



2017



ANNUAL REPORT



ABOUT OUR SCHOOL

Our School Context

Our School

East Hamersley Primary School is a Government School and part of the North Metropolitan Education 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 work together to fully develop the academic, social and emotional potential of every student. We 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

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 and numeracy.

The assessments are undertaken nationwide, every year, in Week 3 of Term 2. 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 tables below indicate the percentage of students who achieved the National Minimum Standard in 2015 and 2017.

This data does provide some indication of the progress of this group of students. As can be seen from the table, the percentage of students meeting National Benchmarks is generally consistent and in 2017 both Year 3 and Year 5 students performed at or above the state in all areas except Writing and Spelling.

School 2015	Numeracy	Reading	Writing	Spelling	Grammar and Punctuation
Year 3	94	100	100	100	100
Year 5	100	95	81	95	90
WA Public	Numeracy	Reading	Writing	Spelling	Grammar and Punctuation
Year 3	93	97	95	93	92
Year 5	95	92	89	92	89

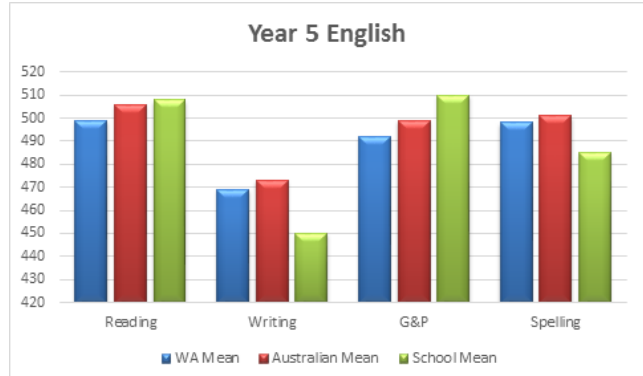
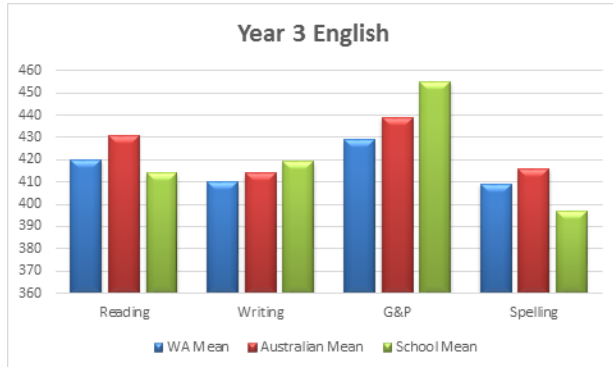
School 2017	Numeracy	Reading	Writing	Spelling	Grammar and Punctuation
Year 3	100	94	100	100	100
Year 5	100	100	90	100	90
WA Public	Numeracy	Reading	Writing	Spelling	Grammar and Punctuation
Year 3	95	93	96	94	88
Year 5	95	93	90	92	90

English Performance Summary

Year 3 English NAPLAN

Year 5 English NAPLAN

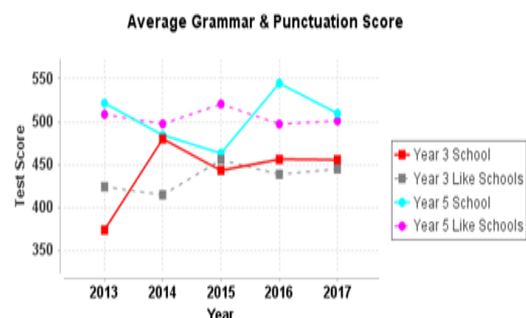
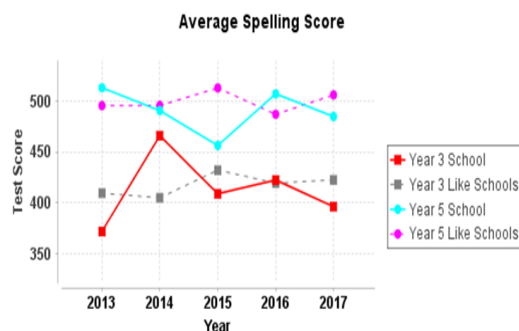
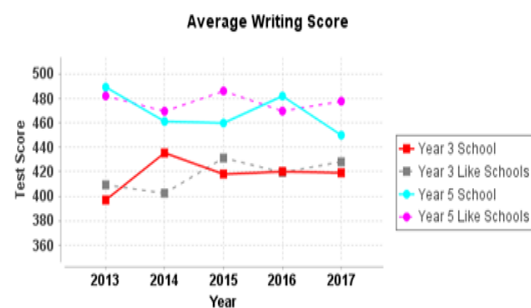
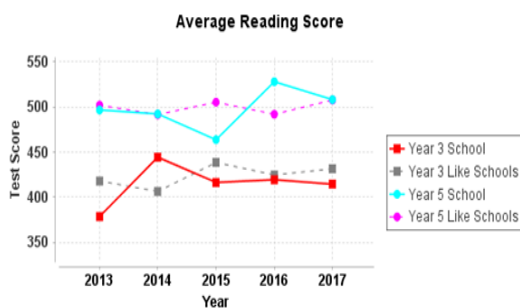
East Hamersley's school performance in the areas of Writing and Grammar and Punctuation is consistent in Year 3 when measured against WA Public schools performance and the Australian mean. The Year 5 performance is strong in the areas of Reading and Grammar and Punctuation.



Year 3	Reading	Writing	Grammar and Punctuation	Spelling
Australian Mean	431	414	439	416
WA Mean	420	410	429	409
School Mean	414	419	455	397

Year 5	Reading	Writing	Grammar and Punctuation	Spelling
Australian Mean	506	473	499	501
WA Mean	499	469	492	498
School Mean	508	450	510	485

The 2013-2017 like schools graphs show that the Year 3 cohort was close to like schools in all areas except spelling and the Year 5 cohort close to like schools in reading and grammar and punctuation and below in writing and spelling.

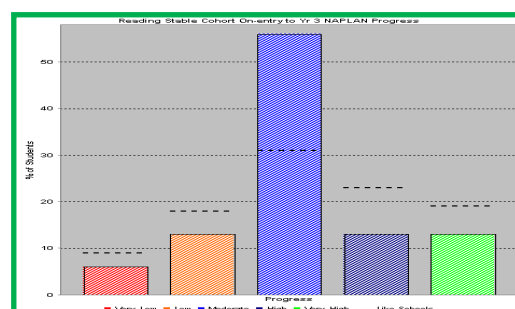
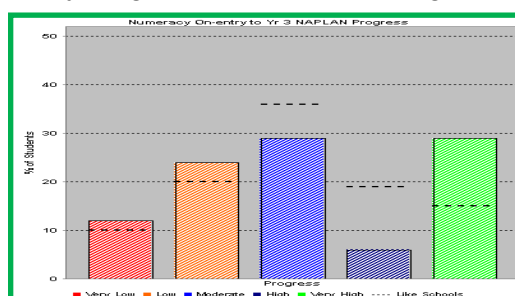


On Entry Assessment

On Entry Assessment

In Term 1 2017 the Pre-Primary and Year 1 students sat the On Entry assessment for Literacy and Numeracy. The Pre-Primary results demonstrated that 100% of our students were above or at the expected level in Numeracy and 84% of our students were above or at the expected level in Literacy. These results indicate that 80% of our students are at or above the state in both areas and meet the target set in the school business plan. In 2017 all Year 1 students participated in the On Entry assessment. A score of 1.0 is what is expected at the beginning of Year 1. The results demonstrated that 100% of our Year 1 students were above or at the expected level in Numeracy and 85% of our students were above or at the expected level in Literacy. The Year 1 results demonstrated that 88% of our students had made a gain of 0.5 or more from Pre-Primary to Year 1 in the area of Literacy and 95% of students had made a gain of 0.5 or more from Pre-Primary to Year 1 in the area of Numeracy. This has been able to give us valuable data to determine the progress our younger students are making.

	2013		2014		2015		2016		2017	
DP	Numeracy		Numeracy		Numeracy		Numeracy		Numeracy	
	Cum. Freq.		Cum. Freq.		Cum. Freq.		Cum. Freq.		Cum. Freq.	
	No.	%	No.	%	No.	%	No.	%	No.	%
0.0	0	0%	0	0%	0	0%	0	0%	0	0%
0.1	0	0%	0	0%	0	0%	0	0%	0	0%
0.2	1	7%	0	0%	1	7%	0	0%	0	0%
0.3	1	7%	0	0%	1	7%	0	0%	0	0%
0.4	1	7%	0	0%	1	7%	1	3%	0	0%
0.5	1	7%	1	7%	1	7%	1	3%	0	0%
0.6	2	13%	1	7%	2	13%	3	10%	0	0%
0.7	2	13%	1	7%	2	13%	5	16%	0	0%
0.8	5	33%	4	29%	4	27%	11	36%	2	11%
0.9	7	47%	7	50%	5	33%	17	55%	5	28%
1.0	7	47%	9	64%	7	47%	22	71%	6	33%
1.1	9	60%	11	79%	10	67%	26	84%	9	50%
1.2	10	67%	12	86%	11	73%	29	94%	12	67%
1.3	13	87%	13	93%	14	93%	30	97%	15	83%
1.4	14	93%	14	100%	15	100%	31	100%	16	89%
1.5	14	93%							16	89%
1.6	15	100%							18	100%



The graphs above illustrates that our Numeracy On-entry data from 2015- 2017 is on a positive trajectory with the 2017 cohort performing higher than that of previous years. The progress graph from On Entry to Year 3 demonstrate that in reading Year 3's performed above like schools in the moderate progress area and in Numeracy they performed well above like schools in the very high progress area.

English Performance Summary

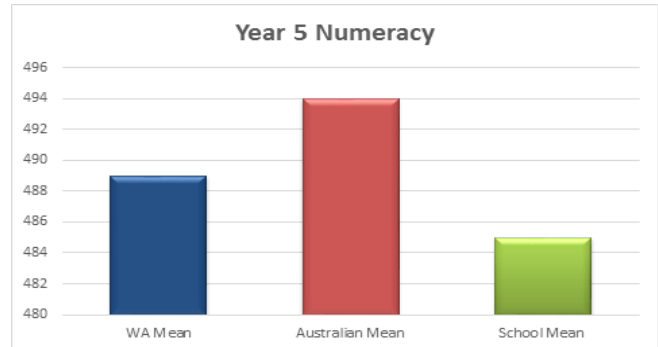
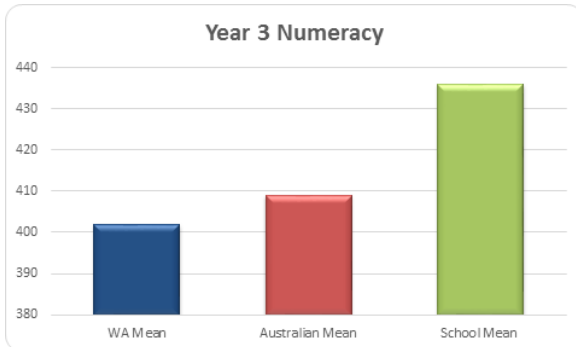
2018 English Improvement Initiatives

There is acknowledgement of the need to continue to improve Year 3 to Year 5 student progress and to now place an emphasis to improve On Entry to Year 3 student progress also. 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 2018 will include:

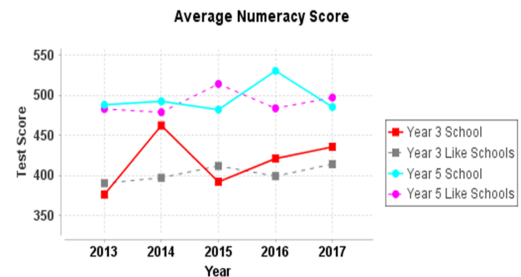
- Teachers to ensure that students know what they are learning and why
- Teachers to develop working/mentor relationships with board member ECU Academic Simone Pogorzelski on the teaching of Reading/Writing/Spelling
- Teachers to ensure that students reflect on what they have learnt and what they need to improve on at the end of each major teaching experience
- Teachers to implement whole school approaches to the teaching and planning of English with a focus on Talk for Writing
- Continue whole school and Phase of Learning Teams target setting and assessment
- Research best practice in the teaching of reading, spelling and writing
- Business Plan targets — Year 3 targets and part of the Year 5 targets met
- Business Plan targets — On Entry targets met

Mathematics Performance Summary

Numeracy NAPLAN 2017



Numeracy	Year 3	Year 5
Australian Mean	409	494
WA Mean	402	489
School Mean	436	485



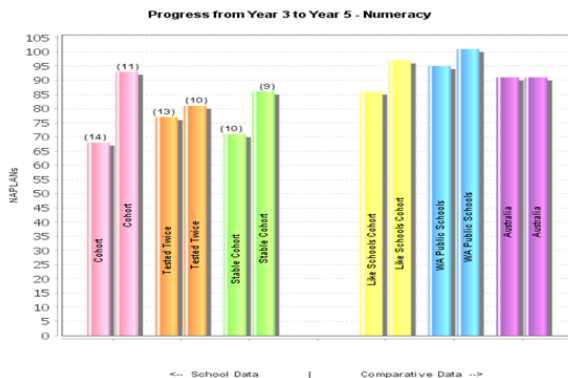
The 2013-2017 like schools numeracy graph shows that the Year 3 cohort were well above like schools and the Year 5 cohort close to like schools.

East Hamersley Primary School

Proficiency Band Summary

Band	Numeracy							
	Year 3				Year 5			
	2016		2017		2016		2017	
	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10								
9								
8					21%	8%	9%	11%
7					36%	13%	18%	19%
6	35%	15%	44%	20%	21%	30%	27%	30%
5	5%	20%	13%	21%	14%	31%	27%	26%
4	30%	23%	19%	32%	7%	15%	18%	10%
3	20%	27%	25%	16%	0%	3%	0%	3%
2	10%	13%	0%	9%				
1	0%	2%	0%	2%				

■ Above National Minimum Standard
■ At National Minimum Standard
■ Below National Minimum Standard



A more detailed examination of the Numeracy data demonstrates that student achievement in the top two bands in 2017 is higher than like schools in Year 3 and close to like schools in Year 5. There is a definite decrease in the percentage of students in the lower bands in Year 3. The progress from Year 3-5 is comparable to both like schools and Australian schools.

2018 Mathematics Improvement Initiatives

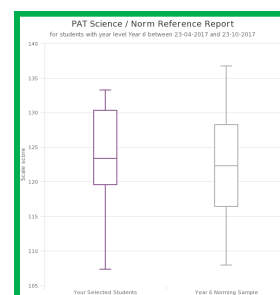
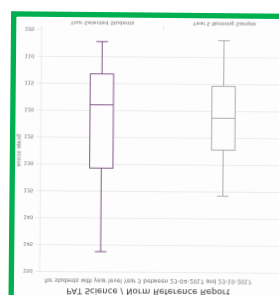
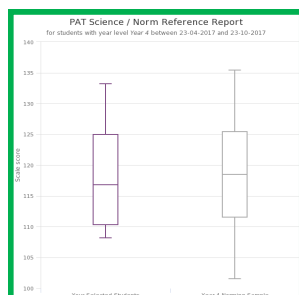
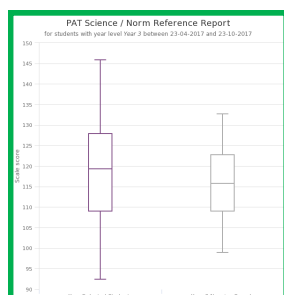
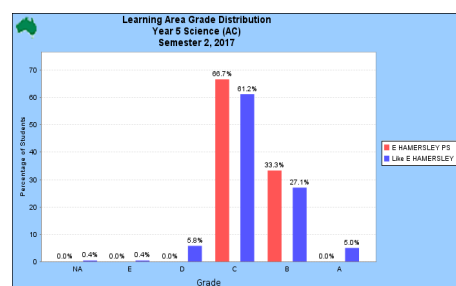
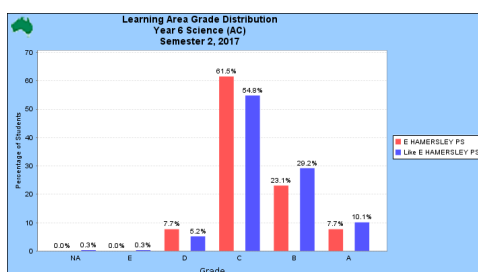
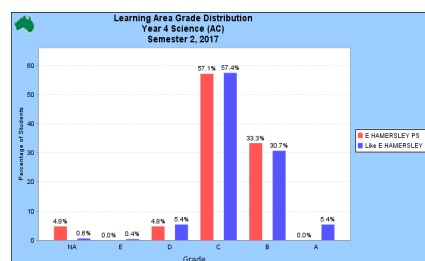
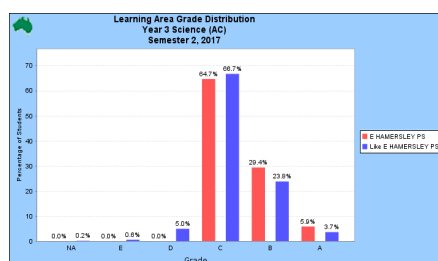
To continue to increase the percentage of students in Year 3 and Year 5 in the upper bands the school will :

- Provide leadership time in Mathematics to research and develop best practice
- Continue to implement a whole school approach to planning and teaching Mathematics
- Ensure teachers interrogate data to inform teaching and learning and for the setting of targets at the phase of learning level
- Ensure teachers implement whole school approaches to the teaching and planning of Mathematics
- Place greater emphasis and expectations 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 at the classroom level.
- Year 3 and 5 targets met in the Business Plan

School Performance Summary

Science Performance Summary

In 2017, for Science the school reported against the Western Australian Curriculum. When comparing teacher judgement against like schools there is evidence that teacher judgement was comparable and consistent. More than 80% of students in Years 3-6 received a C grade thus meeting the targets set. Year 3 and 5 students also participated in the ACER PAT Science Test.



PAT Science	Year 3	Year 4	Year 5	Year 6
Median Score	115.8	118.5	121.2	122.3
School Median	119.3	116.8	118.9	123.4

The PAT Science test was completed online in Term 3. Life and Living was a weakness throughout Years 3-6 and as a result we will ensure teachers are made aware of the need to focus on this area in their teaching in 2018.

2018 Science Improvement Initiatives

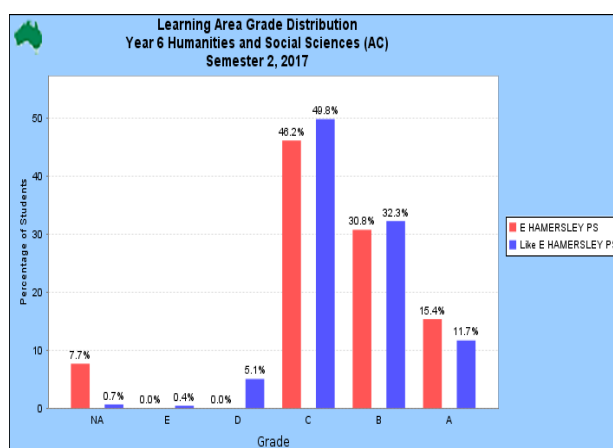
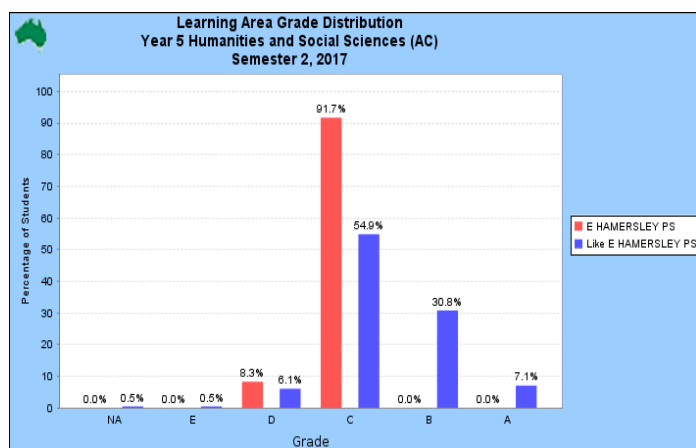
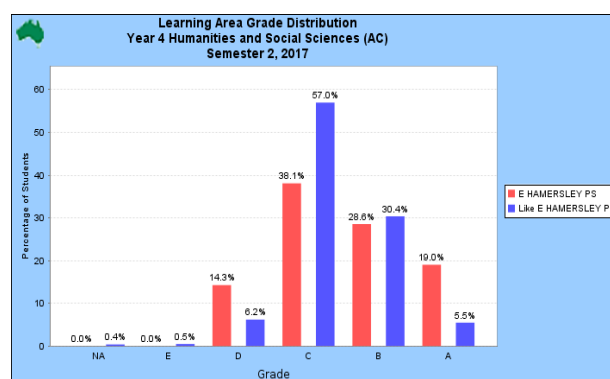
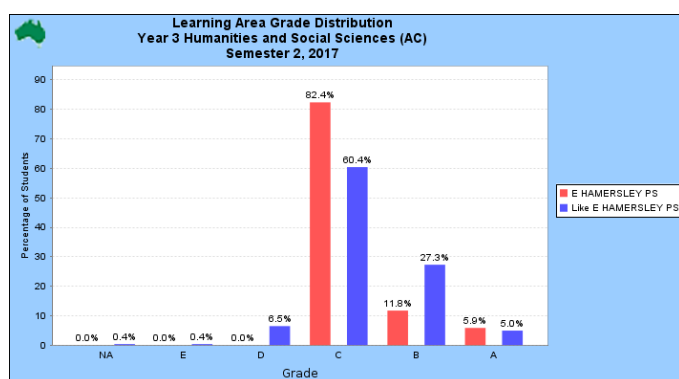
To further enhance the knowledge, skills and practice of primary teachers in the teaching of Science the school will:

- Continue to implement 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 will provide one teacher for children in each level
- Continue to collaborate in their phase of learning teams on effective teaching and learning using the Primary Connections science program and
- Ensure Life and Living is a focus in Semester One and will change PAT testing in Science until Term 4 to ensure all areas have been covered.

School Performance Data

History and Social Science (HASS)

The Western Australian HASS (History and Social Sciences) curriculum is now fully implemented in the school. More than 80% of students in Years 3-6 received a C grade thus meeting the targets set. In 2017 reporting focussed on History. Results indicate there is a strong correlation between East Hamersley Primary School results and Like Schools.



2018 HASS Improvement Initiatives

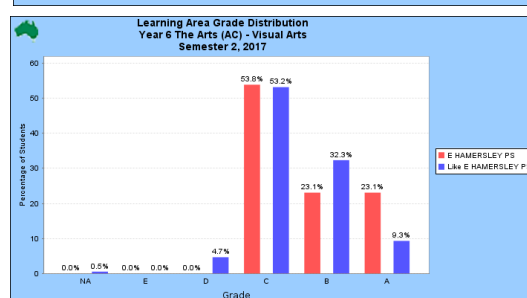
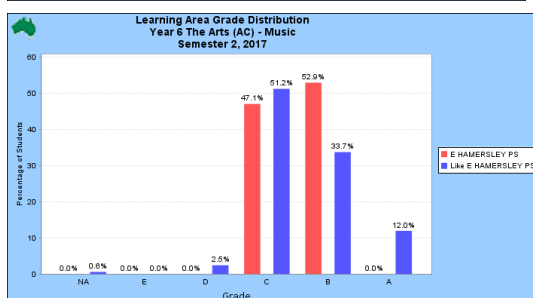
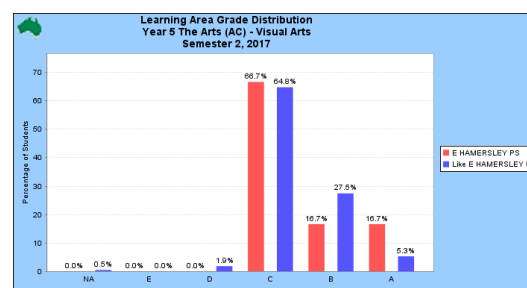
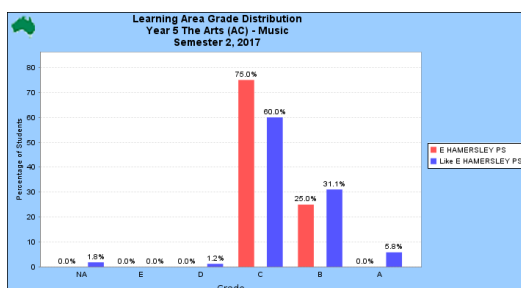
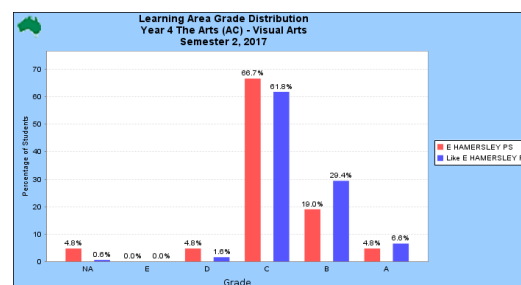
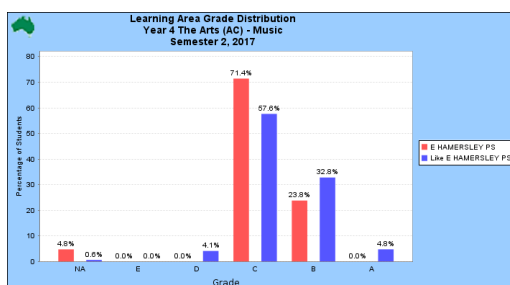
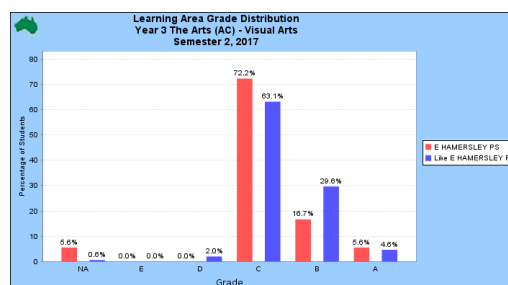
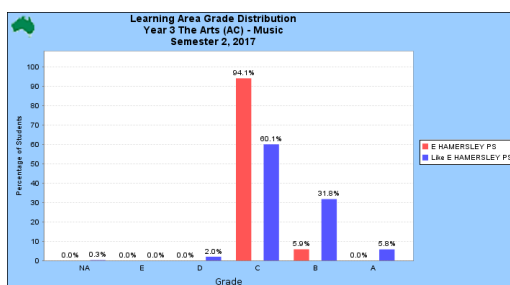
To further enhance the knowledge, skills and practice of primary teachers in the teaching of HASS the school will:

- Implement a dedicated HASS block in Years 4-6
- Initiate a Senior Teacher role with a focus on developing the operational plan and scope and sequence that reflects the Western Australian Curriculum
- Purchase resources that match the teaching and learning requirements of the curriculum

School Performance Summary

The Arts

Throughout 2017 students were offered a variety of opportunities to participate in The Arts in the learning areas of Visual Arts 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. The school choir performed in the state "One Big Voice" concert at Perth Arena. 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 the Edu-Dance program for a term after which they performed in a dance show for the school community. Teacher judgements in Visual Art and Music demonstrated a strong correlation between East Hamersley Primary School and Like Schools.



2018 The Arts Improvement Initiatives

To further enhance the knowledge, skills and performance of our students confidence in the areas of Visual Arts and Music the school will:

- Continue to implement a keyboard program in Music for students in Years 4 to 6
- Continue to provide opportunities for students to demonstrate their knowledge and skills in public performances

School Performance Summary

Physical and Health Education (PHE)

In 2017 the Physical and Health Education Programs at East Hamersley Primary School were delivered by a specialist teacher. The programs focus on students knowledge and understanding in the areas of health and physical activity as well as concepts that enable informed decisions for a healthy, active lifestyle. These attitudes and values promote personal, family and community health.

The PHE 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 physical education 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 indicates the percentage of students whose fitness has improved from Term 1 through to Term 4 in 2017 (indicated by the arrows). In 2017 the majority of the Year 4-6 students increased their fitness. There was also a significant increase in the fitness of students from one year to the next as well.

Year	3			4			5			6		
%	↑	↔	↓	↑	↔	↓	↑	↔	↓	↑	↔	↓
2017	75	0	25	100	0	0	91	0	9	100	0	0
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 2017 student achievement is similar.

2018 PHE Improvement Initiatives

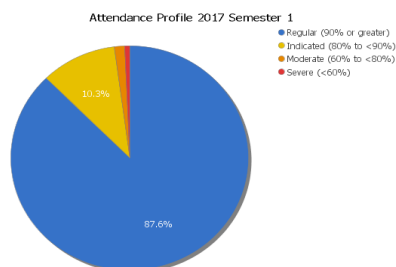
To further enhance the knowledge, skills and performance of our students in the areas of Physical and Health Education the school will:

- Provide feedback to parents and students on their achievement against the Western Australian Curriculum - Personal, social and community health and Movement and Physical Activity
- Continue to focus on student fitness. The focus for data collection will continue to be the Beep Test
- Investigate participation in the Jump Rope for Heart program
- Introduce a mentor program with those Year 6 students who have completed the Peer Skills program to assist students with social skills in the playground
- Continue to implement the "3 step" program for students to regulate their behaviour in the playground
- Continue to implement our Values Program. The school has in place a values program where every month a focus is put on a particular value. Students are acknowledged publicly in the newsletter and at assemblies
- Continue to participate in community and fundraising events such as ANZAC Day and the Angkor Project that promote personal, family and community values.

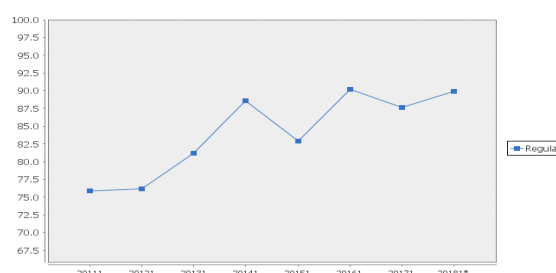
Attendance

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 2017 have improved and continues to be above that of like schools. The longitudinal graph demonstrates a negative change in regular attendance from 2016—2017. This is due to an increasing number of families taking holidays during the school term.

Attendance Profile Semester 1



Longitudinal Data



Overall Attendance

2017	Regular	Indicated	Moderate	Severe
School	87.6%	10.3%	1.4%	0.7%
Like Schools	83%	13.5%	3%	0.5%
WA Public Schools	77%	15%	6%	2%

The table above demonstrates that the school has continued to improve through the implementation of an Attendance Plan. The school has performed above all WA public schools in all areas apart from the severe category. This data represents one family whose attendance was followed very closely, the plan was followed which resulted in two students being listed as "whereabouts unknown".

Risk Category Breakdown

Collection Period	2014 Semester 1	2015 Semester1	2016 Semester 1	2017 Semester 1
Regular Attendance	88.6%	82.9%	90.2%	87.6%
Indicated Risk	10.8%	15.1%	6.3%	10.3%
Moderate Risk	0.6%	2.1%	3.5%	1.4%
Severe Risk	0.0%	0.0%	0.0%	0.7%
Number in Category:				
Regular Attendance	147	121	129	127
Indicated Risk	18	22	9	15
Moderate Risk	1	3	5	2
Severe Risk	0	0	0	1

The table below demonstrates that at the end of Semester 1 our regular attendance was 87.6% and the percentage of students in the severe risk category was 0.7% which did not meet the targets set in the school business plan.

2018 Improvement Initiatives

Two of our four attendance targets set in the school's Business Plan were met in 2017. With that in mind improving attendance of students identified at risk is an ongoing priority for the school and the Department of Education. In 2018 the school will

- Continue to implement the school attendance plan
- Continue to utilise resources from the newly initiated School Attendance Toolkit on the DoE website
- Continue to focus on educating the parent community of the importance of regular attendance and discourage family holidays during the school term in order for the Business Plan targets to be met
- Continue to contact parents of absent students daily by 9.30am

SCHOOL AND STAFF PERFORMANCE AND DEVELOPMENT

SCHOOL STAFF

The school has a total of 22 teaching and non-teaching staff. 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 practices. 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.

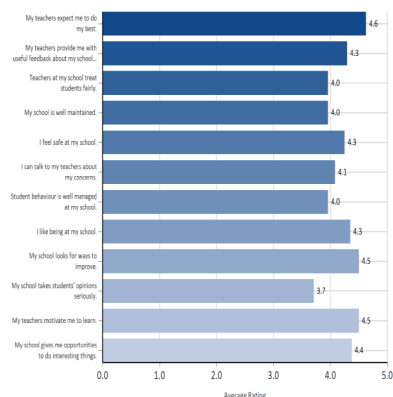
STAFF DEVELOPMENT

During 2018 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.

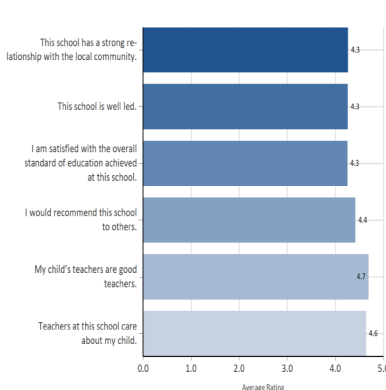
NATIONAL SCHOOL SURVEY

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 2018 the National School Opinion Survey will be compulsory and conducted every two years. In 2016 this survey was distributed to every family and completed by all teaching staff and students in Years 5 and 6. Thirty three percent of the parent community returned the surveys.

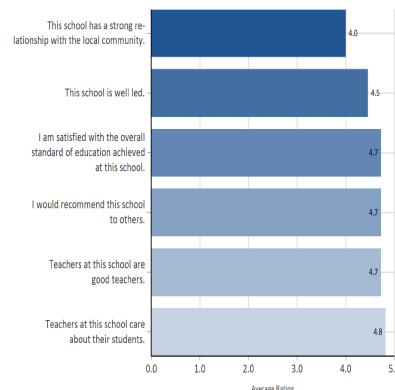
Student Survey



Parent Survey



Teacher Survey



The majority of families felt that the school works hard to provide a positive learning environment and that the teachers work together with students to ensure they know what is expected of them. The students at East Hamersley feel they have positive relationships with their teachers. Both the parent and student survey scored the lowest ratings in the same area—"my school takes students'/parents opinions seriously". However it must be noted that the percentages were still 63% and 71% respectively. The staff at EHPS feel they have a positive relationship with the students and their parents and that the school is meeting the educational needs of its students. The majority of staff feel supported at school.

Recommendations for Improvement

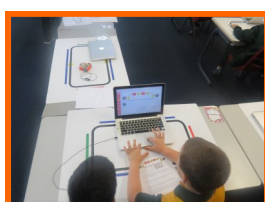
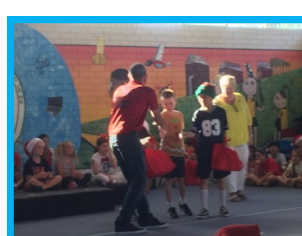
In the next national survey the school will ask additional questions to determine the areas of need within the school taking parents and students opinions seriously. More probing questions such as "how could the school better respond to the opinions of parents" will be added to the survey.

SCHOOL HIGHLIGHTS AND COMMUNITY LINKS

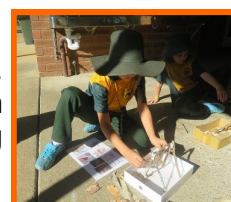
East Hamersley Primary School prides itself on its strong relationship with parents and the wider community. Throughout the year events are held that not only involves but requires the collaboration between staff, students, parents and the wider community. Our ANZAC Day ceremony in particular is well respected in the community and is attended by our local diggers and politicians.



In 2017 the school continued its community links with Bunnings through our involvement with the Hamersley Habitat and their Family Christmas night. Our positive relationships with extended community groups such as the Smith Family allow our students to assist others in the wider community



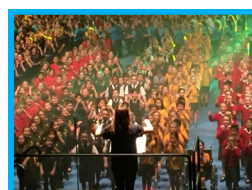
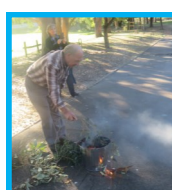
Another highlight of the school year is our two Focus Weeks. Our first focus week is held during WA Week with a focus on STEM and HASS. We began this week with a smoking ceremony from our local elders.



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. During Book Week in August, English and Mathematics were the focus of all school activities.



Other highlights throughout the year included our Art Show, the choir's participation in the "one Big Voice" concert at the Arena and our end of year Christmas Concert.



The school community in conjunction with Playgroup WA runs a 0-3 program known as Kookaburras. Those students attending the Pre-Kindy program demonstrate a more easy transition into Kindergarten. The program will continue to run in 2018 under the umbrella of Playgroup WA and led by parents of the school community.



2017 Milestones

SCHOOL PLAN MILESTONES IN 2017

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 2017 the school:

- Implemented whole school approaches to English, Mathematics and STEM ensuring the operational plans aligned with the Western Australian Curriculum documents and requirements
- Reviewed and updated operational plans providing direction across key areas of learning
- Implemented a whole school approach to the planning of STEM and continued with implementing whole school approaches in English and Mathematics.
- Continued with a distributed leadership model across the school allowing for phase of learning team leaders and curriculum leaders
- 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 2017 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
- Participated in the trial for NAPLAN online
- 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 2017 the school:

- Continued with the implementation of 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
- Continued to implement direct observation of teaching and teacher self-assessment
- Placed a focus on implementing timely and relevant feedback to students
- Principal engaged in learning and led the development of a learning culture within the school
- Provided support for professional learning through structures and explicit planning
- Continued to implement 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 focussed on supporting the successful processes and procedures, promoting parent and community involvement and fostering partnerships. In 2017 the school:

- Continued to implement the school business plan
- Established a sub-committee that worked successfully to construct a nature play space within the school grounds
- Continued to implement the Fathering Project to foster greater parent involvement in the educational and emotional growth of their children
- Continued professional relationship with Edith Cowan University to mentor pre-service teachers.

2017 TARGETED INITIATIVES

In 2017 the school received funding for the following targeted initiatives:

- Graduate Teacher Program
- Chaplaincy Program
- National Quality Standard Implementation
- Local Projects Local Jobs Grant—Nature Playground
- Additional Educational Adjustment Allocation
- National Partnership on Universal Access to Early Childhood Education
- Inspiring Australia—Science Engagement Program — Maker Project

Graduate Teacher Induction Program and Graduate Curriculum Materials

The funds received for this targeted initiative were used to release the teacher to attend graduate teacher modules at the Institute for Professional Learning and to be mentored on reporting to parents, whole school programs and processes.

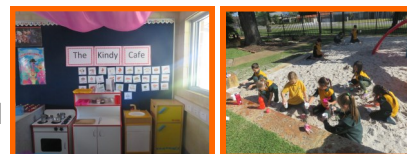


Chaplaincy Program

The funds received for this targeted initiative were used to provide extra support to both families and individual students. Throughout the year the chaplain had contact with 12 family members, eight staff and thirty five students received counseling throughout the year. It also allowed the school establish a new approach to student leadership within the school and a peer skills program for Year 6 students

National Quality Standard Implementation

The funds received for this targeted initiative were used to allow all teachers from K -Year 2 to provide sound learning programs and attend professional learning to improve practice. It also allowed teachers to visit other schools to observe other early childhood settings.



Local Projects Local Jobs Grant—Nature Playground

The funds received for this targeted initiative were used in collaboration with the school board and P&C to construct a nature play space that would enable our children to play how they want to play, test their cognitive and physical capabilities, stimulate their senses, provide social interactions or independent play and teach them about living things and how to care for them



Additional Educational Adjustment Allocation

The funds received for this targeted initiative were utilised to provide the support and intervention required by our students with disabilities and learning difficulties

National Partnership on Universal Access to Early Childhood Education

The funds received for this targeted initiative were used to implement a 0.5 Kindergarten program with 22 students.



Inspiring Australia—Science Engagement Program — Maker Project

The funds received for this targeted initiative are going to be used to purchase resources that will increase participation and engagement in STEM and develop inquisitive minds.



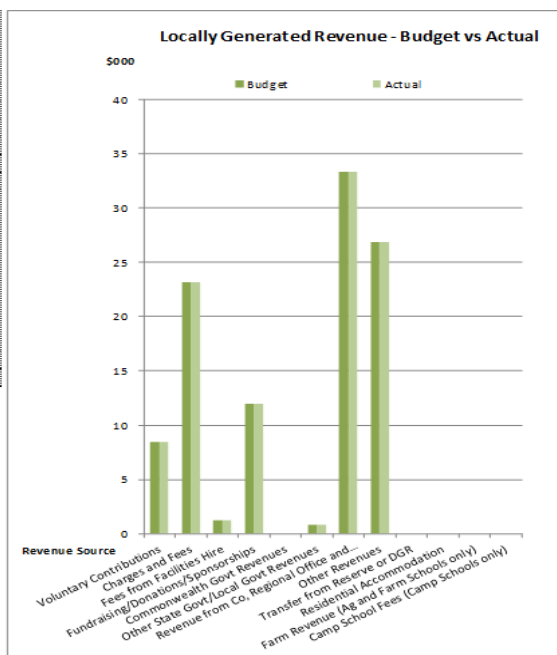
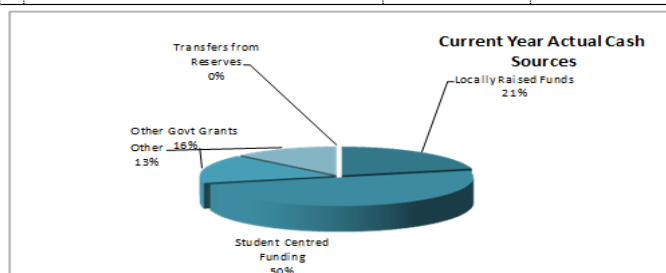
2017 FINANCIAL STATEMENT

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. In 2017 funding 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 2017. This funding accounts for the total sum of money provided to our school from The Department of Education.

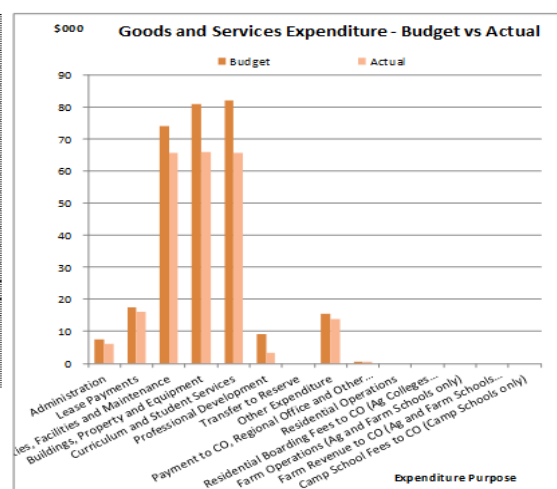
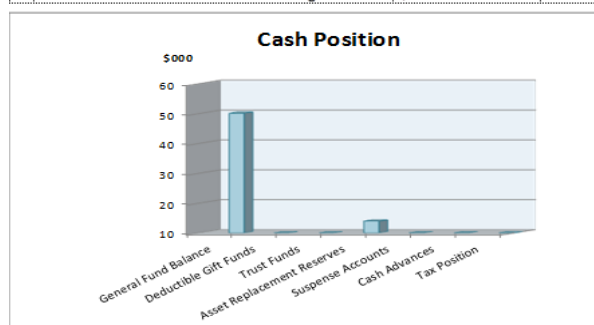


East Hamersley Primary School Financial Summary as at 31.12.17

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 8,430.00	\$ 8,430.00
2 Charges and Fees	\$ 23,193.00	\$ 23,192.71
3 Fees from Facilities Hire	\$ 1,245.00	\$ 1,244.54
4 Fundraising/Donations/Sponsorships	\$ 11,928.55	\$ 11,928.16
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 825.00	\$ 825.00
7 Revenue from Co, Regional Office and Other Schools	\$ 33,366.73	\$ 33,366.36
8 Other Revenues	\$ 26,894.93	\$ 26,897.23
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	\$ 105,883.21	\$ 105,884.00
Opening Balance	\$ 75,767.00	\$ 75,766.76
Student Centred Funding	\$ 105,150.00	\$ 105,150.00
Total Cash Funds Available	\$ 286,800.21	\$ 286,800.76
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 286,800.21	\$ 286,800.76



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 7,349.91	\$ 6,204.47
2 Lease Payments	\$ 17,500.00	\$ 16,078.96
3 Utilities, Facilities and Maintenance	\$ 73,993.00	\$ 65,535.30
4 Buildings, Property and Equipment	\$ 80,791.00	\$ 65,875.01
5 Curriculum and Student Services	\$ 81,860.55	\$ 65,578.30
6 Professional Development	\$ 9,250.73	\$ 3,202.31
7 Transfer to Reserve	\$ -	\$ -
8 Other Expenditure	\$ 15,560.00	\$ 13,731.62
9 Payment to CO, Regional Office and Other Schools	\$ 495.00	\$ 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	\$ 286,800.19	\$ 236,700.97
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 286,800.19	\$ 236,700.97
Cash Budget Variance	\$ 0.02	



Cash Position as at:	
Bank Balance	\$ 67,202.81
Made up of:	
1 General Fund Balance	\$ 50,099.79
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 13,991.52
5 Suspense Accounts	\$ 4,469.50
6 Cash Advances	\$ 200.00
7 Tax Position	\$ 1,158.00
Total Bank Balance	\$ 67,202.81

In 2018 the following key areas will be priorities in working towards the achievement of the targets in the School Business Plan 2018 – 2020.

Teaching and Learning

- Provide leadership time in English, Mathematics and STEM to research and develop best practice
- Continue to build the capacity of all teachers to assess, plan and deliver English, Mathematics and STEM programs that provide challenges for all students that includes the implementation of a whole school to the planning and teaching of English and Mathematics
- Continue with the whole school focus on Writing, in particular with the implementation of the Talk for Writing approach by Pie Corbett. Provide opportunities for staff to observe other teachers teaching to improve practice
- Research best practice in the teaching of reading, spelling and writing
- Continue with the development of teaching practice around reading comprehension, spelling and Phonics.
- Through the Balcatta, Greenwood, Warwick network of schools provide opportunities for teachers to share best practice

Successful Students

- Continue with identifying and compiling a 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 and upper 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 their peers teaching to improve practice
- Continue with formal and informal classroom observations
- Continue with the implementation of the Performance and Development process

Community Links

- Continue with the 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 professional relationship with ECU through mentoring students and professional conversations with ECU academic Board Member Simmone Pogorzelski
- Continue collaborative partnership with the Hamersley Habitat Community Garden and local Bunnings store

School Board Chair: _____ Date: _____

Principal: _____ Date: _____

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

