

2020

NORTH MANDURAH PRIMARY SCHOOL REPORT



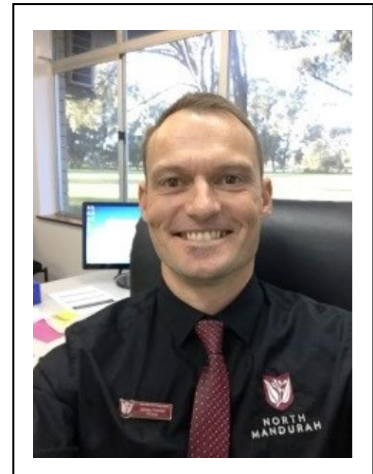
Annual Report

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PRINCIPAL'S WELCOME

The North Mandurah Primary School Community take the utmost pleasure in presenting our 2020 Annual Report. Our report celebrates the innovation, change, improvement and embracement of evidence based teaching practices, that bring a blend of experience and expertise to the implementation of the Western Australian Curriculum at North Mandurah Primary School.



North Mandurah Primary School, and the caring community it represents, prides itself on its motto of 'Together We Succeed'. Our vision statement of "Getting it right for every student" is pivotal to every minute of every day at our school and is embraced by, and at the heart of, our wider school community.

2020 was North Mandurah Primary School's year to celebrate success in the face of adversity (COVID, subsequent cancellation of NAPLAN and our immersion into online learning). In our journey as an Independent Public School we have embraced the journey of our new Business Plan and the second year of our highly acclaimed Specialised Learning Program Autism (SLP-A) - providing significant opportunities to celebrate our school motto 'Together We Succeed'.

Our 2020 Annual School Report demonstrates and is supported by our engagement in the Fogarty EDvance program, which underpins our school's initiatives and beliefs: :

High Academic Achievement – we believe in high academic achievement that is underpinned by evidence based practice in teaching and learning.

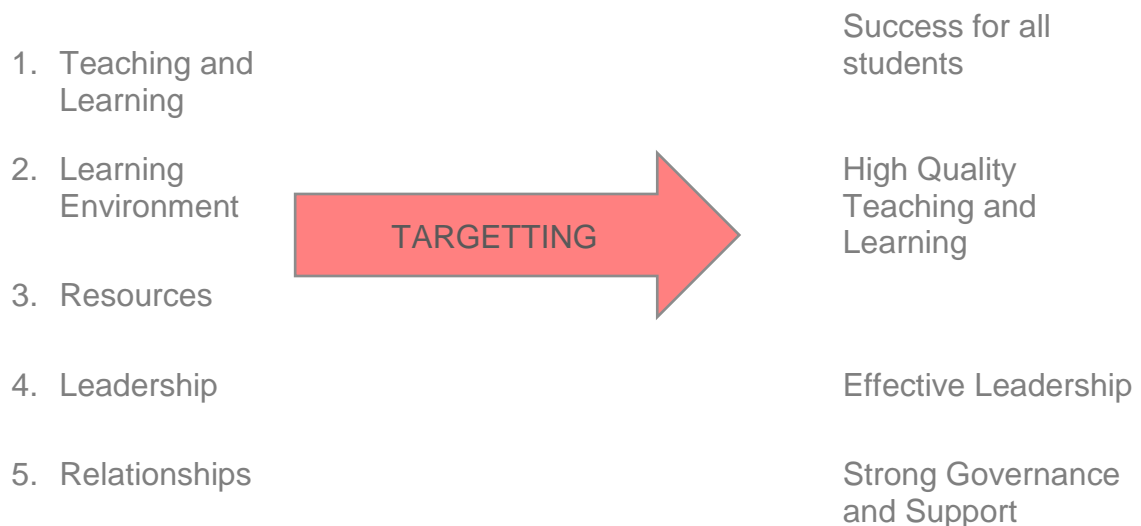
Student and Staff Wellbeing – we believe in wellbeing, equality and inclusion

Staff Capacity – we believe in building staff capacity.

The 2020 Annual Report is a summary of the school's performance for the 2020 school year whilst utilising the vital data of 2019 NAPLAN data. 2020 sees us arrive in the centre of our 2019 – 2021 Business Plan cycle. 'My Schools' website, our NMPS Website, our NMPS Facebook page, our school newsletters and the Department of Education's 'Schools Online' site support and exemplify the Annual Report's holistic overview of the school's operations, performance, improvement and indeed growth throughout the 2020 school year.

It is vital to take this opportunity to recognise the importance of our entire school community's outstanding support, encouragement, guidance and their commitment to improving every student's learning opportunities whilst 'Getting it Right for Every Student'.

This report outlines the progress we have made in relation to the outcomes and performance targets set within our 'Business Plan 2019 – 2021' **Priorities**:



All of our school community maintain high expectations for our students behaviour and academic achievement underpinned by North Mandurah Primary School's values of:

Be a Learner
Be Respectful
Be Safe
Be a Good Citizen

Our dedicated staff and school community are to be acknowledged for their continued devotion, expertise and experience that has been so important to the growth and improvement we have demonstrated in our 2020 Annual School Report. The North Mandurah Primary community is once more proud of the advancement we continue to make in reaching key learning milestones and and hope that you too are proud to read of our school's journey of success.

James Peletier (Principal)

Christine Henderson (Acting Principal)

SCHOOL SETTING

A rich history of tradition is embedded at North Mandurah Primary School – many of our families are multigenerational families who have chosen our school for their children. Our school embraces the diversity of its community and students, and importantly our community and students embrace North Mandurah Primary School. In 2020 16 % of our students were Indigenous and 5% come from homes with Language backgrounds other than English. The school’s transiency rate was 25 % and a significant proportion of our students’ families have decided to make North Mandurah Primary School their school of choice for many reasons. We are in fact becoming a school of choice in the region.

<p>Our index of Community Socio Educational Advantage (ICSEA) was 931 (9) for 2020.</p>	<p>307 students attended NMPS in 2020 from Kindy to Year 6</p>	<p>NMPS continues to be a part of the Mandurah Schools Network (MSN) of which James Peletier, our Principal, is the Network Principal.</p>	<p>Our dedicated staff consist of 25 teachers and 29 non-teaching staff</p>	<p>16% Aboriginal student population</p>	<p>14% of students receive Disability Resource Funding</p>	<p>Student transiency was 25% in 2020</p>
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North Mandurah Primary School’s ICSEA, in 2020, was 927. The trend over the last five years has changed from 29 % being in the bottom quarter to 59 % in 2020. This continues to be vital for us to reflect on as a school community and is pivotal in identifying the necessary interventions and support needed.

Our school is located only 1.5 kilometres from the beaches, 4kilometres to our town centre, and having both industry and housing within a very short walking distance of our school. Our school is now a HUB of learning, centred in an industrial and commercial area, but most importantly at the centre of our school community’s lives.



2019-2021 BUSINESS PLAN

FOCUS: 15 targets across North Mandurah Primary School's 5 priority areas.

Teaching & Learning

1. NAPLAN data improved to at or above like schools
2. Baseline data shows progress at or above expected literacy & numeracy levels
3. On Entry Data- increase cumulative frequency score to equal or above state average
4. Improved engagement, adaptive behaviours and academic achievement for students with ASD
5. Improved teacher capabilities and talent development in the top percentile according to the OHI survey

Learning Environment

6. Improve attendance from 88% to 93%
7. Teachers effectively implement whole school Explicit/Direct Instructional Model supported by peer feedback
8. PBS initiative impacting the school as a safe, respectful, learning and good citizen focus (ABE data <80% consistent in all areas.)

Resources

9. ICT Resources enhancing 21st century skills for students including critical thinking, problem solving, communication and collaboration
- 10 Full implementations of Gradexpert across the school to measure progress against researched based and proven literacy & numeracy programs for classrooms by 2020

Leadership

11. Increase leadership OHI survey outcome profile to top quartile
12. Student Leaders provided with voice, key roles & responsibilities

Relationships

13. Improved School Survey responses
- 14 Fully functioning P&C and School Board
- 15 Partnership with Fogarty EDvance Foundation and Mandurah Schools Network to improve open and trusting OHI survey results to top percentile

TEACHING AND LEARNING

TARGET 1 - NAPLAN data improved to at or above like schools

Target Rating		
Stagnant	Working Towards ↗	Achieving

North Mandurah Primary continues to be 'working towards' our target and on track to achieving it within the three-year cycle. Our summary rating is very close to 'achieving', with only Year 5 Reading currently missing the target.

NOTE: *The cancellation of the 2020 NAPLAN testing for our Year 3 and Year 5 students provided an ideal opportunity for the school to reflect on the 2019 NAPLAN results. As a school, during staff, phase and line management meetings we discussed the anticipated projections of the stable Year 3 cohort with existing staff and the Year 5 cohort during transition discussions with our feeder schools (John Tonkin College, Coodanup College, Coastal Lakes College, Comet Bay College, Halls Head High School, Frederick Irwin Anglican School, Mandurah and Austin Lakes Baptist Colleges an Mandurah Catholic College) whilst highlighting the impact these projections would have on the planning and programmes at North Mandurah Primary School.*

SUMMARY

Our 2019 Year 3 NAPLAN results- were extremely pleasing. The results reflected the significant progress of our students reaching the 'green zone' in all aspects of NAPLAN. Our Year 3 students performed well above expectations against our like schools. This result brought tremendous validation of the adoption of our North Mandurah whole school explicit instruction model, our evidence based intensive learning programs, our innovative and fun lessons and our effective professional learning communities (PLC) . The 'North Mandurah Way' allows our teachers to continue to support each other with data analysis, teaching techniques and streaming ability levels to drive and to provide the momentum of improvement into the future. .

Our 2019 Year 5 NAPLAN results- demonstrated gains in both Writing and Numeracy returning to the expected performance. Spelling maintaining the expected performance of 2019 results. Grammar & punctuation fell, which was disappointing but remain in the 'yellow zone'. Our adoption of the evidence based programme Spelling will hopefully promote us to exceed the current expected performance level the students were placed in 2019. . Reading slightly dropped into the 'red zone' (below expected performance), however the evidence based programme (Cars& Stars) and the promotion of high impact responses and are now embedded to improve performance to expected levels.

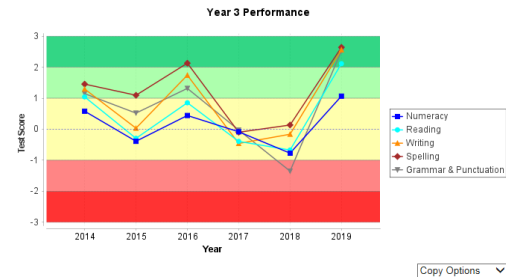


DATA & RESULTS – NAPLAN

North Mandurah Primary School (5661)		Principal	Christine Henderson
Comparative Performance Summary		ICSEA: 931 (9)	
	Year 3	Year 5	
	2017	2018	2019
Numeracy	-0.1	-0.6	1.1
Reading	-0.4	-0.7	2.1
Writing	-0.5	-0.2	2.6
Spelling	-0.1	0.1	2.6
Grammar & Punctuation	-0.0	-0.3	2.5

■ 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
 If blank, then no data available or number of students is less than 6

Year 3 Performance

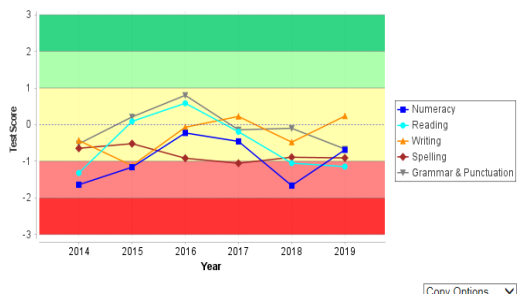


Comparative Performance for Year 3

Year 3	Performance						Students					
	2014	2015	2016	2017	2018	2019	2014	2015	2016	2017	2018	2019
Numeracy	0.6	-0.4	0.4	-0.1	-0.8	1.1	44	45	35	39	34	31
Reading	1.0	-0.3	0.9	-0.4	-0.7	2.1	45	46	32	40	36	31
Writing	1.3	0.0	1.7	-0.5	-0.2	2.6	43	46	32	39	37	30
Spelling	1.5	0.0	2.1	-0.1	0.1	2.6	42	46	33	38	32	31
Grammar & Punctuation	1.5	0.5	1.3	0.0	-0.3	2.5	42	46	33	38	32	31

■ 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
 If blank, then no data available or number of students is less than 6

Year 5 Performance



Comparative Performance for Year 5

Year 5	Performance						Students					
	2014	2015	2016	2017	2018	2019	2014	2015	2016	2017	2018	2019
Numeracy	-0.2	-0.5	-0.7	-0.7	-0.7	0.7	62	45	39	45	29	38
Reading	0.1	0.6	-0.2	0.2	0.2	1.1	62	45	39	45	28	39
Writing	-0.4	-0.1	0.2	-0.5	0.2	1.1	61	45	40	45	28	39
Spelling	-0.4	-0.5	-0.9	-0.9	-0.9	0.7	60	46	40	45	27	37
Grammar & Punctuation	-0.5	0.2	0.8	-0.1	-0.1	0.7	60	46	40	45	27	37

■ 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
 If blank, then no data available or number of students is less than 6

Proficiency Bands

Band	Numeracy								Writing								Grammar & Punctuation							
	Year 3				Year 5				Year 3				Year 5				Year 3				Year 5			
	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch		
10																								
9																								
8																								
7																								
6	8%	7%	6%	5%	24%	20%	21%	23%	0%	2%	0%	3%	0%	4%	20%	7%	17%	21%	23%	4%	7%	5%	6%	
5	9%	15%	19%	13%	24%	33%	24%	37%	16%	28%	33%	24%	46%	38%	31%	37%	16%	28%	33%	24%	46%	38%	31%	
4	18%	28%	32%	23%	38%	28%	34%	21%	30%	23%	40%	29%	21%	18%	15%	20%	28%	23%	32%	23%	38%	28%	34%	
3	35%	25%	26%	29%	7%	8%	11%	9%	38%	24%	3%	24%	18%	22%	26%	12%	35%	25%	26%	29%	7%	8%	11%	
2	26%	20%	13%	23%					3%	9%	3%	11%					26%	20%	13%	23%				
1	6%	6%	3%	7%					14%	11%	0%	6%					6%	6%	3%	7%				

■ Above National Minimum Standard
■ At National Minimum Standard
■ Below National Minimum Standard

(DoE-Schools Online)

TEACHING AND LEARNING

TARGET 2 - Baseline data shows progress at or above expected Literacy & Numeracy levels

Target Rating		
Stagnant	Working Towards 🎯	Achieving

Once more, we are ‘working towards’ our target and with our continued directed interventions – we are on track to achieving Target 2 within our three-year cycle.

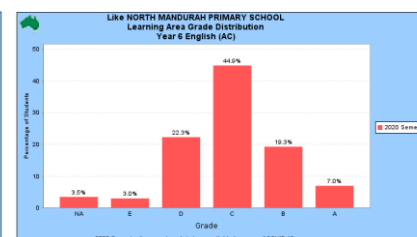
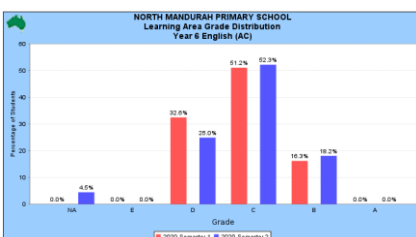
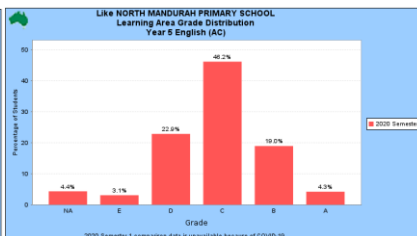
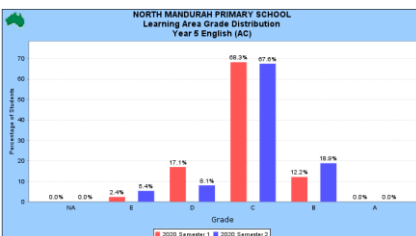
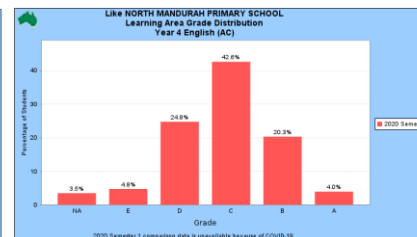
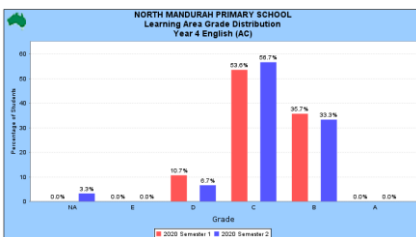
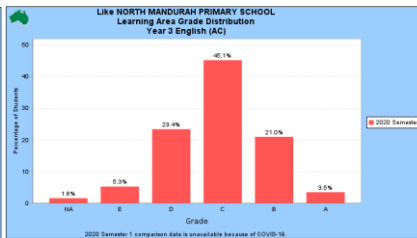
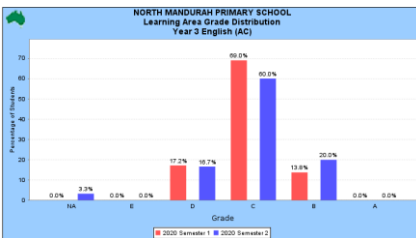
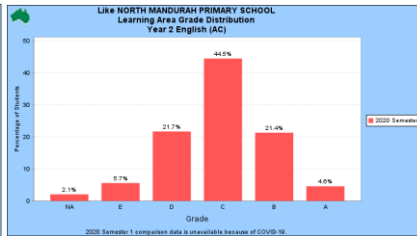
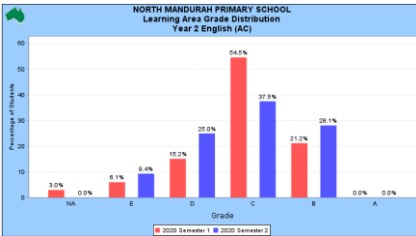
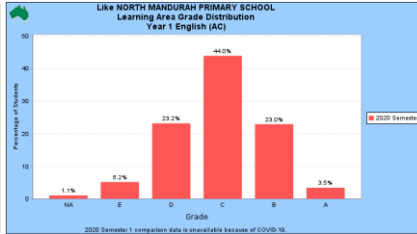
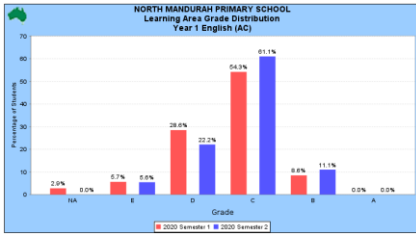
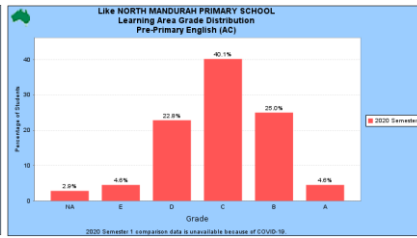
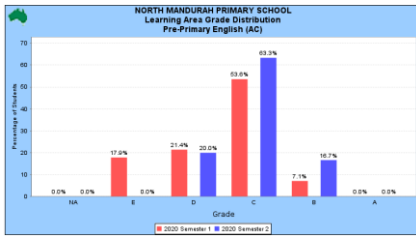
SUMMARY

Literacy-English results-compared to ‘like schools’ a higher distribution of students achieved ‘C’ than ‘B’ grades – (with the exception of Year 2 and Year 4). Though our students had a higher distribution ‘D’ and ‘C’ grades, of concern is that no students received a ‘A’ grade in English. Whole school Literacy assessments (SA Spelling and PM Benchmark Reading) indicated continued progress from Term 1 to Term 4. In PM Reading there was an increase from the whole school average in 2019 of Level 16 to 2020 improving to Level 17. The results of the South Australia spelling test demonstrated an improvement from 2019 of 7years9months to 2020 achieving 8years5months , which exceed the expected improvement.

Numeracy-Maths results – compared to like schools, a higher distribution of students achieved ‘C’ grades across the school. However, the school had considerably less ‘A’ grades. The whole school ‘One Minute Maths’ assessments highlighted significant improvement between Term 4 2019 and Term 4 2020. Results across the whole school once more showed expected performance in addition and subtraction (similar to 2019). Pleasing improvement was demonstrated across the school in multiplication and division – exceeding expectations.



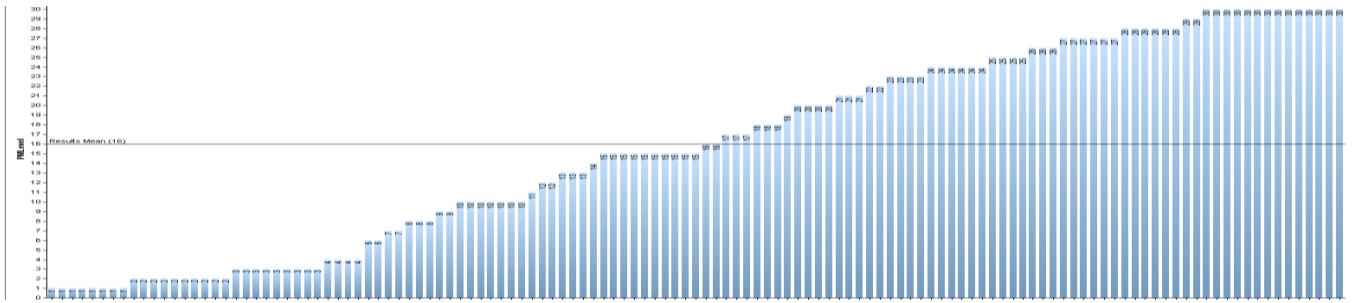
DATA & RESULTS – ENGLISH – Learning Area Grade Distribution



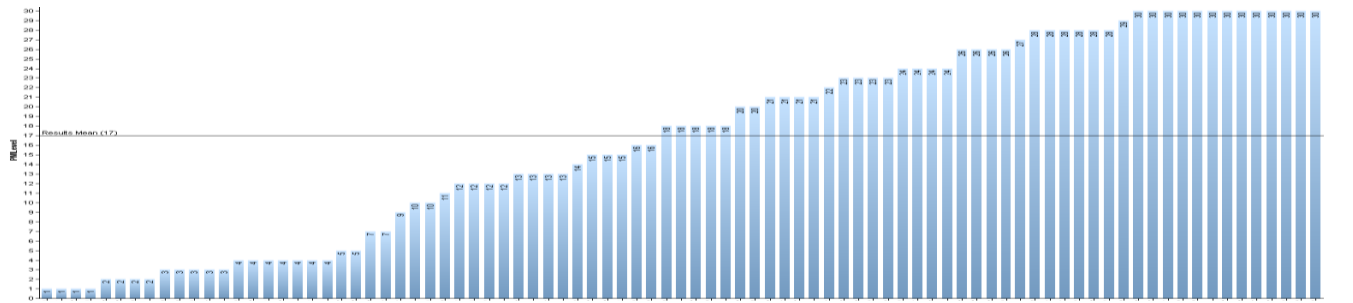
(DoE - SIS)

DATA & RESULTS – ENGLISH –PM Benchmarking READING LEVEL

Term 4 – 2019 – Mean 16

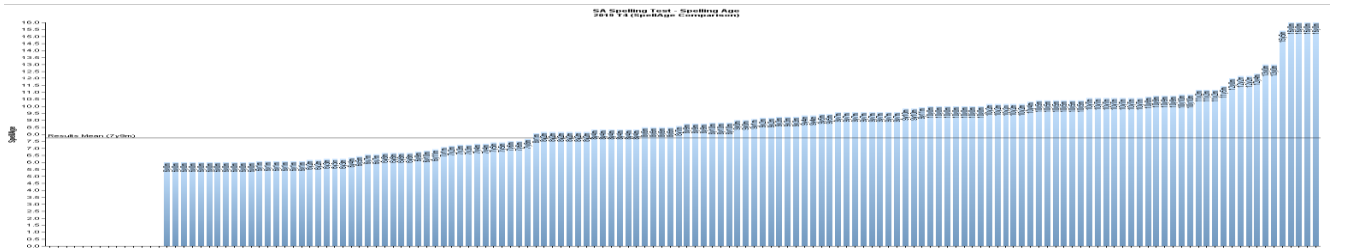


Term 4 – 2020 – Mean 17

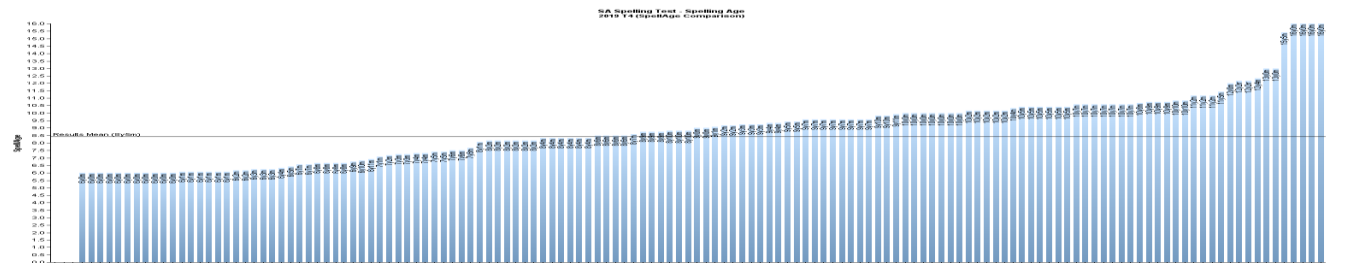


DATA & RESULTS – ENGLISH –South Australia Spelling SPELLING AGE

Term 4 – 2019 – 7y9m



Term 4 – 2020 – 8y5m



(GRADEXPRT – NMPS Data System)

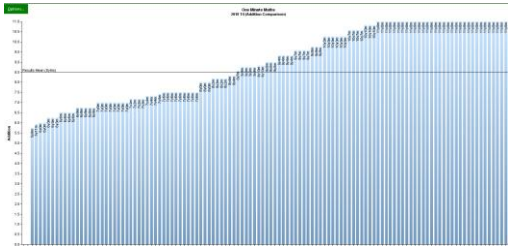
DATA & RESULTS – MATHEMATICS – Learning Area Grade Distribution



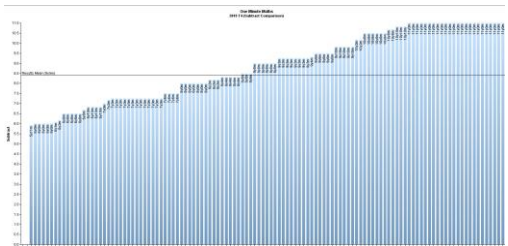
DATA & RESULTS – Mathematics –ONE MINUTE MATHS Math Age

Term 4 – 2019

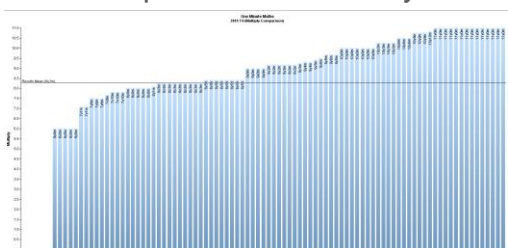
Addition – Mean 8y6m



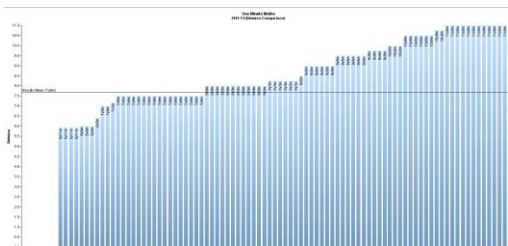
Subtraction – Mean 8y5m



Multiplication – Mean 8y3m

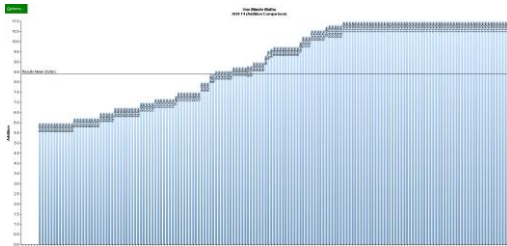


Division – Mean 7y8m

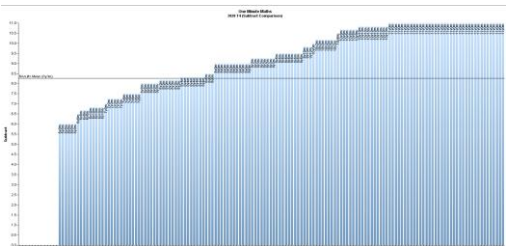


Term 4 – 2020

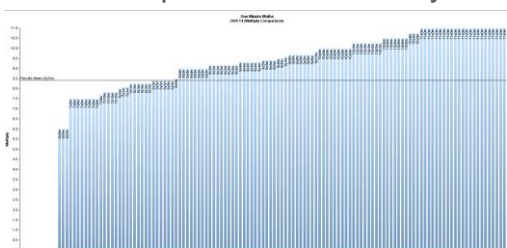
Addition – Mean 8y5m



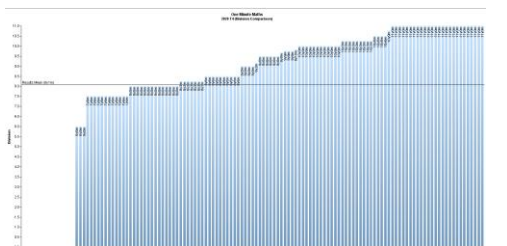
Subtraction – Mean 8y3m



Multiplication – Mean 8y5m



Division – Mean 8y1m



(GRADEPERT – NMPS Data System)



TEACHING AND LEARNING

TARGET 3 - On Entry Data – increase cumulative frequency score to equal or above state average

Target Rating		
Stagnant	Working Towards ↘	Achieving

North Mandurah students achieved one scale score range lower than the state Pre-Primary average after the assessment was completed in Term 1. Once more we are ‘working towards’ our target and on track to achieving it within the three year cycle with explicit evidence based programmes in place to support the continued improvement.

DATA & RESULTS – ON ENTRY ASSESSMENT –Performance Summary – 2020

Module 1

Scale Score Range	Speaking and Listening				Reading				Writing				Numeracy									
	State Wide		Students		State Wide		Students		State Wide		Students		State Wide		Students							
	%	CF%	No.	%	CF%	%	CF%	No.	%	CF%	No.	%	CF%	No.	%	CF%						
0 - 99	1%	1%	0	0%	0%	0%	0%	0	0%	0%	11%	11%	2	6%	6%	<1%	0%	0	0%	0%		
100 - 149	1%	2%	1	3%	3%	0%	0%	0	0%	0%	12%	23%	1	3%	3%	<1%	1%	0	0%	0%		
150 - 199	1%	3%	0	0%	3%	1%	1%	0	0%	0%	19%	38%	6	24%	33%	<1%	1%	0	0%	0%		
200 - 224	2%	5%	1	3%	6%	0%	1%	0	0%	0%	20%	58%	6	18%	51%	<1%	1%	0	0%	0%		
225 - 249	2%	7%	2	6%	12%	<1%	1%	0	0%	0%	18%	76%	10	30%	82%	<1%	2%	0	0%	0%		
250 - 274	0%	7%	0	0%	12%	<1%	1%	0	0%	0%	7%	83%	2	6%	88%	1%	3%	0	0%	0%		
275 - 299	3%	10%	0	0%	12%	<1%	2%	0	0%	0%	4%	87%	2	6%	94%	2%	5%	0	0%	0%		
300 - 324	0%	10%	0	0%	12%	1%	3%	0	0%	0%	3%	89%	2	6%	100%	3%	8%	1	3%	3%		
325 - 349	4%	13%	3	9%	21%	1%	4%	0	0%	0%	2%	92%	0	0%	100%	4%	12%	1	3%	6%		
350 - 374	4%	18%	3	9%	30%	3%	7%	1	3%	3%	4%	95%	0	0%	100%	6%	20%	1	3%	9%		
375 - 399	5%	22%	4	12%	42%	6%	13%	3	9%	12%	1%	96%	0	0%	100%	6%	29%	4	12%	21%		
400 - 424	12%	34%	8	24%	67%	12%	25%	8	24%	36%	1%	97%	0	0%	100%	16%	45%	10	29%	50%		
425 - 449	8%	42%	1	3%	70%	16%	41%	7	21%	58%	1%	98%	0	0%	100%	18%	63%	8	24%	74%		
450 - 474	16%	58%	5	15%	85%	24%	60%	8	24%	82%	1%	99%	0	0%	100%	12%	75%	2	6%	79%		
475 - 499	7%	65%	1	3%	88%	17%	83%	1	3%	85%	<1%	99%	0	0%	100%	10%	85%	4	12%	91%		
500 - 524	13%	78%	2	6%	94%	11%	93%	4	12%	97%	<1%	100%	0	0%	100%	7%	92%	3	9%	100%		
525 - 549	5%	83%	0	0%	94%	4%	98%	1	3%	100%	<1%	100%	0	0%	100%	3%	95%	0	0%	100%		
550 - 574	9%	91%	1	3%	97%	1%	99%	0	0%	100%	<1%	100%	0	0%	100%	2%	98%	0	0%	100%		
575 - 599	3%	95%	1	3%	100%	<1%	100%	1%	99%	0	0%	100%	<1%	100%	0	0%	100%	1%	99%	0	0%	100%
600 - 624	2%	97%	0	0%	100%	<1%	100%	0	0%	100%	<1%	100%	0	0%	100%	<1%	100%	0	0%	100%		
625 - 649	0%	97%	0	0%	100%	<1%	100%	0	0%	100%	<1%	100%	0	0%	100%	0%	100%	0	0%	100%		
650 - 674	2%	99%	0	0%	100%	<1%	100%	0	0%	100%	<1%	100%	0	0%	100%	<1%	100%	0	0%	100%		
675 - 699	0%	99%	0	0%	100%	0%	100%	0	0%	100%	<1%	100%	0	0%	100%	0%	100%	0	0%	100%		
⇒ 700	1%	100%	0	0%	100%	<1%	100%	0	0%	100%	<1%	100%	0	0%	100%	<1%	100%	0	0%	100%		
Total	100%	100%	33	100%	100%	100%	100%	33	100%	100%	100%	100%	33	100%	100%	100%	100%	34	100%	100%		

(DoE – On-Entry Assessment)

SUMMARY

Speaking & Listening results-our students achieved an average scale score of 410 compared to 449 state score.

Reading results – our students achieved an average scale score of 435 compared to 450 state score


Writing results – our students achieved an average scale score 214 compared to 210 in the state

Numeracy results – our students achieved an average



TEACHING AND LEARNING

TARGET 4 - Improved engagement, adaptive behaviours and academic achievement for students with Autism Spectrum Disorder (ASD)

Target Rating		
Stagnant	Working Towards 	Achieving

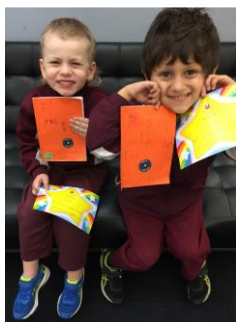
SUMMARY

Attendance was severely impacted by COVID-19 in semester 1 of 2020 as several parents chose to remove their child from school due to health risks. In 2020 83% of students had 80% or above attendance. During Direct Instruction lessons, 100% of students are in On Task above 80% of the time. This has been a contributing factor to the following results for 2020:

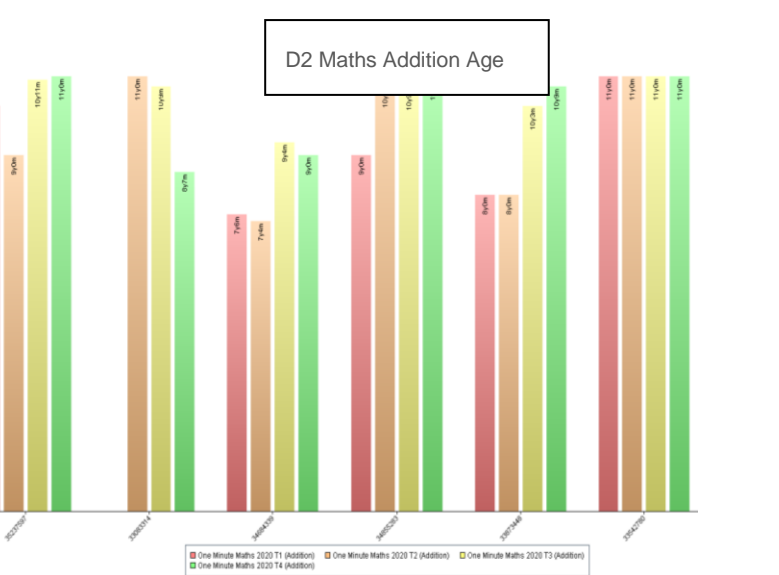
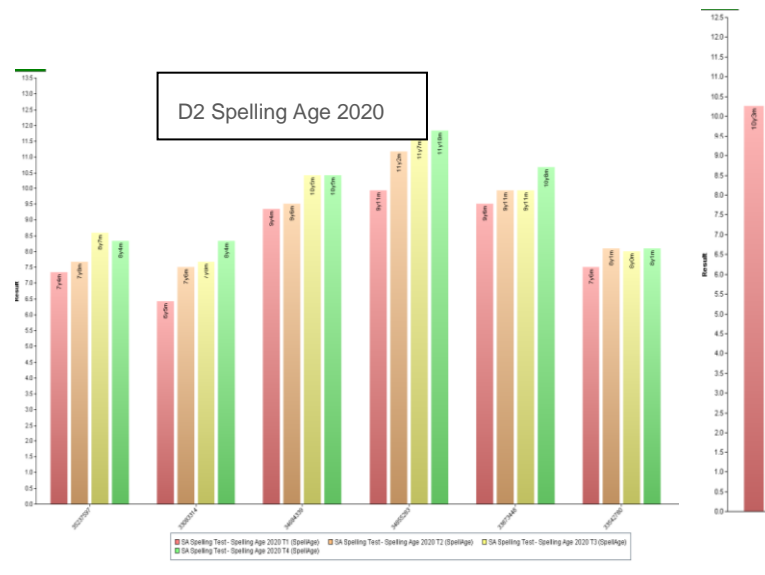
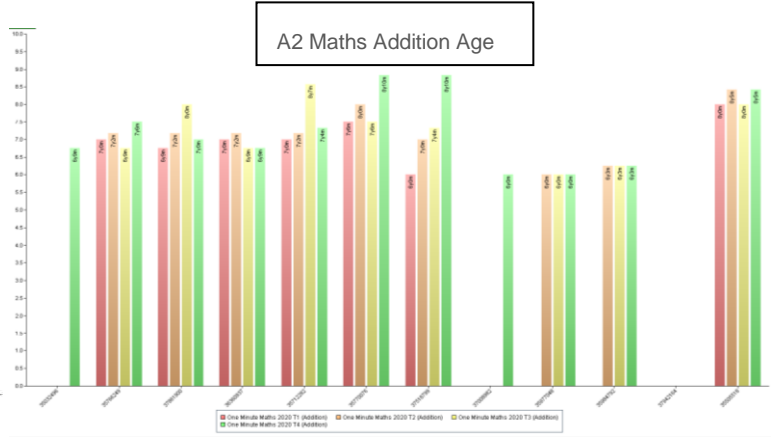
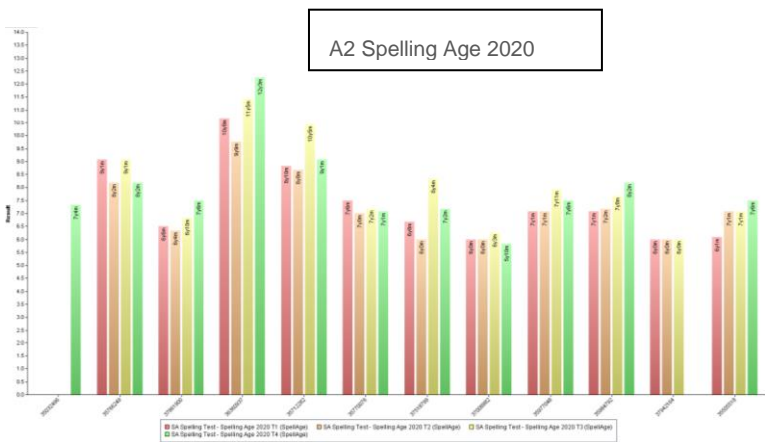
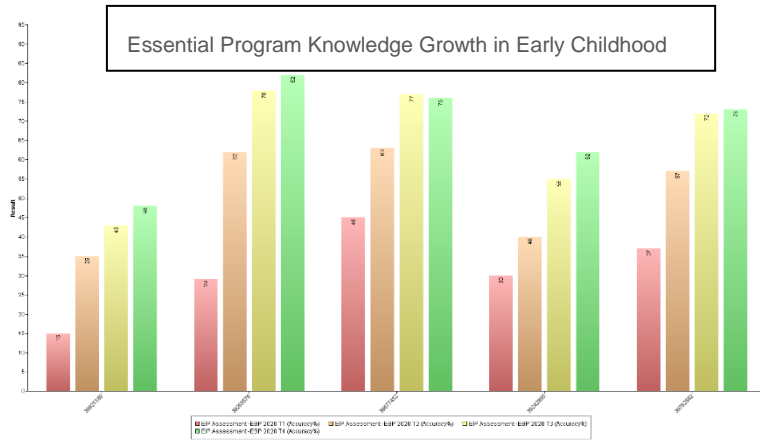
	Mean 2020
Spelling Age	8 years 0 months
Pm Benchmark	Level 14
Mental Maths	8 years 5 months

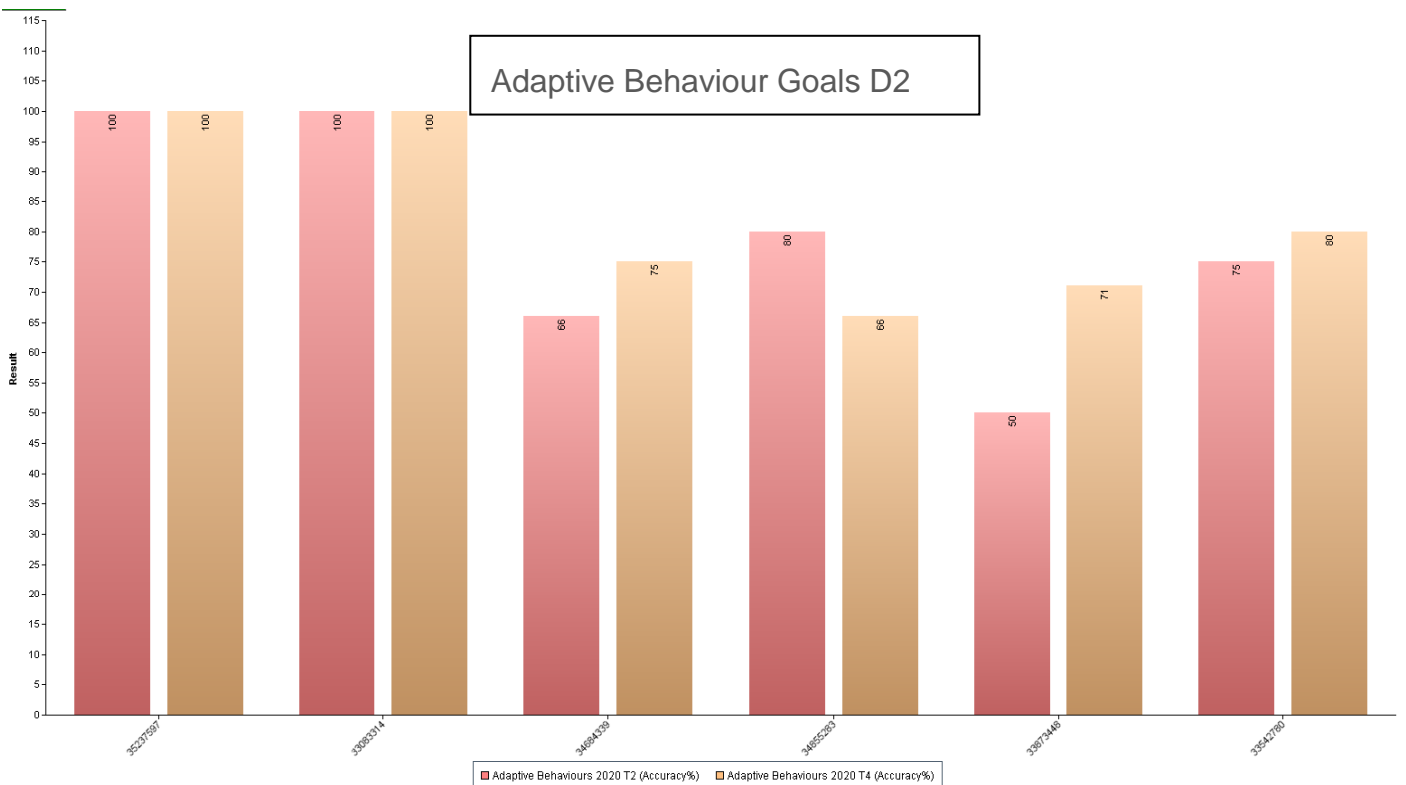
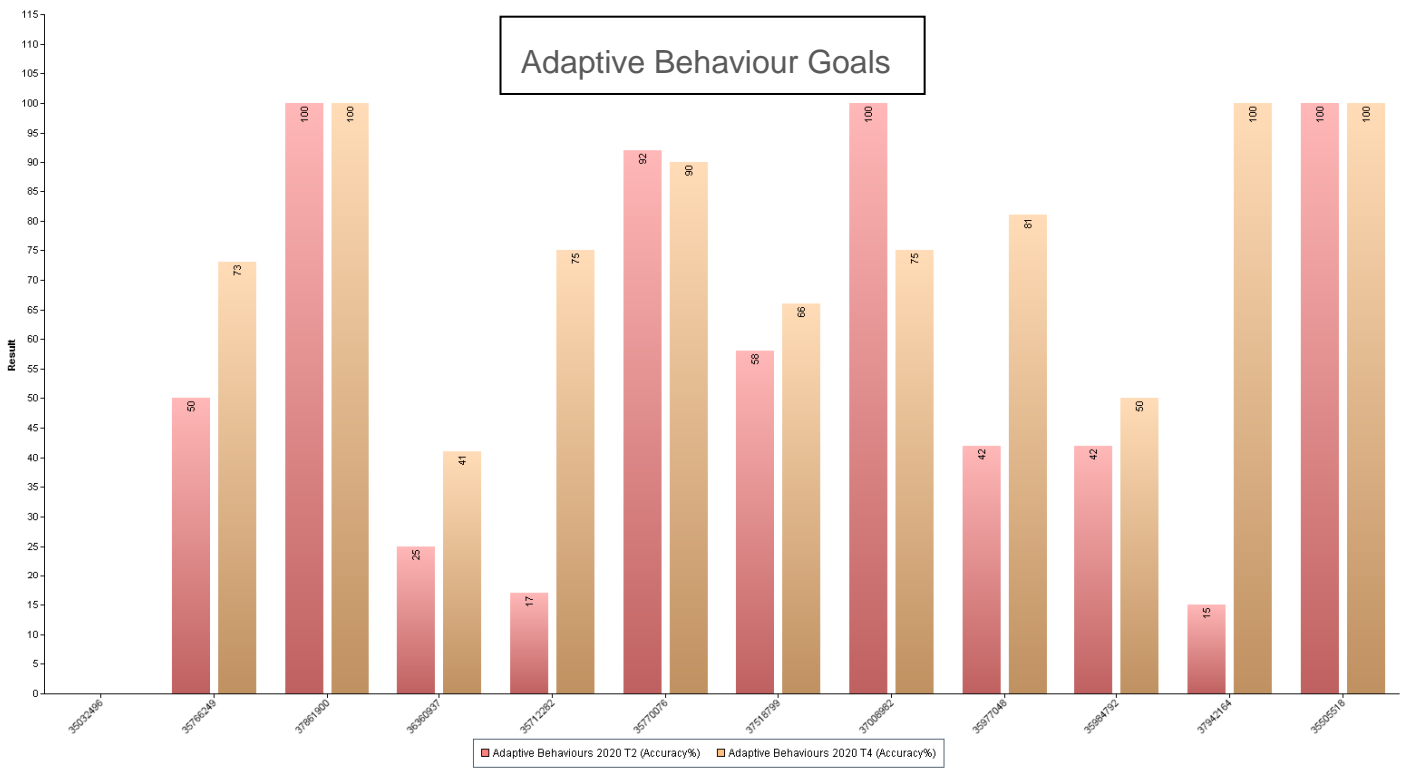
Over the course of 2020 76% of students achieved over 75% of their adaptive behaviour IEP goals. Students at North Mandurah SLP-A transition into a mainstream class when they are working at age or above in the curriculum area and are demonstrating the desired adaptive behaviours required to participate successfully. In 2020, 63% of students accessed transition in their mainstream class. By the end of 2020, 2 students met criteria to exit the SLP-A and attend fulltime mainstream schooling. At the end of 2020 we had 5 students graduating primary school. All students transitioned to the SLP-A at Coodanup College (CC). Close liaison between Deb Hawthorn (SLP-A PC NMPS) and Ben Jones (SLP-A PC CC) is ensuring the transition process between year 6 and year 7 is seamless. During Term 3 and 4, year 6 students from NMPS had the opportunity to visit and partake in activities at Coodanup college. North Mandurah Primary school has created an ethos of inclusivity and the SLP-A program is fully embedded across the whole school. Mainstream teachers liaise closely with the PC and SLP-A teachers sharing each other's skill sets and expertise. 8 local schools from the Mandurah Schools Network have sent staff to spend time in SLP-A classrooms as part of their performance management process. The feedback has been exceptional. Support for Students with Diverse Learning Needs – Autism Spectrum Disorder Professional Learning will begin both school and network wide under to direction of the PC.

“This is the best job in the world where even on the tough days there is a moment that makes me realise my ‘Why’” Deb Hawthorn PC



DATA & RESULTS – ASD





TEACHING AND LEARNING

TARGET 5 - Improved teacher capabilities and talent development in the top percentile according to the OHI survey.

Target Rating		
Stagnant	Working Towards 📍	Achieving

SUMMARY

Results from the 2020 Organisational Health Index (OHI survey) highlights that Teacher Capabilities rated overall in the top percentile which achieves the target.

“Given that change takes time, and the adjustment to classroom practices for experienced, long serving teachers, North Mandurah has all the ingredients to realise success for all students. The supports put in place via the professional learning, resources, leadership, connection with community, high expectations and the development of a proactive and positive school culture, North Mandurah PS is well placed to produce strong dividends of students learning and success.”

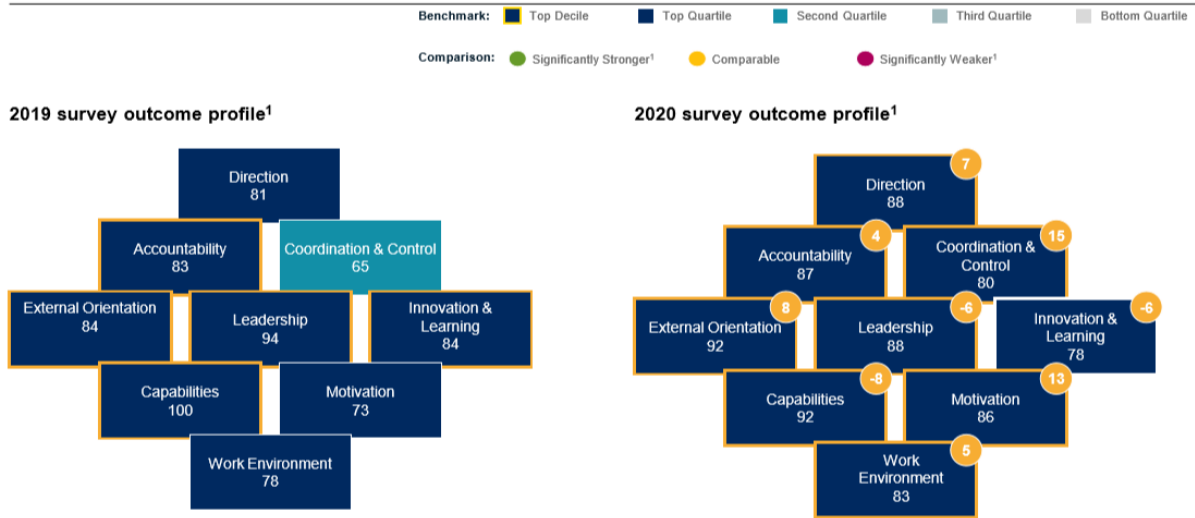
(“Gaining the Ground research project – Leon Wilson, Jo Stephens, Weston Jackson 2020)



DATA & RESULTS – Teacher capabilities and talent development

Compared to last year, the school shows comparable shifts across all the outcomes with 8 of 9 outcomes in top decile

Percentage of respondents who selected 'agree' or 'strongly agree'



Practice by Tenure in school

Percentage of respondents who selected 'often' or 'almost always'

Benchmark: Top Decile (Yellow), Top Quartile (Dark Blue), Second Quartile (Light Blue), Third Quartile (Grey), Bottom Quartile (White)

Outcomes	Practice	North Mandurah Primary School 2020	1 to <3 years
Direction	Shared vision	88	100
	Strategic clarity	89	100
	Employee involvement	65	74
Leadership	Authoritative leadership	70	85
	Consultative leadership	73	75
	Supportive leadership	74	75
	Challenging leadership	73	80
Work Environment	Open and trusting	76	91
	Internally Competitive	62	69
	Operationally disciplined	88	90
	Creative & entrepreneurial	67	74
Accountability	Role clarity	75	74
	Performance contracts	79	84
	Consequence management	47	58
Coordination & Control	Personal ownership	70	76
	People performance review	63	58
	Operational management	80	98
	Financial management	86	94
Capabilities	Professional standards	83	90
	Risk management	82	90
	Talent acquisition	79	89
	Talent development	69	77
Motivation	Process based capabilities	83	85
	Outsourced expertise	67	88
	Meaningful values	85	90
	Inspirational leaders	71	87
Innovation & Learning	Career opportunities	58	88
	Financial incentives	23	0
	Rewards & recognition	51	79
	Top-down innovation	79	85
External Orientation	Bottom-up innovation	84	90
	Knowledge sharing	70	95
	Capturing external ideas	79	80
	Student Focus	83	90
Government & community relations	Competitive Insights	89	94
	Business partnerships	83	89
		69	81

Capabilities questions

Capabilities outcome questions¹

The school has the capability and knowledge to achieve its goals



The school has staff with the right skills to deliver its strategy



Capabilities practice questions¹

TALENT ACQUISITION The school identifies and hires the best external candidates



The school hires from outside to fill open positions



TALENT DEVELOPMENT School leaders in the school provide helpful coaching



Staff receive the training and development they need to be effective in their jobs



PROCESS BASED CAPABILITIES The school regularly develops and updates its procedures, manuals and training guides



The school documents knowledge and ideas



OUTSOURCED EXPERTISE The school sources functions or activities that can be better done by others



Outcomes: Disagree (Red), Neutral (Grey), Agree (Green) Practices: Infrequently (Red), Sometimes (Grey), Frequently (Green)

(Tell Them From Me Survey – Fogarty EDvance (C6))

LEARNING ENVIRONMENT

TARGET 6 - Improve attendance from 88% to 93%

NOTE: The 2020 attendance rates are not available for publication as they were adversely affected by the COVID-19 pandemic and are not comparable to previous years

Target Rating		
Stagnant	Working Towards	Achieving

SUMMARY

Our summary rating is 'working towards' the target as there was an improvement for 2020 in some Years, but due to COVID data displayed is - from 89%% to 80.6%% . There is still improvement needed to reach the 93% target. Attendance improved in the second semester from an Attendance Rate of 80% to 88%. As a consequence, regular attendance (90%+) improved to 58% from 21%. Students with moderate attendance will continue to be targeted with regular parent contact and phone contact to lift the attendance rate, whilst developing positive relationships with our families on a constant basis with the support of our AIEO.

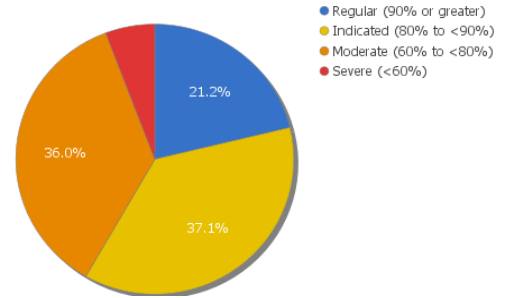


DATA & RESULTS – Attendance

2020 Semester 1

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
KIN	77.0%	4	17	17	4	99%	1%
PPR	79.8%	8	12	14	1	99%	1%
Y01	77.2%	7	13	17	4	98%	2%
Y02	80.1%	8	11	17	2	100%	0%
Y03	83.5%	9	15	12	1	100%	0%
Y04	85.0%	11	13	9		97%	3%
Y05	79.9%	6	19	16	3	100%	0%
Y06	79.6%	10	20	15	5	99%	1%
Compulsory	80.6%	59	103	100	16	99%	1%

Attendance Profile 2020 Semester 1 Compulsory



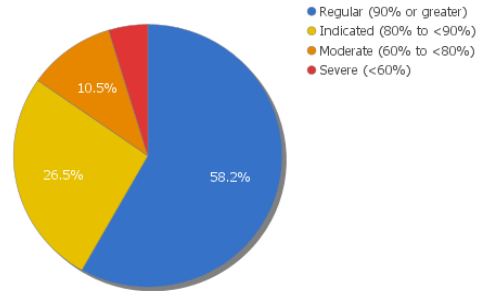
Reports

Attendance Summary Report **Conflicts and Faults** 0

2020 Semester 2

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
KIN	85.7%	25	17	5	3	97%	3%
PPR	87.7%	19	6	7		100%	0%
Y01	83.7%	19	13	4	6	99%	1%
Y02	88.7%	19	11	6		99%	1%
Y03	90.9%	26	9	3		100%	0%
Y04	93.1%	27	5	1		100%	0%
Y05	88.4%	23	12	6	3	99%	1%
Y06	86.8%	27	17	2	4	88%	12%
Compulsory	88.3%	160	73	29	13	97%	3%

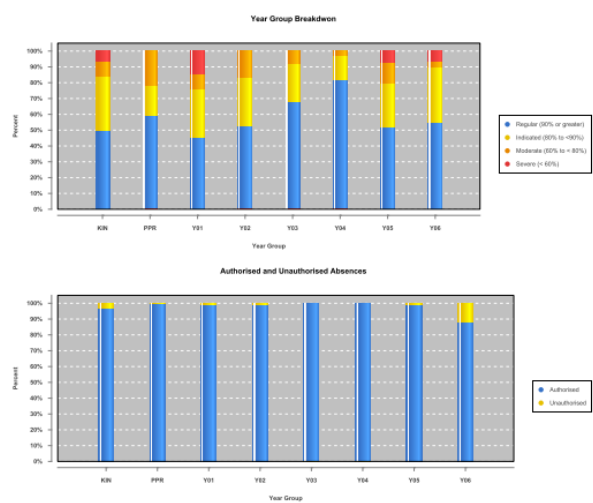
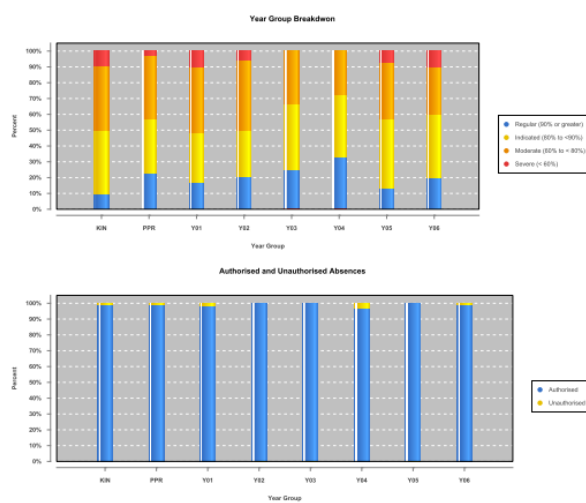
Attendance Profile 2020 Semester 2 Compulsory



Reports

Attendance Summary Report **Conflicts and Faults** 0

(DoE – Student Attendance Reporting)



(DoE – Schools Online)



LEARNING ENVIRONMENT

TARGET 7 - Teachers effectively implement whole school Explicit/Direct Instructional Model supported by peer feedback.

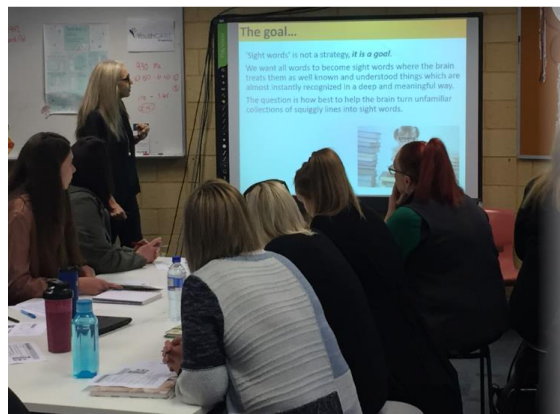
Target Rating		
Stagnant	Working Towards 🗨️	Achieving

SUMMARY

Our summary rating is ‘working towards’ the target as teachers have contributed to, created and agreed on the NMPS Instructional Model, implemented it and are continuing to be supported through peer observation and feedback.

“The implementation of Explicit Direct Instruction is at its genesis and is being managed through sequenced support structures via Fogarty EDvance for whole school improvement”


(“Gaining the Ground research project – Leon Wilson, Jo Stephens, Weston Jackson 2020)



DATA & RESULTS – Whole school instructional model

MILESTONES TIMELINE				
	2020			
	Term 3		Term 4	
	Review I	Review II	Review I	Review II
A2 Teachers implement the North Mandurah Explicit Instructional Model				
Owner: James Peletier				
NMPS Explicit Instructional Model mutual feedback from classroom observations				
NMPS Explicit Instructional Model reviewed during performance management				
Induct, Review & Celebrate NMPS Explicit Instructional Model regularly at SDDs and staff meetings				


(Fogarty EDvance (C6))



I-Do, We-Do, You-Do.
Helping to define Teacher and Student roles in Explicit Instruction at North Mandurah Primary School

<p><i>Explicit Instruction is an effective strategy to engage and motivate students to learn. The I-Do, We-Do, You-Do Model of Explicit Teaching is a method that gradually gives the students responsibility for their learning as teachers gradually release their level of direction. Teachers continually check for student understanding throughout the lesson and provide feedback to students to enhance learning.</i></p>		
<p>I-Do Explicit teaching and modelling</p>	<p><i>The Teacher</i></p> <ul style="list-style-type: none"> Explains the knowledge, skill, content or rule. Clearly models the steps/skill/process in small chunks. Models self-talk. 	<p><i>The Student</i></p> <ul style="list-style-type: none"> Listens to the important messages. Listens closely to teacher's self-talk. Looks at the learning.
<p>We-Do Guided practice</p>	<p><i>The Teacher</i></p> <ul style="list-style-type: none"> Guides practice (working through examples step-by-step). Checks for understanding at each point. Seeks regular responses from students (unison, partner share or whiteboards). Begins with easier examples then progresses to more difficult ones. Extends more capable students & provides more examples for weaker students. Gradually releases more responsibility to the students. 80% of students show understanding before independent practice. 	<p><i>The Student</i></p> <ul style="list-style-type: none"> We-Do means WE-ALL-DO. Works with the teacher and classmates to practise. Uses the steps modelled in I-Do to complete the task with teacher support. Practises many examples. Practises self-talk. Asks and responds to questions. Asks for help and clarification.
<p>You-Do Independent practice</p>	<p><i>The Teacher</i></p> <ul style="list-style-type: none"> After success with guided practice, students show their understanding. Differentiation to meet student level (work at their level). 	<p><i>The Student</i></p> <ul style="list-style-type: none"> Demonstrates their understanding and mastery independently. Works at their level. Achieves success.
<p>Plough-Back-Review</p>	<p><i>The Teacher</i></p> <ul style="list-style-type: none"> Reflects on success criteria. Student self-reflection linked to success criteria. Review steps, processes, knowledge. 	<p><i>The Student</i></p> <ul style="list-style-type: none"> Explains what they have learnt. Responds to questions. Makes corrections. Sets goals for the next lesson.

Scaffolded instruction—moving classroom instruction from teacher centred, whole group delivery to student centred independent practice



(North Mandurah Primary School)

LEARNING ENVIRONMENT

TARGET 8 - PBS initiative impacting the school as a safe, respectful, learning and good citizen focus (ABE data <80% consistent in all areas.)

Target Rating		
Stagnant	Working Towards 📈	Achieving

SUMMARY

Our summary rating is 'working towards' as students are continuing to achieve >80% often/consistent in most areas. Suspension rate has also improved from 3% to 1.5% which continues to highlight impact of our positive behavior strategies across the school. Our students have received an average of 17 Positive Behaviour tokens over the year. Areas to improve to achieve target once more include: goal setting, working collaboratively and courtesy & respect. PBS, at North Mandurah Primary School, is underpinned by a fortnight focus, incentives prizes for students consistently demonstrating positive behavior and 'You Can Do It' lessons becoming embedded across the school year. The class created explicit PBS focused lessons have had a positive impact across all areas of the school.

"There are links between student engagement, PBS, curriculum and program delivery, and the school's target is for the percentage of Consistent rating in students' Attitude, Behaviour and Effort will be above 80% into the future"

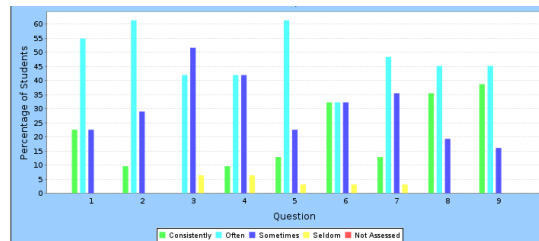
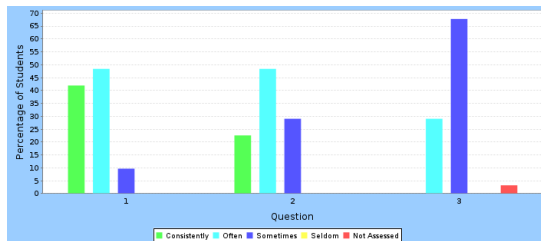
("Gaining the Ground research project – Leon Wilson, Jo Stephens, Weston Jackson 2020)



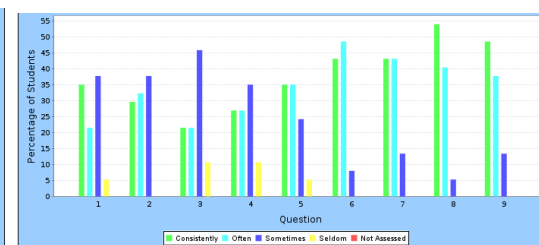
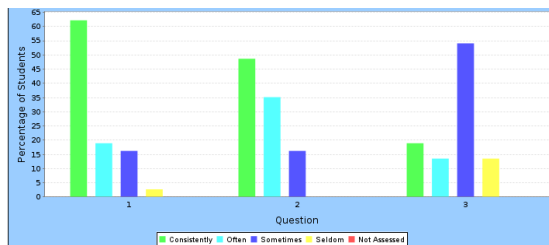
DATA & RESULTS

Lower Primary - Attitude, Behaviour and Effort Semester 2, 2020

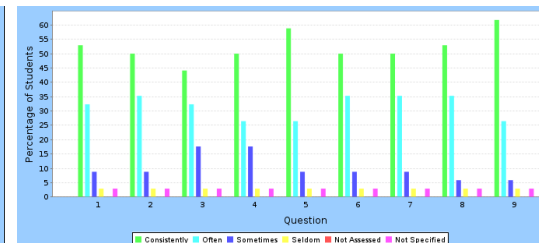
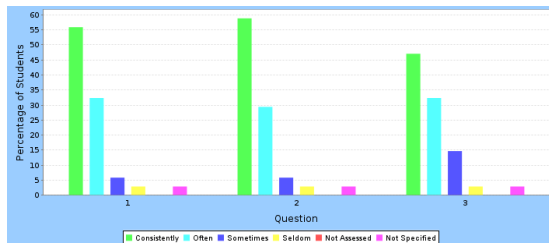
PP



Year 1



Year 2



Learning Goal:

- 1 Is enthusiastic about learning
- 2 Participates responsibly
- 3 Sets goals and works towards them

Learning Goal:

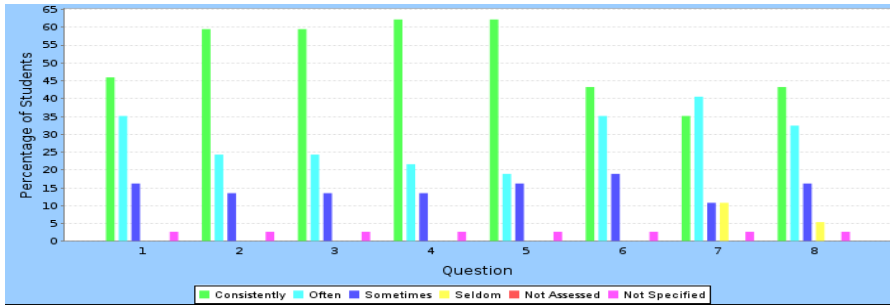
- 1 Displays independence
- 2 Makes positive choices with confidence
- 3 Reflects on and talks about own learning
- 4 Displays perseverance
- 5 Expresses emotions appropriately
- 6 Respects the ideas feelings and needs of others
- 7 Resolves conflicts in a positive manner
- 8 Interacts with peers and adults in acceptable ways
- 9 Collaborates in group activities



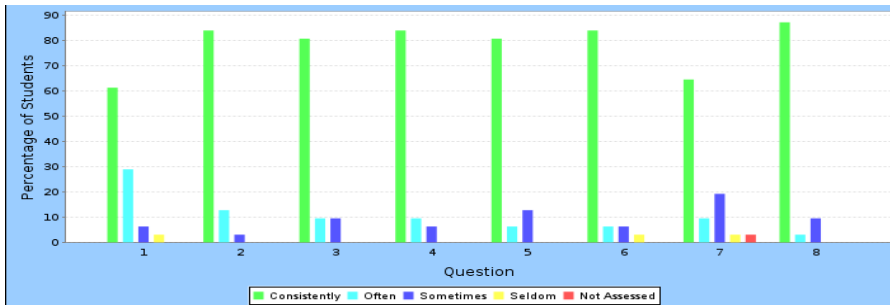
DATA & RESULTS

Y3-Y6 - Attitude, Behaviour and Effort Semester 2, 2020

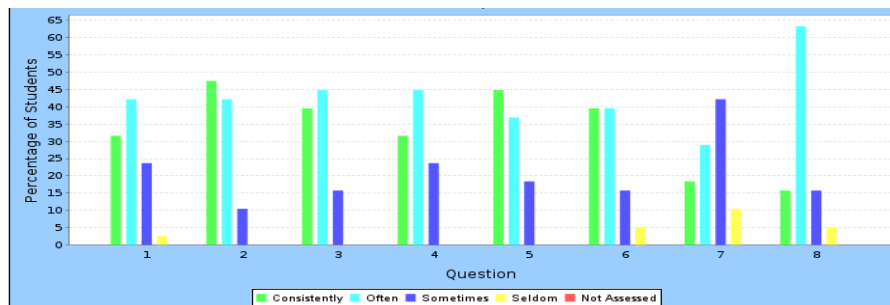
Year 3



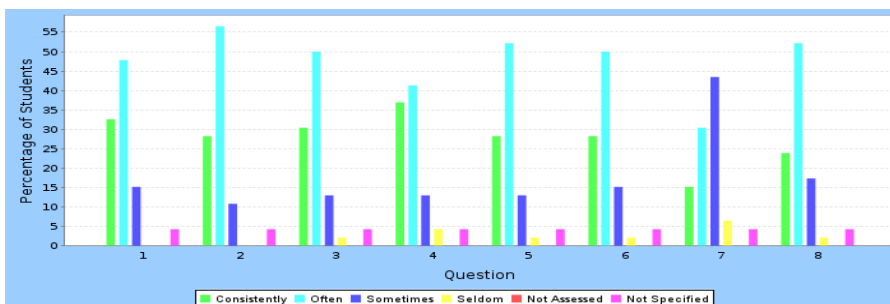
Year 4



Year 5



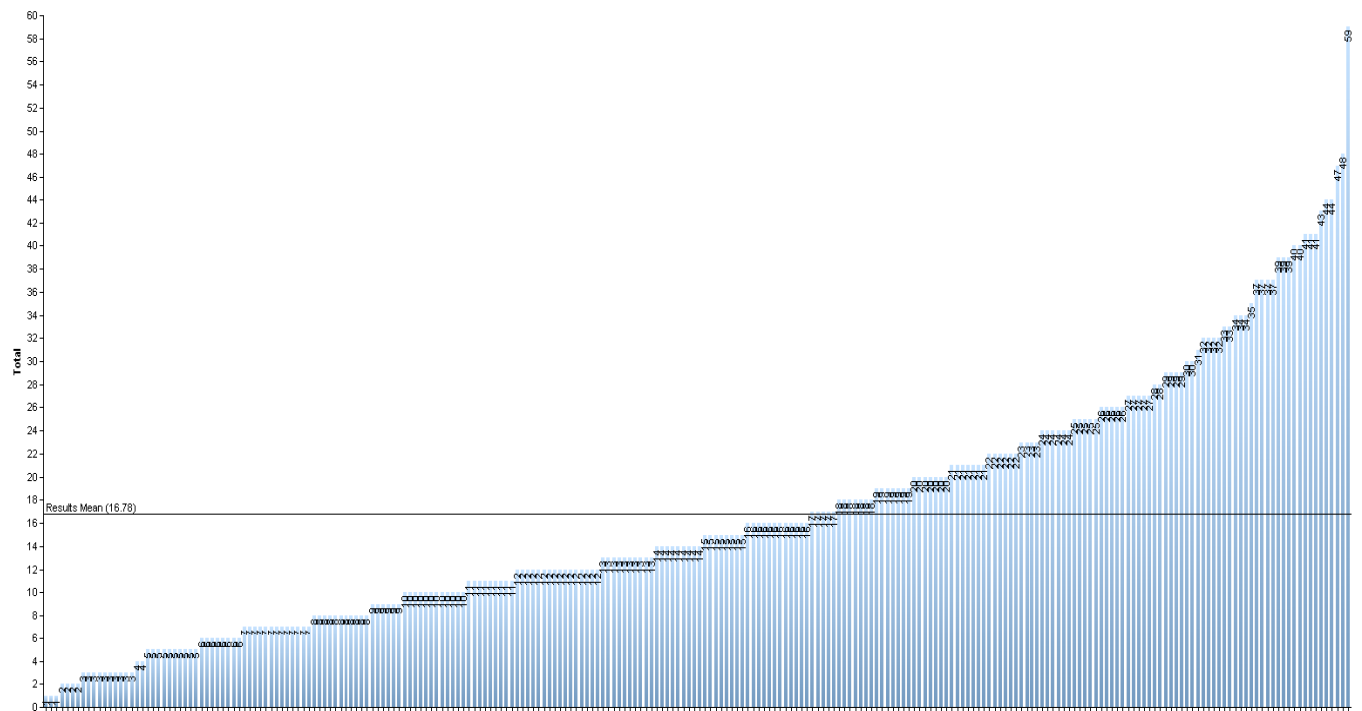
Year 6



(DoE - Student Achievement Information System)

- Learning Goal:**
- 1 Works to the best of his/her ability
 - 2 Shows self-respect and care
 - 3 Shows courtesy and respect for the rights of others
 - 4 Participates responsibly in social and civic activities
 - 5 Cooperates productively and builds positive relationships with others
 - 6 Is enthusiastic about learning
 - 7 Sets goals and works towards them with perseverance
 - 8 Shows confidence in making positive choices and decisions

PBS AWARD TOKENS – Sum of Previous Values (Total Comparison)



(GRADEPERT – NMPS Data System)

Suspensions

Year	Suspensions	Students	Total Number of Days
2018	31	14	50.5
2019	14	9	24
2020	5	3	9
2021	1	1	1

As at 18 Mar 2021

2019	
% of Students Suspended	3.0%
Change	-1.7%
2020	
% of Students Suspended	1.5%
Change	-1.5%

(DoE – INTEGRIS)

Suspensions				Suspensions by Year Group and Gender						
Year	Suspensions	Students	Total Number of Days							
2018	31	14	50.5							
2019	14	9	24							
2020	5	3	9							
2021	1	1	1							
				2020						
				Year Group	Gender	Suspensions	Students	Days Suspended		
				Y02	M	1	1	2		
				Y03	M	3	1	5		
				Y06	M	1	1	2		
				2021						
				Year Group	Gender	Suspensions	Students	Days Suspended		
				Y01	M	1	1	1		

As at 18 Mar 2021

(DoE-Schools Online)



RESOURCES

TARGET 9 - ICT Resources enhancing 21st century skills for students including critical thinking, problem solving, communication and collaboration

Target Rating		
Stagnant	Working Towards 📉	Achieving

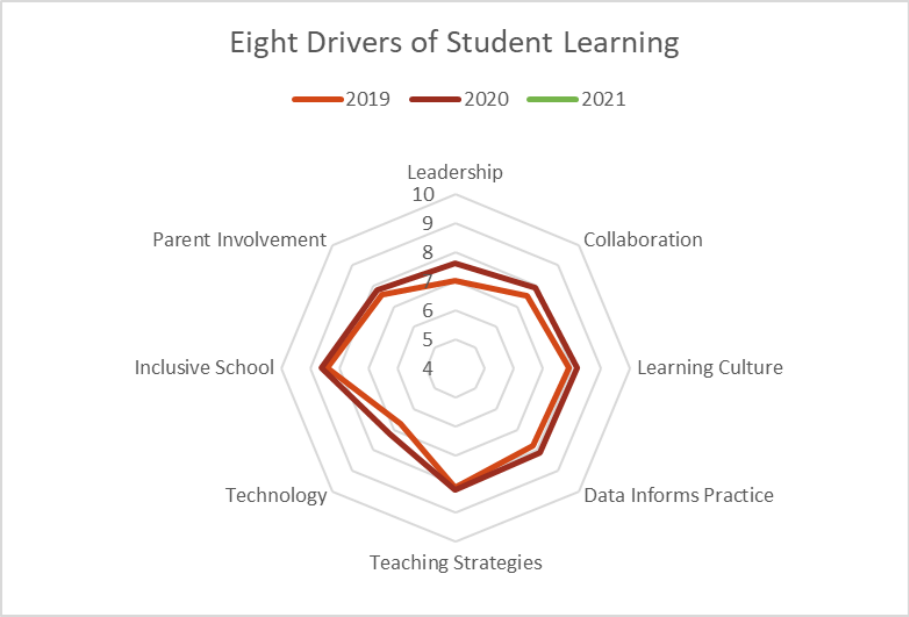
SUMMARY

Our summary rating continues to be 'achieving target'. The continued anticipated planned improvement and increase of our resources and online capacity have enabled the improved ICT skills for both students and staff from Kindergarten to Year 6. Our feasibility planning of ICT at North Mandurah Primary Schools, projecting into the future, have seen a positive effect and outcome of our actions such as: upgrading Wifi, continued broadband improvement, interactive white boards upgrades and replacements, utilising and developing our established website, creating and improving our Facebook Page and ensuring that iPads are effectively utilized in the classroom with professional learning support - significantly improving skills in critical thinking and problem solving, whilst maximizing opportunities for communication and collaboration across the school.

The 'Tell Them From Me' survey highlights increased confidence of ICT implementation, student learning and use in the classroom by teachers. Fortunately, in 2019 online learning modes were planned to be an area of focus for Target 9 – the benefits of which were highlighted with our plunge into online learning in 2020 as a consequence of COVID.



DATA & RESULTS



'Focus on Learning' Teacher Survey Report

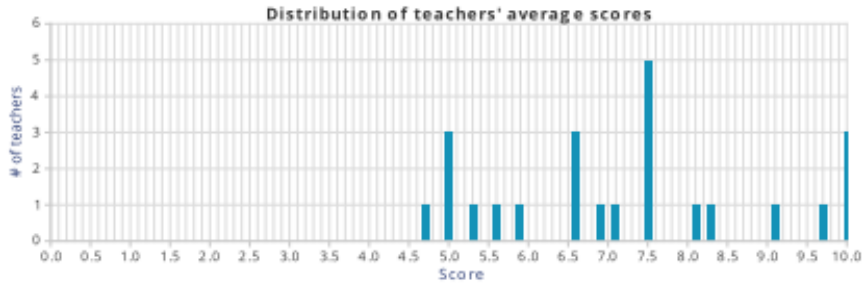
Fogarty EDvance (C6)

North Mandurah Primary School

Eight Drivers of Student Learning

Technology

School Mean	7.2
Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts.	7.9
I use computers or other interactive technology to give students immediate feedback on their learning.	7.4
Students use computers or other interactive technology to track progress towards their goals.	5.8
I help students set goals for learning new technological skills.	6.8
Students have opportunities to use computers or other interactive technology to analyse, organise, and present subject matter.	7.4
I help students use computers or other interactive technology to undertake research.	7.6
I help students to overcome personal barriers to using interactive technology.	7.7
I work with students to identify a challenging learning goal relevant to the use of interactive technology.	6.9




(Tell Them From Me Survey – Fogarty EDvance (C6))



RESOURCES

TARGET 10 - Full implementation of Gradexpert across the school to measure progress against researched based and proven literacy & numeracy programs for classrooms by 2020

Target Rating		
Stagnant	Working Towards	Achieving 

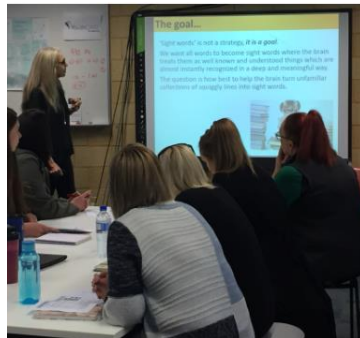
SUMMARY

Our summary rating is 'achieving' as teachers are entering data from assessments and tracking progress over time with line managers during performance management. This has effectively supported teacher planning, individual education plans and celebration of progress over time. The Fogarty leadership team review progress of Gradexpert implementation twice a term and have determined that the school is achieving the target and will continue to use Gradexpert data to differentiate learning in the classroom to support various student ability levels.

DATA & RESULTS

A5 Ensure student progress is tracked through GradeXpert in the context of the whole school assessment schedule								
Owner: Jesse Murphy								
Refine whole school assessment schedule to efficiently track key learning								
Ensure staff input classroom assessment data into GradeXpert within scheduled								
Performance management meetings incorporating GradeXpert data in conversations								
MILESTONES TIMELINE								
	2020				2021			
	Term 3		Term 4		Term 1		Term 2	
	Review I	Review II	Review I	Review II	Review I	Review II	Review I	Review II

(Fogarty EDvance (C6))



LEADERSHIP

TARGET 11 - Increase leadership OHI survey outcome profile to top quartile

Target Rating		
Stagnant	Working Towards	Achieving

SUMMARY

Our summary rating is ‘achieving.’ The OHI survey has indicated that, compared to 2019, North Mandurah Primary School demonstrated comparable shifts across all of the outcomes with 9 out of 9 outcomes in top decile. Coordination and Control improved to 80 also moving into the top decile. Leadership milestones in the ‘Tell Them From Me’ survey have also improved from 7.0 to 7.6 as a consequence of improved and increased purposeful opportunities, coaching, and distributive and supportive leadership as a response to feedback received in 2019 (and historically).

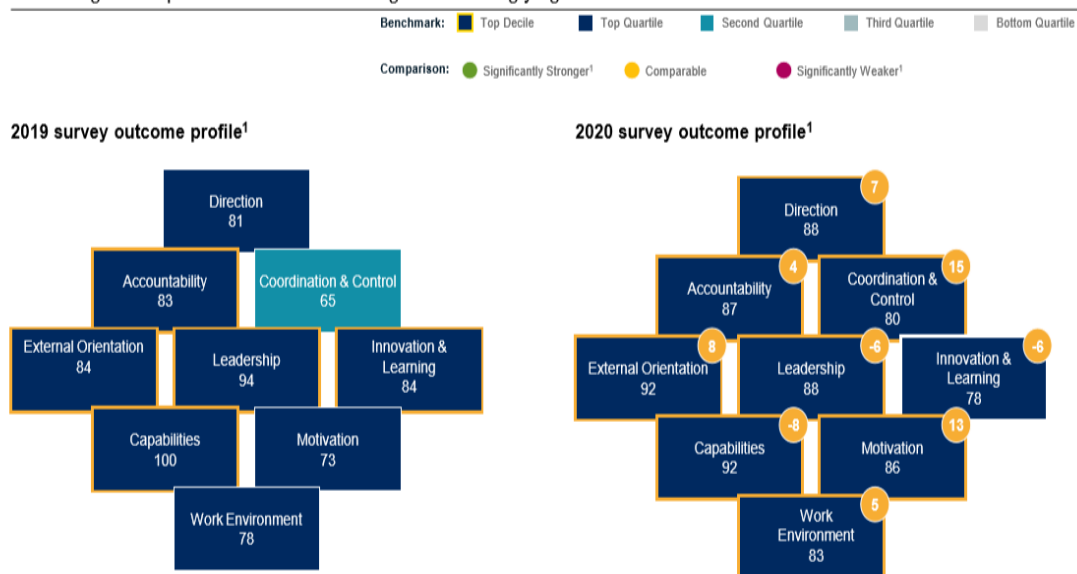
“The arrangement of Professional Learning Communities through the school and developing a distributed leadership model were required to manage the changes occurring at North Mandurah. This structure was deemed essential to stabilise and support the implementation of new programs and pedagogy, and to provide a means for increased unity and ownership.”

(“Gaining the Ground research project – Leon Wilson, Jo Stephens, Weston Jackson 2020)

DATA & RESULTS (2021 Tell Them From Me survey in progress – due May 2021)

Compared to last year, the school shows comparable shifts across all the outcomes with 8 of 9 outcomes in top decile

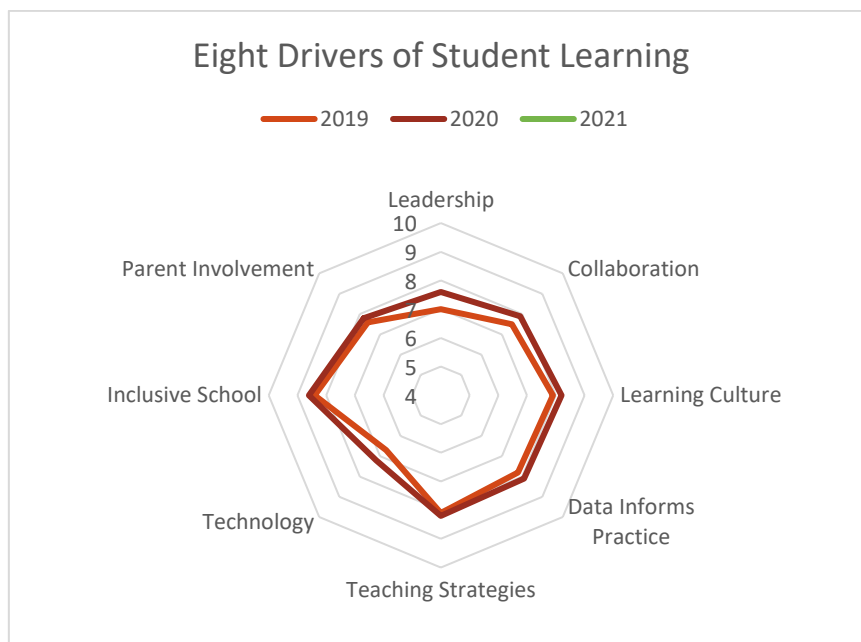
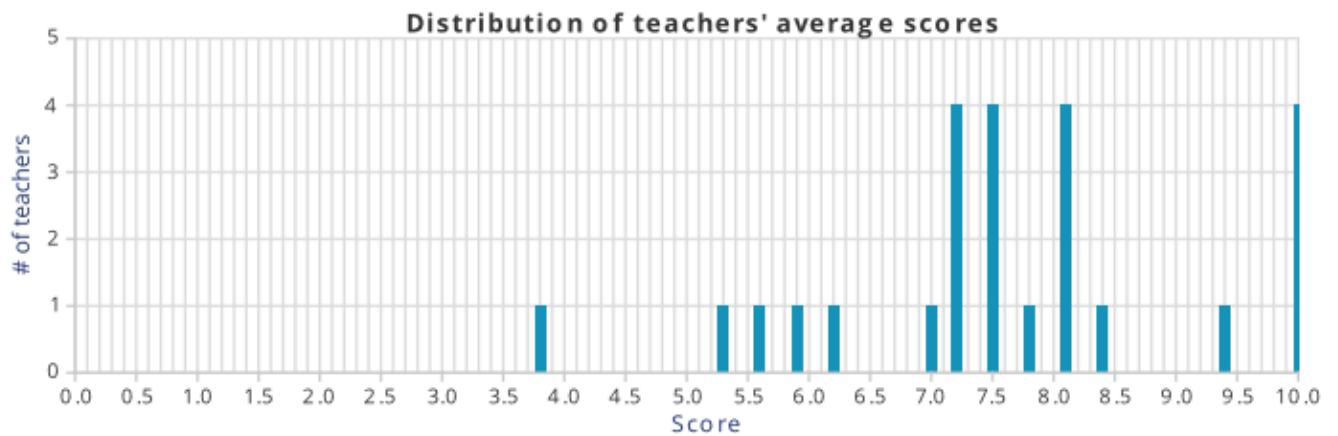
Percentage of respondents who selected 'agree' or 'strongly agree'



Eight Drivers of Student Learning

Leadership

School Mean	7.6
School leaders have helped me establish challenging and visible learning goals for students.	7.8
School leaders have helped me create new learning opportunities for students.	7.7
School leaders have provided me with useful feedback about my teaching.	7.3
School leaders have helped me improve my teaching.	7.6
School leaders have provided guidance for monitoring student progress.	8.0
I work with school leaders to create a safe and orderly school environment.	8.4
School leaders have taken time to observe my teaching.	7.1
School leaders have supported me during stressful times.	7.2



(Tell Them From Me Survey – Fogarty EDvance (C6))

LEADERSHIP

TARGET 12- *Student Leaders provided with voice, key roles & responsibilities*

Target Rating		
Stagnant	Working Towards ↗	Achieving

SUMMARY

Our summary rating is ‘achieving.’ Students surveys, and key student roles to support the school and responsibilities given to student leaders have enabled the fulfillment of this target. Our school is continuing its commitment to developing student leaders and providing students with opportunities to be active citizens in our school and the wider community with the opportunity of: Key operation roles in PBS token collection, Assembly set up, publicity marketing through FaceBook videos, Green Team school sustainability tasks, Tech team roles helping implement ICT resources and helping organise key events continue to entrench the achievement of this target in our school culture..’

DATA & RESULTS

North Mandurah Primary School Primary Students Survey 12020.pdf



Student Outcomes and School Climate
Primary Students Survey (7692)
North Mandurah Primary School

Social-Emotional Outcomes

Skills-challenge

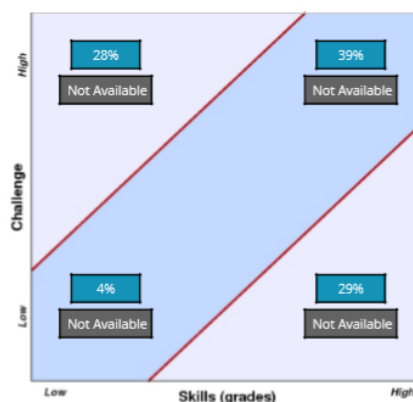
Students feel challenged in their English and Maths classes and feel confident of their skills in these subjects.

39% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The TTFM norm for this category is not available.

29% of students were confident of their skills but did not find classes challenging. The TTFM norm for this category is not available.

28% of students were not confident of their skills and found English or Maths challenging. The TTFM norm for this category is not available.

4% of students lacked confidence in their skills and did not feel they were challenged. The TTFM norm for this category is not available.



(Tell Them From Me Survey – Fogarty EDvance (C6))

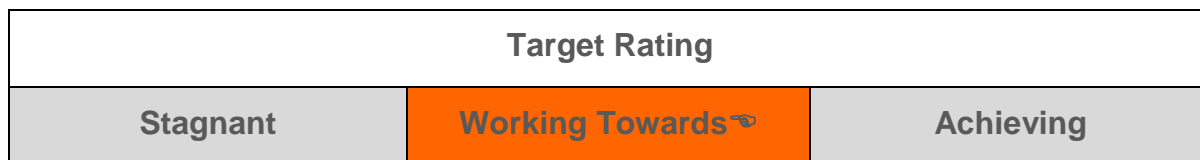
2020 Student Leaders supporting our school



(North Mandurah Primary School)

RELATIONSHIPS

TARGET 13- Improved School Survey responses

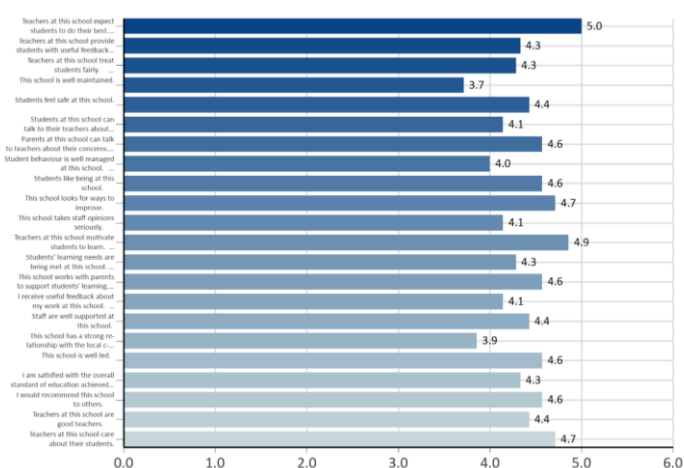


SUMMARY

Our summary rating is 'achieving' with consistent responses above 4 out of 5 in all satisfaction surveys.

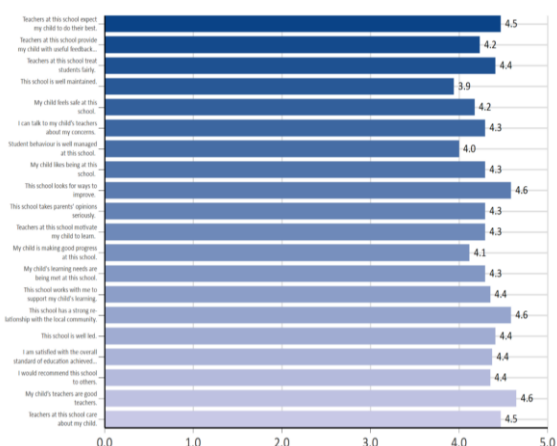
DATA & RESULTS- National School Opinion Survey (completed Term 1 2020)

STAFF

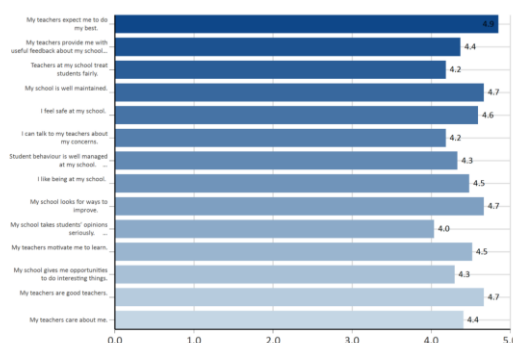


Rating	Score
Strongly Agree	1
Agree	2
Neither agree or Disagree	3
Disagree	4
Strongly Disagree	5

PARENT



STUDENT



(National School Opinion Survey - 2020)

RELATIONSHIPS

TARGET 14- Fully functioning P&C and School Board

Target Rating		
Stagnant	Working Towards ↗	Achieving

SUMMARY

Our summary rating is ‘achieving.’ This is due to the successful establishment and implementation of our School Board after attaining Independent Public School (IPS) status and re-establishing and successfully continuing the P&C after being dissolved in 2017.



RELATIONSHIPS

TARGET 15- Partnership with Fogarty EDvance Foundation and Mandurah Schools Network to improve open and trusting OHI survey results to top percentile

Target Rating		
Stagnant	Working Towards	Achieving

SUMMARY

Our summary rating is ‘achieving.’ Over the past two years North Mandurah has engaged with the Fogarty EDvance program, which is providing a map for change throughout the school. Being a Fogarty EDvance partner has supported the school strategic direction, whole school improvement, professional learning and networking with other schools. Our connection with the Mandurah Schools Network (MSN) including 19 schools in the region is strong with joint projects such ‘Teach Well’ being embraced by many of our Mandurah Schools enabling a specific Mandurah Cohort. This has been further reflected in our OHI survey results with ‘open & trusting’ rating in the top percentile.

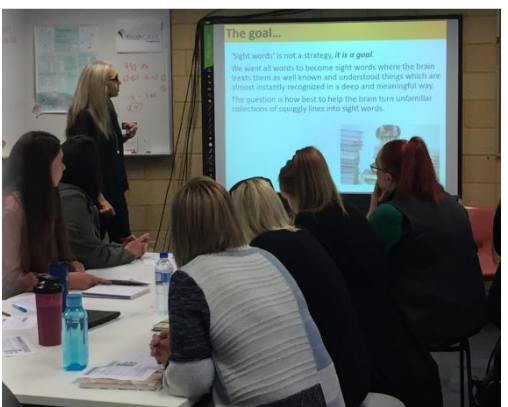
DATA & RESULTS

North Mandurah Primary School						
Vision Statement or Moral Purpose:		Getting it right for every student.				
Aspiration by 2021:		To move from performing below like schools to performing above like schools in all key areas of NAPLAN and On Entry				
Focus Areas	Description	Objectives				
A. High Academic Achievement	We believe in high academic achievement that is underpinned by evidence-based practice in teaching & learning.	1.1) To improve percentage of student writing and numeracy achievement to like schools or above	1.2) To provide explicit and systematic instruction in literacy and numeracy	1.3) To improve school attendance to maximise learning opportunity	1.4) To improve student achievement in On-Entry results (Progression Points?)	1.5) To track and respond to school based assessment in all areas for all students (Gradexpert)
B. Student and Staff Well-being	We believe in wellbeing, equality and inclusion	2.1) Create a safe, supportive and engaging environment for student learning	2.2) Positive and united workplace environment for all staff	2.3) To ensure collectively responsible for all staff to create the best conditions for teaching and learning		
C. Staff Capacity	We believe in building staff capacity.	3.1) Build capacity to consistently analyse data to inform quality teaching & learning	3.2) Ensure staff to provide and receive a range of coaching feedback on instructional practices	3.3) Build staff capacity through effective professional learning and development		
Initiatives (major work streams)						
A. High Academic Achievement						
Owner: Jesse Murphy						
A1 Implement whole school explicit Programs including Spelling Mastery, Seven Steps to Writing, Pr1me & Let's Decode			Owner: Jesse Murphy			
A2 Teachers implement the North Mandurah Explicit Instructional Model during Literacy and Numeracy Blocks			Owner: James Peletier			
A3 Implement whole school focus on attendance			Owner: Christine Henderson			
A4 Implement ECE literacy and numeracy scope and sequence			Owner: Jo Sadler			
A5 Ensure student progress is tracked through GradeXpert in the context of the whole school assessment schedule			Owner: Jesse Murphy			
A6 Establish a whole school approach to differentiation			Owner: Debbie Hawthorn			
B. Student and Staff Well-being						
Owner: James Peletier						
B1 Ensure and monitor positive student behaviour through PBS			Owner: James Peletier			
B2 Staff and students are valued, acknowledged and celebrated within the community via communication links			Owner: Jesse Murphy			
B3 Decisions and communications are consultative, distributed, reciprocal and acted upon via phase team meetings and minutes			Owner: James Peletier			
C. Staff Capacity						
Owner: Christine Henderson						
C1 Develop and implement a process for Professional Learning Communities that plan, monitor and assess student progress			Owner: Troy Wilson			
C2 Plan, model and promote Classroom Observations and coaching as a supportive and constructive process			Owner: Christine Henderson			
C3 Develop a clear, effective and supportive performance management process			Owner: James Peletier			
C4 Provide opportunities for all staff to take on a leadership role within their context			Owner: Shari Longden			

Practice by Role – Percentage of respondents who selected ‘often’ or ‘almost always’

Outcomes	Practice	North Mandurah Primary School 2020	Classroom teacher	Non-teaching role
Direction	Shared vision	86	93	67
	Strategic clarity	89	93	78
	Employee involvement	65	54	69
Leadership	Authoritative leadership	79	77	73
	Consultative leadership	73	71	63
	Supportive leadership	74	70	70
	Challenging leadership	73	71	63
Work Environment	Open and trusting	76	70	75
	Internally Competitive	62	42	75
	Operationally disciplined	88	89	82
	Creative & entrepreneurial	67	62	60

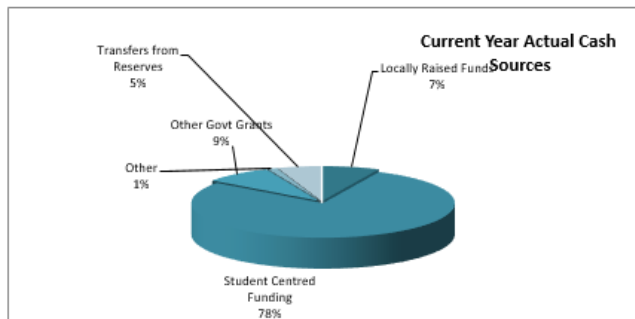
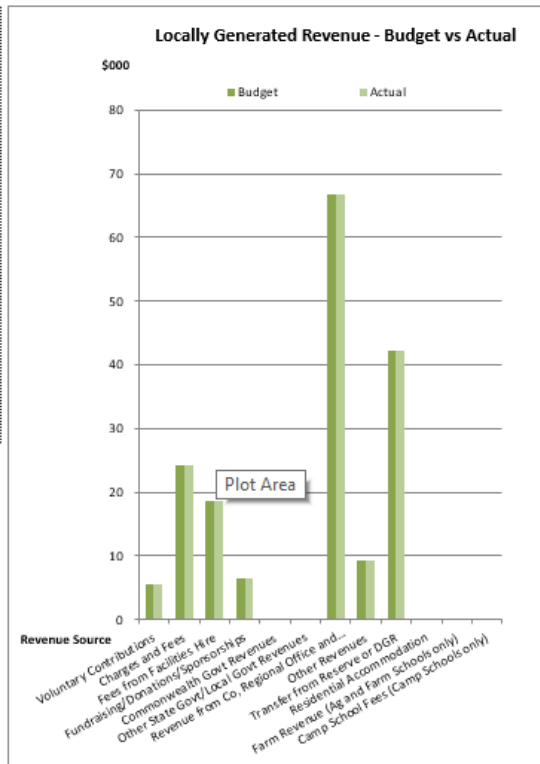
(Organisational Health Index Survey – Fogarty EDvance March 2020(C6))



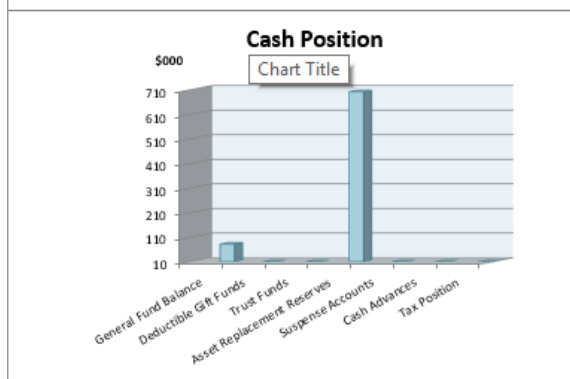
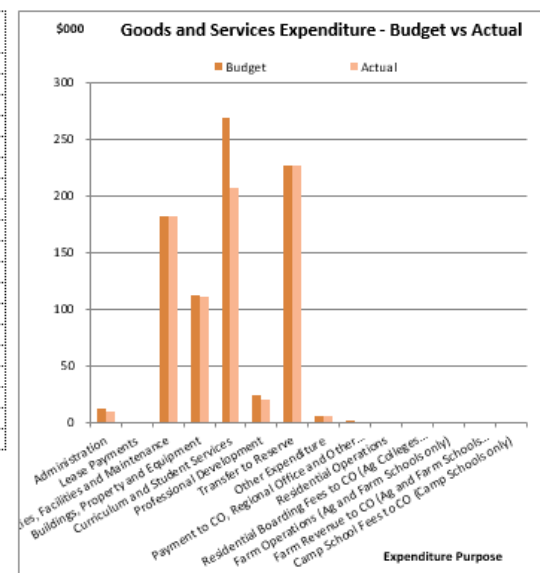
North Mandurah Primary School

Financial Summary 2020

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 5,600.00	\$ 5,600.00
2 Charges and Fees	\$ 24,265.50	\$ 24,265.50
3 Fees from Facilities Hire	\$ 18,681.79	\$ 18,681.79
4 Fundraising/Donations/Sponsorships	\$ 6,505.30	\$ 6,505.30
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Sch	\$ 66,773.70	\$ 66,773.70
8 Other Revenues	\$ 9,202.74	\$ 9,202.74
9 Transfer from Reserve or DGR	\$ 42,151.89	\$ 42,151.89
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 173,180.92	\$ 173,180.92
Opening Balance	\$ 55,477.85	\$ 55,477.85
Student Centred Funding	\$ 616,384.49	\$ 616,384.49
Total Cash Funds Available	\$ 845,043.26	\$ 845,043.26
Total Salary Allocation	\$ 4,105,332.00	\$ 4,105,332.00
Total Funds Available	*****	*****

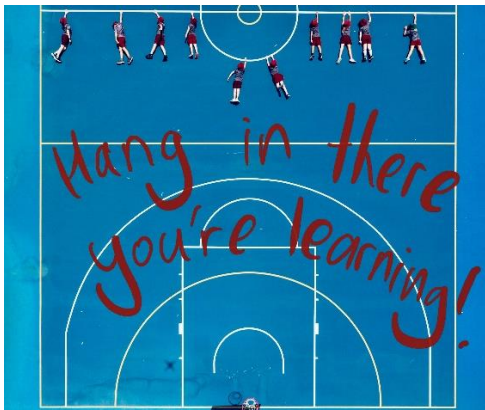


Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 12,240.00	\$ 9,573.46
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 181,866.65	\$ 182,354.52
4 Buildings, Property and Equipment	\$ 112,739.71	\$ 111,410.48
5 Curriculum and Student Services	\$ 269,293.28	\$ 206,597.63
6 Professional Development	\$ 23,471.56	\$ 20,000.80
7 Transfer to Reserve	\$ 227,409.00	\$ 227,409.00
8 Other Expenditure	\$ 5,947.96	\$ 5,687.07
9 Payment to CO, Regional Office and Other Schoo	\$ 20.00	\$ -
10 Residential Operations	\$ -	\$ -
11 Residential Boarding Fees to CO (Ag Colleges onl	\$ -	\$ -
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	\$ 832,987.56	\$ 763,033.02
Total Forecast Salary Expenditure	\$ 4,038,890.00	\$ 4,038,890.00
Total Expenditure	\$ 4,871,877.56	*****
Cash Budget Variance	\$ 12,055.70	



Cash Position as at:	
Bank Balance	\$ 780,270.81
Made up of:	\$ -
1 General Fund Balance	\$ 82,010.24
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 700,839.67
5 Suspense Accounts	\$ 1,012.90
6 Cash Advances	\$ -
7 Tax Position	\$ (3,532.00)
Total Bank Balance	\$ 780,270.81

HIGHLIGHTS OF 2020



Motivation



Celebrating Success.....



School Leaders – Camp



Mandjar Cup.....



SLP-A Sensory Play



I.T. Road to Learning



Carnivals



Incursions.....

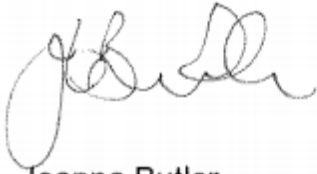


Recess with friends.....



Early Childhood Transition....

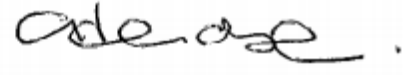
“Getting it right for every student”



Joanna Butler
Board Chair



James Peletier
Principal



Christine Henderson
Principal (acting)