

# Ocean Reef Primary School Annual Report 2018/19

# Annual Report 2018 - 19

This report covers the period from the beginning of Term 2, 2018 to the end of Term 1, 2019.

## Vision

Ocean Reef Primary School's vision is to provide an educational experience for each child that enables them to reach their full potential and equip them to adapt and succeed in their chosen endeavour in a continuously changing world.

## Beliefs & Values

Staff at Ocean Reef Primary School have committed to these collaboratively developed beliefs:

- Relationships with students and families form the basis for a positive, safe, nurturing and respectful environment catering for the whole child.
- Learning is challenging, engaging, motivating, relevant and provides opportunities for each child to succeed.
- Teaching is explicit and includes effective modelling, differentiation and reflection to improve teaching impact
- Leadership is shared and is focused for students, staff and the community.
- Resources are targeted to reflect current research, educational best practice, integrating technology and involving the whole community.

## Message from the Principal

The 2018 Annual Report provides parents and members of the wider community with information about our school, its programmes and the performance of our students. The school's performance should be considered alongside additional sources that include your child's report, newsletters, web page, Facebook page, school planning and policy documents. I hope that all parents will make time to read this report to gain an overall perspective of the educational programmes and outcomes achieved during 2018. As is always the case we can only provide a summary of the relevant information whilst keeping this report as succinct as possible.

For further information about your child or the school program please contact us so that we can address your questions more specifically.

Community participation and support for our school has again been a feature of the 2018 school year. I take this opportunity to thank our school community for your ongoing support of our school.

I would like to acknowledge the efforts of the staff who continue to adapt to the many changes occurring in education, while never losing sight of the need for explicit teaching, and catering for the individual needs of the students in their care. We again celebrate with and thank all staff, students, parents and community members for a very successful year.

**PETER BLACKWELL**

Principal

# Our strategic directions, strategies, milestones and targets

Our strategic directions, strategies, milestones and targets were identified through analysis of academic, social and community focused data and are consistent with the *High Performance High Care Strategic Plan for Public Schools*, the Western Australian Curriculum and recommendations from the *2016 Ocean Reef Primary School Independent Public School Review*. The strategies and initiatives are designed to realise measurable success and guide our operational planning for the period 2017-2019.

## Our Self-Assessment



At Ocean Reef Primary School, we utilise the National School Improvement Tool (ACER 2013) to make judgements about our progress, set goals and develop strategies for improvement; and to monitor and demonstrate improvements over time. Our Targets are explicitly aligned to the nine domains from the National School Improvement Tool (NSIT). We recognise that the Domains within the NSIT are interconnected and that positive progress toward achieving the Milestones is a prerequisite for the achievement of the Targets in the Business Plan.

## School Improvement and Accountability Framework

The adjacent model is a representation of the integrated components which operate within the school. They are interdependent, complex and continuous. Successful students are at the core of our School Improvement and Accountability. A rigorous and strategic process is in place for ORPS to make judgements about its performance in both student achievement (academic and non-academic) and school operations. This reflective review process involves all stakeholders, focuses on quality data and information that informs future planning. The examination and analysis of student achievement data and information includes National and State statistics

# Contents

Vision .....	1
Beliefs & Values .....	1
Message from the Principal .....	1
Our strategic directions, strategies, milestones and targets .....	2
Our Self-Assessment .....	2
School Improvement and Accountability Framework .....	2
Student Enrolment .....	4
Overall Attendance .....	4
Staff Information .....	4
All teaching staff meet the professional requirements to teach in Western Australian public Schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia .....	4
Business Plan 2017-19 Target Review .....	5
Academic Improvement Targets .....	6
1. The mean NAPLAN performance of Year 3 students will be equal to or above the mean performance of like schools in Numeracy, Reading, Writing, Spelling and Punctuation and Grammar .....	6
2. The mean NAPLAN performance of Year 5 students will be equal to or above the mean performance of like schools in Numeracy, Reading, Writing, Spelling and Punctuation and Grammar .....	7
3. The mean progress made by Ocean Reef students from Year 3 NAPLAN to Year 5 NAPLAN will be equal to or greater than the mean progress of their Australian peers, in the areas of Numeracy, Reading and Writing .....	8
4. Increase the percentage of students achieving 'A' and 'B' grades in all learning areas .....	9
Non-academic Targets .....	10
5. Maintain attendance rates level to or above like schools .....	10
6. Decrease the percentage of students who are categorised as 'at risk' with their attendance. ....	10
7. Behavioural data for low level disruptions will reduce by 10% .....	11
8. The following response rates refer to the responses of students, parents and staff respectively to each of the corresponding National School Opinion Surveys .....	11
Finance .....	14
9. Increase the percentage of families paying the voluntary contributions .....	14
Engagement .....	15
10. Increase the percentage of students achieving 'Consistently' in the attribute data 'Sets goals and works towards them with perseverance' .....	15
11. Decrease the percentage of students achieving 'seldom' in all attribute data .....	16
School Financial Summary .....	17

# Student Enrolment

Semester 1	2015	2016	2017	2018	2019
Primary (Excluding Kin)	294	268	252	236	222

# Overall Attendance

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2016	94.4%	94.5%	93.7%	92.2%	90.7%	80.7%	94.3%	94.4%	92.6%
2017	93.7%	94.2%	93.8%	88.9%	90.4%	81.2%	93.6%	94.1%	92.7%
2018	95.1%	94.6%	93.7%	93.4%	89.8%	80.8%	95.1%	94.5%	92.6%

# Staff Information

	No	FTE	AB'L
<b>Administration Staff</b>			
Principals	1	1.0	0
Deputy Principals	1	1.0	0
Total Administration Staff	2	2.0	0
<b>Teaching Staff</b>			
Other Teaching Staff	13	10.3	0
Total Teaching Staff	13	10.3	0
<b>School Support Staff</b>			
Clerical / Administrative	3	2.5	0
Gardening / Maintenance	1	0.7	0
Other Non-Teaching Staff	7	4.0	0
Total School Support Staff	11	7.2	0
<b>Total</b>	<b>26</b>	<b>19.5</b>	<b>0</b>

All teaching staff meet the professional requirements to teach in Western Australian public Schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia

# Business Plan 2017-19 Target Review

The review of the Business Plan below is an on balance judgement of how the school is performing against its stated targets. The analysis uses where possible whole school data and compares this with like schools, all schools or previous historical school performance data. Where appropriate judgements made systemically, indicating performance against that which could be expected are included.

Directions for the future provide an insight into the strategic direction the school should consider in framing the 2020-2023 Business Plan.

## Explanation of Judgement Coding

NO LONGER APPLICABLE	As a result of school review processes, the target, goal or development is no longer part of the school's improvement agenda.
WORKING TOWARDS	The coding WORKING TOWARDS indicates that action has taken place on the specific development but it has not yet reached a conclusion.
SIGNIFICANT PROGRESS TOWARDS	The coding SIGNIFICANT PROGRESS TOWARDS indicates that <b>significant</b> action has taken place on the specific development but it has not yet reached a conclusion that the school has determined is completed.
MET	The coding MET indicates that the action is determined as having been concluded or the target met by the school.






# Academic Improvement Targets

Target:	Rating
1. The mean NAPLAN performance of Year 3 students will be equal to or above the mean performance of like schools in Numeracy, Reading, Writing, Spelling and Punctuation and Grammar	<b>SIGNIFICANT PROGRESS TOWARDS</b>

Evidence:

Comparative Performance for Year 3

Year 3	Performance					
	2013	2014	2015	2016	2017	2018
Numeracy	0.3	-1.3	0.7	-1.3	0.3	-0.4
Reading	-1.2	-1.4	-0.5	-0.5	1.4	-0.2
Writing	-0.1	-1.3	0.2	-1.7	-0.2	-0.3
Spelling	-0.4	-1.8	-0.8	-0.9	0.8	-0.5
Grammar & Punctuation	0.4	-1.1	-0.5	-0.5	0.0	-0.4

	Above Expected - more than one standard deviation above the predicted school mean
	Expected - within one standard deviation of the predicted school mean
	Below Expected - more than one standard deviation below the predicted school mean

The students in Year 3, although slightly below, have demonstrated performance within -0.5 standard deviations of like schools but within the possible deviation of expected scores.

In all areas, the school mean NAPLAN score is below *like schools*.

Assessment Area	Yr3		Yr5	
	School	Like School	School	Like School
Numeracy	409	422	498	508
Reading	434	443	525	522
Writing	406	425	466	481
Spelling	412	432	494	516
Grammar & Punctuation	431	455	504	528

## Future Directions:




The NAPLAN data indicates that the current initiatives are working across the board in Year 3, with students performing at an expected level in all areas. All teaching and learning initiatives will be reviewed and modified as needed in the quest to meet the target of performing at or above that of like schools.

Target:	Rating
2. The mean NAPLAN performance of Year 5 students will be equal to or above the mean performance of like schools in Numeracy, Reading, Writing, Spelling and Punctuation and Grammar	<b>SIGNIFICANT PROGRESS TOWARDS</b>

Evidence:

#### Comparative Performance for Year 5

Year 5	Performance					
	2013	2014	2015	2016	2017	2018
Numeracy	-1.2	-2.4	-0.4	-0.1	-1.2	0.6
Reading	0.2	-0.2	1.7	-0.1	1.3	1.0
Writing	-0.9	-1.5	-0.2	0.1	0.3	0.7
Spelling	-1.3	-0.8	-0.4	-0.2	0.2	0.4
Grammar & Punctuation	-0.1	-0.6	-0.2	-0.5	-0.1	-0.2

	Above Expected - more than one standard deviation above the predicted school mean
	Expected - within one standard deviation of the predicted school mean
	Below Expected - more than one standard deviation below the predicted school mean

The students in Year 5, a have demonstrated performance within 0.4 to 1.0 standard deviations of like schools in all areas except G&P.

Assessment Area	Yr3		Yr5	
	School	Like School	School	Like School
Numeracy	409	422	498	508
Reading	434	443	525	522
Writing	406	425	466	481
Spelling	412	432	494	516
Grammar & Punctuation	431	455	504	528

In all areas, except reading, the school mean NAPLAN score is below *like school* but within the possible deviation of expected scores.

#### Future Directions:

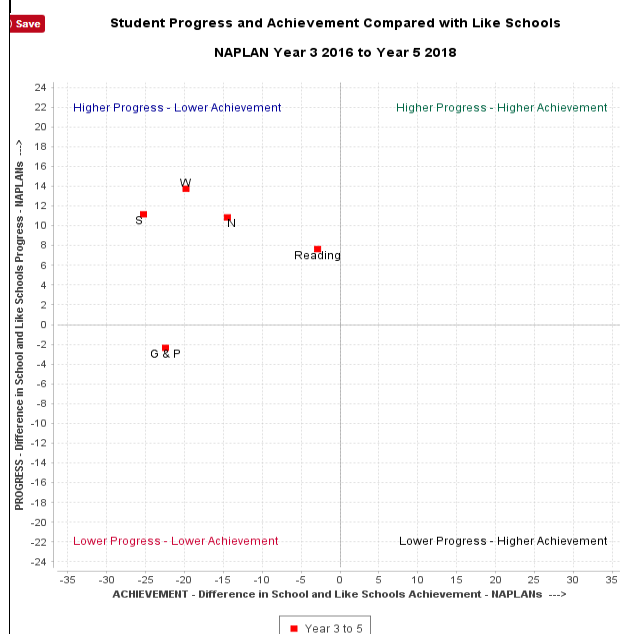
The NAPLAN data indicates that the current initiatives are working across the board leading into Year 5, with students performing at an expected level in all areas. Reading is a highlight where student performance is above that expected. All teaching and learning initiatives will be reviewed and modified as needed in the quest to meet the target of performing at or above that of like schools.



Target:	Rating
3. The mean progress made by Ocean Reef students from Year 3 NAPLAN to Year 5 NAPLAN will be equal to or greater than the mean progress of their Australian peers, in the areas of Numeracy, Reading and Writing	MET
Evidence:	

NAPLAN		
	2017 (2016 - 2017)	2018 (2017 - 2018)
Overall Absolute Achievement	0.7	0.5
- Trend		↑
- Change		↔
Overall Relative Achievement	-0.83	-0.13
- Year 3	0.40	-0.35
- Year 5	-0.19	-0.08
- Year 7		
- Year 9		
Overall Progress	-0.52	0.88
- Numeracy	-0.65	0.51
- Reading	0.16	0.18
- Writing	0.21	0.77

Data from *Schools Online - School Performance Monitoring* indicates a positive trend of achievement between 2017-18 that is in line with the improvements made between 2016-17, therefore demonstrating the sustainability of the strategies that have been put in place. The overall relative achievement is only -0.13 below the expected means (-0.35 for Year 3 and -0.08 for Year 5). Progress in most areas is greater than 0.5 standard deviations from the expected progress between Year 3 and 5.



The mean progress of students at Ocean Reef PS between Year 3 and 5 remains, in all areas except punctuation and grammar, considerably higher than *like schools*, although the overall achievement is lower. This pattern is mirrored in comparison with WA public Schools and across Australia. It maintains a pattern of increasingly adding value to the students between these two benchmarking posts that has improved since 2014.

### Future Directions:

Given the ongoing positive trend in this area, current initiatives and programs will be continued. Specific intervention programs targeted at supporting students meet their potential in reading, maths and social skills will be introduced in 2019-2020.

Target:	Rating																																																																														
4. Increase the percentage of students achieving 'A' and 'B' grades in all learning areas	MET																																																																														
Evidence:																																																																															
Analysis of the report grades from Semester 1 2013 to Semester 1 2018 shows a trending increase in the percentage of students being awarded grades A & B in the report. There is evidence of a drop off and variations between Semester 1 and Semester 2 grades with more As and Bs being awarded at the end of the year. There is a noticeable increase in the number of top grades being awarded from Semester 2, 2015.																																																																															
<table><tr><th></th><th>A %</th><th>B %</th><th>C %</th><th>D %</th><th>E %</th></tr><tr><td>2013 Sem 1</td><td>4.2</td><td>23.9</td><td>60.9</td><td>10.9</td><td>0.1</td></tr><tr><td>2013 Sem 2</td><td>4.4</td><td>24.1</td><td>60.4</td><td>10.9</td><td>0.2</td></tr><tr><td>2014 Sem 1</td><td>1.6</td><td>18.6</td><td>62.8</td><td>15.7</td><td>1.4</td></tr><tr><td>2014 Sem 2</td><td>3</td><td>22.1</td><td>61.3</td><td>12.6</td><td>0.9</td></tr><tr><td>2015 Sem 1</td><td>3.2</td><td>21.2</td><td>61.6</td><td>12.8</td><td>1.2</td></tr><tr><td>2015 Sem 2</td><td>9.6</td><td>27.5</td><td>51.3</td><td>10.8</td><td>0.8</td></tr><tr><td>2016 Sem 1</td><td>6.2</td><td>30.1</td><td>54.6</td><td>8.1</td><td>1</td></tr><tr><td>2016 Sem 2</td><td>13.7</td><td>32</td><td>47.4</td><td>6.6</td><td>0.4</td></tr><tr><td>2017 Sem 1</td><td>7.4</td><td>26.9</td><td>54.3</td><td>10.4</td><td>1</td></tr><tr><td>2017 Sem 2</td><td>10.1</td><td>29</td><td>49.8</td><td>10.1</td><td>0.9</td></tr><tr><td>2018 Sem 1</td><td>7.9</td><td>24.5</td><td>57.8</td><td>9</td><td>0.8</td></tr><tr><td>2018 Sem 2</td><td>10.1</td><td>25.3</td><td>54.9</td><td>9.1</td><td>0.7</td></tr></table>			A %	B %	C %	D %	E %	2013 Sem 1	4.2	23.9	60.9	10.9	0.1	2013 Sem 2	4.4	24.1	60.4	10.9	0.2	2014 Sem 1	1.6	18.6	62.8	15.7	1.4	2014 Sem 2	3	22.1	61.3	12.6	0.9	2015 Sem 1	3.2	21.2	61.6	12.8	1.2	2015 Sem 2	9.6	27.5	51.3	10.8	0.8	2016 Sem 1	6.2	30.1	54.6	8.1	1	2016 Sem 2	13.7	32	47.4	6.6	0.4	2017 Sem 1	7.4	26.9	54.3	10.4	1	2017 Sem 2	10.1	29	49.8	10.1	0.9	2018 Sem 1	7.9	24.5	57.8	9	0.8	2018 Sem 2	10.1	25.3	54.9	9.1	0.7
	A %	B %	C %	D %	E %																																																																										
2013 Sem 1	4.2	23.9	60.9	10.9	0.1																																																																										
2013 Sem 2	4.4	24.1	60.4	10.9	0.2																																																																										
2014 Sem 1	1.6	18.6	62.8	15.7	1.4																																																																										
2014 Sem 2	3	22.1	61.3	12.6	0.9																																																																										
2015 Sem 1	3.2	21.2	61.6	12.8	1.2																																																																										
2015 Sem 2	9.6	27.5	51.3	10.8	0.8																																																																										
2016 Sem 1	6.2	30.1	54.6	8.1	1																																																																										
2016 Sem 2	13.7	32	47.4	6.6	0.4																																																																										
2017 Sem 1	7.4	26.9	54.3	10.4	1																																																																										
2017 Sem 2	10.1	29	49.8	10.1	0.9																																																																										
2018 Sem 1	7.9	24.5	57.8	9	0.8																																																																										
2018 Sem 2	10.1	25.3	54.9	9.1	0.7																																																																										
<p>A % and B %</p> <table><caption>A % and B % Data</caption><tr><th>Semester</th><th>A %</th><th>B %</th></tr><tr><td>2013 Sem 1</td><td>4.2</td><td>23.9</td></tr><tr><td>2013 Sem 2</td><td>4.4</td><td>24.1</td></tr><tr><td>2014 Sem 1</td><td>1.6</td><td>18.6</td></tr><tr><td>2014 Sem 2</td><td>3</td><td>22.1</td></tr><tr><td>2015 Sem 1</td><td>3.2</td><td>21.2</td></tr><tr><td>2015 Sem 2</td><td>9.6</td><td>27.5</td></tr><tr><td>2016 Sem 1</td><td>6.2</td><td>30.1</td></tr><tr><td>2016 Sem 2</td><td>13.7</td><td>32</td></tr><tr><td>2017 Sem 1</td><td>7.4</td><td>26.9</td></tr><tr><td>2017 Sem 2</td><td>10.1</td><td>29</td></tr><tr><td>2018 Sem 1</td><td>7.9</td><td>24.5</td></tr><tr><td>2018 Sem 2</td><td>10.1</td><td>25.3</td></tr></table>		Semester	A %	B %	2013 Sem 1	4.2	23.9	2013 Sem 2	4.4	24.1	2014 Sem 1	1.6	18.6	2014 Sem 2	3	22.1	2015 Sem 1	3.2	21.2	2015 Sem 2	9.6	27.5	2016 Sem 1	6.2	30.1	2016 Sem 2	13.7	32	2017 Sem 1	7.4	26.9	2017 Sem 2	10.1	29	2018 Sem 1	7.9	24.5	2018 Sem 2	10.1	25.3																																							
Semester	A %	B %																																																																													
2013 Sem 1	4.2	23.9																																																																													
2013 Sem 2	4.4	24.1																																																																													
2014 Sem 1	1.6	18.6																																																																													
2014 Sem 2	3	22.1																																																																													
2015 Sem 1	3.2	21.2																																																																													
2015 Sem 2	9.6	27.5																																																																													
2016 Sem 1	6.2	30.1																																																																													
2016 Sem 2	13.7	32																																																																													
2017 Sem 1	7.4	26.9																																																																													
2017 Sem 2	10.1	29																																																																													
2018 Sem 1	7.9	24.5																																																																													
2018 Sem 2	10.1	25.3																																																																													
<p><b>Future Directions:</b></p> <p>Following the release of Semester 2, 2018 data, a review will be conducted to ensure that the long term trend of increased A and B grades is attainable and/or appropriate based upon accurate moderation processes across the school and through the West Australian Curriculum Assessment Outline</p>																																																																															

# Non-academic Targets

Target:	Rating
5. Maintain attendance rates level to or above like schools	MET
6. Decrease the percentage of students who are categorised as 'at risk' with their attendance.	

## Evidence:

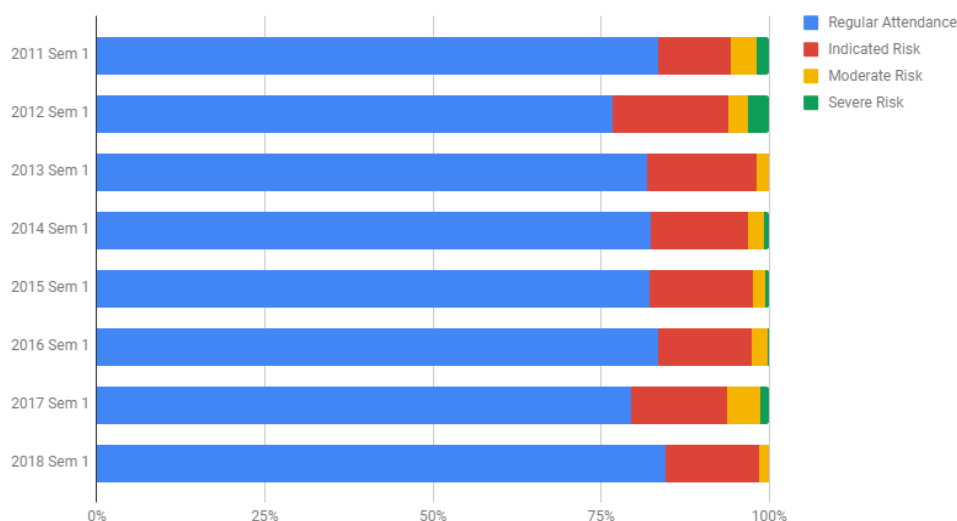
	Attend Rate	Auth Ab	Unauth Ab
Sem. 1, 2013	94.4%	84%	16%
Sem. 2, 2013	93.2%	92%	8%
Sem. 1, 2014	94.5%	94%	6%
Sem. 2, 2014	93.8%	84%	16%
Sem. 1, 2015	94.3%	72% (73.96%^)	28%* (26%^)
Sem. 2, 2015	93.9%	92%	8%
Sem. 1, 2016	93.9%	92%	8%
Sem. 2, 2016	93.7%	89%	11%
Sem. 1, 2017	93.5%	87%	13%
Sem. 2, 2017	93.6%	88%	12%
Sem. 1, 2018	95%	95%	5%
Sem. 2, 2018	94.2%	88%	12%

\*Messageyou SMS system withdrawn for the first semester.

^without former students

In Semester 1 2018, the attendance rate for the school has risen slightly to 95% attendance rate. This is roughly 1.5% higher than previous Semester 1 levels.

Regular Attendance, Indicated Risk, Moderate Risk, Severe Risk and % at Risk



The number of students who, in Semester 1, are identified as being at attendance risk has decreased again in 2018 to 15.4%. This includes students in each of the *indicated*, *moderate* and *severe* categories. This is lower than any semester from 2011 onwards and reflects, with the exception of 2017, a trend of improved attendance.

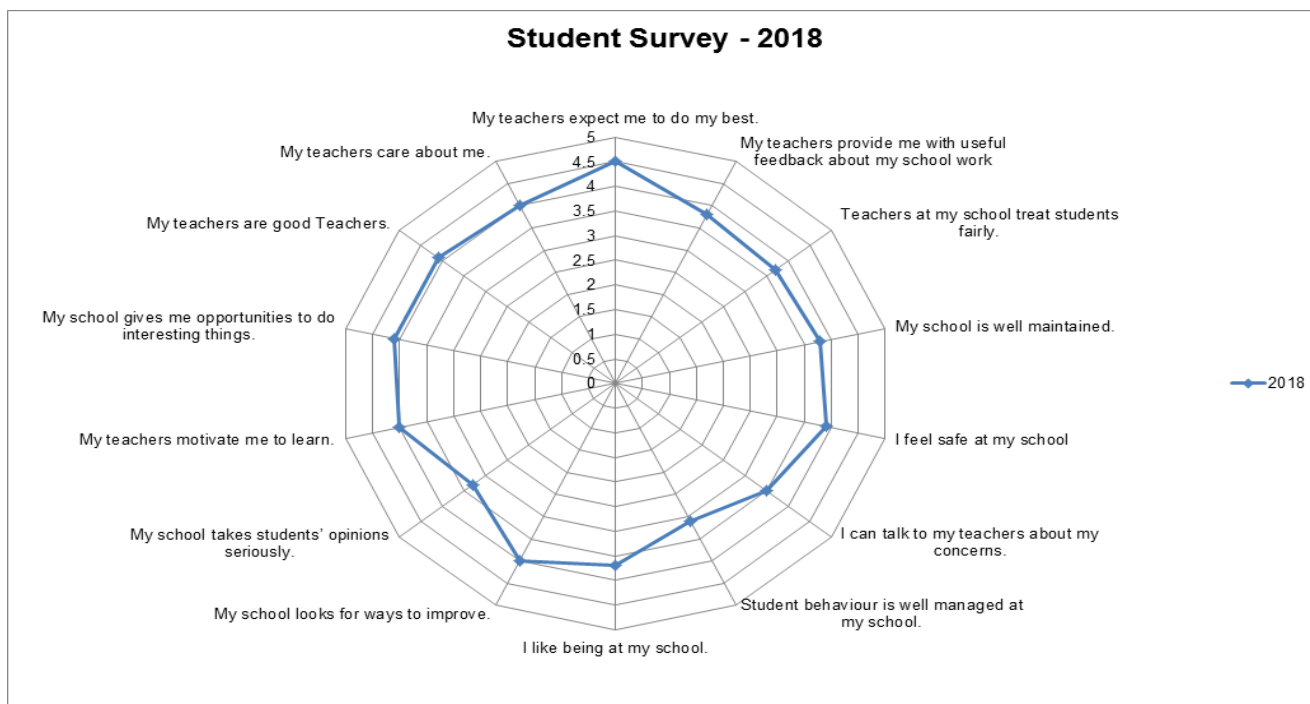
## Future Directions:

Continued monitoring of and adjustment to successful strategies will continue in 2019-2020.

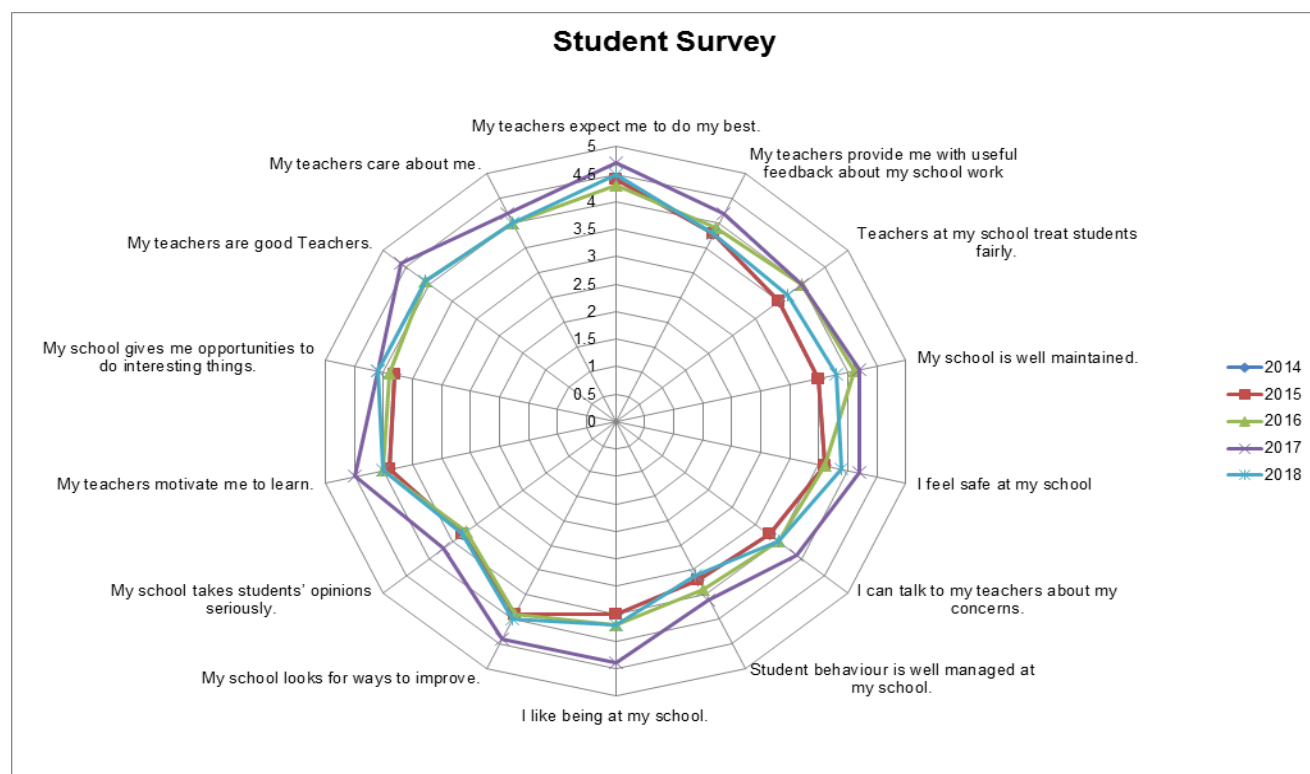
Maintaining regular attendance will remain as a focus for the whole school community.

Target:	Rating
7. Behavioural data for low level disruptions will reduce by 10%	MET
Evidence:	
<p>The method of data collection in this area continues to be refined. The use of Class Dojo and integris continue to be the main strategies to provide information on the success in achieving this target. Anecdotal evidence following the whole school participation in a Classroom Management Professional Learning program during 2018 show significant progress towards meeting this target.</p> <p><b>Future Directions:</b> Implementing the strategies learnt during the CMS professional learning program will be a priority for the 2019-2020 school years. Continued effort will be put into gathering data to measure this area.</p>	

Target:	Rating																																																																																																																
<p>8. The following response rates refer to the responses of students, parents and staff respectively to each of the corresponding National School Opinion Surveys</p> <p>We will maintain a positive response of 3.5 or above out of 5 to the following items:</p> <ul style="list-style-type: none"><li>• I feel safe at my school</li><li>• I can talk to my teachers about my concerns</li><li>• My teachers expect me to do my best</li><li>• My teachers provide me with useful feedback about my school work in 2017 and 2018</li><li>• my child is making good progress at this school</li><li>• my child’s learning needs are being met</li><li>• I can talk to my child’s teachers about my concerns’</li><li>• this school looks for ways to improve</li><li>• staff are well supported at this school</li></ul>	MET																																																																																																																
Evidence:																																																																																																																	
<p>Each year, since 2014, students throughout the country complete a student survey. The students completed 10 consistent questions and scored their responses based on a 5-point scale running from <b>Strongly Agree (5)</b> to <b>Strongly Disagree (1)</b>. An average score out of 5 is generated for comparison year on year.</p> <p>This year 79 year 5 &amp; 6 students responded which is comparable to previous years. Year 5 is the youngest year level that are able to complete the survey.</p>																																																																																																																	
<table><tr><th></th><th>Responses</th><th>77</th><th>77</th><th>74</th><th>75</th><th>79</th></tr><tr><th>Questions</th><th>2014</th><th>2015</th><th>2016</th><th>2017</th><th>2018</th><th></th></tr><tr><td>My teachers expect me to do my best.</td><td>4.4</td><td>4.4</td><td>4.3</td><td>4.7</td><td>4.5</td><td></td></tr><tr><td>My teachers provide me with useful feedback about my school work</td><td>3.8</td><td>3.8</td><td>3.9</td><td>4.2</td><td>3.8</td><td></td></tr><tr><td>Teachers at my school treat students fairly.</td><td>3.5</td><td>3.5</td><td>4</td><td>4</td><td>3.7</td><td></td></tr><tr><td>My school is well maintained.</td><td>3.5</td><td>3.5</td><td>4.1</td><td>4.2</td><td>3.8</td><td></td></tr><tr><td>I feel safe at my school</td><td>3.6</td><td>3.6</td><td>3.6</td><td>4.2</td><td>3.9</td><td></td></tr><tr><td>I can talk to my teachers about my concerns.</td><td>3.3</td><td>3.3</td><td>3.5</td><td>3.9</td><td>3.5</td><td></td></tr><tr><td>Student behaviour is well managed at my school.</td><td>3.2</td><td>3.2</td><td>3.4</td><td>3.6</td><td>3.1</td><td></td></tr><tr><td>I like being at my school.</td><td>3.5</td><td>3.5</td><td>3.7</td><td>4.4</td><td>3.7</td><td></td></tr><tr><td>My school looks for ways to improve.</td><td>3.9</td><td>3.9</td><td>3.9</td><td>4.4</td><td>4</td><td></td></tr><tr><td>My school takes students’ opinions seriously.</td><td>3.3</td><td>3.3</td><td>3.2</td><td>3.7</td><td>3.3</td><td></td></tr><tr><td>My teachers motivate me to learn.</td><td>3.9</td><td>3.9</td><td>4</td><td>4.5</td><td>4</td><td></td></tr><tr><td>My school gives me opportunities to do interesting things.</td><td>3.8</td><td>3.8</td><td>3.9</td><td>4.1</td><td>4.1</td><td></td></tr><tr><td>My teachers are good Teachers.</td><td></td><td></td><td>4.1</td><td>4.6</td><td>4.1</td><td></td></tr><tr><td>My teachers care about me.</td><td></td><td></td><td>4</td><td>4.2</td><td>4</td><td></td></tr></table>			Responses	77	77	74	75	79	Questions	2014	2015	2016	2017	2018		My teachers expect me to do my best.	4.4	4.4	4.3	4.7	4.5		My teachers provide me with useful feedback about my school work	3.8	3.8	3.9	4.2	3.8		Teachers at my school treat students fairly.	3.5	3.5	4	4	3.7		My school is well maintained.	3.5	3.5	4.1	4.2	3.8		I feel safe at my school	3.6	3.6	3.6	4.2	3.9		I can talk to my teachers about my concerns.	3.3	3.3	3.5	3.9	3.5		Student behaviour is well managed at my school.	3.2	3.2	3.4	3.6	3.1		I like being at my school.	3.5	3.5	3.7	4.4	3.7		My school looks for ways to improve.	3.9	3.9	3.9	4.4	4		My school takes students’ opinions seriously.	3.3	3.3	3.2	3.7	3.3		My teachers motivate me to learn.	3.9	3.9	4	4.5	4		My school gives me opportunities to do interesting things.	3.8	3.8	3.9	4.1	4.1		My teachers are good Teachers.			4.1	4.6	4.1		My teachers care about me.			4	4.2	4	
	Responses	77	77	74	75	79																																																																																																											
Questions	2014	2015	2016	2017	2018																																																																																																												
My teachers expect me to do my best.	4.4	4.4	4.3	4.7	4.5																																																																																																												
My teachers provide me with useful feedback about my school work	3.8	3.8	3.9	4.2	3.8																																																																																																												
Teachers at my school treat students fairly.	3.5	3.5	4	4	3.7																																																																																																												
My school is well maintained.	3.5	3.5	4.1	4.2	3.8																																																																																																												
I feel safe at my school	3.6	3.6	3.6	4.2	3.9																																																																																																												
I can talk to my teachers about my concerns.	3.3	3.3	3.5	3.9	3.5																																																																																																												
Student behaviour is well managed at my school.	3.2	3.2	3.4	3.6	3.1																																																																																																												
I like being at my school.	3.5	3.5	3.7	4.4	3.7																																																																																																												
My school looks for ways to improve.	3.9	3.9	3.9	4.4	4																																																																																																												
My school takes students’ opinions seriously.	3.3	3.3	3.2	3.7	3.3																																																																																																												
My teachers motivate me to learn.	3.9	3.9	4	4.5	4																																																																																																												
My school gives me opportunities to do interesting things.	3.8	3.8	3.9	4.1	4.1																																																																																																												
My teachers are good Teachers.			4.1	4.6	4.1																																																																																																												
My teachers care about me.			4	4.2	4																																																																																																												
<p>This survey asks students to make a judgement but does not provide a context or explanation for each grading beyond a statement.</p>																																																																																																																	



The pattern above demonstrates that the students, in all but one category have a positive opinion of the school. In the “*My school take students’ opinions seriously*” questions, the score of 3.3 is still above the neutral band.



This survey demonstrates results that compare with previous surveys, with the exception on 2017 where the students were, on average, 0.5 higher than other years on every category.

The table below shows the breakdown of the percentages that students rated for each question.

	N/A		Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%
My teachers expect me to do my best.	-	-	1	1%	-	-	3	4%	30	38%	45	57%
My teachers provide me with useful feedback about my school work.	1	1%	2	3%	3	4%	19	24%	35	44%	19	24%
Teachers at my school treat students fairly.	1	1%	3	4%	7	9%	16	20%	33	42%	19	24%
My school is well maintained.	1	1%	2	3%	1	1%	21	27%	40	51%	14	18%
I feel safe at my school.	-	-	3	4%	7	9%	11	14%	31	39%	27	34%
I can talk to my teachers about my concerns.	-	-	7	9%	6	8%	24	30%	22	28%	20	25%
Student Behaviour is well managed at my school.	1	1%	8	10%	11	14%	27	34%	23	29%	9	11%
I like being at my school.	-	-	7	9%	5	6%	18	23%	24	30%	25	32%
My school looks for ways to improve.	2	3%	1	1%	3	4%	11	14%	36	46%	26	33%
My school takes students' opinions seriously.	3	4%	3	4%	11	14%	22	28%	32	41%	8	10%
My teachers motivate me to learn.	1	1%	2	3%	3	4%	11	14%	38	48%	24	30%
My school gives me opportunities to do interesting things.	-	-	-	-	1	1%	18	23%	33	42%	27	34%
My teachers are good teachers.	1	1%	-	-	2	3%	20	25%	19	24%	37	47%
My teachers care about me.	2	3%	4	6%	-	-	9	13%	26	37%	30	42%

#### Future Directions:

Maintaining the current strategies and researching areas for improvement, particularly in the area of wellbeing will be a focus for the 2019-2020 period.



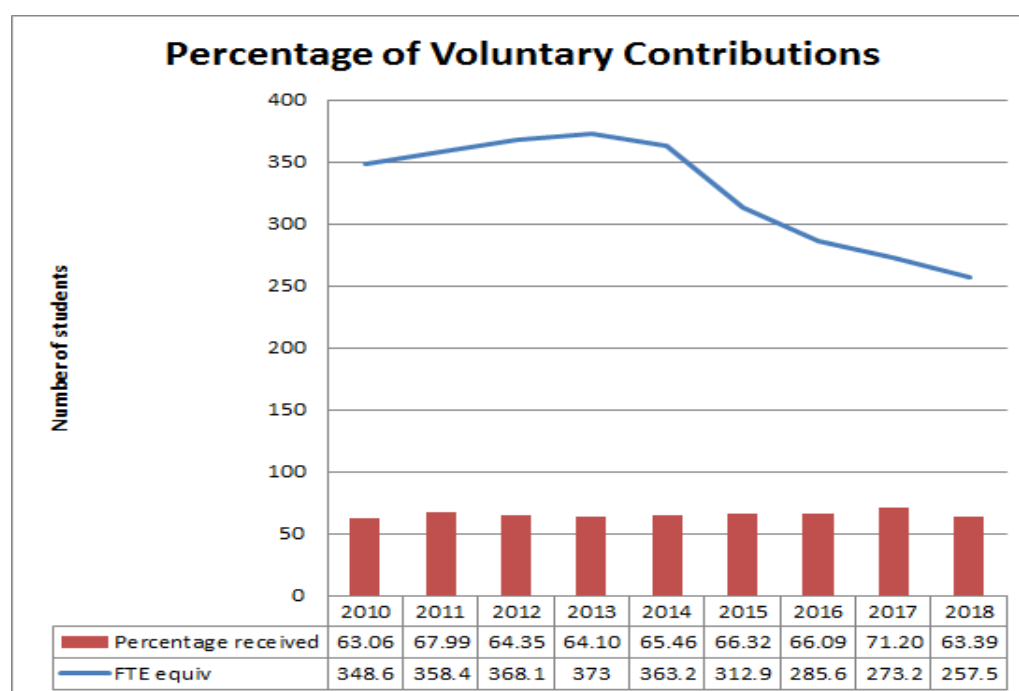
# Finance

Target:	Rating
9. Increase the percentage of families paying the voluntary contributions	WORKING TOWARDS

## Evidence:

The percentage of voluntary contributions within the school has remained in the mid-60% based upon the FTE equivalent (*MySchool website*) of the school. The level, however, has not increased. As a school, we believe, that we are doing all that we are allowed to do to increase the amount of contributions. Distributed across the school the funding per child has remained fairly consistent too.

	FTE equiv	Voluntary Contributions amount received	VolCon if 100%	Percentage received	VolCon per child based on amount received
2010	348.6	\$13,190.25	\$20,916.00	63.06 %	\$37.84
2011	358.4	\$14,620.00	\$21,504.00	67.99 %	\$40.79
2012	368.1	\$14,213.00	\$22,086.00	64.35 %	\$38.61
2013	373	\$14,344.50	\$22,380.00	64.10 %	\$38.46
2014	363.2	\$14,265.50	\$21,792.00	65.46 %	\$39.28
2015	312.9	\$12,450.50	\$18,774.00	66.32 %	\$39.79
2016	285.6	\$11,324.36	\$17,136.00	66.09 %	\$39.65
2017	273.2	\$11,671.46	\$16,392.00	71.20 %	\$42.72
2018	257.5	\$9,794.00	\$15,450.00	63.39 %	\$38.03



# Engagement

Target:	Rating
10. Increase the percentage of students achieving 'Consistently' in the attribute data 'Sets goals and works towards them with perseverance'	MET
Evidence:	

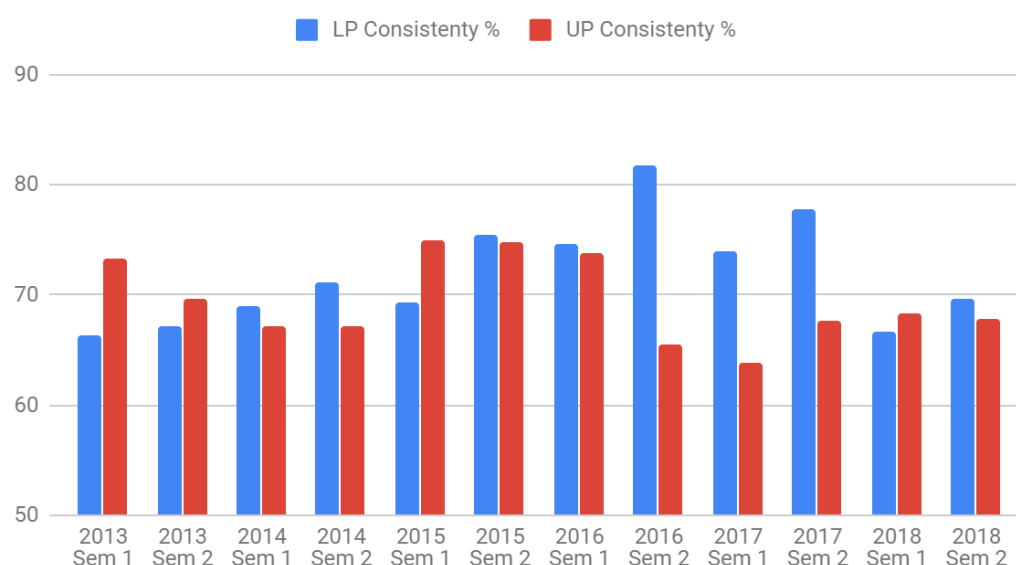
	Lower Primary	Upper Primary
	LP Consistency %	UP Consistency %
2013 Sem 1	66.3	73.3
2013 Sem 2	67.1	69.6
2014 Sem 1	69	67.1
2014 Sem 2	71.1	67.2
2015 Sem 1	69.3	75
2015 Sem 2	75.4	74.8
2016 Sem 1	74.6	73.8
2016 Sem 2	81.8	65.5
2017 Sem 1	74	63.9
2017 Sem 2	77.7	67.7
2018 Sem 1	66.7	68.3
2018 Sem 2	69.6	67.9

The percentage of students being awarded a *Consistently* in the upper primary reports has decreased whilst the opposite has occurred in the lower primary reports.

There is a pattern in the lower primary reports of a lower percentage in semester 1, than 2 which is not repeated in the upper primary reports.

In 2015 the Phase of Learning Teams reviewed the ABE categories and identified the expected characteristics for each level; the purpose was to increase the consistency of award across the school.

LP Consistency % and UP Consistency %

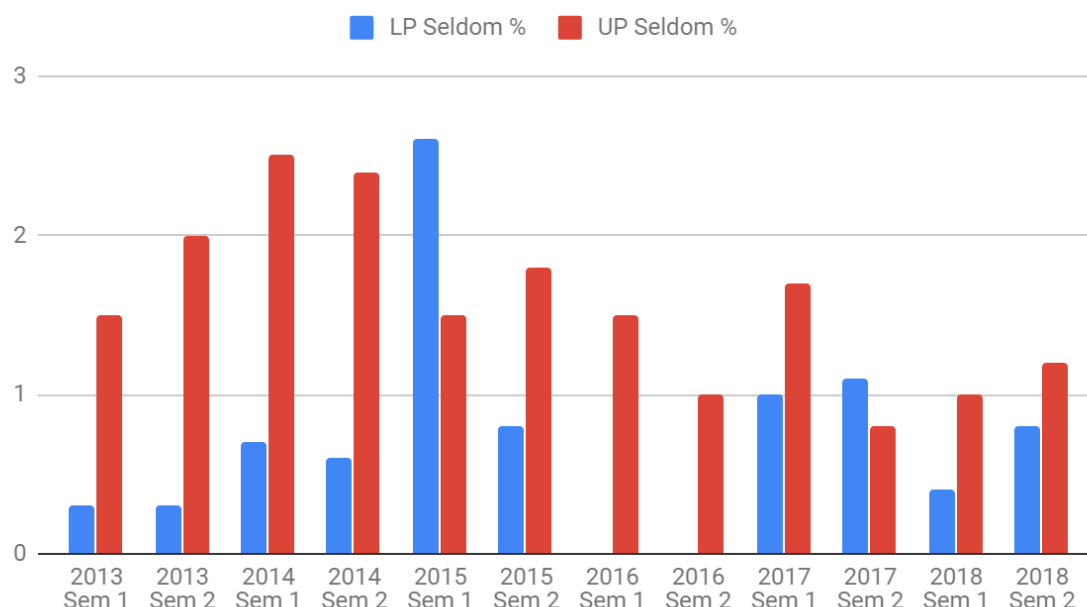


Target:	Rating
11. Decrease the percentage of students achieving 'seldom' in all attribute data	MET
Evidence:	

	Lower Primary	Upper Primary
	LP Seldom %	UP Seldom %
2013 Sem 1	0.3	1.5
2013 Sem 2	0.3	2
2014 Sem 1	0.7	2.5
2014 Sem 2	0.6	2.4
2015 Sem 1	2.6	1.5
2015 Sem 2	0.8	1.8
2016 Sem 1	0	1.5
2016 Sem 2	0	1
2017 Sem 1	1	1.7
2017 Sem 2	1.1	0.8
2018 Sem 1	0.4	1
2018 Sem 2	0.8	1.2

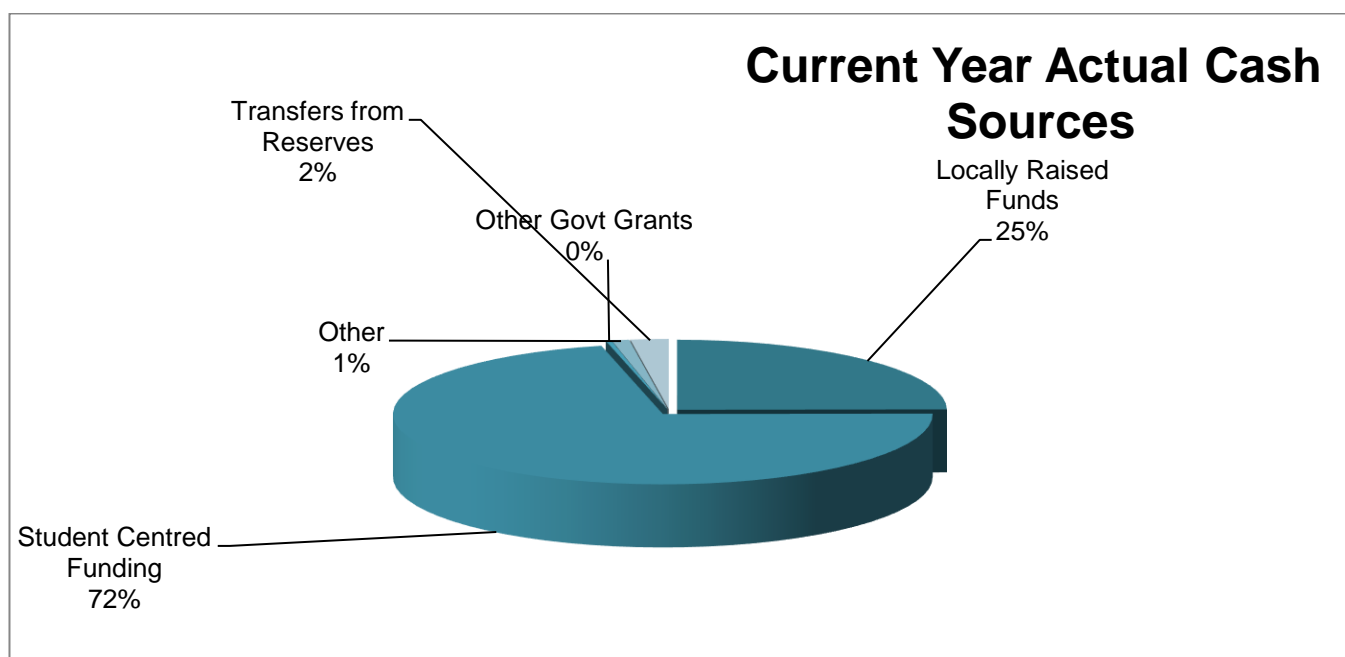
The percentage of students being awarded a *seldom* in the upper primary reports has decreased significantly. Starting at a much lower base, the lower primary amount trend has increased slightly. In 2015 the Phase of Learning Teams reviewed the ABE categories and identified the expected characteristics for each level; the purpose was to increase the consistency of award across the school.

### LP Seldom % and UP Seldom %

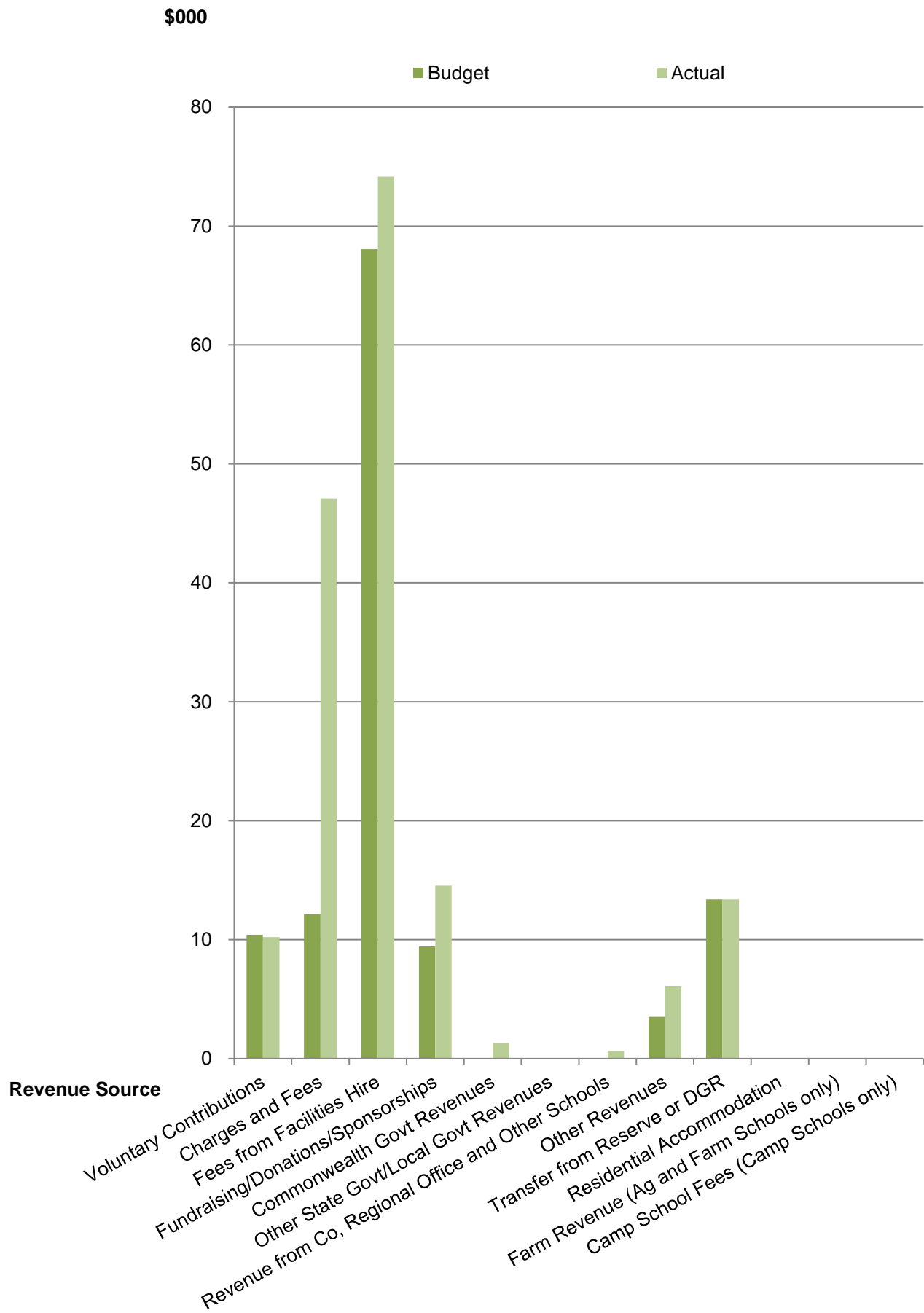


# School Financial Summary

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$10,414.00	\$10,218.00
2	Charges and Fees	\$12,146.00	\$47,070.79
3	Fees from Facilities Hire	\$68,059.00	\$74,148.04
4	Fundraising/Donations/Sponsorships	\$9,432.00	\$14,557.66
5	Commonwealth Govt Revenues	\$ -	\$1,307.26
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$658.16
8	Other Revenues	\$3,500.00	\$6,124.31
9	Transfer from Reserve or DGR	\$13,385.00	\$13,385.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$-	\$ -
	<b>Total Locally Raised Funds</b>	\$116,936.00	\$167,469.22
	<b>Opening Balance</b>	\$55,027.44	\$55,027.44
	<b>Student Centred Funding</b>	\$220,000.00	\$418,649.46
	<b>Total Cash Funds Available</b>	<b>\$391,963.44</b>	<b>\$641,146.12</b>
	<b>Total Salary Allocation</b>	\$ -	\$ -
	<b>Total Funds Available</b>	<b>\$391,963.44</b>	<b>\$641,146.12</b>



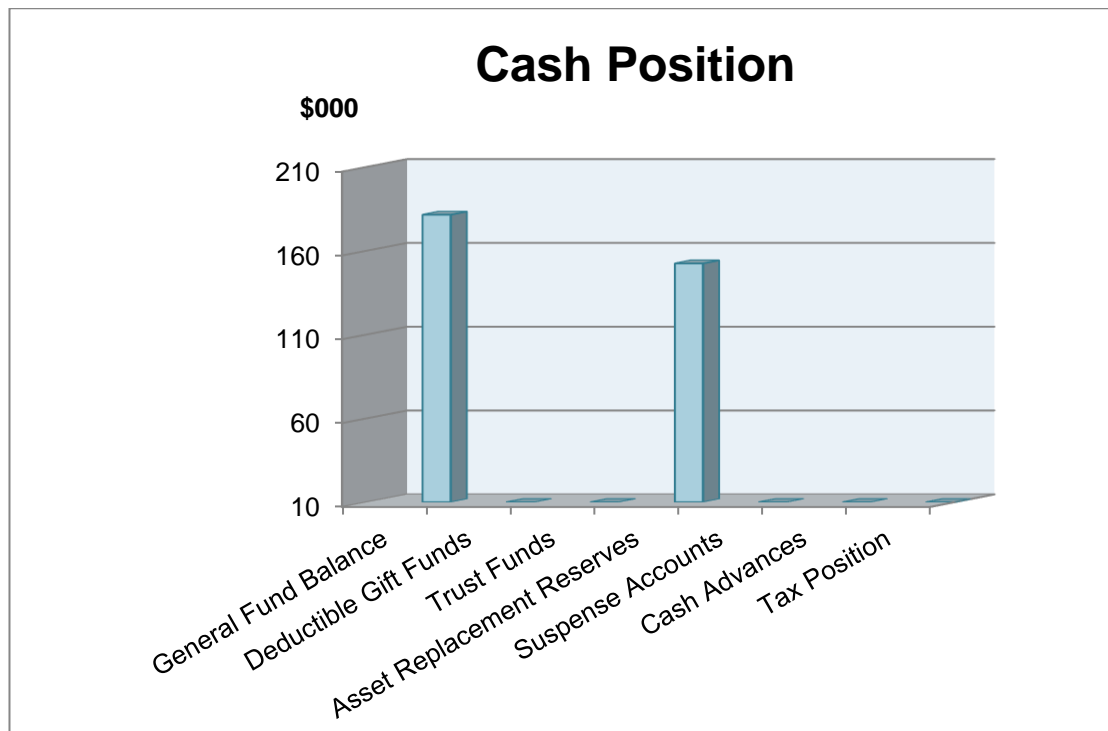
# Locally Generated Revenue - Budget vs Actual



	<b>Expenditure - Cash and Salary</b>	<b>Budget</b>	<b>Actual</b>
1	Administration	\$8,100.00	\$10,847.74
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$105,050.00	\$102,464.81
4	Buildings, Property and Equipment	\$53,385.00	\$183,172.75
5	Curriculum and Student Services	\$93,950.00	\$111,968.49
6	Professional Development	\$12,000.00	\$4,983.89
7	Transfer to Reserve	\$30,000.00	\$30,000.00
8	Other Expenditure	\$500.00	\$15,505.87
9	Payment to CO, Regional Office and Other Schools	\$50,585.00	\$ 713.00
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)	\$-	\$-
	<b>Total Goods and Services Expenditure</b>	<b>\$353,570.00</b>	<b>\$459,656.55</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$-</b>	<b>\$-</b>
	<b>Total Expenditure</b>	<b>\$353,570.00</b>	<b>\$ 459,656.55</b>
	<b>Cash Budget Variance</b>	<b>\$ 38,393.44</b>	



	<b>Cash Position as at:</b>	
	<b>Bank Balance</b>	<b>\$323,951.94</b>
	Made up of:	\$-
1	General Fund Balance	\$181,489.57
2	Deductible Gift Funds	\$-
3	Trust Funds	\$-
4	Asset Replacement Reserves	\$152,424.37
5	Suspense Accounts	\$509.00
6	Cash Advances	\$-
7	Tax Position	-\$10,471.00
<b>Total Bank Balance</b>		<b>\$ 323,951.94</b>



\$000

## Goods and Services Expenditure - Budget vs Actual

Budget

Actual

