



2016 Annual Report





South Kalgoorlie Primary School

2016 Annual Report

The 2016 South Kalgoorlie Primary School Annual Report is a demonstration of the school's self-reflection and improvement process that is used each year. The report addresses the Milestones and Targets of the 2016 to 2018 Business Plan and supports ongoing planning needed to reach those targets. The report also informs our school community of the achievements and highlights of South Kalgoorlie Primary School in 2016. School community members will notice a significant difference between this school report and those of previous years. There are many aspects to this report that take into account the complexities of our dynamic and exciting school community.

The priorities in the South Kalgoorlie Primary School Business Plan are:

- Expect and model excellence
- Highest quality early childhood programs that meet all National Quality Standards
- Celebrate teaching and learning excellence throughout our Professional Learning Community
- Build student health and well-being, engagement and behaviour

Not only did 2016 see the introduction of the school's 2016 to 2018 Business Plan, it also saw the implementation of the recommendations from our first School Review in 2015. The recommended changes to the School Board; context of staff meetings; roles, responsibilities and expectations of non-teaching staff and other school processes have seen some change.

SCHOOL ACHIEVEMENT LINKED WITH BUSINESS PLAN MILESTONES AND TARGETS

EXPECT AND MODEL EXCELLENCE

Our Milestones

English

- Continue Literacy Block across the school with Guided Speaking and Listening, Guided Reading and Guided Writing. Explicitly teach speaking and listening, reading and writing strategies at the point of need to each student.
- Continued reflection and adaptation of the whole school spelling strategy ensuring improved application of spelling into every child's writing.
- Continued higher order thinking skills applied to all aspects of English.

STEM

- Ongoing whole school implementation of the MTS Mathematics Assessment Strategy supported by Paul Swan resources as a basis for teaching and learning at the point of need for each student.
- Implementation of the iSTAR process with mathematics and science planning to ensure best practice.
- Continued higher order thinking skills applied to all aspects of mathematics and science.
- National Quality Standards
- Ongoing planning for and analysis of the National Quality Standards as they apply to South Kalgoorlie Primary School to ensure improvement across the school.

Our Targets

- Increase the percentage of Year 3 students in the top 2 bands for NAPLAN Writing by 5%.
- Increase the percentage of Year 5 students at or above the National Minimum Standard in NAPLAN Writing by 10%.
- Increase the progress and achievement made by students between Year 3 and Year 5.
- Increase the percentage of Year 3 and Year 5 students at or above National Minimum Standard in NAPLAN Spelling.



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- Increase the representation of Year 3 and Year 5 in the upper bands (bands 5-8, 7-10) in Science and Mathematics assessments.
- Increase the percentage of students making moderate, high or very high levels of progress in Numeracy between Year 3 and Year 5.

2016 Outcomes

English

- Literacy blocks with an emphasis on students speaking and listening are being emphasised across the school with the school's spelling program continuing to be tweaked to ensure that there are improvements in every child's application in writing. Whole school monitoring demonstrates student improvement in spelling assessments but we need to monitor the improved transference into writing and then NAPLAN data.
- The only NAPLAN Writing target to be fully achieved in 2016 was an increase in the percentage of Year 3 students in the top 2 bands for NAPLAN Writing. There was also a narrow improvement in the percentage of Year 3 and Year 5 students at or above the National Minimum Standard in NAPLAN Spelling.
- Continuing to use the Case Management approach allowed for the continual monitoring of all students across the school. It also allowed target setting for particular students to encourage extension and generally higher outcomes across the school.
- The employment of an increased number of support staff across the school provide teacher assistance in each classroom, catering for the diverse learning needs of students.

Recommendations for 2017

- Look at the structure of Literacy Blocks to ensure that Speaking and Listening is prioritised. Ensure that learning in every classroom is engaging and encourages higher order thinking skills with the development of vocabulary for all students so that this can be transferred to writing.
- Employ a deeper integration of writing into other curriculum areas to foster the understanding that writing is purposeful and that genres target particular audiences.

STEM / MATHEMATICS and SCIENCE / ISTAR

- The whole school implementation of MTS Assessment to support each student's learning at point of need has not been found to effectively support teachers or students so the Mathematics Curriculum team and classroom teachers are analysing other assessment strategies to determine a more effective assessment strategy.
- The specific Mathematics NAPLAN target was not met in 2016. Science testing has not begun as anticipated so the school is looking at utilising Brightpath Science across the school to monitor Science achievement.
- The iSTAR process is used across the school and is embedded in Mathematics. Feedback from teachers and observations around the school has shown obvious implementation of the lesson structure and vocabulary into classrooms.

Recommendations for 2017

- Continue to encourage and share the iSTAR lesson design process across the school and encourage its use in other lessons than Mathematics.
- Encourage "Twenty-first Century Thinking" —Communication, Collaboration, Critical Thinking and Creativity to be the foundations for the teaching of STEM and other learning areas encouraging deeper thinking and more student based learning.
- Best practice Reading Strategies, Speaking and Listening and Writing demonstrated in all classrooms Literacy Blocks every day.



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- Full implementation of the South Kalgoorlie English and Spelling Scope and Sequence with the teaching of printing and handwriting in all classrooms.
- Embed Science, Technology, Engineering and Mathematics lessons to encourage higher order thinking skills and STEM vocabulary for 21st Century learning and Coding skills.
- Fully develop peer coaching and peer observations with teachers to create a dynamic professional learning community.
- Use the iSTAR framework as the visible learning format for lesson planning and structure to ensure a full teaching and learning cycle in all classrooms utilising WALT, WILF and TIB.
- Every classroom to implement the school HASS Scope And Sequence document.

HIGHEST QUALITY EARLY CHILDHOOD PROGRAMS

Our Milestones are

- Extend the Pre-kindergarten program for both indigenous and non-indigenous students.
- Early identification of Pre-primary student needs through On-Entry Assessment baseline data in 2015 to plan for improvement in 2016 and review in 2017.
- The reflection of the Early Years Learning Framework in the school's teaching and learning programs.
- The reflection of the Early Year's Strategy in the Kindergarten and Pre-kindergarten program.
- Early Years Learning Framework and Australian Curriculum to be reflected in English and Mathematics with a strong focus on explicit instruction of speaking and listening, phonemic awareness, spelling, vocabulary and comprehension skills.
- Better processes put in place for early identification of students at educational risk in Kindergarten and Pre-primary.

Our Targets

- Establish baseline Pre-primary achievement levels at the start of each year using On-Entry
- The average growth rate of the stable Pre-primary to Year 1 cohort meets or exceeds the average literacy and numeracy growth rate from 2013 to 2015 in On-Entry assessment.

2016 Outcomes

- Due to the specific programs running in other local schools it has been difficult to encourage indigenous students to attend the Pre-kindergarten and Kindergarten program at South Kalgoorlie Primary School. Through a conscious effort to encourage families to bring brothers and sisters to our school in the younger years there is a slow increase in the number of Indigenous students attending the Pre-Kindergarten and Kindergarten programs with one attending pre-kindergarten in 2016 and six Indigenous students in the Kindergarten program. It is hoped that by encouraging early involvement in the school by parents and students the attendance and engagement of families will improve over time.
- Every Early Childhood milestone has been implemented with ongoing improvement processes in place across the school. Baseline On-Entry Data is clearly in place and improvements in student performance is seen however the school has not exceeded the average Literacy growth.
- In 2016, South Kalgoorlie Primary School achieved its National Quality Standard Accreditation in Early Childhood Education.

Recommendations for 2017

- Continue to support the collaborative learning community through empowerment of phase teams, distributed leadership, learning teams, committees, staff decision-making and professional learning across the school.



- Continue to implement all aspects of the National Quality Standards Framework throughout Kindergarten to Year 2.



BUILD STUDENT HEALTH AND WELL-BEING, ENGAGEMENT AND BEHAVIOUR

Our Milestones are

- Increase the resilience, persistence and getting along skills of all students.
- Utilise a positive behaviour process within and across the school community.
- Utilise community information to inform planning and school growth.
- Increase the number of parent and community members on the School Board and P&C.
- Inform the community about the importance of attendance and expect all students to attend school more than 90% of the time.

Our Targets

- Increase whole school attendance to 92%
- Utilise the information from Appreciative Enquiry to improve community perception of the school
- Utilise data from You Can Do It! Student surveys to monitor improved habits of the mind - persistence, confidence, getting along, resilience and organisation.

2016 Outcomes

- Over the year several surveys were given to parents staff and students. 43 parents completed the online survey; 37 of those were women and 6 were men. Participants could choose from a scale of 1 to 5 with:
 - 1 - Strongly Disagree,
 - 2 - Disagree,
 - 3 - Neither agree or disagree,
 - 4 - Agree,
 - 5 - Strongly Agree



Average responses can be found on the table below.

Question	Average Rating / 5
Teachers at their school expect my child to do his or her best	4.2
Teachers at this school provide my child with useful feedback	3.9
Teachers at this school treat students fairly	3.9
this school is well maintained	4.1
My child feels safe at this school	3.8
I can talk to my child's teachers about my concerns	4.4
Students behaviour is well maintained at this school	3.4
My child likes being at this school	4.0
This school looks for ways to improve	3.8
This school takes parents opinions seriously	3.7
Teachers at this school motivate my child to learn	4.0
My child is making good progress at this school	3.7
My child's learning needs are being met at this school	3.7
This school works with me to support my child's learning	3.7

- While the vast majority of feedback is positive the lowest rating was concern for behaviour. Even though a small number of students were responsible for the poor behaviour they still have a large impact on the school.
- In 2016, 28 students out of 520 were suspended for a total of 111 days. All of the suspensions were boys and most were for physical aggression towards another child. This equates to 5% of the school's population.
- Another outcome that was achieved was the first Appreciative Enquiry Process which was guided by Dr Rashmi Watson. This was done with staff, students and parents.
- When students across the school participated in the Appreciative Enquiry process they identified relationships with staff and the school environment as the best things about the school.
- The school chaplain was identified as a great asset and important part of the pastoral care in our school community.
- Feedback from staff was generally very positive regarding all aspects of the school, their role in the school and impact on decision making. An area of concern for staff was that administrators did not spend enough time in classrooms in positive ways. Through discussion the cycle of concern goes back to the workload of behaviour issues which was also identified with the parent survey and student survey.



Recommendations for 2017

- Positive Behaviour Strategy to be implemented across the school to address the many behavioural issues. This is not seen as an immediate solution to the issues but will address the new Department of Education Behaviour Policy and is seen as a long term way to teach the members of the school community acceptable behaviour at school.
- Focus on self-control skills linked with You Can Do It! In the early child hood.
- Daily whole school Jump Jam to improve the fitness of the entire school community.
- Daily mindfulness and relaxation to improve student concentration in classrooms and staff wellbeing.
- Every classroom to have two students on attendance targets.
- All students under 70% to be on Attendance Plans and to have regular home visits and scheduled meetings.
- Healthy eating programs in classrooms including Crunchy Canteen Weeks and healthy eating information in each newsletter.
- Improved staff wellbeing through ongoing positive reinforcement increased DOTT for teachers taking on higher duties, mindfulness techniques taught to encourage relaxation, peer coaching and classroom observations, reinforcement of achievement through review meetings and performance management.
- Collaboratively plan for the integration of the Cultural Standards Framework and organise professional learning and professional sharing to build teacher capacity.
- Achieve KidsMatter accreditation.

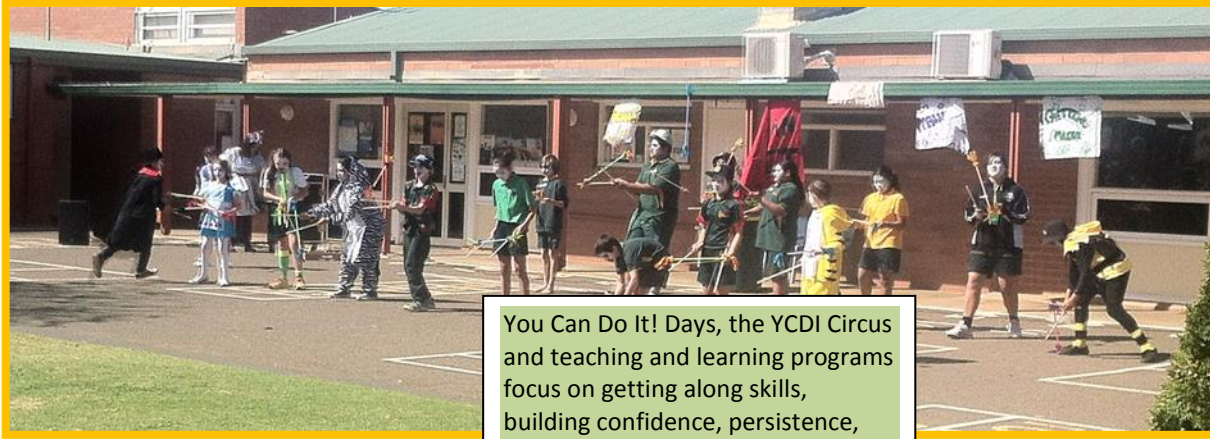
HIGHLIGHTS AND CELEBRATIONS OF 2016

- Introduction of Brightpath Writing Assessments to support writing moderation and teaching strategies to support students learning across the school.
- Commitment, dedication and passion of all staff, P&C and School Board.
- Implementation of STEM / STEAM processes into classrooms.
- Continued development of the Professional Learning Community through ongoing shared coaching, classroom observations and staff development.
- Diversified leadership across the school with teacher empowerment and decision-making through phase teams and curriculum committees.
- Development of the South Kalgoorlie Primary School Canteen and Healthy Eating Policy across the school and Four Star Healthy Canteen Accreditation.
- Introduction of the Celebration of Learning Day where parents have the opportunity to share a daytime awards ceremony followed by a learning journey and activity day with their children.
- Indigenous attendance at our school is 89.7%. Nine percent above other Western Australian schools.
- You Can Do It! Days, Enterprise Day and other special community days across the school.
- Ongoing utilization of the Parent Room with Parent Morning Tea's, Peas in a Pod Play Group and P&C meetings demonstrating positive relationships across the school community.
- Successful reading and writing outcomes for failing students with the introduction of the Multi-Lit program with Year 4 and 5 students.
- You Can Do It! Circus, WasteWise, WaterWise and Crunch and Sip School



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You Can Do It! Days, the YCDI Circus and teaching and learning programs focus on getting along skills, building confidence, persistence, organisation, resilience and respect. The vast majority of our students demonstrate these skills every day.



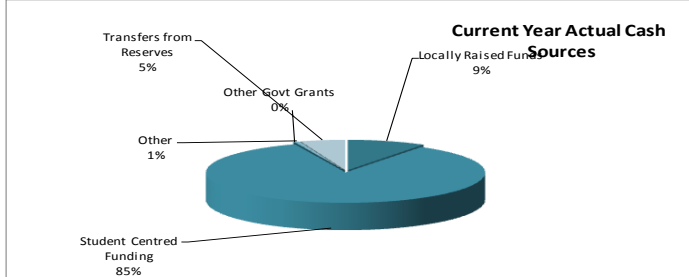
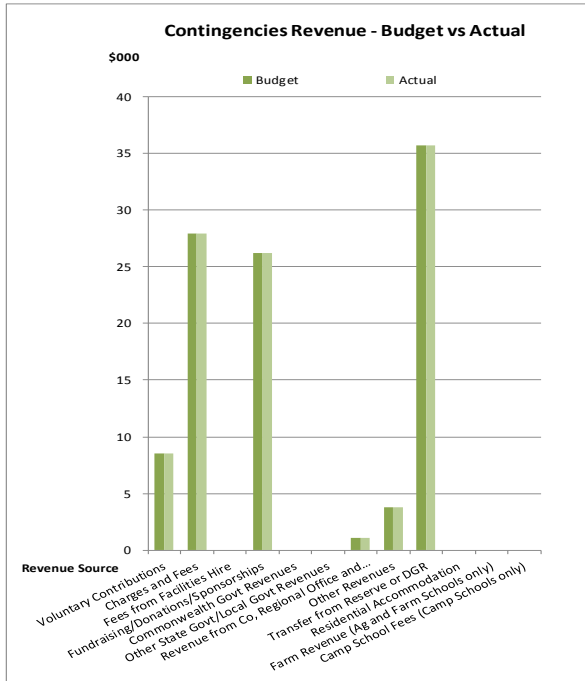


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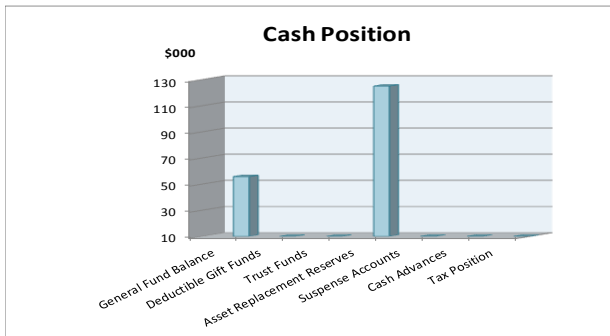
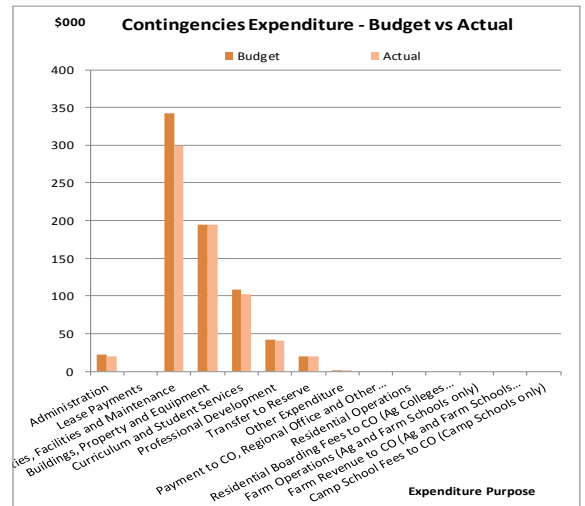


South Kalgoorlie Primary School Financial Summary as at 31.12.2016

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 8,560.00	\$ 8,559.62
2	Charges and Fees	\$ 27,944.00	\$ 27,944.00
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 26,185.05	\$ 26,185.05
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 1,066.00	\$ 1,066.00
8	Other Revenues	\$ 3,740.64	\$ 3,741.05
9	Transfer from Reserve or DGR	\$ 35,676.00	\$ 35,676.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 103,171.69	\$ 103,171.72
	Opening Balance	\$ 48,033.49	\$ 48,033.49
	Student Centred Funding	\$ 582,033.80	\$ 582,033.80
	Total Cash Funds Available	\$ 733,238.98	\$ 733,239.01
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 733,238.98	\$ 733,239.01



	Expenditure	Budget	Actual
1	Administration	\$ 21,765.28	\$ 20,123.81
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 341,757.00	\$ 298,654.35
4	Buildings, Property and Equipment	\$ 194,440.86	\$ 194,330.09
5	Curriculum and Student Services	\$ 107,777.40	\$ 102,717.80
6	Professional Development	\$ 41,450.00	\$ 40,428.85
7	Transfer to Reserve	\$ 20,000.00	\$ 20,000.00
8	Other Expenditure	\$ 1,380.00	\$ 1,255.93
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
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	\$ 728,570.54	\$ 677,510.83
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 728,570.54	\$ 677,510.83
	Cash Budget Variance	\$ 4,668.44	



Cash Position as at:	
Bank Balance	\$ 179,327.07
Made up of:	\$ -
1) General Fund Balance	\$ 55,728.18
2) Deductible Gift Funds	\$ -
3) Trust Funds	\$ -
4) Asset Replacement Reserves	\$ 124,953.85
5) Suspense Accounts	\$ 1,159.04
6) Cash Advances	\$ -
7) Tax Position	\$ 2,514.00
Total Bank Balance	\$ 179,327.07

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School Board Chair
Bodean Buckingham

Principal
Katherine Grant

P&C Representative
Robin Carter

Staff Representative
Nicole Pestell
