



## South Kalgoorlie Primary School

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# South Kalgoorlie Primary School

# 2017 Annual Report



School community members will notice a significant difference between this school report and those of previous years. The 2017 South Kalgoorlie Primary School Annual Report is a demonstration of the school's self-reflection and improvement process that is used each year. The report addresses the Milestones and Targets of the 2016 to 2018 Business Plan and supports ongoing planning needed to reach those targets. The report also informs our school community of the achievements and highlights of South Kalgoorlie Primary School in 2017. There are many aspects to this report that take into account the complexities of our dynamic and exciting school community.

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

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

At South Kalgoorlie Primary School we understand that it is as important to work on the social-emotional aspects of the development of children as their academics. Teacher observation, KidsMatter, PBS and You Can Do It! Surveys have demonstrated that children need to feel safe and trust that they can make a mistake, learn to have a go and be persistent, build positive relationships and learn to get along as well as be resilient and respectful both within themselves and towards others. Without these core abilities, children will not achieve their full potential. The learning environment within our school is devoted to developing these abilities in our students.

Another aspect of our school community that is vital is the building of trusting relationships across the school. Without ensuring effective relationships between all members of a school community, the best outcomes for students cannot be achieved. Relationships are our key for successful teachers and students.

While we strive to achieve the targets set for all academic progress and we celebrate all the successes of our students, ultimately we need to ensure that our children will be good citizens who can succeed in the 21<sup>st</sup> Century.

## **SCHOOL ACHIEVEMENT LINKED WITH BUSINESS PLAN MILESTONES AND TARGETS EXPECT AND MODEL EXCELLENCE**

### **English**

Literacy blocks with a strong focus on student speaking and listening were encouraged in classrooms across the school and the school's spelling program continued to be tweaked to ensure improvements in every child's spelling application. Whole school reviews demonstrate student improvement in spelling assessments but there needs to be continual monitoring for improved transference into writing and abstract applications.

General vocabulary, syntax and metalinguistics have been identified as an areas of concern through a variety of assessments and teacher observations across the school. Teachers believe that these limit spelling, writing and reading comprehension outcomes.

### **English Targets and Outcomes**

The only NAPLAN Writing target to be fully achieved in 2017 was an increase in the percentage of Year 3 students in the top 2 bands for NAPLAN Writing. There was also a narrow improvement in the percentage of Year 3 and Year 5 students at or above the National Minimum Standard in NAPLAN Spelling.

### **Recommendations for 2018**

Look at the structure of Literacy Blocks across the school to ensure that Speaking and Listening is integral to all learning areas. Ensure that learning in every classroom is engaging and encourages higher order thinking skills for all students.

### **Science Technology Engineering Art and Mathematics**

The whole school implementation of MTS Mathematics assessments to support each students learning at point of need has not been found to effectively support teachers or students. As a result, the Mathematics Curriculum team and classroom teachers are analysing other assessment strategies to determine a more effective assessment strategy to support student learning. STEAM processes using scaffolding and hands

on approaches has been supported in classrooms through school planning and teacher sharing. Many great outcomes were shared across the school.

The iSTAR Model is used across the school and is used as a planning tool in Mathematics. Teachers still need to push students to take more responsibility for their own learning and therefore use higher order thinking skills. The iSTAR process was introduced to support this because the lesson structure is designed to encourage clear understandings about the learning intention, depth of learning and reflection of achievement.

### **NAPLAN Comparative Performance Summary**

	Year 3			Year 5		
	2015	2017	2017	2015	2017	2017
Numeracy	-0.8	-1.1	-1.0	-0.6	-0.1	-0.8
Reading	-0.6	-0.9	-0.5	-0.4	-0.4	-0.1
Writing	-0.8	-0.6	-0.8	0.4	-0.2	-0.1
Spelling	-0.5	-1.1	-0.8	-1.0	-1.4	-0.7
Grammar & Punctuation	-0.8	-0.7	-0.1	-0.7	-0.0	-1.0

### ***Targets and Outcomes***

The specific Mathematics NAPLAN target was not met in 2017. School assessments and moderation also show limited achievement by a significant number of students.

### ***Recommendation for 2018***

- A stronger focus on hands-on learning and student engagement in mathematics activities linked with the Paul Swan focus materials to embed real maths understandings will be the whole school focus in 2018.
- A specific school based assessment for Science will need to be sourced until the National Science testing begins. At this point this Business Plan Target cannot be realized.

### **HIGHEST QUALITY EARLY CHILDHOOD PROGRAMS**

Significant work has targeted the regular attendance of Kindergarten and Pre-primary to ensure a solid educational foundation and each child's ongoing good attendance habits into Primary School. The development of good relationship with all families is also considered vital in the early years.

Every National Quality Standard milestone has been implemented with ongoing improvement processes in place across the school. Baseline On-Entry Data is in place and subsequent comparative testing done. Numeracy progress always exceeds Literacy progress, particularly with Speaking and Listening.

### ***Recommendations for 2018***

- There will be a Speaking and Listening focus across the school but particularly in the Early Childhood area. The National Quality Standards will continue to be monitored and progressed across the school.

### **BUILD STUDENT HEALTH AND WELL-BEING, ENGAGEMENT AND BEHAVIOUR**

The whole school Pastoral Care strategy incorporated the Chaplain, Health and Well Being Team which consisted of You Can Do It! and KidsMatter teams, the implementation of Positive Behaviour In Schools and classroom foci of relationship building, emotional coaching and protective behaviours. Parents and the school community have been incorporated as much as possible through informal feedback processes, school open days, parent morning teas, parent / teacher meetings and parent information sessions.

Data gathering of student behavior across the school showed that approximately 16 children out of a population of 510 children were responsible for the majority of issues and suspensions across the school. Of those half were in Year 6 and were leaving the school at the end of 2017.

### **Recommendation for 2018**

- While all classroom teachers adapt teaching and learning programs to cater for the needs and learning outcomes of individual students; student engagement, particularly of boys, continues to be of concern. More hands on and integrated activities to ensure enhanced student engagement will be the focus in 2018. It is hoped that this will also have a direct impact on student attendance.

### **ATTENDANCE**

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
<b>2015</b>	91.7%	92.5%	93.8%	83.5%	83.7%	81.2%	90.3%	91%	92.7%
<b>2017</b>	91.6%	92%	93.7%	81.8%	82.8%	80.7%	89.7%	90.2%	92.6%
<b>2017</b>	91.8%	92.3%	93.8%	80.3%	82.3%	81.2%	89.5%	90.5%	92.7%

### **SCHOOL COMMUNITY SURVEYS**

Over the year several surveys were given to parents staff and students; however, parents and teachers have not completed a national online survey since 2016 and will complete another one in 2018.

In 2016, 43 parents completed online surveys; 37 of those were women and 6 were men. Participants could choose from a scale of 1 to 5 with:

- 1 - Strongly Disagree,
- 2 - Disagree,
- 3 - Neither agree or disagree,
- 4 - Agree,
- 5 - Strongly Agree

Average responses can be found on the table below.

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



Another way that information was gathered was through an Appreciative Enquiry Process which was guided by Dr Rashmi Watson with staff, students and parents.

When students across the school participated in the Appreciative Enquiry process they identified relationships with staff and the school environment as the best things about the school. While the vast majority of feedback is positive an area of concern for parents, staff and students is behaviour so throughout 2017 the Positive Behaviour in Schools Program has been implemented throughout the school. The new school behaviour matrix is expected to be implemented in Term 2, 2018. A You Can Do It! Survey completed across the school at the end of 2017 found that 84.9% of students surveyed had a developed concept of resilience.

Feedback from staff was generally very positive regarding all aspects of the school, their role in the school and impact on decision making. An area of concern for staff was that administrators did not spend enough time in classrooms in positive ways. Through discussion the cycle of concern goes back to the workload of behaviour issues which was also identified with the parent survey and student survey.

In 2017, students across the school participated in both a Positive Behaviour in School and KidsMatter survey. Data was gathered about how students felt on a number of levels in the school.

What is Great about SKPS		What behaviour worries you the most?	
Teachers	26%	Fighting	42%
Friends / nice students	23%	Hurting / Intimidation of others	20%
Fun	10%	Damaging Property	13%
Learning	21%	Disrespectful behaviour and inappropriate language	18%
Playtime / Playground	6%		
Kind, Caring and Safe	7%		

### ***Recommendation for 2018***

- At the end of 2017 South Kalgoorlie Primary School applied to become a Positive Behaviour Support school. 100% of staff supported this decision and will work together in 2017 to make significant change across the school.



*South Kalgoorlie Primary School Junior Choir*

## HIGHLIGHTS AND CELEBRATIONS OF 2017

- Achievement of National Quality School status
- Implementation of The Coding Club on Monday afternoons.



- Introduction of Brightpath Writing Assessments to support writing moderation and teaching strategies to support students learning across the school
- Implementation of STEM / STEAM processes into classrooms.
- Continued development of the Professional Learning Community through ongoing shared coaching, classroom observations and staff development
- Diversified leadership across the school with teacher empowerment and decision-making through phase teams and curriculum committees
- Development of a new Healthy Canteen Policy and Healthy Eating Policy across the school
- Design and painting of the Unity Mural linked with the Goldfields Heart Walk in the South Kalgoorlie Primary School Undercover Area



*Heart Walk Mural by Mel Taylor*



*Unity Mural... Designed by Jada Evans and Mac Feng and painted by Year 6 students.*

- Involvement of the P&C, School Board and parents into the school community and the use of the Parent Room by parents and children
- Fantastic sportsmanship in carnivals and local sporting events





- Incursions and Excursions like the Bike Safety Challenge, Healthy Eating Talks and Year 6 BOSS Week
- Continued success of You Can Do It! days



- Introduction of the Celebration of Learning Day where parents have the opportunity to share a daytime awards ceremony followed by a learning journey and activity day with their children



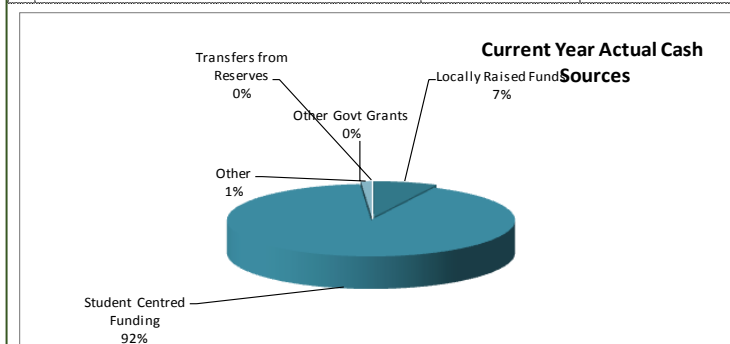
- South Kalgoorlie Primary School has a broad and detailed assessment schedule. It is clearly implemented on a set timeline across the school and moderated between classrooms. It is this that is utilised for reporting on the achievements of students.



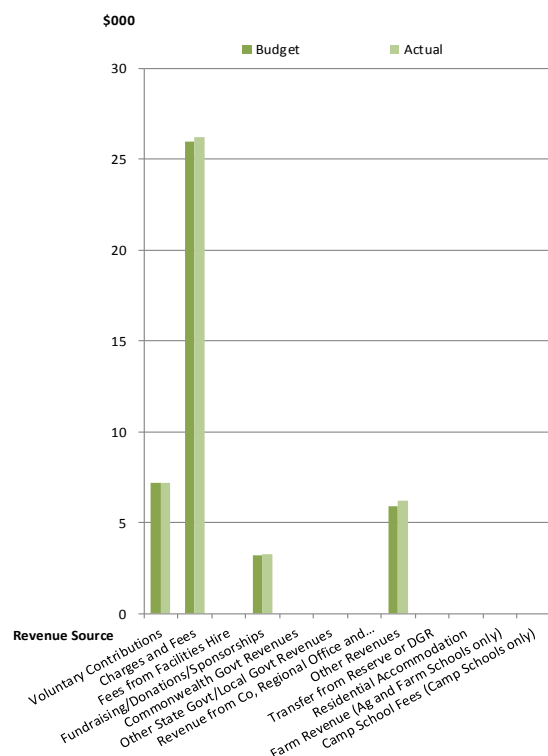
## South Kalgoorlie Primary School

### Financial Summary as at 15.12.2017

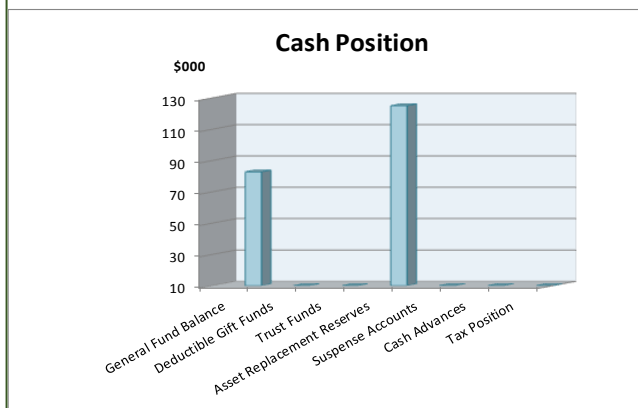
	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 7,169.00	\$ 7,168.60
2	Charges and Fees	\$ 25,984.00	\$ 26,247.75
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 3,192.27	\$ 3,242.27
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 5,899.94	\$ 6,209.14
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	\$ 42,245.21	\$ 42,867.76
	<b>Opening Balance</b>	\$ 55,728.19	\$ 55,728.18
	<b>Student Centred Funding</b>	\$ 463,655.17	\$ 463,950.92
	<b>Total Cash Funds Available</b>	\$ 561,628.57	\$ 562,546.86
	<b>Total Salary Allocation</b>	\$ -	\$ -
	<b>Total Funds Available</b>	\$ 561,628.57	\$ 562,546.86



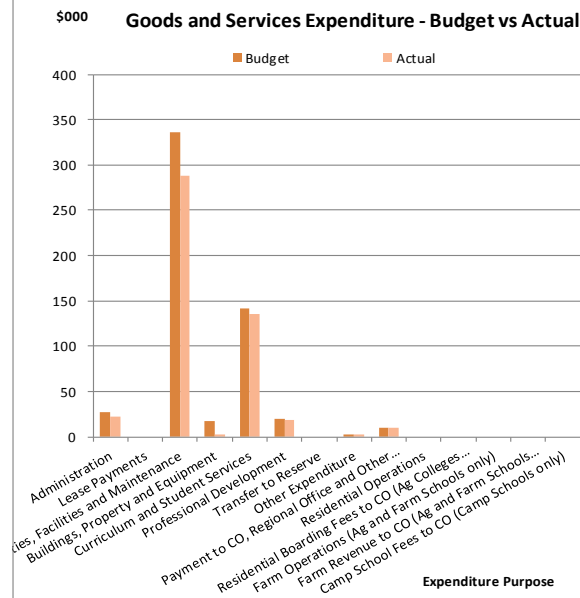
### Locally Generated Revenue - Budget vs Actual



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 26,526.21	\$ 22,645.21
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 335,522.85	\$ 288,551.64
4	Buildings, Property and Equipment	\$ 16,682.00	\$ 2,534.18
5	Curriculum and Student Services	\$ 141,186.00	\$ 135,312.31
6	Professional Development	\$ 20,010.00	\$ 18,529.46
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 2,240.00	\$ 2,155.31
9	Payment to CO, Regional Office and Other Schools	\$ 10,107.92	\$ 10,107.92
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	\$ 552,274.98	\$ 479,836.03
	<b>Total Forecast Salary Expenditure</b>	\$ -	\$ -
	<b>Total Expenditure</b>	\$ 552,274.98	\$ 479,836.03
	<b>Cash Budget Variance</b>	\$ 9,353.59	



### Goods and Services Expenditure - Budget vs Actual



<b>Cash Position as at:</b>	
<b>Bank Balance</b>	<b>\$ 206,481.86</b>
Made up of:	
1 General Fund Balance	\$ 82,710.83
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 124,953.85
5 Suspense Accounts	\$ 953.55
6 Cash Advances	\$ -
7 Tax Position	\$ 2,136.37
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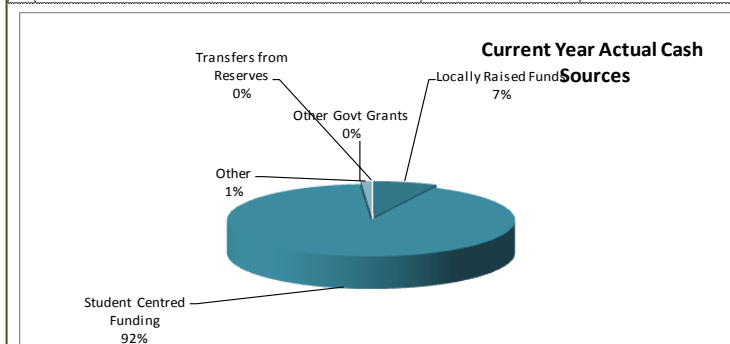




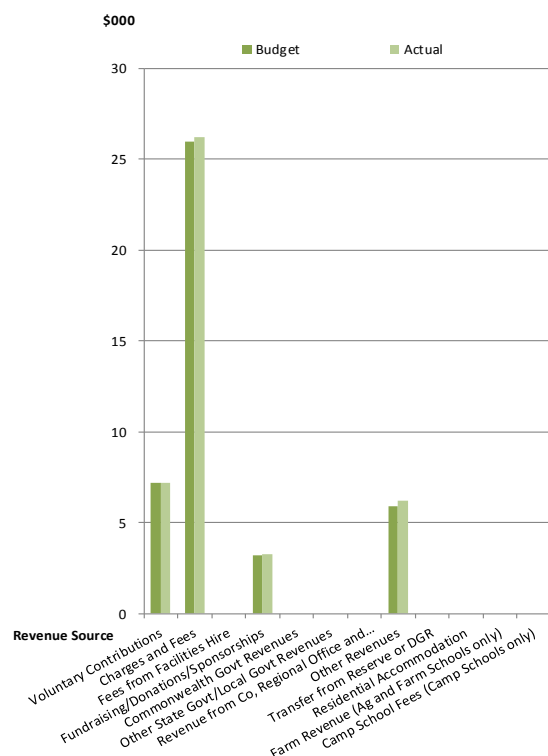
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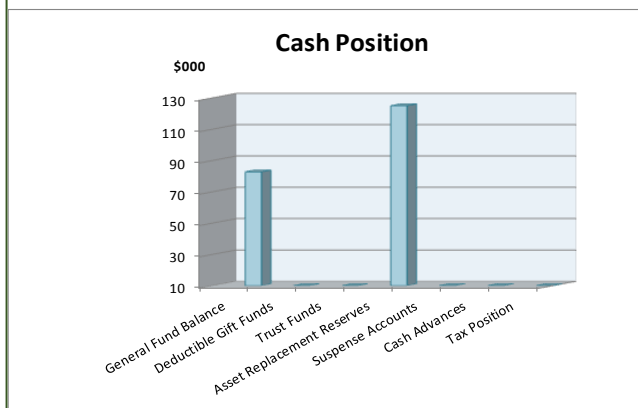
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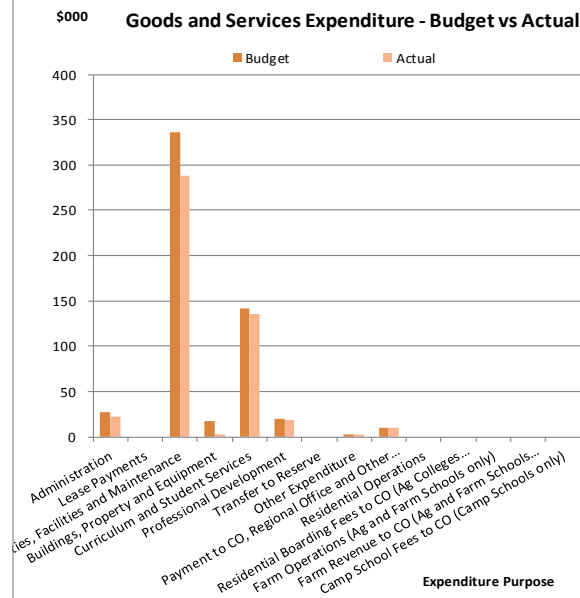
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School Board Chair \_\_\_\_\_

Date \_\_\_\_\_

Principal \_\_\_\_\_

Date \_\_\_\_\_