



ANNUAL REPORT 2017



School Vision:

To foster a school community that has the knowledge, skills and confidence to achieve their individual and collective potential. Through inclusive and co-operative learning, we will establish the resiliency to ensure 'The Future is Ours.'

Principal: Gail Sampson

Deputy Principal: Sue Milnes

Kara Larsen

Manager Corporate Services: Wendy Taylor

Chairperson School Board: Richard McLachlan

Principal's Reflection

The 2017 Annual Report is the culmination of our first three years as An Independent Public School. It is a reflection and Report on the Targets, Plans and projects linked to the Business Plan 2015-2017 and in particular the achievements and progress made in 2017. The reflection by staff, parents, students and the School Board should support us to focus our planning for 2018-2020.

Our Independent Public School Review is available on both the DOE Schools Online and Cooloongup Primary Schools webpage.

I am pleased to quote the following findings:

- The school's positive and supportive culture ensures that inclusion and care for individuals is paramount. It is evident that programs and practices which promote a safe and secure school environment are sustainable.
- The embedding of a strong culture of continual improvement through formal and informal collaborative student performance monitoring processes.
- The School Board:
Demonstrated a high level of commitment to ensuring that they have input into the school's strategic direction and that their advocacy role is effective in promoting the school in the wider community.



To conclude 2017, we moved to an online approach to Reporting to Parents from K-6 and thanks to parental support a high percentage of parents received their report via email or Connect.

In 2018, our school will continue its online presence by ceasing to produce hardcopies of our fortnightly newsletter, continuing with online Reporting to Parents and take part in the online trial for NAPLAN assessment for years 3 and 5,

I am very appreciative of the work of parents and community volunteers in many aspects of the life of the school.

Staff and students continue to strive to demonstrate the Tribes Agreements as a code of behaviour which will support their development as productive members of the wider community.

A colour coding as follows is applied to the achievement of targets throughout this Annual Report:

	Above expected
	At expected
	Below expected

Kind regards

Gail Sampson

Principal

Cooloongup School Board Annual Report 2017

The school started the year with some new faces in both the staff and the School Board. Whilst the Board have no input into the employment of staff, the Board would like to congratulate the school on the appointments. I would like to thank the new members of the School Board for their efforts and input this year.

The school also had its first IPS review in May for which the school received some minor recommendations for improvements. The School Board and the school community as a whole should be very proud of the final outcome.

The School Board would also like to congratulate the P&C for the tremendous efforts in raising not only their profile within the community but raising a lot of money through various fundraising activities throughout the year making it possible for the school to buy books and equipment.

I would like to congratulate Mrs Kara Larsen on her appointment as Deputy Principal.

The School Board has reflected on and reviewed the school Vision Statement in consultation with staff and believe the statement provides a comprehensive view of our what it is we are striving to achieve as a school as we move into our second Business Plan 2018-2020 as An Independent Public School.

As part of the schools ongoing self-reflection process the School Board implemented their first School Board Survey of Effectiveness towards the end of 2017.

The results indicated that on a 5-point scale most indicators were achieved at Agree or Strongly Agree.

Important points noted were:

- Minutes, agendas and reports are received in time and accurately reflect the meeting outcomes;
- All members are encouraged to participate in meetings, express their opinions freely, expressing them in supportive, fair and encouraging discussions;
- Policies are regularly discussed and
- The chair and principal are very respectful and supportive.

It was noted that the Induction professional learning for members needs refreshing.

The School Board would also like to recognize the contribution made by our volunteers their support of the staff at the school has been invaluable.

Richard McLachlan

Chairperson of the School Board at Cooloongup Primary School

Curriculum Targets:

NAPLAN- Literacy and Numeracy results to be equal to or above that of Like Schools in Yr 3 and 5

NAPLAN Comparative Performance for Numeracy

	2015	2016	2017	2015	2016	2017
Year 3	-0.8	0.7	-1.3	56	51	42
Year 5	-0.5	-0.4	-0.2	31	38	39

NAPLAN Comparative Performance for Literacy**Year 5**

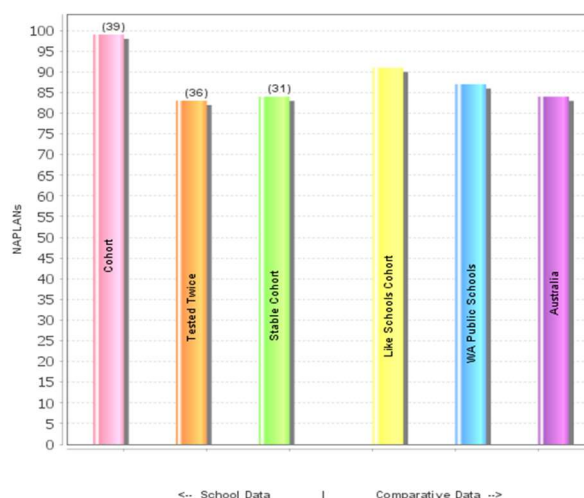
	2015	2016	2017	2015	2016	2017
Reading	-0.6	-0.6	-0.1	32	38	39
Writing	1.3	0.8	-0.7	30	38	39
Spelling	-0.5	-1.4	-0.3	32	38	39
Grammar & Punctuation	-0.1	0.0	-0.1	32	38	39

Both year groups achieved Literacy results within one standard deviation of the mean in 2017. In the final year of our Business Plan this was a successful outcome. Reading achievement in both groups was closer to the mean than previously.

Year 3

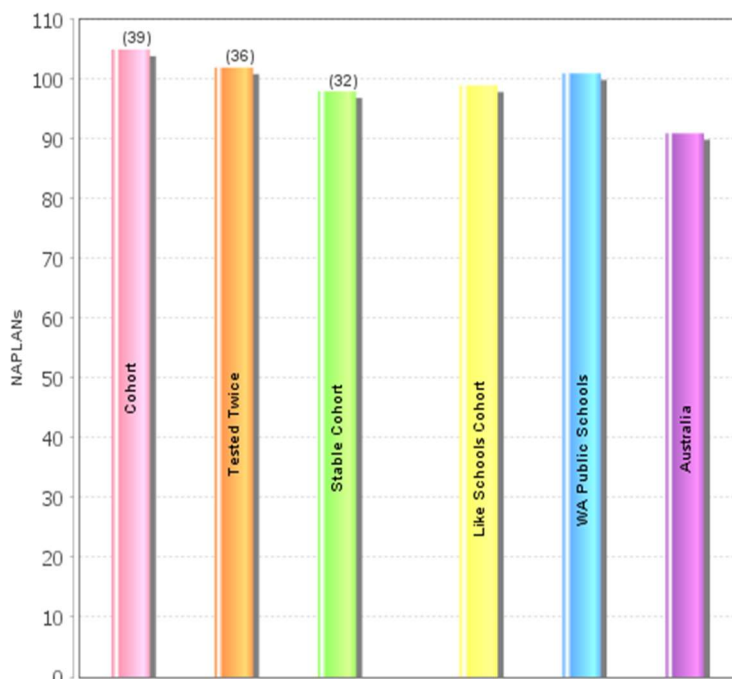
	2015	2016	2017	2015	2016	2017
Reading	-0.8	-0.7	-0.5	56	52	42
Writing	-0.4	0.5	-0.2	56	52	41
Spelling	-0.9	0.2	-0.6	56	52	41
Grammar & Punctuation	-1.1	0.5	-0.7	56	52	41

Progress from Year 3 2015 to Year 5 2017 - Reading

**Curriculum Targets:**

Numeracy results will show at least a moderate progression of 90 points between Year 3 and 5.

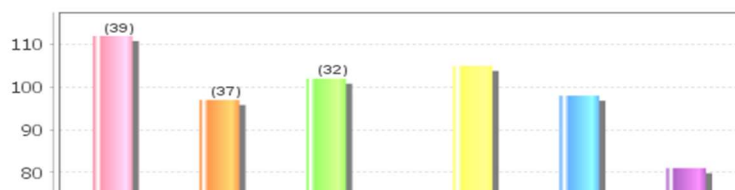
Progress from Year 3 2015 to Year 5 2017 - Numeracy



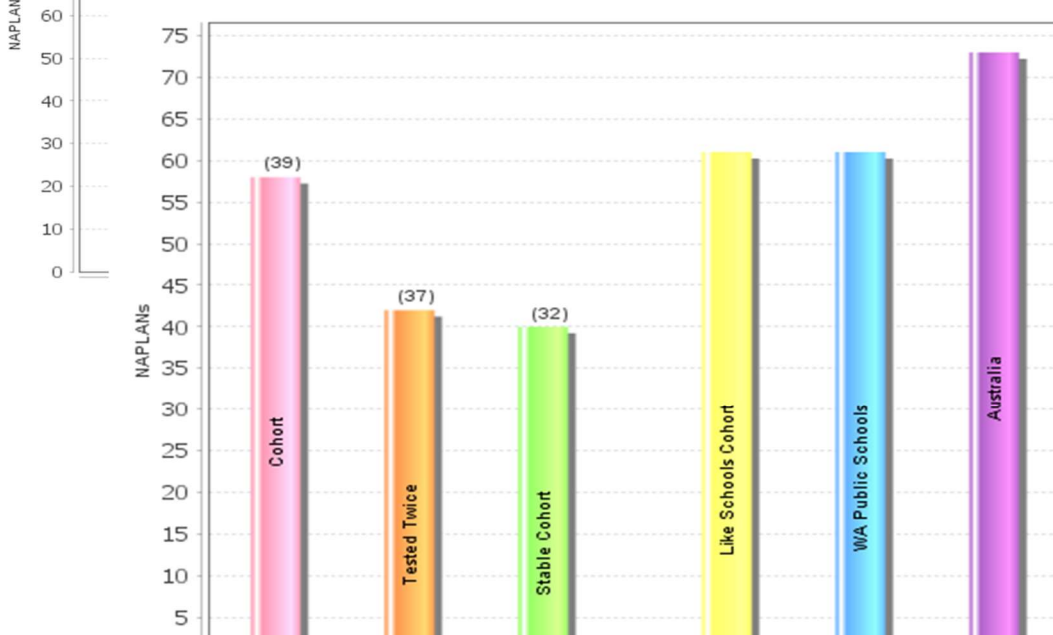
<-- School Data | Comparative Data -->

Spelling teaching and learning in year 3 resulted in a positive outcome due to the Letters and Sounds program implemented in the early years and the Sound Waves approach in the upper years. Progress made from year 3 to year 5 (2015 -2017) was greater than the minimum 90 point progress. Our students surpassed the progress of Australian Schools.

Progress from Year 3 2015 to Year 5 2017 - Spelling



Progress from Year 3 2015 to Year 5 2017 - Writing



<-- School Data | Comparative Data -->

Progress from Year 3 to 5 this year has indicated that the students have not progressed as much as expected. Ongoing whole school moderation of writing tasks occurred in 2017 and will continue in 2018 is providing evidence of areas where students are experiencing difficulty enabling a consistent approach. School based scope and sequences will be reviewed to ensure a consistent approach to teaching writing.

On reflection it appears that students use of Digital Technology has seen a decline in the students' ability to write for extended periods of time. As part of the Literacy Block there is an expectation to spend a set amount of minutes writing each day.

Data from Best Performance identifies the areas of weakness for staff to address in classes and for all staff to ensure that we address and improve identified aspects of writing.

Curriculum Targets: On Entry Assessment

On Entry Assessment results to have at least 70% of students at or above the expected Progression Point at the conclusion of year 2. (Numeracy)

65% of Pre-Primary students will achieve 1.4 or above in Numeracy Progression Points by the end of Pre-Primary.

Progression Points – Pre-Primary	% of students – Term 4 2017		Progression Points – Year 2	% of students Term 1 - 2017	% of students Term 4 - 2017
0 -0,5	4%		0-4 -1.5	31%	4%
0.6 -1.0	27%		1.6 -1.9	43 %	8%
1.1- 1.3	22%		2.0 -2.2	22%	30%
1.4- 1.6	47%		2.3 -2.6	4%	58%

Term 4 On-Entry assessment showed a considerable progress in both Pre-Primary and Year 2 Numeracy but failed to meet the challenging target set.

Speaking and Listening – Pre-Primary

Developmental Points Speaking and Listening- Pre Primary	Percentage of student s- Term One 2017	% Of students- Term 4 2017
Below 0.5	71% of students	39% well below expected
0.5 to (1.0 end of year PP)	27% of students	27%
1 to 1.1	2% achieving well above expected	34%
Developmental Points- Speaking and Listening- Year 2	Percentage of students- Term One 2017	% of students – Term 4 2017
Below 1.5 (end of year 1)	65 of students	43%
1.5 to 1.9 (2.0 end of year 2)	17% of students	19%
2.0-2.6	18% achieving well above expected	43% at or above expected

In 2017, 17 students were identified for speech assessment which provided parents with the information they required and assisted teachers to provide appropriate teaching strategies.

On Entry Developmental Points in term one, 2017 both in Pre-Primary and Year 2 indicated a need to continue extending vocabulary and comprehension. There was a significant improvement in Term 4 results.

Our English Operational plan for 2017 included a term planner developed by staff to ensure that students were provided with specific strategies to develop a wide range of skills in Speaking and Listening. Common assessment tasks were moderated for a consistent approach.

Weekly assemblies provide student leaders with the wider audience required and class assemblies illustrated growing confidence by students in speaking to a wider audience and performance.

Science

In 2017 Cooloongup students took part in year level Common Assessment Tasks and Year 3-6 students took part in an external Science testing program also.

According to external online testing our yearly growth of Science achievement was not achieved, progress was hindered due to a large number of new staff and 33% student turnover for the 2017 year. Our focus area of Earth and Space was the strand with the best yearly results for Science indicating our efforts of organising an incursion, centralising curriculum resources and promoting a standard school wide Inquiry Process had a positive effect. To provide further validation and verification of the external testing the Science committee are currently looking into a school based Science test to be implemented for each year level, this test will have a high focus on Science knowledge and skills independent of literacy ability. This test will be carried out yearly providing school based longitudinal data.

The objective to increase student's ability to collate information, make and read tables and graphs was achieved via the school wide Faction Challenge. This success was reflected in both Science and Maths testing.

The integration of Science, Technology, Engineering and Maths for the second year saw a successful school wide STEMS challenge of building different kites across the school whilst following our standard Inquiry Process. We are well on our way to achieving our target of a STEMS, student centred problem challenge in 2019.

Humanities and Social Science

We commenced 2017 with a very informative workshop based on developing the knowledge, understanding and skills in the area of Civics. A representative from the Francis Burt Law Education Program encouraged years 5 & 6 teachers to engage their students by visiting the Old Courthouse Law Museum. Teachers of other year levels found this an informative session as we worked to ensure the Civics and Citizenship content is well understood.



The Western Australian Curriculum was fully implemented in HASS in 2017 with students being provide with learning experiences through incursions and excursions and class activities.

Staff focussed on the teaching and learning cycle which included making assessments based on the judging standards materials and common assessment tasks across year levels. These teacher judgements are within one standard deviation of the mean for Like Schools and will continue to be a focus in 2018 as we work on the development of research skills using a range of resources.

Other Curriculum Areas

Our focus on the provision of English and Mathematics knowledge, understandings and skills is ongoing with progress and achievement in these areas essential. Student engagement, development of social skills and emotional wellbeing are supported by offering range of other curriculum opportunities including Indonesian, Health and Physical Education, Technology and The Arts.

Indonesian language studies continue to provide opportunities to make links and comparisons with south east Asia and the cultures of our student body.

Physical Education while providing a range of fitness and sporting activities also has had a role to play in developing social competence. In 2017 through the Sporting Schools program the school took the advantage to purchase table tennis equipment and students were given coaching provided by specialist coaches.

Staff engaged all students in Drama as our Arts specialist area for 2017 and offered an extra-curricular Drama program weekly in second semester. This dedicated group performed at the school Christmas Concert.

We continue to acknowledge student achievement and provide opportunities to develop their potential and demonstrate their particular talent.

Aboriginal Cultural Standards Framework Review

2017 saw a continuation of our school dance program for aboriginal students. Its focus was on cultural awareness and relationships with an emphasis on respect for oneself and each other. The dance group performed at two Rockingham City Council functions and at other schools as well as for our own parents, students and community. The group, although smaller than in previous years, was well supported.

Our NAIDOC activities included a special assembly, development of a wall mural with a local artist, the construction of a Mia Mia, awareness raising of local families and a range of class activities.

Staff were surveyed on their perception of aspects of the Aboriginal Cultural Standards Framework and the result was an expressed belief that in most aspects we were close to achieving Cultural Competence.



Attendance Targets:

- Reduce the Percentage of students in the moderate risk category compared to 2015 (8.4%)
- Reduce the percentage of un-authorized absences across all year levels.
- Maintain Aboriginal students' attendance rate as compared to 2015

Attendance Overall Primary

The Whole school attendance rate continues to be positive in comparison to Like schools. The Aboriginal student attendance declined in 2017 but will be above the W.A state average.

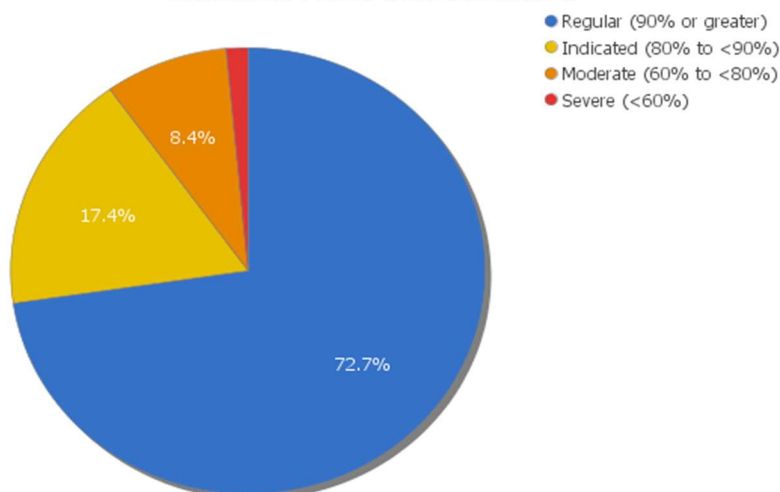
	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public	School	Like Schools	WA Public	School	Like Schools	WA Public
2015	91.6%	92.3%	93.8%	92.6%	86%	81.2%	91.7%	91.5%	92.7%
2016	92.3%	92.1%	93.7%	90.8%	84.4%	80.7%	92.2%	91.1%	92.6%
2017	92.2%	92.2%	93.8%	89.5%	82.2%	81.2%	91.9%	90.3%	92.7%

Attendance	2015 Unauthorised %	2016 Unauthorised %	2017 Unauthorised %
KIN	37%	37%	17%
PPR	43%	40%	19%
Y01	49%	40%	46%
Y02	60%	34%	37%
Y03	57%	45%	40%
Y04	51%	26%	53%
Y05	25%	54%	40%
Y06	57%	47%	44%
Compulsory	50%	39%	40%

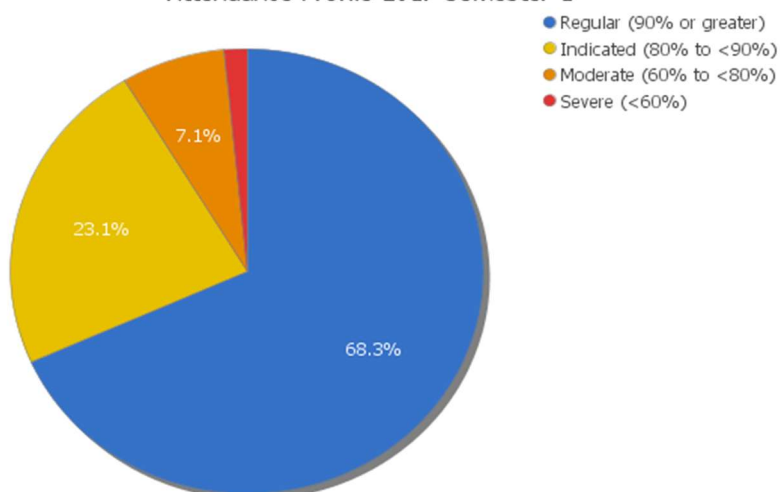
2017 attendance in most year the 3 years Business Reducing percentage to be a future.

unauthorized had declined levels over of our Plan. this will continue Target in the

Attendance Profile 2015 Semester 1



Attendance Profile 2017 Semester 1



Attendance

Students who are engaged in their learning are more likely to have regular attendance (90% or higher) and therefore a positive approach to classroom management, structured learning and the development of social skills through staff understanding of students socio-economic background is our whole school approach.

The Breakfast Club, open each morning provides students who arrive early with a place for social interaction and a breakfast if required. A small percentage of students take advantage of the Breakfast Club/Community Room when the provision of lunch is required.

Attendance targets are closely monitored and communication with parents is maintained to develop a positive approach to learning. In the region of 100 students received Attendance Certificates for achieving 100% attendance in term one 2017. We continue to strive to achieve fewer unexplained absences and note that parents are beginning to contact the school via phone, email, written notes and face to face communicate with staff.

Pastoral Care

Pastoral Care is an important aspect of Cooloongup Primary School. "Tribes" is embedded into our School Ethos with the school community following the Four Tribes Agreements.

Links with our wider community included the Salvation Army, Rotary Club, Ed Connect providing mentors, Chaplaincy Service and support of parent and community volunteers servicing the breakfast club.

Ed Connect provided mentoring for 3% of our students.

As part of Reward Day the students participated in a Term 1 Scavenger Hunt; Term 2 Cluedo challenge (Years 3-6), Pre Primary - Year 2 You can build it challenge; Term 3 lawn bowls and Term 4 an excursion.

Feedback from staff included;

- *My students LOVED the 'build it' activity for rewards day! It was a great hands-on activity and it was also a great opportunity for the students to work in a group setting with their friends.*
- *The activity was great. My kids had never played Cluedo before and they loved it.*
- *The children really enjoyed the game.*
- *During the hour, I observed the children communicating, each one taking a role in relation to the game including leadership roles.*

In Term 4, 90% of students reached the target to attend the Reward Day excursion.

Students who were given "Time out" on the bench at recess and lunchtime were 99% boys. Year 2,4,5 and 6 boys were most frequent participants.

The Suspension rate in 2017 increased from 2.9% in 2016 to 5.1% in 2017.

The School Chaplaincy program provided support through the Rainbows program, peer mediation, counselling, mentoring and coordination of the school breakfast club.

Breakfast club provided not only breakfast for 3% of the school population but also supported students who were in need of food at other times.

Staff in 2017 completed Day One of the Understanding Poverty Framework to develop staff understanding of some of the challenges that the students may experience.

The Learning Journey held in term three to show case the students learning saw 75% of families attend in most year levels.

Our Christmas Concert was well supported by 90% of the school and was a wonderful event.

Overall parent and community participation in the life of the school has continued to grow.

Relationships

Active community participation in the many activities of the school is reliant upon effective communication strategies. To make contact with parent/caregivers the school uses:

- Telephone calls – usually mobiles
- Email
- Newsletters – hard copy and email
- Letters
- Class and school notice boards
- Facebook

To conclude 2017, we moved to an online approach to Reporting to Parents from K-6 and thanks to parental support a high percentage of parents received their report via email or Connect.

In 2018, our school will continue its online presence by ceasing to produce hardcopies of our fortnightly newsletter, continuing with online Reporting to Parents and take part in the online trial for NAPLAN assessment for years 3 and 5,

As we continue to progress our Business Plan targets in the area of Relationships, Connect will provide the school with additional data with regards to parent engagement with the school in both academic and non-academic areas.

Finance

The 2017 financial year saw the finance committee allocate \$162,175.00 + the monies received for the school to manage the repairs and maintenance to the cash account. There was a carry over figure of \$83,521.00 and a reserve fund of \$49,785.00. The recommended allocation to cash from the Student Centered funding was a response to a staffing decision taken on the commencement of the year to employ an additional classroom teacher.

Reserve funds were expanded to cover the cost of the office upgrade to give all staff working in this area a more functional and secure environment. Reserve funds were also allocated to maintain our Information, Communication and Technology resources at the level required to facilitate effective administration and learning resources for both staff and students.

The School Board approved the budget allocations and thanks to donations from the community we concluded the year with a carry over figure of \$49,990. The Board expressed a belief that the percentage of Voluntary Contributions received continued to be below expectations.

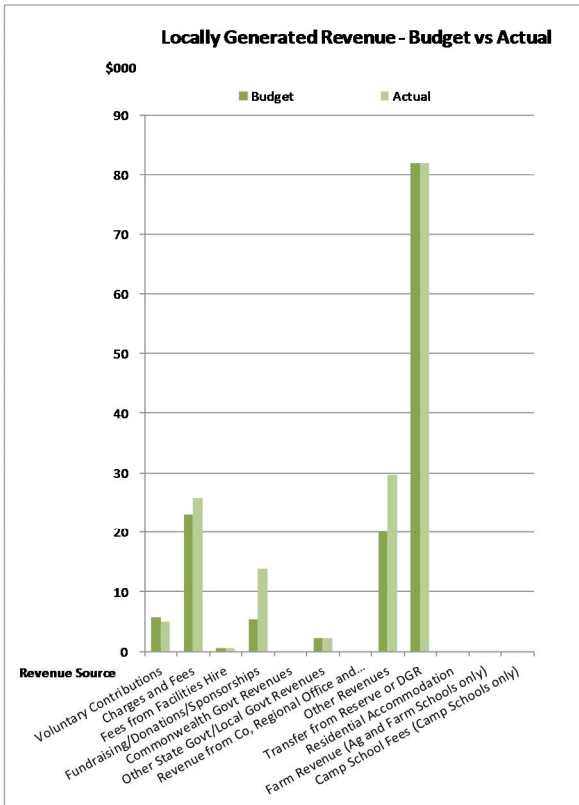
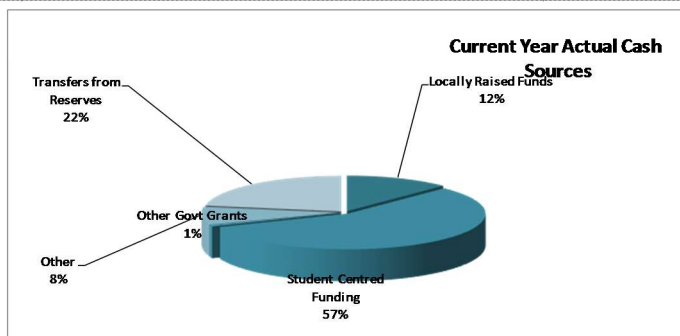
The financial statement confirms that we have complied with the School Funding Agreement of 2017.

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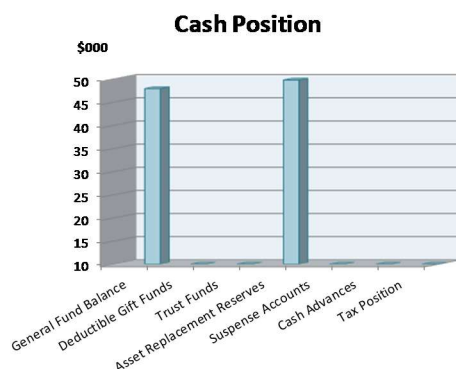
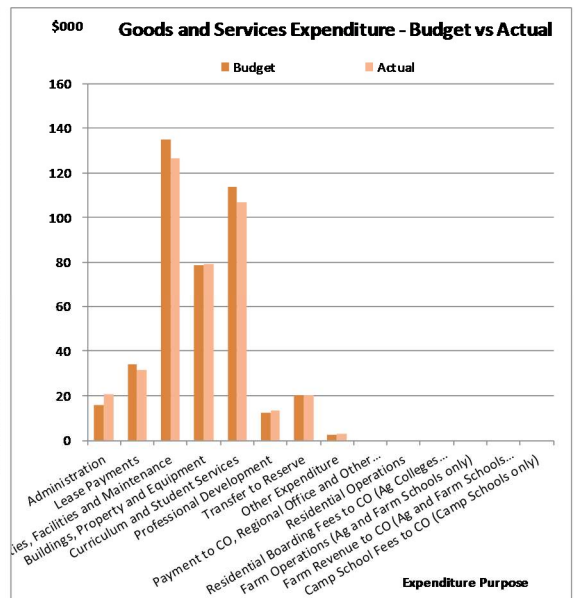
Cooloongup Primary School

Financial Summary as at 31 December 2017

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 5,832.00	\$ 5,005.95
2	Charges and Fees	\$ 23,080.00	\$ 25,793.40
3	Fees from Facilities Hire	\$ 500.00	\$ 500.00
4	Fundraising/Donations/Sponsorships	\$ 5,455.00	\$ 13,911.98
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 2,250.00	\$ 2,250.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 20,100.00	\$ 29,675.04
9	Transfer from Reserve or DGR	\$ 81,994.27	\$ 81,994.52
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 139,211.27	\$ 159,130.89
	Opening Balance	\$ 83,521.40	\$ 83,521.40
	Student Centred Funding	\$ 206,910.00	\$ 206,909.50
	Total Cash Funds Available	\$ 429,642.67	\$ 449,561.79
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 429,642.67	\$ 449,561.79



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 15,915.50	\$ 20,734.43
2	Lease Payments	\$ 33,978.00	\$ 31,586.50
3	Utilities, Facilities and Maintenance	\$ 134,951.25	\$ 126,592.59
4	Buildings, Property and Equipment	\$ 78,927.06	\$ 79,419.72
5	Curriculum and Student Services	\$ 113,828.00	\$ 106,849.71
6	Professional Development	\$ 12,100.00	\$ 13,371.35
7	Transfer to Reserve	\$ 20,000.00	\$ 20,000.00
8	Other Expenditure	\$ 2,585.00	\$ 3,083.17
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	\$ 412,284.81	\$ 401,637.47
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 412,284.81	\$ 401,637.47
	Cash Budget Variance	\$ 17,357.86	



Cash Position as at:	
Bank Balance	\$ 92,274.04
Made up of:	\$ -
1 General Fund Balance	\$ 47,924.32
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 49,785.47
5 Suspense Accounts	\$ 1,206.25
6 Cash Advances	\$ -
7 Tax Position	\$ 6,642.00
Total Bank Balance	\$ 92,274.04