Annual Report
2015
This annual School Report is intended to give the community a clear sense of how students in the school are progressing and a reflection of the year’s activities.

The school started the year with 480 students. This figure was down considerably from 2014 due to the year 7 students not being on site and there being only two kindergarten classes. Numbers stayed the same throughout the year despite their being 42 new students enrolled throughout the year.

Riverside primary school Year 6 students feed primarily into Coodanup College and John Tonkin College for their secondary schooling and transition activities were provided for students.

The school has an ICSEA rating of 955. The Australian average ICSE rating is 1000.

Our socio economic status is measured using the ICSEWA rating (Index of Community Socio-Educational Advantage). The ICSEA value assigned describes the level of the schools educational advantage. It takes into account factors such as parent’s occupations, educational levels, geographical location of the school and the proportion of indigenous students enrolled at the school. Data is retrieved from parent information at the time of enrolment.

Riverside Primary School provides the opportunity for students to develop cognitive skills and abilities to strive to achieve their full potentially. The school’s pastoral care programs are based on providing support for students to enable effective learning in the classrooms. Students are encouraged to take responsibility for their own learning and behaviour with support from school staff.

The school buildings are comfortable and attractive set amongst bushland. There are seven playgrounds and lots of grassed areas for students to play one.

I have much pleasure in presenting this Annual report for 2015 to the School Community. It reflects the achievements of our school year.

Deborah Bloor
Principal
School Community Input

School Board

The membership of the 2015 Schools Board was made up of

Principal Riverside Primary School: Deborah Bloor
Principal Riverside Education Support Centre: James Douglas
School Board Chairperson: John Reyburn
P & C Representative: Vivienne Cantem
Staff representatives: Mrs Terry Wozniuk, Mrs Linda Jackson, Mrs Cherie Dobbs, Mrs Tamara Rekman, and Mrs Louise Filer
Parent Representatives: Mr Steve Cooper and Mrs Heather McGlasson
Community Representatives: Mr David Templeman MLA and Mrs Christine Steer.
Executive officer: Mrs Christine Thorne

The School Board met at least once each term.

P & C

Once again the P & C has been comprised of a very small but enthusiastic group of parents. The fundraising activities were all very successful and included the Easter Egg Raffle, School Disco and Faction Day Sausage Sizzle.

The Uniform Shop volunteers did a fantastic job in ensuring our students were all outfitted during the year. It was disappointing to learn mid-year that the canteen was running at a loss and was unsustainable in its current format. Under the guidance of the P & C President Vivienne Cantem, the finances were carefully scrutinized and running costs analysed. The group were keen to keep the canteen open in some form for 2016. It has been decided to close the Canteen each Tuesday, advertise for a new Manager and reduce the range of goods sold. The finances will be closely monitored and hopefully the Canteen will be a viable organisation in 2016.

Volunteers

The school benefited from a willing band of volunteers who supported the school through a variety of ways including

P & C membership
Canteen helpers
Fundraising
School camp
Repeated reading Program
Classroom activities assistance
Faction carnival helpers

The school is very appreciative of the support that comes through in so many ways.
Riverside Primary School Staff

<table>
<thead>
<tr>
<th>No.</th>
<th>FTE</th>
<th>AB/L</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Administration Staff</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principals</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principals</td>
<td>2</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>Total Administration Staff</strong></td>
<td>3</td>
<td>3.0</td>
</tr>
</tbody>
</table>

| **Teaching Staff** |      |      |
| Level 3 Teachers    | 2    | 2.0  | 0   |
| Other Teaching staff| 26   | 23.9 | 0   |
| **Total Teaching staff** | 28   | 25.0 | 0   |

| **School Support staff** |      |      |
| Clerical/Administrative | 5    | 2.4  | 0   |
| Instructional           | 1    | .6   | 1   |
| Other Non-Teaching Staff| 15   | 10.1 | 0   |
| **Total school Support Staff** | 21   | 13.1 | 1   |

| **TOTAL** | 52   | 41.1 | 1   |
ENROLMENT PROFILE

<table>
<thead>
<tr>
<th>Primary</th>
<th>Kin</th>
<th>PPR</th>
<th>Y01</th>
<th>Y02</th>
<th>Y03</th>
<th>Y04</th>
<th>Y05</th>
<th>Y06</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time</td>
<td>(27)</td>
<td>60</td>
<td>65</td>
<td>61</td>
<td>75</td>
<td>65</td>
<td>61</td>
<td>51</td>
<td>465</td>
</tr>
<tr>
<td>Part Time</td>
<td>42</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: The Kindy Full time student figure represents the full time equivalent of the part time student.

<table>
<thead>
<tr>
<th></th>
<th>Kin</th>
<th>PPR</th>
<th>Pri</th>
<th>Sec</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>22</td>
<td>33</td>
<td>184</td>
<td></td>
<td>239</td>
</tr>
<tr>
<td>Female</td>
<td>20</td>
<td>27</td>
<td>194</td>
<td></td>
<td>241</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>60</td>
<td>378</td>
<td></td>
<td>480</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Kin</th>
<th>PPR</th>
<th>Pri</th>
<th>Sec</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal</td>
<td>4</td>
<td>4</td>
<td>31</td>
<td></td>
<td>39</td>
</tr>
<tr>
<td>Non-Aboriginal</td>
<td>38</td>
<td>56</td>
<td>347</td>
<td></td>
<td>441</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>60</td>
<td>378</td>
<td></td>
<td>480</td>
</tr>
</tbody>
</table>

Numbers dropped at the beginning of the year due to the Year 6-7 students not being on site. There was also a significant drop in the number of Kindy enrolments. In 2015 the school ran two full time classes (42 students) where as in 2014 there were three classes (60 students).

This will have an impact on numbers as this smaller cohort move through the school.

During the year there were 67 new enrolments (24 from local schools) and 42 students who moved to other schools (9 to local schools).

One of the Kindy transportable classrooms was removed at the end of the year due to the Departments projected lower early childhood enrolments.
ATTENDANCE

Primary Attendance Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>Non-Aboriginal School</th>
<th>Like Schools</th>
<th>WA Public Schools</th>
<th>Aboriginal School</th>
<th>Like Schools</th>
<th>WA Public Schools</th>
<th>Total School</th>
<th>Like Schools</th>
<th>WA Public Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>93.2%</td>
<td>92.5%</td>
<td>93.7%</td>
<td>88.1%</td>
<td>84.3%</td>
<td>80.7%</td>
<td>92.8%</td>
<td>91.7%</td>
<td>92.6%</td>
</tr>
<tr>
<td>2014</td>
<td>91.9%</td>
<td>92%</td>
<td>93.2%</td>
<td>88.1%</td>
<td>82.5%</td>
<td>80.4%</td>
<td>91.6%</td>
<td>90.8%</td>
<td>92.1%</td>
</tr>
<tr>
<td>2015</td>
<td>92.6%</td>
<td>92.8%</td>
<td>93.8%</td>
<td>84.8%</td>
<td>81.8%</td>
<td>81.2%</td>
<td>91.9%</td>
<td>91.6%</td>
<td>92.7%</td>
</tr>
</tbody>
</table>

Attendance Overall Primary

<table>
<thead>
<tr>
<th>Year</th>
<th>Regular</th>
<th>At Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indicated</td>
<td>Moderate</td>
</tr>
<tr>
<td>2013</td>
<td>72.0%</td>
<td>21.4%</td>
</tr>
<tr>
<td>2014</td>
<td>69.1%</td>
<td>21.5%</td>
</tr>
<tr>
<td>2015</td>
<td>74.0%</td>
<td>17.3%</td>
</tr>
<tr>
<td>WA Public Schools</td>
<td>78.0%</td>
<td>15.0%</td>
</tr>
</tbody>
</table>

In accordance with the departments Policy Riverside Primary School has clear processes for monitoring, tracking and recording attendance.

The school has appointed an Attendance Officer 1 day a week to case manage families who are in the ‘at risk’ categories, however there is a higher number of families taking overseas holidays during term time which has impacted on the percentages.

In the recent Independent School Review the work done by the school in this area was a commended by the two reviewers and acknowledged in the final report.
STUDENT ACHIEVEMENT

The graph below is a summary of the data relating to National Assessment Program in Literacy and Numeracy for Numeracy, Reading, Writing, Spelling, Punctuation/Grammar when compared to State and ‘like schools’ data.

NAPLAN Comparative Performance Summary

<table>
<thead>
<tr>
<th></th>
<th>Year 3</th>
<th>Year 5</th>
<th></th>
<th>Year 3</th>
<th>Year 5</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>0.6</td>
<td>1.8</td>
<td>-0.0</td>
<td>-1.2</td>
<td>-0.2</td>
<td>-1.0</td>
</tr>
<tr>
<td>Reading</td>
<td>-0.4</td>
<td>0.7</td>
<td>-0.0</td>
<td>-0.8</td>
<td>0.3</td>
<td>-0.6</td>
</tr>
<tr>
<td>Writing</td>
<td>1.2</td>
<td>1.5</td>
<td>0.4</td>
<td>-1.5</td>
<td>-0.8</td>
<td>-0.4</td>
</tr>
<tr>
<td>Spelling</td>
<td>1.0</td>
<td>1.2</td>
<td>0.5</td>
<td>-1.4</td>
<td>-0.6</td>
<td>-2.4</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>0.3</td>
<td>0.0</td>
<td>-0.1</td>
<td>-0.4</td>
<td>-0.1</td>
<td>-1.3</td>
</tr>
</tbody>
</table>

- **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

General Review comments

The 2015 data shows that seven of the ten areas tested are within the ‘expected range’ however all ten areas show a decrease from 2014.

This has been identified as an area for improvement from the 2015 Independent School Review. Strategies will be put into the next Business Plan to address the decline in both Year 3 and Year 5 against ‘like schools’ in all areas.

The school will be focusing on strategies that are adopted by all staff.
Percentages of Students in top 20%, middle 60%, bottom 20% of the state and among like schools.

### Year 3 Numeracy

<table>
<thead>
<tr>
<th>State</th>
<th>School</th>
<th>Like Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top 20%</td>
<td>18%</td>
<td>18%</td>
</tr>
<tr>
<td>Middle 60%</td>
<td>63%</td>
<td>73%</td>
</tr>
<tr>
<td>Bottom 20%</td>
<td>19%</td>
<td>10%</td>
</tr>
</tbody>
</table>

### Year 3 Reading

<table>
<thead>
<tr>
<th>State</th>
<th>School</th>
<th>Like Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top 20%</td>
<td>10%</td>
<td>14%</td>
</tr>
<tr>
<td>Middle 60%</td>
<td>66%</td>
<td>70%</td>
</tr>
<tr>
<td>Bottom 20%</td>
<td>24%</td>
<td>16%</td>
</tr>
</tbody>
</table>

### Year 3 Writing

<table>
<thead>
<tr>
<th>State</th>
<th>School</th>
<th>Like Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top 20%</td>
<td>20%</td>
<td>26%</td>
</tr>
<tr>
<td>Middle 60%</td>
<td>69%</td>
<td>57%</td>
</tr>
<tr>
<td>Bottom 20%</td>
<td>10%</td>
<td>17%</td>
</tr>
</tbody>
</table>

### Year 3 Spelling

<table>
<thead>
<tr>
<th>State</th>
<th>School</th>
<th>Like Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top 20%</td>
<td>19%</td>
<td>22%</td>
</tr>
<tr>
<td>Middle 60%</td>
<td>61%</td>
<td>68%</td>
</tr>
<tr>
<td>Bottom 20%</td>
<td>20%</td>
<td>11%</td>
</tr>
</tbody>
</table>
In the area of Writing and Grammar and Punctuation this year there was a marked decrease in the number of students achieving in the top 20%. This will be closely monitored as it cannot afford to drop further. A Grammar text will be purchased by all students which should ensure explicit skills are taught.

In Spelling there continues to be higher number of students in the top 20%. This could be a direct result of the explicit Diana Rigg spelling program in place from K-Year 2 which is taught with rigour.
Observations:

There continues to be less students in the top 20% in all areas except Writing.

Two main areas of concern are the high number of students in the bottom 20% in Grammar and punctuation and Numeracy.

The school has put a Grammar book on the booklist which will assist with direct teaching of the skills. Whole school strategies re to be written for Numeracy and all year levels will be doing MTS as their maths program.
Achievement of 2013-15 Business Plan Targets

Academic Targets

<table>
<thead>
<tr>
<th>Year 3 NAPLAN</th>
<th>Progress</th>
<th>Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>To improve our relative position to like schools in Numeracy</td>
<td>-.3 → .6 → 1.8 → 0.0</td>
<td>✓</td>
</tr>
<tr>
<td>To maintain our relative position to like schools in Reading</td>
<td>0.0 → -0.4 → 0.7</td>
<td>✓</td>
</tr>
<tr>
<td>To maintain our relative position to like schools in Writing</td>
<td>-.3 → .6 → 1.8 → 0.0</td>
<td>✓</td>
</tr>
<tr>
<td>To maintain our relative position to like schools in Spelling</td>
<td>-.3 → .6 → 1.8 → 0.0</td>
<td>✓</td>
</tr>
<tr>
<td>To maintain our relative position to like schools in Grammar &amp; Punctuation</td>
<td>-.3 → .6 → 1.8 → 0.0</td>
<td>×</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 5 NAPLAN</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>To improve our relative position to like schools in Numeracy</td>
<td>×</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>To maintain our relative position to like schools in Reading</td>
<td>×</td>
<td>×</td>
<td>×</td>
</tr>
<tr>
<td>To improve our position to like schools in Writing</td>
<td>×</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>To maintain our relative position to like schools in Spelling</td>
<td>×</td>
<td>×</td>
<td>×</td>
</tr>
<tr>
<td>To maintain our relative position to like schools in Gram &amp; Punc</td>
<td>×</td>
<td>✓</td>
<td>×</td>
</tr>
</tbody>
</table>

The Year 5 Spelling and Grammar and Punctuation is well below like schools. There appears to be no explanation for this decline as the same program has been in place as well as the same Year 4 teachers. There has been a change in one Year 3 teacher. There has been no concentrated focus or plan written to address Grammar.

This year the Year 3 NAPLAN results were generally where they would be expected to be in relation to like schools.

Students progression from Year 3 to Year 5 overall has been minimal. There appears to have been a trend of students generally achieving well in the Year 3 NAPLAN tests and either making minimal or no gains in Year 5 NAPLAN.

The Year 4 students will participate in the “Best performance” testing program to closely monitor their progress against the Year 3 NAPAN.
Factors being investigated are

- Classroom management/behaviour being a factor in Year 4 and 5 classes
- The rigour and explicitness that programs are being taught with.
- NAPLAN testing conditions in Year 3 compared to Year 5. (Admin to look at carrying out the testing)
- The big discrepancy with NAPLAN results and Semester 1 Teacher Judgments in Reading, Writing and to some degree Numeracy.

<table>
<thead>
<tr>
<th>Pre Primary On Entry</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>Target Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the % of PP Students who reach .8 progression points in Reading to more than 75%</td>
<td>30%</td>
<td>75%</td>
<td>83%</td>
<td>88%</td>
<td>✓</td>
</tr>
<tr>
<td>Increase the % of PP Students who reach .8 progression points in Speaking &amp; Listening to more than 75%</td>
<td>29%</td>
<td>52%</td>
<td>78%</td>
<td>76%</td>
<td>✓</td>
</tr>
<tr>
<td>Increase the % of PP Students who reach .8 progression points in Numeracy to more than 75%</td>
<td>n/a</td>
<td>89%</td>
<td>95%</td>
<td>93%</td>
<td>✓</td>
</tr>
<tr>
<td>Increase the % of PP Students who reach .5 progression points in Writing to more than 75%</td>
<td>0%</td>
<td>48%</td>
<td>76%</td>
<td>88%</td>
<td>✓</td>
</tr>
</tbody>
</table>

The increase in all areas has been due to the Kindy/Pre Primary program being more focused on Literacy and Numeracy activities. Students are being identified earlier and intervention put into place. Both the Kindy and Pre-primary classes follow the Diana Rigg phonic program and the Pre Primary classes have implemented Guided Reading. They run Literacy and Numeracy blocks where possible which has assisted the growth in student results.

The Numeracy results have been very high each year though staff have reported the content is not on par with the Australian Curriculum requirements (much simpler)

In 2015 the Pre Primary classes began operating on the school timetable which has seen them have more accountability for their program.
**Home Reading Programs**

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>50% of Year 4-6 students to reach the LEXILE target of 80 points</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>80% or more of Year 1-3 students to reach the RIBIT target of 150 nights</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
</tr>
</tbody>
</table>

The Home Reading programs will continue, a committee has been formed to revamp both programs to ensure they are more user friendly and targets more easily met.

**Australian Early Development Census**

This census was done in May (Pre Primary children) and the data has been released to schools and community groups. The purpose of the census is to provide communities, government and schools information to support their planning for the future.

<table>
<thead>
<tr>
<th>Domains</th>
<th>% developmentally on track</th>
<th>% developmentally at risk</th>
<th>% developmentally vulnerable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical health &amp; well being</strong></td>
<td>28</td>
<td>36</td>
<td>36 (17%)</td>
</tr>
<tr>
<td><strong>Social competence</strong></td>
<td>51</td>
<td>25</td>
<td>24 (19%)</td>
</tr>
<tr>
<td><strong>Emotional maturity</strong></td>
<td>46</td>
<td>28</td>
<td>26 (29%)</td>
</tr>
<tr>
<td><strong>Language and cognitive skills</strong></td>
<td>61</td>
<td>23</td>
<td>16 (19%)</td>
</tr>
<tr>
<td><strong>Communication skills &amp; general knowledge</strong></td>
<td>33</td>
<td>39</td>
<td>28 (11%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Children</th>
<th>% Developmentally vulnerable on one or more domains</th>
</tr>
</thead>
<tbody>
<tr>
<td>61</td>
<td>49.2 (42%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of children</th>
<th>% Developmentally vulnerable on two or more domains</th>
</tr>
</thead>
<tbody>
<tr>
<td>61</td>
<td>32.8 (28%)</td>
</tr>
</tbody>
</table>
The figure in the brackets is data from 2012 (current Year 3 children). The Domain of language and cognitive skills is the only one that is School based, the other four domains reflect the child’s home environment. It is very worrying that there is a higher percentage of students entering school who are developmentally vulnerable in four of the Domains. The higher percentage of students developmentally on track for language and cognitive skills could well be attributed to the pre kKndy Program that the school has facilitated and will continue to do so (funding permitted).

GRADE ALLOCATION DISTRIBUTION

Year 3 and 5 Numeracy and Reading

The following graphs show the comparison with our ‘like schools’ in the Teacher Grade Allocations in Semester 1. A lot of discussion has been held about the possible reasons why Riverside’s allocations are generally lower than ‘like schools’. The staff have worked at completing Moderation activities against the Expected Achievement standards to ensure they are allocating the appropriate grades. The graphs below show the Pre-primary allocations are now more in line with ‘like’ schools. This is reflected across the school in all areas.
Component Grade Distribution
Year 5 English (AC) - Reading and Viewing Reading
Semester 1, 2015

Lighter shading indicates manually graded results.
Riverside Primary School  2015 Highlights

20th Anniversary Celebration

Both the Riverside Primary School and Riverside Education Support Centre celebrated the schools 20th Anniversary.

The event was celebrated by parents being invited to a picnic lunch followed by an Assembly. A one metre square tile depicting the event will be laid in the school grounds.

100th ANZAC Anniversary

All students were involved in a vast array of activities that revolved around this momentous Australasian event. Students participated in school and local community activities.

Swimming Lessons at the new Mandurah Aquatic Recreation Centre

After being closed for eighteen months the new pool opened and swimming lessons were held there soon after it opened. Numbers were up for the lessons and students rated the new facility very favourably.

First Independent Public School Review

This was held in November and was an opportunity for the school to complete a self-assessment on the many programs that run at the school. The two reviewers spent two days at the school meeting with groups of staff, students, parents and community members. The finalised Report has not yet been returned to the school however any recommendations will be acted upon.

Pre Primary/Year 1 split class

For the first time a Pre-primary/Year 1 class was formed and housed in the Pre Primary centre. The pre-primary classes were put onto the school timetable for their DOTT. This was a big change for them as pre-primary has run quite independently to primary classes. Both changes were very successful.

Fresh Fruit Friday Family Fun Days

Each term a day was held with the aim of encouraging parents to come along and participate in fun activities with their children followed by a fresh fruit morning tea. Each session was very well supported by parents.
Food Sensations Cooking Workshops

Once again the Year 1 classes and interested parents had the opportunity to cook simple yummy meals with the aim of promoting healthy eating. These workshops are funded by grants the school received several years ago.

Aboriginal Education Programs

The Aboriginal Education Officer Ashlee Otway and Mrs Sue Sharp organised activities for all students and the aboriginal dancers from Dudley Park School performed. Next year there are plans to expand on the activities.

Student Leadership Profile

Twenty Year 6 students had opportunities through the Student Council, Faction Captains and Library programs. The students responded extremely well and all enjoyed the opportunities provided for them. (Considering they were year 6 students rather than year 7's)

Sporting Events

The Phys Ed program was revitalised and the profile of the school program raised with a new Phys Ed teacher appointed. Students had the opportunity to participate in League Tag, Cross Country Running, Winter Sports programs, Cricket, Lawn Bowls and the Faction Athletics Carnival. Once again the faction carnival was a major highlight for the students and parents.

Lap-a-thon

This annual event raised in excess of $5 000. Funds were used this year to top up classroom play equipment from which all students access and benefit from.

School Resource Centre

The staff organised some very successful events with the Book Fair and Book Week activities. The partnership with the town library was strengthened with the Rhyme Time continuing and all staff having access to their on line resources.

Fisherman’s Tree

The school was grated custodianship of the Fisherman’s Tree on Teranca Road at a ceremony conducted by the City Of Mandurah. The tree is now on the “Significant Tree “registry. Sixteen students then participated in creating two pieces of art work depicting the tree. The art work now hangs in the front office.
Parent Satisfaction

The Early Years Learning Program was once again very successful. Funding will not be provided in 2016 however the school is keen for the program to continue due to the benefits gained. The school will budget funds to pay for a teacher and assistant in Semester 2.

Early Years Learning Program Questionnaire

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think the Early Years Learning program (ELYP) was a worthwhile program.</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>I enjoyed working with my child and observing how they interacted with peers and school staff.</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>I think the ELYP was a great way to meet future school staff and my child's peers and parents.</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>I believe that the ELYP helped to develop my child’s school readiness and confidence.</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>I felt comfortable to discuss any concerns I had with staff.</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>I thought that the songs, games and activities were engaging, creative and assisted my child in building upon previous knowledge and skills.</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>I feel that ELYP helped to make my family feel welcome to the school.</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>I would recommend participating in the ELYP to friends or acquaintances in the future.</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Comments
- Thank you for being great teachers to my son Aron, He has had a good early staff for Kindy 2016
- Very happy let my son join in the program
- A wonderful program, my daughter just loved it
- An awesome idea
- My child’s confidence increased in every lesson
- She couldn’t wait for Mondays to come so she could go to school.
- He can now work better with others
- A great program, very beneficial to my daughters transition into Kindy.
- Helped my son’s confidence, he had none at the beginning of the program
- Fantastic program to get the kids ready for Kindy
### Financial Summary as at 31 December 2015

#### Revenue - Cash

<table>
<thead>
<tr>
<th>Description</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Voluntary Contributions</td>
<td>$4,338.00</td>
<td>$6,105.00</td>
</tr>
<tr>
<td>2. Charges and Fees</td>
<td>$26,215.40</td>
<td>$25,876.05</td>
</tr>
<tr>
<td>3. Fees from Facilities Hire</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4. Fundraising/Donations/Sponsorships</td>
<td>$9,238.95</td>
<td>$9,238.49</td>
</tr>
<tr>
<td>5. Commonwealth Govt Revenues</td>
<td>$1,960.00</td>
<td>$1,959.63</td>
</tr>
<tr>
<td>6. Other State Govt/Local Govt Revenues</td>
<td>$2,044.00</td>
<td>$2,044.00</td>
</tr>
<tr>
<td>7. Revenue from Co. Regional Office and Other</td>
<td>$93,997.82</td>
<td>$93,997.88</td>
</tr>
<tr>
<td>8. Other Revenues</td>
<td>$19,839.15</td>
<td>$20,706.01</td>
</tr>
<tr>
<td>9. Transfer from Reserve or DDR</td>
<td>$4,349.00</td>
<td>$4,349.00</td>
</tr>
<tr>
<td>10. Residential Accommodation</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>11. Farm Revenue (Ag and Farm Schools only)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>12. Camp School Fees (Camp Schools only)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total locally raised funds</strong></td>
<td>$161,985.93</td>
<td>$164,276.08</td>
</tr>
<tr>
<td><strong>Opening Balance</strong></td>
<td>$93,920.00</td>
<td>$93,920.80</td>
</tr>
<tr>
<td><strong>Student Centred Funding</strong></td>
<td>$230,823.90</td>
<td>$230,823.70</td>
</tr>
<tr>
<td><strong>Total Cash Funds Available</strong></td>
<td>$486,795.82</td>
<td>$486,209.52</td>
</tr>
<tr>
<td><strong>Total Salary Allocation</strong></td>
<td>$4,003,752.00</td>
<td>$4,003,752.00</td>
</tr>
<tr>
<td><strong>Total Funds Available</strong></td>
<td>$4,490,477.82</td>
<td>$4,492,771.52</td>
</tr>
</tbody>
</table>

#### Other Govt Grants

<table>
<thead>
<tr>
<th>Description</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundraising/Donations/Sponsorships</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Commonwealth Govt Revenues</td>
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<tr>
<td>Other State Govt/Local Govt Revenues</td>
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<td>-</td>
</tr>
<tr>
<td>Revenue from Co. Regional Office and Other Schools</td>
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</tr>
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<td>-</td>
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<td>-</td>
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<tr>
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<td>-</td>
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<td>-</td>
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<td>$4,492,771.52</td>
</tr>
</tbody>
</table>

#### Cash Position

<table>
<thead>
<tr>
<th>Description</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opening Balance</strong></td>
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<td>$1,956,620.00</td>
</tr>
<tr>
<td><strong>Student Central Funding</strong></td>
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<td>$4,366,033.95</td>
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</table>

#### Contingencies Revenue - Budget vs Actual

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<table>
<thead>
<tr>
<th>Revenue Source</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$000</td>
<td>$000</td>
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</tbody>
</table>
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#### Contingencies Expenditure - Budget vs Actual

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<table>
<thead>
<tr>
<th>Expenditure Purpose</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$000</td>
<td>$000</td>
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</tbody>
</table>
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#### Cash Position as at:

<table>
<thead>
<tr>
<th>Description</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bank Balance</td>
<td>$717,454.40</td>
<td>-</td>
</tr>
<tr>
<td>General Fund Balance</td>
<td>$91,625.17</td>
<td>-</td>
</tr>
<tr>
<td>Deductible Gift Funds</td>
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<td>-</td>
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<tr>
<td>Trust Funds</td>
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<td>-</td>
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<tr>
<td>Asset Replacement Reserves</td>
<td>$628,429.83</td>
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<tr>
<td>Suspense Accounts</td>
<td>$189.00</td>
<td>-</td>
</tr>
<tr>
<td>Contingencies Revenue</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Cash Advances</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Tax Position</td>
<td>$2,850.00</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Bank Balance</strong></td>
<td>$717,454.40</td>
<td>-</td>
</tr>
</tbody>
</table>

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**Current Year Actual Cash Sources**

- Locally Raised: 11%
- Student Central Funding: 5%
- Other Govt Grants: 3%