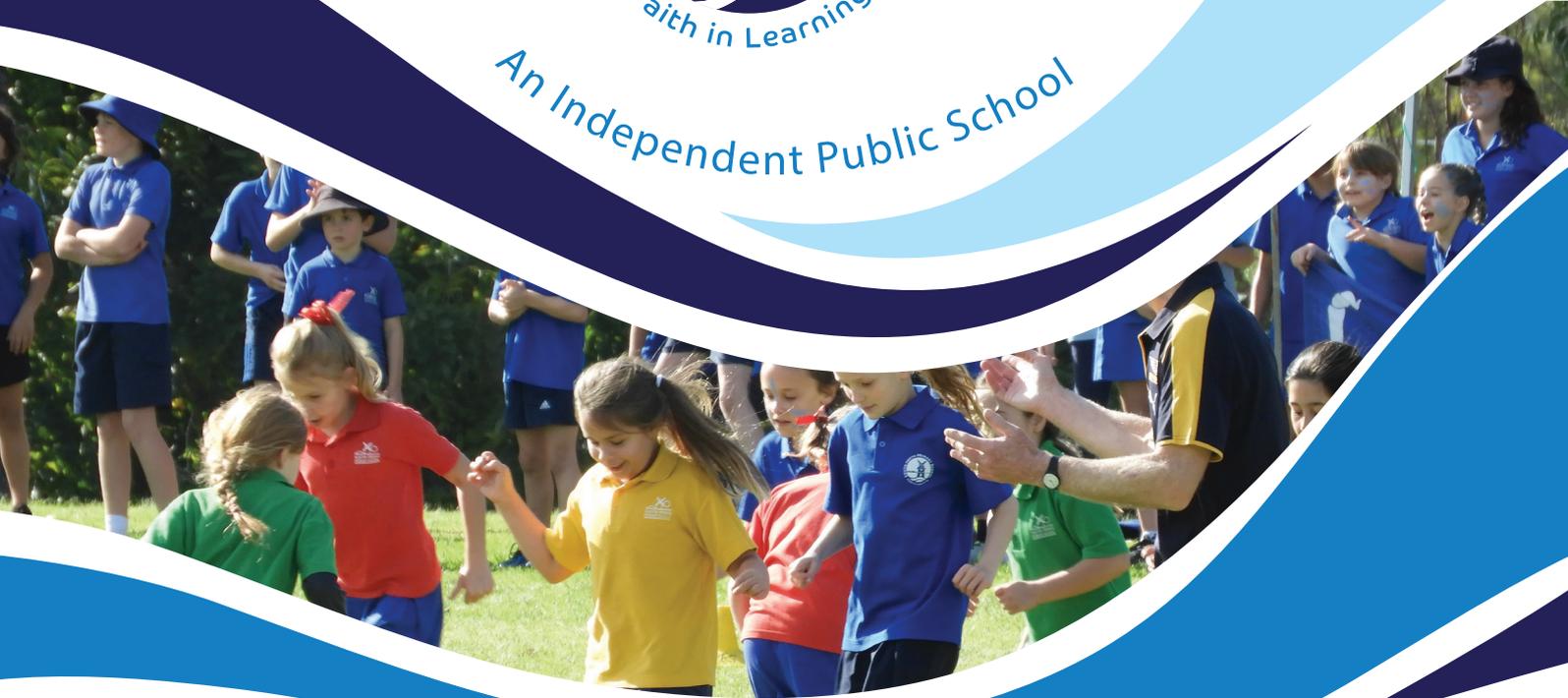




An Independent Public School



Inspiring young minds to create and pursue possibilities



2018 School Report

FROM THE CHAIR OF THE SCHOOL BOARD

Dear Parents, Community and Staff

2018 was a busy year for the school and the Board. Significant developments at the school during the year included the introduction of the new school uniform at the commencement of the year, following lengthy work by many volunteers and staff to coordinate and arrange the new uniform. The use of the updated school logo and refreshed stationery were also implemented.

Delivery and Performance Agreement

Independent Public Schools (IPS) such as South Perth Primary School have a relationship between the Department of Education and the school defined in an agreement known as the Delivery and Performance Agreement (DPA), which primarily outlines the roles and responsibilities of the Board and the Principal. A new DPA was signed at the start of 2018 valid for the period 2018 to 2020. The DPA is signed by the Director General of the Department of Education, the School Principal and the Board Chair.

Business Plan

As an Independent Public School, the Board is responsible for setting the strategic direction of the school, and the strategic direction is outlined in the school Business Plan, developed for three-year periods. In the latter part of 2017, the school leadership team and the Board began work on a business plan for 2018 to 2020, in consultation with school staff, following analysis of school data and consideration of areas of strength and areas to be improved. The school priority areas for this Plan are: Health & Wellbeing, STEM, Writing, and Early Learning K-2. Strategies have been developed under four areas: successful students, high quality teaching, effective leadership and positive partnerships.

National Opinion Survey

A national opinion survey of students, parents and staff is conducted in primary schools every second year and the survey occurred again in 2018. Analysis of the results of the parent survey found the number of parents expressing dissatisfaction with the school had dropped noticeably. The staff survey found the number of respondents expressing negative sentiments dropped markedly while the average of responses to questions about school leadership and quality of education showed improvement in 5 of 6 categories.

Board Composition

Parent and staff Board members are elected for three-year terms, and as the year concluded two members reached the end of their three-year term, being Tessa Jackson and Mark Perger.

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 2018

Board Members for 2018:

Parent: Michael Chua, Amie Fabry, Mark Perger;

Community: Amna Gumati, Clementine Kohler;

School Staff: Jeanne Collins, Tessa Jackson, Karen Owens, Jeanne Warner.



MESSAGE FROM THE PRINCIPAL

Success was achieved in many areas of endeavour during the 2018 school year from 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 from 2018 were:



Whole School

- The 2018 – 2020 Business Plan was developed and implemented after extensive consultation with the School Board and the teaching staff.
- Transition to the new school uniform began. The new uniform design is very smart and the introduction of a warm jacket was appreciated by the students during the colder months.
- Students from Pre-primary to Year 6 produced creative sculptures under the guidance of an Artist in Residence with their work displayed at the P&C Art Exhibition and Auction.
- The school successfully applied for a refurbishment of our Science Laboratory and a \$25 000 grant for science resources. The refurbishment will take place in 2020 or 2021.

Extra Curricula

- In the Haydn Barber Memorial Chess Tournament the B Grade team finished third.
- South Perth joined a neighbouring interschool competition for swimming and won the carnival.
- South Perth again won the SMPSSA Interschool Cross Country Carnival. Five out of eight age-group team trophies were awarded to South Perth competitors.
- The Year 4 and Under Boys team finished third at the School Sports WA Cross Country Carnival.
- The Year 6 students travelled by train and spent an 'action-packed' week at the Kalgoorlie Camp School.
- South Perth athletes won the 2018 SMPSSA Interschool Athletics Carnival.

Individual Students

- At the Faction Swimming Carnival, a Year 4 girl set a school record for Year 4, 50 metres Backstroke, breaking the record which had stood since 1993. Two other records were also set at the carnival.
- A Year 6 student was selected in the Western Australian Women's Artistic Gymnastics State Team for 2018.
- A Year 5 boy gained a place in the final of the City of South Perth, Speak with Confidence Award.
- A Year 4 student gained a highly commended award for her entry in the Tim Winton Award for Young Writers.
- In the City of South Perth Young Writers' Competition, a Year 1 student was awarded first place in the Year 1/2 age group.
- A Year 6 student won a place in the GATE (Gifted and Talented Education) Drama program at John Curtin College of the Arts.

The success and progress achieved in 2018 would not have been possible without the dedication and skills of our motivated staff members and the wonderful participation and 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. Our Vision is to inspire young minds to create and pursue possibilities.

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 in NAPLAN testing is consistently above the national mean. 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, artist in residence, chess and a wide range of sporting opportunities, are also provided for interested students.

South Perth is a culturally and linguistically diverse (CALD) school. Twenty eight per cent of our school population come from a CALD background, speaking over 20 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 Language/Dialect specialist teacher and education assistant assist students with the acquisition of Standard Australian English.

The school is located on the corner of Angelo and Forrest Streets and caters for approximately 360 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 some 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.

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 art programs.

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 2018 - 2020

Development of the current 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

The Business Plan contains Outcomes, Targets and Strategies for each priority. The outcomes describe what the students will achieve, the targets outline how progress will be measured and the strategies are the actions to be implemented.

The strategies were developed under four areas:

- Successful students
- High quality teaching
- Effective leadership and
- Positive partnerships.

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

Achievement Targets have been set to monitor the successful implementation of the priorities in the 2018 – 2020 Business Plan. The data collected in 2018 will form a baseline for comparison when monitoring progress and achievement in 2019 and 2020.

Targets for each of the priorities are listed below together with the data collated during 2018.

Health and Wellbeing: Target 1: Increase average ratings on related criteria in National School Opinion Surveys for Parents, Students and Staff.

National School Opinion Survey

All parents, staff and Year 5-6 students were asked to complete the survey. The survey asks respondents to rate each criteria from strongly disagree (1) to strongly agree (5).

Health and Wellbeing Average Ratings	2018		
	Student	Parent	Staff
Teachers at my school treat students fairly	4.0	4.0	4.6
I feel safe at my school	4.2	4.4	4.6
I can talk to my teacher about my concerns	3.6	4.3	4.4
Student behaviour is well managed at my school	3.6	3.9	4.1
I like being at my school	4.3	4.3	4.6
My school takes students' opinions seriously	3.6		
Teachers at this school care about their students		4.1	4.6

STEM: Targets 1: Improve the comparative ratio between the school mean at Year 3 and Year 5 in NAPLAN Numeracy and the mean for 'like schools'.

South Perth Primary School Mean compared to like schools

The score is the average NAPLAN result for the South Perth PS cohort of students compared to the cohort of students from schools with a similar socio-economic index to South Perth

NUMERACY	2018
YEAR 3	
School Mean	432
Like School Mean	446
RATIO	0.97
YEAR 5	
School Mean	516
Like School Mean	537
RATIO	0.96

STEM: Target 2 - Increase the percentage of students achieving above a C grade in Semester 1 for Digital Technology and Semester 2 for Science and Design and Technology.

School Mean	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A or B	45.6%	21.1%	36.8%	53.6%	52.5%	48.3%
C	54.3%	71.1%	63.2%	46.4%	47.5%	51.7%
D or E		7.9%				

Summary of Grade Allocations for Semester Reports

School Mean	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A or B	41.3%	55.0%	55.5%	42.0%	51.2%	75.9%
C	56.5%	40.0%	41.7%	58.1%	46.3%	17.2%
D or E	2.2%	5.0%	2.8%		2.4%	3.4%

DIGITAL TECHNOLOGY – Semester 1, 2018

School Mean	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A or B	32.6%	67.5%	38.9%	60%	45.3%	41.7%
C	67.4%	27.5%	61.1%	40%	54.8%	48.3%
D or E		5.0%				

SCIENCE – Semester 2, 2018

DESIGN AND TECHNOLOGY – Semester 2, 2018

Writing: Target 1: Improve the comparative ratio between the school mean at Year 3 and Year 5 in NAPLAN Writing and the mean for 'like schools'.

South Perth Primary School Mean compared to like schools

The score is the average NAPLAN result for the South Perth PS cohort of students compared to the cohort of students from schools with a similar socio-economic index to South Perth.

WRITING	2018
YEAR 3	
School Mean	428
Like School Mean	440
RATIO	0.97
YEAR 5	
School Mean	474
Like School Mean	501
RATIO	0.95

Writing: Target 2: The percentage of South Perth Primary School students achieving above Band 5 in Year 3 and Band 7 in Year 5 to be equal or greater than 'like schools'.

Percentage of SPPS students in top two bands compared to % in like schools.

The percentage of students who achieved in Band 5 and 6 at Year 3 and Band 7 and 8 at Year 5 from South Perth PS compared to the cohort of students from schools with a similar socio-economic index to South Perth.

WRITING	2018
YEAR 3	
School %	54%
Like School %	66%
RATIO	0.82
YEAR 5	
School %	8%
Like School %	31%
RATIO	0.26

Writing: Target 3: Achieve equal to or greater than Student Progress from Year 3 to Year 5 in Writing when compared to like schools.

South Perth Primary School Student Progress compared to like schools.

The score is the average number of NAPLAN points students progressed from Year 3 in 2016 to Year 5 in 2018. The progress achieved by South Perth PS students is compared to average progress of students from school with a similar socio-economic index as South Perth.

WRITING	2018
YEAR 3 to YEAR 5	
School Progress	27
Like School Progress	50
RATIO	0.54
YEAR 3 to YEAR 5 Stable cohort	
School Progress	36
Like School Progress	50
RATIO	0.72

Early Learning K-2: Target 1: Achieve 'Meeting' for all seven standards in the NQS in the annual school self-assessment and at a verification visit.

National Quality Standards

The National Quality Standards provides a national framework that is used by Early Childhood Educators and the School Leadership Team to assess the programs for K-2 students and plan for improvement. To be meeting a Standard, the school must be confident that all Elements within the Standard are being met.

QUALITY AREA	2018 SCHOOL SELF ASSESSMENT
Quality Area 1 Educational program and practice	Meeting
Quality Area 2 Children's health and safety	Meeting
Quality Area 3 Physical environment	Working Towards
Quality Area 4 Staffing arrangements	Working Towards
Quality Area 5 Relationships with children	Meeting
Quality Area 6 Partnerships with families and communities	Meeting
Quality Area 7 Leadership and service management	Meeting

Teachers identified the following areas for improvement in relation to Quality Area 3 and 4:

- Collaborative planning for ECE budget and purchase of consumables and resources.
- Development of the outdoor play area including increased nature play and gardening areas.
- Support for students with special needs and English as an additional language/dialect.
- Adequate break times for teachers.



Early Learning K-2: Target 2: Increase average ratings on related criteria in the National School Opinion Surveys for Parents and Teachers.

National School Opinion Survey

In 2018, the National School Opinion Survey data was collected and collated as one sample by parents and teachers from K – 6. Therefore, the data does not only reflect the attitudes of parents of students from K-2. However, 60% of parent respondents were from K-2.

Indicator	Parent	Diff 2014-16
Teachers at this school expect my child to do his or her best	4.1	4.9
Teachers at this school provide my child with useful feedback	3.8	4.4
Student behaviour management is well managed at the school	3.9	4.1
The school takes parents' opinions seriously	3.6	4.0
Teachers at this school motivate my child to learn	3.9	4.5
My child is making good progress at this school	3.9	
My child's learning needs are being met at this school	3.8	4.3
This school is well led	3.7	4.3
My child's teachers are good teachers	4.1	4.6

Indicator	Parent	Diff 2014-16
Teachers at this school treat students fairly	4.0	4.6
My child feels safe at this school	4.4	4.6
I can talk to my child's teacher about my concerns	4.3	4.5
My child likes being at this school	4.3	4.6
This school works with me to support my child's learning	3.8	4.3
Teachers at this school care about my child	4.1	4.6

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

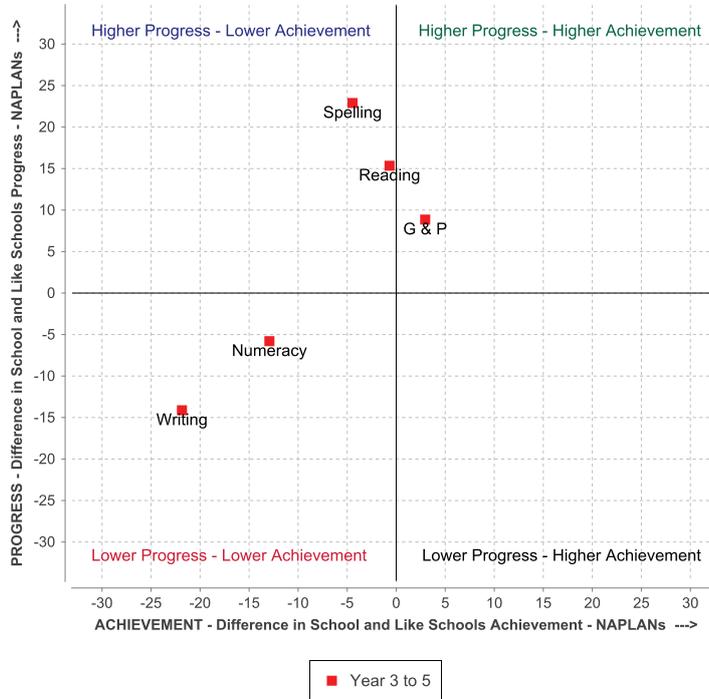
The following graph demonstrations the achievement of the Year 5, 2018 cohort and the progress made from Year 3, 2016 to Year 5, 2018. The four quadrants of the graph compare the school's data to the achievement and progress of students in like schools within Western Australia.

South Perth Primary School's mean score for Spelling, Reading and Punctuation and Grammar were close to the mean score for like schools and the progress achieved was higher than for like schools. However, the results in Numeracy and Writing were low in relation to both achievement and progress.

The low progress and achievement of the Year 5 cohort in Writing and Numeracy has been closely analysed by the leadership team and teachers and strategies for improvement are outlined in the Priority Focus Areas for 2019 on page 20.

Student Progress and Achievement Compared with Like Schools

NAPLAN Year 3 2016 to Year 5 2018

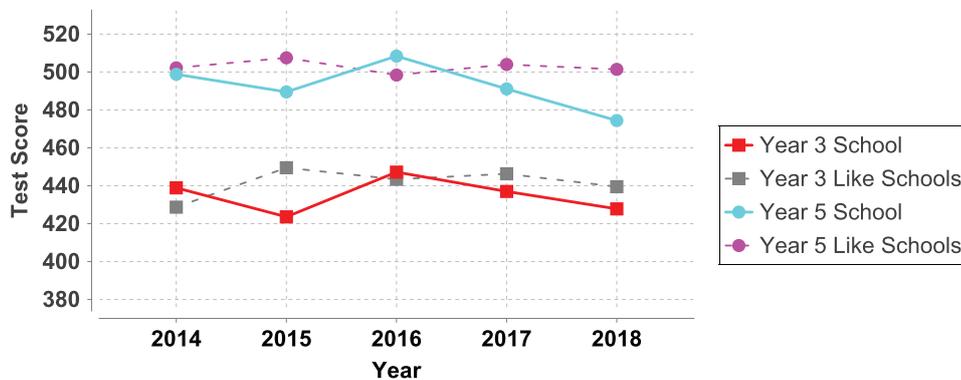


Writing

In the NAPLAN Writing assessment, the mean NAPLAN score for the Year 3 students was 12 NAPLAN points below the mean for like schools which was similar to the difference in 2017.

The Year 5 mean was 25 NAPLAN points below the like school mean and the lowest school mean for the past five years. The lack of progress was disappointing as Year 3 – 5 teachers had been focusing on the development of students’ writing skills. The conclusion was reached that more time needs to be allocated to extended writing activities where students are required to draft, edit and publish whole texts for a specific audience and purpose.

Average Writing Score



Proficiency Band Summary

Band	NAPLAN Score Range	Writing							
		Year 3				Year 5			
		2017		2018		2017		2018	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					6%	9%	5%	11%
7	530 - 581					22%	20%	3%	20%
6	478 - 529	11%	26%	21%	19%	34%	38%	35%	34%
5	426 - 477	52%	45%	33%	47%	22%	26%	40%	29%
4	374 - 425	29%	19%	28%	22%	13%	5%	15%	5%
3	322 - 373	7%	9%	13%	9%	3%	2%	3%	2%
2	270 - 321	2%	1%	5%	1%				
1	Up to 269	0%	1%	0%	1%				

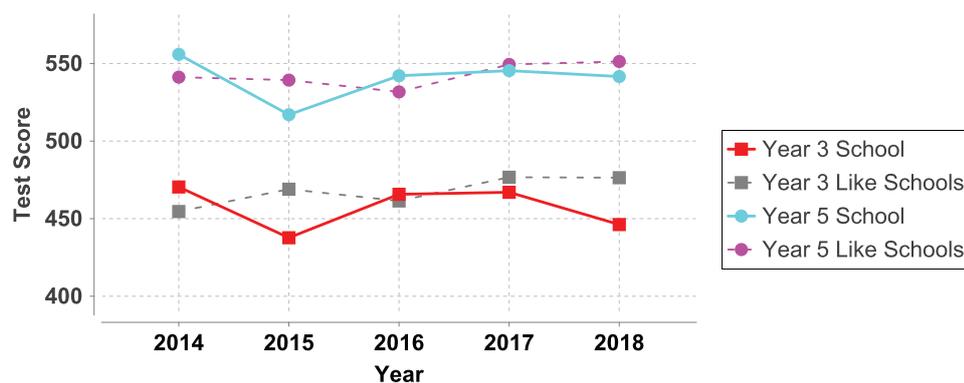
Year level planning and case management in Writing is a priority in 2019 in response to only 8% of students achieving in the top two Bands at Year 5 compared to 31% in like schools. Lead teachers will be facilitating the development and monitoring of case management plans during teachers' collaborative sessions.

Reading

The Year 3 Reading mean score was approximately 25 NAPLAN points lower than the mean of like schools. The Reading mean was also approximately 20 points lower than the school mean for the past two years.

In comparison, the Year 5 Reading mean score was close to the Year 5 like school mean and similar to the school mean for the past three years.

Average Reading Score



Proficiency Band Summary

Band	NAPLAN Score Range	Reading							
		Year 3				Year 5			
		2017		2018		2017		2018	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					29%	33%	25%	31%
7	530 - 581					39%	29%	30%	28%
6	478 - 529	38%	47%	31%	45%	19%	24%	30%	24%
5	426 - 477	25%	22%	26%	29%	6%	10%	10%	11%
4	374 - 425	25%	19%	23%	16%	3%	4%	5%	4%
3	322 - 373	11%	9%	13%	7%	3%	1%	0%	1%
2	270 - 321	2%	2%	8%	3%				
1	Up to 269	0%	2%	0%	1%				

At Year 3, 17% fewer students scored at Band 6 or above compared to like schools. The ratio of students achieving at Band 5 or 6 compared to like schools is lower than in 2016 and 2017. Renewed attention in the early years to the teaching of reading strategies through guided reading will be a priority for 2019.

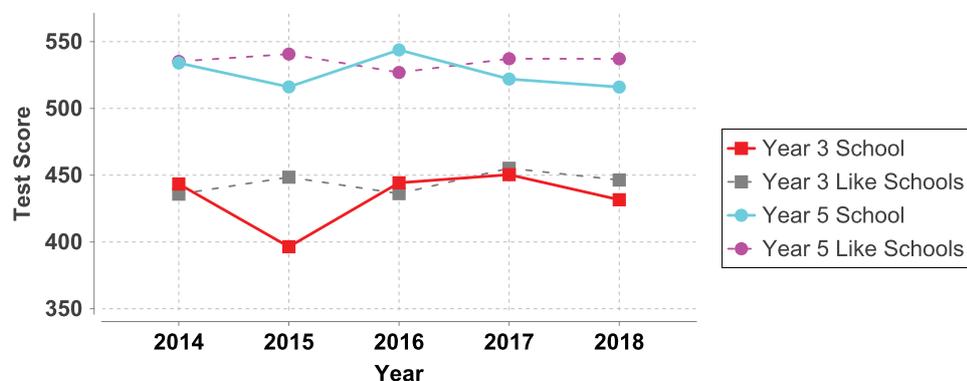
The percentage of students achieving in the top two Bands for Year 5 was similar for like schools and South Perth. Only 15% of students achieved at Band 5 or below which is similar to like schools.

Numeracy

The school mean score for Year 5 Numeracy has declined over the past three years. This decline has coincided with the introduction of the Envision Maths resources. The Year 3 school mean has been similar during that time.

Teachers have expressed the need for more time to teach the Australian Curriculum which has resulted in a school policy to timetable 300 minutes of Mathematics instruction time each week for Years 1 – 6.

Average Numeracy Score



As can be seen in the Proficiency Band table below, significantly fewer Year 5 students achieved at Band 7 and 8 compared to like schools. The percentage of students achieving in the top two bands at Year 3 was more closely aligned to like schools than at Year 5.

Envision Maths provides resources to extend able students however teachers have been unable to use the resources fully due to limited availability of time. This issue will be addressed by ensuring that adequate time is allocated to the teaching of Mathematics.

Proficiency Band Summary

Band	NAPLAN Score Range	Numeracy							
		Year 3				Year 5			
		2017		2018		2017		2018	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					10%	25%	13%	26%
7	530 - 581					39%	30%	30%	29%
6	478 - 529	39%	40%	28%	31%	39%	29%	33%	25%
5	426 - 477	21%	23%	26%	33%	13%	13%	18%	16%
4	374 - 425	29%	24%	15%	21%	0%	3%	8%	3%
3	322 - 373	9%	10%	23%	11%	0%	1%	0%	0%
2	270 - 321	2%	2%	8%	4%				
1	Up to 269	0%	0%	0%	1%				

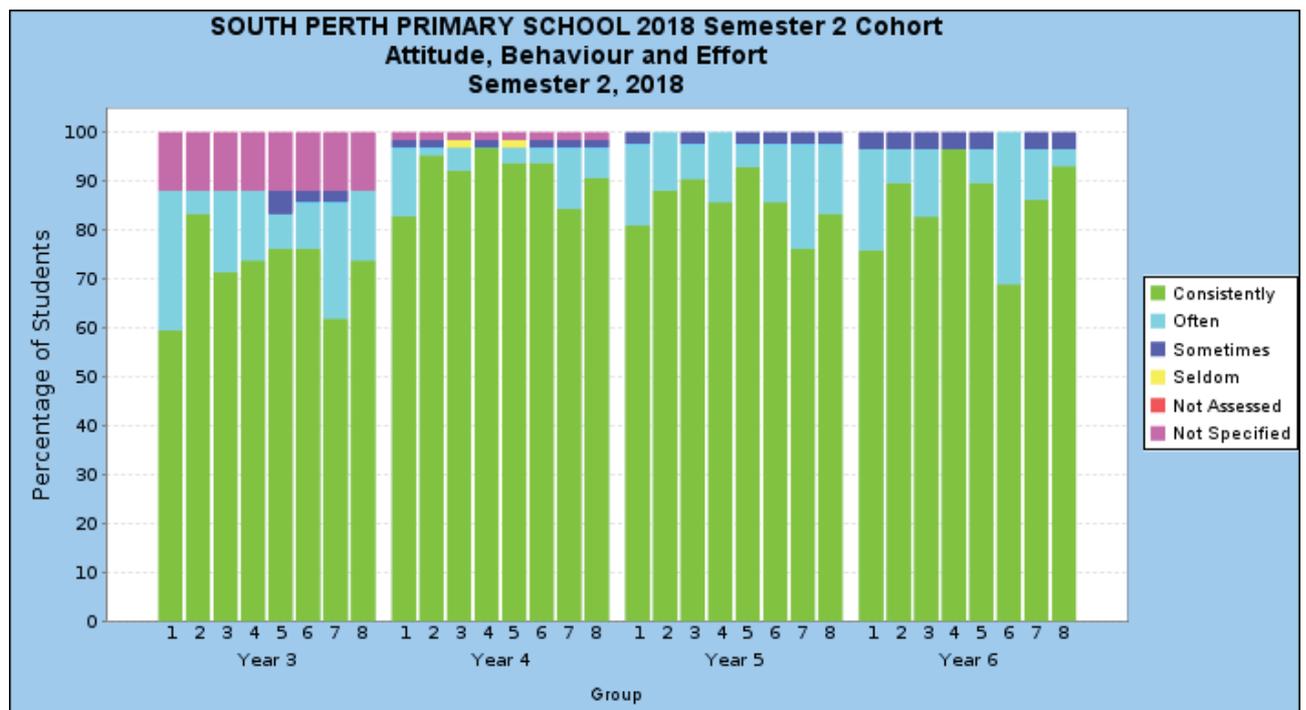


NON ACADEMIC DATA

Attitude, Behaviour and Effort

The Attitude, Behaviour and Effort graphs in this section of the report are based on Semester 2, 2018 Student Report data. Teachers rate each student against a set of criteria based on a frequency scale of consistently, often, sometimes and seldom. The criteria assessed are different for Pre-primary to Year 2 and Year 3 to Year 6.

The Year 3-6 graph shows that the vast majority of students demonstrate the criteria consistently. Five new students in Year 3 and one new student in Year 4 were not assigned Attitude, Behaviour and Effort grades due to the limited time that the students had been enrolled at South Perth Primary School.



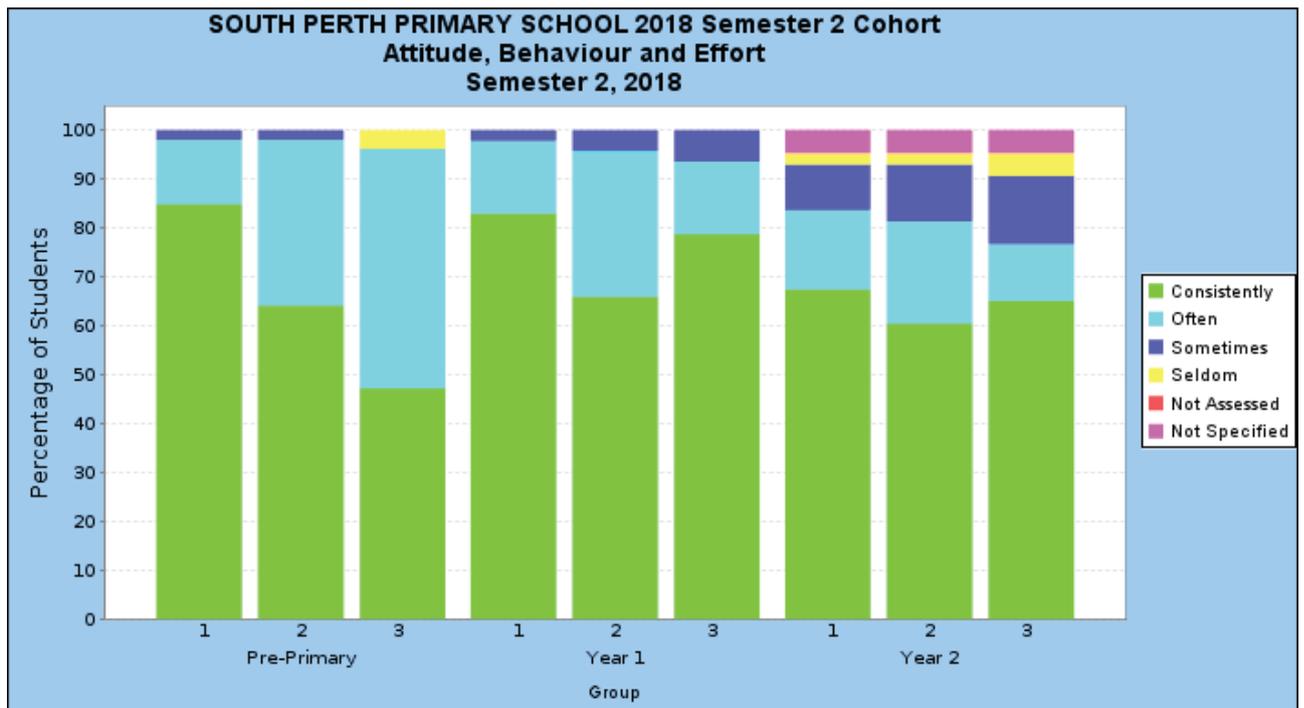
KEY

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

The students in Pre-primary to Year 2 are less consistent in the demonstration of the criteria than the Year 3-6 students. This is expected as the students are still developing their social and emotional skills.

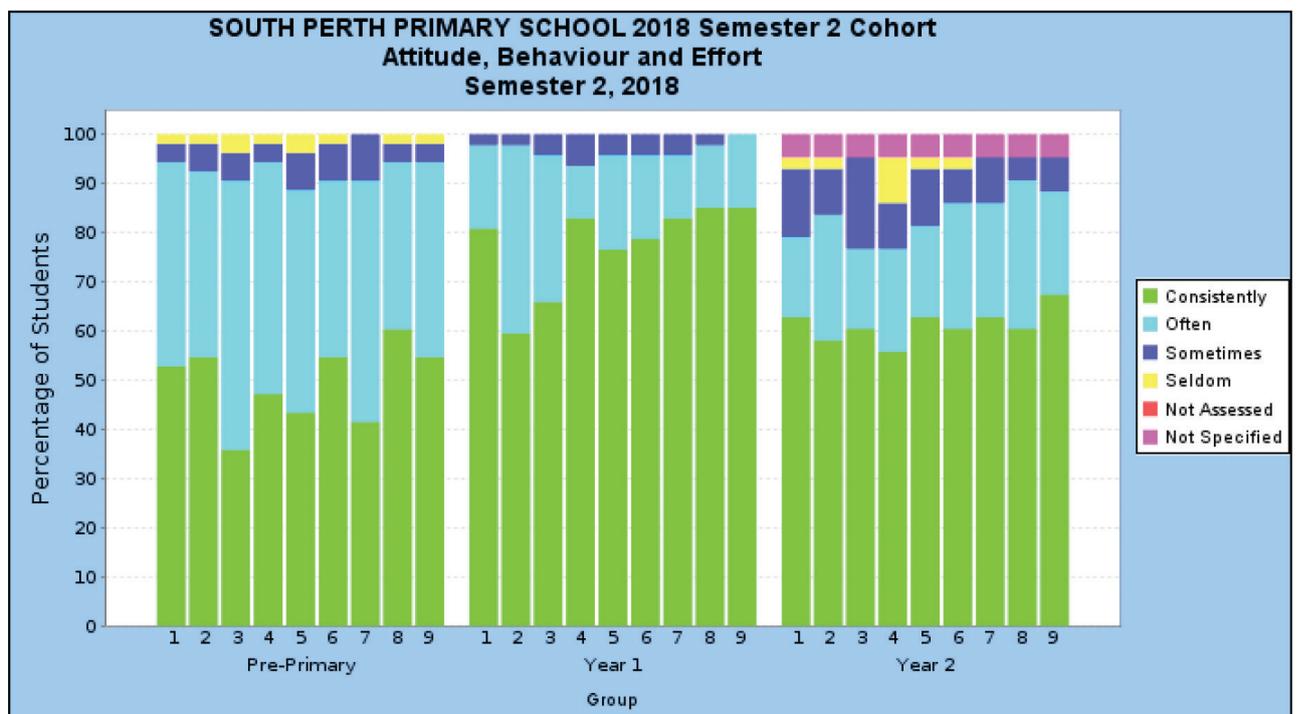
The Year 2 cohort has a significant number of students rated as 'sometimes' on the criteria related to both work habits such as enthusiasm, responsibility and self-motivation and the social and emotional criteria.

See graph on next page.



KEY

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



KEY

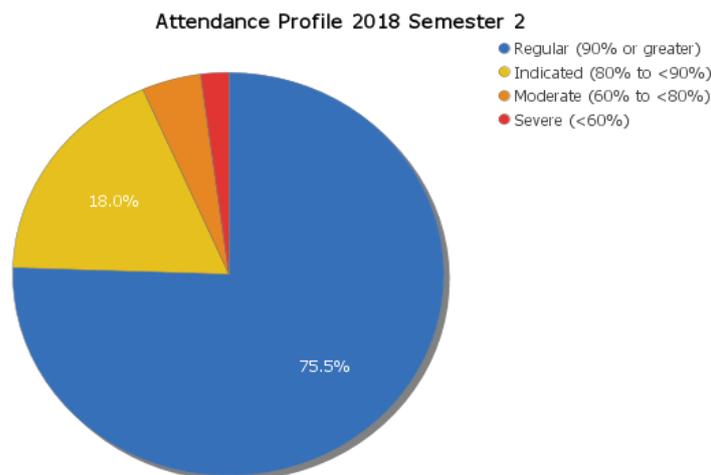
1. Displays independence
2. Makes positive choices with confidence
3. Reflects on and talks about own learning
4. Displays perseverance
5. Expresses emotions appropriately
6. Respects the ideas, feelings and needs of others
7. Resolves conflicts in a positive manner
8. Interacts with peers and adults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

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 and account for over half of all unauthorised absences. Some extended absences are authorised when EAL/D families return to their country of origin for culturally significant events.



The attendance rate at Kindergarten continues to be lower than other year levels. Student absences on Wednesdays, the day when students only attend every second week, continue to be a concern. Kindergarten and Pre-primary both have high rates of unauthorised absences. The highest attendance rate was in Year 6 which is the year level that also has the lowest percentage of unauthorised absences.

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.

Attendance rate data by year is on the following page.

Year Level	Attendance Rate %	Authorised %	Unauthorised %
Kindergarten	89.4%	37%	63%
Pre-primary	91.5%	39%	61%
Year 1	93.4%	59%	41%
Year 2	91.6%	64%	36%
Year 3	94.5%	61%	39%
Year 4	93.5%	54%	46%
Year 5	93.5%	64%	36%
Year 6	95.2%	66%	34%

NATIONAL SCHOOL OPINION SURVEY

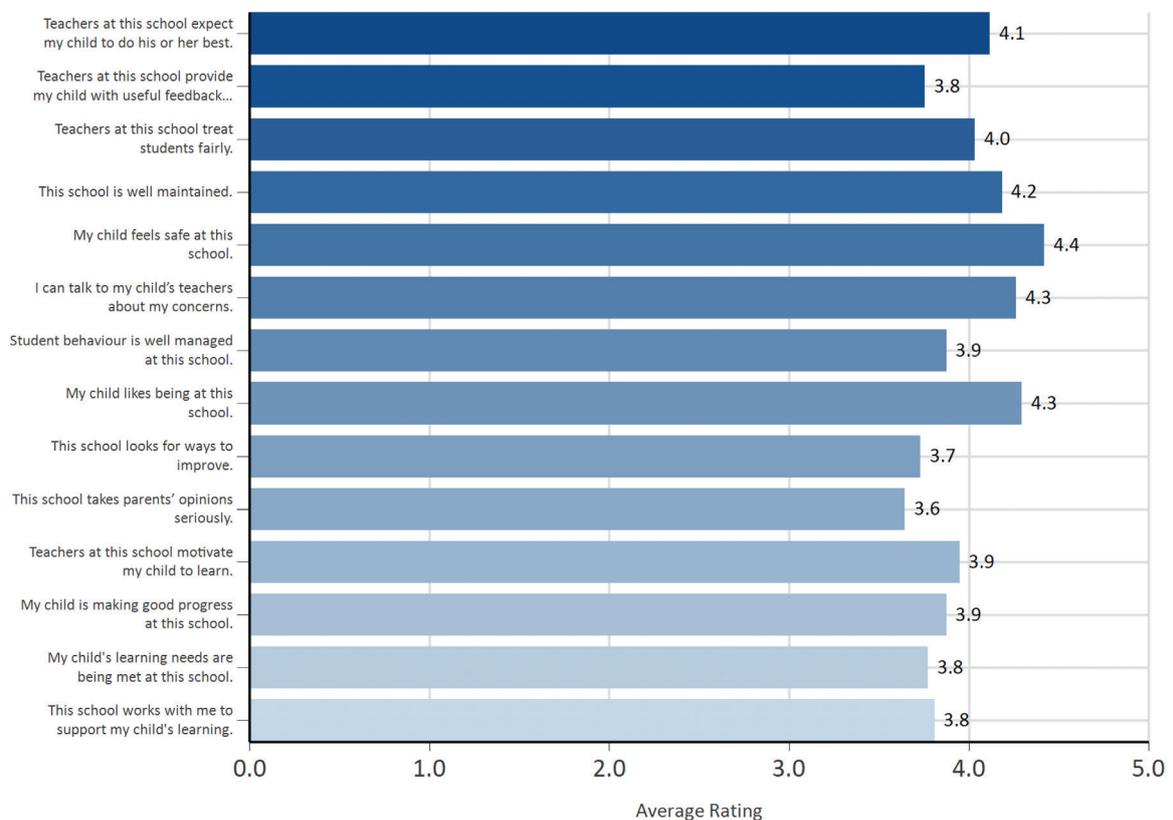
The National School Opinion Surveys for Parents and Students were again conducted in 2018. The survey results provide positive feedback to the school staff from the parents and students.

In the parent survey, the most positive criteria ratings were received for:

- My child feels safe at this school.
- I can talk to my child’s teacher about my concerns.
- My child likes being at this school.

Criteria related to Belongingness and Confidence in the Learning Program are being used to measure the effectiveness of the Early Learning K-2 priority in the 2018 - 2020 Business Plan.

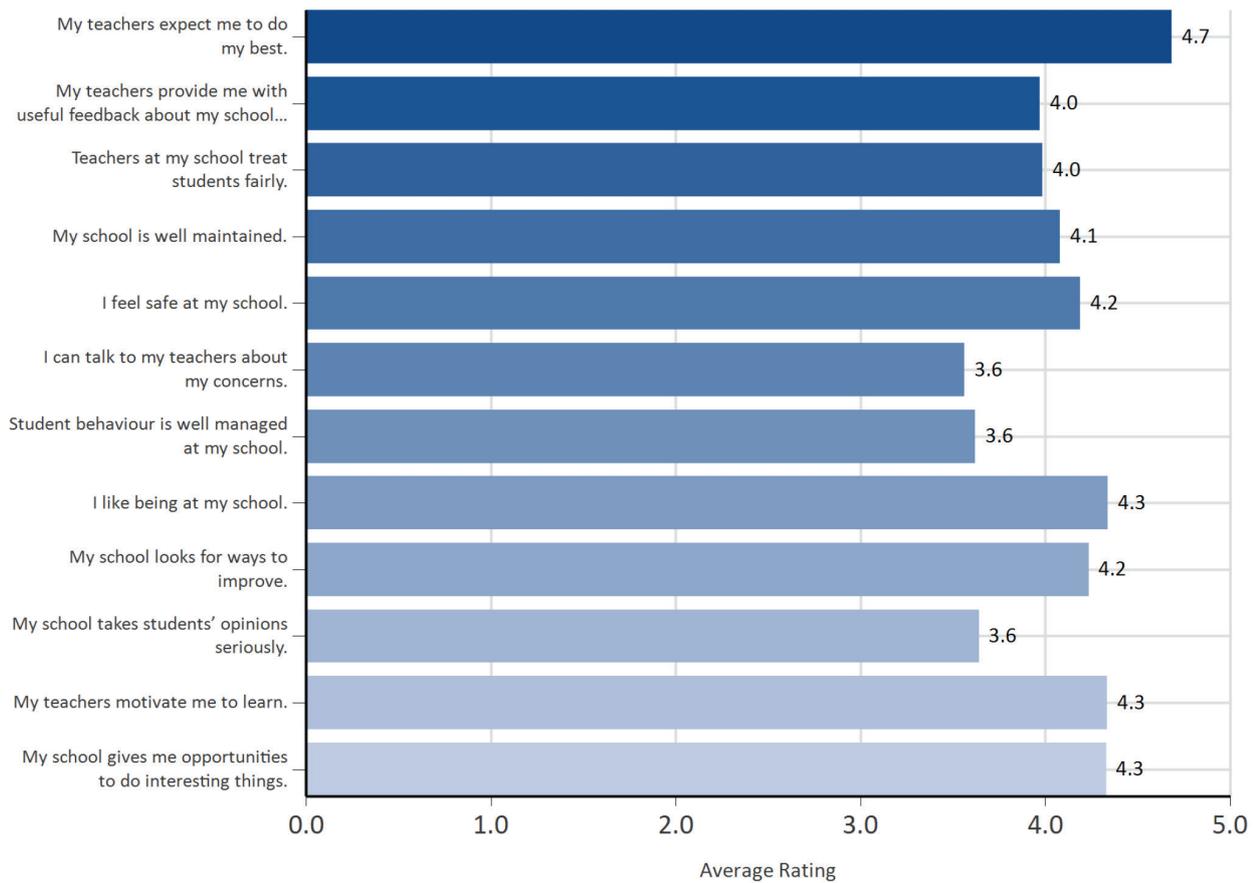
Parents



Students

The Year 5 and 6 students completed the student survey. In this survey, the most positive criteria ratings were received for:

- My teacher expects me to do my best.
- I like being at my school.
- My teachers motivate me to learn.
- My school gives me opportunities to do interesting things.



PRIORITY FOCUS AREAS FOR 2019

As a result of the analysis of the school data by the School Board, teaching staff and leadership team, the following priority focus areas were agreed for 2019.

1. Allocation of increased time for English and Mathematics.
 - Year 1-6 teachers to timetable:
 - » English - 400 minutes per week
 - » Mathematics – 300 minutes per week
 - K and P teachers to ensure half of instructional time has an English or Mathematics focus.
2. Consolidate teacher knowledge of the Western Australian curriculum and year level requirements.
3. Develop year level plans and monitor case managed students including the setting of individual student goals.
4. Increase time available for students to develop concepts and problem solve using concrete materials in Mathematics.
5. Increase focus on the development of mathematical terminology and opportunities for mathematical thinking.
6. Provide professional learning for teachers on Writing.
7. Ensure early exposure to a wide range of texts; awareness raising and explicitly teaching the purpose, audience and structure of texts.
8. Implement a whole school approach to Writing.
9. Review and consolidate the whole school approach to Reading i.e. Guided Reading, First Steps Reading Strategies and Gradual Release Model of Teaching.
10. Provide parent education on how to assist students in Reading.

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's budget is finalised late in Term 1 following the confirmation of student centred funding allocations. Spending is monitored 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 2018, the school received \$3 175 848 in Student Centred Funding. This included \$101 699 for the targeted initiatives of the school chaplain, school psychologist, graduate teacher induction program and Universal Access for Kindergarten. The targeted initiative funds previously provided for administration to assist with the extra responsibilities associated with IPS was ceased in 2018.

The Income and Expenditure tables on the following pages provide detailed information of the Cash Revenue and Expenditure. Only \$213 050 of the Student Centred Funding was allocated to cash.

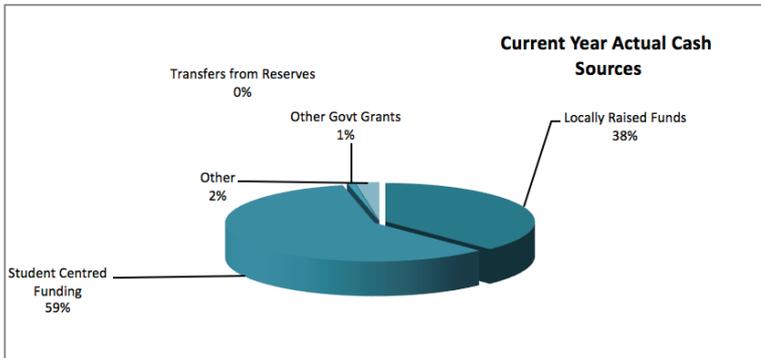
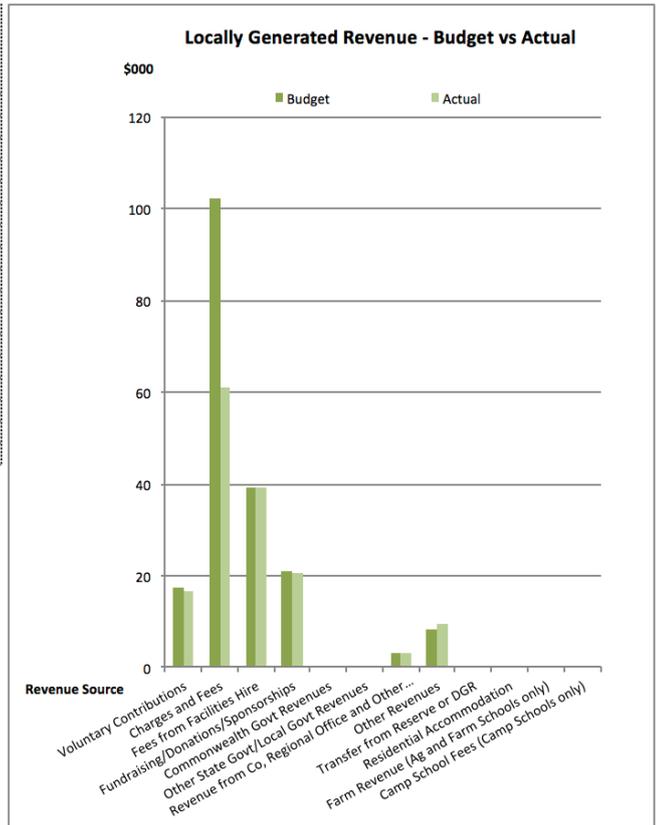
The remainder of the One Line Budget was spent on staffing. The school was compliant with the requirement to spend at least 96% of the school budget within the 2018 school year.

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 approximately \$15 850 which included \$7 000 towards the School Chaplain, \$6 000 for the Artist in Residence, \$1 345 for new Sports Shelters, \$1000 for the Year 6 Graduation and \$500 for the Walk to School Breakfast.

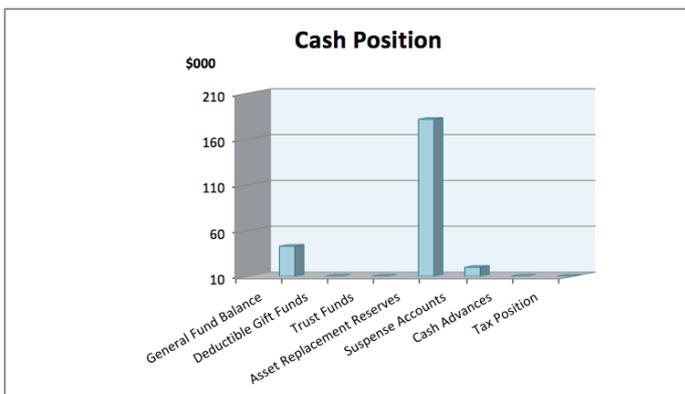
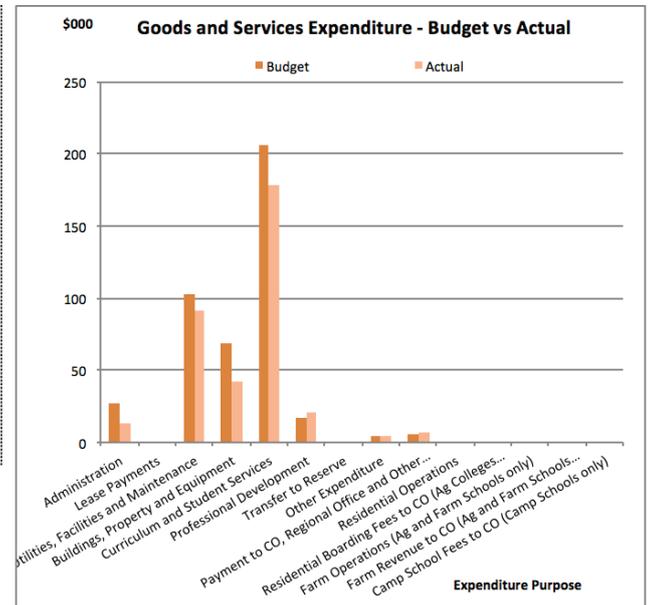
South Perth Primary School

Financial Summary as at
31 December 2018

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 17,329.19	\$ 16,752.00
2	Charges and Fees	\$ 102,336.00	\$ 61,174.14
3	Fees from Facilities Hire	\$ 39,272.73	\$ 39,142.72
4	Fundraising/Donations/Sponsorships	\$ 20,921.19	\$ 20,659.59
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 3,041.15	\$ 3,041.15
8	Other Revenues	\$ 8,431.82	\$ 9,469.27
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 191,332.08	\$ 150,238.87
	Opening Balance	\$ 34,570.73	\$ 34,570.73
	Student Centred Funding	\$ 215,084.42	\$ 215,084.42
	Total Cash Funds Available	\$ 440,987.23	\$ 399,894.02
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 440,987.23	\$ 399,894.02



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 26,750.00	\$ 13,282.54
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 102,500.00	\$ 91,466.40
4	Buildings, Property and Equipment	\$ 68,758.18	\$ 41,596.01
5	Curriculum and Student Services	\$ 206,105.79	\$ 178,788.49
6	Professional Development	\$ 17,381.82	\$ 20,744.18
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 4,800.60	\$ 4,720.37
9	Payment to CO, Regional Office and Other Schools	\$ 5,100.00	\$ 6,507.60
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)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 431,396.39	\$ 357,105.59
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 431,396.39	\$ 357,105.59
	Cash Budget Variance	\$ 9,590.84	



Cash Position as at:	
Bank Balance	\$ 242,601.33
Made up of:	
1 General Fund Balance	\$ 42,788.43
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 181,348.93
5 Suspense Accounts	\$ 19,834.97
6 Cash Advances	\$ -
7 Tax Position	\$ 1,371.00
Total Bank Balance	\$ 242,601.33

