



Rossmoyne Primary School

2017 Annual Report



Our School Purpose Statement

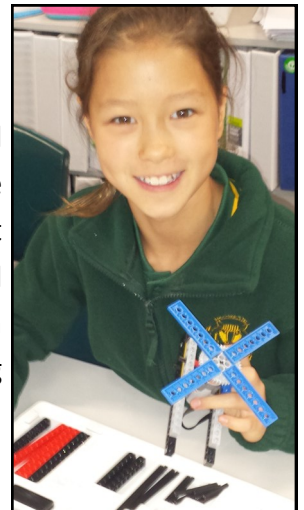
‘..to enhance each student’s academic, social, creative, physical and personal development , thereby enabling them to fulfil their potential and contribute to the development of society’.

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Principal's Message

It is with great pleasure that I present the Rossmoyne Primary School 2017 Annual Report to you. 2017 was another very successful year for our school. We participated in our first Department of Education Services Review and our staff and School Board were proud of the very positive and affirming report we received. The key findings of the review are included later in this report. We also held our first Learning Journey in September. This event was very well attended and we received considerable positive feedback from students who enjoyed sharing their work with their families and from parents/carers who enjoyed the opportunity of participating in some activities with their child/ren and interacting with other families and members of the School Board.



Another significant and very successful event was the 'Our School, Our Say' Forum held in October. This was attended by 42 parents and 29 staff. The forum provided our school community with an opportunity to provide feedback and suggestions about possible improvement areas for our school. The information gathered at the forum will help to inform our school's strategic direction which will be captured in our 2018 to 2020 Business Plan and will also inform the review of our school vision and purpose statements which will be completed in 2018.



The academic results achieved by our students in 2017 were again very pleasing. We continued our focus on the social, emotional and physical well-being of our students and continued to implement our whole school Virtues Program throughout the year.

Our students also participated in some new programs in 2017, including the 'Young Engineers' and the 'Letters and Sounds' synthetics phonics program was introduced in our Pre-primary to Year 2 classes. Several staff trialed flexible learning spaces in their classrooms and we explored ways to improve our communication with parents using a range of online forums including Connect, See Saw and blogs. An extensive review of our 1:1 Macbook program for Year 4 to 6 students was conducted and as of 2018, we will commence transitioning to iPads as our 1:1 device. Our students continued to participate in a range of extra-curricular opportunities including the 'River Rangers' program and a range of special events including Harmony Day, Book Week, the Science Week Travelling Science Circus, the Edudance Program and the interschool Numero competition.



Our School Board continued to grow from strength to strength throughout 2017 and the time, commitment and support offered by all members of our School Board must be acknowledged. All members of the board participated in training programs and the board's involvement became more rigorous and strategic, rather than being focussed on operational issues. To cater for this, the board increased their number of meetings from four in previous years to



Principal's Message cont.

seven in 2017. Some of the key roles completed by the board throughout 2017 included analysing the feedback from the 'Our School, Our Say' Forum, participating in the DES Review, commencing a review of our school's vision and purpose statements and considering the strategic direction of our school which will inform our 2018 to 2020 Business Plan.

Our school community was again very grateful to receive significant support from our P&C Association throughout 2017. They organised additional opportunities for our students to enjoy including discos, a Family Fun Day and a Bookfair. They again facilitated the Bendigo Bank school banking program, Bookclub and the Second Hand Uniform Shop. The P&C's financial support of our school also continued which allowed us to:

- host a New Parents' Sundowner;
- purchase an additional 25 iPads for our students to use;
- purchase Music shirts for our Choir, Band and Orchestra members to wear when representing our school at performances;
- host a Ride to School Day breakfast;
- have our Year 6 Yearbook professionally printed;
- provide school magnets to all families, and
- achieve improvements in our Pre-primary playground.



Our P&C members also committed many hours to support and assist in classrooms and at events such as sport carnivals. Their support and contributions to our school and our 'sense of community' are certainly appreciated. In 2018, our P&C will continue to provide us with support.

2018 promises to be another busy year for our school community. We will be completing the review of our school vision and purpose statements, we will finalise and then commence implementation of our 2018 to 2020 Business Plan, the Phase 3 learning areas of the WA Curriculum will be introduced and we will be ensuring our students and network are prepared for NAPLAN online in 2019.

I look forward to continuing to work with our school community in 2018 and beyond.

Rochelle Williamson

Principal

School Board Chair Report

The School Board had a busy year but as always, it was a pleasure to serve the Rossmoyne Primary School and the local community. We successfully completed the DES Review in 2017 and hopefully, the feedback received will be incorporated into the next Business Plan. The School Board tried to better connect with the school community by attending several important school functions in an effort to raise the profile of the School Board. We regularly reviewed financial statements and several policies including the Assessment and Reporting and Attendance policies and the ICT usage agreements.

All members received appropriate training in 2017 to enable them to function as active board members. I would like to thank our three outgoing members, namely Mark Gelman, Rowan Stokes and Amanda Spencer-Teo for their contributions to the Board. Our first meeting for 2018 has already been held and I would like to welcome Kasia Deery, Leia Hunt, Patrick Chen and Jessica Nailer who were recently elected as Parent Representatives. The meeting was a lively one and I look forward to their ongoing active participation on the Board.

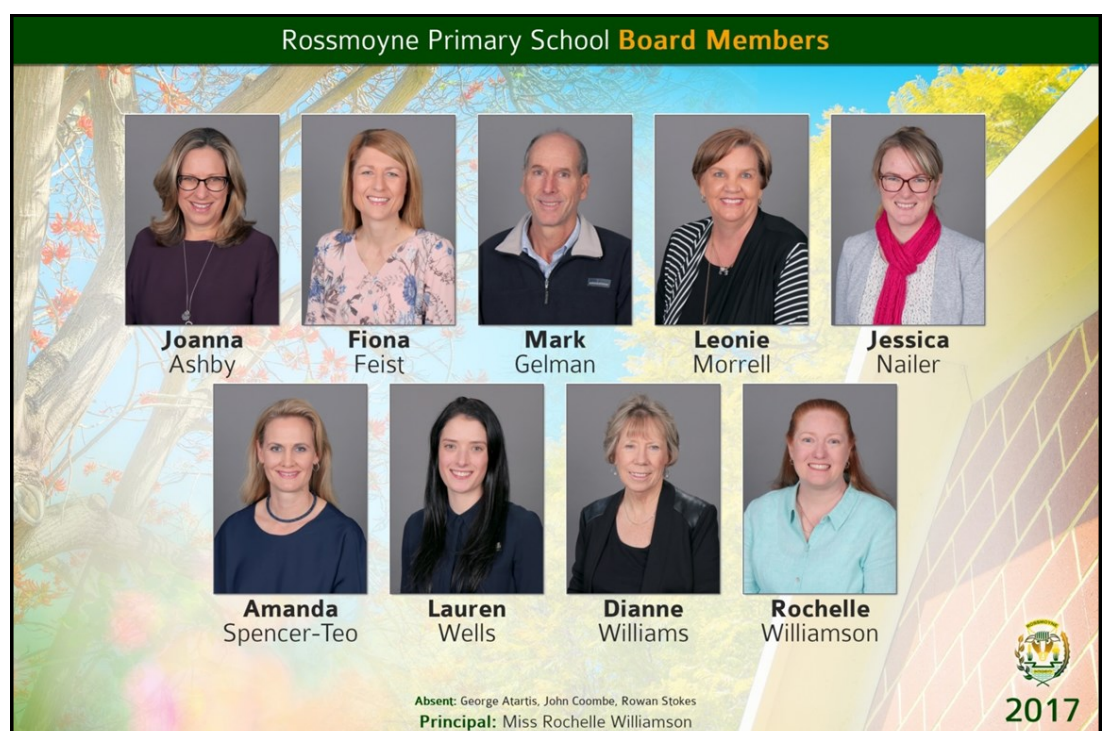
In 2018, the School Board will be busy completing the 2018-2020 Business Plan and will be looking at setting realistic targets for monitoring and review. We have already ratified the revised vision and purpose statements and I would like to thank the board sub-committee and our staff for laying the groundwork to enable the Board to come to a decision. We have a lot more earnest work to do and all members of the School Board are working co-operatively to achieve our strategic goals. We will also complete a bi-annual survey of the School Board activities this year.

It has been a pleasure to serve as School Board Chairperson for the last two years and this year will be my final year. The School Board will need to look at succession planning to elect a new chairperson at the end of this year. The School Board continues to remain viable and well engaged with the school leadership team and the local community. Let it remain so.

George Atartis

School Board Chair

8 May 2018



2017 Department of Education Review Findings

All Independent Public Schools (IPS) participate in a review every three years. The Department of Education Services (DES), which is independent of the Department of Education, conducts these reviews. DES states that the purpose of the review is to 'provide assurance to the school and its community, The Director General of Education and the Minister for Education on the extent to which the school has met its commitments as outlined in its Delivery and Performance Agreement (DPA) and the associated Business Plan'.

Our school participated in our first DES Review in 2017. The reviewers spent two days in our school observing in classrooms and meeting with students, staff, parents and School Board members. They also reviewed many documents and information provided by the school prior to their visit. A Review Findings report was prepared by the reviewers. The report was thoroughly examined by both staff and the School Board and was made publically available.

The Review Report identified many areas of strength, including:

- 'Staff commitment to excellence in student outcomes irrespective of the child's ability'.
- 'Staff engagement in an organised process of self-reflection, disciplined dialogue and informed data analysis'.
- 'The effective and distributed leadership displayed in the school'.
- 'The strength of the staff collaboration processes'.
- 'The robust research base and networking that ensures the best whole-school program is implemented across the school'.
- 'The classroom teacher and whole-school analysis of student performance information undertaken by staff'.
- 'The documented evidence supporting the analysis of the targets in the business plan and the requirements stipulated in the DPA'.
- 'The diligent and coordinated management of the whole-school approach to students at risk'.
- 'The high level of care for students'.
- 'The commitment and influence of learning area committees in supporting effective teaching and learning'.
- 'The range of initiatives to enhance student learning experiences'.
- 'The strategic focus of building staff capacity associated with implementation of the WA Curriculum and Assessment Outline'.
- 'The comprehensive Workforce Plan which identifies the current and future needs of the school'.
- 'The support provided to staff in ICT and in the considered approach to implementation of any new initiatives'.
- 'The ongoing commitment to technology'.
- 'The strong leadership displayed by the current board chair'.
- 'The demonstrated commitment and understanding of members in their role on the school board'.

The report also made two recommendations, which were:

- 'The need to establish objective student achievement targets in the next iteration of the business plan' and
- 'The need to explore standardised assessments that inform progress in years other than the years in which NAPLAN is administered'.

Our next review will be conducted in 2020.

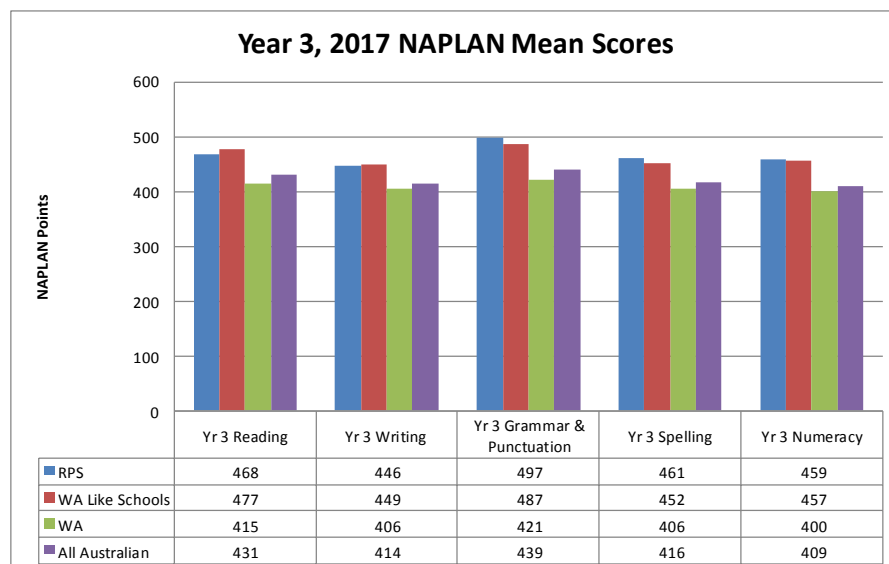
2017 Student Academic Performance

NAPLAN

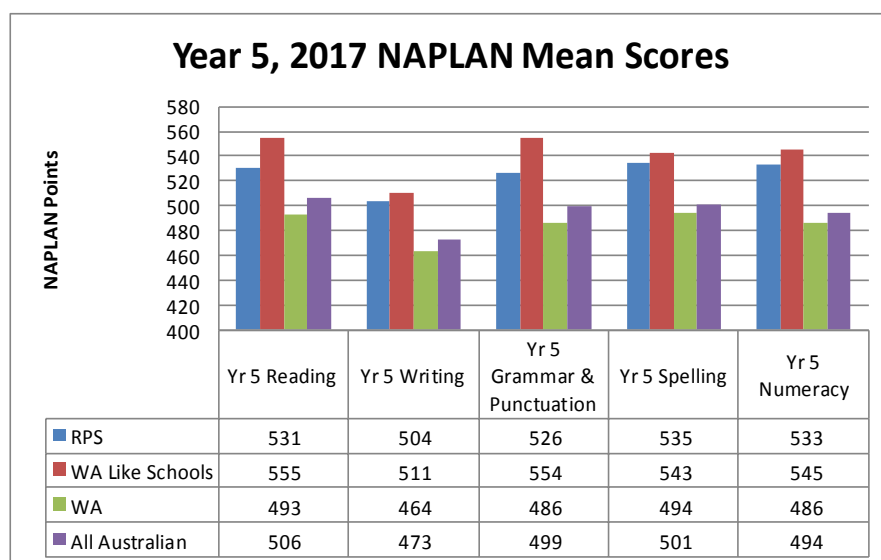
All Year 3 and Year 5 students in all schools throughout Australia participate in NAPLAN (National Assessment Program in Literacy and Numeracy) each year. The data from these assessments allows us to compare our school's performance to that of all schools in WA, 'like schools' in WA and all schools in Australia. Data about how our students performed in NAPLAN in 2017 is presented in the tables and graphs below. The graphs show that our students again performed very well in NAPLAN.

	Bottom	Middle Quarters		Top
Rossmoyne Primary Distribution	2%	8%	24%	66%
Australian Distribution	25%	25%	25%	25%

A significantly higher percentage of students from our school performed in the higher bands when compared to students from All Australian schools in all assessments.



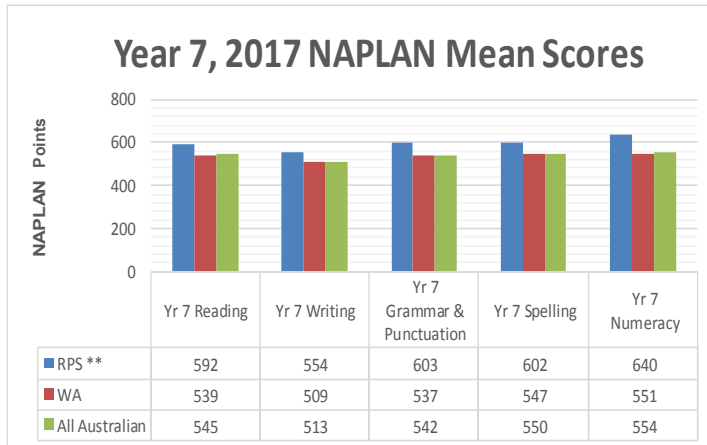
Our school's Year 3 mean score was higher when compared to the mean score achieved by all students in WA and Australian schools in all assessments. Our mean score was also higher than that of 'WA like schools' in the spelling, numeracy and grammar and punctuation assessments. Our reading and writing scores were just below that of 'WA like schools'.



Our school's Year 5 mean score was higher in all assessments when compared to the WA and All Australian mean scores, however, it was below that achieved by students in 'WA Like Schools'. We will work with this cohort of students throughout 2018 with a particular focus on providing differentiated curriculum to meet the needs of all students.

2017 Student Academic Performance cont.

NAPLAN cont.



The graph to the left shows how students who attended our school in Year 5 in 2015 performed in NAPLAN as Year 7s in public secondary schools in 2017. Our students' mean score was higher than the WA and All Australian mean scores in all assessments. This has been the case for many years which suggests that we are successfully preparing our students for their high school careers.

ON-ENTRY TESTING SUMMARY

All Pre-primary students in WA government schools participate in the On-entry Assessment in Term One each year. This assessment is primarily a diagnostic tool to determine where our students are at in reading, speaking and listening, writing and numeracy. Our staff then use the results to inform their teaching and learning programs. The information is also shared with the staff at the Rossmoyne Community Kindy who consider possible implications for their programs. The tables below show that our 2017 Pre-primary students performed similarly to all Pre-primary students in WA government schools in Reading, Speaking and Listening and Numeracy but less of our students achieved in the lower progression/ developmental points when compared to all Pre-primary students in WA. Our students performed similarly to all students in WA in the writing assessment but we had a higher percentage of students achieving 0.0 to 0.3 progression points.

READING Progression Points	RPS % of students	WA % of students
0.0 to 0.3	11	36
0.4 to 0.7	69	46
0.8 to 1.1	14	14
1.2 to 1.6	6	2
1.7 to 3.3	0	1

WRITING Progression Points	RPS % of students	WA % of students
0.0 to 0.3	98	91
0.4 to 0.7	2	9

SPEAKING & LISTENING Progression Points	RPS % of students	WA % of students
0.0 to 0.3	29	42
0.4 to 0.7	51	39
0.8 to 1.1	19	13
1.2 to 1.6	6	2
1.5 to 3.3	2	5

NUMERACY Developmental Points	RPS % of students	WA % of students
0.0 to 0.3	4	8
0.4 to 0.7	21	19
0.8 to 1.1	52	41
1.2 to 1.4	26	23
1.5 to 1.6	12	8



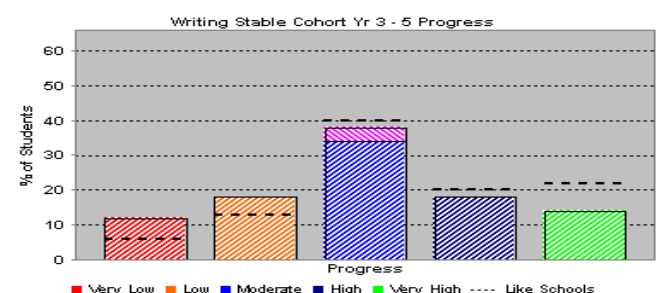
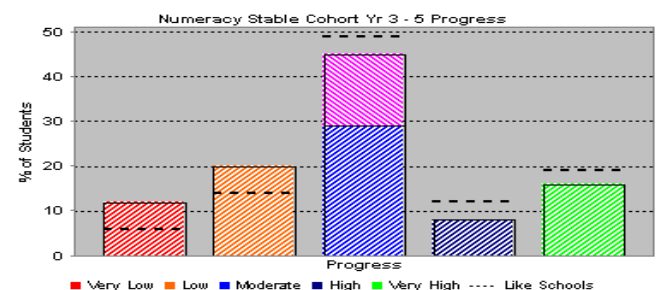
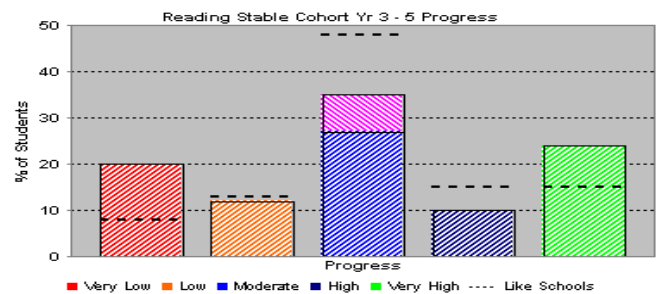
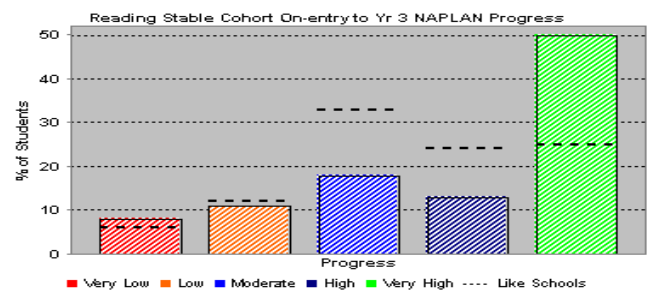
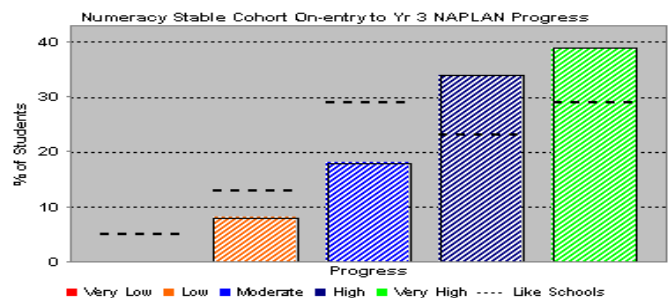
2017 Student Academic Performance cont.

ON-ENTRY cont.

The WA Department of Education only requires schools to administer the On-entry assessment at the beginning of Pre-primary, however, we elect to also assess selected Year One and Two students using the Year 1 and 2 On-entry assessments that are available. The results of these assessments help to determine the learning needs of individual children and small groups of students which are then catered for. Our Pre-primary to Year 2 teachers will continue to use the On-entry Assessment in 2018.

PROGRESS OF OUR STUDENTS - PRE-PRIMARY (2014) TO YEAR 3 (2017)

The graphs to the right show how our 'stable cohort' of students have progressed in numeracy and reading between the On-entry assessments in Pre-primary in 2014 to NAPLAN in Year 3 in 2017 when compared to other 'like schools' in WA. Significantly higher percentages of our students achieved 'very high' progress. This demonstrates that the teaching and learning programs and differentiation of curriculum provided in our Pre-primary to Year 3 classrooms are highly effective. Consequently the small group Guided Reading and 'Letters and Sounds' interventions occurring in our Year 1 and 2 classrooms will continue in 2018.



PROGRESS OF OUR STUDENTS - YEAR 3 (2015) to YEAR 5 (2017)

A higher percentage of our school's 'stable cohort' of students between NAPLAN in Year 3 in 2015 and NAPLAN in Year 5 in 2017 achieved 'very high' progress in reading, however the percentage of our students was lower in writing and numeracy. It is also concerning that a higher percentage of our students achieved 'very low' progress in all assessments when compared to students in 'like schools' in WA. While this information only relates to one cohort of students, we may need to review how we are catering for the needs and strengths of our students and providing differentiated curriculum in Years 3 to 5.

2017 Student Academic Performance - Performance of Sub-groups of Students in NAPLAN

In addition to interrogating the academic performance of cohorts of students we also monitor the performance of sub-groups of students, particularly male students, female students and students from a Language Background Other Than English (LBOTE) to ensure we are catering for their needs, monitoring any trends and are intervening, when needed. The performance of these sub-groups in 2017 NAPLAN is detailed in the tables below.

Yr 3 NAPLAN, '17	All Aust'n Students	All RPS Students (%)	Male Students (%)	Female Students (%)	LBOTE Students (%)
Writing	Top 20%	33	18	45	47
	Middle 60%	64	75	55	53
	Bottom 20%	3	7	0	0
Reading	Top 20%	31	29	33	33
	Middle 60%	61	64	58	67
	Bottom 20%	8	7	9	0
Numeracy	Top 20%	41	46	36	47
	Middle 60%	57	54	61	53
	Bottom 20%	2	0	3	0

Yr 5 NAPLAN, '17	All Aust'n Students	All RPS Students (%)	Male Students (%)	Female Students (%)	LBOTE Students (%)
Writing	Top 20%	34	27	43	44
	Middle 60%	55	57	53	51
	Bottom 20%	11	16	4	5
Reading	Top 20%	34	30	39	41
	Middle 60%	57	57	58	49
	Bottom 20%	9	13	3	10
Numeracy	Top 20%	49	43	55	62
	Middle 60%	43	49	35	31
	Bottom 20%	8	8	10	7

MALE AND FEMALE STUDENTS

The performance of our 2017 Year 3 male and female students in the NAPLAN reading assessment were similar. However, in writing, only 18% of our male students achieved in the top 20% of 'all Australian students' as opposed to 45% of female students. Additionally, no female students were represented in the bottom 20% in writing, but 7% of our male students were. In numeracy, our male students were better represented in the top 20% than our female students by 10%.

The distribution of our Year 5 female students was better than that of male students in all assessments in 2017 NAPLAN. Of particular note is the over-representation of male students achieving in the bottom 20% of 'all Australian schools' in reading and writing when compared to females.

2017 Student Academic Performance - Performance of Sub-groups of Students in NAPLAN

MALE AND FEMALE STUDENTS cont.

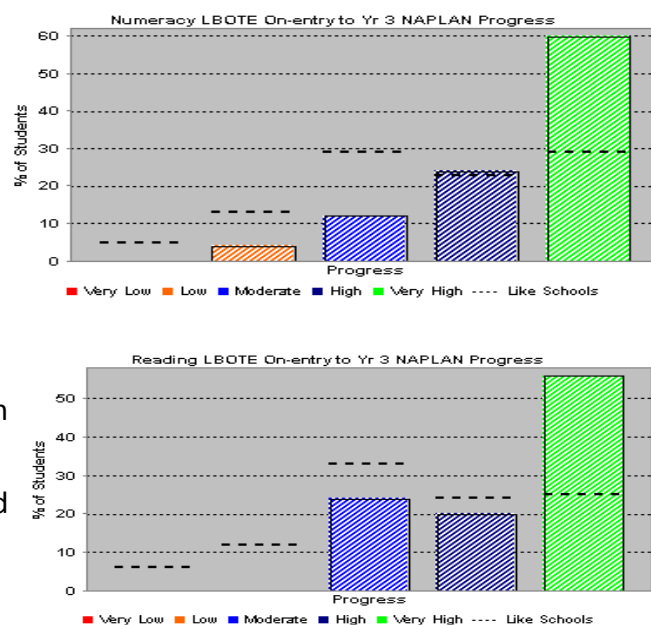
When the progress achieved by our male and female students is compared between Pre-primary to Year 3 in 2017, a slightly higher percentage of male students achieved 'low' and 'very low' progress than female students but the percentage only relates to a very small number of students.

A smaller percentage of female students achieved 'very low' or 'low' progress compared to our male students between Year 3 NAPLAN in 2015 and Year 5 NAPLAN in 2017 in all assessments. The performance of the male students receiving this limited progress will need to be monitored throughout 2018. However, examination of our student performance data from recent years shows that these differences between the performance of our male and female students are specific to this cohort of students and is not a trend forming.

LBOTE (LANGUAGE BACKGROUND OTHER THAN ENGLISH) STUDENTS

The tables on the previous page show that there was a higher percentage of our LBOTE students performing in the top 20% of all Australian students in NAPLAN in 2017 when compared to all students from our school in both Year 3 and Year 5 in all assessments.

The graphs to the right show that close to 60% of our LBOTE students in Year 3 in 2017 achieved 'very high' progress between the On-entry assessment in Pre-primary in 2014 to NAPLAN in 2017 in Numeracy and Reading. This is almost double the percentage of students in 'like schools' in WA. While around 5% of LBOTE students in 'like schools' achieved 'very low' progress, none of our LBOTE students were represented in this category. Our LBOTE students in Year 5 in 2017 achieved similar progress to LBOTE students in 'like schools' in the numeracy, writing and reading NAPLAN assessments.



This data demonstrates that the processes we are implementing to support our LBOTE students are effective and will continue in 2018.

2017 Student Behaviour Data

As in previous years, our records showed that our students' 627 positive behaviours overwhelmingly exceeded the 57 inappropriate behaviours recorded. Only one student was suspended for 2 days in 2017. When inappropriate behaviour did occur, the incidences were effectively managed using our school's Pastoral Care Policy.

Achievement of the 2015 to 2017 Business Plan Targets

There were four targets identified in the 2015 to 2017 Rossmoyne Primary School Business Plan.

Target 1 - 50 to 60% of RPS students to meet 'RPS Standard', ie: B grade equivalent or above.

The information presented below is based on our school's Semester 2, 2017 Student Reports.

Learning Area	Year Level	B Grade or Above (%)	Target Met?
English	PP	68	✓
	1	58	✓
	2	47	
	3	56	✓
	4	60	✓
	5	65	✓
	6	55	✓

Learning Area	Year Level	B Grade or Above (%)	Target Met?
Mathematics	PP	56	✓
	1	59	✓
	2	61	✓
	3	70	✓
	4	54	✓
	5	69	✓
	6	65	✓

Learning Area	Year Level	B Grade or Above (%)	Target Met?
Science	PP	46	
	1	38	
	2	36	
	3	47	
	4	40	
	5	69	✓
	6	52	✓

Learning Area	Year Level	B Grade or Above (%)	Target Met?
Humanities & Social Sciences	PP	58	✓
	1	62	✓
	2	57	✓
	3	66	✓
	4	61	✓
	5	60	✓
	6	53	✓

Learning Area	Year Level	B Grade or Above (%)	Target Met?
H & PE - Health	PP	72	✓
	1	56	✓
	2	65	✓
	3	80	✓
	4	57	✓
	5	68	✓
	6	57	✓

Learning Area	Year Level	B Grade or Above (%)	Target Met?
H & PE - Physical Activity	PP	60	✓
	1	41	
	2	45	
	3	50	✓
	4	49	
	5	48	
	6	56	✓

Learning Area	Year Level	B Grade or Above (%)	Target Met?
The Arts -Music	PP	48	
	1	28	
	2	36	
	3	55	✓
	4	40	
	5	35	
	6	45	

Learning Area	Year Level	B Grade or Above (%)	Target Met?
The Arts - Visual Arts	PP	53	✓
	1	32	
	2	43	
	3	59	✓
	4	57	✓
	5	74	✓
	6	53	✓

Achievement of the 2015 to 2017 Business Plan Targets cont.

Target 1 cont.

Learning Area	Year Level	B Grade or Above (%)	Target Met?
Languages	2	65	✓
(Chinese)	3	61	✓
	4	44	
	5	41	
	6	53	✓

The data above indicates that we met the target in some learning areas and some year levels. The data also suggests that staff may need to participate in some professional learning opportunities to further develop their understanding of the achievement standard in Science and Music and participate in some moderation opportunities with other schools in these learning areas.

Target 2 - Proportion of students meeting the National Minimum Standard (NMS) in NAPLAN to be the same as or better than like schools.

Year 3, 2017	% of students at or above NMS		Year 5, 2017	% of students at or above NMS	
	RPS	Like Schools (WA)		RPS	Like Schools (WA)
Reading	95	96	Reading	94	97
Writing	98	98	Writing	90	95
Numeracy	98	97	Numeracy	94	98

Our Year 3 students achieved this target in the Writing and Numeracy assessments and were just 1% behind 'like schools' in Reading. However, our Year 5 students did not achieve this target in any of the three assessments.

Target 3 - Proportion of students in the top 2 proficiency bands in NAPLAN to be the same as or better than like schools.

	RPS	Like Schools (WA)	Target Met?
Yr 3 Reading	68.8%	68.4%	✓
Yr 3 Writing	70.5%	72%	
Yr 3 Numeracy	72.1%	63.1%	✓
Yr 5 Reading	48.5%	65.2%	
Yr 5 Writing	53%	58.2%	
Yr 5 Numeracy	23.9%	33.8%	

This target was achieved in Year 3 Reading and Numeracy.

Achievement of the 2015 to 2017 Business Plan Targets cont.

Target 4 - Non-academic Targets

(i) Student Attendance:

Target	2017 Data	Target Met?
School attendance rate to be 95%+.	2017 - 96.3%	✓
Reduce student absences due to vacations (authorised and unauthorised) from 1390 days in 2016 to 1000 in 2017.	2017 - 1035 days	
Reduce unauthorised absences from 41% in 2016 to 31% in 2017.	2017 - 29%	✓

The data in the table above indicates that 2 of the 3 attendance targets were met. Even though the remaining target wasn't met, very good progress was made in reducing the number of days students were away due to vacations.

(ii) Attitude, Behaviour and Effort (ABE) - 65 to 75% of students to achieve consistently in all attitude, behaviour and effort measures in their reports.

As indicated in the tables below, our Pre-primary to Year 2 students achieved this target in two of the three indicators and our Year 3 to 6 students met this target in all indicators.

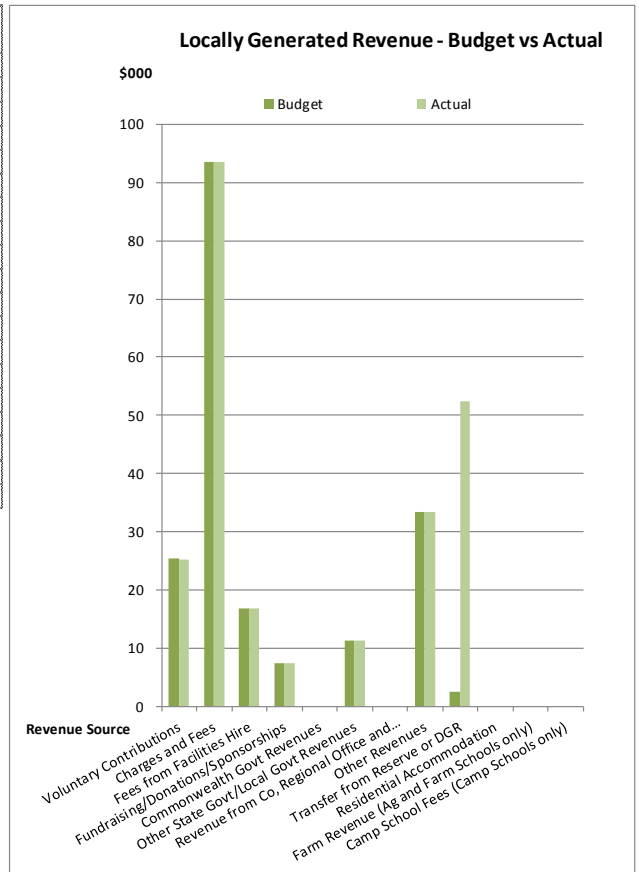
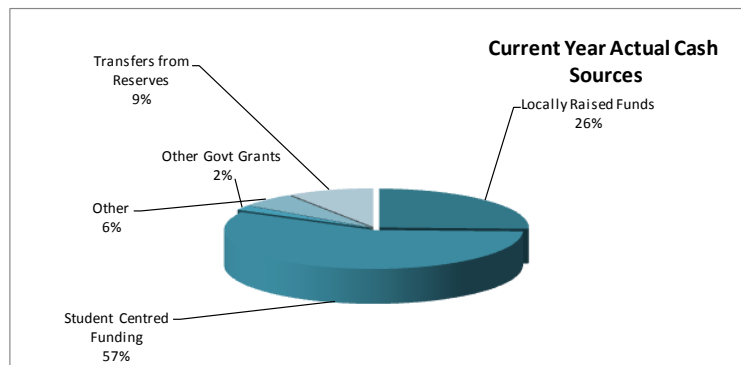
Pre-primary to Year 2 Semester 2, 2017 Report Data Attitude, Behaviour and Effort Indicators	% of students who achieved 'consistently'.	Target Met?
Is enthusiastic about learning	80%	✓
Participates responsibly	76%	✓
Sets goals and works towards them	53%	

Year 3 to Year 6 Semester 2, 2017 Report Data Attitude, Behaviour and Effort (ABE) Indicators	% of students who achieved 'consistently'	Target Met?
Works to the best of his/her ability	67	✓
Shows self-respect and care	89	✓
Shows courtesy and respect for the rights of others	81	✓
Participates responsibly in social and civic activities	84	✓
Cooperates productively and builds positive relationships with others	87	✓
Is enthusiastic about learning	86	✓
Sets goals and works towards them	72	✓
Shows confidence in making positive choices and decisions	76	✓

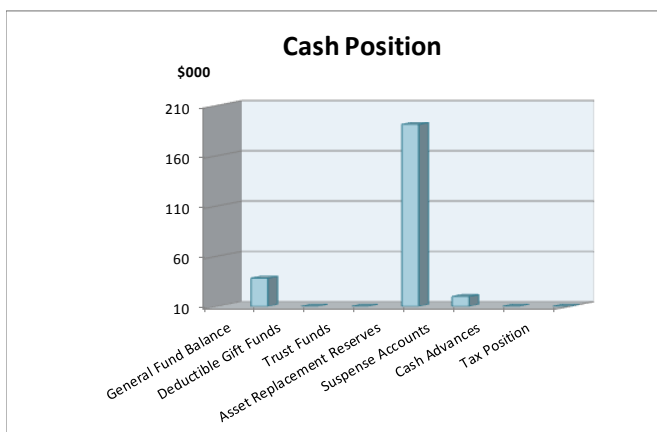
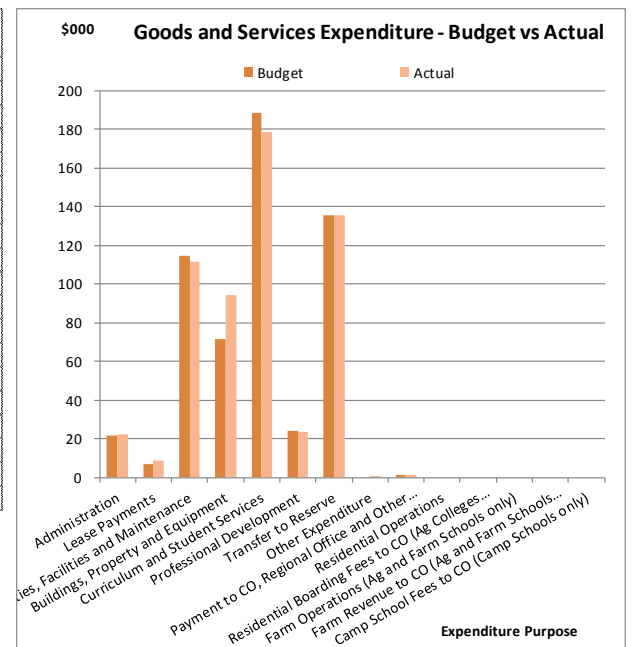


Rossmoyne Primary School Financial Summary as at 31 December 2017

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 25,330.00	\$ 25,310.00
2	Charges and Fees	\$ 93,651.00	\$ 93,623.46
3	Fees from Facilities Hire	\$ 16,859.00	\$ 16,859.11
4	Fundraising/Donations/Sponsorships	\$ 7,358.00	\$ 7,357.16
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 11,200.00	\$ 11,200.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 33,481.00	\$ 33,444.90
9	Transfer from Reserve or DGR	\$ 2,495.00	\$ 52,495.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 190,374.00	\$ 240,289.63
	Opening Balance	\$ 52,401.00	\$ 52,401.78
	Student Centred Funding	\$ 320,433.00	\$ 320,432.88
	Total Cash Funds Available	\$ 563,208.00	\$ 613,124.29
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 563,208.00	\$ 613,124.29



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 21,452.51	\$ 22,087.47
2	Lease Payments	\$ 7,000.00	\$ 8,330.25
3	Utilities, Facilities and Maintenance	\$ 114,439.49	\$ 111,685.09
4	Buildings, Property and Equipment	\$ 71,534.00	\$ 94,277.36
5	Curriculum and Student Services	\$ 188,439.27	\$ 178,755.03
6	Professional Development	\$ 24,273.00	\$ 23,278.00
7	Transfer to Reserve	\$ 135,135.00	\$ 135,135.00
8	Other Expenditure	\$ -	\$ 2.43
9	Payment to CO, Regional Office and Other Schools	\$ 935.00	\$ 1,495.00
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	\$ 563,208.27	\$ 575,045.63
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 563,208.27	\$ 575,045.63
	Cash Budget Variance	-\$ 0.27	



Cash Position as at:	
Bank Balance	\$ 245,202.67
Made up of:	
1 General Fund Balance	\$ 38,078.66
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 191,052.91
5 Suspense Accounts	\$ 19,781.10
6 Cash Advances	\$ -
7 Tax Position	-\$ 3,710.00
Total Bank Balance	\$ 245,202.67

National School Opinion Survey Results

In 2016, our Year 5 and 6 students, all families and staff were invited to participate in the National School Opinion Survey. All of our Year 5 and 6 students participated and 31% of parents and 23% of staff responded. The results of the survey were pleasing and were reported to the school community via the school newsletter. A thorough analysis was completed by staff and the School Board and the information gathered from the survey will again be considered as our school's 2018 to 2020 Business Plan is collaboratively developed.

Parent Survey Results

- 94% of parents strongly agreed or agreed that that child likes being at our school.
- 90% of parents strongly agreed or agreed that their child feels safe at our school.
- 87% of parents strongly agreed or agreed that they can talk to their child's teacher about their concerns.
- 87% of parents strongly agreed or agreed that our school is well maintained.
- 85% of parents strongly agreed or agreed that teachers at our school expect their child to do his or her best work.

Student Survey Results

- 98% of students strongly agreed or agreed that their teachers expect them to do their best.
- 91% of students strongly agreed or agreed that their teachers motivate them to learn.
- 91% of students strongly agreed or agreed that they like being at our school.
- 90% of students strongly agreed or agreed that our school is well maintained.
- 89% of students strongly agreed or agreed that our school gives them opportunities to do interesting things.

Staff Survey Results

- 100% of teachers strongly agreed or agreed that they expect students to do their best.
- 95% of teachers strongly agreed or agreed that teachers at our school provide students with useful feedback.
- 95% of teachers strongly agreed or agreed that teachers at our school treat students fairly.
- 95% of teachers strongly agreed or agreed that teachers at our school motivate students to learn.
- 94% of teachers strongly agreed or agreed that students like being at our school.

The surveys will be conducted again in 2018.

Our Specialist Programs

In addition to the challenging and engaging teaching and learning programs offered by our classroom teachers, our students participated in programs and a range of exciting and enjoyable opportunities in Languages (Chinese), Physical Education and Music facilitated by our specialist teachers.

LANGUAGES (CHINESE)

Mrs Foo organised for our students to participate in a range of events including a Year of the Rooster poster competition, interschool writing and speaking competitions and the state story-telling competition.

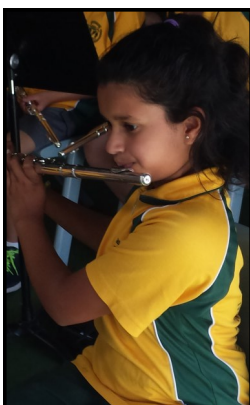
Thirty of our Year 5 students attended the Panda's Picnic with over 200 students from 10 other schools and enjoyed participating in a range of activities including writing Chinese characters, learning to use chopsticks, interviewing other students in Chinese, practising their origami and participating in a talent show. All of our Year 1 to 6 students

enjoyed listening to a Chinese Art Performance by the Wenquin Art Troupe from the Zhejiang University in China. Mrs Foo also arranged for all of our students to access the online Language Perfect resource to help them develop their proficiency in Chinese at home.



MUSIC

Mrs Oliver provided Music lessons for all of our Year 1 to 6 classes and many students continued to learn to play the flute, double bass, violin, cello, clarinet, trumpet and trombone through the Instrumental Music School Services program. Selected students also participated in our Choir, Orchestra and Band and performed at a range of events throughout the year. Many of our students performed at Singfest, where they joined with students from 21 other schools and our Choir joined with hundreds of students from nine other government primary schools for the Massed Choir Festival held at the Perth Concert Hall.



Our Specialist Programs cont.



PHYSICAL EDUCATION

Our Year 1 to 6 students participated in Physical Education lessons with Mrs Goodacre, Mrs Flynn and Mr Wilson throughout the year. Through the Sporting Schools Program, our students also participated in lessons conducted by accredited coaches in a range of sports including tennis, golf, basketball, AFL, volleyball and gymnastics. Our students enjoyed our school's swimming, cross-country and athletics carnivals and many interschool carnivals including cricket, league tag, the Winter Carnival, swimming, athletics, cross country and basketball. Our Physical Education staff also organised Health Month which involved our students learning about the importance of hydration, physical activity, sleep and mindfulness and a range of fun competitions such as basketball and long bomb competitions. The importance of physical activity was also promoted through Walk Safely to School Day and Ride to School Day and breakfast. Our students again participated in the Edu-dance and Interm Swimming Programs.

