



2015 ANNUAL REPORT



ABOUT OUR SCHOOL

Our School Context

Our School

East Hamersley Primary School is a Government School and part of the North Metropolitan Region. The school was established in 1979 and became an Independent Public School in 2015. The school has a collaborative culture and is proud of its inclusive partnerships with parents and community agencies. East Hamersley Primary School is committed to providing a safe, caring and responsive environment in which students are exposed to high quality teaching and learning and given every opportunity to achieve success.

Our Vision

Inspiring a culture of excellence in all that we do.

We will work together to fully develop the academic, social and emotional potential of every student. We will promote equity and excellence as well as provide students with ongoing opportunities to build their capacity to become confident and effective members of society.

Achieving Our Vision

Consistent with the *School Improvement and Accountability Framework (2008)*, East Hamersley Primary School places successful students at the core of everything we do. This is achieved through an evidence-based approach to the planning and implementation of all academic and non-academic programs, and evaluation of all outcomes in relation to their impact on student achievement and progress.

East Hamersley Primary School continually strives to be responsive to students' individual needs while also building a sense of community through cooperative and collaborative endeavour. We aim for consistently high achievement, and a supportive school culture that maximises the opportunities for all students to reach their academic, social and personal potential.

The school has developed structures and processes to monitor our progress through a cycle of planning, implementation and evaluation of all programs as we constantly seek to improve the daily experience and the long-term outcomes of our students



PERFORMANCE DATA NAPLAN 2015

The National Assessment Program – Literacy and Numeracy (**NAPLAN**) is an annual assessment for students in Years 3, 5, 7 and 9. It has been an everyday part of the school calendar since 2008. NAPLAN tests those skills that are essential for every child to progress through school and life, such as reading, writing, spelling and numeracy.

The assessments are undertaken nationwide, every year, in the second full week in May. NAPLAN is made up of five tests in the four areas (or 'domains') of: Reading, Writing, Language Conventions (spelling, grammar and punctuation) and Numeracy.

The key targets of the school's business plan are for Year 3 and 5 students average scores to be at or above the average for both like and similar schools and with 80% or more students to be above the National Minimum Standard in all five assessments.

The charts below indicate the percentage of students who achieved the National Minimum Standard in 2013 and 2015. The grey shaded area is the percentage of students across the state that achieved the National Minimum Standard. The 2013 Year 3 students are the 2015 Year 5 students (Yellow).

This data does provide some indication of the progress of this group of students. As can be seen from the chart, the percentage of students meeting National Benchmarks is generally consistent, except for the cohort of the 2015 Year 5 students. It needs to be noted that there has been some change in student population from Year 3 to 5 over the two years and that a significant number of students in this cohort had been identified early in their schooling with learning difficulties.

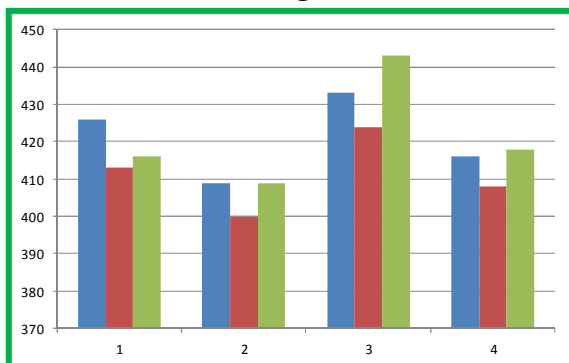
School 2013	Numeracy	Reading	Writing	Spelling	Grammar and Punctuation
Year 3	80	80	90	80	85
Year 5	100	94	100	94	100
Year 7	86	100	79	86	79
State					
Year 3	83	79	88	82	81
Year 5	72	83	77	80	79
Year 7	75	75	68	75	71

School 2015	Numeracy	Reading	Writing	Spelling	Grammar and Punctuation
Year 3	83	94	100	88	94
Year 5	80	66	76	66	66
State					
Year 3	78	83	89	80	82
Year 5	75	73	78	79	76

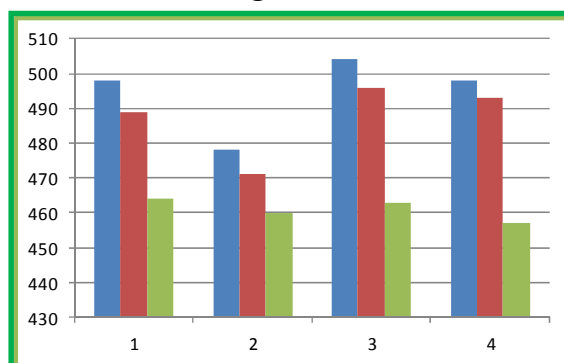
English Performance Summary

In 2015 in all English areas the Year 3 cohort performed above the Australian and State mean in all four areas of English. The Year 5 school performance was below the Australian mean in all four areas of English.

Year 3 English NAPLAN



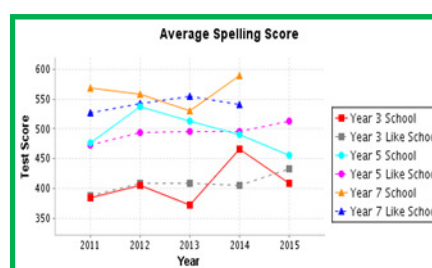
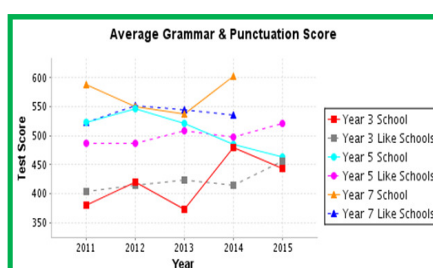
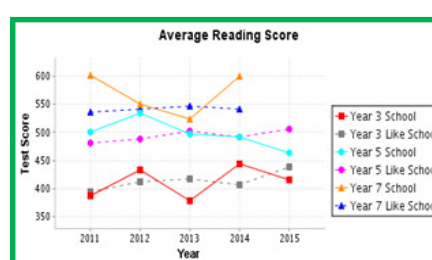
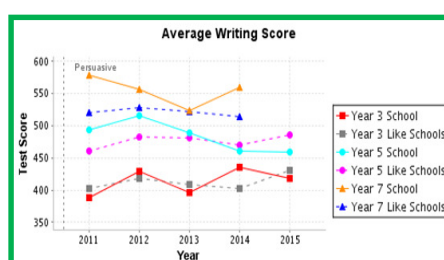
Year 5 English NAPLAN



	Reading	Writing	Grammar and Punctuation	Spelling
Australian Mean	426	409	433	416
WA Mean	413	400	424	408
School Mean	416	409	443	418

	Reading	Writing	Grammar and Punctuation	Spelling
Australian Mean	498	478	504	498
WA Mean	489	471	496	493
School Mean	464	460	463	457

East Hamersley's school performance in all areas of English is strong in Year 3 when measured against WA state performance and the Australian mean. The Year 5 performance has not been as strong but results achieved were foreseeable due to a significant number of students in this cohort with learning difficulties.



English Performance Summary

On Entry Testing

In 2015 the Pre-Primary students sat the On-entry testing for Literacy and Numeracy in Term 1. The results demonstrated that 61% of our students achieved a rating of 0.5 or above in both areas. A score of 1.0 is what is expected at the beginning of Year 1. These results indicate that 80% of our students are at or above the state in both areas and should meet the target set in the school business plan.

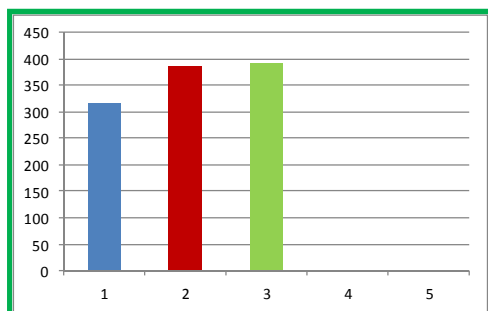
2016 English Improvement Initiatives

There is acknowledgement of the need to improve Year 3 to Year 5 student progress. The School Board views this as a focus as outlined in the school's Business Plan. Teacher development will be a focus with emphasis on classroom observations and effective teaching. Major emphases in 2016 will include:

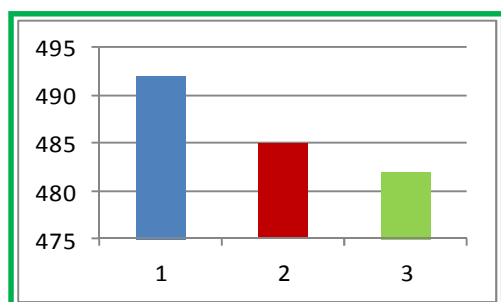
- Teachers to ensure that students know what they are learning and why
- Teachers to ensure that students reflect on what they have learnt and what they need to improve on at the end of each major teaching experience
- Teachers to implement whole school approaches to the teaching of reading, writing and spelling
- Whole school and Phase of Learning Teams target setting and assessment

Numeracy NAPLAN 2015

In 2015 in all English areas the Year 3 cohort performed above the Australian and State mean in Numeracy. The Year 5 cohort performed below the Australian mean, but only 3 points below the state mean.



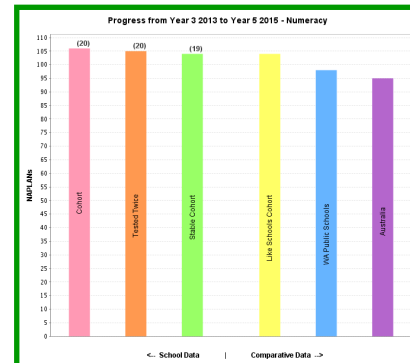
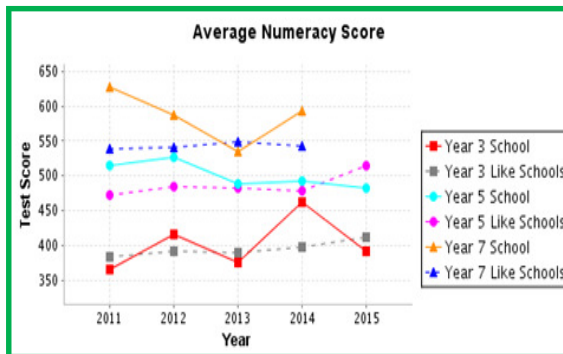
Year 3 Numeracy	
Australian Mean	318
WA Mean	388
School Mean	392



Year 5 Numeracy	
Australian Mean	492
WA Mean	485
School Mean	482

Mathematics Performance Summary

Numeracy NAPLAN 2015



The 2013-2015 like schools numeracy graph shows that while the Year 3 –5 cohort were below like schools they have shown some improvement.

Band	School			Like School			State		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
6	5%	59%	6%	8%	12%	18%	8%	13%	14%
5	20%	12%	22%	23%	23%	25%	20%	21%	17%
4	25%	18%	39%	31%	29%	26%	29%	23%	23%
3	30%	6%	17%	23%	22%	20%	25%	23%	24%
2	15%	6%	11%	10%	13%	9%	12%	15%	15%
1	5%	0%	6%	5%	2%	2%	5%	5%	7%

Year 3 Proficiency Bands

Band	School			Like School			State		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
8	0%	6%	10%	8%	7%	19%	9%	9%	9%
7	18%	24%	15%	13%	11%	19%	11%	12%	15%
6	24%	29%	10%	29%	32%	27%	24%	27%	24%
5	59%	18%	55%	30%	28%	21%	28%	25%	27%
4	0%	18%	10%	15%	16%	11%	20%	17%	20%
3	0%	6%	0%	5%	5%	2%	8%	9%	5%

Year 5 Proficiency Bands

A more detailed examination of the Numeracy data demonstrates that student achievement is below like schools and the state in Year 5. There is a definite drop of the number of students in the upper bands from Year 3 to Year 5 .

2016 Mathematics Improvement Initiatives

To address the slide in performance from Year 3 to Year 5 the school will :

- Implement a whole school approach to planning and teaching Mathematics
- Teachers to interrogate data to inform teaching and learning and for the setting of targets at the phase of learning level
- Greater emphasis and expectations to be placed on the middle band students by providing a more challenging mathematics program using the whole school approach
- Students in the two lower bands to be targeted for early intervention

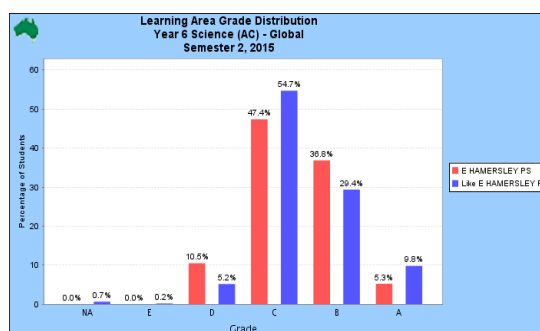
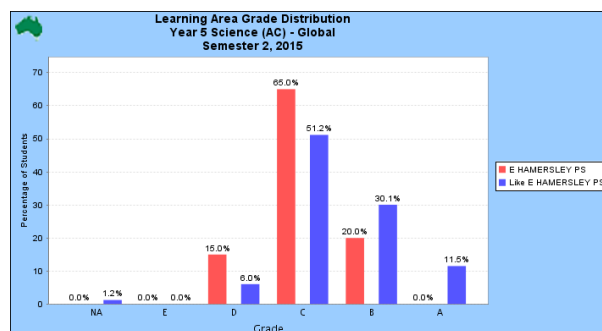
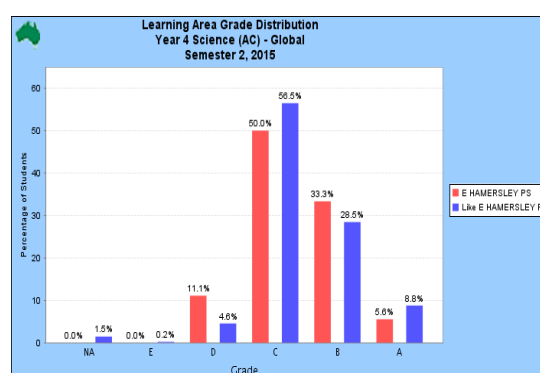
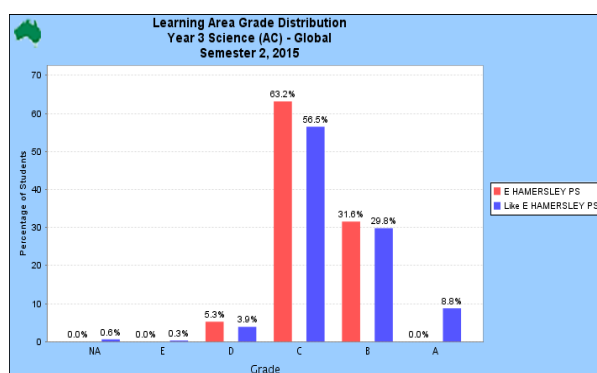
School Performance Summary

Science Performance Summary

In the past student performance in Science for Years 5 and 7 has been based on the Western Australian Monitoring Standards in Education (WAMSE) Assessment. The program commenced in 2008 and the last year of this testing program was 2013. Over this time, in Science the Year 5 and 7 results have been comparable with Like Schools and often our results have been above like schools.

Now that WAMSE testing has ceased the school has been seeking an alternative independent source for monitoring and assessing student performance in Science. In 2016, Year 3 and 5 students will be participating in an ACER PAT Science Test.

In 2015, for Science the school moved from reporting against the Western Australian Curriculum to reporting against the Australian Curriculum. When comparing teacher judgement against "Like Schools" there is evidence that teacher judgement was comparable and consistent.



2016 Science Improvement Initiatives

To further enhance the knowledge, skills and confidence of primary teachers in the teaching of Science the school has established a dedicated science block. The Science curriculum is vastly different in each year level. As the school consists of mainly split classes, with the utilisation of the Deputy Principal and specialist teachers we are able to provide one teacher for children in each level.

Teachers will also collaborate in their phase of learning teams on effective teaching using the Primary Connections science program. Investigations will be made on developing a joint project with Scitech to further enhance the knowledge, skills and confidence of our teachers

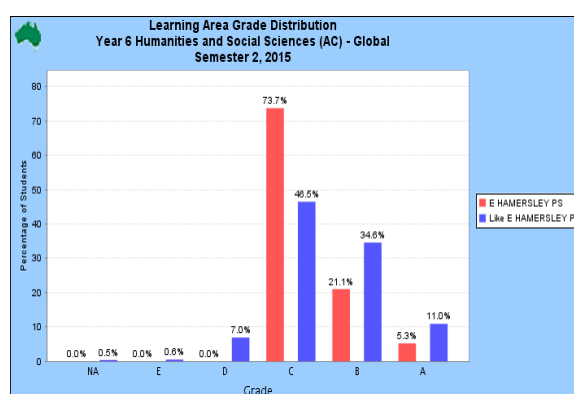
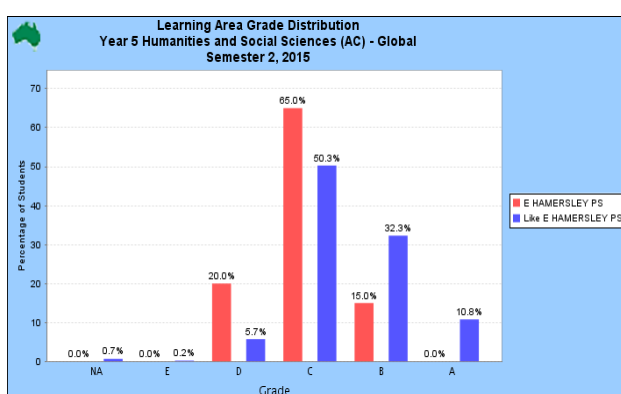
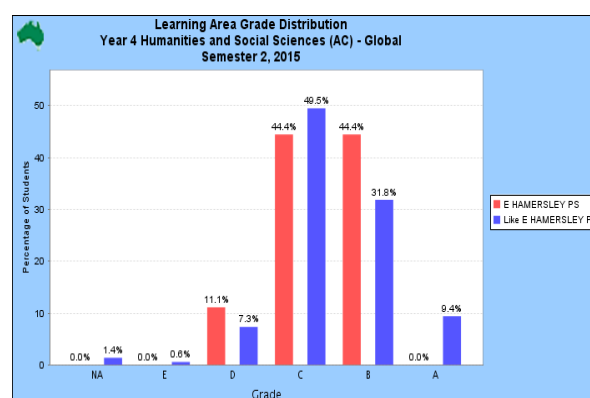
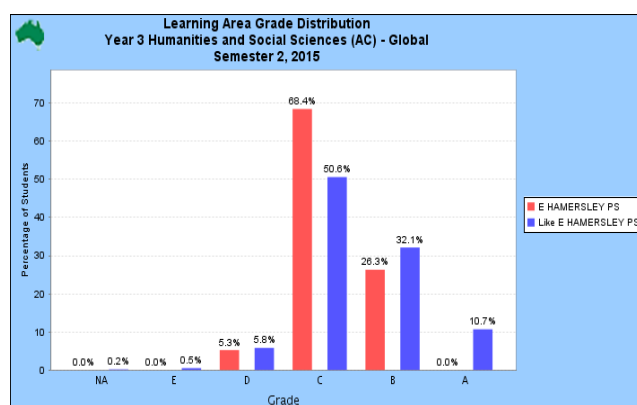
School Performance Data

History and Social Science (HASS)

In previous years, as with Science, student performance in Society and Environment was based on the Western Australian Monitoring Standards in Education (WAMSE) Assessment. Over this time the Year 5 and 7 results have been comparable with Like Schools and often our results have been above "Like Schools".

With the introduction of the Australian Curriculum, Society and Environment has been reorganised into a number of subjects—History, Geography, Civics and Citizenship and Economics and Business. In 2013 the school implemented the new History Curriculum. The Australian Curriculum History is now fully implemented in the school and the school is continually purchasing History resources that match the teaching and learning requirements of the curriculum.

In reporting student History results there is a strong correlation between East Hamersley Primary School results and Like Schools. This reflects the school's previous results in Society and Environment.



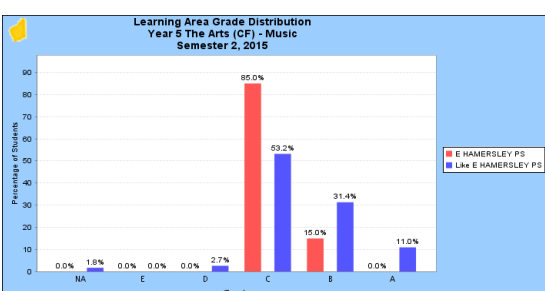
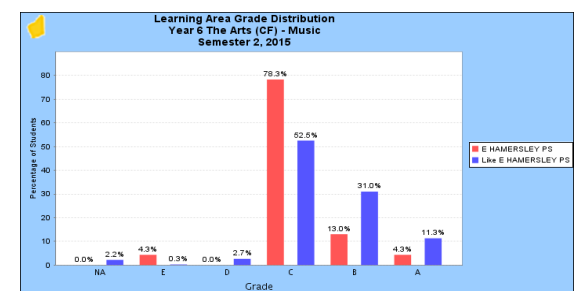
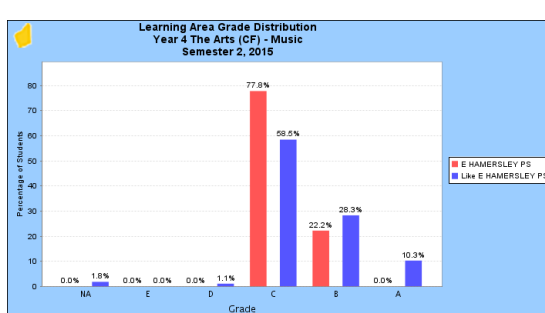
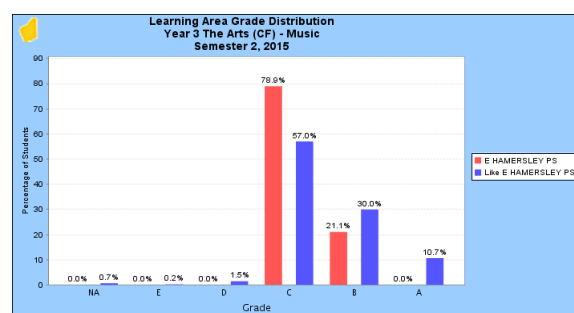
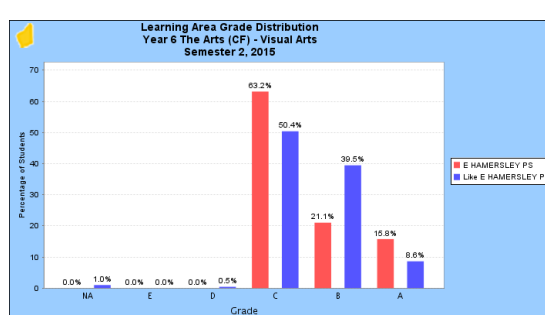
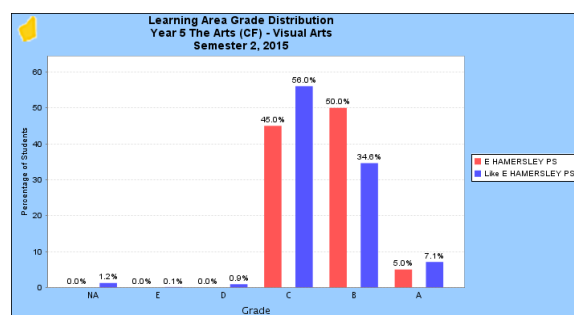
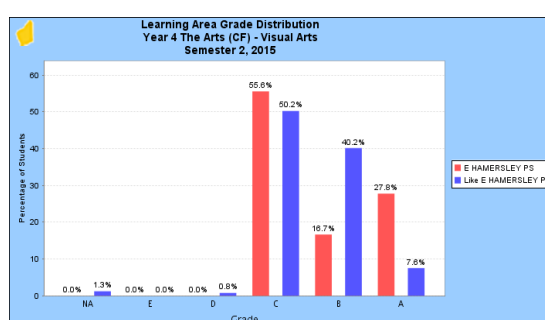
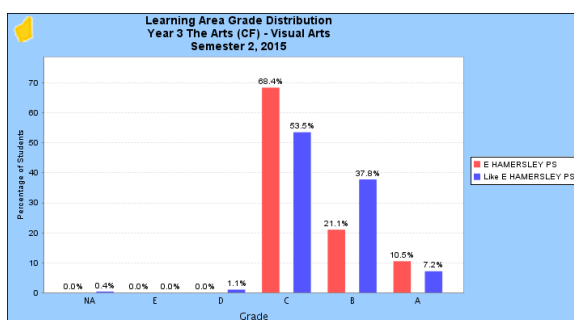
2016 HASS Improvement Initiatives

As the new Australian Curriculum documents become available in this curriculum area the school will make staff familiar with the documents. In 2016 the staff will examine the Geography Curriculum and develop a plan for implementation.

School Performance Summary

The Arts

Throughout 2015 students were offered a variety of opportunities to participate in The Arts. The opportunities provided included Visual Art and Music. In addition to the school based lessons students also had the opportunity to join the school choir, and students in Years 5 and 6 were able to take up learning an instrument through the School of Instrumental Music (SIM) Program. All classroom teachers worked with their classes and provided the opportunity for students to undertake a public performance through their class assembly. Students were also given the opportunity to participate in a dance program for a term after which they performed in a dance show for the school community. In reporting student Visual Art and Music results there is a strong correlation between East Hamersley Primary School results and Like Schools.



2016 The Arts Improvement Initiatives

- An Artist in Residence will be employed to work with students to construct a mural in the undercover area that represents the school's vision and values
- Students from Year 4 to 6 will be introduced to a keyboard program in Music

School Performance Summary

Physical and Health Education

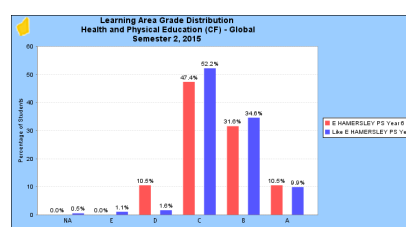
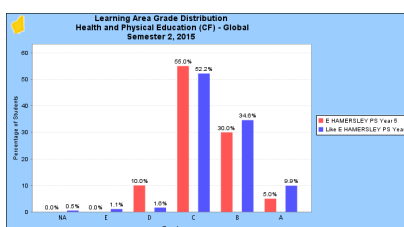
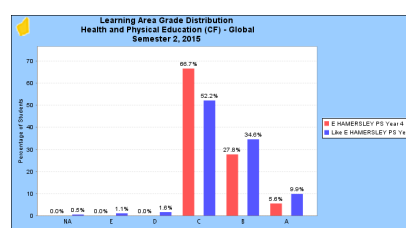
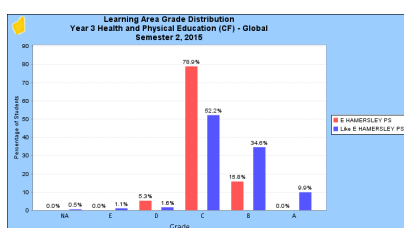
In 2015 the Health and Physical Education Programs at East Hamersley Primary School were delivered by a specialist teacher. The programs focus on students knowing and understanding health and physical activity concepts that enable informed decisions for a healthy, active lifestyle. These attitudes and values promote personal, family and community health.

The Physical Education program at East Hamersley Primary School is based on developing and fostering the physical skills and self-esteem of students. A major goal is to ensure students develop the skills, knowledge and attitudes necessary for confident, lifelong participation in sport and recreation activities. Through the provision of Physical Education lessons and Daily Fitness Activities our aim is to improve students' physical fitness and skills. All students participated in Daily Fitness, and a specialist teacher provided PE lessons to students from Years 1—6. Fundamental Movement Skills are taught in Kindergarten and Pre-primary. All students participated in a minimum of two hours of physical activity a week. Our Physical Education program exposes the students to numerous professional sporting bodies within our community such as the AFL (Subiaco and West Coast Eagles).

The multi-stage fitness test, known as the Beep Test, which measures aerobic endurance, was conducted on all students from Year 3-6. The table below demonstrates the improvement shown by students from Term 1 through to Term 4 in 2015.

Year	3			4			5			6		
%	↑	↔	↓	↑	↔	↓	↑	↔	↓	↑	↔	↓
2015	90	10	0	12	83	5	50	50	0	84	25	1

Information from student reports indicates that students have achieved from satisfactory to good physical skills and an understanding of health concepts with the majority of students at East Hamersley achieving satisfactory or good results. These grades would enable the students to make informed decisions for a healthy lifestyle. When comparing the school's results with those of other students from Like Schools the results in 2015 student achievement is similar.

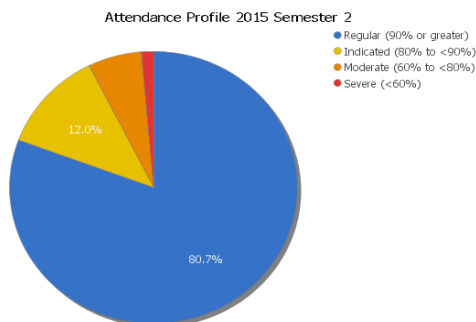


2016 PHE Improvement Initiatives

In 2016 all students from Years PP – 6 will continue to have a specialist teacher deliver the program. The focus for data collection will continue to be the Beep Test. Teachers will continue to implement the “3 step” program for students to regulate their behaviour in the playground and the whole school will continue to implement its Values Program. The school has in a place a values program where every month a focus is put on a particular value. These students are acknowledged publicly in the newsletter and at assemblies and students are exposed to a range of activities and strategies that promote positive behaviour. Students will continue to participate in community and fundraising events such as ANZAC Day and the Angkor Project that promote personal, family and community values.

Attendance

At East Hamersley Primary School we take the attendance of students at school very seriously. Regular attendance at school is an important indicator of a child's success at school. A student who misses an average of **one day** of school **each week** has missed a **whole year** of education by the time he or she is in **Year 5**. The graph and tables below demonstrate attendance rates at East Hamersley in 2015 have improved and continues to be above that of like schools. However there continues to be a significant number of absences that are unauthorised. This has resulted in us not meeting our target in the "regular" category.



Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2013	94.1%	94.4%	93.7%	null%	null%	null%	94.1%	94.3%	92.6%
2014	95.2%	93.4%	93.2%	87.1%	90.4%	80.4%	95.1%	93.3%	92.1%
2015	95.4%	94.5%	93.8%	95.3%	90.3%	81.2%	95.4%	94.4%	92.7%

The table above demonstrates that the school has continued to improve through a more efficient use of lesson attendance recording and the implementation of an Attendance Plan.

Absence Types

The table below demonstrates that our unexplained (U) absences and the number of students who are absent due to vacations (V) are of concern.

Enrolments	R	U	X	T	C	N	V	K	Z
Current	188	534	44	0	0	514	442	150	0
Former	2	27	0	0	0	16	0	0	5
All	190	561	44	0	0	530	442	150	5

2016 Improvement Initiatives

Our targets set for 2016 are those established in the school's Business Plan. With that in mind improving attendance of students identified as at risk is an ongoing priority for the school and the Department of Education. In 2016 the school will continue to put in place an attendance plan and if necessary will work in partnership with the Regional Participation Team to enable the school to respond earlier and put in place processes to better manage those students identified in the "at risk" category.

In 2016 there will be a continued focus on educating the parent community of the importance of communicating to the school the reason for a student's absence and not taking students out of school for "family holidays".

SCHOOL AND STAFF PERFORMANCE AND DEVELOPMENT

SCHOOL STAFF

The school has a total of 23 staff both teaching and non-teaching. The staff work together as a team to make a positive contribution to the effective operation of the school. The school is very fortunate to have great diversity within its teaching staff. Experience ranges from highly experienced teachers, with over 10 years teaching experience to graduates with up to date knowledge of educational programs and trends. This diversity allows us to constantly review our practice. The school continues to implement new ideas and strategies into our learning environment maintaining well trusted and proven educational programs. All teaching staff meet the professional requirements to teach in Western Australia and are registered with the Teacher Registration Board of Western Australia. They are committed to their on-going professional learning and willingly participate in Professional Learning Programs. The non - teaching staff are made up of a diverse group and includes; pre-primary, primary and special needs education assistants, administrative officers, a library officer, cleaners, a gardener and a school Business Manager.

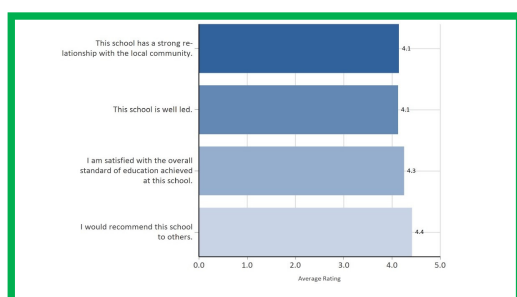
STAFF DEVELOPMENT

During 2015 all staff participated in professional development activities. These activities included seven school development days, over 20 hours of staff meetings, Phase of Learning Team collaborative meetings, Professional Development courses linked to the School Plan and individual performance management plans.

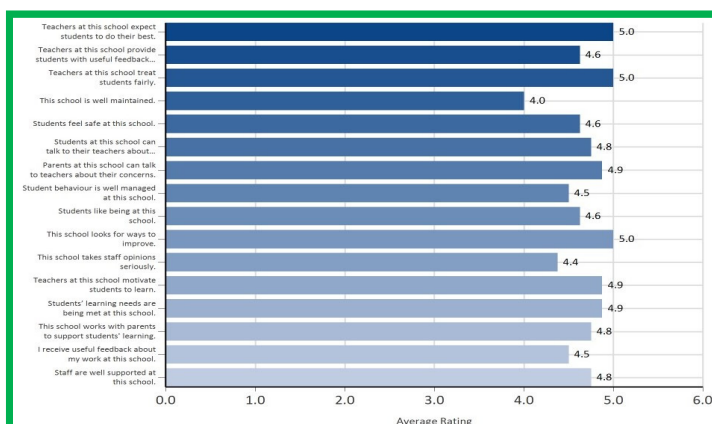


NATIONAL SCHOOL SURVEY

Under the *National Education Agreement and Schools Assistance Act 2008*, schools are required to report on parent, student and staff satisfaction annually in their annual reports. In March 2014 a survey was given to parents, students and staff school community to help inform the school's direction in the key areas of staff, students, partnerships and environment when developing future business and workforce plans in the school. From 2016 the National School Opinion Survey will be compulsory and conducted every two years. In 2014 this survey was distributed to every family and completed by all teaching staff and students in Years 5, 6 and 7 in August. The parent survey asked questions related to the teaching and learning in the school, the standard of education, teacher/student relationships, the school's relationships with the community and leadership of the school. In both cases 33% of the parent community returned the surveys. The survey in March allowed for comments and in each demographic there were common themes which also came through in the second survey. These were: **Strong connection between staff, administration, parents and students; Everyone is important at East Hamersley; Staff camaraderie; support and knowledge; Approachable staff who care for the children ; School is small and friendly with a community feel; Dedicated and knowledgeable teachers.** An area of concern was **the need for more resources**. This is an area that is always at the forefront of our financial planning and will continue to be so in 2016.



The graph above demonstrates that the parents at our school all agree that the school is well led and that there is a strong relationship between the school and the community.



The graph above demonstrates that the staff at our school all agree that the teaching and learning at the school is considered extremely important and the school as a whole is always looking for ways to improve. The parent survey graph was replicated in the teacher results.

SCHOOL HIGHLIGHTS AND COMMUNITY LINKS

East Hamersley Primary School prides itself on its strong relationship with parents and the wider community. Throughout the year events are held that not only involves but requires the collaboration between staff, students, parents and the wider community.

Our ANZAC Day ceremony in particular is well respected in the community and is attended by our local "diggers" and politicians.



Another highlight of the school year is our two Focus Weeks. During Book Week in August, Literacy and Numeracy were the focus of all school activities. Students from Pre-Primary to Year 6 were engaged in a variety of literacy and numeracy tabloid activities and a whole school book week parade.



The other of our focus weeks is held during "WA Week". A highlight of the school year is our Multicultural lunch. All classes spent part of their day cooking a dish to share with the rest of the school. Parent support for this day was phenomenal!



Other highlights throughout the year included our Art Show, the choir's participation in the Westcoast Songfest and our end of year Christmas Concert.



The school also runs a 0-3 program known as "Kookaburras ". In 2015 we have worked collaboratively with Edith Cowan University and Greenwood Primary School to implement a research project centred on Parents as Children's' Teachers -The PACT Project. Indications from the research collected over the year show that the project was a great success. The program will continue to run in 2016.



2015 Milestones

SCHOOL PLAN MILESTONES IN 2015

The school's business plan has four major focuses; Teaching and Learning, Successful Students, Performance and Development, Responsive Organisation and Community.

Teaching and Learning is focused on developing a whole school approach to quality teaching and learning resulting in improved outcomes for students programs. The school now has well established collaborative planning processes that has enabled greater precision in the teaching and learning programs and greater consistency in the quality of assessment across the school. In 2015 the school:

- Reviewed the whole school approaches to English and Mathematics ensuring the operational plans aligned with the English Australian Curriculum documents and requirements.
- Fully implemented the Australian Curriculum – Phase One subjects; Mathematics, English, Science and History
- Developed and implemented operational plans providing direction across key areas of learning
- Developed a whole school approach to the teaching of Mathematics to support year level and whole school maths planning.
- Implemented a distributed leadership model across the school
- Provided targeted professional learning for aspirant leaders
- Provided high quality professional learning opportunities in order to build capacity for best practice

Successful Students focused on building an effective approach to assessment towards the individual student, classroom and whole school level and developing intervention and support programs for students. In 2015 the school:

- Implemented a whole school approach to assessment
- Provided opportunities for English and Mathematics Curriculum Leaders to develop the skills of all teaching staff
- Developed intervention and support programs for students
- Developed teacher practice at interrogating data to inform teaching and learning programs and to review whole school approaches
- Provided opportunities for teachers to collaboratively plan and set targets in Phase of Learning teams

Performance and Development focused on developing a shared responsibility for all students across the school. In 2015 the school:

- Implemented a teacher performance and development process underpinned by the understanding of effective teaching as stated in the AITSL (Australian Institute for Teaching and School Leadership) Standards
- Provided teachers with opportunities for ongoing teacher reflection on professional practice through collaborative meetings and class room observations
- Began the development of direct observation of teaching and teacher self-assessment
- Began to implement timely and relevant feedback to students
- Principal engaged in learning and lead the development of a learning culture within the school
- Provided support for professional learning through structures and explicit planning
- Implemented the East Hamersley Primary School Supporting Professional Educational Learning and Leadership (SPELL) strategy through participation in professional learning
- Built the capacity of staff to apply for Senior Teacher, Level 3 Teacher status and leadership positions

Responsive Organisation and Community focused on the first year as a school board to support the successful processes and procedures promote parents and community involvement and foster partnerships. In 2015 the school:

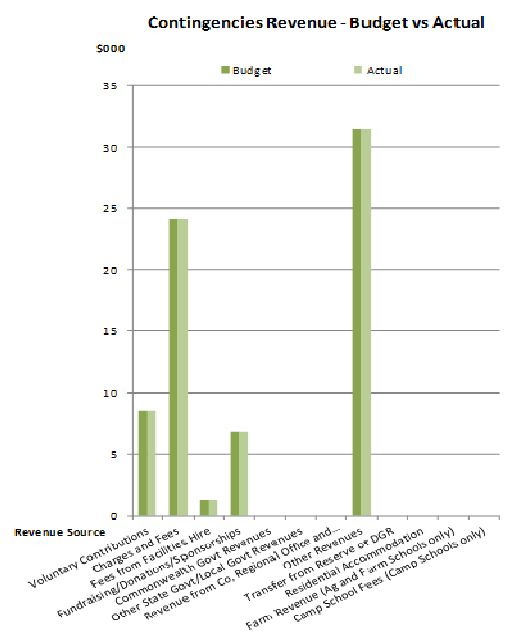
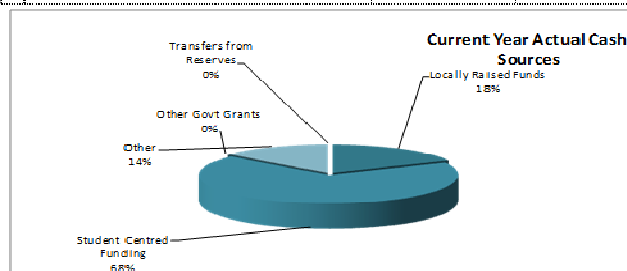
- Developed and began the implementation of the school business plan
- Worked in partnership with Edith Cowan University on the research project "Parents as Children's Teachers"
- Established a community group to investigate the improvement and building of a nature playground
- Began to develop a partnership with the Fathering Project to foster greater parent involvement in the educational and emotional growth of their children

2015 FINANCIAL STATEMENT

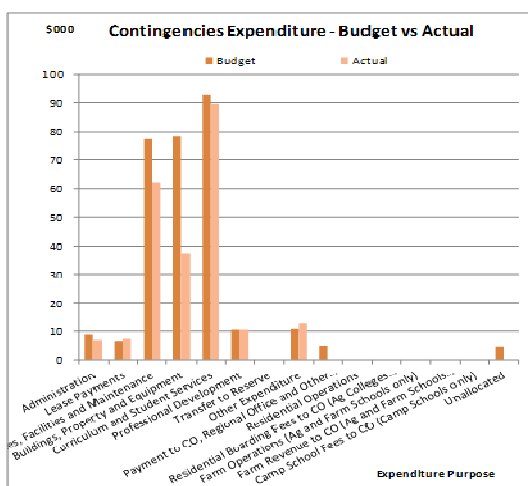
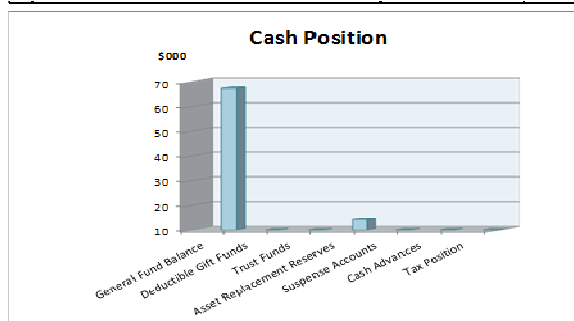
Our School budget and balance of accounts was supported by a very strong Finance Committee, business manager and a committed staff to maintain the allocated budget. The budget allocation to our school for 2015 was \$2,128,387.90. Funding for 2015 was based on the number of students enrolled in the school. The tables and graphs below show the resource allocation provided to East Hamersley Primary School in the 2015. This funding accounts for the total sum of money provided to our school from The Department of Education.

East Hamersley Primary School Financial Summary

Revenue - Cash	Budget	Actual
1 Voluntary Contributions	\$ 8,589.20	\$ 8,589.20
2 Charges and Fees	\$ 24,141.00	\$ 24,140.97
3 Fees from Facilities Hire	\$ 1,220.00	\$ 1,220.00
4 Fundraising/Donations/Sponsorships	\$ 8,629.00	\$ 8,629.95
5 Commonwealth Govt Revenue	\$ -	\$ -
6 Other State Govt/Local Govt Revenue	\$ -	\$ -
7 Revenue from Co. Regional Office and Other Schools	\$ -	\$ -
8 Other Revenue	\$ 21,535.40	\$ 21,534.82
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	\$ 72,288.40	\$ 72,288.35
Operating Balance	\$ 157,646.50	\$ 157,646.50
Total Cash Funds Available	\$ 294,156.90	\$ 294,157.34
Total Salary Allocation	\$ 1,834,231.00	\$ 1,834,231.00
Total Funds Available	\$ 2,128,387.90	\$ 2,128,388.34



Expenditure	Budget	Actual
1 Administration	\$ 8,850.00	\$ 7,185.53
2 Lease Payments	\$ 8,708.00	\$ 7,532.07
3 Utilities, Facilities and Maintenance	\$ 77,161.00	\$ 61,822.32
4 Buildings, Property and Equipment	\$ 78,054.00	\$ 87,607.47
5 Curriculum and Student Services	\$ 92,722.40	\$ 88,426.16
6 Professional Development	\$ 10,397.00	\$ 10,309.54
7 Transfer to Reserve	\$ -	\$ -
8 Other Expenditure	\$ 10,846.00	\$ 12,788.54
9 Payment to Co. Regional Office and Other Schools	\$ 5,000.00	\$ -
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)	\$ -	\$ -
15 Unallocated	\$ 4,619.00	\$ -
Total Goods and Services Expenditure	\$ 294,157.40	\$ 236,706.63
Total Forecast Salary Expenditure	\$ 1,834,231.00	\$ 1,834,231.00



Cash Position as at:	
Bank Balance	\$ 79,649.68
Less: Liab:	\$ -
1 General Fund Balance	\$ 87,450.71
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 13,991.52
5 Suspense Accounts	\$ 218.46
6 Cash Advances	\$ 200.00
7 Tax Position	\$ 1,811.00
Total Bank Balance	\$ 79,649.68

In 2016 the following key areas will be priorities in working towards the achievement of the targets in the School Business Plan 2015 – 2017.

Teaching and Learning

- Begin to provide teacher development in Visible Learning to enable teachers to support students to become assessment-capable learners.
- Continue to build the capacity of all teachers to assess, plan and deliver Mathematics programs that provide challenge for all students that includes the implementation of a whole school to the planning and teaching of Mathematics
- Literacy - Whole school focus on Writing, in particular with the implementation of the “Talk for Writing” approach by Pie Corbett. Provide teacher development in Pie Corbett’s “Talk for Writing”
- Provide opportunities for staff to observe other teachers “teaching” to improve practice
- Literacy—Implement a K-6 approach to the teaching phonics using Isabel Beck
- Literacy - Continue with the development of teaching practice around Reading comprehension, Spelling and Phonics.
- Establish and implement a plan to improve digital learning and staff and student access.

Successful Students

- Identify register of students at risk and establish intervention and extension programs
- Targets to be set at the phase of learning level
- Greater emphasis to be placed on the middle band students
- Arrest the decline of NAPLAN progress from Year 3-5 through targeted planning at the whole school and classroom levels, explicit teaching of areas of concern.

Performance and Development

- Provide opportunities for staff to observe other teachers “teaching” to improve practice
- Continue with formal and informal classroom observations
- Continue with the implementation of the Performance and Development process

Community Links

- In collaboration with the “Fathering Project” the school board will develop and foster community partnerships to strengthen and support our families health and well-being
- Continue community partnerships with Occupational and Speech Therapy services for the students at risk in our school
- Continue the professional relationship with the West Coast Language Development Centre to provide professional learning opportunities for teachers and a reciprocal relationship that allows for our teachers and students to be used in research.
- Continue relationship with ECU with an emphasis on the Early Years

***Inspiring a culture of excellence
in all that we do***

