

Australind Primary School celebrated its fourth year as an Independent Public School in 2018. The local intake area demographic has changed, with the children of local families growing up and moving on to high school and beyond. While this sees a declining trend in student numbers from year to year, there is no plan for Australind PS to be taken over or closed.

The School's Board and Staff consistently review school performance data and modify approaches accordingly in the best interests of all students. An external validation review is expected to be scheduled for late 2019.

In 2018, whole of school academic strategies including *Soundwaves*, *Brightpath*, and *Mathletics* were consolidated, while *You Can Do It!* and *Choose Respect* remained the cornerstones of our pastoral care approach. VCOP/Big Write was introduced to support improvements in students' writing. Professional learning, collaboration and resource development were all part of a gradual implementation. The full impact of this programme will not be evident in the 2018 NAPLAN results, however, classroom observations, teacher feedback and work samples measured using the *Brightpath* tool give great cause for optimism. The whole of school programs in place have enabled us to plan and support all staff and link professional learning to the specific needs of the students.

The School Board unanimously commends the Australind Primary School Annual Report 2018 to you.



## Academic Performance

Students in Years three and five participated in the National Assessment Program in Literacy and Numeracy (NAPLAN) in May. The results provide useful comparative data to assist in monitoring adopted approaches. The School also participated in NAPLAN On-line School Readiness Testing, which determined the School's IT infrastructure is well set up to manage the full introduction of on-line testing in 2019. The School looks forward to participating in this primarily as there will be a significantly quicker turnaround of the results, increasing the timeliness and relevance of the information received.

NAPLAN identified some very positive progress, particularly in Reading and Spelling. Table 1 summarises the progress of students from year three to year five. In general, the emphasis on literacy improvement has possibly been at the expense of Numeracy, with Numeracy being the only area tested not to have made positive progress. In 2019 we have committed to participating in a professional / action learning programme called Champions of Maths, in partnership with Scitech and Alcoa.

**Table 1: - Yr 3 (2016) to Yr 5 (2018) Progress Summary**

Learning Area	Value Added (Standard Deviations)
Numeracy	- 0.5
Reading	+1.3
Writing	+0.5
Spelling	+3.8
Grammar and Punctuation	+0.3

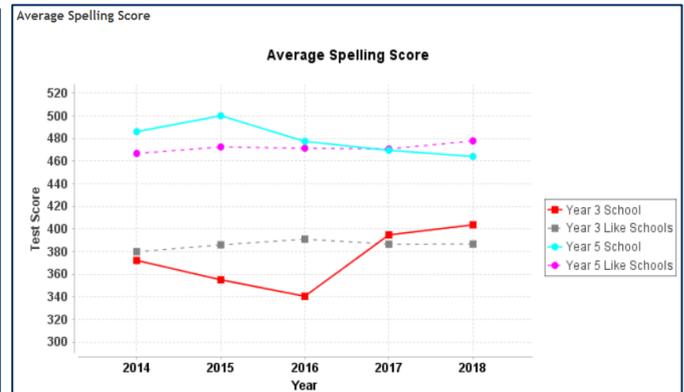
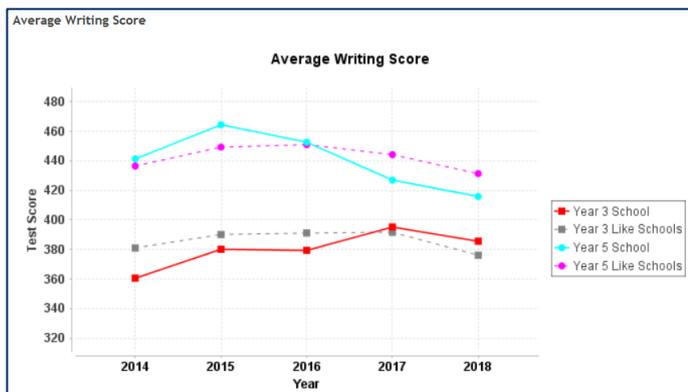
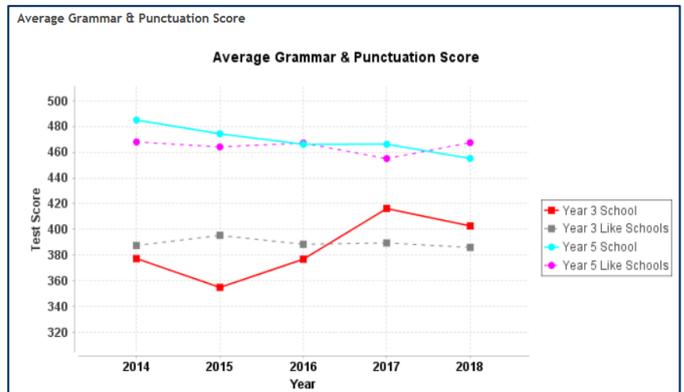
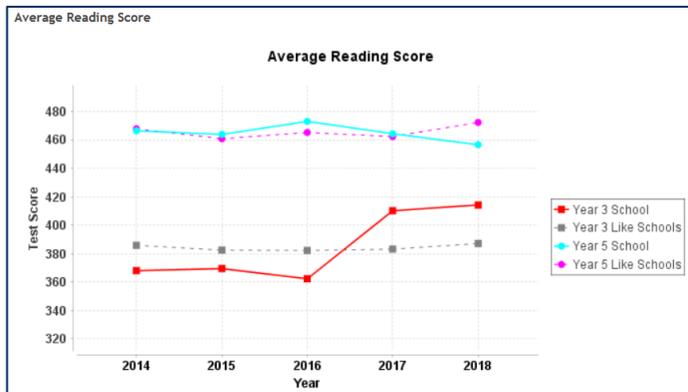


## Literacy

The School celebrated very significant progress in spelling which can be attributed to the successful implementation of the very structured and evidence based *Soundwaves* program, introduced in 2017.

This program has also supported improvements in reading, the results of which were also a highlight. In addition to progress, student attainment in year three was above that of 'like schools' in literacy areas.

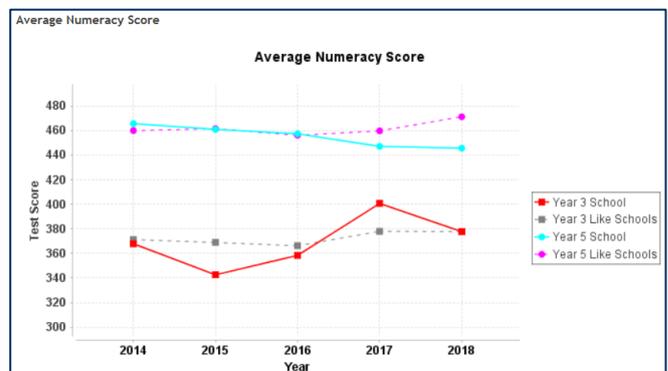
The new *VCOP / Big Write* program has only been a whole of school program since the beginning of 2018, although staff familiarization etc. was taking part in the latter part of 2017. The timing of NAPLAN means that the impact of this program would not be represented in the 2018 NAPLAN results. However, significant progress is being made, evidenced by work samples shared and the *Brightpath* analysis. Staff are overwhelmingly committed to *VCOP/Big Write* and many have changed their approach significantly to ensure that students are achieving success in Writing.



## Numeracy

Student achievement in Year 3 was similar to 'like schools', however was below that of like schools in Year 5. The Year 3 progress (from on entry testing) showed strong value added, with the progress exceeding that of 'like schools', however the progress from year 3 to year 5 was below expectations.

Numeracy was identified by staff as an area requiring further support to ensure student success. We are confident that with the outstanding literacy programs in place, we will be able to invest more heavily in numeracy (planning, professional learning, resources etc.) without sacrificing literacy. Staff have drilled down to determine the specific errors and are planning for intervention at the individual teacher and whole of school levels.



## National Opinion Surveys



The bi-annual National Opinion Surveys were administered in Term 4, 2018. Surveys were completed by Parents, Staff and Students in years three and five. This was the third time the surveys have been administered providing useful longitudinal data. The School Board and Staff use the data to inform decisions, plan for improvement

and to provide a reference point for discussions around stakeholder engagement. The goal has been to maintain or improve the ratings in each area surveyed and in summary, this goal has been achieved.

Highlights of the parent survey include very positive responses to: *My Child Likes this School; My Child's teachers are good teachers; Teachers at the school care about my child; My Child feels safe at this school; and My child is making good progress at this school.* The data indicates that relative to other areas, the School needs to maintain a focus on improving student behaviour and relationships with the local community.

Student data revealed some significant and moderate increases in ratings from previous years. This included ratings given to the following statements: *My teachers care about me; I can talk to my teachers about my concerns; and My teachers provide me with useful feedback about my school work.* Students, like parents identified a need to continue to focus on student behaviour and in addition, the valuing of student opinions.

Staff feedback was overwhelmingly positive with ratings maintained or improved across the three surveys conducted since 2014. Improvement highlights include: school maintenance, student behaviour management; the school looking for ways to improve, staff opinions being taken seriously, school leadership and how well staff are supported.

In summary, the data reflects positively on the School's planning, processes and support mechanisms. The full suite of data will inform the development of the next Business Plan.

## Student Attendance

Overall attendance rates have for the second year exceeded that of like schools and approximate the state average. Significantly, the attendance rates of Aboriginal students was well above that of both like schools and state averages at 90.2%. The attendance focus remains on increasing the number of students attending 'regularly' (defined as above 90%) and on reducing the number of students who are consistently late for School.

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
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%
2018	92.9%	92.6%	93.7%	90.2%	83.5%	80.8%	92.7%	91.7%	92.6%

## Student Behaviour



The rate of student suspension remains low at 3.3%, slightly down on 2017 rates. Eight students were suspended for a total of 79 days and five were suspended on more than one occasion. Long suspensions were handed out during 2018 for behaviours resulting in a significant impact on other children and school property. These more serious incidents account for a great deal of the 79 days of suspension, which was markedly higher than in 2017.

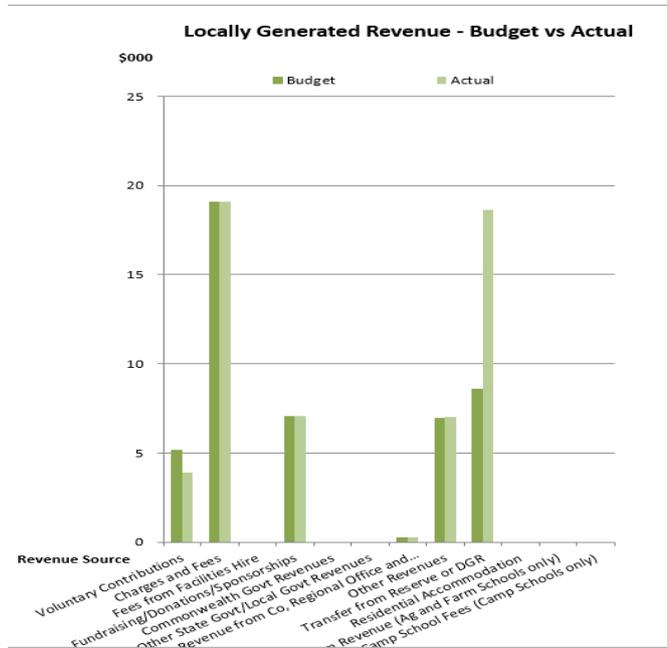
Further interrogation of the data received as part of the 2018 Parent National Opinion Survey revealed that the relatively lower rating for 'Student behaviour is well-managed' was very much influenced by the year level to which that parent's children were associated. Cross referencing of this data with behaviour

records went so far as to indicate that student behaviour was only indicated as an issue in specific year levels and was predicated on the behaviour of, in some cases, one or two students only.

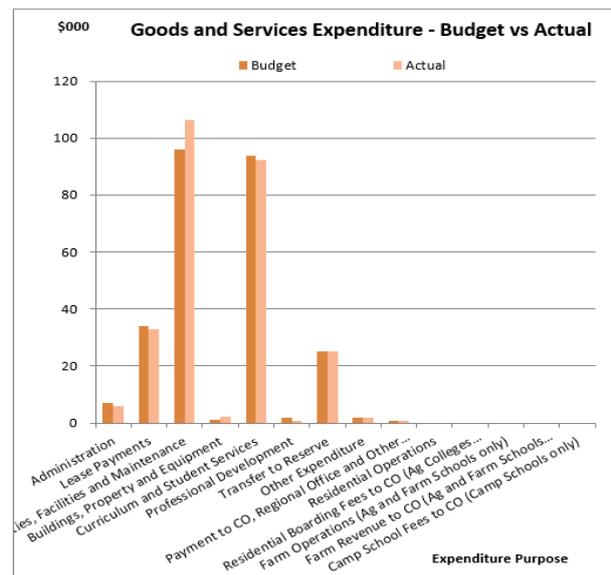
## Finance

The School's Finance Committee along with the School Board continue to monitor the School's financial position at each meeting as well as monitoring the rate that School Contributions are being received. The Finance Committee regularly meets a week prior to the Board meeting so that reports can be presented.

Revenue - Cash & Salary Allocation	Budget	Actual
Voluntary Contributions	\$ 5,175.00	\$ 3,887.50
Charges and Fees	\$ 19,104.00	\$ 19,098.20
Fees from Facilities Hire		
Fundraising/Donations/Sponsorships	\$ 7,060.75	\$ 7,061.12
Commonwealth Gov Revenues		
Other State Gov/Local Gov Revenues		
Revenue from Co, Reg Off and Other Schs	\$ 246.00	\$ 246.25
Other Revenues	\$ 6,980.00	\$ 6,996.42
Transfer from Reserve or DGR	\$ 8,614.00	\$ 18,614.00
Residential Accommodation		
Farm Revenue (Ag and Farm Schools)		
Camp School Fees (Camp Schools)		
<b>Total Locally Raised Funds</b>	<b>\$ 47,179.75</b>	<b>\$ 55,903.49</b>
<b>Opening Balance</b>	<b>\$ 20,325.00</b>	<b>\$ 20,324.99</b>
<b>Student Centred Funding</b>	<b>\$193,641.00</b>	<b>\$193,830.01</b>
<b>Total Cash Funds Available</b>	<b>\$261,145.75</b>	<b>\$270,058.49</b>
<b>Total Salary Allocation</b>		
<b>Total Funds Available</b>	<b>\$261,145.75</b>	<b>\$270,058.49</b>



Expenditure - Cash and Salary	Budget	Actual
Administration	\$ 6,854.71	\$ 6,046.68
Lease Payments	\$ 33,900.00	\$ 33,038.42
Utilities, Facilities and Maintenance	\$ 96,004.00	\$ 106,287.30
Buildings, Property and Equipment	\$ 1,185.00	\$ 2,285.00
Curriculum and Student Services	\$ 93,818.04	\$ 92,290.24
Professional Development	\$ 2,000.00	\$ 663.46
Transfer to Reserve	\$ 25,000.00	\$ 25,000.00
Other Expenditure	\$ 1,738.00	\$ 1,694.34
Payment to CO, Regional Office and Other Schools	\$ 646.00	\$ 655.52
Residential Operations		
Residential Boarding Fees to CO (Ag Colleges only)		
Farm Operations (Ag and Farm Schools only)		
Farm Revenue to CO (Ag and Farm Schools only)		
Camp School Fees to CO (Camp Schools only)		
<b>Total Goods and Services Expenditure</b>	<b>\$261,145.75</b>	<b>\$267,960.96</b>
<b>Total Forecast Salary Expenditure</b>		
<b>Total Expenditure</b>	<b>\$ 261,145.75</b>	<b>\$267,960.96</b>
<b>Cash Budget Variance</b>		



Cash Position as at:	
<b>Bank Balance</b>	<b>\$ 42,426.94</b>
Made up of:	\$ -
1 General Fund Balance	\$ 2,097.53
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 40,371.16
5 Suspense Accounts	\$ 909.25
6 Cash Advances	\$ -
7 Tax Position	-\$ 951.00
<b>Total Bank Balance</b>	<b>\$ 42,426.94</b>

**To inspire Learning for Life**