WARRIAPENDI PRIMARY SCHOOL

Independent Public School

ANNUAL REPORT 2011
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About this Report
The purpose of this report is to provide parents, the wider community and other interested groups with a summary of information regarding the School’s operation in 2011. Elaboration on any aspect of the report can be gained from the school administration. To be of maximum value this report should be viewed in conjunction to newsletters, specific notices and your child’s Semester 1 and 2 Reports.

VISION
To develop within Warriapendi community members the understanding, skills and attitudes relevant to individual needs and to promote members’ self esteem and self concepts within the unique caring environment of our school.

VALUES
We are committed to the values that we believe are essential in achieving the best possible outcomes for all students. Our actions are guided by four core values. In stating these values, we acknowledge that the words alone are not sufficient. It is the actions, based on these values that are important.

Learning
We have a positive approach to learning and encourage it in others; we advance student learning based on our belief that all students have the capacity to learn.

Excellence
We have high expectations of our students and ourselves. We set standards of excellence and strive to achieve them. The standards and expectations challenge all of us to give of our best.

Equity
To recognise the differing needs of our students and to achieve the best possible outcomes for all. We strive to create workplaces and learning environments that are free of discrimination, abuse or exploitation.

Care
We treat all individuals with care. Our relationships are based on trust, mutual respect and acceptance of responsibility. We recognise the value of working with caregivers and the wider community to provide a quality education for our students.

SCHOOL
Warriapendi Primary School opened in 1970 and is located in the suburb of Balga. The school consists of an Early Childhood Block, a Middle and Upper Primary Block, a Block which incorporates a Satellite Class, LOTE room, Music room, Arts/Crafts room and a Literacy room. It also has a purpose-built Library, Enclosed Covered Area incorporating a Canteen. Currently the school hosts a Dental Therapy Centre.

The enrolments for 2011 averaged 220. The school boundaries are Balga Avenue, Princess Road, Beach Road and Mirrabooka Avenue.
The current Socio Economic Index is 86.67. Our student population consists of children born in Australia, Africa, Asia and Europe.
TEACHING
This is supported through the continuing development of a collaborative and supportive environment. Staff operation is grouped into K-3, 4-7 and support specialists. The Education Act staff is capably supported by the non-Education Act Staff, ie Education Assistants. Our Teaching/Learning programs reflect the values of Learning/Excellence/Equity/Care. Student learning is enhanced through individual small group and whole class activities – which aim at delivering ability/age appropriate learning experiences. Our programs reflect the following:
- Realistic teacher/parent expectations, Equitable opportunities for all
- Explicit teaching and explicit expectations, Cultural sensitivity and pastoral care
- Acknowledgement of various learning styles, Challenging and inclusive learning environment
- Integrated tasks, Stimulating uses of resources …

The employment of extra teaching staff in the areas of Early Childhood Education and Numeracy has resulted in Year 1 students moving to Year 2 with a good grasp of Numeracy and Literacy skills. Numeracy from K-7 as based on school and external assessment data continues to reflect success.

Class Learning area planning has been the focus of Performance Management/Accountability meetings. Areas discussed include planning/implementation/assessment/reporting/modifications of Teaching and Learning strategies. Other areas of discussion included the development of IEP’s and GEP’s which address specific student/s concern. Emphasised in these meetings is the need to follow the Curriculum Framework supported by the K-10 Syllabus.

LEARNING ENVIRONMENT
As stated previously the School for educational purposes, has been organised into K-3 and 4-7. Teachers have been allocated common DOTT to allow for collaborative planning, ensuring that students are presented with sequential programs of learning.

PRIORITIES FOR 2012

<table>
<thead>
<tr>
<th>Literacy</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>Number</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Measurement</td>
</tr>
</tbody>
</table>
STUDENT ASSESSMENT (EXTERNAL)

NATIONAL STANDARDS RESULTS 2011
The assessment task for Years 3, 5 & 7 was the NAPLAN instrument (National Assessment Program in Literacy and Numeracy). Students participated in this program in 2008, 2009 and 2010. In comparison to ‘like schools’ our students’ achievements reflect continual and satisfactory to highly satisfactory progress in the areas of Mathematics and English.

Percentage of students Achieving National Minimum Standards and above:

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Punc/Gramm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>09 10 11</td>
<td>09 10 11</td>
<td>09 10 11</td>
<td>09 10 11</td>
<td>09 10 11</td>
</tr>
<tr>
<td></td>
<td>71 77 100</td>
<td>62 85 98</td>
<td>76 96 100</td>
<td>67 77 100</td>
<td>57 81 94</td>
</tr>
<tr>
<td>Year 5</td>
<td>82 93 96</td>
<td>61 75 84</td>
<td>87 87 84</td>
<td>67 87 84</td>
<td>73 84 82</td>
</tr>
<tr>
<td>Year 7</td>
<td>100 94 82</td>
<td>79 89 91</td>
<td>92 94 86</td>
<td>77 89 91</td>
<td>92 78 65</td>
</tr>
</tbody>
</table>

A great variation in achievement can be clearly seen. The factors contributing to the variation include transience and absenteeism. The achievement by our Year 7 cohort in the past 3 years is generally highly satisfactory – a great deal of Value Adding has taken place.
WARRIAPENDI PS

Reading Yr 3 2011

% of Students

Achievement

- Limited
- Satisfactory
- Good
- Excellent
- Like Schools

Numeracy Yr 3 2011

% of Students

Achievement

- Limited
- Satisfactory
- Good
- Excellent
- Like Schools

Year 3 Progress Not Applicable

Progress

- Very Low
- Low
- Moderate
- High
- Very High

Year 3 Progress Not Applicable

Progress

- Very Low
- Low
- Moderate
- High
- Very High
STUDENTS

- **Behaviour Management**
  In 2011, student behaviour both at school and on Excursions, was exemplary. Referrals by class teachers has further decreased. Suspension from school for inappropriate behaviour totalled five days.

- **Attendance**
  Student attendance continued to reflect the improvement reported in 2010. In 2011 only two students were of concern in regard to attendance due to some difficult circumstances, The continued high attendance can be attributed to the work of a very active Student Welfare group, to a varied and interesting school curriculum and to our whole school incentive strategy.

- **Students at Educational Risk**
  For a variety of reasons, a number of our students present as being at educational risk. To assist these students, strategies such as evaluation on enrolment, progress testing etc has meant that resources can be utilised to maximise progress.
  The creation of a Teaching Team in Year 1 has resulted in the majority of our students progressing to Year 2 having a sound grasp of Literacy and Numeracy. Students in Years 2 and 3 are further supported by our Literacy and Numeracy Specialist.
  In the upper grades general support staff provides the extra assistance. The allocation of Special Needs resources further enhances student progress. The development and implementation of Individual and Group Educational Plans further support the diverse needs of our students.
  The work of our student welfare team is acknowledged.

- **Aboriginal Students**
  Students in Years 4 and 6 are participating in our ATAS program. This program is aimed at assisting students to overcome weaknesses in their development of Literacy and Numeracy skills / understanding / knowledge.

- **ESL Students**
  With the appointment of a fulltime ESL Teacher and Ethnic Aide, students in this group are experiencing satisfactory success – especially in the area of Literacy. For many of our students, this is their first experience of a mainstream school. Their commitment to education and the value placed on succeeding is commendable.

- **Partnership Programs**
  This year the School in conjunction with Edith Cowan University, initiated a Speech Therapy program for our identified K-3 students. Initially the program was implemented by a Speech Therapist (Semester 2). In 2011 the Speech Therapist will be assisted by Undergraduate students. In addition, an Occupational Therapy program will begin in 2011, under the same format as the speech program. This program does not replace any existing external service which students may be participating in.
  In addition to the above, the School has a current partnership with the Commonwealth Government i.e. The Low SES partnership which has enabled us to employ additional teachers and for 2012 additional Education Assistant time. The extra school staff is assisting students in the areas of Literacy and Numeracy.
- Music and Visual Arts Specialists
The employment of Music and Visual Arts Specialists has resulted in our students being able to experience a rich and diverse creative program. The Art displays and the performance of our Choir and students generally reflect a level of student ability.

- Sport

The continuing involvement of this School in sporting interaction with other schools continues to be a great motivation and source of pride for students, staff and the community. For the majority of our eligible students, this is the only opportunity to interact with their peer groups in organised activities outside of school.

Our students continually demonstrate the success that the values component of our curriculum is appropriate to their needs. The culture which is reflected in this School is characterised by tolerance, cooperation, support, achievement, care, pride and loyalty. These traits along with perseverance, extensively contribute to our School community achieving its stated mission.

Underpinning the above is our whole school reward and expectation program. Our ‘Student of the Week’ program focuses on attendance, achievement and personal pride.

LEADERSHIP
As in every other school, the final responsibility for all policies, operation and outcomes, rests with the Principal. However, the involvement and commitment of all staff is crucial if the School is to continue improving this; a number of committees are in place to develop, implement and review strategies and programs. Their recommendations are the subject of whole staff discussion. The development of Leadership also includes a number of Cost Centre Managers, Learning Area Coordinators and School Priority Directors. These school based positions are further enhanced by the presence of a School Board and P & C Group.

INDEPENDENT PUBLIC SCHOOL
2011 was the second year for our status of IPS. This ‘freedom’ has resulted in the selection of highly qualified and skilled teachers to support our students. Through IPS involvement we were able to replace old resources and furniture which have added to the overall comfort of students.

In 2012, in accordance to the ‘Our Performance Agreement’ with the Director General the School will undergo a full external review by representative of the Department of Education Services. It is anticipated that the review will focus on the School Business Plan 2010-2012. I am optimistic that the report from this review will indicate that we are members of a proactive and progressive school.
2011 SCHOOL REVIEW
A School Review was carried out in August. The focus of the review being Student Learning Outcomes and Student Well Being and Engagement. Specifically the following were reviewed:
- What student outcomes are we trying to achieve?
- What student outcomes were achieved?
- Why did we achieve / not achieve improved student outcomes?
- How effectively are we managing our Resources to support the achievement of student outcomes?
- What can we do to continue to improve?

To facilitate the above the school curriculum was grouped into:
- Discipline Based Learning
- Inter-Disciplinary Learning
- Physical, Personal and Social Learning.

Recommendations arising from the review were:
- Develop further the implementation of IEP’s and GEP’s
- Continue to explore alternative Literacy and Numeracy strategies
- Review all existing School Policies – particularly in the Specialist Learning Areas.
- Refine the relationship between class operation and support staff.

The whole school review process will be conducted in Term 3, 2012 in preparation for the IPS School Review.

RESOURCES
As an IPS we work with a One Line Budget which is managed as part of our Business Plan. Through the One Line Budget and Commonwealth Partnership, the School is able to employ extra staff, update resources particularly in the area of ITC, specifically Interactive White Boards, which are both motivating for students and able to access online programs to enrich our Teaching / Learning programs.

The 2011 Financial and Resource Audit confirm excellent management of resources and compliance with various accountability requirements. The 2011 Business Plan was made public after ratification by our School Board.
### Financial Summary as at 31 December 2011

**Warriapendi Primary School**

<table>
<thead>
<tr>
<th>Revenue - Cash</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voluntary Contributions</td>
<td>$3,305.00</td>
<td>$4,319.50</td>
</tr>
<tr>
<td>Charges and Fees</td>
<td>$10,807.00</td>
<td>$10,053.50</td>
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<tr>
<td>Government Allowances</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>F&amp;C Contributions</td>
<td>$800.00</td>
<td>$2,197.27</td>
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<tr>
<td>Fundraising/Donations</td>
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<td>$789.00</td>
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<tr>
<td>DoE Grants</td>
<td>$317,423.72</td>
<td>$317,422.78</td>
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<tr>
<td>Other State Grant Grants</td>
<td>$2,475.00</td>
<td>$3,384.09</td>
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<tr>
<td>Commonwealth Grant Grants</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Trading Activities</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>$26,774.00</td>
<td>$32,003.92</td>
</tr>
<tr>
<td>Total</td>
<td>$443,998.72</td>
<td>$448,071.06</td>
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</table>

<table>
<thead>
<tr>
<th>Other Revenue Sources</th>
<th>Budget</th>
<th>Actual</th>
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</thead>
<tbody>
<tr>
<td>Locally Generated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DoE Grants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transfers to Reserves</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Fund Balance</td>
<td>$10,338.00</td>
<td>$6,417.45</td>
</tr>
<tr>
<td>Total Transfers</td>
<td>$80,000.00</td>
<td>$80,000.00</td>
</tr>
</tbody>
</table>

| Total Funds Available  | $478,614.72  | $482,686.76  |

| Bank Balance           | $245,176.69  |

<table>
<thead>
<tr>
<th>Expenditure Purpose</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>$11,098.00</td>
<td>$11,474.28</td>
</tr>
<tr>
<td>General</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utilities</td>
<td>$55,429.53</td>
<td>$43,338.11</td>
</tr>
<tr>
<td>Capital Works</td>
<td>$40,325.00</td>
<td>$25,769.07</td>
</tr>
<tr>
<td>Assets and Resources</td>
<td>$32,884.00</td>
<td>$33,083.88</td>
</tr>
<tr>
<td>Education Services</td>
<td>$64,923.00</td>
<td>$59,402.93</td>
</tr>
<tr>
<td>Other</td>
<td>$32,003.92</td>
<td>$31,619.42</td>
</tr>
</tbody>
</table>

| Total Expenditure       | $488,718.73  | $491,286.96  |

<table>
<thead>
<tr>
<th>Cash Position</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash Balance</td>
<td>$245,176.69</td>
<td></td>
</tr>
</tbody>
</table>

| Cash Balance as at:    |              |              |
| Bank Balance           | $245,176.69  |
| General Fund Balance   | $31,619.42   |
| Restricted RDF Funds   |              |              |
| Cash Funds             | $32,884.00   | $33,083.88   |
| Asset Replacement Reserve| $32,003.92   | $31,619.42   |
| Suspender Accounts     | $20,901      |
| Cash Advances          | $32,884.00   | $33,083.88   |
| Total Bank Balance     | $245,176.69  |
PLANNING FOR 2012

- Consolidation of National Mathematics Curriculum K-7
- Refine our School Review process
- Continue focus on Literacy & Numeracy
- Continue focus on increasing the percentage of students achieving at / above the National Benchmark
- Continuation of 0-4 years program
- Continue refining the IEP, GEP and SAER provisions
- Promote individual professional learning and career planning
- Continue and enhance shared leadership
- Continue ECU/School Partnership in the areas of Speech and Occupational Therapy
- Refining School Website – www.Warripendi.ps@det.wa.edu.au
- Implement National English Curriculum

THE FOLLOWING WILL BE OUR PRIORITY AREAS:

Literacy
- Whole school plan divided into K-3 and 4-7 components
- 5% decrease in number of students not meeting National Benchmark
- Introduce the National English Curriculum in 2012

Numeracy
- Consolidation of National Curriculum
- Whole school Plan with K-3 and 4-7 components
- Rotational teaching / GIR Numeracy and class teachers
- Monitor the ‘looping’ experiment in Years 5, 6 and 7.

CONCLUSION

Students, staff and our parents / caregivers, are to be congratulated for contributing to maintaining and further developing our caring, supportive and successful school environment. The culture of our School Community promotes personal pride, personal achievement and continuing development.

We Seek - We Look - We Find

D O’Garr
School Board
Chairperson
April 2012

R De Leo
PRINCIPAL
April 2012
A PICTORIAL VIEW OF OUR SCHOOL ...

Fun at the Zoo Excursion

Fun at Scitech Excursion

Mrs Stephens keeps us on track in the Library

As the sign says ...

Faction Carnival

Chocolate Making and Shop C16

Warriapendi Primary School students are involved in a variety of fun activities at school.
NATIONAL REPORTING

STAFF ATTENDANCE

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Staff</td>
<td>98.9%</td>
<td>98.6%</td>
<td>98.4%</td>
<td>98%</td>
</tr>
<tr>
<td>School Support Staff</td>
<td>95.7%</td>
<td>95.5%</td>
<td>93.6%</td>
<td>94%</td>
</tr>
<tr>
<td>All School Staff</td>
<td>97.5%</td>
<td>97.05%</td>
<td>96.0%</td>
<td>96%</td>
</tr>
</tbody>
</table>

Comment:
The above reflect a high level of commitment to our students. Leave was taken for ill health, maternity leave and urgent family issues.

STAFF RETENTION

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Teaching Staff</td>
<td>18</td>
<td>13</td>
<td>15.4</td>
<td>15.83</td>
</tr>
<tr>
<td>Teaching Staff Retained</td>
<td>15</td>
<td>13</td>
<td>14.4</td>
<td>14.83</td>
</tr>
<tr>
<td>New Teaching Staff</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Staff Retention Rate</td>
<td>83.3%</td>
<td>100%</td>
<td>96%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Comment:
Extra staff were employed utilising National Partnership and SPRA financial resources.

TEACHER QUALIFICATIONS

All Education Act staff meet the professional requirement as required by WACOT to teach in Western Australian schools.

PROFESSIONAL LEARNING

Number of Teaching Staff 15.83
Maximum Days 6.
Average Salary Rate $ 410
Expenditure:
- Salaries $19 540
- Course Fees $6 740
- Total $26 280

Comment:
Areas of professional development included:
- Visits to other schools
- Physical Education
- Language Development
- Preparing to introduce the National English Curriculum
- ALIA
- Autism
- Refugees Trauma
- Independent Public Schools
- Families
STUDENT ATTENDANCE

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>87.9%</td>
<td>88.2%</td>
<td>92.43%</td>
<td>92.7%</td>
</tr>
<tr>
<td>State</td>
<td>92.6%</td>
<td>92.9%</td>
<td>92.9%</td>
<td>92.7%</td>
</tr>
</tbody>
</table>

**Comment**
Credit for improved student attendance must go to our student welfare team and to our ‘Student of the Week’, whole school program.

PERCENTAGE OF YEAR 3, 5 & 7 STUDENTS ACHIEVING AT OR ABOVE THE NATIONAL BENCHMARK (based on NAPLAN)

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Gram/ Punct</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr 3</td>
<td>09 10 11</td>
<td>09 10 11</td>
<td>09 10 11</td>
<td>09 10 11</td>
<td>09 10 11</td>
</tr>
<tr>
<td>Yr 5</td>
<td>62 85 98</td>
<td>77 96 100</td>
<td>67 77 100</td>
<td>58 81 94</td>
<td>71 77 100</td>
</tr>
<tr>
<td>Yr 7</td>
<td>61 75 84</td>
<td>83 87 84</td>
<td>67 87 84</td>
<td>67 84 82</td>
<td>82 93 96</td>
</tr>
</tbody>
</table>

**Comment:**
Achievements of students in Years 3, 5 and 7 based on NAPLAN are greatly dependent on factors such as transiency, absenteeism and students’ background. 42% of our students are from ESL families. Despite the above, the value adding which is discernible from Years 3 to year 7 is a credit to our students and school staff.

VALUE ADDED
See above comment.

FEEDBACK
As stated above the continuing contribution and commitment of all members of our school community has resulted in a positive, achieving and effective school.

CONCLUSION
This is provided by feedback from students, staff and caregivers through performance, discussion, Performance Management and surveys. In general the three components of our community are happy to be in a caring, supportive, vibrant and positive environment. The continuing improvement in student achievement behaviour, attendance and demonstrated personal pride reflect a school achieving its mission.