



QUARTERLY REPORT TO SCHOOL BOARD

TERM TWO 2015

Your continued support of the school as a Board is much appreciated.

We are now into the third year of operating as an Independent Public School and the whole process has been exciting and empowering. Later in the year the school will be subject to a review by independent reviewers appointed by the Department of Education Services. This will give us the opportunity to showcase our school.

<u>Resourcing and Support</u>	<p><u>Financial resources</u></p> <p>Resources are placed into a one-line budget so they can be allocated in ways that best enable the school to implement its Business Plan.</p> <p>The Finance Committee has supported the use of excess unallocated funds to increasing reserve accounts. Reserve accounts were subsequently set up for salaries and facilities.</p> <p>On the 10 August – 13 August 2015 the school will undergo an internal audit of financial practices.</p> <p>Funding received for special needs students is used to provide teaching and learning adjustments in their documented plans.</p> <p><u>Workforce</u></p> <p>The school has uses a five year workforce profile used to assist planning.</p> <p>The majority of staff members are teachers who account for about 55% of the total school workforce.</p> <p>Between 2011 and 2015 the Gender Profile shows staff numbers increased with 83% being female. The data also shows an increase in male staff appointed to the school.</p> <p>42% of the total staff are in the 45 to 54 age group.</p> <p>The school has supported the system EEO targets (Equal Employment Opportunity) have adding four female Lead teachers to the existing female Assistant Principal to increase leadership of women and has employed a part time teacher of indigenous background to commence work in second semester.</p> <p><u>School Support</u></p> <ul style="list-style-type: none"> ▶ Attendance Advisory Panel set up – Mr John Read (chair), Mrs Harriet Coombe (chaplain), Mr Peter Randall (youth officer). Mr Adrian Perry appointed as the school delegate and will act as Executive Officer. ▶ No major critical incidents reported through Online Incident Reports ▶ School selected to be part of SOEv4 integrated technology project ▶ Transportable removed as excess building. Process in place for completion. ▶ Financial support to principal, admin team on School Resourcing in particular with operations related to one line budget. ▶ Legal advice available readily on Family Court issues
<u>Program Delivery</u>	<p>Teachers are planning and reporting to meet the needs of students in accordance with the <i>School Curriculum and Authority Act (2012)</i></p> <p>Operational planning in identified priority areas of Writing and Basic Facts as well as ICT, Pastoral Care and Aboriginal Education.</p> <p>School Assessment and Reporting Plan reviewed annually and includes requirements for moderation, testing, interviewing and showcasing of student work</p>

	<p>Student Work Standards policy developed across the school and work monitored each term by the Leadership Team. Samples are monitored to show progress.</p> <p>The school manages an existing agreement between the Department and Camp Australia (after school care) as part of shared facility use.</p>
<p><u>Compliance</u></p>	<ul style="list-style-type: none"> ▶ An internal audit of financial practices is scheduled for August ▶ All teachers are registered with the Teacher Registration Board, all staff have current Working With Children's Checks ▶ The school will participate in an Independent Review process in October ▶ The principal participates in the Principal Professional Review process and uses appropriate strategies and actions ▶ The school has a current Risk Assessment plan that is included on the Department's website ▶ All staff are engaged in a Performance Management process that is ongoing and fully documented
<p><u>Governance</u></p>	<p>School Board</p> <p>We need to include community and or business representation on our Board. This was in place when Paddi Creevey was a member.</p> <p>The School Board actively participates in their functions.</p> <p>Regular effectiveness surveys provide feedback and direction to the principal.</p> <p>The Board meets twice per term and each term are in receipt of a Quarterly Report.</p> <p>The Board is informed about the progress of improvement targets identified in the schools Business Plan.</p>
<p><u>Student Achievement</u></p>	<p>Student performance is monitored regularly by teachers and by the whole school through a common Data Schedule.</p> <p>Information is gathered on student cohorts and sub groups with information used by the staff to make judgements about the standard being achieved and the further development of operational improvement plans.</p> <p>This information is provided for all staff in common format at the school review and planning day in fourth term. A focus on academic and non-academic achievement targets is made contextually and is part of the school self-assessment and review practice.</p> <p>External testing (NAPLAN) and access to standardised testing results further adds to an on balance judgement on performance</p>
<p><u>Business Plan</u></p>	<p><u>Successful Students</u></p> <p>Clear expectations on work standards and behaviour</p> <p>Case management approach to all at risk students, Aboriginal students and students in DCP care –individual plans</p> <p>On Entry assessment to identify strengths/areas of need in early years</p> <p><u>Quality Teaching & Leadership</u></p>

	<p>National Quality Standards (NQS) – reflective tool Co Coaching strategies provided to all staff</p> <p><u>Safe and Inclusive Environment</u> Whole school approach to environmental sustainability (recycling, nursery, dune restoration, tree planting) Behaviour Net to identify and intervene with level 3 type behaviours</p> <p><u>Support for Staff</u> Decision making opportunities and ownership of programs. Lead Teachers x 4 with an additional 120 minutes release</p> <p><u>Accountability</u> Create a reflective environment through use of mentors, buddies and critical friends Streamlined approach to performance management</p> <p><u>Partnerships</u> Camp Australia – before, after and vacation Grounds – signage, front entrance Events – 25th Anniversary of the school School Volunteer Program Mandurah Toyota – tree planting</p>																								
<p><u>Reserve Accounts</u></p>	<table border="0"> <tr> <td>Fabric and Infrastructure</td> <td></td> <td>20 000</td> <td>20 000</td> </tr> <tr> <td>Computer Equipment</td> <td>49 000</td> <td>12 500</td> <td>61 500</td> </tr> <tr> <td>Furniture</td> <td>8 563</td> <td>5 000</td> <td>13 563</td> </tr> <tr> <td>Plant and Equipment</td> <td>9 587</td> <td>5 000</td> <td>14 587</td> </tr> <tr> <td>Photocopier Reserve</td> <td>27 158</td> <td>10 000</td> <td>37 158</td> </tr> <tr> <td>Salaries</td> <td></td> <td>30 000</td> <td>30 000</td> </tr> </table>	Fabric and Infrastructure		20 000	20 000	Computer Equipment	49 000	12 500	61 500	Furniture	8 563	5 000	13 563	Plant and Equipment	9 587	5 000	14 587	Photocopier Reserve	27 158	10 000	37 158	Salaries		30 000	30 000
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