Principal’s Message

2012 proved to be a challenging, yet rewarding experience for our school. In term 1 we chose to participate in the Improving Literacy and Numeracy National Partnerships Program (ILNNP). The program is federally funded. It is administered by the W.A. Education Department. Mrs Guy, Mrs Stotter, Miss Martin and Mrs de Ruiter received specialist training in how to help teachers implement strategies that are proven to work. The extra funding we get from the ILNNP will continue through to 2014.

In May all aspects of our school operations were examined by the Education Department’s Expert Review Group (ERG). The four member team examined student performance data then met with parents, students and staff. A report was produced outlining their findings and improvements that had to be made. This brought things into sharp focus for staff and a lot of thought was put in to developing our ERG Improvement Plan. It is all geared towards improving the standard of student achievement. The major areas we are focussing on are:

- Developing consistent whole school approaches to the teaching of literacy and numeracy.
- Providing appropriate levels of challenge to more able students.
- Increasing staff and student use of ICT.

Our plans have been signed off by the Director of the ERG and the Regional Executive Director. The ERG will monitor our progress over the next two years.

In line with Education Department policy, Upper Swan is part of a group of thirteen local schools known as the Swan Valley Network. The main goal of our network is to support one another with the implementation of the Australian Curriculum. We began the year with a conference at Edith Cowan University then several times throughout the year teachers from the different schools met to share planning ideas and student work samples. It proved to be an effective way for teachers to develop their curriculum knowledge.

On the sporting front, our students participated in a variety of events at the school and interschool level. Our senior students were competitive in the summer and winter team sports carnivals and managed to win the lacrosse and soccer competitions. We finished in the middle of the pack in the interschool athletics carnivals and for the third year in a row we finished runner up in the interschool cross country.

Parent participation is a major feature of our school. Whether it is through the enthusiastic work of our various P & C committees, fundraising activities, classroom help or assisting with school events; many families take the opportunity to be involved. Their efforts are appreciated and reflected in the positive image our school has in the wider community.

One of the fabulous highlights for the year was the Art Show, Book Fair and Choir performance. These combined events brought the school community together in a relaxed festival atmosphere. The money the P & C raised helped us ensure all classrooms have interactive whiteboards and that our computer network has the capacity it needs to be reliable.

In summing up 2012, I can assure you our school is on the right track. The process of reflection and improvement is an ongoing cycle that we’re committed to in order to do the best we can for your children.

Stephen Green - Principal
Upper Swan Primary School – 2012 Annual Report

Upper Swan School Purpose Statement
We will create a learning environment that provides students with the opportunity to develop the academic and social skills they need to achieve their individual potential.

Maximising Student Learning
In a school review parents and staff identified the following factors as crucial elements that create an optimal learning environment for your child’s learning:
1. Respectful and productive relationships between students and staff; staff and parents; the school and parents and the school and the wider community.
2. Students whose mental, physical and emotional health and well being are nurtured at home and at school.
3. Skilled and knowledgeable teachers and education assistants.
4. The principal, associate principals and expert teachers provide strong instructional leadership throughout the school.
5. Staff create safe, caring and inclusive classrooms where children are encouraged to have a go.
6. The resources needed to provide students with a range of learning opportunities.

Highlights and Celebrations

Environmental Programs
With the support of the P & C, parents and students, Mrs Holmes led the promotion and development of our environmental programs that aim to teach children about sustainability. The student Green Team assisted Mrs Holmes with the management of our initiatives that include:
- Caring for chickens and their coop.
- Collecting and selling eggs.
- Recycling of classroom and food waste
- Vegetable and herb gardens
- Worm farm /
- Compositing of food scraps and garden waste.
- Waste Free Wednesday

ANZAC Assembly
Our ANZAC commemoration was held in the final week of term 1. A number of our students belong to the Herne Hill Scout Group. They assisted Mrs Stotter with the running of the assembly and the laying of wreaths.

Healthy Living Day
In September our Pastoral Care team organised a Healthy Living Day. Students were placed in multi-aged groups. They participated in a range of cooperative tasks and got to make healthy snacks. Parents were able to join the groups as well as attend sessions on topics such as raising adolescents and how to prepare healthy lunchbox snacks. The success of the day enabled our school to achieve bronze level status in the WA Health Department’s School Drug Education and Road Awareness program. Congratulations to Miss Kongras, Mrs Stotter and Mrs Saklani for their efforts.

Multi-Lit Reading Program
Education Assistants and parent volunteers provided assistance with reading before school and during the first session of the day. Many of the students involved made exceptional progress. The program was coordinated by Mrs Guy.

Instrumental Music
Several students from year 3 to year 7 participated in instrumental music lessons run by the School of Instrumental Music; who provide us with specialist music teachers. To be selected for lessons children need to score well on an aptitude test. Our students learn violin, cello, guitar, clarinet and trumpet.

Crunch ‘n’ Sip
Mrs Holmes promotes healthy eating through the Crunch ‘n’ Sip program. Children are allowed to bring water bottles, fruit and vegetable snacks into their classroom. Under teacher direction, they are able to eat and drink during class time. Mrs Holmes runs competitions to encourage children to eat healthy snacks.
Art Show and Book Fair
In October the P & C and school staff jointly organised the Art Show and Book Fair. Student art works were displayed, with some available for purchase. Parent helpers ran the book fair that enabled many families to make an early start to their Christmas shopping. Mr Taylor arranged a choir performance then put on his own solo show. It was an evening to remember.

Student Talent Quest
The annual talent quest is held every year in term 4. Students audition at the classroom level to decide who makes the final. Children then perform in front of the school. It’s always a thrill to see the many talents our students have.

Student Leadership Programs
Miss Kongras (Level 3 Teacher Leader) runs our highly successful student leadership programs. Children have the opportunity to participate in:

- Student Council
- Peer Mediation
- Young Leaders Day
- Year 7 Leadership Camp
- Sport Captains (Mr Taylor)

Our student leaders develop skills in problem solving, active listening, organisation of events and using initiative. When our students move on to secondary school we often receive feedback on the quality of their leadership.

Graduation, Awards and Celebrations
The last four weeks of the year are full of exciting events that are well attended by parents and family members.

It begins in late November with a farewell dinner for Year 6’s that is followed by Miss Kongras’s class drama production; the school dance concert; year 7 graduation; year 1 to 6 awards assembly and the year 7 awards dinner. These events create harmony and community spirit as they bring the school community together to celebrate the achievements of our students.
Upper Swan Primary School – 2012 Annual Report

**Student Performance**
The school review process enables staff and the School Council to collect and review student performance data then make recommendations for improvement. The data that is analysed includes:
- National Assessment Program for Literacy and Numeracy (NAPLAN) – years 3, 5 and 7
- Monitoring Standards in Education – Science; Society and Environment: years 5 and 7
- Reading and Spelling age standardised tests
- Reading Recovery levels
- Teacher judgements collected from reports
- Behaviour and attendance records
- Information from surveys of parents, staff and students.

Committees are formed to review student performance and develop improvement plans. In 2012 we had additional plans linked to the ERG process and the Improving Literacy and Numeracy Partnerships Program. Our priorities were English: Reading; Maths: Number Operations, Measurement and Geometry; and Pastoral Care.

**Relative Assessment: Comparison to Like Schools**
One of the most frequent forms of data we look at is comparing our results to schools that are in the same socio-economic group.

The graphs that follow show our NAPLAN results. Our average score is plotted against the average score of like schools.

The school review process involves identifying trends in our data; investigating the reasons for those trends then implementing a plan to address identified needs.

Making broad statements about year 7 results is difficult due to the small number of students we have in that year level.

Assemblies are always something to look forward to.

**Reading**
The Reading graph shows improved results for year 3 in 2010 and 2011 to the point where we have almost closed the gap to like schools, but fell away somewhat in 2012.

Year 5 shows an increasing gap from 2009 to 2011, but was much better in 2012.

Year 7’s are usually close to the like school average. This group excelled in 2012.

**Numeracy / Maths**
In 2012 all year groups were equal to or above the like school average. In year 3 there has been improvement since 2009. In year 5 there has been a steady decline over the last four years, but a marked improvement in 2012.

Year 7 results are generally steady, with an outstanding result in 2012. Whilst 2012 results are encouraging, we need ensure we maintain our improvement by carefully examining data in order to identify areas of specific needs as well as a focus on identifying individual student needs.
Between 2008 and 2011 year 5 and 7 results show a general downward trend. In 2012 all year groups improved their results, with enormous improvement shown in year 7.

In years 3 and 5 we are closing the gap on like schools. There is still much to be done to sustain our improvement by increasing teacher knowledge and understanding of acceptable standards, effective teaching strategies and the demands of the Australian Curriculum.

Spelling results in 2012 were virtually identical to the like school mean, with year 3 and year 5 scoring above like schools. There was a marked improvement in year 5 results that we aim to maintain through our re-vamped program that is supported by resources such as Words Their Way and Jolly Phonics as well as developing the ability to spell commonly used words.

In 2012 all year groups improved their results, with enormous improvement shown in year 7.

Spelling

Grammar and Punctuation

In year 3 there has been steady improvement from 2009 through to 2011. The gap to like schools has been reduced. Even though there was a decline in 2012, it was matched by like schools.

In year 5 the gap that was evident up to 2011 closed significantly in 2012. There is no clear trend for year 7’s. After a significant dip in 2011 there was marked improvement in 2012.

Summary

2012 results were a significant improvement on previous years. This is encouraging. We must continue to focus on delivering evidence based learning and teaching methods in the early years of schooling and continue our focus on tracking student progress right through the school, particularly in the middle years. Up until 2011 our showed a steady decline between year 3 and year 5. We need to ensure teachers in this sector of the school have the professional knowledge needed to identify and address specific learning needs.

Spelling

Guided Reading is one of our major strategies.
Upper Swan Primary School – 2012 Annual Report

Value Added
With NAPLAN tests, we can measure the increase in scores between year 3 and year 5; then again between year 5 and year 7. We can work out the rate of progress students make. The value added information is only available for Reading and Numeracy.

The graphs that follow show the percentage of students we have in each rate of progress category. The dotted black line shows how many children we should have in each category.

If there is a pink section in the middle bar, it means we have students who scored maximum results in both year levels; making it difficult to assess their progress. The Education Department assigns these students as having made moderate progress.

Reading – Value Added
Progress Year 3 to Year 5
The graph shows that while not many students made very high progress, greater than the expected number made high progress. The very low and low progress categories were very much the same as like schools, which is a major improvement for us as we are usually over-represented in their categories.

Reading Progress Year 5 to Year 7
The value added from year 5 to year 7 in Reading is encouraging, with more students than expected making moderate, high and very high progress. At the same time there are no students in the very low progress category.

Numeracy / Maths – Value Added
These graphs show that in 2012 we had more than the expected number of students making high or very high progress. This is a significant achievement for our teachers and students.

At the same time we have reduced the number of students making very low or low progress.

Value Added Summary
This data shows that between 2010 and 2012 we have had a significant impact on the improving student performance at a rate that is above expectations. This is the best value added data we have ever had. The challenge now is to maintain these results.
Science
The W.A. Syllabus and Primary Connections are the major resources teachers use to determine the content of their programs. Our focus was on investigation skills and teaching content by integrating Science with Literacy. These tables show the percentage of Upper Swan students achieving top, middle and low range scores on their W.A. state Science test (WAMSE) compared to students from like schools.

Science MSE Results

<table>
<thead>
<tr>
<th>Year 5 Science</th>
<th>Upper Swan</th>
<th>Like Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top 20%</td>
<td>12%</td>
<td>16%</td>
</tr>
<tr>
<td>Mid 60%</td>
<td>60%</td>
<td>51%</td>
</tr>
<tr>
<td>Low 20%</td>
<td>29%</td>
<td>33%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 7 Science</th>
<th>Upper Swan</th>
<th>Like Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top 20%</td>
<td>16%</td>
<td>29%</td>
</tr>
<tr>
<td>Mid 60%</td>
<td>79%</td>
<td>54%</td>
</tr>
<tr>
<td>Low 20%</td>
<td>5%</td>
<td>17%</td>
</tr>
</tbody>
</table>

Science - Relative Assessment
The numbers are a rating scale. Red zone 3 means a lower than expected result when compared to like schools; with yellow being at the expected level. Green 1 is used when scores are above the expected level.

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 5</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Year 7</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

Science Summary
In general the year 7 results are reasonably good. There is a tendency to have a big group with mid range scores with not as many with top and low range scores. The year 7's compare well with like schools, as shown by the “yellow 2” rating.

Science
In year 5 there was a major increase in the number of students with mid-range or high-range scores to the point where performance levels were better than like schools.

Society and Environment

<table>
<thead>
<tr>
<th>Year 5 Society and Environment</th>
<th>Upper Swan</th>
<th>Like Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top 20%</td>
<td>21%</td>
<td>14%</td>
</tr>
<tr>
<td>Mid 60%</td>
<td>57%</td>
<td>63%</td>
</tr>
<tr>
<td>Low 20%</td>
<td>21%</td>
<td>23%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 7 Society and Environment</th>
<th>Upper Swan</th>
<th>Like Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top 20%</td>
<td>32%</td>
<td>29%</td>
</tr>
<tr>
<td>Mid 60%</td>
<td>63%</td>
<td>58%</td>
</tr>
<tr>
<td>Low 20%</td>
<td>5%</td>
<td>13%</td>
</tr>
</tbody>
</table>

Society and Environment - Relative Assessment
The numbers are a rating scale. Red zone 3 means a lower than expected result when compared to like schools; with yellow being at the expected level. Green 1 is used when scores are above the expected level.

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 5</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Year 7</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>
**Upper Swan Primary School – 2012 Annual Report**

**Society and Environment Summary**
Year 5’s showed great improvement in 2012 with many more students achieving high range scores while fewer students has low range scores.

Generally the year 7’s compare well with like schools, with many more students with top range scores compared to like schools.

**Other Learning Areas**

**Technology and Enterprise**
Technology and Enterprise is process oriented with an emphasis on skills. Students use the “research – design – make – appraise” process to learn about the properties of, and uses for, various materials.

**LOTE / Indonesian**
Students from years 3 to 7 participated in Bahasa Indonesian lessons with Ibu Panisilvam. In the junior years the focus is on speaking and listening with an increasing emphasis on written language in middle primary. In years 6 and 7 there is more emphasis on reading and comprehending Indonesian.

**Physical Education**
Mr Andrew Taylor is our Physical Education specialist. Mr Taylor’s programs up to year 3 have a focus on fundamental movement skills. From year 4 upwards the emphasis changes to fundamental games skills.

Students are given the opportunity to participate in a number of sports at the school and interschool level. All children from pre primary to year 7 have the opportunity to attend swimming lessons at Swan Park Leisure Centre.

**The “Beep” Test**
is a fitness test where children have to repeatedly run approximately 20 metres in a set time. The time is signalled by a beep. The longer the test goes, the harder it gets as the time between beeps decreases.

<table>
<thead>
<tr>
<th>Year</th>
<th>Expected Average</th>
<th>Term 1 Average</th>
<th>Term 4 Average</th>
<th>Low Score</th>
<th>High Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2.4</td>
<td>2.8</td>
<td>3.4</td>
<td>2.1</td>
<td>5.2</td>
</tr>
<tr>
<td>2</td>
<td>2.7</td>
<td>3.6</td>
<td>4.5</td>
<td>2.6</td>
<td>6.9</td>
</tr>
<tr>
<td>3</td>
<td>3.1</td>
<td>3.8</td>
<td>4.6</td>
<td>2.2</td>
<td>8.2</td>
</tr>
<tr>
<td>4</td>
<td>3.4</td>
<td>4.6</td>
<td>5.2</td>
<td>2.2</td>
<td>10.1</td>
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<tr>
<td>5</td>
<td>3.6</td>
<td>5.2</td>
<td>5.9</td>
<td>2.7</td>
<td>8.7</td>
</tr>
<tr>
<td>6</td>
<td>5.1</td>
<td>5.7</td>
<td>6.4</td>
<td>2.9</td>
<td>10.7</td>
</tr>
<tr>
<td>7</td>
<td>5.4</td>
<td>6.8</td>
<td>7.6</td>
<td>3.5</td>
<td>11.1</td>
</tr>
</tbody>
</table>

The average score for all year levels is above expectations in term 1 and term 4. Each year group made a similar degree of improvement during the year.
Upper Swan Primary School – 2012 Annual Report

The Arts

Music and Dance
Mr Andrew Taylor organised excellent programs in music education and modern dance. The music program focuses on teaching fundamental concepts. Students use instruments to learn about rhythm; they play along with songs, learn how to play short pieces and do performances for their class.

In term 4 the major focus is preparation for the school concert. This year’s theme was the 13 days of Christmas as we had 13 items. Mr Taylor works with every class to produce each item.

Choir
Our choir practiced twice per week in an early morning session that runs from 8:30 to 9:00am. The main focus for the year was doing feature performances at special school events such as ANZAC Day, Remembrance Day, the Art Show and school assemblies.

Instrumental Music
The School of Instrumental Music provide lessons for students identified with musical talent. Last year we had students learning violin, cello, guitar, trumpet and clarinet. Students were given the opportunity to perform at school assemblies, the Awards Assembly and the Term 3 Talent Quest.

School Concert
An annual highlight is our school concert that is conducted in December every year. This year’s theme was Christmas. The concert is a joint venture between the P & C, parents, staff and students. For the last four years the concert has been staged at Calisthenics WA headquarters in Midvale. Once again the event was well supported and a great success.

Visual Arts
In 2012 Mrs Cepo was permanently appointed as our Visual Art specialist. Classes from years 1 to 7 have one hour of specialist art per week.

With great support from the P & C, Mrs Cepo hosted a student art show that was a tremendous success. On display were many works demonstrating creative talent as well as skills in drawing, painting, sculpture and clay work.

Other Programs

Student Leadership
We provide leadership development opportunities to our senior students. The programs are coordinated by Miss Kongras. A group of 32 year 6 and 7 students were trained in conflict resolution skills as part of the Peer Mediation program. Peer mediators were rostered in the playground, alongside duty teachers, to solve minor disagreements. The mediators learned the importance of trust, teamwork and responsibility whilst enhancing their communication skills.

The Student Council consisted of twelve year 7 students and 4 year 6 students who were responsible for running assemblies, coordinating fundraising events and several school competitions. The Councillors were mentored by Miss Kongras; with a focus on organisation and leadership skills. All year 7 students were invited to attend the annual Young Leader’s Convention in the city to network with students from other schools, and be inspired by high profile guest speakers who shared their leadership experiences.

School Chaplain
Our chaplain, Jodie Bertram, was first appointed in April 2009. Jodie works closely with children, teachers and families; providing support and counselling. Jodie’s work included running friendship groups; attending the year 7 camp; helping out at carnivals; working alongside teachers in classrooms and counselling individual students.
### Upper Swan Primary School – 2012 Annual Report

**Financial Summary as at 8 April 2013**

<table>
<thead>
<tr>
<th>Revenue - Cash</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Voluntary Contributions</td>
<td>$10,175.00</td>
<td>$10,471.00</td>
</tr>
<tr>
<td>2 Government Allowances</td>
<td>$28,591.00</td>
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<tr>
<td>3 P&amp;C Contributions</td>
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<tr>
<td>4 Fundraising/Donations/Sponsorships</td>
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<td>$1,285.95</td>
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<tr>
<td>5 DoE Grants</td>
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<td>$203,383.12</td>
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<tr>
<td>6 Other State Govt Grants</td>
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<td>$18,212.75</td>
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<tr>
<td>7 Other</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>8 Transfers</td>
<td>$5,318.36</td>
<td>$5,304.86</td>
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<tr>
<td>9 Transfers to Reserves</td>
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<tr>
<td><strong>Total</strong></td>
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**Opening Balance**

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<td>$41,340.00</td>
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**Total Funds Available**

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<tr>
<th>$000</th>
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<tbody>
<tr>
<td>$309,840.77</td>
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</table>

**Bank Balance**

<table>
<thead>
<tr>
<th>$000</th>
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</thead>
<tbody>
<tr>
<td>$91,693.18</td>
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</tbody>
</table>

**Cash Position as at:**

<table>
<thead>
<tr>
<th>$000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bank Balance</td>
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</table>

**Made up of:**

<table>
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<tr>
<th>$000</th>
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<tbody>
<tr>
<td>General Fund Balance</td>
</tr>
<tr>
<td>Deductible Gift Funds</td>
</tr>
<tr>
<td>Trust Funds</td>
</tr>
<tr>
<td>Reserves</td>
</tr>
<tr>
<td>Expense Accounts</td>
</tr>
<tr>
<td>Cash Advances</td>
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<tr>
<td>Tax Position</td>
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</table>

**Total Bank Balance**

<table>
<thead>
<tr>
<th>$000</th>
</tr>
</thead>
<tbody>
<tr>
<td>$91,693.18</td>
</tr>
</tbody>
</table>

### Current Year Actual Revenue Sources

- **Locally Generated Revenue**: 22%
- **DoE Grants**: 72%
- **Other**: 2%

### Expenditure - Budget vs Actual

<table>
<thead>
<tr>
<th>Expenditure Purpose</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
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<tr>
<td>Leases</td>
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<tr>
<td>Utilities</td>
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<tr>
<td>Repairs/Maintenance/Grounds</td>
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<tr>
<td>Building Fabric and Infrastructure</td>
<td>$27,972.00</td>
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<tr>
<td>Education Services</td>
<td>$73,490.20</td>
<td>$74,200.85</td>
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<tr>
<td>Other Specific Programs</td>
<td>$18,041.00</td>
<td>$15,983.89</td>
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<tr>
<td>Salary Pool Payments to Central Office</td>
<td>$35,810.00</td>
<td>$35,000.00</td>
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<tr>
<td>Other</td>
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<td>$18,073.58</td>
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<tr>
<td>Transfers to Reserves</td>
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<td>$16,900.00</td>
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<tr>
<td><strong>Total</strong></td>
<td>$297,013.60</td>
<td>$270,323.56</td>
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</table>

**Revenue Source**

**Expenditure Purpose**

<table>
<thead>
<tr>
<th>$000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
</tr>
<tr>
<td>Leases</td>
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<tr>
<td>Utilities</td>
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<td>Repairs/Maintenance/Grounds</td>
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<td>Building Fabric and Infrastructure</td>
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<td>Education Services</td>
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<tr>
<td>Other Specific Programs</td>
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<tr>
<td>Salary Pool Payments to Central Office</td>
</tr>
<tr>
<td>Other</td>
</tr>
<tr>
<td>Transfers to Reserves</td>
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Surveys
Every two to three years parents, students and staff are surveyed to gain an understanding of our strengths and needs. The results of these surveys influence our priorities, policies and practices. The most recent parent survey was conducted in November, 2011.

Items With the Highest Satisfaction Rating
1. My child enjoys being at school.
2. I feel well informed about the activities of this school and its students.
3. This is a safe and secure school.
4. Teachers at this school are professional, committed and enthusiastic.
5. Teachers at this school treat my child fairly.
6. School staff are approachable and willing to talk about my child’s progress.
7. This school encourages a sense of pride in achievement and a sense of self worth.

Positive comments were mostly in the following areas:
- Sense of community; positive community atmosphere;
- Friendliness and caring
- Caring nature and approachability of staff.

Items With the Lowest Satisfaction Rating
1. This school does not have a bullying problem.
2. The rules and consequences relating to discipline are well understood by both staff and students.
3. There is effective behaviour management in my child’s classes.
4. I am informed promptly if my child has a problem.
5. Staff at this school address my concerns.
6. At this school my child’s interests and talents are being developed.

Comments on areas that need a focus related to:
- Regular and immediate communication when there is a concern about academic progress or behaviour.
- Higher quality written communication.
- Behaviour management; including consistency and issues linked to bullying.
- Enhancement of learning programs in The Arts (music & drama).
- Engagement of boys.
- Lack of extension for high performing students in some classes.

Staff Survey
The staff was asked to identify positive elements of the school areas of focus.

The most frequent positive comments were in the following areas:
- The positive nature of the school.
- Caring attitude and friendliness of parents, students, colleagues and the wider community.
- The extent most teachers go to in order to provide appropriate programs that cater for different needs.
- The majority of staff being positive about teaching.
- The school offers a safe, caring and inclusive environment for students and staff.

Aspects to be improved on included:
- More opportunities for professional development.
- A greater degree of feedback on their performance.
- School leaders and colleagues taking more interest in their career development.
- More information for parents on school programs.
- Improved communication between all staff ranging from upcoming school events to “big picture” issues relating to the direction our school is heading in.
Student Survey
Students were asked to comment on what they like about the school and what could be improved.

They are most positive about:
- Year 7 Camp
- Student leadership programs
- Dance concert
- Talent quest
- Fundraising / dress up days.
- Sports carnivals.
- Relationships they have with most teachers.
- The respect most students have for each other.
- Class meetings to solve problems.
- Interesting incursions and excursions.

Areas that students would like to improve included:
- Make sure they are listened to when something goes wrong.
- Being safe from bullies; stop rough play, name calling and teasing.
- Getting the playground fixed up.

Concluding Remarks
I trust that, by reading this report, you have gained insight to the various elements that make up our school. In particular, both the academic and non-academic programs we run in order to maximise your children's potential. The performance information contained within enables you to judge how successful we have been in our endeavours.

S. Green (Principal)

School Council Members

Prema Saklani _________________________

Erica Stotter __________________________

Tanya Taylor __________________________

Erica Stotter __________________________

Dianne Petrich __________________________

Tanya Taylor __________________________

Natalie Gasson __________________________

Janie Brown __________________________