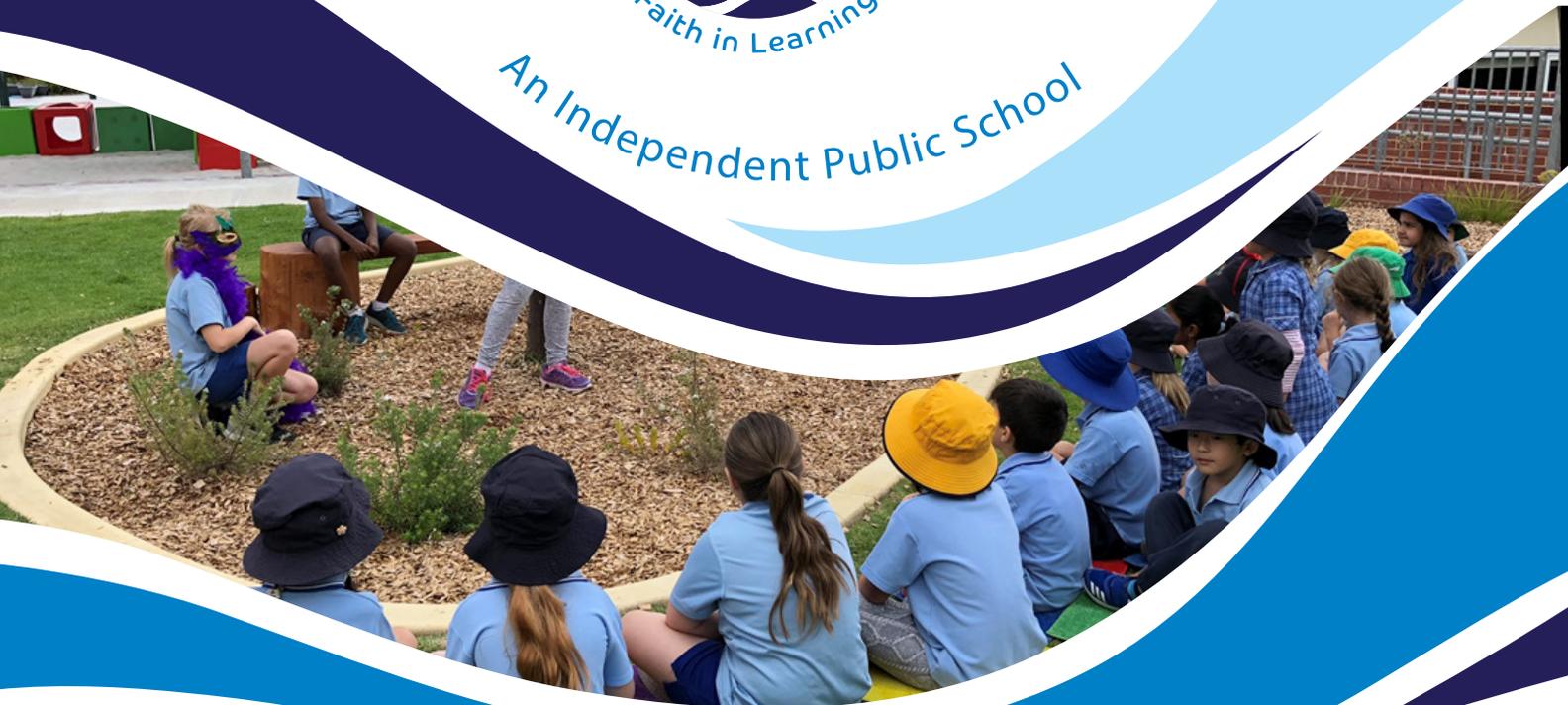




An Independent Public School



Inspiring young minds to create and pursue possibilities



2017 School Report

FROM THE CHAIR OF THE SCHOOL BOARD

2017 was a busy and productive year for the Board.

A significant development at the school in 2017 was the nature playgrounds and we acknowledge the substantial contribution of the P&C Association. 2017 also saw finalisation and approval of the new school uniform, for introduction in 2018.

As an Independent Public School, the Board is responsible for setting the strategic direction of the school. The strategic direction is outlined in the Business Plan 2015-2017. The Business Plan is developed with school staff following analysis of school data and consideration of areas of strength and areas to be improved.

The priority areas in the Business Plan 2015-17, in addition to numeracy and literacy, were communication and digital technology. Specific targets were set for four areas of focus: success for all students, high quality teaching, effective leadership and positive relationships.

For the Board, 2017 marked the final year of implementation of the 2015-17 Business Plan and our first Review as an Independent Public School. The Review was held in August, and the Report outlining the findings of the Review Panel is available on Connect in the My Space Library under School Board.

In the latter part of 2017, the Board and school leadership team commenced work on development of the Business Plan for 2018-2020.

During 2017 the Board continued with the practice of conducting a Performance Review, which was again moderated by Mr George Jones AM, and we thank Mr Jones for his assistance with this process.

As the year concluded, two members reached the end of their three-year term. We express our thanks to staff representative Kelly Macneall, and to parent representative Jacqueline Willinge for their participation and contributions over the past three years. We also acknowledge Jacqueline's contribution as Chair of the Board for almost two years, including through the period of the IPS Review.

Thank you to the school leadership team, staff, P&C, board members and the wider school community for your contribution to the continuing success of the school.

Mark Perger - Board Chair

Board members 2017:

Parent: Michael Chua, Mark Perger, Jacqueline Willinge;

Community: Amna Gumati, Clementine Kohler;

Staff: Tessa Jackson, Kelly Macneall, Karen Owens, Jeanne Warner.



MESSAGE FROM THE PRINCIPAL

In 2017, South Perth Primary School achieved success at the whole school, small group and individual levels. Highlights included the achievement of Business Plan targets and success across the breadth of the curriculum.

The school provided a comprehensive and challenging learning program through the classroom and specialist learning programs and extra curricula activities. Students were provided with opportunities to excel in areas of strength, develop new skills and discover hidden talents.

Some of the notable highlights of 2017 were:

Whole School

- The Harmony Day Afternoon Tea organised by the Welcome Committee and providing a glimpse of the cultural diversity of our school community.
- A successful Independent Public School Review conducted by the IPS Review Team with noted strengths in the area of school improvement planning and implementation.
- Implementation of the school's new logo and vision statement.
- Introduction of robotics and digital coding to the learning program and the purchase of class sets of equipment.
- Nature Play areas developed in the school grounds thanks to the generous funding from the P&C.
- Students donated and planted seedlings which resulted in an impressive Spring display of flowers for the school community to enjoy.

Extra Curricula

- Junior and Senior Choirs performed at the Angelo Street Markets.
- Year 6 students travelled to Kalgoorlie on the 'Prospector' for a week of educational and team building activities.
- An outstanding Music Concert showcased the talented students in the school's Band, Choir and Instrumental Music programs.
- A spectacular musical production, 'Mystery at Magpie Manor'.
- Winning the SMPSSA Interschool AFL Carnival, Cross Country Carnival, Girls and Boys T20 Blast Cricket Carnival and Athletics Carnival.
- A Year 6 team won the CoRE Resource Challenge held at Kent Street SHS.
- A and D Grade Chess teams placed first in the Haydn Barber Memorial Chess Tournament.
- The Boys' Cricket Team won the State Championship of the T20 Blast Competition.
- The inaugural P&C Dads and Kids Camp Out on the school oval.

Individual Students

- A Year 5 student represented the school at the School Sport Australia Cross Country Championships.
- A State Championship winner in the Year 4 and Under Boys at the SSWA Cross Country Championships and second place in the Year 4 and Under Girls.
- A Year 6 student won the Mental Health Week School Poster Competition.
- Eight Year 6 students were awarded special placements for Year 7 in 2018. Five students gained entry to Perth Modern School, an academic select school, while another student was granted a place in the Arts program at John Curtin College. Two students were awarded scholarships to private schools - an academic scholarship to Penhros and a music scholarship to Perth College.

The success and progress achieved in 2017 would not have been possible without the dedication and skills of our motivated staff members and the wonderful support from our School Board, P&C Committee and parent community.

Karen Owens - Principal





SCHOOL PROFILE

South Perth Primary School is an Independent Public School. The school focuses on the development of the whole child with quality education programs that provide students with opportunities to optimise their academic, social, emotional, creative and physical skills.

The school is located on the corner of Angelo and Forrest Streets and caters for approximately 370 students from Kindergarten to Year 6. Students are drawn from the area of South Perth bordered by the Swan River, Douglas Avenue and South Terrace.

South Perth Primary School first opened its doors on 20 July 1898 as Forrest Street School. The school boasts a proud history of achievement over the past century with many prominent Western Australians beginning their schooling at South Perth.

Today the school provides outstanding facilities that include a mixture of heritage listed and new buildings. Four purpose-built early childhood classrooms, 13 general purpose classrooms, specialist music, art/science and computer rooms, an undercover area and a school hall support the provision of a wide range of learning programs that address the interests and needs of students.

South Perth is a culturally and linguistically diverse (CALD) school. Twenty eight per cent of our school population come from a CALD background other than Australian, speaking 21 different languages. Many of the families that come from overseas have been relocated in Western Australia due to work commitments. An English as an Additional Dialect/Language specialist teacher assists students with the acquisition of Standard Australian English.

The shared community values that underpin the school values program are respect, excellence, honesty, responsibility and cooperation. The classroom learning programs and the student leadership and chaplaincy activities provide opportunities for students to apply these values to their daily life at school.

High academic achievement is a characteristic of students from South Perth Primary School. The school mean score in NAPLAN testing is consistently above the national mean. A high proportion of South Perth students gain places in the primary extension and challenge program (PEAC) and the secondary gifted and talented education program (GATE).

Specialist teachers provide programs in Music, Drama, Physical Education and Japanese for all Year 1-6 students. Extra curricula activities, such as choir, school band, school production, chess and a wide range of sporting opportunities, are also provided for interested students.

Our highly supportive parent community provides extra funding to assist the school with the implementation of programs and the upgrading of the school grounds and resources. Parents willingly volunteer to support activities in the classroom, on excursions, at sports carnivals and with music or drama productions.

The school focuses on providing an engaging and inclusive learning program that promotes success for all students. High quality teaching, effective leadership and positive relationships are priorities at South Perth Primary School.

SCHOOL PURPOSE

Vision - Inspiring young minds to create and pursue possibilities.

Motto - Faith in Learning

Purpose Statement

Our desire and inspiration is to empower each other to:

- Create a safe, caring and respectful learning environment, which is stimulating and challenging.
- Develop each child's unique potential as a passionate, resilient and resourceful learner.

Shared Community Values

Respect – *I respect myself, others, property and our environment. I am mindful and listen to others.*

Excellence – *I strive to do my best. I am resilient. I listen to constructive feedback. I reflect on my learning.*

Honesty – *I am honest and trustworthy. I am truthful.*

Responsibility – *I am fair and responsible. I act in a safe manner and am considerate of safe practices.*

Cooperation – *I am cooperative and helpful. I work and play well with others.*

BUSINESS PLAN 2015 - 2017

As an Independent Public School, the School Board is responsible for setting the strategic direction of the school. At the end of 2014, the school staff and School Council members analysed the school data, identifying areas of strength and those that needed to be improved. Teachers and School Council members participated in workshops to identify our priorities for the school's first Business Plan for 2015 – 2017.

The school priority areas were:

- Literacy
- Numeracy
- Communication
- Digital Technology

Strategies for improvement in Literacy, Numeracy, Communication and Digital Technology were developed across four focus areas - Success for All Students, High Quality Teaching, Effective Leadership and Positive Relationships.

Success for all students is the core business of our school. Success is achieved by providing students with engaging learning programs and curriculum content that offers both breadth and depth. High quality teaching and learning programs and carefully chosen pedagogical practices assist teachers to meet the needs of all students.

The school leadership team ensures that the assessment of the school's data and quality educational research are used to guide decision-making. Opportunities for evidence-based innovation and change are promoted. Strong relationships within the school community continue to be enhanced through communication, engagement and partnerships.

PROGRESS IN PRIORITY AREAS

The School Board set aspirational targets to measure the school's progress in the Business Plan Priority Areas. Two of the targets set to measure student success are linked to the results of the Year 3 and 5 National Assessment Program – Literacy and Numeracy (NAPLAN).

South Perth Primary School has traditionally attained high academic results in NAPLAN. However the percentage of students achieving scores at the very highest levels has often been less than schools that are deemed to be 'like schools' i.e. schools with students from similar socio-educational backgrounds, using the index of community socio-educational advantage (ICSEA).

FOCUS AREA - Success for All Students

- **TARGET 1 - Improve comparison with 'like schools' in the areas of Writing and Numeracy in NAPLAN assessments by increasing the percentage of Year 3 and 5 students achieving NAPLAN scores in the higher proficiency bands to be comparable to 'like schools'.**

Percentage of SPPS students in top two bands compared to percentage in like schools:

	2015	2016	2017
NUMERACY			
Year 3	0.61	1.07	0.95
Year 5	0.78	1.24	0.89
WRITING			
Year 3	0.71	1.00	0.89
Year 5	0.97	1.39	0.97
READING			
Year 3	0.79	1.04	0.91
Year 5	0.72	1.17	1.09
SPELLING			
Year 3	0.83	1.03	1.08
Year 5	0.83	1.39	1.26
GRAMMAR & PUNCTUATION			
Year 3	0.60	1.12	1.04
Year 5	0.64	1.04	0.96

The table above records the ratio of South Perth students compared to students from like school achieving NAPLAN results in the top two bands for that year level i.e. Year 3 - Bands 5&6 and Year 5 - Bands 7&8. Target No 1 from our Business Plan was achieved in 2016 and 2017 with the ratio improving from 2015 in Numeracy and Writing for Year 3 - 2016 and 2017, Numeracy Year 5 - 2016 and 2017 and Writing - 2016. The ratio for Writing Year 5 - 2017 was equal to 2015.

The 2016 and 2017 ratios also improved in all areas in Reading, Spelling and Grammar & Punctuation when compared to 2015. In 2016 and 2017, South Perth Primary School had a higher percentage of students achieve in the top two bands than like schools in 14 of the 20 areas. This is a significant improvement from 2015 when like schools achieved a higher percentage of students in the top two NAPLAN bands in all areas.

- **TARGET 2 - Increasing the percentage of students from the stable cohort who achieve an Excellent grade in NAPLAN - Reading, Writing and Numeracy from Year 3 to Year 5.**

FOCUS AREA	YEAR 3 2015 SPPS	SCHOOL TARGET	YEAR 5 SPPS	ACHIEVED
Reading	28%	>28%	28%	=
Writing	4%	>4%	5%	✓
Numeracy	17%	>17%	10%	✗

The second Target aimed to increase the academic growth of the most able students through collaborative year level planning and case management. The target was achieved in Writing but not in Reading and Numeracy. In Reading, the percentage remained the same. In Numeracy, for Year 3, 2015, 17% of students achieved an Excellent grade compared to 10% in Year 5, 2017.

The lower percentage of South Perth PS students achieving Excellent in Year 5 for Numeracy follows the trend in like schools i.e. the percentage of students in like schools achieving Excellent in Year 3, 2015 compared to Year 5, 2017 decreased by 11%. The difference at South Perth PS was 7% lower from 2015 to 2017.

FOCUS AREA - Effective Leadership

The school has been working to increase the effectiveness of the leadership of the school. In 2016, the Parent and Staff National School Opinion Surveys were used as a measurement tool to assess progress in this area.

- **Increase average ratings on leadership criteria from the Staff and Parent Satisfaction Surveys**

Indicator	Staff	Diff 2014-16	Parent	Diff 2014-16
The school looks for ways to improve	4.4	+0.5	3.7	0
The school is well-maintained	3.8	+1.1	4.2	+0.2
I am satisfied with the overall standard of education achieved at this school	4.1	+0.3	3.8	0
Students like being at this school	4.7	+0.2	4.5	+1
Students feel safe at this school	4.6	+0.3	4.4	0
The school is well led	3.7	+0.2	3.6	0
Students learning needs are being met at this school	4.1	+0.4	3.8	0
The school works with parents to support student learning	4.2	+0.5	3.8	+0.2
Student behaviour is well-managed at this school	4.0	+0.4	4.1	+0.1
The school takes staff/parents seriously	3.6	+0.7	3.6	+0.2
Staff receive useful feedback about their work in the school	3.6	+0.4	N/A	/
Staff are well-supported at this school	3.4	+0.7	N/A	/

Criteria relating to Effective Leadership were identified from the survey. The staff and parent ratings were compared with the 2014 survey to ascertain if the school community perceived that the leadership team had made progress in the area of effective leadership.

While substantial progress could be seen in the perception of staff members in relation to the effectiveness of school leadership, little progress could be seen in relation to parents. In order to further understand these results, a parent interview survey was conducted by an independent consultant in 2017.

FOCUS AREA - Positive Relationships

- Increase average ratings on communication criteria from the Parent Satisfaction Survey

Indicator	Parent	Diff 2014-16
I would recommend this school to others	3.9	0
Teachers at this school provide my child with useful feedback	3.8	+0.2
The school takes parents' opinions seriously	3.6	+0.2
My child likes being at this school	4.5	+0.1
My child feels safe at this school	4.4	0
The school works with me to support my child's learning	3.8	+0.2
I can talk to my child's teacher about my concerns	4.3	-0.1
The school has a strong relationship with the local community	3.7	0

Criteria relating to Positive Relationships were also identified in the survey. The parent ratings were once again compared with the 2014 survey to ascertain if the school community perceived that progress had been achieved.

As demonstrated in the table above, the ratings for criteria related to Positive Relationships also made little progress from 2014 to 2016 despite a large number of strategies being implemented by the school.

To clarify parents' perceptions of effective leadership and positive relationships, an independent consultant was employed to conduct interviews with a sample of parents in 2017. The results of the survey enabled the leadership team to develop a list of recommendations which were presented to the School Board and staff members.

ACADEMIC AND NON-ACADEMIC DATA

The school collects and analyses a large data sample during the school year. The data is used for self-assessment and planning purposes.

Teachers use the data to complete whole school, year level, class and individual student planning. School data related to the Business Plan is also presented to the School Board.

The School Business Plan and Operational Plan document the strategies that have been planned and implemented to address areas for development identified from the school data.

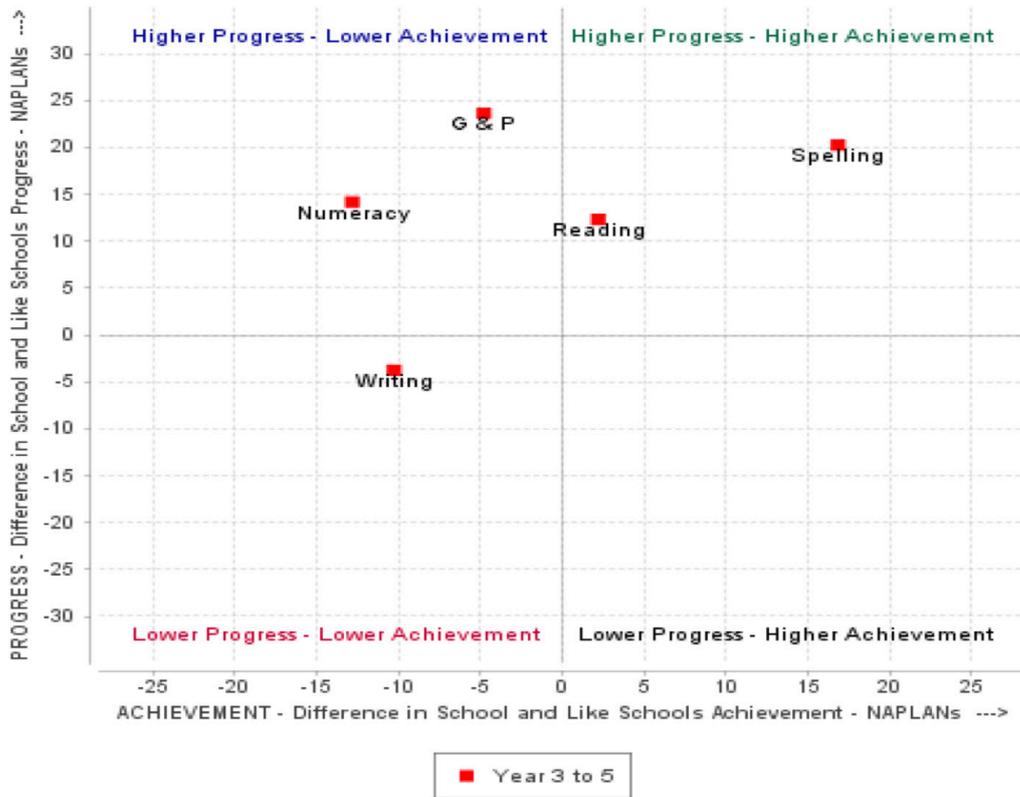
This section of the report provides a sample of whole school data used during self-assessment and planning processes.

ACADEMIC DATA

The following graph illustrates the achievement of the Year 5, 2017 cohort and the progress made between Year 3, 2015 and Year 5, 2017. The achievement and progress is compared to like schools.

The progress achieved by students in Numeracy, Grammar and Punctuation, Reading and Spelling was greater than the overall progress achieved by students in like schools. The achievement of the students in Spelling was well above like schools. Numeracy, Writing and Grammar & Punctuation achievement was below like schools and Writing progress was also below like schools.

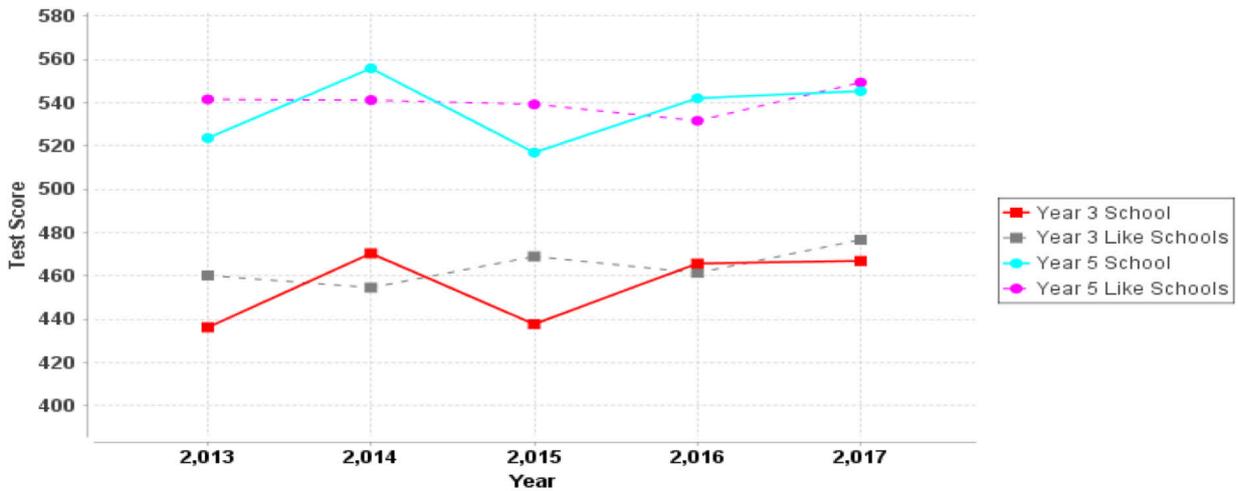
**Student Progress and Achievement Compared with Like Schools
NAPLAN (2015 to 2017)**



NAPLAN READING

In Reading, the Year 3 and Year 5 cohort achieved a mean score close to the mean of like schools. Both the Year 3 and 5 mean scores were close to the school mean score achieved by the 2016, Year 3 and Year 5 cohorts.

Average Reading Score



Proficiency Band Summary

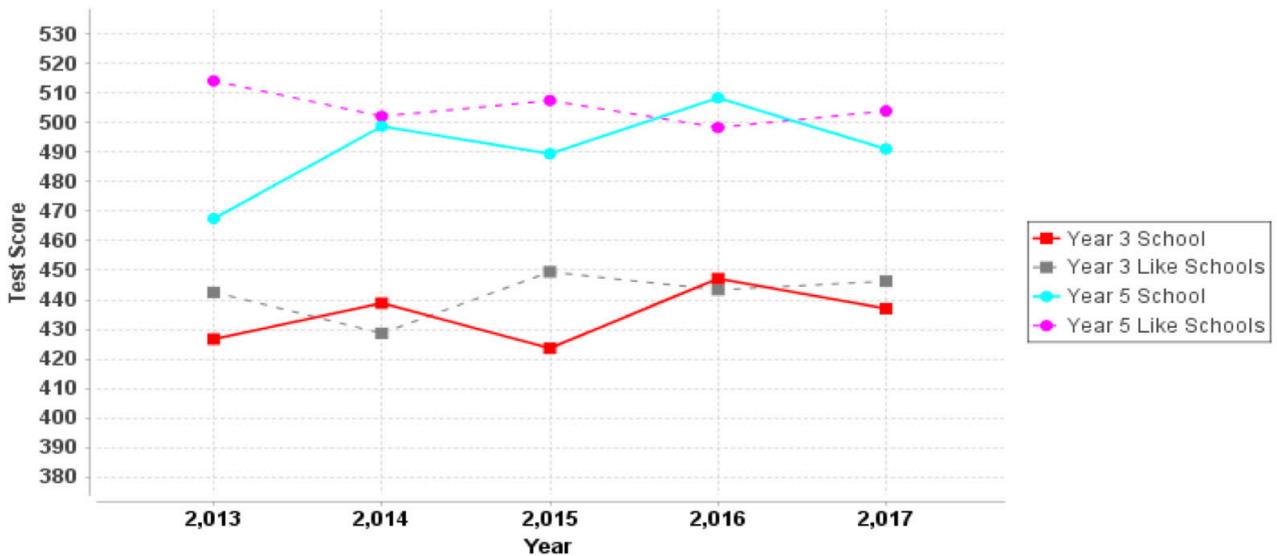
BAND	NAPLAN Score Range	READING							
		YEAR 3				YEAR 5			
		2016		2017		2016		2017	
		School	LikeSch	School	LikeSch	School	LikeSch	School	LikeSch
10	686 & above								
9	634 - 685								
8	582 - 633					20%	23%	29%	33%
7	530 - 581					41%	29%	39%	29%
6	478 - 529	42%	41%	38%	47%	24%	26%	19%	24%
5	426 - 477	28%	26%	25%	22%	10%	13%	6%	10%
4	374 - 425	11%	17%	25%	19%	4%	7%	3%	4%
3	322 - 373	15%	11%	11%	9%	2%	2%	3%	1%
2	270 - 321	3%	3%	2%	2%				
1	Up to 269	2%	1%	0%	2%				

- Above National Minimum Standard
- At National Minimum Standard
- Below National Minimum Standard

The percentage of South Perth students in the top two bands was slightly less than like schools at Year 3 and slightly greater than like schools at Year 5. Two per cent of Year 3 students and 6% of Year 5 students were at or below the minimum standard.

NAPLAN - Writing

Average Writing Score



The Year 3 and Year 5 mean score was approximately 10 points below like schools' mean score. In 2015 as Year 3s, the Year 5 cohort mean was approximately 25 points less than the like school mean for Year 3. The decrease in difference between the school and like schools' mean demonstrates significant progress from Year 3 to Year 5.

Proficiency Band Summary

BAND	NAPLAN Score Range	WRITING							
		YEAR 3				YEAR 5			
		2016		2017		2016		2017	
		School	LikeSch	School	LikeSch	School	LikeSch	School	LikeSch
10	686 & above								
9	634 - 685								
8	582 - 633					10%	8%	6%	9%
7	530 - 581					29%	20%	22%	20%
6	478 - 529	22%	24%	11%	26%	35%	35%	34%	38%
5	426 - 477	45%	43%	52%	45%	22%	28%	22%	26%
4	374 - 425	32%	24%	29%	19%	2%	7%	13%	5%
3	322 - 373	2%	7%	7%	9%	2%	1%	3%	2%
2	270 - 321	0%	2%	2%	1%				
1	Up to 269	0%	1%	0%	1%				

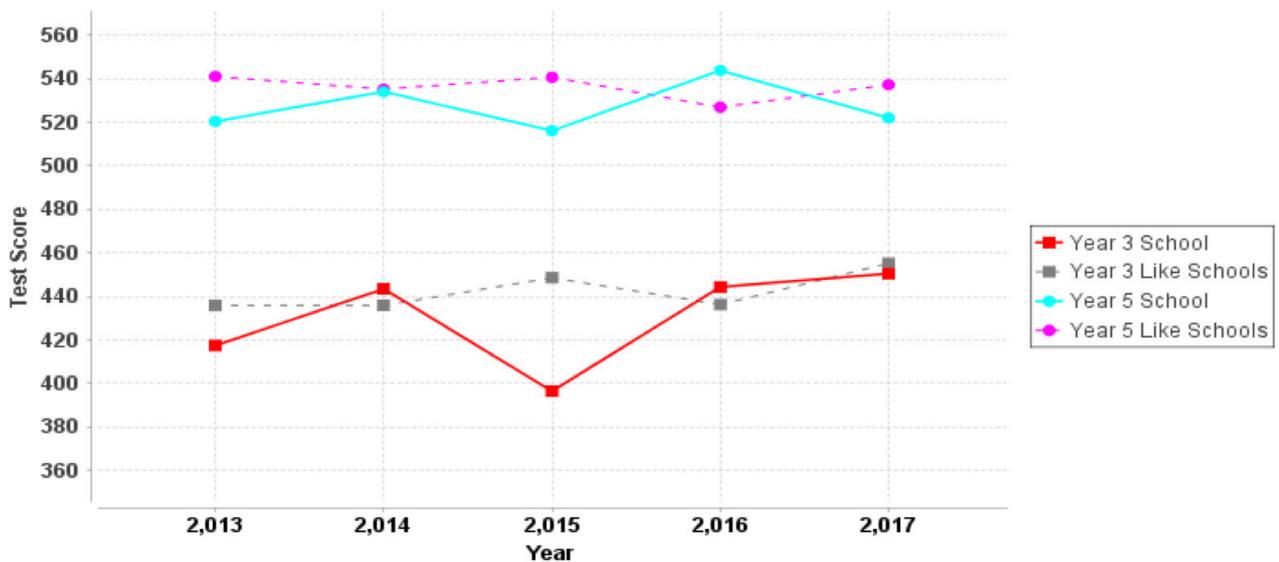
- Above National Minimum Standard
- At National Minimum Standard
- Below National Minimum Standard

At Year 3, the percentage of South Perth students in the top two bands was less than like schools at Year 3 and similar to like schools at Year 5. Two per cent of Year 3 students were at or below the minimum standard.

In Year 5, 13% of students were at the minimum standard compared with 5% in like schools. Writing has been identified as a priority area in the 2018 – 2020 Business Plan.

NAPLAN - Numeracy

Average Numeracy Score



In Numeracy, the Year 3 mean score was similar to like schools. The Year 5 mean score was approximately 20 points lower than like schools.

In 2015 as Year 3s, the Year 5 cohort mean was approximately 45 points less than the like school mean for Year 3. The decrease in difference between the school and like schools mean in Numeracy demonstrates significant progress from Year 3 to Year 5.

Proficiency Band Summary

BAND	NAPLAN Score Range	NUMERACY							
		YEAR 3				YEAR 5			
		2016		2017		2016		2017	
		School	LikeSch	School	LikeSch	School	LikeSch	School	LikeSch
10	686 & above								
9	634 - 685								
8	582 - 633					36%	24%	10%	25%
7	530 - 581					20%	21%	39%	30%
6	478 - 529	34%	29%	39%	40%	22%	28%	39%	29%
5	426 - 477	25%	26%	21%	23%	16%	21%	13%	13%
4	374 - 425	19%	21%	29%	24%	6%	6%	0%	3%
3	322 - 373	16%	18%	9%	10%	0%	1%	0%	1%
2	270 - 321	6%	5%	2%	2%				
1	Up to 269	0%	0%	0%	0%				

- Above National Minimum Standard
- At National Minimum Standard
- Below National Minimum Standard

The percentage of South Perth students in the top two bands was similar to like schools at Year 3 however less than like schools at Year 5.

Two per cent of Year 3 students were at the minimum standard and all Year 5 students were above the minimum standard. In 2017, no students were below the minimum standard in Numeracy.

NON ACADEMIC DATA

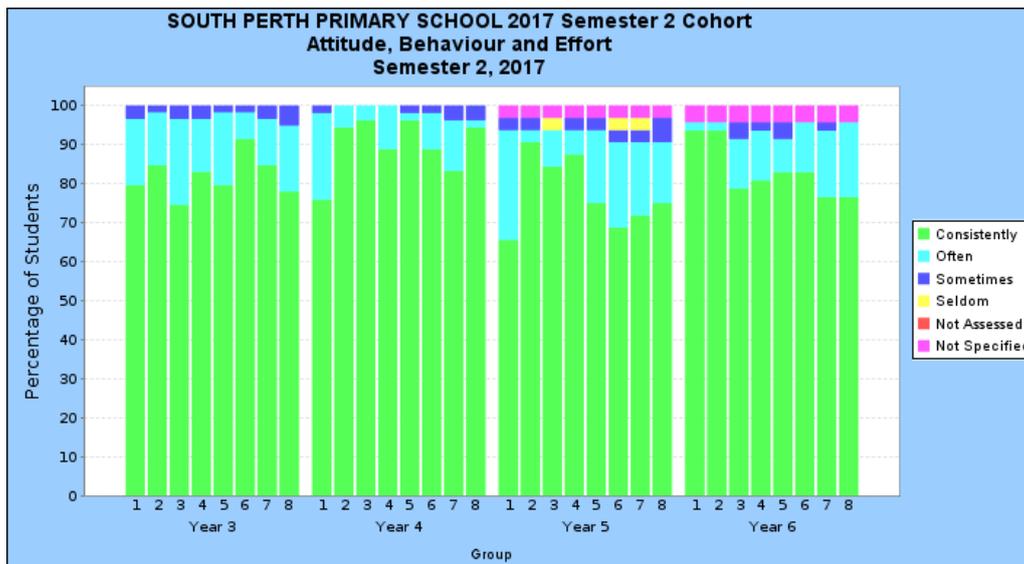
Attitude, Behaviour and Effort

The graphs in this section are drawn from the 2017, Semester 2 report data. Teachers rate each student on a frequency scale across a range of attitude, behaviour and effort criteria.

Overall the attitude, behaviour and effort ratings of the Year 3 to 6 students were consistently positive. A small proportion of students were rated against the criteria as sometimes or seldom. Over 75% of students received a rating of consistently on all criteria.

The Year 5 cohort had a slightly lower frequency of consistently on three criteria than other year levels:

- Works to the best of their ability
- Is enthusiastic about learning
- Sets goals and works towards them with perseverance.

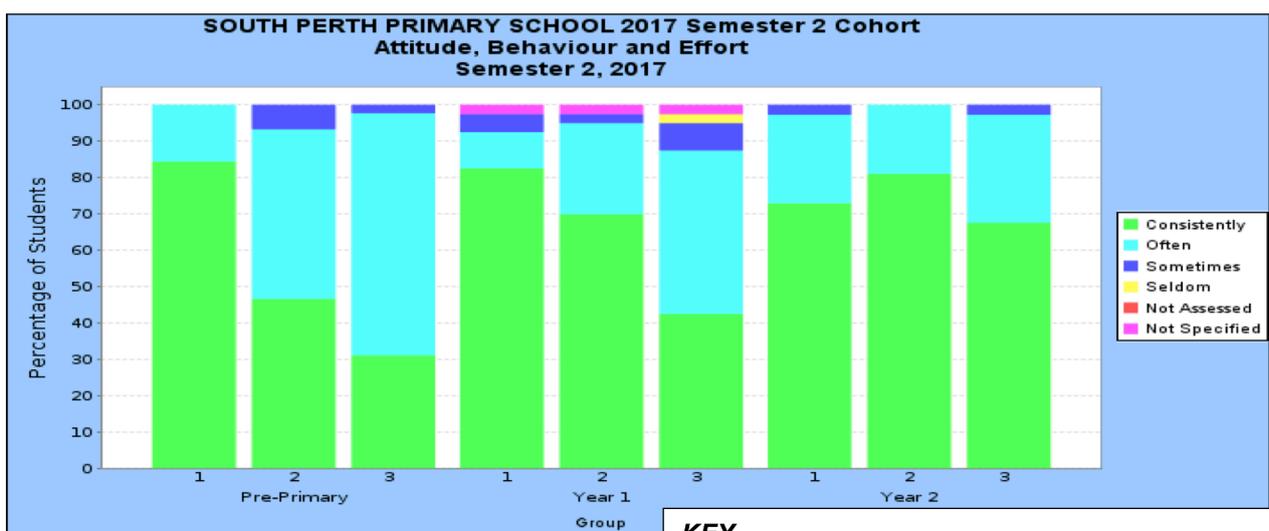


KEY to above chart

1. Works to the best of their ability
2. Shows self-respect and care
3. Shows courtesy and respect for the rights of others
4. Participates responsibly in social and civic activities
5. Cooperates productively and builds positive relationships with others
6. Is enthusiastic about learning
7. Sets goals and works towards them with perseverance
8. Shows confidence in making positive choices and decisions

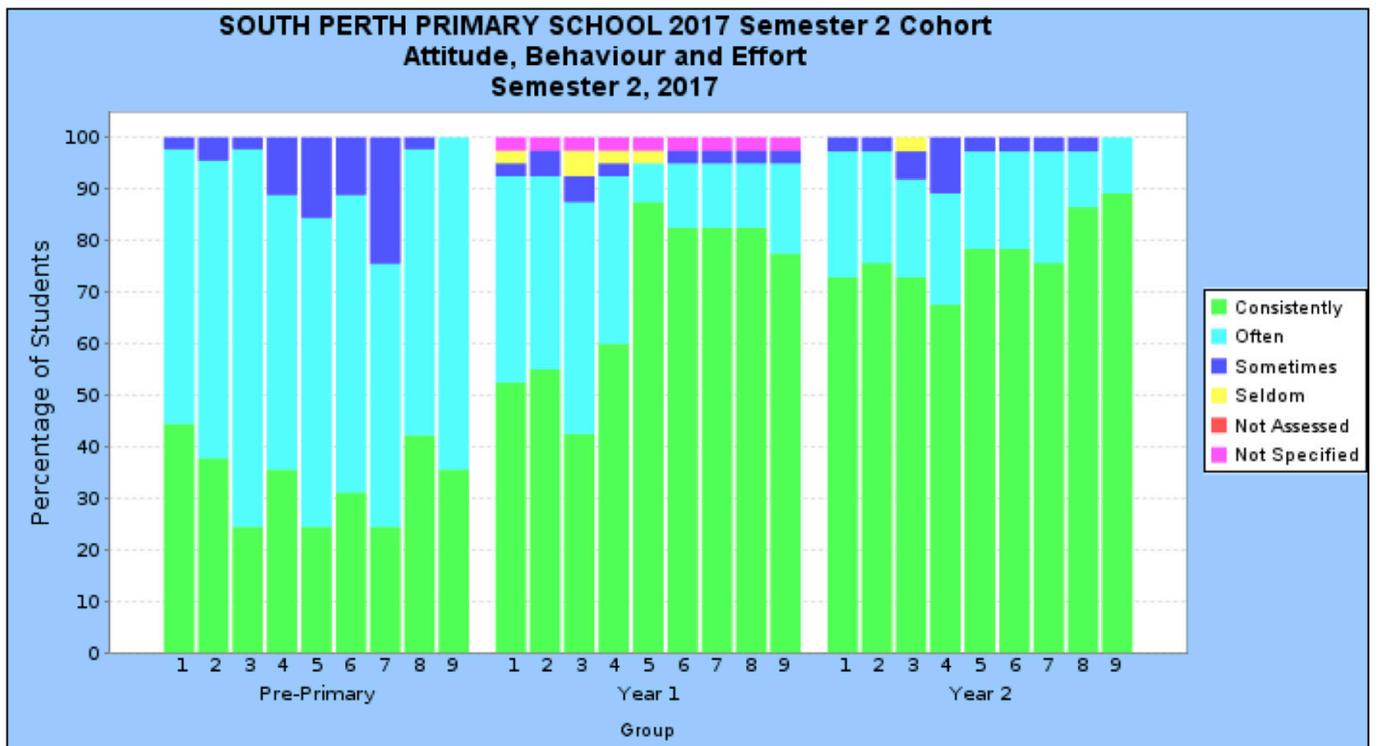
In Pre-primary to Year 2:

- Over 70% of students were enthusiastic about learning.
- The students' ability to participate responsibly and to set goals and work towards them increased across the year levels from Pre-primary to Year 2.



KEY

1. *Is enthusiastic about learning*
2. *Participates responsibly*
3. *Sets goals and works towards them*



KEY to above chart

1. Displays independence
2. Makes positive choices with confidence
3. Reflects on and talks about own learning
4. Displays perseverance
5. Expresses emotions appropriately
6. Respects the ideas, feelings and needs of others
7. Resolves conflicts in a positive manner
8. Interacts with peers and adults in acceptable ways
9. Collaborates in group activities

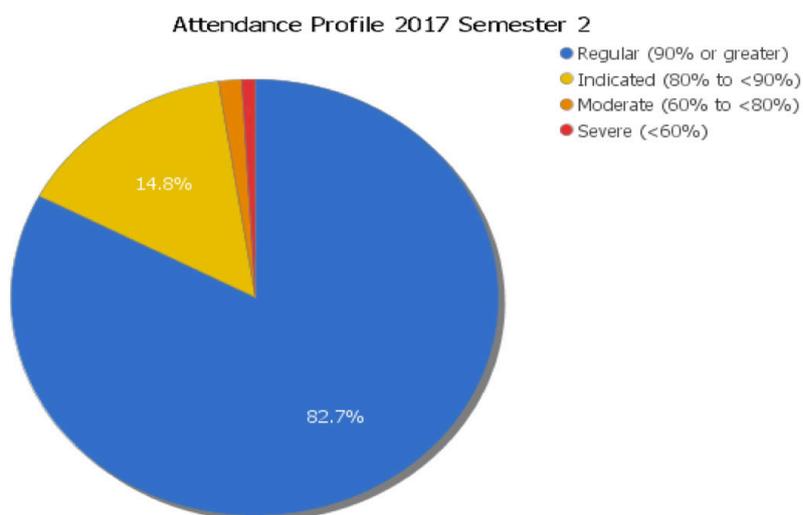
As shown in the graph above, as the students progress from Pre-primary to Year 2, their personal and social learning skills continue to develop and become more regularly demonstrated. The increased frequency with which students demonstrate personal and social skills is age appropriate and indicative of the high priority placed on the development of these skills in the early years.

ATTENDANCE

Regular school attendance is closely correlated to students achieving optimal educational and social outcomes. Irregular school attendance is a significant risk factor, with individual student attendance of less than 90% being cause for concern.

At South Perth Primary School, a small number of students with poor attendance patterns are case managed, working with parents and carers to identify barriers and issues and develop a plan to improve attendance patterns.

The graph below indicates the percentage of students in each category. Family holidays is the most common reason why students fall into the 80-89% attendance category.



The table below breaks the attendance data down into year levels and types of absences. The attendance rate in Kindergarten is lower than other year levels. Poor attendance in the early years is cause for concern as attendance patterns can continue into the compulsory years of schooling.

Year 1 students had a high percentage of unauthorised absences and a slightly lower attendance rate than other year levels from P – 6.

Unauthorised absences make up close to 50% of all absences. Sixty five percent of unauthorised absences are due to holidays during the school term.

Attendance - Year Group Breakdown

Year level	Attendance Rate %	Authorised %	Unauthorised %
Kindergarten	88.4%	21%	79%
Pre-Primary	94.8%	44%	56%
Year 1	92.9%	34%	66%
Year 2	94.7%	53%	47%
Year 3	94.3%	44%	56%
Year 4	95.0%	63%	37%
Year 5	95.9%	57%	43%
Year 6	95.3%	54%	46%

Parent education, in relation to attendance, will be continued at parent meetings, in kindy and pre-primary parent information booklets and through the newsletter to ensure parents are aware of the importance of regular attendance at school.

PARENT SURVEY

In the 2016 Parent National Schools Opinion Survey there was very little movement in parent responses in relation to a number of survey questions over the ratings from the 2014 survey. This was despite a range of strategies implemented within the school to improve aspects of school leadership and parent and community understanding of operation in this area.

As an independent party, Ian Crosby, Director from PDT Consultancy, was contracted to undertake a series of semi-structured interviews with selected parents to explore school leadership, school improvement, community involvement and teacher feedback to parents. The purpose of these interviews was to obtain further information from parents to assist in school review and to provide a basis for future school improvement strategies.

The school leadership team selected ten families in each of the early childhood, middle and upper primary areas, for potential involvement in the interview process, representing the range of demographics and viewpoints reflected within the school.

These families were contacted by the school to ascertain their willingness to be involved in the interview process. Eighteen people indicated their willingness to take part in this process. The consultant then made contact with all of these families and scheduled interviews at a mutually convenient time. Semi-structured interviews were conducted in a combination of telephone and face to face formats, at a location chosen by the participants.

As a result of the report received from the consultant, the leadership team developed a set of recommendations. The recommendations were developed under the Business Plan headings of high quality teaching, effective leadership and positive relationships. The recommendations were then presented to the school staff and Board members.

Some recommendations were implemented in 2017 and others will be implemented in 2018. The recommendations implemented in 2017 were:

HIGH QUALITY TEACHING

Teacher Feedback:

- Investigate the practicability of individual parent interviews in Term 1.

School Improvement:

- Continue implementation of strategies that ensure teachers collaborate in order to improve consistency in the educational rigour and delivery of teaching and learning programs.

EFFECTIVE LEADERSHIP

Leadership:

- Increase parent knowledge and understanding of the structure of the school in relation to the Department of Education and the roles of the various groups (i.e. P&C and School Board) within the school community.
 - ▶ Communicate Business Plan progress on page 1 of each school newsletter.
 - ▶ Ensure parents are aware of school policies and directions through the use of Connect Notices, newsletters and parent/teacher meetings.
 - ▶ Communication from the Board to the parent body following each Board Meeting.
 - ▶ The P&C continue to provide information to the school community through Connect Notices, parent rep emails and newsletter articles.

School Improvement:

- Seek opportunities to engage parent groups in hands-on activities associated with improving the fabric and facilities within the school e.g.:
 - ▶ Parent busy-bees in the garden and grounds.
 - ▶ Library group to assist with the covering of books and accessioning of school resources.
- The leadership team continue to provide targeted leadership to assist teachers to collaborate in order to improve consistency in the educational rigour and delivery of teaching and learning programs.

POSITIVE RELATIONSHIPS

Parent Input:

- Ensure parents are provided with feedback following action as a result of a parent suggestion or inquiry.



Community Relationships:

- Finalise the school's sponsorship guidelines.

Further recommendations will be implemented in 2018.

BUSINESS PLAN 2018 – 2020

Development of the next business plan began in Term 4, 2017. Detailed analysis of school data was undertaken by the School Board and teaching staff. The priority areas were developed following consultation with all staff members and members of the School Board.

The school priority areas in the 2018 – 2020 Business Plan are:

- ▶ Health and Wellbeing
- ▶ STEM - Science, Technology, Engineering and Mathematics
- ▶ Writing
- ▶ Early Learning – K - 2

Intended outcomes and strategies were then developed by the teaching staff and presented to the School Board. During Term 1 2018, the Business Plan will be finalised and Operational Plans will be developed.

FINANCIAL STATEMENT

The school's finances are overseen by the Finance Committee which consists of the Principal, Manager Corporate Services, senior teachers and a member of the School Board. The Finance Committee meets at least once per term. The School Board endorsed the school's budget early in Term 2 and monitored spending throughout the year.

The Student Centred Funding Model was introduced to all public schools in 2015. Under this model, schools received funding in a one line budget. The funding is for all aspects of running the school including staffing, utilities, resources and minor works.

In 2017, the school received \$3 196 946 in Student Centred Funding. This included \$82 819 for targeted initiatives funds for the school chaplain, the school psychologist and Universal Access for Kindergarten and a \$31 390 allocation for administration to assist with the extra responsibilities associated with IPS.

The Income and Expenditure tables on the following pages provide detailed information of the Cash Revenue and Expenditure. Only \$216,535 of the Student Centred Funding was allocated to cash.

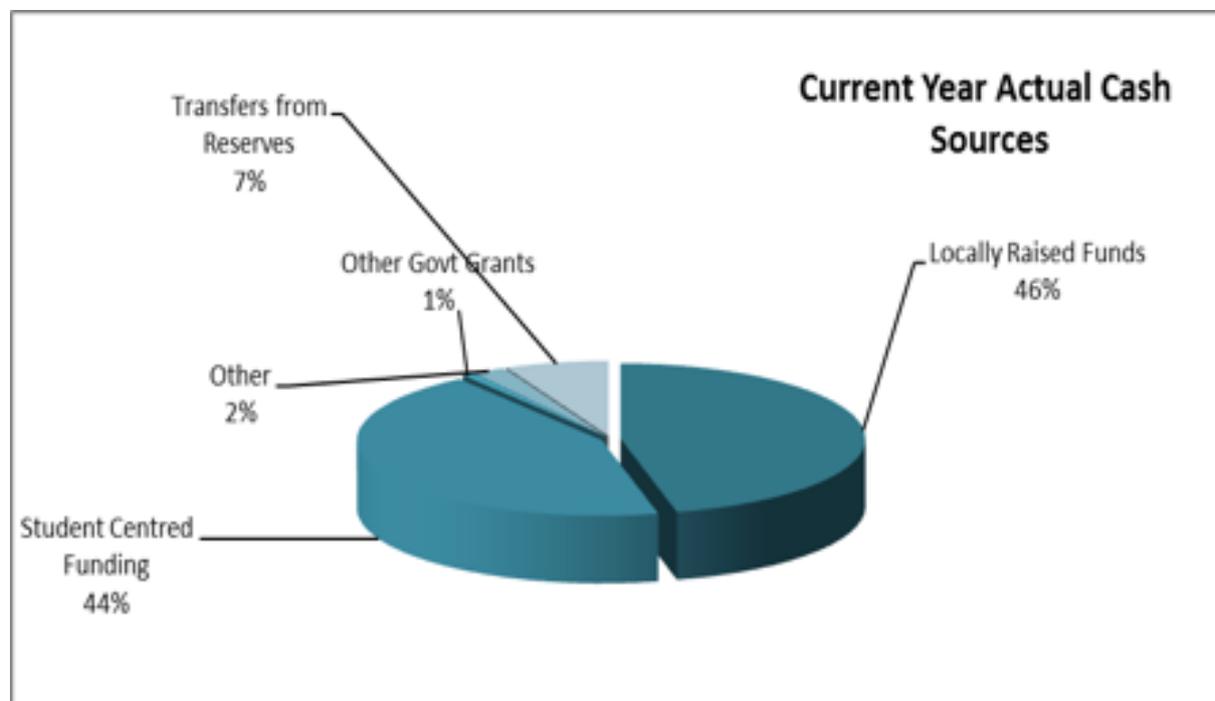
The remainder of the One Line Budget was spent on staffing. The school was compliant with the requirement to spend at least 96% of the school budget within the 2017 school year.

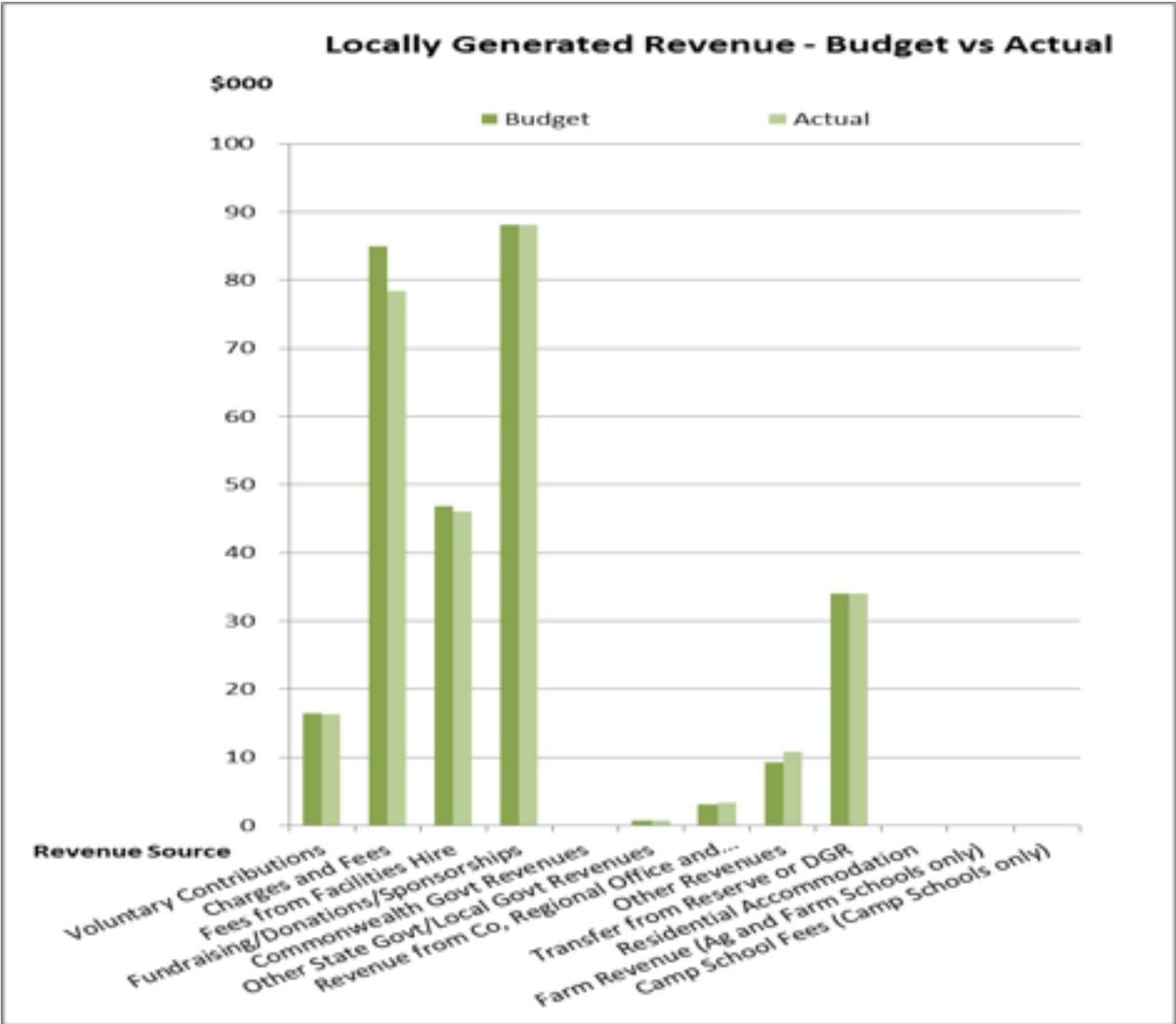
The P&C worked closely with the school's Finance Committee to fund projects identified by the school. P&C funds supplemented the school funds to the amount of \$84 640. \$55 385 was provided for the Nature Play areas. Other major contributions included \$7 000 towards the School Chaplain, \$7189 for Athletics and Reading Eggs and \$5000 for Library Books.

SOUTH PERTH PRIMARY SCHOOL

Financial Summary as at 31 December 2017

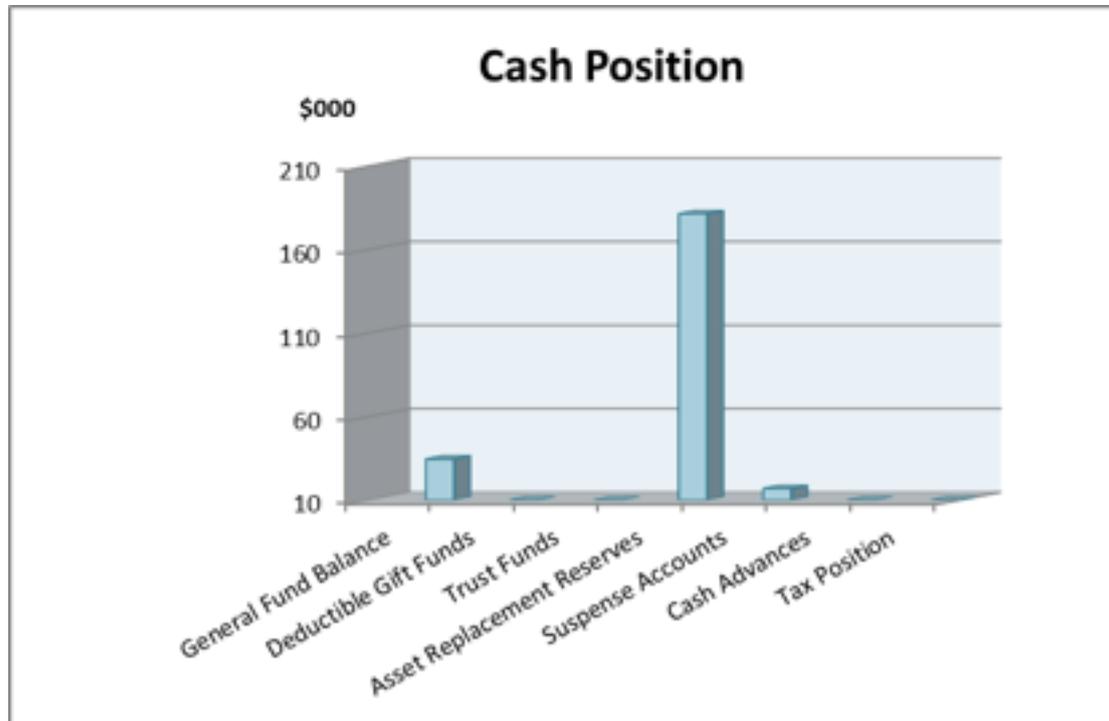
Revenue - Cash & Salary Allocation	Budget	Actual
Voluntary Contributions	\$16,449.00	\$16,332.00
Charges and Fees	\$84,935.95	\$78,452.98
Fees from Facilities Hire	\$46,817.90	\$46,070.90
Fundraising/Donations/Sponsorships	\$88,021.15	\$88,080.04
Commonwealth Govt Revenues	\$ -	\$ -
Other State Govt/Local Govt Revenues	\$750.00	\$750.00
Revenue from Co, Regional Office and Other Schools	\$3,031.65	\$3,391.65
Other Revenues	\$9,250.00	\$10,789.08
Transfer from Reserve or DGR	\$33,995.00	\$33,995.00
Residential Accommodation	\$ -	\$ -
Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$283,250.65	\$277,861.65
Opening Balance	\$49,438.93	\$49,438.93
Student Centred Funding	\$216,534.64	\$216,534.64
Total Cash Funds Available	\$549,224.22	\$543,835.22
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$549,224.22	\$543,835.22

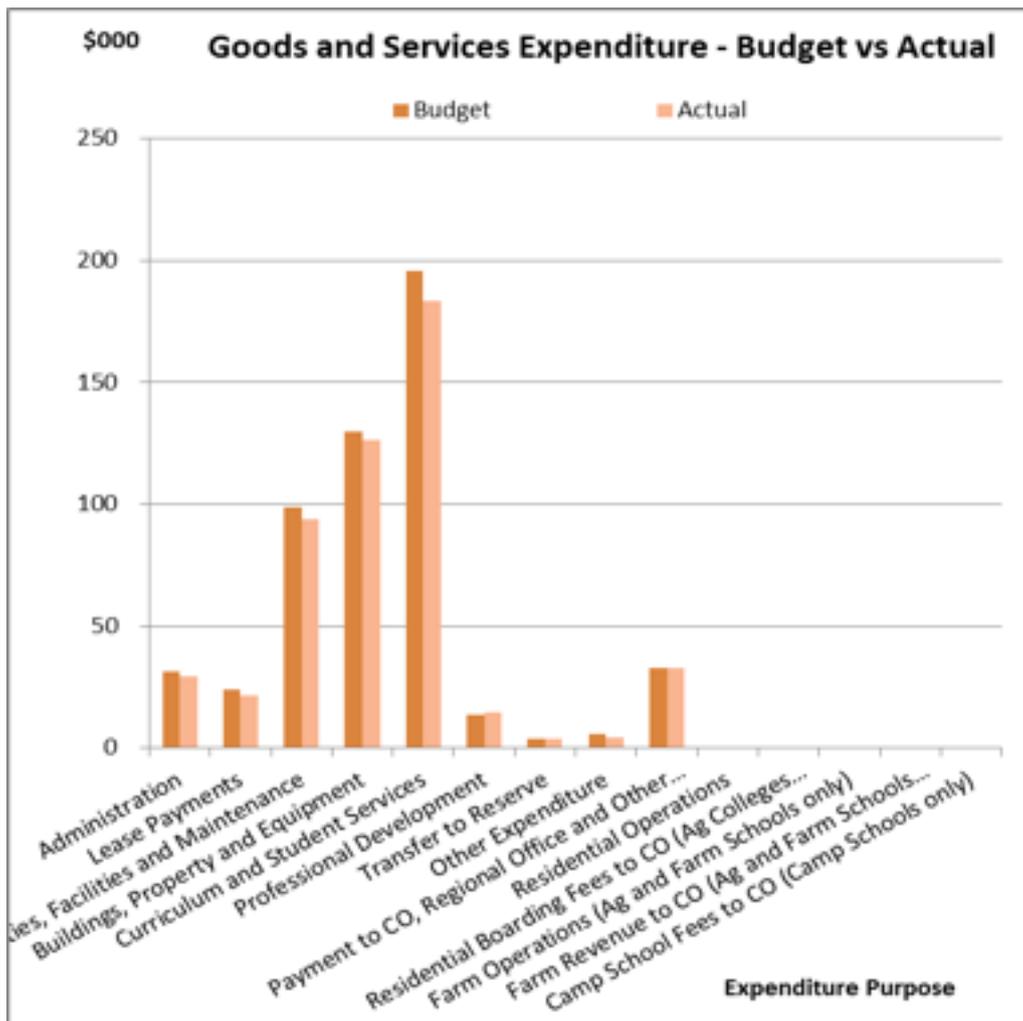




EXPENDITURE

Revenue - Cash & Salary Allocation	Budget	Actual
Administration	\$31,479.00	\$29,205.28
Lease Payments	\$24,000.00	\$21,485.46
Utilities, Facilities and Maintenance	\$98,989.00	\$93,973.82
Buildings, Property and Equipment	\$129,555.00	\$126,107.00
Curriculum and Student Services	\$195,880.96	\$183,337.37
Professional Development	\$13,670.00	\$14,819.54
Transfer to Reserve	\$3,545.00	\$3,545.00
Other Expenditure	\$5,900.00	\$4,225.28
Payment to CO, Regional Office and Other Schools	\$32,565.32	\$32,565.74
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)	\$ -	\$ -
Total Goods and Services Expenditure	\$535,584.28	\$509,264.49
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$535,584.28	\$509,264.49
Cash Budget Variance	\$13,639.94	\$34,570.73





Cash Position as at: 31 December 2017	
Bank Balance	\$231,596.64
Made up of:	\$ -
General Fund Balance	\$34,570.73
Deductible Gift Funds	\$ -
Trust Funds	\$ -
Asset Replacement Reserves	\$181,348.93
Suspense Accounts	\$16,946.98
Cash Advances	\$ -
Tax Position	-\$1,270.00
Total Bank Balance	\$231,596.64

