OUR VISION
‘To work together as a community to support the health, well being, academic and social success of our students.’
PRINCIPAL’S REPORT

A WONDERFUL YEAR AT EMPS
East Maddington Primary School enjoyed a successful, positive and productive year in 2015. Our student population continued to include a large number of students from a non-English speaking background with at least thirty languages other than English spoken at home. Student numbers continued to increase and stabilised at around 375.

Our School Motto: ‘Together Inspire Respect’

Our Vision: ‘To work together as a community to support the health, wellbeing, academic and social success of our students’.

Our Mission: To expand our students’ minds through inspiration and engaged learning.

Our School Logo: Agonis flexuosa (Peppermint Willow)

Learning Programs: Individual Case Management and target setting directs our planning, and a wide variety of programs are implemented to cater for all student needs. Targeted resource deployment was enabled this year through the implementation of the new Student Centred Funding Model.


New Initiatives:
• Completion of the new Child and Parent Centre and Official Opening
• $2.5m injection of funding over three years from the Nyoongar Well Being and Sports Association to provide a homework class called the ‘Young Achievers’ Klub’ and lunch time games called Nyoongar Sports
• Child and Parent Centre Workshops
• Kindergarten on site for the first time
• Pilot school for ‘National Quality Standards’ leading to our school becoming accredited
• Play based learning trials in Early Childhood
• English lessons for parents
• Minor works upgrades: Pre-primary repainted and new furniture purchased
• New signage at the front and around the school
• New water tank mural
• Implementation of the new Student Centred Funding Model.

Annual Highlights:
• NAIDOC Week
• Harmony Day assembly, dress up and family picnic

Other value adding programs at our school include:
• Chaplaincy
• Drop Everything and Read (DEAR)
• PAThS (Promoting Alternative Thinking Strategies)
• Guided Reading
• Clever Talk
• MultiLit, MiniLit
• Reading Eggs
• Breakfast Club
• Swimming lessons
• Numero and Have Sum Fun Online Competitions
• KidsMatter and Kids Council Meetings
• Guitar lessons
• Gosnells Youth Program and Upbeat
• Sporting Schools.

This Annual Report celebrates a summary of the school community’s achievements for 2015. We foster a vibrant and innovative environment in which children can develop and learn, whilst feeling a sense of belonging. We look forward to consolidating and building upon the many new initiatives which have added value to our school.

Mrs Carolyn Lucarelli
Principal
30.3.2016
**LITERACY**

**Curriculum Leader: Mrs Heather Simon**

- Australian Curriculum in English continued to be implemented further in all year levels.
- Australian Curriculum English targets set for Reading using NAPLAN and On Entry testing data.
- Target setting and assessments completed for differentiated learning groups across the school.
- Differentiated learning in all year groups for reading and phonics/spelling.

- EAL/D student targets set from EAL/D progress maps.
- Science and SOSE aspects incorporated into target setting.
- Teachers planned collaboratively for literacy in year levels.
- Professional Learning for staff in Guided Reading and aspects of English curriculum.
- Guided Reading program implemented throughout the school from Pre-primary to Year 6.
- New books added to home reading boxes in Reading Recovery levels.
- New books prepared and added to Guided Reading program.
- PM Benchmark testing used to assess Reading Recovery levels for all students to Level 25.
- Lexile licences purchased for students with Reading Recovery levels 25+ in Years 3-6.
- DEAR (Drop Everything and Read) program before school for Years 1-4.
- After lunch daily reading for 10 minutes.
- Use of Gradual Release model to teach writing genre.
- Focus for each term: persuasive text, narrative, report and procedure writing and creative writing.
- Diana Rigg placement test used to place students in learning groups for spelling and sequence used for planning.
- MultiLit program continued for Students at Educational Risk.
- MiniLit training and program extended for Students at Educational Risk.
- Reading Eggs and Readexpress for junior students and Students at Educational Risk.
- Extended Clever Talk program throughout the school for Years 1-6.
- Playgroup continued twice a week for 0-4 years.
- Book Week included Kindergarten, Pre-primary and Year 1-3 activities with Language Development Centre students and a Costume Parade.
- Ready Set Learn orientation program for students beginning Kindergarten in 2015.
- Year 4/5/6 teachers trialled ‘Spellit’, ‘Sound Waves’ and ‘Sounds Their Way’ spelling programs.

**NUMERACY**

**Curriculum Leader: Mrs Di Reid**

- Australian Curriculum in Mathematics implemented and used for target setting.
- Assessment and diagnostic tasks used to allocate students to target groups.
- Targets set across all year levels.
- Cross-setting for Year 5/6 classes - 3 lessons per week.
- Cross-setting for Year 4 - 2 lessons per week.
- Whole school focus on developing flexible mental strategies.
- Whole school focus on using Numero.
- Numicon information workshop for all staff.
- Senior Measurement equipment purchased.
- Junior Number resources purchased.
- IWBs integrated into Maths learning.
- One teacher attended Prime Mathematics information session.
- Two teachers attended Primary Mathematics Conference.
- Cross-curricula focus with Literacy and EAL/D.
- Focus on Maths Language and using word walls.
- Whole school Faction Numero Competition in Literacy and Numeracy Week.
- Numeracy Week celebrated with Language Development Centre.
- New Wave Mental Maths implemented from Years 2-6.
- Student, Teacher and Parent workshop conducted using School App 'Dualoh'.
Students in Year 5 performed as expected compared with ‘like schools’ and Year 3 performed slightly below. High levels of progress from Year 3-5 were made. Year 7 Numeracy achievement was tracked into high school and matched the State average. The achievement level was a sharp improvement from 2014.

Students in Years 3 and 5 performed slightly below that expected for ‘like schools’. High levels of progress from Year 3-5 were made. The 2014 cohort was particularly strong and therefore the 2015 level of achievement was not as high. Students in Year 7 were tracked into high school. This cohort performed below the State expected achievement but improved upon 2014 achievement levels.
Students in Year 3 and 5 performed lower than expected when compared to 'like schools'. Year 7s in high school performed below the expected State achievement but maintained the level of school achievement from 2014.

Students in Years 3 and 5 performed as expected compared to 'like schools' although Year 5 achievement was lower than in 2014 due to a strong cohort in that year. High levels of progress from Year 3-5 were made. Year 7 achievement was slightly below State average. Previous progress from 2012-2014 showed a declining trend; however, in 2015 there was an increase in achievement.

Students in Year 3 and 5 performed lower than expected when compared to 'like schools'. Year 7 achievement tracked at high school was at State average and improved upon 2014 level of achievement.
Curriculum Leader: Miss Peta Tree

- Students completed an art activity that allowed for monitoring standards across the years.
- Maintained a high quality resource base through the purchase of art equipment.
- Continued displays of class art work in the front office area rotating every fortnight. Photo included in the newsletter.
- Integrated art throughout the curriculum during special days/weeks: Harmony Week, ANZAC Day, St Patrick’s Day, Christmas and Easter.
- Students displayed ANZAC Day art pieces for the ANZAC Day assembly.
- Art Gallery Open Day held where students’ art pieces were displayed and families visited to peruse the gallery and stay for a picnic.
- Students participated in various art competitions with nine winners in the Book Week Poster Competition and six winners in the Gosnells Road Safety Competition. Students completed art in other competitions such as Animal Welfare Society.
- Gosnells Youth Workers ran programs for Year 6 students; the boys painted wooden planks to go on a wall mural in the school.
- The canvas art pieces produced by 2014’s Year 6 girls, were mounted and framed and displayed in the front office.
- A large Aboriginal art piece was also framed and displayed in the office.
- An artist from university attended the school on a regular basis to assist the Pre-primary teachers in planning a fairy garden mural with mosaics. A ‘name the garden’ competition resulted in the name, ‘Maddotopia’.
- An art area was set up in the Junior block wet area for Investigative Play purposes.
- Junior students introduced to a study on ‘Famous Artists of the World’.

Curriculum Leader: Mrs Colleen Brown

- History component of the Australian Curriculum embedded into the reporting cycle: Historical Knowledge and Understandings and Historical Skills.
- Values education promoted through active citizenship relating to the democratic process, social justice, sustainability and community building.
- Values education and cultural awareness promoted through cultural studies and the celebration of special days eg Harmony Day, NAIDOC Week, ANZAC and Remembrance Day.
- NAIDOC Week assembly and whole school picnic shared Nyoongar foods.
- ANZAC Day celebrated with an assembly, class displays of ANZAC learning and the forming of a whole school poppy garden.
- Students engaged in the three cross curricular priorities; Aboriginal & Torres Strait Islander Histories and Cultures; Australia's Engagement with Asia and Sustainability.
- Library and class displays linked to special days.
- Whole school multicultural celebrations eg invited community members into the school for picnics and celebratory activities.
- Sustainability promoted through the Kitchen Garden program.
- Harmony Day performances from ‘Cultural Infusion’ were a great success with the whole school and the Language Development Centre combining for a day of cultural experiences.
- Class focus themes: Farm incursion, Fire and Rescue incursion, Spice Trade celebration event, Wetlands and ANZAC Day Centenary-Newspapers in Education resources, Federation, Government, Indigenous and Migrant Contributions.
- Classes engaged in Report Writing, Power Point presentations, class and group projects.
Pre-primary Artist in Residence created mosaic for Fairy Garden.
• New floor covering installed, new furniture purchased, classrooms painted and sandpit cover bought for Pre-primary.
• Mother’s Day and Father’s Day morning teas held.
• Network school principals and leaders visited to learn about NQS and observe play based learning.
• Teachers and Education Assistants attended PD in the Kathy Walker Learning Approach.
• Playgroup participated in the Sports Carnival.
• Teachers participated in Pre-lit and PATHS Training.
• Pre-primary and Kindergarten presented assembly items.
• Play-based learning investigations implemented in Pre-primary program.
• MadCan ECE network meeting hosted to present NQS and Play-based learning.
• Organised parent and child Easter bonnet making and Easter Bonnet Parade.
• Continued development of Multisensory fairy garden in Kindergarten/Pre-primary playground.
• Literacy and Numeracy week rotational activities held in collaboration with Language Development Centre staff.
• Pre-service teachers and student Educational Assistants mentored.
• Collaborative meetings held with Kindergarten/Pre-primary teachers and SEMLDC staff twice a term.
• Hand dryers installed into student bathrooms.
• One teacher and three Education Assistants from Helm St moved to EMPS.
• Play areas created with provocations in junior block Wet Areas.
• Implemented a ‘before school’ literacy program with parent involvement.

Curriculum Leader: Mrs Alison Smith
• On Entry testing in Pre-primary.
• Diana Rigg diagnostic testing in P, 1, 2 & 3.
• Diana Rigg sequence used for Junior school program.
• The school participated in the National Quality Standards Core School Project.
• The Office of Early Childhood Education verified our school progress as ‘amber to green’ ie meeting the standard.
• Implemented scope and sequence for K-3 using Early Years Learning Framework and Australian Curriculum in English and Mathematics.
• Linked the teaching of sounds from K-3 sequentially using Diana Rigg references and materials.
• Take-home readers sent home in Kindergarten and Pre-primary for Term 1.
• All books for reading at home are levelled on Reading Recovery levels.
• Pre-school playgroup continued and expanded. Education Assistant employed two mornings a week to facilitate.
• Two Kindergarten classes commenced in 2015 after Helm Street Kindergarten closed in December 2014.
• Developed links with playgroup and Pre-primary and Kindergarten to ensure EYLF skill development.
• Used Australian Curriculum in English and Mathematics to encourage best practice and ensure consistency in teaching strategies.
• Implemented PATHS to encourage social and emotional development.
• Conducted collaborative year level meetings to share agreed practice and ideas for planning.
• School Psychologist assisted with Early Intervention and Students at Risk in K-2.
• Identified early learning skills requiring intervention. eg: fine motor skills such as pencil grip, use of lower case letters, speech therapy and referrals to Armadale Health Service.
• Kindergarten and Pre-primary used Victorian Modern Cursive Script with closed p and b.
• Bunnings Sausage Sizzle fundraiser conducted to raise funds to continue to improve playground.

Area 19 counting activity

Students from Area 20 creating mosaic art for Fairy Garden
Curriculum Leader: Mr Nic Butson

- Highlights included:
  - Summer Carnival: one boys’ and one girls’ cricket team, one boys’ and one girls’ softball team.
  - Winter Carnival: two netball teams, one soccer team, one AFL team.
  - Interschool Cross Country held at Lumen Christi College for Years 3-6.
  - Cross Country and Fun Run whole school event.
  - Dockers Cup: girls AFL.
  - Whole school Faction Carnival including the LDC, Pre-primary, Kindergarten and Playgroup.
  - Interschool Athletics Carnival: Year 3s participating in more events due to Year 7 moving to High School.
  - Student participation in carnivals acknowledged via a Participation Certificate.
  - Formal structured Phys Ed and sport: two sessions per week for Year 1-6.
  - Formal structured sport for Pre-primary: one session per week.
  - Sports equipment provided during recess and lunchtime breaks.
  - Parents informed of sporting activities in the community via notices and notice board.
  - Fitness sessions provided at class level.
  - Coaching Clinics from outside organisations – Perth Wildcats, Perth Lynx and Multicultural AFL program (Perth Demons).
  - Sporting Schools program implemented on site in Semester 2.
  - Participation in Edu-Dance and concert.
  - New sporting equipment purchased including soccer balls, whole school games and athletics equipment.
  - Swimming skills developed through participation in swimming lessons.
  - Upgraded and repaired sports equipment within the Sport Shed.
  - Purchased extra interschool uniforms and football socks for interschool teams.

Curriculum Leader: Mrs Claire Nairn

- Established the Sustainability Centre where items were collected and sorted for recycling or reusing. Students engaged in projects where waste items were re-used to make self-watering pots, insect traps and seedling trays.
  - Year 3 students participated in ‘Be Kind to Animals’ Week and made toys for dogs from reusable items and donated to Animal Protection Society.
  - Incursions for Upper Primary were organised with Cleanaway where students were engaged in activities around the correct use of the household bins and how waste is managed at landfill sites. There was a sound emphasis on the need to reduce waste to landfill and ways to go about this.
  - Various classes engaged in School’s Clean Up Australia Day around the school grounds and sorted rubbish into various categories.
  - Students made 300 red poppies for ‘The Field of Remembrance’ for Anzac Day Ceremony.
  - Various vegetable crops were planted and harvested to provide food for cooking classes.
  - Students engaged in general garden care and maintenance to raise produce to share in class.
  - ‘Food Sensations’ incursions informed students about healthy eating, good food choices and nutrition.
  - Students developed skills about Food Safety and Safe Food Handling Practices to prevent cross-contamination, illness and injury.
  - Students continued to develop and improve skills in Food Preparation, such as knife handling, simple cooking skills and presentation of foods.
  - Students in Year 1 and Year 2 investigated Food Processing and the journey food makes from the farm gate to our dinner plate.
  - Senior students prepared foods from various Asian countries with an understanding of how climate, regions and seasons affect the selection of ingredients.
  - Various classes participated in a mass planting program to beautify our school.
  - Students participated in outdoor projects to prepare the kitchen garden for the summer season, plant summer vegetables and restore and repair garden structures and artwork.
ENGLISH AS A SECOND LANGUAGE

Curriculum Leader: Mrs Parisa Ebtekar

- Provided EAL/D support for students in Stages 1 and 2 and some students in Stage 3 through collaborative teaching and withdrawal approach.
- Monitored student progress using the EAL/D Progress Maps.
- Eligible EAL/D students were referred to the Intensive English Centre to improve their language abilities.
- Parents and outside agencies (Cultural Infusion) were invited to support the Harmony Day celebration. Students were given the opportunity to become familiar with African, Hip Hop, Middle Eastern and Indonesian cultural dance through a one day incursion.
- Harmony Week celebrations organised with traditional dress parade and family picnic lunch across the whole school.
- Harmony Week assembly was supported featuring Filipino Dance performed by the students.
- Conducted further analysis of NAPLAN data on EAL/D students’ achievement and presented the report to the staff.
- Planned programs of work collaboratively with class teachers. Main focus cross curricula:
  - Semester 1: Health and Report Writing
  - Semester 2: Reading Comprehension and Spelling.
- Interpreting services were sought for EAL/D parents to meet with the teachers to discuss their children’s school reports.
- Reading Eggs and Springboards programs were used to support the EAL/D students.
- Some EAL/D students were placed on IEPs to cater for their specific needs through EAL/D strategies.
- Encouraged students to celebrate their languages/cultures with others through multicultural book reading sessions to acknowledge students’ home languages.
- Outside agencies (Real Life Church Volunteers) were involved to offer English language lessons to parents on a weekly basis.
- EAL/D parents were encouraged to participate in multicultural cooking sessions organised by the Child and Parent Centre.

INFORMATION, COMMUNICATION AND TECHNOLOGY

Curriculum Leaders: Mrs Patricia White and Mr Callum Gillespie

- Incorporated interactive whiteboard activities into classroom teaching, ongoing support and professional development from Concept AV.
- Professional Development sessions on iPads, including Dualoh and Nearpod, IWB.
- Computer laboratory operational with at least 33 working computers.
- Purchased 10 workstations and LCD monitors for classes, specifically updating IWB workstations.
- A scope and sequence for computer skills has been devised and issued to teachers.
- Components of the computer taught explicitly.
- Organised a user friendly borrowing system for iPads in the Library.
- Additional FTE for installation of iPad apps, troubleshooting etc.
- Employed TFX support with network, computer and iPad troubleshooting.
- Elected Computer Councillors to assist with iPads and computer lab.
- Use of “Connect” to communicate with students and staff.

MUSIC, DANCE AND DRAMA

Curriculum Leaders: Miss Tassone, Mr Woodford and Miss Tree

- Music specialist teacher appointed to teach all Years 1 – 6 students.
- Year 6 students were identified and selected for the SIM guitar program.
- Indonesian cultural music integrated into the Junior curriculum.
- Assembly presentations included singing, music and a percussion ensemble.
- Senior Choir performances at the ANZAC, Music Assembly and graduation events.
- Junior choir continued during lunch time.
- Dance instruction continued through Edu-Dance with two evening concerts in Term 3.
- Gosnells Youth Program worked with selected students in Year 6 to perform Drumbeat.
- Lunch time / Recess extra rehearsals: drumming, ukulele, percussion and solo voices.
- Introduction to trumpet: Years 2-6.
- Cultural Infusion Day demonstrated dances and music from around the world.
- Harmony Week showcased drama, dance, music and costumes from other countries.
- Drama lessons integrated into the curriculum.
- Healthy Food Week based on dramatic role plays.
- GoNoodle dance and movement program incorporated into Junior years.
- Graduation dance rehearsals with Year 4, 5 and 6 students.
- Display in the library of ‘Instruments from around the World’.
- Dramatic role play performed by the Royal Agricultural Society.
HIGHLIGHTS OF 2015

Water Tank Mural
Music Ukelele Assembly
Harmony Day
Swimming Lessons
Fire and Rescue Incursion
Beetroot Harvest A11
Opera Incursion
Gosnells Artbeat Work
HIGHLIGHTS OF 2015

NAIDOC Day Face Painting

Edu-Dance

Art Gallery

New Child And Parent Centre

ANZAC Day Ceremony

Interschool Carnival

Year 5 & 6 Camp

Teachers at the Book Work Assembly
Curriculum Leaders: Mrs Andi Hill and Miss Iyesha Williams

- Implemented Young Achiever’s Klub (after school program) three days per week, sponsored by Nyoongar Wellbeing and Sports.
- Held a Young Achiever’s Klub family celebration with BBQ and certificate presentation.
- Worked with Nyoongar Wellbeing and Sports to implement a lunch time attendance program twice a week.
- Received a grant from PALS to take Year 3 students on excursion to Kings Park Naturescape.
- Whole school participated in NAIDOC celebrations, including sport with Nyoongar Wellbeing and Sports, kangaroo taste testing by Derbarl Yerrigan, Art activities and Dream Time Story Telling.
- Worked with external agencies and community members such as Derbarl Yerrigan, Nyoongar Wellbeing and Sports and Communicare to provide NAIDOC activities to the whole school community.
- NAIDOC assembly led by Aboriginal students. Aboriginal students performed “Kaya” in Nyoongar Language and students in Year 5/6 performed Aboriginal dance.
- Provided early learning curriculum support for Aboriginal students.
- Provided culturally inclusive resources to ensure greater understanding and respect for the Aboriginal people.
- Implemented Australian Curriculum cross curricular Aboriginal & Torres Strait Islander histories and culture.
- AIEO continued to implement MultiLit and Guided Reading.
- AIEO monitored attendance rates weekly.
- Links made with Aboriginal community members including working with parents to deliver NAIDOC Week celebrations.
- Attendance certificates awarded to students who achieved 90% or above for the year.
- Worked with external agencies such as Yorgum to provide counselling support to students.

Curriculum Leaders: Mrs Sarah Shepherd

- Healthy Living Week: all classes participated in a healthy drama presentation about a SDERA topic from the curriculum in Week 4 Term 2.
- Distributed KidsMatter Family Survey questions with faction card rewards for returning surveys.
- KidsMatter Class Meetings conducted in classes twice a term to share student ideas/opinions and inform school administration and the community of student ideas and opinions.
- KidsMatter Class Representatives nominated by each class for each semester.
- KidsMatter Kid’s Council Meetings held with Class Representatives twice per term.
- Student ideas and opinions from Kid’s Council meetings shared with the whole school through the school newsletter.
- Continued to implement PATHS throughout the whole school.
- Purchase of extra PATHS resources across the school.
- Promoted the wearing of sun safe hats.
- Provided drug education programs in Year 5/6.
- Integrated healthy cooking through the Kitchen Garden program to encourage healthy lifestyles.
- Kitchen used by class teachers for Food and Nutrition classes.
- Improved mental health through the services of the School Chaplain and the PATHS Program.
- Honour Certificates, Faction Slips, Aussie of the Month and reward days used to promote improved self esteem.
- Monitored student lunches and provided lunch/breakfast for students without.
- Fostered and monitored a safe school environment by following DoE Health Care Policies.
- Occupational Health and Safety Officer appointed to monitor incidents.
- Staff followed Child Protection and Protective Behaviour procedures.
- Provided growth and development education programs with the school nurse Sue James in Year 5/6.
- Reviewed Canteen Policy and continued the promotion of healthy food choices available through school canteen using the traffic light system.
- Promoted the ‘Crunch ’n Sip’ program to encourage the eating of fruit and vegetables.
- Distributed Parent Information Flyers regarding Parenting WA and other relevant agencies.
- Whole school opportunity to participate in the City of Gosnells Road Safety Art Competition. Six out of twelve winners came from our school.
- Sunscreen and hand sanitiser provided to all classrooms.
- Hand dryers installed in the Junior student toilets.
- Hand washing poster displayed in classrooms.
- Camp provided for upper primary student to develop self esteem, personal challenge and leadership skills.
LOTE: INDONESIAN

Curriculum Leader: Mr Alan Cressie

- Indonesian Program focused on language and culture for Years 3-6; basic greetings, conversations, cultural dress, songs, dance and games. More complex language structures were introduced.
- Integration with art and music assisted to develop a hands-on approach.
- Songs from different parts of Indonesia were taught.
- Students’ awareness raised through daily PA greetings in Indonesian.
- Links made between Indonesian language and other Asian languages spoken at EMPS.
- Geographical studies of Indonesia including the close proximity of Bali as a regular holiday destination: currency, bartering, and cultural differences between Australian and Indonesia.
- Communication was established with our Balinese sister school by students writing about themselves in Indonesian. Letters were sent.
- The Indonesian teacher personally delivered letters and gifts to our sister school in Bali.
- The Indonesian Movie “Langit Biru” was used for language development. It also had the theme of bullying in it.
- Indonesian resources including posters, dictionaries and CDs were purchased.
- The Kitchen Garden facilities were used to cook traditional Indonesian food.
- The use of iPads was introduced for activities and research.

SCIENCE

Curriculum Leader: Mrs Kim Comerford

- The EMPS Science Scope and Sequence for Australian Curriculum continued to be implemented across all year levels. EMPS Scope and Sequence will be reviewed and updated in 2016 to reflect changes to Australian Curriculum documents (SCSA).
- All year levels completed moderation tasks for assessment and reporting.
- Teachers collaborated across year levels for moderating assessment tasks.
- Cross-set classes for split class year levels occurred to ensure the relevant year level content taught.
- Two Science lessons per week for senior classes were timetabled to focus on investigating scientifically.
- Investigation area: Science provocations in purposeful play established A Block wet area.
- Year 3 Western Power Incursion was organised.
- Year 3-6 Forensic Science Incursion was rescheduled for Science Week 2016.
- EMPS continued as a member of STAWA.
- Updated Primary Connections resource books were utilised to implement the EMPS Scope and Sequence requirements for each year level. Further resources were purchased.
- Staff attended Primary Connections Professional Development sessions.
- Staff attended ‘Teacher Drop In’ sessions with SciTech and MadCan Network initiatives.

SCHOOL P&C ASSOCIATION

The P&C worked hard to support students and school activities. They raised funds through very successful ventures such as Easter Raffle, Mothers Day Raffle, Lamington Drive, Funky Friday Disco, Fathers Day Raffle, Christmas Raffle, Handmade Christmas Cards and Handmade Christmas Cakes.

Thank you to our office bearers:
President: Sherrie Anderson
Vice President: Mark Sharland
Treasurer: John Bentink
Secretary: Sharon Howe
Uniform Coordinator: Carma Davidson
Canteen Manager: Wanda Bryant
Fundraising Coordinator: Carma Davidson and Katrina Price

SCHOOL COUNCIL

Principal – Carolyn Lucarelli
School Council Chair: Sarah Baars
Staff member – Patricia White
P&C representative – Sherrie Anderson
Parent representatives –
Cindy Lane
Bobbie Reeves-Murphy
Tony Hansen
Donna Munro
Celia O’Reilly
Community member: Tresna Gale

Volcano experiment

Funky Friday P&C Disco
### Student Attendance Rates

#### Attendance Overall Primary

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<th>Year</th>
<th>Non-Aboriginal</th>
<th>Aboriginal</th>
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<td>Like Schools</td>
<td>WA Public Schools</td>
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<tr>
<td>2013</td>
<td>83%</td>
<td>82.1%</td>
<td>83.7%</td>
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<tr>
<td>2014</td>
<td>92%</td>
<td>92%</td>
<td>93.2%</td>
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<td>2015</td>
<td>92.7%</td>
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#### Attendance Category

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<th>Regular Indicated</th>
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<td>72.7%</td>
<td>17.8%</td>
<td>4.4%</td>
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<td>WA Public Schools</td>
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### Student Numbers

#### (as at 2015 Semester 2)

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<th>Primary</th>
<th>Kin</th>
<th>PPR</th>
<th>Y01</th>
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<th>Y04</th>
<th>Y05</th>
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<td>Part Time</td>
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Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students.

#### 2015 School Destinations of the 2014 Student Cohort

- Year Level: Y06
- Male: 17
- Female: 17
- Total: 34

### Staff Numbers

#### Administration Staff

- Principals: 1
- Deputy Principals: 2
- Total Administration Staff: 3

#### Teaching Staff

- Level 3 Teachers: 1
- Other Teaching Staff: 23
- Total Teaching Staff: 24

#### School Support Staff

- Clerical/Administrative: 4
- Gardening/Maintenance: 1
- Instructional: 1
- Other Non-Teaching Staff: 12
- Total School Support Staff: 18

Total: 45
# Revenue and Expenditure

## As at 31st December 2015

### Revenue - Cash

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<thead>
<tr>
<th>Source</th>
<th>Budget</th>
<th>Actual</th>
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<td>Fees from Facilities Hire</td>
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<td>$ -</td>
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<tr>
<td>Fundraising/Donations/Sponsorships</td>
<td>$11,011.00</td>
<td>$11,011.85</td>
</tr>
<tr>
<td>Commonwealth Govt Revenues</td>
<td>$1,444.92</td>
<td>$1,444.92</td>
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<tr>
<td>Other State Govt/Local Govt Revenues</td>
<td>$16,998.88</td>
<td>$16,998.82</td>
</tr>
<tr>
<td>Revenue from Co, Regional Office and Other Schools</td>
<td>$16,951.50</td>
<td>$16,951.50</td>
</tr>
<tr>
<td>Other Revenues</td>
<td>$5,820.00</td>
<td>$5,808.24</td>
</tr>
<tr>
<td>Transfer from Reserve or DGR</td>
<td>$9,173.00</td>
<td>$8,049.00</td>
</tr>
<tr>
<td>Residential Accommodation</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Farm Revenue (Ag and Farm Schools only)</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Camp School Fees (Camp Schools only)</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td><strong>Total Locally Raised Funds</strong></td>
<td>$118,807.90</td>
<td>$119,145.24</td>
</tr>
</tbody>
</table>

### Contingencies Revenue - Budget vs Actual

<table>
<thead>
<tr>
<th>Source</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voluntary Contributions</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Charges and Fees</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Fees from Facilities Hire</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Fundraising/Donations/Sponsorships</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Commonwealth Govt Revenues</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Other State Govt/Local Govt Revenues</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Revenue from Co, Regional Office and Other Schools</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Other Revenues</td>
<td>$ -</td>
<td>$ -</td>
</tr>
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<td>$ -</td>
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<tr>
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<td>$ -</td>
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<tr>
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</tr>
<tr>
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<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td><strong>Total Locally Raised Funds</strong></td>
<td>$118,807.90</td>
<td>$119,145.24</td>
</tr>
</tbody>
</table>

### Current Year Actual Cash Sources

- Locally Raised Funds: 22%
- Transfers from Reserves: 3%
- Other Govt Grants: 11%
- Other: 2%
- Student Centred Funding: 62%

### Expenditure

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>$14,660.91</td>
<td>$13,275.36</td>
</tr>
<tr>
<td>Lease Payments</td>
<td>$8,000.00</td>
<td>$7,829.24</td>
</tr>
<tr>
<td>Utilities, Facilities and Maintenance</td>
<td>$117,527.32</td>
<td>$101,783.85</td>
</tr>
<tr>
<td>Buildings, Property and Equipment</td>
<td>$44,321.00</td>
<td>$40,221.83</td>
</tr>
<tr>
<td>Curriculum and Student Services</td>
<td>$241,354.00</td>
<td>$223,173.09</td>
</tr>
<tr>
<td>Professional Development</td>
<td>$10,000.00</td>
<td>$6,637.57</td>
</tr>
<tr>
<td>Transfer to Reserve</td>
<td>$10,000.00</td>
<td>$10,000.00</td>
</tr>
<tr>
<td>Other Expenditure</td>
<td>$7,502.00</td>
<td>$5,954.62</td>
</tr>
<tr>
<td>Payment to Co, Regional Office and Other Schools</td>
<td>$2,400.00</td>
<td>$1,800.00</td>
</tr>
<tr>
<td>Residential Operations</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Residential Boarding Fees to Co Dg Colleges only</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Farm Operations (Ag and Farm Schools only)</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Camp Revenue to Co (Ag and Farm Schools only)</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Camp School Fees to Co (Camp Schools only)</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td><strong>Total Goods and Services Expenditure</strong></td>
<td>$408,042.74</td>
<td>$311,624.55</td>
</tr>
</tbody>
</table>

### Contingencies Expenditure - Budget vs Actual

### Cash Position

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bank Balance</td>
<td>$154,863.30</td>
</tr>
<tr>
<td>General Fund Balance</td>
<td>$ -</td>
</tr>
<tr>
<td>Deductible Gift Funds</td>
<td>$ -</td>
</tr>
<tr>
<td>General Fund Reserve</td>
<td>$ -</td>
</tr>
<tr>
<td>Deductible Gift Reserve</td>
<td>$ -</td>
</tr>
<tr>
<td>Unallocated</td>
<td>$ -</td>
</tr>
<tr>
<td><strong>Total Bank Balance</strong></td>
<td>$154,863.30</td>
</tr>
</tbody>
</table>
2015 GRADUATING STUDENTS

2015 STUDENT LEADERS

**Student Councillors**

**Faction Captains**