



**NORTH
MANDURAH**

PRIMARY SCHOOL

TOGETHER WE SUCCEED

Annual Report 2016

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North Mandurah Primary School

Principal's Message

It is with great pride that I present the North Mandurah Primary School Annual Report for 2016.

This Report reflects 12 months of hard work, dedication and commitment from the whole school community to improve student learning. The report has been written to provide key information and reflections on the performance of NMPS to parents, the school and wider community.

This report identifies the school's 2016 strengths and recommendations for the 2017 school year. The Report, when read in conjunction with information available through the 'My Schools' website, school newsletters and the Department's 'Schools Online' site, will provide a more holistic overview of the school's operations and performance throughout the 2016 school year.

The Report will be presented to the School Council and be available to the school community via the school's web page.

I trust you will find the information in the report to be informative and provide you with a snapshot of our wonderful school.

School Context

Since 1982, NMPS has provided its students with a quality learning environment. In 2016, 350 students from Kindergarten to Year 6 attended NMPS. Our Index of Community Socio-Educational Advantage was 946 and the Australian average is 1000. ICSEA provides a scale that numerically represents the relative extent of influence of the key factors in students' family background, and is constructed taking into account both students and school-level factors.

The percentage of students with a language background other than English was 10% and Indigenous students represented 11% of our student population.

Our dedicated staff consists of 29 teachers and 12 non-teaching staff.

2016 Highlights

- Aspirant Program
- Junior Council
- Celebrate North Mandurah Week
- Nature Play area
- Carnivals
- Parliament visit
- New computer lab
- Wireless connectivity
- New carpets, painting
- Year 6 Camp
- Swimming lessons
- Dockers quick kick
- Carnivals



School Strategic Plan 2016 – 2018

During 2016, our Strategic Plan was developed to drive school improvement.

Strategic Overview

Our Motto

Together We Succeed

Our vision

North Mandurah Primary School is a place where the whole school community works together to build positive attitudes to learning, enhance student achievement and nurture each student so they can be their best.

We Believe

Every Student Matters Every Day

We Believe

All Students can be High Achievers

We are committed to building a

Culture of Improvement

We are committed to building a

Culture of Achievement

We are committed to building a

Culture of Care

Priority 1

Success for all students

Priority 2

High quality teaching

Priority 3

Effective leadership

Priority 4

Strong governance and support

A Whole School Commitment to Quality Teaching, Learning and Care

Aligned Classroom Programmes and Practices

Evaluation and Performance Measures focusing on student learning

Support, build and advance staff capacity for teaching/instructional excellence

Progress against identified priorities

At the commencement of the 2016 school year, a number of goals were identified to drive school improvement. Each goal was developed after thorough interrogation of data.







The progress towards achieving each goal will be indicated by a traffic light system.

Green – achieved

Amber – working towards

Red – not achieved.

The goals were established to guide school improvement planning over three years.

Goal	Comments	Traffic Light
1. The collaborative development of whole school planning and strategies in English, Mathematics and Behaviour Management.	Whole school planning template established in Mathematics and English. Our planning template combines Australian Curriculum content and a consistent, research based instructional approach. Positive Behaviour Support (PBS) initiated in 2016 and will continue to develop in 2017.	
2. The development of programs to meet year level curriculum expectations in Science and Humanities and Social Sciences (HASS).	Science and HASS curriculum development will be a focus in 2017. This goal was deferred with priority given to English and Mathematics curriculum development in 2016.	
3. Identify priority curriculum in the areas of English, Maths, Science and HASS.	English and Mathematics priority curriculum development is progressing. A greater focus on Science and HASS is required in 2017.	
4. Maintain and enhance positive classroom and school climate for students.	Whole school positive reward structures continued in 2016 with a focus on Faction points. PBS will enhance current practice.	
5. Focus on collaboration and the sharing of planning, teaching and learning practices and assessment.	Staff continue to collaborate to enhance curriculum delivery. There was a focus on English, Mathematics and developing consistent assessment procedures with the implementation of Bright Path (writing).	
6. Identify strategies that will support students with learning and/or behaviour needs who do not receive additional funding.	Additional Education Assistant support was provided to students where possible. This included class support and playground assistance. A greater focus on early intervention and support has been planned for 2017.	

Student Achievement

Grade allocation summary (Year 3 and 5)

Year 3 Numeracy

Grade (Sem 1)	Percentage of students with allocated grade	Alignment of Teacher Grade Allocation to NAPLAN
A	2.4%	A comparison to NAPLAN achievement suggests our grade allocation was weighted high in the C area with a possibility of more B grades being awarded. This trend was also represented when comparing grade allocation to 'like school' grade allocation.
B	2.4%	
C	80.5%	
D	14.6%	
E	0%	

Year 3 Reading

Grade (Sem 1)	Percentage of students with allocated grade	Alignment of Teacher Grade Allocation to NAPLAN
A	0%	A comparison to NAPLAN achievement suggests our grade allocation could have seen up to 5% A's awarded and slightly fewer C grades awarded. This trend was also represented when comparing grade allocation to 'like school' grade allocation.
B	29.3%	
C	53.7%	
D	17.1%	
E	0%	

Year 5 Numeracy

Grade (Sem 1)	Percentage of students with allocated grade	Alignment of Teacher Grade Allocation to NAPLAN
A	0%	A comparison to NAPLAN achievement and 'like school' grade allocation suggests our allocation was aligned within an adequate margin.
B	22%	
C	58.5%	
D	17.1%	
E	2.4%	

Year 5 Reading

Grade (Sem 1)	Percentage of students with allocated grade	Alignment of Teacher Grade Allocation to NAPLAN
A	0%	A comparison to NAPLAN achievement suggests our grade allocation could have seen a slight increase in the number of A's and B's awarded, slightly fewer C's and more D's. This trend was also represented when comparing grade allocation to 'like school' grade allocation.
B	24.4%	
C	58.5%	
D	14.6%	
E	2.4%	

NAPLAN

2016 NAPLAN average scores – Year 3

	Numeracy	Reading	Writing	Spelling	P&G*
NMPS	378	403	423	434	428
Like schools	364	378	389	378	385
State average	393	411	411	409	421

*P&G – Punctuation and Grammar

2016 NAPLAN average scores – Year 5

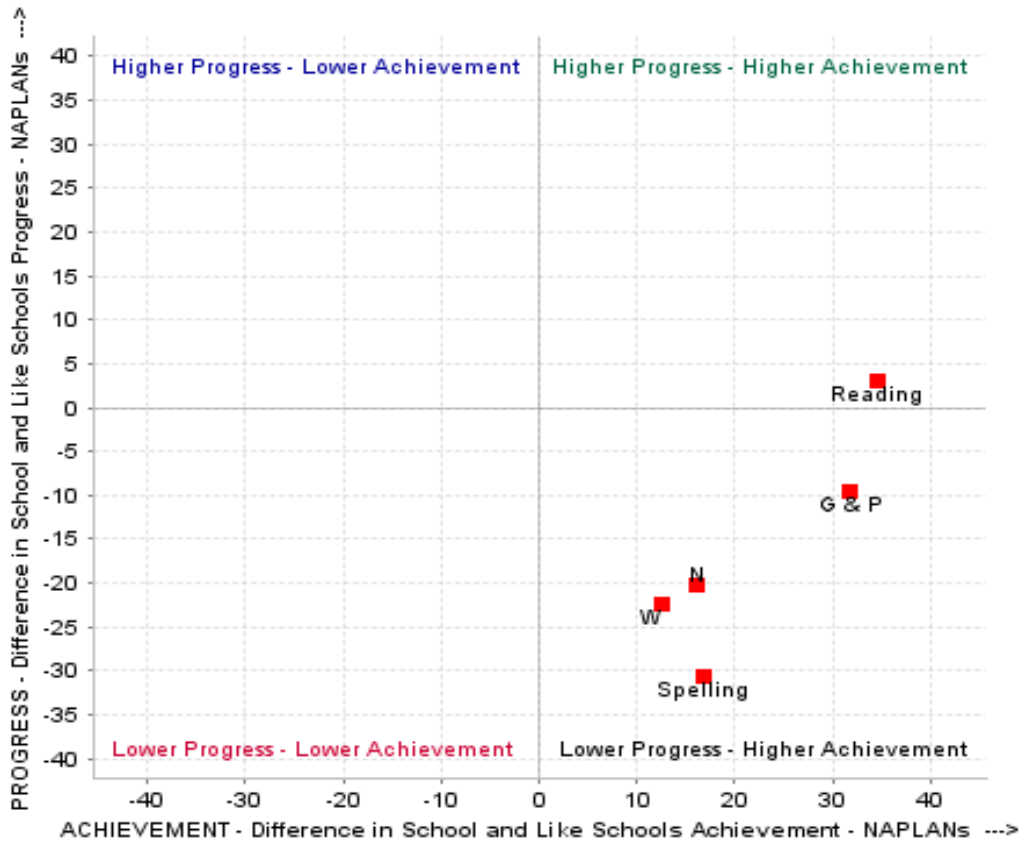
	Numeracy	Reading	Writing	Spelling	P&G*
NMPS	468	474	454	469	485
Like schools	452	452	442	457	458
State average	483	487	466	484	492

*P&G - Punctuation and Grammar

- Achievement above 'like school' or state average
- Achievement below 'like school' or state average but within tolerable range.

Student Progress and Achievement Compared with Like Schools

NAPLAN (2014 to 2016)



■ Year 3 to 5

Attitude Behaviour and Effort

Attitude, Behaviour and Effort data collected through the Student Reporting process shows that a majority of students across the school have positive behaviour. The areas assessed are:

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

Data from Semester 2 reports identifies the following aspects as areas of focus for 2017.

Junior Primary

- Shows self-respect and care
- Shows courtesy and respect for the rights of others
- Participates responsibly in social and civil activities

Middle and Senior Primary

- Sets goals and works towards them with perseverance
- Cooperates productively and builds positive relationships with others
- Shows confidence in making positive choices and decisions

Suspensions and other Behaviour Data


	Number of students suspended during the semester	Number of students suspended more than once per semester
Semester 1	5	3 students out of the 5
Semester 2	10	2 student out of the 10

Attendance

Student attendance needs to be regular (above 90%) to maximize educational opportunity and learning time.

The attendance percentage (%) per year group for Semester 1 and Semester 2.

	Kindy	PP	Yr.1	Yr.2	Yr.3	Yr.4	Yr.5	Yr.6
Semester 1	88.4	89.5	88.3	91.1	89.1	90.7	92.9	92.3
Semester 2	84.6	88.1	85.1	89.2	86.3	88.5	90.1	89.1
Average for 2016	86.5	88.8	86.7	90.15	87.7	89.6	91.5	90.7
School Attendance Percentage for 2016 for all students (K-Yr6)								88.96

 Attendance above 90%

9 students identified at severe attendance risk (less than 60% attendance)

45 students identified at moderate risk (60-80% attendance)

Student Population (Semester 2)

	Kindy	Pre-Primary	Primary (Yr. -6)	Total
Male	18	24	123	165
Female	22	13	151	186
	40	37	274	351

Kindy	P/P	Yr. 1	Yr.2	Yr.3	Yr.4	Yr.5	Yr.6
40	37	48	52	42	47	41	44

Number of Aboriginal students from Kindy to Yr. 6	40 students
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Parent, student and staff satisfaction

National School Opinion Surveys (NSOS)

Australian Education Ministers have determined that all Australian schools will participate in parent, student and staff opinion surveys.

As a consequence, all WA public schools are required to administer parent, student and staff National School Opinion Surveys (NSOS).

The tables below represent the average response rating for each NSOS question. The green shading represents an average return rating of 4 or over out of 5.

Student Survey Results

Survey Question	Average Score 5 Strongly Agree 4 Agree 3 Neither 2 Disagree 1 Strongly Disagree
My teachers expect me to do my best	4.5
My teachers provide me with useful feedback about my school work	3.9
Teachers at my school treat students fairly	3.6
My school is well maintained	3.7
I feel safe at my school	3.6
I can talk to my teachers about my concerns	3.6
Student behaviour is well managed at my school	3.1
I like being at my school	3.9
My school look for ways to improve	4.2
My school takes students' opinions seriously	3.4
My teachers motivate me to learn	4.2
My school gives me opportunities to do interesting things	4.1
My teachers are good teachers	4.2
My teachers care about me	3.8

Parent Survey Results

Survey Question	Average Score 5 Strongly Agree 4 Agree 3 Neither 2 Disagree 1 Strongly Disagree
Teachers at this school expect my child to do their best	4.7
Teachers at this school provide my child with useful feedback	4.3
Teachers at this school treat students fairly	3.7
This school is well maintained	4.4
My child feels safe at this school	4.4
I can talk to my child's teacher about my concerns	4.8
Student behaviour is well managed at this school	3.7
My child likes being at this school	4.2
This school looks for ways to improve	4.3
This school takes parent opinions seriously	3.8
Teachers at this school motivate my child to learn	4.5
My child is making good progress at his school	4.3
My child's learning needs are being met at this school	4.1
This school works with me to support my child's learning	4.4
This school has a strong relationship with the local community	3.8
This school is well led	4.1
I am satisfied with the overall standard of education achieved at this school	4.5
I would recommend this school to others	4.5
My child's teachers are good teachers	4.6
Teachers at this school care about my child	4.4

Staff Survey Results

Survey Question	Average Score 5 Strongly Agree 4 Agree 3 Neither 2 Disagree 1 Strongly Disagree
Teachers at this school expect students to do their best	4.5
Teachers at this school provide students with useful feedback about their learning	4.4
Teachers at this school treat students fairly	4.6
This school is well maintained	3.6
Students feel safe at this school	4.2
Students at this school can talk to their teachers about concerns	4.4
Parents at this school can talk to their teachers about their concerns	4.5
Student behaviour is well maintained at this school	3.9
Students like being at this school	4.7
This school looks for ways to improve	4.5
This school takes staff opinions seriously	3.9
Teachers at this school motivate students to learn	4.5
Students' learning needs are being met at this school	4.1
This school works with parents to support students' learning	4.1
I receive useful feedback about my work at this school	3.6
Staff are well supported at this school	4.1
This school has a strong relationship with the local community	3.8
This school is well led	4.2
I am satisfied with the overall standard of education achieved at this school	4.1
I would recommend this school to others	4.5
Teachers at this school are good teachers	4.9
Teachers at this school care about their students	4.9

Achievement Targets 2017

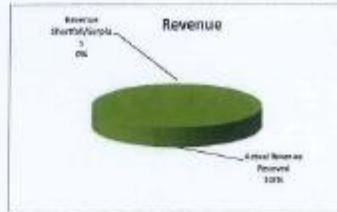
TARGETS: supporting student learning and achievement – focus for 2017

- 1) Perform at or above like schools in *NAPLAN* Numeracy, Reading, Writing, Spelling and Grammar and Punctuation in Year 3 and 5.
- 2) Increase the number of students demonstrating high to very high progress from *On Entry Assessment* to Year 3 *NAPLAN* in Reading and Numeracy.
- 3) The progress from Year 3-5 stable cohort will be at or above like school in all *NAPLAN* areas.
- 4) There will be a positive trend in the percentage of Year 1 students achieving PM Benchmark Level 16 and Year 2 students achieving PM Benchmark Level 22 at the end of the year.
- 5) Increase the percentage of Year 3 students achieving between Proficiency Bands 5-10 in *NAPLAN*.
- 6) Increase the percentage of Year 5 students achieving between Proficiency Bands 7-10 in *NAPLAN*.
- 7) Reduce the percentage of students in the “at” or “below” *NAPLAN* National Minimum Standards bands in *NAPLAN* Year 3 and 5.
- 8) From 2016 - 2018, there is positive trend in the number of Standards within the *National Quality Framework (NQS)* met in Kindergarten and Pre-Primary.
- 9) The National School Opinion Survey results are positive for Community, Staff and Students (i.e. each item has a ranking of at least 3.5 out of 5).
- 10) All teachers take part in classroom observation and feedback as part of their performance management process.
- 11) The school achieves either a “Good” or “Excellent” rating in every category in the next school audit.
- 12) There will be a positive trend in the percentage of regular school attendance.

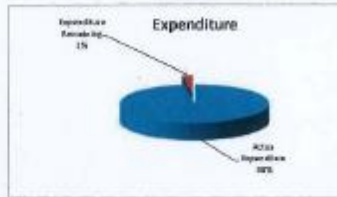
Financial Summary 2016

North Mandurah Primary School Financial Summary 9 March 2017

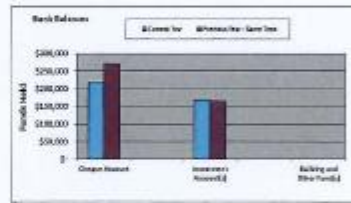
Cash Revenue:	
Previous Year Closing Balance Brought Forward	\$ 92,347.00
Current Year Budgeted Revenue	\$ 180,000.27
Actual Revenue Received	\$ 181,000.27
Revenue Shortfall/Surplus	\$ -
Revenue Collected as a % of Current Budget	100.00%
Total Funds Available	\$ 273,347.27



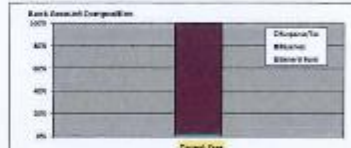
Cash Expenditure:	
Current Year Budgeted Expenditure	\$ 457,436.27
Actual Expenditure	\$ 475,436.25
Expenditure Remaining	\$ 18,000.02
Cash Budget Variance	\$ -
Variance as a % of Total Funds Available	0.17%
Actual Expenditure as a % of Budgeted Expenditure	103.78%



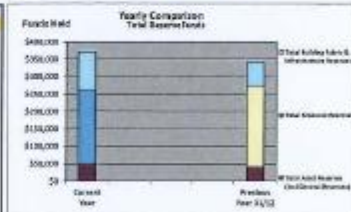
Reconciled Bank Balances:		
	Current Year as at 30/12/2016	Previous Year as at 30/12/2015
Cheque Account	\$ 210,519.83	\$ 273,000.07
Investment Account(s)	\$ 100,810.00	\$ 100,000.00
Building and Other Funds(s)	\$ -	\$ -
Total	\$ 311,329.83	\$ 373,000.07



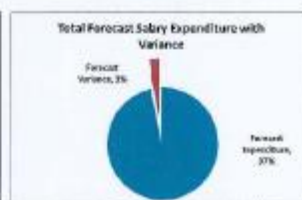
Bank Account Composition:	
General Fund	75%
Reserves	80%
Deprecy/Tax	75%



Equipment Replacement Reserves:		
	Current Year	Previous Year as at 30/12
Total Asset Reserves (incl. General Reserves)	\$ 67,816.58	\$ 10,000.00
Total Reserve Reserves	\$ 210,519.83	\$ 100,000.00
Total Building Fabric & Infrastructure Reserves	\$ 100,810.00	\$ 100,000.00
Total All Reserves	\$ 379,146.41	\$ 210,000.00
Current Year Reserve Transfers for Funds included above	\$ 10,000.00	N/A
Budgeted Reserve Transfer Funds not Transferred	\$ -	N/A



School Salary Allocations (SOPM)								
As at 29/12/2016								
Salary Only Personnel	Student-Career Funding - Salary	School Employees & Staff AG	Total Salary Funds	YTD Spend	YTD Balance	% Spent	Forecast Expenditure	Forecast Variance
\$ 14,000.00	\$ 3,961,250.00	\$ 1,000,000.00	\$ 4,961,250.00	\$ 4,970,000.00	\$ -8,750.00	100%	\$ 4,961,250.00	\$ -8,750.00



Endorsement

Annual Report 2016

Endorsed by:

Principal Tom Burke _____

School Council Chair Linda McDonnell _____

Date:
