WARRIAPENDI PRIMARY SCHOOL

Annual Report 2012

Independent Public School
Warriapendi Primary School

As an Independent Public School, Warriapendi Primary School caters for children in Kindergarten to Year 7 and draws from the suburb of Balga in Western Australia.

Warriapendi Primary School has a clear purpose, striving always to be recognised as a school that maximises learning opportunities, while focusing on developing its students’ academic, social, physical and creative potentials.

Warriapendi Primary School aims to provide high quality educational opportunities for each child, ensuring they develop a broad range of skills and strong sense of values to enable them to develop responsibility for their own direction and to adapt to a changing world.

![Warriapendi Primary School Enrolment Trends](image-url)
2012 was a year of success and outstanding achievements for the students of Warriapendi Primary School, supported through the commitment of staff and strong community partnerships.

In this, the third year of the implementation of our Business Plan, we looked closely at our performance to support and challenge our students to achieve their personal best then celebrate their efforts and successes.

Our students achieved well in all areas of NAPLAN testing with our middle too upper years performing extremely well against like schools in the area of Literacy and Numeracy.

Our students’ commitment to sporting events where they gave their absolute best, was surpassed only by terrific sportsmanship and teamwork – qualities which demonstrate our commitment to and adoption of the Warriapendi Values.

Our Partnership with Curtin University, under the guidance of Dr Frank Baughman, provided our students throughout the school to participate in a University study based on problem solving and thinking skills. Our results were very good and were equal to other schools in other districts with higher social economic index.

Our challenge to define what it is to be a truly successful learner, a learner who is deemed successful within the context of his/her area of talent, led us once again to celebrate the many and varied success of our students outside the physical constraints of the classroom.

These included our ANZAC Day Service and entry into an Art competition held by a local community services group, choir concerts highlighting the talents of our Music students. A parent and the music teacher started a Year 6/7 music band that performed at the end of year Graduation. Members of the Warriapendi School Choirs performed at the opening for the Warriapendi Day Care Centre for many dignitaries’ and members of the public. The Day Care Centre opened on an adjoining site to the school.

**Warriapendi Child Parent Centre**

Again we celebrate the wonderful partnerships that are being developed within our school community with Mercy Care and the development of the Child Parent Centre at Warriapendi Primary School in 2013. This partnership and selection of community group to support to Warriapendi Child Parent Centre commenced at the end of 2012 with the selection of staff with the community group Mercy Care.

In addition, our students had the opportunity to have a Korean teacher come and work at our school for eight weeks and to share her culture and work closely with the Pre-Primary and Year 4 teachers.

Although each year we say goodbye to our graduating parents who join their child in leaving Warriapendi, we are confident the partnerships that exist between staff, students and our school community will continue to have an impact on our students’ learning.

We look forward to the challenges ahead with confidence.
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.

Our values find expression through the following behaviours:

**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.
**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
- Challenging and inclusive learning environment
- Integrated tasks
- Stimulating uses of resources
- Acknowledgement of various learning styles. 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**

The School has been organised into K-3 and 4-7 Phase of Learning Teams. 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>- Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Comprehension</td>
</tr>
<tr>
<td>Numeracy</td>
<td>- Number</td>
</tr>
<tr>
<td></td>
<td>- Measurement</td>
</tr>
</tbody>
</table>
Staff Profile

Warriapendi has a mixture of experienced staff and staff in the first five years of their teaching career. We aim to keep abreast of current trends whilst holding on to established educational values.

Teaching staff qualifications:
All teaching staff meet the professional requirements to teach in Western Australian schools and are registered with the Western Australian College of Teaching.

Expenditure and participation in professional learning.
To ensure Warriapendi Primary School continues to provide the best educational program for students, all staff have engaged in professional learning throughout the year.

Teaching staff engaged in a minimum of 7 days professional learning centred around:

Student Health and Well Being (Epi Pen and Asthma Inhaler operation)
Literacy and Numeracy development
Literacy Australian Curriculum implementation – Speech and Language Team
Phonological Awareness / Spelling strategies - Speech and Language Team
History Australian Curriculum Professional Learning
Making consistent judgements about student work using exemplars.
Implementing the Australian Curriculum in Science
Interactive Whiteboard Training
Collaboration sessions for teaching staff (half a day meetings once per term)
Collaboration and mentoring with Literacy and Numeracy specialist
Student Assessment

NATIONAL STANDARDS RESULTS 2012

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 - 2012. In comparison to 'like schools' our students' achievements reflect continual and satisfactory to highly satisfactory progress in the areas of Mathematics and English.

NAPLAN Data Analysis

<table>
<thead>
<tr>
<th>NAPLAN</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 3</td>
<td>Year 5</td>
<td>Year 7</td>
</tr>
</tbody>
</table>

**Comparative Performance**

- **Below Expected** performance in comparison to the results of all other WA public schools
- **Expected** performance in comparison to the results of all other WA public schools
- **Above Expected** performance in comparison to the results of all other WA public schools
- No data available or number of students is less than 6 or the Socio-Economic Index is under review

**Year 3 NAPLAN Results**

**Reading**

One student from our school did not meet the National Minimum Standard in Reading which represents 6% of the student cohort.

Results highlight the very diverse range of student achievement evident in the Year 3 group of students at our school with 81% of students achieving above the National
Minimum Standard. This is a very pleasing aspect of the results. A further 13% achieved ‘at’ National Minimum Standard.

Writing
When compared to Like Schools:
- 6% fewer students attained limited achievement
- 1% more students attained satisfactory achievement
- 7% more students attained good achievement
- 94% of students were at/above the NMS
- ATSI 5 students out of 5 were at/above the NMS
- EAL/D 9 students out of 10 were at/above the NMS

Numeracy
The Year 3 Numeracy results had reduced achievement in comparison to previous years’ results.
- 22% of the Year 3 students achieved above the National Benchmark
- 56% of the Year 3 students achieved at the National Benchmark
- 22% of the Year 3 students achieved below the National Benchmark

The year 3 results across most areas, excluding Persuasive Writing showed that Year 3 students did not perform as well as like schools. A whole school approach to literacy has been implemented in 2013. Students will be taught using explicit teaching and a whole school approach to literacy and numeracy throughout the school will assist in student improvement. National Partnership funding will be used to provide support and guided reading strategies will be modelled by the literacy leadership team. The Principal and two key literacy teachers will attend the PALL (Principals as Literacy Leaders) professional learning and will work with Dr Deslea Konza the “Big Six” strategies that provide the foundations to an effective early years literacy program.

Year 5 NAPLAN Results

Reading
When compared to Like Schools:
- 17% fewer students attained limited achievement
- 9% more students attained satisfactory achievement
- 1% fewer students attained good achievement
- 12% more students attained excellent achievement
- 78% of students were at/above the NMS
- ATSI 6 students out of 8 were at/above the NMS
- EAL/D 6 students out of 9 were at/above the NMS

2012: Target: to increase by 3-5% the number of students who attained good achievement.

The year 5 results were pleasing with our students performing well in comparison to like schools. We will continue to monitor results in the 2013 NAPLAN tests.

The Year 7 results were very pleasing with all areas performing at an equivalent level or above the level of like schools.
Writing
When compared to Like Schools:
- 39% fewer students attained limited achievement
- 30% more students attained satisfactory achievement
- 9% more students attained good achievement
- 96% of students were at/above the NMS
- ATSI 8 students out of 8 were at/above the NMS
- EAL/D 8 students out of 9 were at/above the NMS

Numeracy
The Year 5 Numeracy results had reduced achievement in comparison to previous years’ results.
- 69% of the Year 5 students achieved above the National Benchmark
- 26% of the Year 5 students achieved at the National Benchmark
- 4% of the Year 5 students achieved below the National Benchmark
The results for the Year 5 cohort were very pleasing with their performance well above expected performance in comparison to the results of all other Western Australian public schools.

Year 7 NAPLAN Results

Reading
When compared to Like Schools:
- 1% fewer students attained limited achievement
- 9% fewer students attained satisfactory achievement
- 10% more students attained good achievement
- an equal percentage of students attained excellent achievement
- 90% of students were at/above the NMS
- ATSI 2 students out of 4 were at/above the NMS
- EAL/D 10 students out of 11 were at/above the NMS

Writing
- 83% of students were at/above the NMS
- ATSI 4 students out of 5 were at/above the NMS
- EAL/D 8 students out of 10 were at/above the NMS

Numeracy
The Year 7 Numeracy results had continued good achievement in comparison to previous years’ results.
- 71% of the Year 7 students achieved above the National Benchmark
- 29% of the Year 7 students achieved at the National Benchmark
- 0% of the Year 7 students achieved below the National Benchmark
The results for the Year 7 cohort were very pleasing with their performance at expected performance in comparison to the results of all other Western Australian public schools and especially like schools.
Curtin University Study

This year Warriapendi Primary School in collaboration with Dr Frank Baughman from Curtin University participated in School study to determine the children’s ability in the following areas:

- measures of non-verbal and abstract reasoning
- rotation, letter search, IT & RT: measures of speed of information-processing and motor control

Results from the study indicated strengths in the following areas:

- developmental maturity (Balance)
- information-processing (RT vs. IT)
- the catch-up (gain) between Years 2 and 6
- the similarity between Warriapendi Primary School and other schools with a higher SEI at Year 6 level.
- greater gains made by Warriapendi Primary School compared to other schools, an accumulative effect – i.e., all teachers (grade 2 to 6)
- ‘day-to-day’ and ‘making a difference’ - these data suggest very positive outlook.

Areas of weakness outlined in the study were identified as:

- Pattern / trend: lower performance in earlier years compared to other schools
- maths skills (multiplication & division)
- flexible thinking (cards)
- flexible thinking / problem-solving

These results have been analysed by staff and this pilot research will continue in 2013 to continue to monitor patterns of thinking skills for our students. We will continue to identify strengths of achievement to support student learning.

NAPLAN Longitudinal Data

Numeracy Results
## WAMSE 2012

### Society and Environment

#### Year 5 ~ 2012

<table>
<thead>
<tr>
<th>Number of students with a Test Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Year 5 Society &amp; Environment</strong></td>
</tr>
<tr>
<td>2010</td>
</tr>
<tr>
<td>Total Students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentages of students in top 20%, middle 60%, bottom 20% of the State and among Like Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Top 20%</td>
</tr>
<tr>
<td>Middle 60%</td>
</tr>
<tr>
<td>Bottom 20%</td>
</tr>
</tbody>
</table>

The WAMSE data for the year 5 cohort for 2012 has indicated that this group of students has 70% of students in the middle percentage across Western Australia with 30% of the class scoring in the bottom 20 percentile. Compared to like schools, Warriapendi has scored lower this year than in previous years. The distribution of scores appears to be in the lower percentile of achievement with no higher scoring students in the top 20 percentage of students who sat this test. The 2011 Year 5 cohort scored well with a more evenly distributed range of scores resembling better achievement than like schools.

It would be a recommendation that the 2013 Year 6 cohort need the teacher to review the process of Investigate, Communicate and Participate as well as increased SOSE activities to lift understandings and comprehension of SOSE ideas in 2013.

#### Year 7 ~ 2012

<table>
<thead>
<tr>
<th>Number of students with a Test Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Year 7 Society &amp; Environment</strong></td>
</tr>
<tr>
<td>2010</td>
</tr>
<tr>
<td>Total Students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentages of students in top 20%, middle 60%, bottom 20% of the State and among Like Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Top 20%</td>
</tr>
<tr>
<td>Middle 60%</td>
</tr>
<tr>
<td>Bottom 20%</td>
</tr>
</tbody>
</table>
The WAMSE data for the year 7 cohort for 2012 has indicated that this group of students have performed well achieving 17% in the top 20 percentile and 72% achieving results in the middle 60% range. Only 10% of students scored below 20%.

Compared to like schools, this year’s year 7 cohort, have performed above like schools with significantly higher number of students achieving top results and substantially lower numbers in the bottom 20% compared to like schools.

Looking at the previous two year 7 classes (2011 and 2010), the 2012 students have shown significant improvement in raising the results of Warriapendi student grades.

**SCIENCE**

**Year 7 ~ 2012**

<table>
<thead>
<tr>
<th>Number of students with a Test Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Year 7 Science</strong></td>
</tr>
<tr>
<td>2010</td>
</tr>
<tr>
<td>Total Students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentages of students in top 20%, middle 60%, bottom 20% of the State and among Like Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State</strong></td>
</tr>
<tr>
<td>Top 20%</td>
</tr>
<tr>
<td>Middle 60%</td>
</tr>
<tr>
<td>Bottom 20%</td>
</tr>
</tbody>
</table>

In 2012, 29 students sat the WAMSE test in Science. Of these students 17% of students scored in the top 20%, 55% scored in the middle 60% range and 28% scored in the bottom 20%. Warriapendi students have achieved higher than the percentages of students in like schools in the distribution of results.

Compared to like schools, Warriapendi year 7 class has performed better all-round, particularly in the top 20 percentile. This cohort has performed better than previous year 7 classes overall. Significantly increasing the top 20% and decreasing scores in the bottom 20%. Below are the final grades given in semester 2, 2012 for comparison.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>15</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>3%</td>
<td>10%</td>
<td>49%</td>
<td>28%</td>
<td>10%</td>
</tr>
</tbody>
</table>
In 2012, 27 students sat the year 5 WAMSE test in Science. Of these students it appears a similar distribution of grades to like schools. 19% of students scored in the top 20%, 52% scored in the middle 60% range and 30% scored in the bottom 20%.

Compared to like schools, Warriapendi year 5 class has performed well, particularly pleasing in the top 20 percentile with slightly lower results in the middle 60 and bottom 20 percentile. This cohort has performed better than results achieved in 2011.

Below are the final 2nd semesters grades given to the year 5 class in Science (total 26 students).

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>2</td>
<td>16</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>0</td>
<td>8%</td>
<td>61%</td>
<td>31%</td>
<td>0</td>
</tr>
</tbody>
</table>

Teachers have continued to moderate with other teachers and a specialist science teacher will be employed to teach Science throughout the school in 2013.
Warriapendi Primary School has continued to achieve attendance results higher than the state average outlined in the table above. Indigenous attendance rates have also been considerably higher than the state average for the last two years. These results have been due to the whole school approach to improving attendance.

Student Life

Behaviour Management
In 2012, student behaviour both at school and on Excursions, was very good. A whole school Behaviour Management Plan with clearly identified strategies throughout the School have led to a reduction in discipline issues. Organised lunchtime activities have also led to improved behaviour in the playground. Before school and after school activities will be introduced in 2013 to provide additional opportunities for students to develop social skills in an organised team environment.

Attendance
Student attendance continued to reflect the improvement reported in 2012. 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
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.
Students in Junior classes are 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. The ESL teacher worked closely with the community to develop fortnightly meetings to support the needs of the families and to engage community groups to come to the school to share resources and knowledge to meet the needs of the families.

**Partnership Programs**

This year the School in conjunction with Edith Cowan University, continued its partnership of a Speech Therapy program for our identified K-3 students. In 2012 the Speech Therapist was assisted by two undergraduate students. This program does not replace any existing external service which students may be participating in, it helped support the children who were not receiving any speech therapy support out of school. In addition to the above, the School has a current partnership with the Commonwealth Government ie. The National Partnership program which has enabled us to employ additional teachers and for 2013 additional Education Assistant time. The extra school staff is assisting students in the areas of Literacy and Numeracy.

**MUSIC**

Our school has a strong specialist music programme with a dedicated 50 minute session for all classes from Pre-Primary to Year 7. We aim to teach students to appreciate our music culture through songs, dances and instrument skills. This includes playing the djembe drums.

Students perform regularly at assemblies. We also encourage students to appreciate the music and culture of the diverse nationalities present at our school. We have enjoyed music incursions by Perth City Ballet and Police Pipe Band. Students had the opportunity to go to the Perth Concert Hall to see WASO and also visit the Bell Tower. Our school Choir performed at the West Coast Song Festival and at school
events. This year we initiated a Year 7 rock band which performed at a whole school assembly and at the Year 7 Graduation.

Music is a unique way for students to develop self esteem and social skills; and is highly valued at our school. We are establishing a SIMS programme in classical guitar in 2013.

HEALTH & PHYSICAL EDUCATION

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. Warriapendi is a part of the ‘Balga Interschool Cell’ which includes Majella PS, Balga PS, North Balga PS, Waddington PS and Westminster PS.

Throughout the year several competitive events were held between the Balga Cell schools. These are the Interschool Athletics Carnival, the Winter Competition (weekly games of soccer, netball and football concluding in a whole day carnival), and the Summer Carnival (a whole day carnival of volleyball, cricket and basketball). Warriapendi IPS consistently fields teams for all these events and the students’ efforts were rewarded this year as Warriapendi became the Interschool Athletics Champion School.

Swimming lessons are also very important at Warriapendi and each year all students are encouraged to participate at Balga Leisure Centre in term 4. The transport and pool entry fees are subsidised by the school and the P & C so that all children have the opportunity to participate.

TECHNOLOGY & ENTERPRISE

Opportunities are provided to pose open ended tasks where students can focus on both the process and the end product. Children are encouraged to recycle through the innovative use of recycled materials in T&E and the schools membership at Remida.

THE ARTS ~ Visual Arts

Our children produce wonderful art, as evidenced by the quality of drawings, sculptures and paintings on display around the school. Many of the students had an art mural included in a City of Stirling Art Festival event. Students worked individually, in groups in Naidoc Day activities in 2012 which used many visual arts aspects.

LOTE

All children in years 3-7 access one lesson of a language other than English (LOTE) each week. Students learn the Indonesian language. We now have a focus on a greater ‘conversational’ and cultural component to our LOTE program.
FUTURE DIRECTIONS
2013 and beyond promises to be an exciting time at Warriapendi Primary School. Independent Public School status is a significant, well supported initiative for the school as we continue to enhance our position as the school of choice in our local area.

Literacy and Numeracy.
The year 2013 will see a continued focus on improving provision for those students who have been identified as failing to meet national benchmarks through additional assistance in the key areas of literacy and numeracy. Students identified as being at risk will be offered specific support through specific, targeted programs and the school involvement in the Principals as Literacy Leaders and Numeracy Leadership in partnership with Edith Cowan University. Several staff will attend these leadership modules to help shape the focus and leadership at WPS.

Values / Social Skills
In addition to the work being done in the values area, staff and parent observations have indicated a need to focus on building of social skills and the resilience of students. In order to enact this, staff will implement classroom programs and practices based around a whole school approach using the “You Can Do It” program. Professional Learning will be ongoing for staff in the implementation of this programme.

Financial Information
Warriapendi Primary School operates within sound financial boundaries. The tables and graphs below indicate the areas of income expenditure throughout 2012. The majority of funding is sourced from the Department of Education grants. The majority of expenditure occurs within educational programs: on curriculum related funds, curriculum initiatives, human resources, library books and other curriculum resources to support student learning and achievement. Twenty percent of funds have been put aside in reserve accounts to ensure we are able to repair, replace and upgrade equipment, resources and facilities.
Warriapendi Primary School
Financial Summary as at
31 December 2012

### Revenue - Cash

<table>
<thead>
<tr>
<th>Source</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Voluntary Contributions</td>
<td>$4,350.00</td>
<td>$4,465.00</td>
</tr>
<tr>
<td>2 Charges and Fees</td>
<td>$12,094.00</td>
<td>$12,304.50</td>
</tr>
<tr>
<td>3 Government Allowances</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>4 P&amp;C Contributions</td>
<td>$ -</td>
<td>$1,693.50</td>
</tr>
<tr>
<td>5 Fundraising/Donations/Sponsorships</td>
<td>$17.00</td>
<td>$193.16</td>
</tr>
<tr>
<td>6 DoE Grants</td>
<td>$469,508.99</td>
<td>$467,901.39</td>
</tr>
<tr>
<td>7 Other State Govt Grants</td>
<td>$1,648.00</td>
<td>$1,498.30</td>
</tr>
<tr>
<td>8 Commonwealth Govt Grants</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>9 Trading Activities</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>10 Other</td>
<td>$19,925.00</td>
<td>$21,797.40</td>
</tr>
<tr>
<td>11 Internal Transfers</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$507,542.99</strong></td>
<td><strong>$509,853.25</strong></td>
</tr>
<tr>
<td><strong>Opening Balance</strong></td>
<td><strong>$31,399.74</strong></td>
<td><strong>$31,399.74</strong></td>
</tr>
<tr>
<td><strong>Total Contingency Funds Available</strong></td>
<td><strong>$538,942.73</strong></td>
<td><strong>$541,252.99</strong></td>
</tr>
<tr>
<td><strong>Total Salary Allocation</strong></td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td><strong>Total Funds Available</strong></td>
<td><strong>$538,942.73</strong></td>
<td><strong>$541,252.99</strong></td>
</tr>
</tbody>
</table>

### Current Year Actual Contingencies Revenue Sources

- DoE Grants: 92%
- Other State Govt Grants: 4%
- Other Govt Grants: 0%
- Other: 4%

### Expenditure

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Administration</td>
<td>$13,821.00</td>
<td>$11,566.49</td>
</tr>
<tr>
<td>2 Leases</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>3 Utilities</td>
<td>$62,870.09</td>
<td>$46,888.36</td>
</tr>
<tr>
<td>4 Repairs/Maintenance/Grounds</td>
<td>$48,332.19</td>
<td>$52,084.49</td>
</tr>
<tr>
<td>5 Capital Works</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>6 Assets and Resources</td>
<td>$29,309.00</td>
<td>$17,015.15</td>
</tr>
<tr>
<td>7 Education Services</td>
<td>$74,371.88</td>
<td>$62,927.52</td>
</tr>
<tr>
<td>8 Other Specific Programs</td>
<td>$3,204.00</td>
<td>$2,721.00</td>
</tr>
<tr>
<td>9 Trading Activities</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>10 Salary Pool Payments to Central Office</td>
<td>$260,000.00</td>
<td>$240,000.00</td>
</tr>
<tr>
<td>11 Other</td>
<td>$9,556.00</td>
<td>$6,193.31</td>
</tr>
<tr>
<td>12 Transfers to Reserves</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td><strong>Total Contingencies Expenditure</strong></td>
<td><strong>$501,464.16</strong></td>
<td><strong>$491,184.16</strong></td>
</tr>
<tr>
<td><strong>Total Salary Expenditure</strong></td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$501,464.16</strong></td>
<td><strong>$491,184.16</strong></td>
</tr>
</tbody>
</table>

### Bank Balance

- **General Fund Balance**
- **Deductible Gift Funds**
- **Trust Funds**
- **Asset Replacement Reserves**
- **Suspense Accounts**
- **Cash Advances**
- **Tax Position**

**Total Bank Balance**: $316,999.48
Conclusion

Warriapendi Child Parent Centre project 2013

2013 will see the development of the onsite Child and Parent Centre project. With ongoing thoughtful negotiation and collaboration with the Department of Education and other agencies, this initiative will move from conceptual planning to implementation. MercyCare and Warriapendi Primary School have teamed up to provide a welcoming place for all parents, relatives and carers of children aged 0 to 8 in Balga and Mirrabooka.

The establishment of the Warriapendi Child and Parent Centre in 2013 will be a place to feel welcome and safe at the school, meet other parents and make new friends, find out about local activities and services and learn more about what happens at the school and how parents can participate.

Opening at Warriapendi Primary School next year, the state-government funded Warriapendi Child and Parent Centre is one of 16 new Child and Parent Centres in WA.

The Child and Parent Centre will also offer services catering to the specific needs of the parents and children and may include child and maternal health services, playgroups, early learning programs, workshops on child development and counselling and family support.

Conclusion

This has been a successful year for our students. There have been many highlights, and our school continues to foster a sound reputation within the community. Independent Public School status has provided a number of opportunities for our school, including changes to our recruitment processes and the ability to utilise some resources to better meet our needs. These changes have proved positive and we look forward to embedding these into our practice and sharpening our focus on achieving our vision through the implementation of our new Business Plan which will be developed in Semester One 2013.

Several new whole school initiatives will be introduced and others consolidated, to ensure a well rounded education for our students. These initiatives include further improvements for our students at educational risk, through the provision of an inclusive learning team, which reflects the vision of the Department’s Classroom First policy. Teaching and learning will also be enhanced through on going professional learning and provision of opportunities for teacher leaders n Numeracy and Literacy within the school.

Warriapendi Primary School can look forward to 2013 with confidence. These initiatives will enhance and further develop a well rounded and sound education for our students. They take into account the social and academic needs of the students as demonstrated through our performance data, the perception of the community and the overall directions of government education. Teaching and learning across the eight learning areas will be the continued focus, with particular attention given to the introduction of the Australian Curriculum in order to further consolidate student skills.