

'Learners Today, Leaders Tomorrow'



"We Learn With Pride"

East Kenwick Primary School

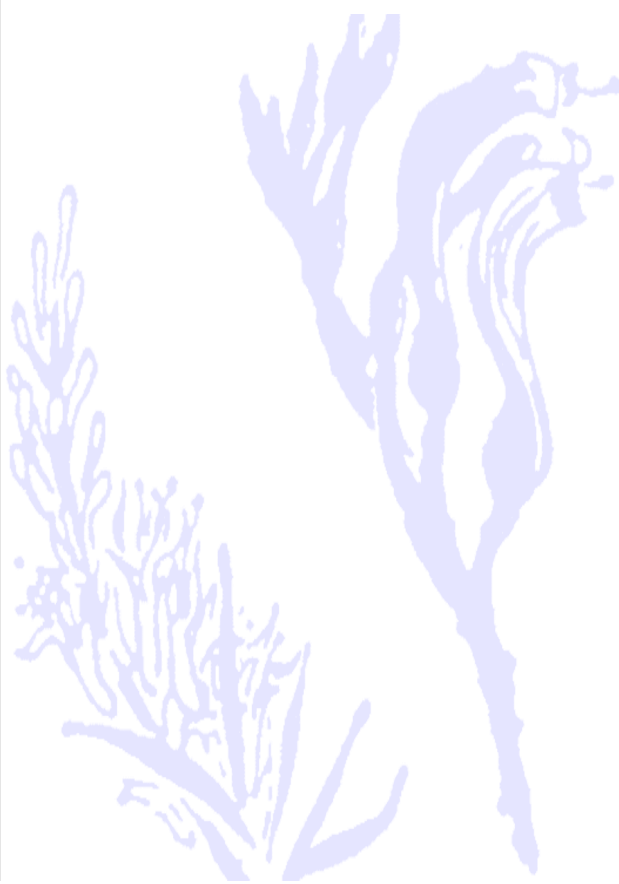
'An Independent Public School'



Learners Today, Leaders Tomorrow



Annual School Report *2017*



Learning

Excellence

Equity

Care

The 2017 School Year in Review

Dear Parents, Carers and School Community Members,

It is a pleasure to present the School's 2017 Annual Report to the community.

2017 was a milestone for us with our inaugural external review as an Independent Public School.

We gained IPS status in 2015 with the understanding we would undergo a thorough review in 2017.

Staffs, students, parents and the school leadership team were all involved in the review process.

It involved examination of the school's Business Plan, Teaching & Learning, Student Performance Monitoring, Program Delivery, Resourcing & Support, and the School Board.

Key findings from the external review highlight our journey so far.....

The school leadership has:-

- Developed of a well-researched business plan that places the school in a strong position to be able to demonstrate improved student learning.*
- Along with staff taken a multi-faceted approach to improving student learning, initially with emphasis in the business plan on academic targets for whole-school performance against National Assessment.*
- Used an evidence-based approach to leading the development of effective practices, its monitoring of student and teacher development and commitment to the delivery of a measured and targeted improvement agenda.*
- Committed human and physical resources to ensure successful and sustainable parent and community partnerships.*
- Along with staff have developed a school environment that promotes learning in a calm and positive manner that is a credit to the dedication and commitment of those charged to deliver a challenging curriculum and meet diverse needs.*

We acknowledge our achievements come from the willingness and support of our school community.

We look forward to strengthening our partnerships and working together to provide a high performance; high care school culture.

Kind regards

*Jan Hepburn
Principal*



OPERATIONAL PLAN TARGET(S)

STUDENT LEADERSHIP

A feature of our shared leadership structure is “student voice” and developing student leadership.

We measured our success in this area by looking at the number of year 6 students that aspired to be a student councillor. To become a student councillor is no mean feat with the process of nomination, presentation of credentials, public speaking and voting.

The student councillor role is voluntary.

Our target was 75% of all year 6 students to nominate.

In 2017 81% of the year 6 cohort aspired to be a student councillor and nominated for the position.

Student Councillors



Yr 6 Leadership Camp



OPERATIONAL PLAN TARGET(S) - Conditions for Learning

STUDENT ATTENDANCE

Our target for student attendance is measured against the state average which varies from year to year but sits around **93% attendance**.

East Kenwick Primary School Attendance Rates Compared to State and Like Schools 2015 - 2017

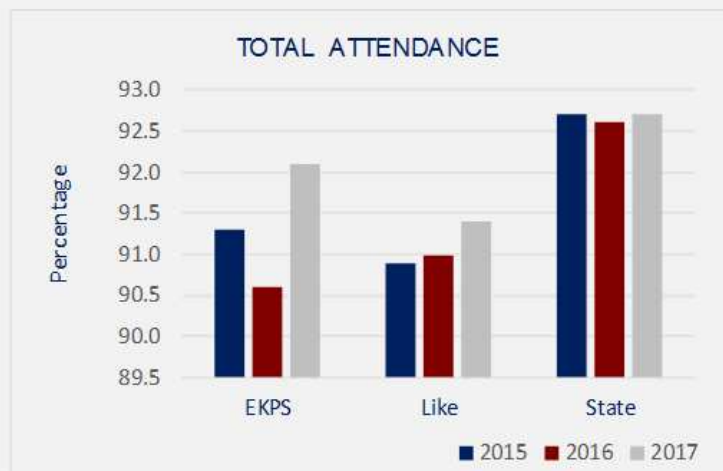
| YEAR | Non-Aboriginal Attendance | | | | Aboriginal Attendance | | | | Total Attendance | | |
|------|---------------------------|------|-------|--|-----------------------|------|-------|--|------------------|------|-------|
| | EKPS | Like | State | | EKPS | Like | State | | EKPS | Like | State |
| 2015 | 92.6 | 92.3 | 93.8 | | 84.3 | 84.4 | 81.2 | | 91.3 | 90.9 | 92.7 |
| 2016 | 91.9 | 92.1 | 93.7 | | 83.8 | 84.3 | 80.7 | | 90.6 | 91.0 | 92.6 |
| 2017 | 93.2 | 92.9 | 93.8 | | 86.1 | 83.3 | 81.2 | | 92.1 | 91.4 | 92.7 |

The overall attendance rate at EKPS is very close to the State average - just 0.5% lower. This is a very pleasing result.

The 2017 EKPS data exceeded like schools in all categories:

- * Non- Aboriginal attendance
- * Aboriginal attendance
- * Total Attendance

It is especially pleasing to note the 2017 EKPS Aboriginal student attendance has exceeded state levels by a significant amount (4.9%).



OPERATIONAL PLAN TARGET(S) - Conditions for Learning

STUDENT ENGAGEMENT

Our target for 2017 was set at zero suspensions, a challenging but realistic goal given the strategies we had put in place over a number of years.

Our approach encompasses a “positive behaviour support” philosophy with the belief that behaviour is learnt and therefore can be explicitly taught.

In addition we try to engage and connect our students to school by building positive and caring relationships and adopting a case by case management style when problems occur.

Making schooling fun and coming together for celebrations are key initiatives we use throughout the year.

| SUSPENSIONS | | | | | | |
|-------------|-----------------------|------|-----|-------|--------------------|------------|
| Year | Gender Male/Female | ATSI | ESL | Total | No. of Suspensions | Total Days |
| 2017 | 0/0 | 0 | 0 | 0 | 0 | 0 |
| 2016 | 8/0 | 5 | 1 | 8 | 11 | 28 |
| 2015 | 15/0 | 7 | 1 | 15 | 32 | 60 |

Our behaviour data is impressive and ***we reached our target of no suspensions for 2017.***

Gold Slip Second Chance Draw supported by Kenwick Rotary Club



OPERATIONAL PLAN TARGET(S)

TEACHING AND LEARNING

The National Assessment Program for Literacy and Numeracy (NAPLAN) is a standardized nationwide testing program for Years 3, 5, 7 and 9. Testing is conducted in Term 2. Results from the NAPLAN testing are coupled with teacher judgements and ongoing school based assessment to guide individual, class level and whole school planning.

Our 2016-2019 Business Plan outlines our long term targets of maintaining performance in literacy against 'Like Schools' and increasing performance in numeracy to be at level with 'Like Schools' in National Testing (NAPLAN).

Our 2017 performance, below, indicates that in most assessment areas we are performing close to or slightly better than our 'Like Schools'. Year 3 performance, however, in both writing and numeracy fell below that our statistically comparative schools. Analysis of NAPLAN and other school based data is used to plan for improvement in 2018.

Reading



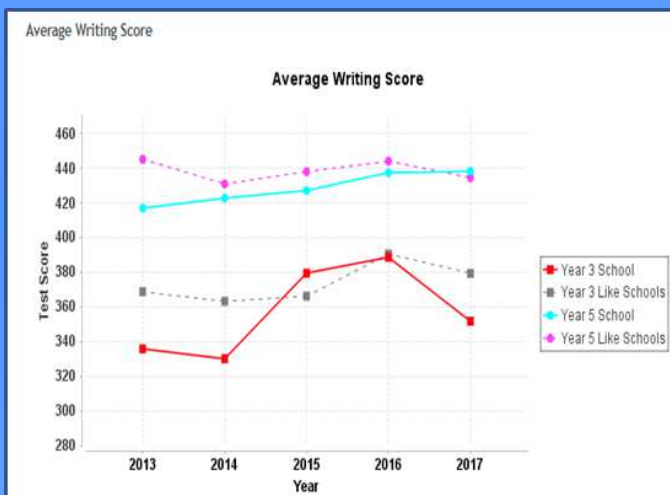
| Year | Y03 | | Y05 | |
|------|--------|--------------|--------|--------------|
| | School | Like Schools | School | Like Schools |
| 2013 | 338 | 367 | 459 | 467 |
| 2014 | 349 | 361 | 441 | 449 |
| 2015 | 396 | 359 | 440 | 445 |
| 2016 | 396 | 378 | 454 | 456 |
| 2017 | 376 | 380 | 452 | 453 |

Reading data shows both Year 3 and 5 cohorts are performing close to or better than 'Like Schools'.

Although the Year 3 performance was lower than the past two years we have maintained results close to our comparative schools.

Reading, with a special focus on comprehension and vocabulary development will continue to be a focus area in 2018.

Writing



| Year | Y03 | | Y05 | |
|------|--------|--------------|--------|--------------|
| | School | Like Schools | School | Like Schools |
| 2013 | 336 | 369 | 417 | 445 |
| 2014 | 330 | 363 | 423 | 431 |
| 2015 | 379 | 366 | 427 | 438 |
| 2016 | 389 | 390 | 437 | 444 |
| 2017 | 352 | 379 | 438 | 434 |

Writing data shows the Year 5 cohort is performing slightly better than 'Like Schools'. This continues the upward trend established over the past 5 years.

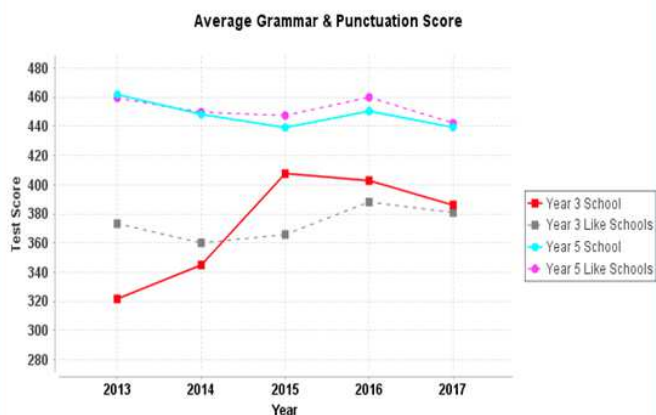
Year 3 performance indicates a decline in comparison to previous results. The tested cohort included a wide range of student ability as evidenced by the result.

Writing will be a focus area in 2018.

OPERATIONAL PLAN TARGET(S)

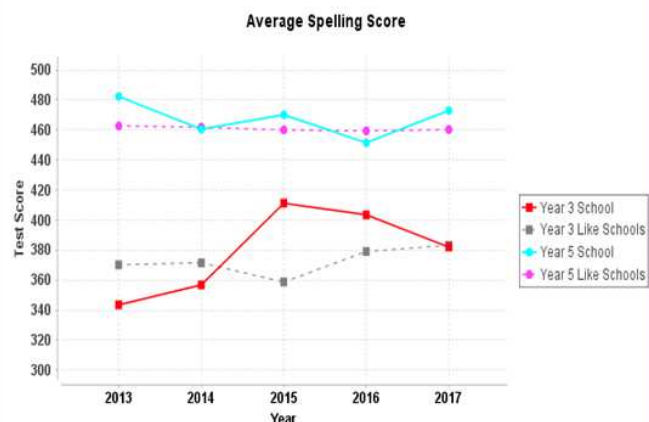
Grammar and Punctuation

Average Grammar & Punctuation Score



Spelling

Average Spelling Score



Grammar and Punctuation data shows both Year 3 and 5 cohorts are performing close to or better than 'Like Schools'.

Explicit teaching of Grammar and Punctuation will continue in 2018.

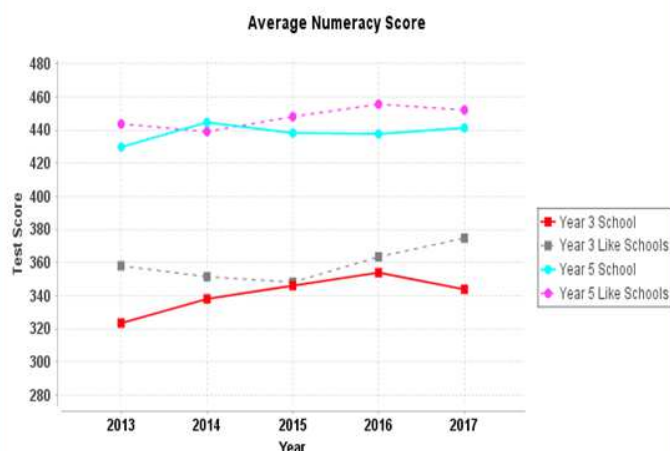
Spelling data shows both Year 3 and 5 cohorts are performing close to or better than 'Like Schools'.

The whole school focus on phonics, sight words and spelling strategies continued in 2017.

Direct Instruction Spelling was used as an intervention strategy for target groups from Year 2-5.

Numeracy

Average Numeracy Score



Numeracy performance in both Year 3 and 5 was below that of 'Like Schools'.

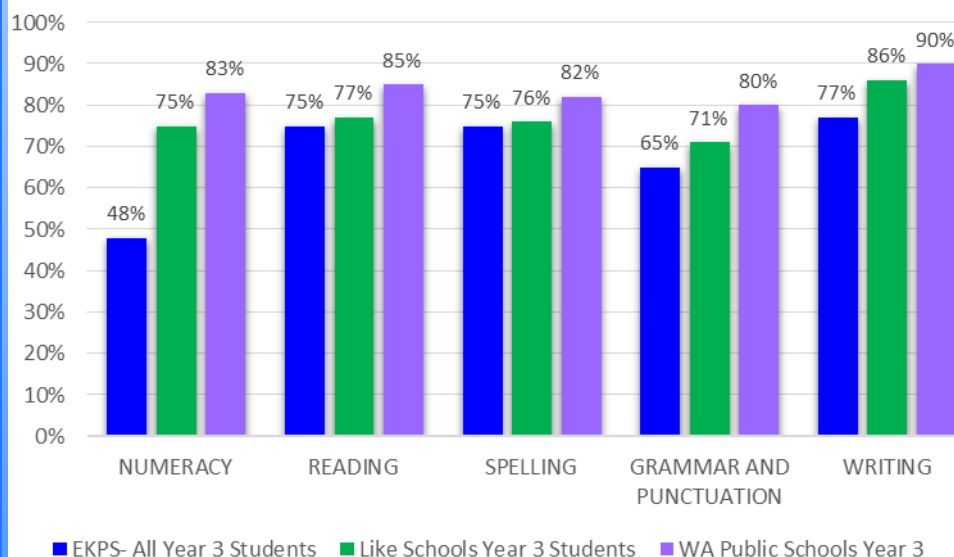
The school has been developing a whole school approach to the teaching of numeracy over the past two years.

This year began a targeted focus on problem solving and mathematical vocabulary development.

Results clearly indicate continued focus and resourcing need to continue in this curriculum area in 2018.

OPERATIONAL PLAN TARGET(S)

Year 3 Students Above the National Minimum Standard in NAPLAN 2017



Year 3 Targets 2017

(Students Who Achieve Above The National Minimum Standard.)

Reading – 50%

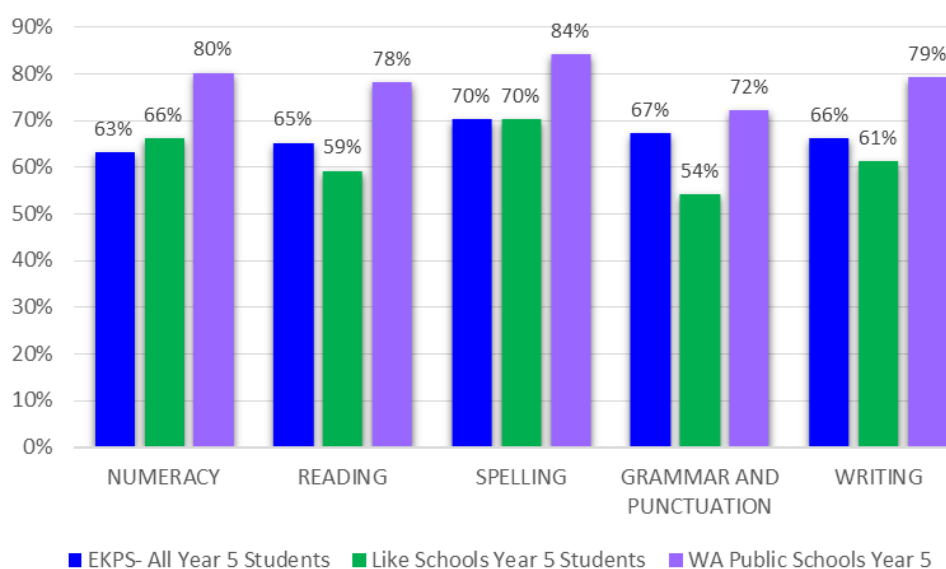
Writing – 50%

Numeracy – Equal the performance of 'Like Schools'

Year 3 students achieved pleasing results in some areas. We achieved and exceeded our school improvement targets in reading and writing.

Numeracy, however, remains an area of focus for the whole school in 2018.

Year 5 Students Above the National Minimum Standard in NAPLAN 2017



Year 5 Targets 2017

(Students Who Achieve Above The National Minimum Standard.)

Reading – 50%

Writing – 50%

Numeracy – Equal the performance of 'Like Schools'

Year 5 students achieved pleasing results in some areas. We achieved our school improvement targets in reading and writing.

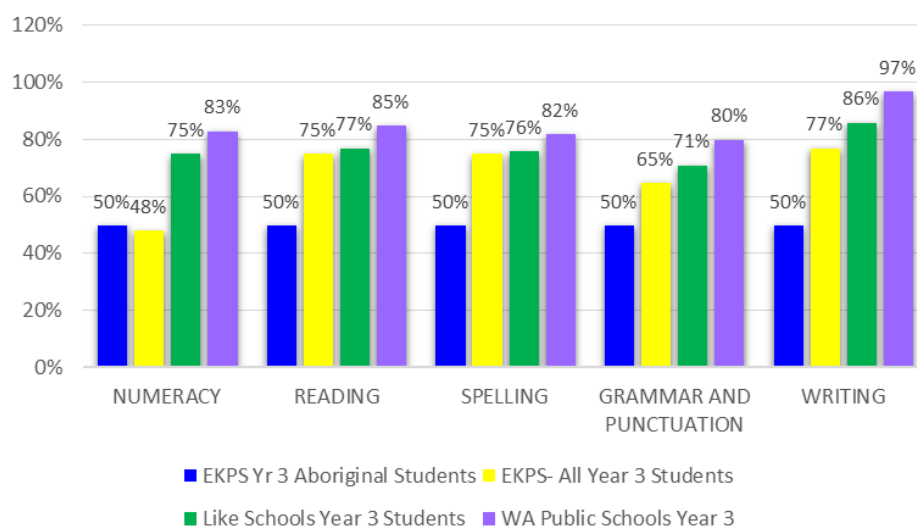
Numeracy, however, remains an area of focus for the whole school in 2018.

OPERATIONAL PLAN TARGET(S)

ABORIGINAL STUDENTS

ABORIGINAL STUDENT PERFORMANCE- NAPLAN

Year 3 Stable Cohort Aboriginal Students Above the National Minimum Standard in NAPLAN 2017



Year 3 Aboriginal Targets 2017

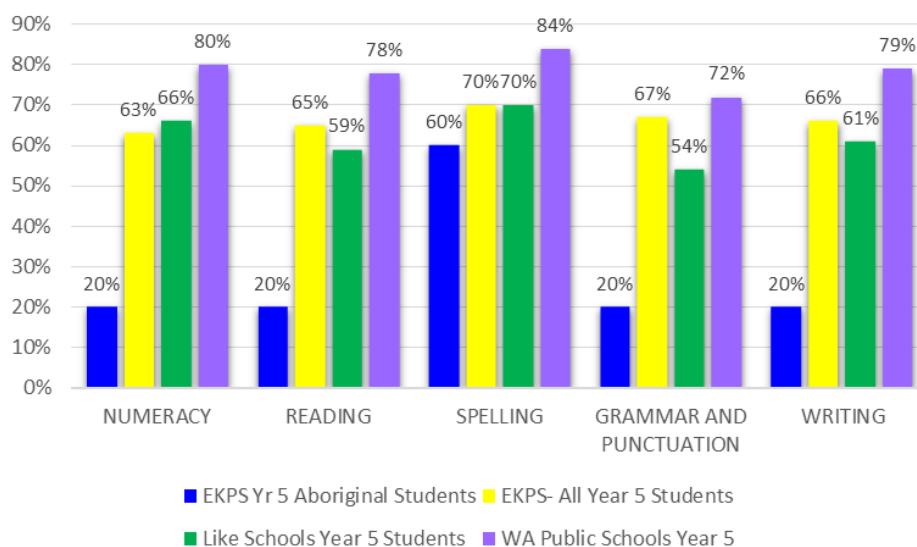
Numeracy- 50%

Reading – 50%

Writing – 50%

The Year 3 Aboriginal cohort achieved the set targets. It should be noted that the data represents a very small group of stable cohort Aboriginal students. Results reflect school data collated from previous years. The data indicates that continued support is needed to close the gap in achievement of Aboriginal students.

Year 5 Stable Cohort Aboriginal Students Above the National Minimum Standard in NAPLAN 2017



Year 5 Aboriginal Targets 2017

Numeracy- 50%

Reading – 50%

Writing – 50%

This data indicates only our stable cohort of Aboriginal students in Year 5. It should be noted that the group comprised of only five students. The data indicates that continued support is needed to close the gap in achievement of Aboriginal students.

Recommendations for 2018

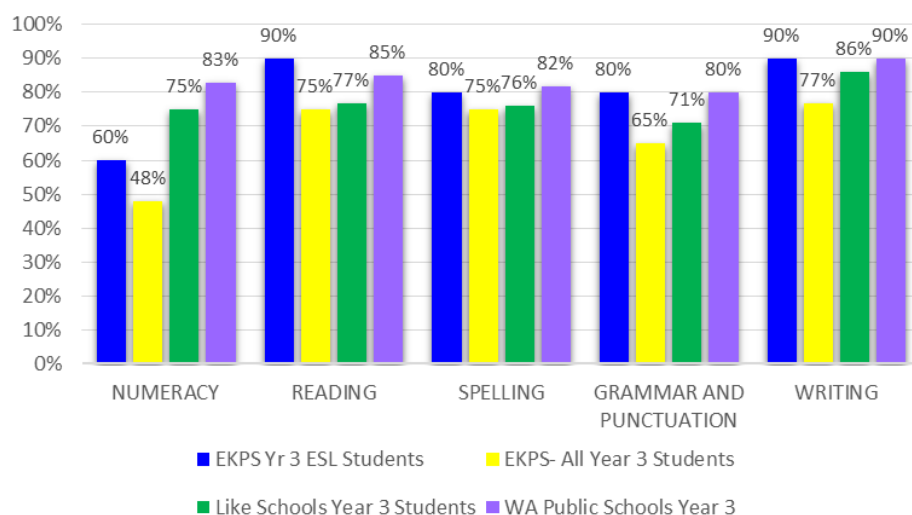
- Continue to focus on attendance, punctuality and engagement of Aboriginal students.
- Closely monitor the progress of students as they move from Early Childhood into Middle and Upper Primary Years.
- Continue to cater for the specific learning needs of students with Individual Education Plans.
- Continued focus on all areas of literacy. Key strategies to include – small group intervention, repeated reading, corrective reading and direct instruction spelling.
- Continue to closely monitor and support the educational outcomes of target students to further close the gap between Aboriginal Student performance and that of all students.
- Continue to establish and maintain positive and respectful working relationships with Aboriginal students and their families.
- Support Secondary Pathways for outgoing Year 6 students.

OPERATIONAL PLAN TARGET(S)

ENGLISH AS A SECOND LANGUAGE (ESL) STUDENTS

ENGLISH AS A SECOND LANGUAGE PERFORMANCE - NAPLAN

**Year 3 Stable Cohort English As A Second Language Students
Above the National Minimum Standard in NAPLAN 2017**



Year 3 Stable Cohort English As A Second Language Targets 2017

Reading – 70%

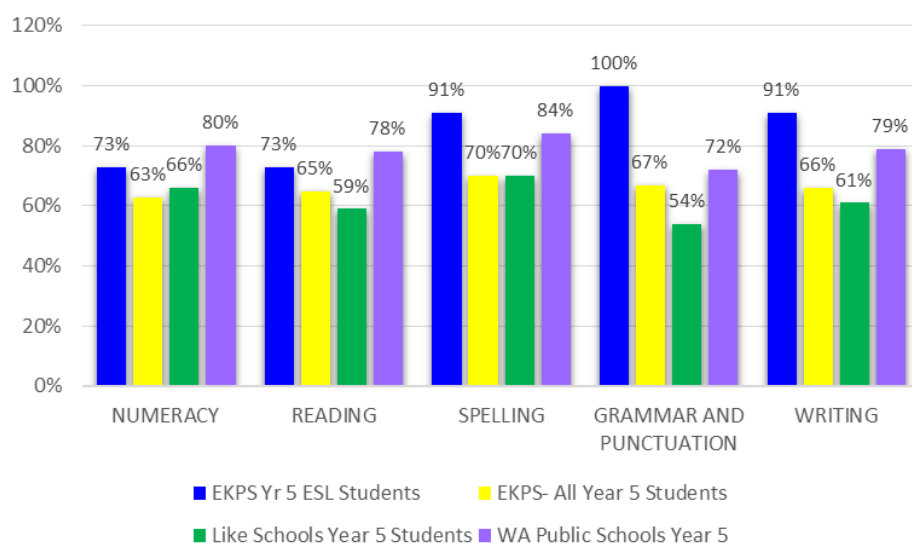
Writing – 70%

*Numeracy – Equal the
performance of ‘Like Schools’*

The ESL cohort achieved excellent NAPLAN results across most test areas.

Targets in Reading and Writing were achieved and exceeded. Numeracy performance fell below that of ‘Like Schools’.

**Year 5 Stable Cohort English As a Second Language Students
Above the National Minimum Standard in NAPLAN 2017**



Year 5 Stable Cohort English As A Second Language Targets 2017

Reading – 65%

Writing – 70%

*Numeracy – Equal the
performance of ‘Like Schools’*

The ESL stable cohort achieved pleasing NAPLAN results all test areas.

Targets in Reading, Writing and Numeracy were achieved and exceeded.

Recommendations for 2018

- Continue to provide literacy support for Stage 1 and Stage 2 ESL students.
- Focus support in Early Childhood with oral language development.
- Focus areas for all ESL students – grammar, reading comprehension and vocabulary development.
- Continue to build best practice strategies for all ESL students.
- Continue to establish and maintain positive engagement with ESL families and students.
- Facilitate engagement of ESL families with the school community through the ESL Specialist Teacher, playgroup and other outside agencies.

OPERATIONAL PLAN TARGET(S)

PARENTS AND THE COMMUNITY

Establishing early patterns of attendance in kindergarten set up good patterns of behaviour for the future.

| Year | Students In/Out | Kindergarten Attendance |
|------|-----------------|-------------------------|
| 2017 | 73 | 91.29% |
| 2016 | 46 | 88.01% |
| 2015 | 74 | 88.35% |

We are on track to reach our target of 93% attendance in kindergarten!

We know if we reach out to our community **before** the commencement of formal education we have a good chance of building positive connections to our school. Early intervention is the key to success for our children and their families and gives us the best chance for each and every student to reach their potential.

Our onsite playgroup and the number of families attending gave us a measure of our efforts in connecting with our community.

We set a target of increasing the number of families accessing our playgroup.

In 2016 55 families attended the EKPS playgroup.

In 2017 60 families attended our playgroup. This is an increase of ***almost 10 %.***



OUR EAL/D STUDENTS - Aboriginal and ESL



ABORIGINAL EDUCATION

In 2017, Aboriginal students made up approximately 16% of our school.

At East Kenwick Primary School we have high expectations for all students and strongly value the cultural contributions of our Aboriginal families.

Improving reading outcomes for all students continued to be a key focus area. The reading progress of our Aboriginal students was measured in a range of assessment such as NAPLAN, On-Entry, standardised tests and running records.

ENGLISH AS A SECOND LANGUAGE (ESL)

East Kenwick Primary School continues to value and respect our cultural diversity. We have 43% of our students from Kindergarten to Year 6 being ESL (English as a Second Language). With this in mind our ESL support and assistance is in these three areas:

At EKPS we plan, monitor and assess our EALD cohort using the Education Department Progress Maps.

Some of our ESL students have newly arrived in Australia and therefore may be eligible to begin their English learning at an Intensive English Centre. The classroom teacher and ESL teacher will assess the student with the Progress Maps and then a referral process will take place. EKPS students are referred to Thornlie Intensive English Centre. Once a student attains a certain level of Standard English acquisition, they will return to EKPS to continue their education.



REPORTING TO PARENTS - Other Curriculum Areas

ART

2017 has been the first year that EKPS has included Visual Art as a specialist subject. The room has been created to best suit the arts. At lunch time Art Club was set up for students to participate in. This allowed students to create fun, imaginative projects in a more relaxed and fun environment. Students created many interesting projects including button bugs, dream catchers, mini canvas paintings, canvas prints and tiles.

Throughout the year the senior students have had the opportunity to participate in numerous art activities they would have not been able to complete in classrooms. These include the use of ink printing, painting, clay sculpture, paper construction, drawing, water colour painting, collage etc. They were also able to identify factors that influence artwork from different social, cultural and historical times.

Students have been introduced to the works of famous artists, such as Vincent Van Gogh, Pablo Picasso, Friedensreich Hundertwasser and Nathan Sawaya. Students have been able to view and respond to artwork from these famous artists and use their knowledge to inspire and influence their own artwork. In the senior classes (year 5-6) for Semester One and Two the majority of students were working at a satisfactory level with most achieving a C grade. There were a small amount of students who achieved a B grade and were working at a highly satisfactory level. These students were achieving well above average in both Arts skills and processes and responding to art. There was significant improvement of the senior students throughout the year, especially in responding to the arts, students had a much better understanding of the importance art plays in society and culture. They were able to appreciate and make personal responses using visual art terminology, about how visual art elements, techniques and symbolic meaning communicate ideas and messages. The students have enjoyed being able to view and respond to the art, in which many of them have never seen.



The year 4-5 students were also lucky to immerse themselves in the Arts culture in WA at the Awesome Arts festival which was a valuable experience offering a taste of a variety of Australian and international artists.

There has been a significant improvement in the progress of most of the students and their artistic skills, along with their improved artistic vocabulary and personal responses to art.

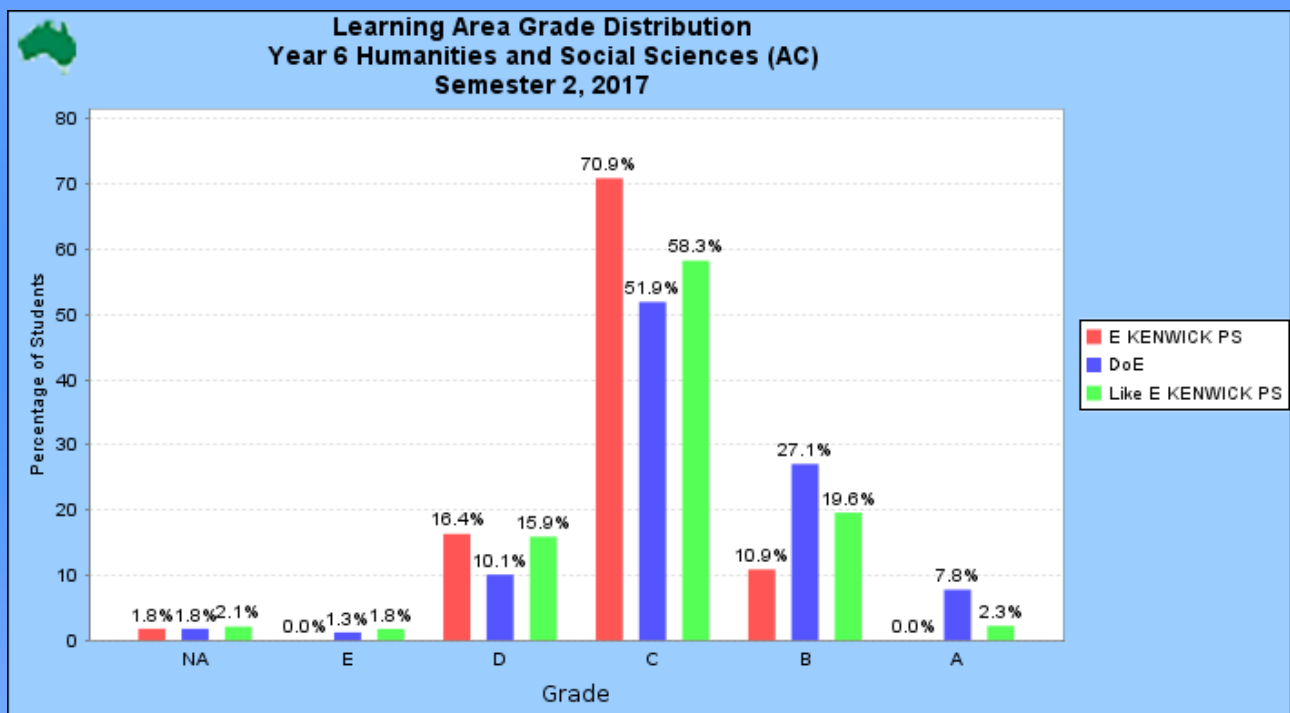
REPORTING TO PARENTS - Other Curriculum Areas

HASS

The information shows our students mainly receive a “C “ grade achievement for Humanities & Social Sciences.

Compared to the state and like schools there is a disproportionately high amount of “D and C” grade results and less “B” and “A” achievement scores.

Not having a state or national assessment (like NAPLAN) as a benchmark to compare our student achievement against makes it difficult to ascertain why we have this distribution.



REPORTING TO PARENTS - Other Curriculum Areas

PHYSICAL EDUCATION

Inter School Winter Carnival and Eagles Cup: The Inter School Winter Carnival was held at Langford Recreational Centre for selected Year 4-6 students. Students competitively versed other surrounding local Primary Schools in groups versing each other in football, soccer and netball.

During term two 'East Kenwick's Running Club' was created with purpose of training students in preparation for our school's Cross Country Carnival and Inter School Cross Country Carnival. The 'Running Club' was a great success, with an average of fifty students consistently training at every session. The 'Running Club' also attracted parents and the wider community to become involved, in which positive teacher-parent relationships were created. The 'Running Club' was held twice a week, on Tuesday and Thursday mornings from 8:15am-8:30am.

This year as part of our Positive Behaviour System, the 'Sports Award' was given to one student at the end of each lesson, who showed positive sportsmanship. This award was implemented across PP- Year 6, and it became a competitive award to be achieved.

The Inter School Cross Country Carnival was held at Lumen Christi College for selected Year 3-6 students. East Kenwick came in fourth place, competing against surrounding local Primary Schools.



REPORTING TO PARENTS - Other Curriculum Areas

PHYSICAL EDUCATION

This year the program for our school's Faction Carnival was altered from being two separate carnivals (Early Childhood Carnival and Primary Carnival) to one Whole School Carnival. It was a great success, with fourteen extra events added to the program. The carnival was a great opportunity for parent and community involvement, with an extra event added for our school's Playgroup Children and Mothers to race.

In preparation for our Whole School Faction Carnival, each week the Early Childhood block and Primary block would train and practice the team games and events.

In preparation for the Inter School Athletics Carnival, training sessions during lunch breaks were introduced so competing students could practice team games and events.

Inter School Faction Carnival was held at Langford Athletics Centre for selected Year 4-6 students. This year East Kenwick competed in Division A and came in fourth place, competing against other local surrounding schools.

Swimming lessons were held at Thornlie Leisure World for Year 4-6 students in term one, and for PP - Year 3 students in term four. Students swimming skills were developed through participation in swimming lessons.

In term four, students from Kindy - Year 6 were encouraged to raise funds and participate in walking, jogging or running laps of the oval to raise funds for our school's nature playground. This was a successful event, which encouraged parents and the wider community to be involved.

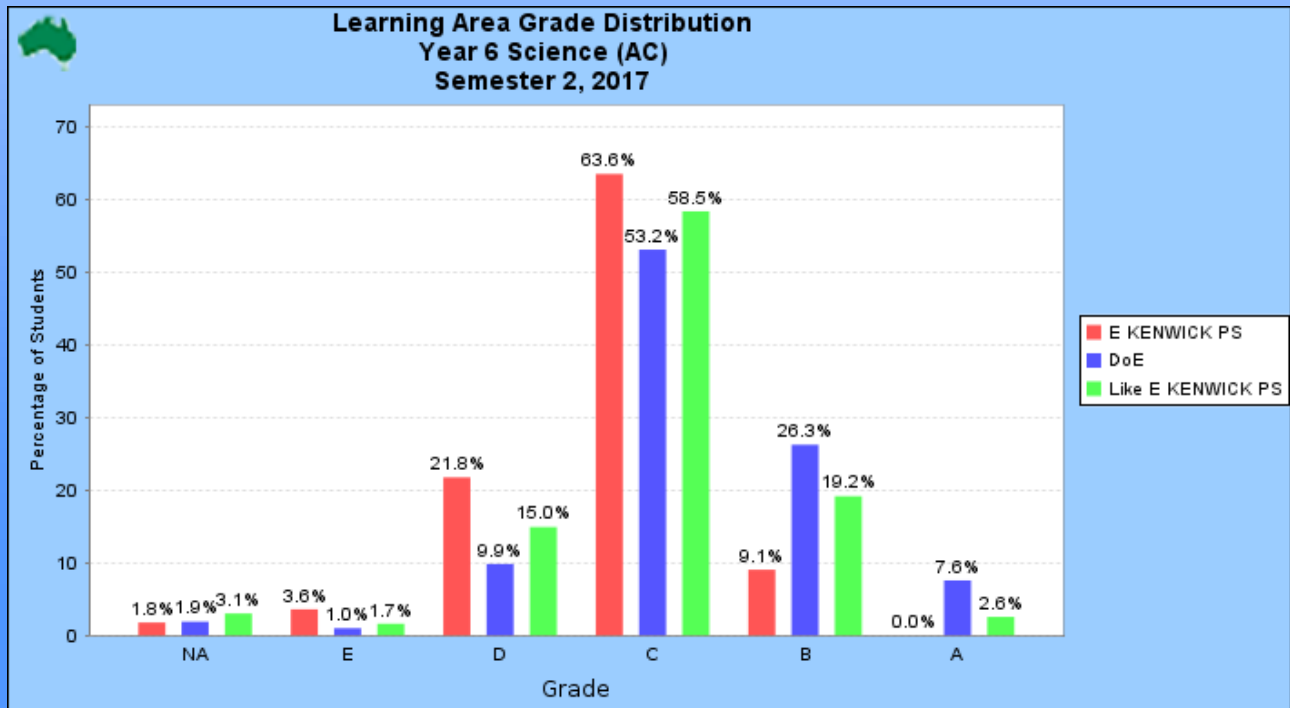


REPORTING TO PARENTS - Other Curriculum Areas

SCIENCE

Science results show a similar trend to HASS in as much our distribution is skewed to more “D and C” grades and less “A and B” scores.

Having a specialist teacher in this learning area may provide a more consistent judgement of achievement of this learning area.



ATTITUDE, BEHAVIOUR , EFFORT

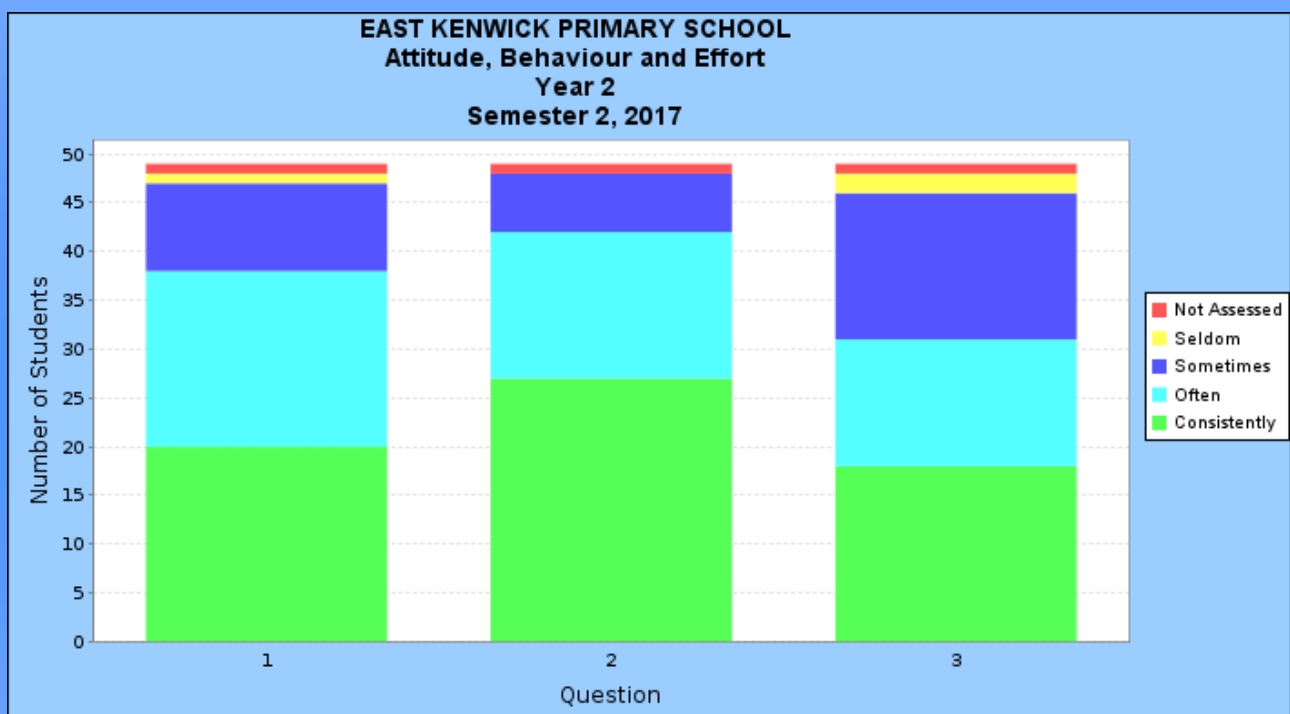
Key

1. Is enthusiastic about learning
2. Participates responsibly
3. Sets goals and works towards them

The graph tells us that our children in the early years are still developing a mindset for setting goals and working towards them.

Staff did a workshop last year and felt this needed to be addressed as a life skill.

It will be included as a target in the new business plan.



ATTITUDE, BEHAVIOUR , EFFORT

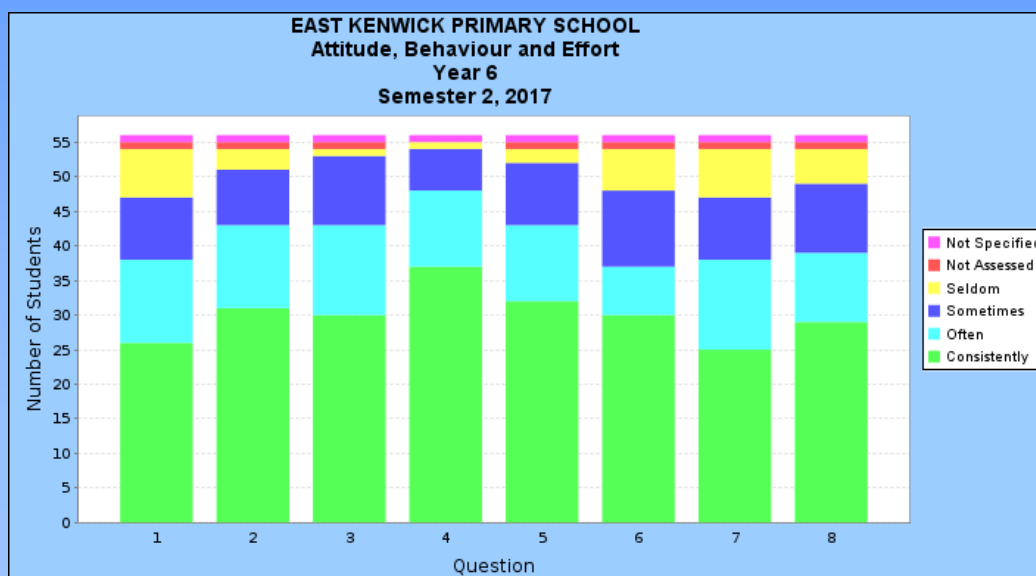
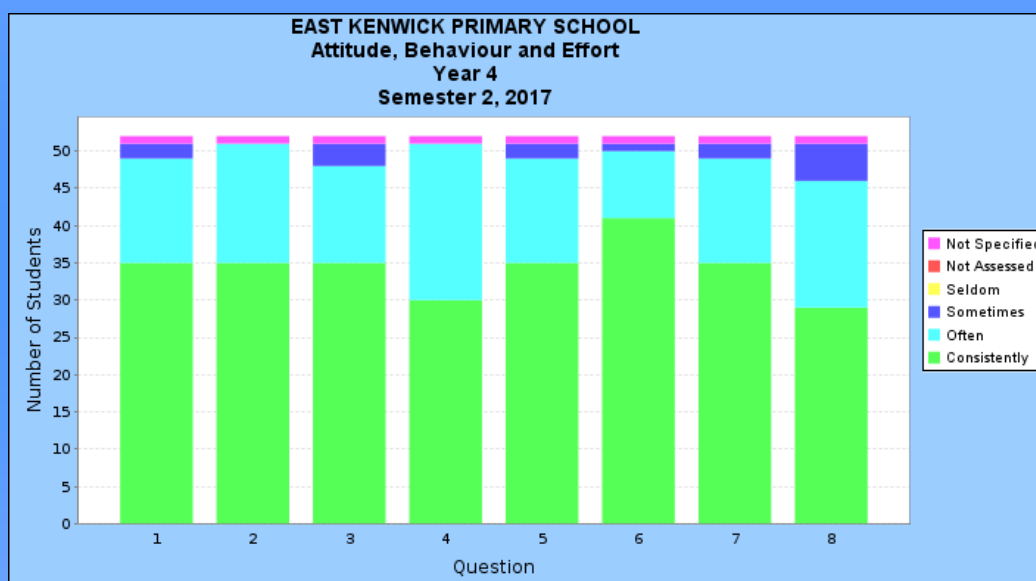
Key

1. Works to the best of his/her ability
2. Shows self respect and care
3. Shows courtesy and respect for the rights of others
4. Participates responsibly in social and civic activities
5. Cooperates productively and builds positive relationships with others
6. Is enthusiastic about learning
7. Sets goals and works towards them with perseverance
8. Shows confidence in making positive choices and decisions

Perseverance with working towards goals has come through the middle and upper years, along with confidence in making positive choices and decisions.

There appears to be some disengagement from students in the upper years.

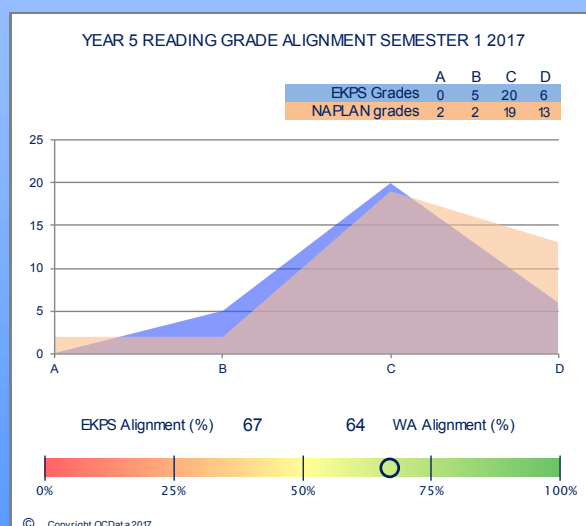
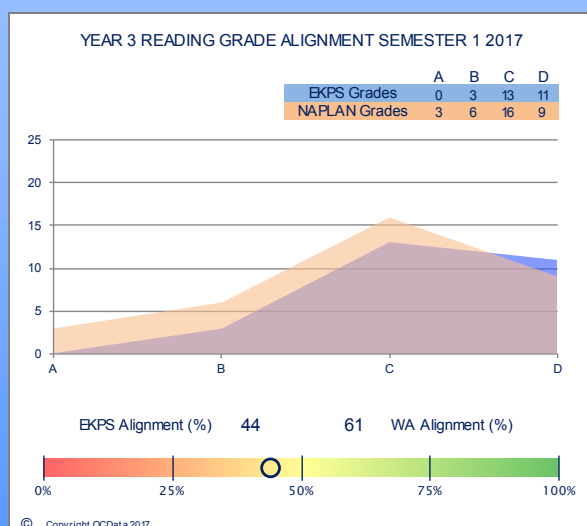
The school will continue to look for ways through the student leadership operational plan to address these identified areas.



MODERATION

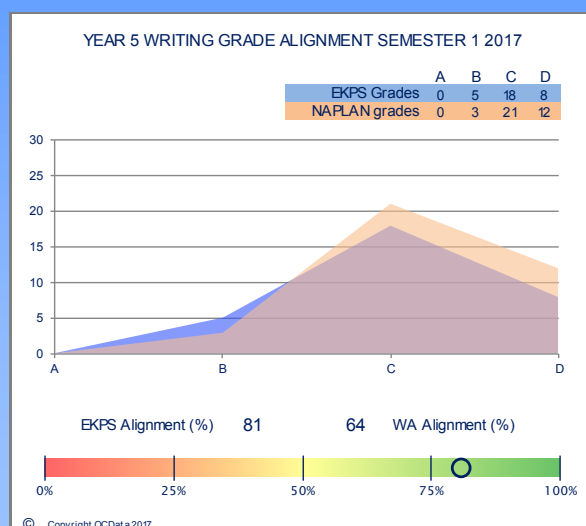
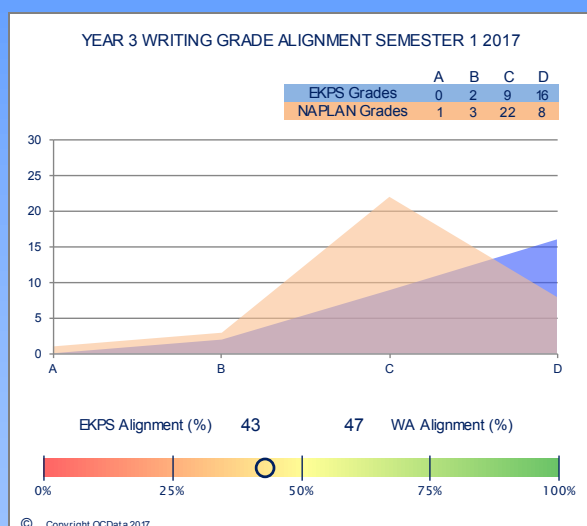
Year 3 and Year 5 Teacher Allocated Grades compared to the 2017 NAPLAN testing series grades.

The images (following) show Year 3 and Year 5 Reading, Writing and Maths grades allocated by teachers in Semester 1 and how these grades compare to NAPLAN grades from the 2017 series NAPLAN testing. The “opaque” areas of the images show the matching EKPS and NAPLAN grade alignment.

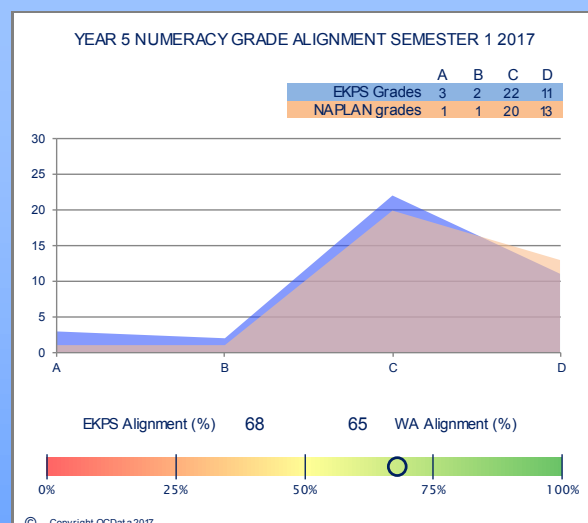
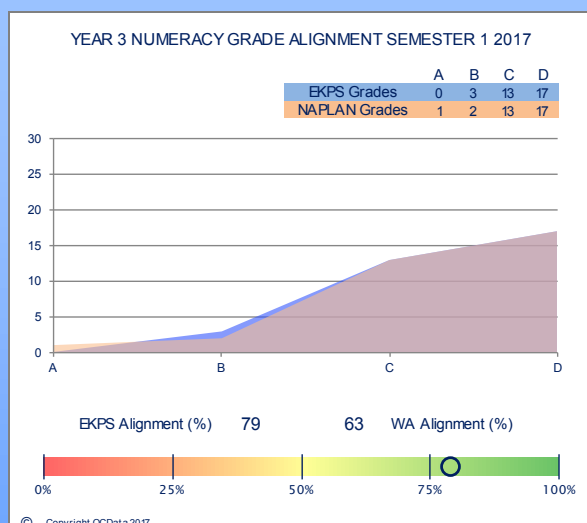


The Year 3 READING image (above, left) shows a 44% alignment of teacher allocated grades when compared to the NAPLAN testing series grades. The state alignment of teacher grades when compared to NAPLAN grades is 61%. The image shows the grading at EKPS to be slightly lower than NAPLAN indications for A, B and C grades but higher for D Grades. The state alignment is 17% better than the school’s alignment.

The Year 5 READING image (above right) shows a 67% alignment of teacher allocated grades when compared to the NAPLAN testing series grades. The state alignment of grades is 64%. Whilst the image shows small differences in the allocations of grades, the school grade alignment is 3% better than the state results. This is a good outcome for EKPS.



MODERATION



The Year 3 NUMERACY image (above, left) shows a 79% alignment of teacher allocated grades when compared to the NAPLAN testing series grades. The state alignment of teacher grades when compared to NAPLAN grades is 63%. The image shows the grading at EKPS to be very similar to the NAPLAN grades. The EKPS alignment is 16% better than the state alignment. This is a very good outcome for EKPS.

The Year 5 NUMERACY image (above right) shows a 68% alignment of teacher allocated grades when compared to the NAPLAN testing series grades. The state alignment of grades is 65%. Whilst the image shows small differences in the allocations of grades, the school grade alignment is 3% better than the state results.

NATIONAL OPINION SURVEY

NATIONAL SCHOOL OPINION SURVEYS

EAST KENWICK PRIMARY SCHOOL NATIONAL SCHOOL OPINION SURVEY (NSOS) 2017

Australian Education Ministers have determined that all Australian schools will participate in parent, student and staff opinion surveys.

All WA public schools are required to administer parent, student and staff National School Opinion Surveys (NSOS) at least every two years, commencing in 2014.

The NSOS were conducted at EKPS during 2017 and the results of those surveys are summarised below.

| Survey Questions | Group Question | Response Categories (%) | | | | | Group Question Position | | | | |
|---|----------------|-------------------------|----|----|----|----|-------------------------|---|---|---|----|
| | | SD | D | N | A | SA | VL | L | M | H | VH |
| Teachers expect students to do their best. | Parent Q1 | 4 | 2 | 3 | 44 | 47 | | | | | |
| | Staff Q1 | 3 | 0 | 3 | 38 | 55 | | | | | |
| | Student Q1 | 7 | 0 | 2 | 31 | 59 | | | | | |
| Teachers provide students with useful feedback. | Parent Q2 | 4 | 5 | 8 | 53 | 30 | | | | | |
| | Staff Q2 | 3 | 0 | 14 | 66 | 17 | | | | | |
| | Student Q2 | 6 | 4 | 10 | 60 | 21 | | | | | |
| Teachers treat students fairly. | Parent Q3 | 3 | 8 | 8 | 43 | 38 | | | | | |
| | Staff Q3 | 3 | 0 | 0 | 62 | 34 | | | | | |
| | Student Q3 | 12 | 9 | 12 | 41 | 26 | | | | | |
| This school is well maintained. | Parent Q4 | 5 | 2 | 8 | 51 | 34 | | | | | |
| | Staff Q4 | 0 | 10 | 17 | 48 | 24 | | | | | |
| | Student Q4 | 10 | 10 | 22 | 43 | 15 | | | | | |
| Students feel safe at this school. | Parent Q5 | 4 | 3 | 7 | 46 | 39 | | | | | |
| | Staff Q5 | 3 | 0 | 3 | 48 | 45 | | | | | |
| | Student Q5 | 11 | 16 | 14 | 31 | 28 | | | | | |
| Teachers are approachable. | Parent Q6 | 4 | 0 | 6 | 40 | 49 | | | | | |
| | Staff Q6 | 3 | 0 | 3 | 48 | 45 | | | | | |
| | Student Q6 | 3 | 0 | 0 | 52 | 45 | | | | | |
| Student behaviour is well managed. | Parent Q7 | 6 | 8 | 9 | 43 | 33 | | | | | |
| | Staff Q8 | 0 | 21 | 7 | 45 | 28 | | | | | |
| | Student Q7 | 18 | 17 | 17 | 37 | 11 | | | | | |
| Students like being at this school. | Parent Q8 | 4 | 3 | 9 | 37 | 47 | | | | | |
| | Staff Q9 | 0 | 0 | 0 | 59 | 41 | | | | | |
| | Student Q8 | 11 | 10 | 15 | 25 | 40 | | | | | |
| This school looks for ways to improve. | Parent Q9 | 4 | 4 | 11 | 49 | 31 | | | | | |
| | Staff Q10 | 11 | 11 | 11 | 25 | 43 | | | | | |
| | Student Q9 | 12 | 7 | 9 | 38 | 34 | | | | | |
| This school takes opinions seriously. | Parent Q10 | 9 | 2 | 14 | 44 | 31 | | | | | |
| | Staff Q11 | 21 | 7 | 11 | 43 | 18 | | | | | |
| | Student Q10 | 10 | 17 | 16 | 37 | 20 | | | | | |
| Students are motivated to learn | Parent Q11 | 3 | 0 | 4 | 54 | 39 | | | | | |
| | Staff Q12 | 0 | 0 | 0 | 61 | 39 | | | | | |
| | Student Q11 | 6 | 6 | 12 | 33 | 43 | | | | | |
| Student learning needs are met | Parent Q12 | 4 | 2 | 9 | 51 | 34 | | | | | |
| | Staff Q13 | 0 | 0 | 3 | 55 | 41 | | | | | |
| | Parent Q13 | 4 | 6 | 11 | 49 | 30 | | | | | |
| This school works with parents to support students' learning. | Parent Q14 | 6 | 2 | 14 | 47 | 30 | | | | | |
| | Staff Q14 | 3 | 0 | 7 | 45 | 45 | | | | | |
| | Student Q12 | 10 | 9 | 12 | 30 | 39 | | | | | |

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Rating Legend: SD = Strongly Disagree, D = Disagree, N = Neither agree nor disagree, A = Agree, SA = Strongly Agree

NATIONAL OPINION SURVEY

Most of the survey questions have a parent, student and staff component. The dot on each “heatmap” indicate the average level of response across the groups for each question. Areas of strength and areas for improvement (as indicated in the survey) are outlined below:

Areas of strength: i.e. the areas above the “High Category” as indicated on each “heatmap”.

- **Teachers expect students to do their best.** Staff having high expectations of students is a fundamental component of teaching and learning. The responses from parents, students and staff for this question are reasonably consistent.
- **Teachers are approachable.** Parents are partners in student learning and can be assured their input and concerns will be acknowledged positively by staff.
- **Students like being at this school.** The school has an ongoing focus to be welcoming and responsive to the needs of students and families. The before school routine, for example, with fruit, music and a supervised entry to school provides for a welcoming and productive school environment.
- **Students are motivated to learn.** This is an area with a similar range of high responses from staff and parents. Much work has been done within the school in this area and whilst an area of strength, will continue to be a focus for our staff.

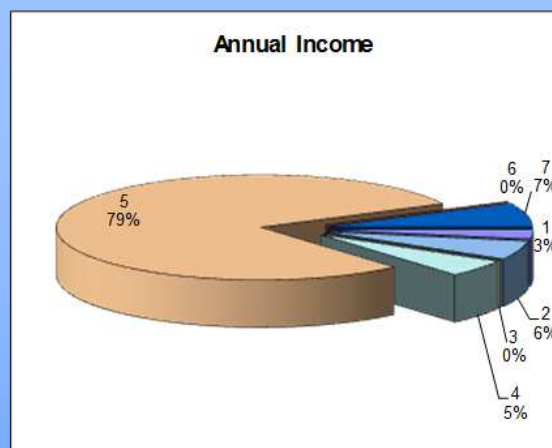
Areas for improvement: i.e. the areas approaching the “Mid” line as indicated on each heatmap.

- **Student behaviour.** The school continues to work on approaches to behaviour that focus on clear expectations of behaviour, students understanding how and why they react in difficult situations, teaching pro-social behaviours and a strong commitment to follow up all on issues that may arise.
- **This school takes opinions seriously.** There are a number of responses in the “Strongly Disagree” category from parents, staff and students. Whilst it is expected there will always be differences in opinions when large groups of people interact the school is committed to improvement in all areas and especially where this includes the considered inputs from staff, students and parents.

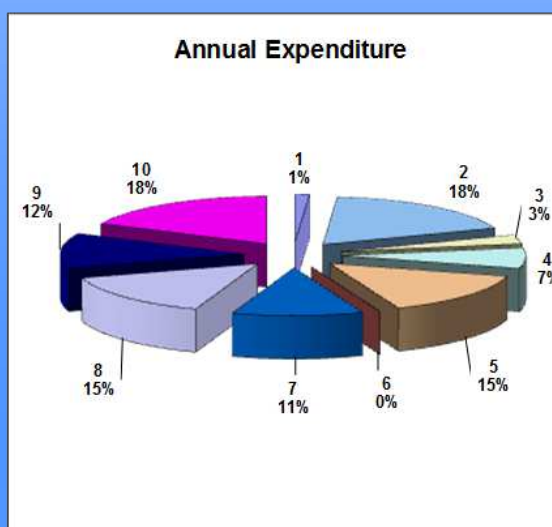
RESOURCING

SCHOOL BUDGET AND ANNUAL ACCOUNTS FOR 2017

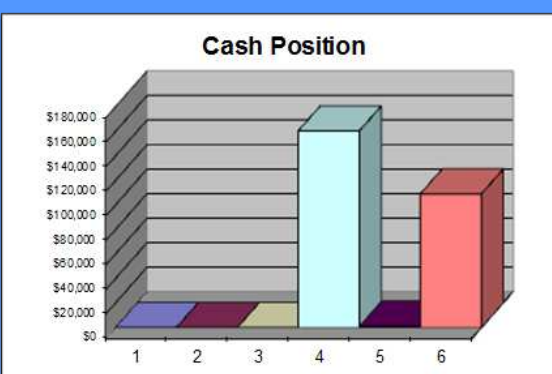
| Annual Income | | |
|-----------------------------------|------------------|------------------|
| | Budget | Actual |
| 1 Voluntary Contributions | \$22,860 | \$9,362 |
| 2 Charges and Fees | \$19,125 | \$19,125 |
| 3 P & C Contributions | \$0 | \$0 |
| 4 Fundraising and Donations | \$14,390 | \$17,467 |
| 5 State Government Grants | \$265,574 | \$265,574 |
| 6 Commonwealth Govt Grants | \$0 | \$0 |
| 7 Miscellaneous | \$14,541 | \$24,962 |
| 7 Total Income | \$336,490 | \$336,490 |
| Transfer from Reserves/Gift Funds | \$0 | \$0 |
| Opening Balance | \$160,989 | \$160,989 |
| Total Funds Available | \$497,479 | \$497,479 |



| Annual Expenditure | | |
|--------------------------------------|------------------|------------------|
| | Budget | Actual |
| 1 Administration | \$6,000 | \$5,908 |
| 2 Utilities | \$85,221 | \$85,221 |
| 3 Repairs and Maintenance | \$13,000 | \$14,335 |
| 4 Building Fabric and Infrastructure | \$24,400 | \$32,701 |
| 5 Assets and Resources | \$68,875 | \$68,875 |
| 6 Leases | \$0 | \$0 |
| 7 Professional Development | \$54,300 | \$54,300 |
| 8 Education Programs | \$69,635 | \$69,635 |
| 9 Student Services | \$65,369 | \$55,825 |
| 10 Miscellaneous | \$84,567 | \$84,567 |
| 8 Transfer to Replacement Reserves | | |
| Total Expenditure | \$471,367 | \$471,367 |
| Transfer to Asset Reserves | \$16,000 | \$16,000 |
| Total Funds Carry Forward | \$10,112 | \$10,112 |



| Cash Position as at: 31/12/2017 | |
|---------------------------------|------------------|
| Bank Balance | \$270,906 |
| Made up of: | |
| 1 Carry Over Grants (committed) | \$0 |
| 2 Deductible Gift Funds | \$0 |
| 3 Trust Funds | \$0 |
| 4 Reserves | \$160,524 |
| 5 Suspense Accounts | \$1,200 |
| 6 Uncommitted Funds | \$109,182 |
| Total Bank Balance | \$270,906 |



| Other financial information | | | |
|---|-------|--|--|
| Voluntary contributions collection rate | 41.0% | | |
| Total bad debts written off for the year | Nil | | |
| Total assets/resources written off for the year | Nil | | |

Financial Comment

The Finance Committee met regularly to review the budget and action adjustments as required. All monies were expended in accordance with the School Plan and Priorities in accordance with Department of Education guidelines. The Comparative Budget Report was presented at School Board Meetings.

2017 Highlights / Major Initiatives

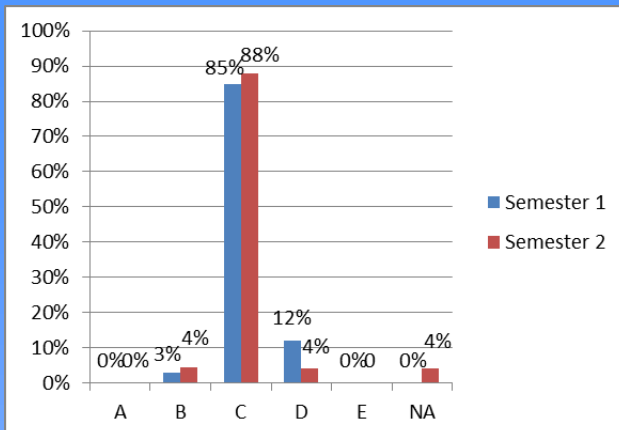
DIGITAL TECHNOLOGIES

East Kenwick Primary school has been focused on improving our ability to integrate digital technologies throughout all learning areas. Resources were acquired to achieve this, the continuation of the Digital Technologies Committee, and a professional development program for our teaching staff for the duration of 2017.

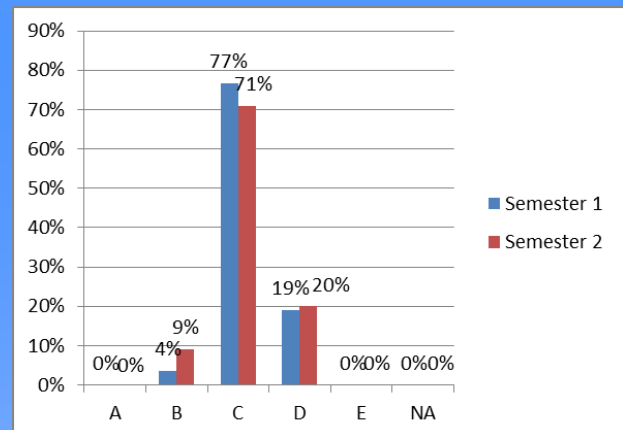
The Digital Technologies Committee has continued to meet regularly, endeavouring to facilitate digital technologies being a priority at East Kenwick Primary School. The committee delivered morning mini workshops, to further enable collaborative learning amongst staff members. Teachers would meet and share different ideas, programs and apps they have used in their own classrooms. The committee also reflected and planned strategies to be implemented in 2017 and the following years.

Digital Technologies has been a focused learning area for the last two years. Previously to 2016 there was little focus on Information Technology; as a consequence students have taken time to build their general capabilities whilst focusing on the Digital Technologies curriculum. Student performance is beginning to improve as outlined in the bar graphs below focusing on the year three and six year levels.

Year Three Digital Technologies 2017
Semester 1 & Semester 2 Report Grade Bar Graph



Year 6 Digital Technologies 2017
Semester 1 & Semester 2 Report Grade Bar Graph



2017 Highlights / Major Initiatives

EKPS staff encourage and welcome our parent and community members into our school. We do this by offering ESL parents/ community members free basic English lessons. These lessons took place every Tuesday morning for one and a half hours in the school library and were well supported. We also offer our parents access to On Call interpreting service to assist them with the initial enrolment process, teacher meetings, incursion/excursion information and wherever the need arises to pass on information from school to home and vice versa.



At EKPS we celebrated our cultural diversity with our Harmony Day event. Our evening picnic and concert continues to be a real showcase of the many cultural groups we have at our school. Staff, students and family members were asked to wear orange or cultural dress and bring food to share with one another. What a feast we had as we listened to the beautiful music from the folk band Acushla! Our concert began with our Aboriginal Wanjoo choir singing our national anthem, with Bollywood dancers, Maori singers and our own fantastic students performing songs and dances to follow. It really was an evening of colour and "harmony".



2017 Highlights / Major Initiatives

Maths Week incursions and activities

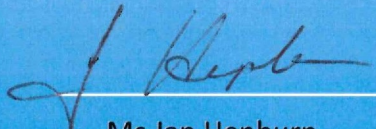


Whole School Lapathon

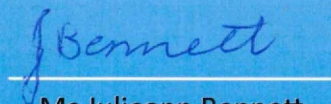


2017 Annual Report Endorsement




Ms Jan Hepburn
Principal




Ms Julieann Bennett
Interim School Board Chair

Dated: 5th June 2018