAPLAN results provide a useful snapshot of the performance of year three and five students. The data includes a comparison against 'like' schools; schools with similar demographic and socio economic factors. This is useful as we review the relative strength of the students' academic performance and the effectiveness of our teaching and learning programs. Two key aspects are considered; student achievement and perhaps more significantly, their progress or the value added from one test cycle to the next. The Department of Education also provides data which indicates whether each school's performance was above expectations, in the expected range or below that expected.

Year Three

The performance of year three students was above the expected range in Numeracy, Reading and Grammar and Punctuation, while Writing and Spelling were within the expected range. Significantly, this cohort is the highest performing group compared to the previous five years. In 2017, schools were provided with data which tracks progress for year three students from pre-primary in Reading and Numeracy. The data indicated solid progress with 60% of students making moderate to very high progress in Numeracy and 66% making moderate to high progress in Reading. This compared most favourably with like schools.



Year Five

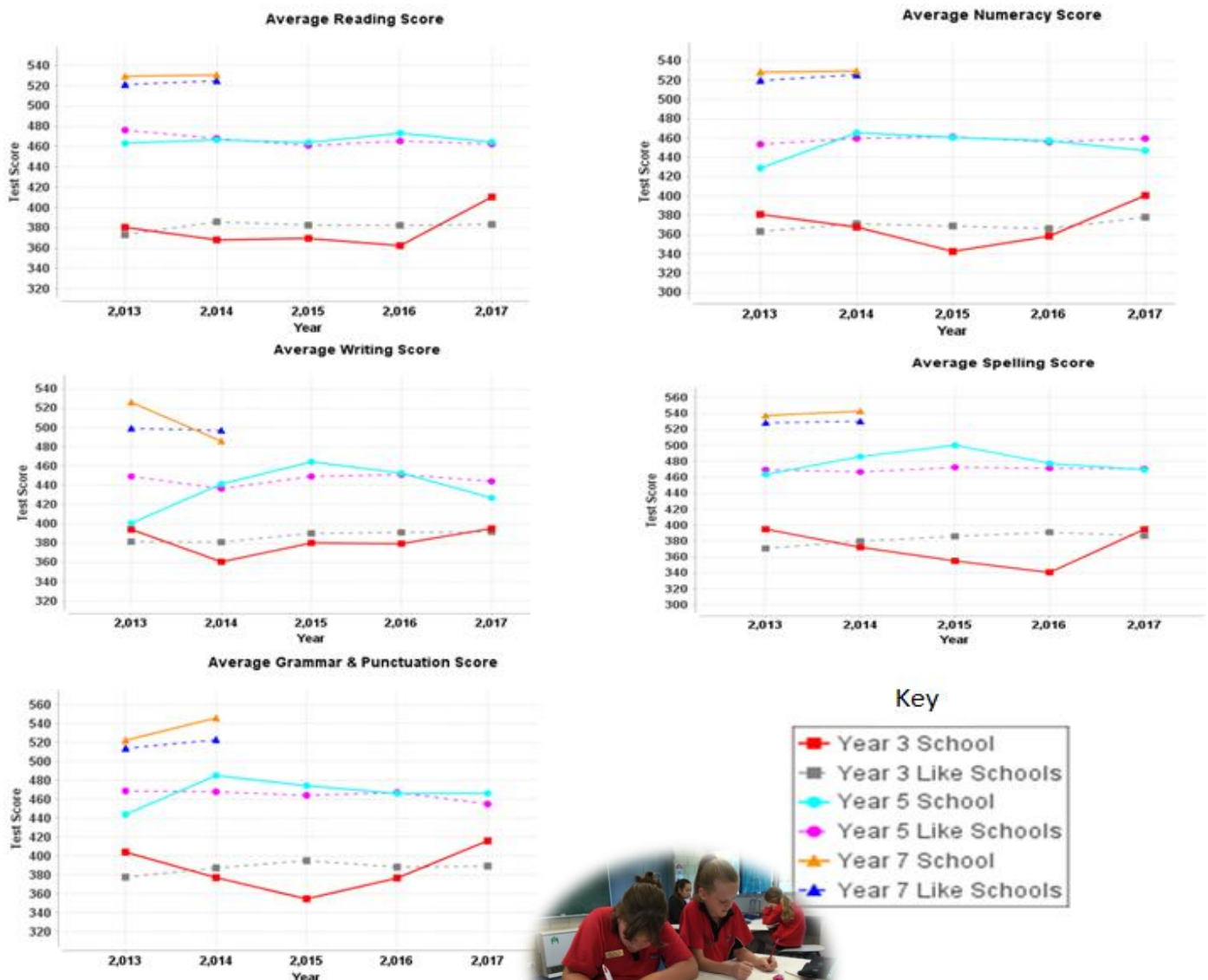
The achievement of year five students was within the expected range in all areas tested. Significantly, high progress and achievement was noted in Grammar and Punctuation, Numeracy, Spelling and Reading, while achievement and progress in writing was not as pleasing.

Summary

In summary, Grammar and Punctuation was a highlight in both year groups tested, with student achievement being the higher than that of 'like' schools. Writing continues to be an area of focus with the consolidation of gains made required. Whole of school strategies in Mathletics, Soundwaves and the adoption of the Brightpath Writing package are expected to raise standards further in coming test cycles. The Regional Director, Mr Neil Milligan formally congratulated the School on the gains made with respect to student outcomes.

In 2017, the School refined the suite of whole of school assessments which complement NAPLAN. These are far more regular and span across the year groups. The data, collected through teacher judgements and standardised testing, particularly in literacy, supports early identification of students with learning issues and assists in the planning for appropriate teaching and learning opportunities, strengthening the overall approach to student success. In 2018, an identified need to provide enrichment and extension activities to ensure our most able students reach their potential will be a focus, while continuing the good work done with students experiencing more difficulty.

2017 NAPLAN Average Scores



Social and Emotional Programs, Behaviour and Attendance

Maximising Teaching Time is a priority identified in the 2015 – 2017 Business Plan. Minimising disruption from poor behaviour and maintaining high attendance rates are considered key to ensuring teaching and learning takes priority.

Social and Emotional Programs

The *You Can Do It!* program was initially implemented in 2009. A formal assessment was conducted with all students (P – 6) in 2017. This involved staff rating each student's confidence, persistence, organisation, ability to get along and resilience. The 2017 data was then compared to that for the same students assessed in 2014. In all but one area in one year level, notable improvements were identified. The exception was organisation for year 6 students. Highlights were the very significant improvement in year 3, 4 and 5 students in resilience and the ability to get along, particularly in year 3 and 4. In 2018, teachers will be in-serviced in the use of newly available online resources to support the on-going implementation of the program. This will reinvigorate the strategy and provide a new level of motivation for students to engage.

The School is proud to have made connections with community groups including the Australind Baptist Church, Hands up for Kids (HU4K) and the School Volunteer Program. Our community partners add to the vibrancy of the school, the opportunities for students and the rigour of our academic and social strategies. The HU4K program itself saw 255 hours of direct targeted student support in reading, while a great number of students were allocated mentors who provided emotional well-being support for one hour each week. These programs are highly valued by the school community and will continue in 2018.



Student Behaviour

The rate of student suspension remains low at 3.6%. Eight students were suspended for a total of 30 days in 2017, with 4 of these being suspended on more than one occasion. Suspension is used as a last resort, with restorative practices employed to support students whose behaviour is poor from time to time. However, serious breaches of the behaviour code will usually result in a student being suspended. The majority of students are invited to attend the Good Behaviour Bonus (G2B) activities twice per term and while behaviour is constantly monitored, instances of behaviour breaches are relatively low.



Student Attendance

The attendance rates of Students at Australind PS are very encouraging and reflect positively on strategies used to address the emphasis on this area in the 2015 – 2017 Business Plan. Part of the *Maximising Teaching Time* priority, this focus has supported students to achieve their academic and social potential. The average rate of attendance is above both 'like' school and WA Public School averages, representing a 1.6% improvement over the life of the Business Plan while both the rates of like schools and WA Public Schools have remained approximately the same. The percentage of regular attenders is also higher than like schools and the percentage of students at severe risk is well below that of like schools.

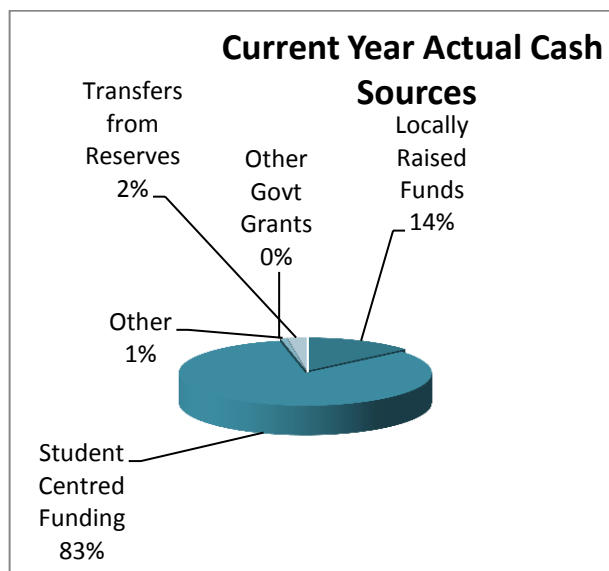
Australind Primary School: Comparative Attendance Rates

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2015	91.9%	92.8%	93.8%	86.9%	81.9%	81.2%	91.6%	91.7%	92.7%
2016	92.4%	92.7%	93.7%	82.2%	82.1%	80.7%	91.7%	91.7%	92.6%
2017	93.6%	93.0%	93.8%	88.3%	84.4%	81.2%	93.2%	91.9%	92.7%

Finance

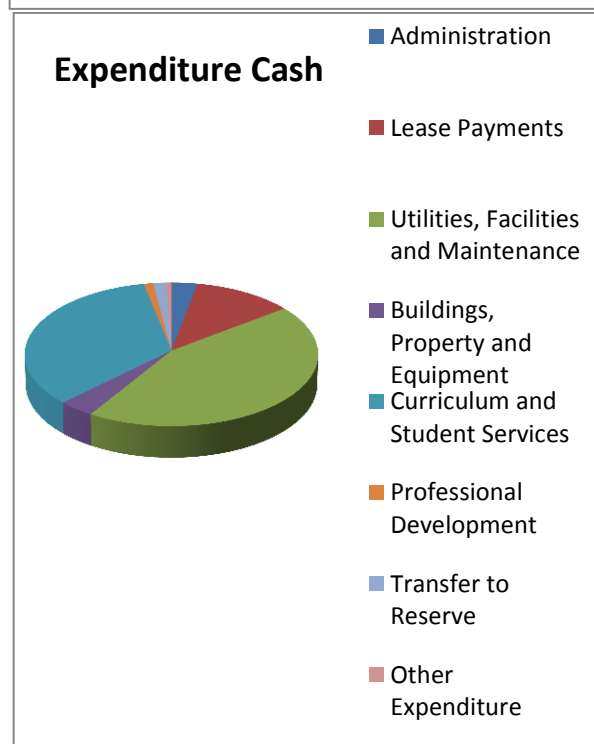


Current Year Actual Cash



Revenue – Cash and Salary Allocation	Budget	Actual
Voluntary Contributions	5,575.00	4,791.50
Charges and Fees	22,064.00	22,715.18
Fundraising/Donations	2,612.00	2,611.90
Other Revenues	1,538.00	1,858.77
Transfer from Reserve or DGR	5,335.00	5,335.00
Total Locally Raised Funds	37,124.00	37,309.35
Opening Balance	35,338.42	35,338.42
Student Centred Funding	180,705.00	180,909.50
Total Cash Funds Available	253,167.42	253,557.27
Total Salary Allocation	2,342,840.00	2,342,840.00
Total Funds Available	2,596,007.42	2596397.27

Expenditure Cash



Expenditure – Cash and Salary	Budget	Actual
Administration	8,780.00	6,965.27
Lease Payments	26,019.64	27,031.71
Utilities, Facilities and Maintenance	106850.00	102,908.50
Buildings, Property and Equipment	11,835.00	8,835.00
Curriculum and Student Services	85,054.00	79,521.31
Professional Development	5,000.00	2,507.82
Transfer to Reserve	3,450.00	3,450
Other Expenditure	2,351.00	1,485.10
Payment to Other Schools	400.00	527.57
Total Goods and Services Exp.	249,739.64	233,232.28
Total Forecast Salary Expenditure	2,326,585.00	2,326,585.00
Total Expenditure	2,576,324.64	2,559,817.28
Cash Budget Variance	3,427.78	



The 2017 Revenue and Expenditure as outlined in the tables and graphs above 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 was an even lower level of contributions from that received in 2016. Only 41.31% contributions were received in 2017. A number of measures have been tried to encourage families to pay the \$50 per child contribution; however these strategies have still not produced the desired outcome. This issue will continue once again to be monitored by the Board in 2018.

A Control Self-Assessment Audit was again conducted to ensure that the controls are in place to ensure expenditure and processes are appropriate. Each of the five categories; Receipting and Banking System; Purchasing and Payment System; Governance and Accountability System; Asset Management System; and Human Resources Systems were assessed, with the school achieving an overall rating of excellent.