



# MINDARIE PRIMARY SCHOOL

## ANNUAL REPORT

2017

*Today's School for Tomorrow's  
Society.*



# Introduction

2017 was another successful year at Mindarie Primary; academically, culturally, physically and socially. This annual report will outline the progress made by our school in the key focal areas of student achievement and progress, quality teaching, positive learning environment, relationships, effective leadership and resource management.

A strength of Mindarie is the partnership that exists between the school and the community. In 2017 our 15-month long Ampan Project was successfully completed. This was a partnership between Mindarie Rotary Club and Mindarie primary that culminated in the sea container full of donated goods finally arriving in Papua New Guinea and the goods being taken to Ampan, where the teachers, children and local community members gathered at the Elementary School to give a big THANK YOU to Mindarie Primary School and Mindarie Rotary for their huge effort in providing desks, chairs - including a wheel chair - clothing, stationery, toys, solar panels and books to their community. They proudly displayed a banner linking Mindarie Primary School and Ampan Elementary School in "Working Together for Quality Learning".



In term one 2017 we held the official opening of the fully refurbished school library. This was another successful partnership between the school and the P&C. The mayor, Tracey Roberts, attended the opening and the ribbon was cut by Mrs Pither, our school librarian. A feature of the library is that all furniture is on wheels, so the space can be organised in a variety of ways; allowing for greater flexibility in its use. Our school librarian, Sharna O'Sullivan, commenced operating a school book club for parents and staff, this is fantastic modelling to the students. Mindfulness sessions for staff and parents were also run in the library, after school, once per week.

We partnered with Woodside Energy to communicate the relevance and importance of STEM subjects to students in order to build awareness of how STEM can lead to exciting careers. Woodside Energy presented "Reservoir Sandwiches" a STEM workshop to Year 5 and 6 students.

In September an outdoor classroom day was held, this enabled students to use the ever increasing outdoor play areas in the school for classwork such as reading and mathematics. Two mud kitchens, one in the Early Childhood yard and one in the junior play area diversified play options for our students, as did the acquisition of two boats.

Many of the talented artists in Year 2 were winners in the City of Perth Kids' Winter Art Competition. Their fabulous artwork was seen on display on the big screens at Northbridge Piazza and Perth Cultural Centre during the City of Perth's Winter Arts Festival.

Once again, we did very well on the sporting field. The number of schools participating in our annual Interschool Athletics Carnival increased as Somerly and Clarkson joined the group. Mindarie was finally

successful in winning this carnival, much to the delight of Mr Burns and the students. Students were able to participate in an increasingly diverse range of sports.

Our specialist arts teachers Mrs MacLean (Music) and Mrs Parker (Performing Arts) are exemplary in their dedication to the children under their care and give their own time to build the performance of our children. Our school choirs were magnificent; they performed in a number of shows in venues such as Winthrop Hall at the University of WA. Mrs Parker and Mrs MacLean also worked with our three year six classes and provided them with an opportunity to shine on the stage at Crown Theatre.

I thank all members of the administration teams for their support and excellent leadership in the school. Our Associate Principals, Mrs White, Mrs Bewick and Mrs Appleton have worked well with the staff, parents and children at Mindarie, their efforts are commendable.

Our administration support staff are tremendous, these people are at the forefront of our school. Mrs Nicholson, Mrs Scott, Mrs Boyer and Mrs Newman are the staff who are the initial contact when new families enter the school. They are responsible for 'selling' our school to the community. Mrs Rosa (Manager of Corporate Services) is the leader of this team.

## **What Has Been Different in 2017?**

### **STEM (Science Technology Engineering Mathematics)**

In order to further develop the student's awareness of the job opportunities associated with STEM a representative from Woodside visited our school to present an award to the winner of the Future Earth Science Project Award. All projects were designed to solve a current environmental issue. The Year 6 entry in the State RoboCup Dance competition was another first, with two of our teams progressing through to the finals. Mrs White also became a member of the 'Robocup' board.

Four teachers attended professional learning provided by Scitech in conjunction with The Department of Education in new programs for STEM learning. The programs are highly integrated and were used by all teachers in the school. This was another exciting initiative that we are undertaking at the school, STEM links Science, Technology, Engineering and Mathematics. The projects the children worked on were real life projects and the data they collected to inform the projects was real life data.

### **Science**

Mr Brad Whitaker was appointed as our new senior science teacher. Mr Whitaker was charged with the task of running an outdoor classroom, in the science yard for the first term. This ensured that the students had real, hands on, programs related to the science strand of 'Life and Living'. The science garden flourished during this term. In addition, through the support of our school community we were able to purchase more mature fruiting trees to diversify the variety in the garden. The students have really taken on an ownership of this space through participating in lunch time activities in the area.

### **Literacy**

The Teacher Development support offered by Mindarie to other schools around the state really evolved in 2017. The school hosted 'Walk Throughs' by teachers from other schools in student's classrooms. Over the year we hosted two walk throughs, focussed on our spelling program "Words Their Way", the writing program 'Talk4Writing', the writing assessment program 'Brightpath', our literacy blocks and also our data collection tools and data walls. We would not be able to host these if our teachers were not prepared to open their classrooms and share their expertise. Feedback from the visitors was amazingly positive. What they are always interested in is our adherence to our whole school programs and how we are tracking each individual child's learning.

### **Numeracy**

As previously stated, the school hosted 'Walk Throughs' by teachers from other schools, in mathematics the focus was on numeracy blocks. Again visiting teachers and administrators identified the power of the data collection and whole school approaches embedded in the practice of staff at Mindarie.

### **Resilience and Physical Well-being**

Our therapy dogs, Maxi and Rigby, and the role that they served at the school was featured on both the Channel Nine news and The Department of Education webpage.



The Whole School Positive Behaviour Program continued to be a whole school focus with 'Students Together Achieving and learning Respectful and resilient Safe (STARS)' as our whole school values and expectations becoming embedded. The merit certificates issued to students at the fortnight assemblies were updated to reflect both the values of the school and also the dispositions that the school focusses on developing in our students. As such they became Achievement Certificates. This enabled a broadening in relation to what these certificates could be presented for.

The project with Professor John Hattie, via his publishing firm Corwin continued and the students focussed on the five core dispositions identified by staff; resilience, independence, perseverance, creativity and cooperation. Students are being specifically taught these dispositions.

During Mental Health Awareness Week, all students participated in daily, age appropriate, 'Big Splash' wellness activities to equip them with the 3 key concepts:

1. they are not alone,
2. it's okay to talk about their feelings and concerns,
3. real help is available.

During Mental Health Awareness week MMM (Mindarie Mindfulness Minute) were announced over the PA, lessons were stopped for one minute and during that minute, students reflected on things such as gratitude.

Students were encouraged to walk or scoot or ride to school on 'Active Travel Day' and to ride to school on 'Ride to School' day.

### **Special Visits, Events and Assemblies**

The 'farm' came to the city. We were very fortunate to have a free presentation supplied by the Royal Agricultural Society of Western Australia. As part of this incursion students in Years 1 to 6 attended a play and students in Years 5 and 6 firstly attended a presentation on sustainability then had a chance to meet the animals and grind some wheat. Our Kindergarten and Pre-Primary students were able to pet the animals whilst the other children were at the play. Families attending our new 'playgroup' also had a chance to join in the fun.

### **Encouraging Philanthropy**

Our student councillors, in consultation with Ms Clark hosted the following events to raise funds for those less fortunate-

- Dress Red for Daniel – Daniel Morcombe Foundation.
- Dress in what makes you feel happy – for Mental Health Week.
- Year Six Sausage Sizzle to raise funds for the Big Splash project – in excess of \$2000 was raised.

Students at Mindarie Primary raised well in excess of \$5,000.00 for some very worthy causes.

### **Student leadership**

A policy was developed around the selection of student leaders with a focus on the selection moving from just students voting on leaders to a more formalized approach which resulted in students voting, using specific criteria against which to vote. This aligned with our visible learning focus of providing success criteria not only to the students standing for selection but also to the students and staff voting. A short list was then created and then additional task based leadership projects were conducted. This then enabled students to demonstrate leadership and initiative prior to the final selection. This policy was endorsed by the School Board.

### **Student Reporting**

In 2017 all student reports for students were sent home electronically, inclusive of the Kindergarten students reports. This was another first for the school. A huge positive is that electronic reporting allows direct reporting to parents on student progress, no matter where they are in the world.

Barbara Bromley  
PRINCIPAL

# STUDENT BEHAVIOUR

Student behaviour at Mindarie Primary school is of a very high standard. Incidents of negative behaviour recorded on Integris, in comparison to the number of students at Mindarie, is minimal.

A positive environment is fostered in which each child is respected and his/her right to learn is encouraged and protected. Class and school wide positive incentive programs exist that recognise the students who consistently make good choices and demonstrate good citizenship and positive values.

As part of the Positive Behaviour Program and in response to policy changes and refinements by The Department of Education the Mindarie Managing Student Behaviour policy was revised and refined and is now called the Mindarie Primary School Plan for Whole School Positive Student Behaviour Support. This plan cites the four school rules of Respect, Resilience, being Safe and Learning and Achieving.

The Mindarie Primary School Plan for Whole School Positive Student Behaviour Support provides consistent, logical, clear rules and consequences and is made familiar to all involved. When in breach of a rule, students were required to undergo a reflection process together with a counselling support process. This was conducted as an in-class, cross-class or Reflection Room process. The Reflection Room was used only for playground misdemeanours. The expectation exists for staff to follow up on class based incidents. Use of the Reflection Room was low.

The school had a low number of students needing to undergo any of the reflection processes as behaviour was generally managed through the use of the first few steps of the class and school behaviour management process and generally did not escalate to a higher level of intervention. Higher order intervention was low across the school and the suspension rate for major misdemeanours was very low.

In 2018 a whole school approach to Protective Behaviour will be developed.

## SIS BEHAVIOUR MANAGEMENT MODULE DATA

In 2017 staff used the Behaviour Management module in Integris (SIS) as the primary method of recording student misbehaviour. It was pleasing to see a trend of staff entering positive behaviour occurrences on the system. This was particularly strong at the year three level. Over the year it was noted that the number of referrals for negative behaviour to the Reflection room greatly reduced. This reduction can be linked to the roll out of the PBS expected behaviours.

The number of days of suspension for significant breaches of behaviour greatly decreased as did the number of students being suspended.

During 2017 the school worked closely with the School for Special Educational Needs Behaviour Support team and also the Autism Support team. Representatives from SSEN met with staff to further develop and enhance plans to help students to mediate their behaviour. Strategies such as Escalation Trackers and daily tracking of levels of engagement grids were developed. In addition the school implemented whole school language around behaviour and behaviour expectation and also around scripts to assist students to manage their own behaviour.

In 2018 the school will again focus on introducing Peer Mediators and also in working with students using the program called the Zones of Regulation.

# STUDENT ATTENDANCE

## PRIMARY ATTENDANCE RATES

Mindarie continues to perform above the average of the state in all areas of attendance. Attendance rates for Mindarie PS in 2017 were 95%, the state average being 92.7%. Regular student attendance rates were also above the state and 'like schools' average.

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
<b>2015</b>	82.9%	14.3%	1.9%	0.7%
<b>2016</b>	87.6%	10.5%	1.7%	0.0%
<b>2017</b>	86.9%	10.3%	2.2%	0.6%
<b>Like Schools 2017</b>	85.5%	11.9%	2.3%	0.3%
<b>WA Public Schools</b>	77.0%	15.0%	6.0%	2.0%

Year Level Attendance:

	PPR	Y01	Y02	Y03	Y04	Y05	Y06
<b>2015</b>	95%	94%	95%	95%	93%	95%	95%
<b>2016</b>	95%	95%	96%	95%	95%	94%	95%
<b>2017</b>	95%	95%	95%	95%	96%	95%	94%
<b>WA Public Schools 2017</b>	92%	93%	93%	93%	93%	93%	93%

Through regular monitoring of attendance and absence patterns, and reviewing the reasons given for absences, students who are at risk of poor attendance or becoming disengaged are identified early. Teachers intervene and follow up with improvement strategies for students with attendance below 90%. Case management is undertaken and attendance plans are developed for students with attendance below 85%. Student attendance continues to be commented on in student reports and parents are made aware of any concerns and the importance of regular attendance via communication firstly from the class teacher and then followed up by administration.

## ATTENDANCE TARGETS

### TARGET 1:

<b>Severe At Risk to be maintained at 0%</b> Almost achieved: 0.6%	<b>Moderate At Risk to be maintained at or below 2%</b> Almost achieved: 2.2%	<b>Indicated At Risk to be reduced to 10%</b> Almost achieved: 10.3%
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The 'Severe at Risk' percentage was as a result of 4 students in Semester 1. Of these, one family's vacation (2 students) extended on from the January holidays and after this the students transferred to another school. They did not attend classes at Mindarie PS. Another student moved up north with their family but was not enrolled at another school for an

extended period of time and the fourth student's family left the area suddenly, without notification. When the student's whereabouts was finally determined, the school was able to remove the student from the attendance register.

#### **TARGET 2:**

**Maintain the 'severe at risk' group of Aboriginal students at 0%:** Not Achieved

	Attendance Category Aboriginal Students			
	Regular	At Risk		
		Indicated	Moderate	Severe
<b>2015</b>	62.5%	12.5%	25%	0.0%
<b>2016</b>	73.3%	13.3%	13.3%	0.0%
<b>2017</b>	73.9%	18.7%	3.5%	3.8%
<b>Like Schools 2017</b>	63%	26%	8.5%	2.5%
<b>WA Public Schools</b>	43.5%	21.7%	20.3%	14.6%

#### **TARGET 3:**

**Reduce the number of absences due to vacations taken during term time:** Not achieved

	Absence due to vacation		
	Sem 1	Sem 2	Total
<b>2015</b>	21.2%	24.5%	22.85%
<b>2016</b>	21%	26%	23.5%
<b>2017</b>	27%	25.4%	26.2%

Whilst the school has a strong focus on reducing the absences due to mid-term vacations, this continues to be an area of concern. Many of the families at the school are from overseas and it has become a tradition that the students take overseas holidays during term time or are absent to spend time with overseas visitors. The school has implemented clear requirements for families of students vacationing during term time. Parents are required to request permission in writing if taking a vacation during school time and students are expected to complete work, as set by their teacher, for this time to be moved from a 'v' unauthorized vacation, to a 'k' authorized vacation.

Mindarie has a large number of families where one or the other of the care givers works fly in fly out, as a result students are often absent on the days when the parent flies out or flies in. This trend is evident in the attendance data where clear patterns can be seen.

These expectations will continue to be communicated to the school community via the newsletter, Facebook and school reports.

Student attendance around parental attitude will remain a focus area for 2018.

# STUDENT PERFORMANCE

## LITERACY:

Overarching Strategies used to achieve Literacy targets include:

- Associate Principal supporting English across K-6 for continuity and whole school practices
- English committee was responsible for the development of a whole-school Literacy Operational Plan focused on Reading, Writing, Spelling and Punctuation and Grammar.
- Teachers plan, assess and report using the West Australian Curriculum in line with SCSA requirements.
- Whole school implementation of the Talk4Writing Process including a whole school model text genre schedule
- Emphasis across the school on the delivery of strategies focusing on the teaching of comprehension in Reading e.g. Guided Reading, Mindarie Primary School Reading Comprehension Strategies Schedule
- Continue to implement whole school Words Their Way Spelling program from Kindy to Year 6
- In line with whole school Visible Learning focus, Learning Intentions and Success Criteria for all Literacy lessons are communicated to students. Impact Coaches from the Visible Learning Coalition supported staff in the construction of effective learning intentions and success criteria.
- Use of formative and summative evidence-based data to monitor student progress, implement teaching and learning strategies and evaluate targets to improve student achievement.
- In line with whole school Visible Learning focus, begin to calculate Effect Sizes of assessment data to make comparisons between Progress and Achievement for all strands.
- Identification of students in the lower and middle NAPLAN proficiency bands who are judged by teachers to be capable to progressing to higher bands following the implementation of targeted intervention strategies.
- Select students identified to participate in the Literacy Support tutoring program. Students attend a one-on-one session with a tutor every day.
- Administer the Department's On-Entry Assessment in PP and for selected students in Year One and Two. Identify students at-risk in Pre-Primary.
- Emphasis across the school to develop, implement and moderate through whole school processes and Common Assessment Tasks including Reading Assessments of PM Benchmark Running Records and Literacy Pro, Words Their Way Spelling Inventory and Brightpath in Writing.
- SAER Coordinator to assist teachers with the development of strategies to address identified needs of students with learning difficulties.



## LITERACY FINE GRAINED DATA

Words Their Way Spelling Stages				
Target: 75% of students will achieve their target Spelling Stage				
Yr	End of Year Spelling Stage Goal	2015	2016	2017
PP	Middle Letter Name-Alphabetic	NA	93%	84%
1	Early Within Word Pattern	78%	67%	83%
2	Late Within Word Pattern	67%	68%	48%
3	Early Syllables and Affixes	78%	74%	79%
4	Middle Syllables and Affixes	75%	83%	65%
5	Late Syllables and Affixes	69%	58%	30%
6	Derivational Relations	59%	71%	33%

### Analysis of Words Their Way 2017:

- 2016 to 2017: increase in number of overall cohorts achieving spelling stage
- Looping Cohort: Year 2 2016 to Year 3 2017: 11% increase in number of students achieving target spelling stage

### Recommendations for Words Their Way 2018:

- Targets to be set at specific Spelling Level rather than Spelling Stage
- Continue the current data collection regime and ensure the results are interrogated at year level and whole school level each term in staff meeting time
- Focus for Professional Learning on Spelling

PM Benchmark Reading Assessment					
Target: 89% of Students mastered expected level at end of Year					
Year	Expected Level	2014	2015	2016	2017
PP	Level 8	8%	26%	53%	67.8%
Year 1	Level 12 (2017: L14)	34%	80%	72%	85.9% (>L12=92%)
Year 2	Level 19 (2017: L20)	55%	76%	49%	85.5% (>19=90%)
Year 3	Level 23 (2017:L24)	32%	58%	83%	75% (82%)

### Analysis of PM Benchmark 2017

- PP: While the target has not been met in 2017, there is a steady increase each year from the introduction of PM Benchmarks
- In 2017, the target levels were increased for Year 1, 2 & 3. In 2017 Year 1 and 2 met old targets but not new target levels.

### Recommendations for PM Benchmark for 2018:

- 2017 target levels remain
- Continue the current data collection regime and ensure the results are interrogated at year level and whole school level each term in staff meeting time

Literacy Pro Reading Assessment					
Achievement Target: 89% of students will achieve a Lexile Score Minimum					
Progress Target: 90% of students will achieve an effect size of $\geq 0.4$					
Year	Level	2015	2016	2017	effect size of $\geq 0.4$
4	600	53%	64%	61%	69%
5	700	97%	65%	70%	66%
6	800	62%	74%	67%	32%

#### Analysis of Literacy Pro 2017:

- Increase in % of students achieving target in Year 5 2017
- Cohort: Year 4 2015, increase in 2016 & 2017 of % of students achieving target
- Cohort Year 4 2016: increase in 2017 of % of students achieving target
- Cohort Year 5 2016: increase in 2017 of % of students achieving target

#### Recommendations for Literacy Pro 2018:

- Students achieving well below expected level to be assessed using PM Benchmarks until they reach expected level in order to identify specific areas of need
- Continue the current data collection regime and ensure the results are interrogated at year level and whole school level each term in staff meeting time

Pre-Primary students will achieve a score of 0.3		
	2016	2017
Speaking and Listening	83%	83%
Reading	88%	89%
Writing	17%	18%

#### Analysis of On-Entry 2017:

- Maintaining % of students at target levels

#### Recommendations for On-Entry 2018:

- All PP students not achieved 0.3 in every strand to be reassessed at the end of PP
- Back mapping On-Entry skills with Kindy Assessment Tools to identify links
- Individual targets for Speaking & Listening, Reading and Writing to be set at 0.5

## NAPLAN Student Performance Data: Year 3 and 5 % of students in Top and Bottom 20%

**\*Indicates an increase in the % of students in Top 20%**

During Term 2, 2017 Years 3 and 5 students participated in National Assessment Program Literacy and Numeracy (NAPLAN). The data shows student performance in relation to targets.

### Effect Size Year 3 NAPLAN to Year 5 NAPLAN

Target 90% stable cohort will achieve an effect size of greater than 0.8 from Year 3 to Year 5 NAPLAN.

70% of the Year 5 cohort made more the 0.8 effect size from Year 3 to Year 5 in NAPLAN WRITING. With an average effect size for the cohort of 1.28

70% of the Year 5 cohort made more the 0.8 effect size from Year 3 to Year 5 in NAPLAN READING. With an average effect size for the cohort of 1.24

WA Public Schools	Reading					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
Year 3 Bands 5 & 6	38%	58%	55%	56%	54%	54%
Year 3 Bands 1 & 2	8%	11%	8%	7%	9%	9%
Year 5 Bands 7 & 8	40%	27%	39%	40%	41%	40%
Year 5 Bands 3 & 4	20%	22%	12%	14%	14%	13%

WA Public Schools	Writing					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
Year 3 Bands 5 & 6	40%	58%	73%	59%	56%	55%
Year 3 Bands 1 & 2	9%	8%	2%	3%	5%	4%
Year 5 Bands 7 & 8	23%	6%	6%	23%	20%	18%
Year 5 Bands 3 & 4	4%	20%	12%	9%	12%	11%

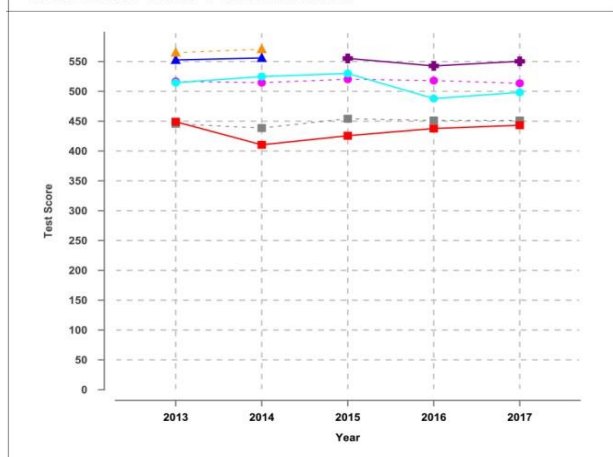
WA Public Schools	Spelling					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
Year 3 Bands 5 & 6		51%	52%		57%	51%
Year 3 Bands 1 & 2		13%	12%		10%	11%
Year 5 Bands 7 & 8		23%	31%		35%	40%
Year 5 Bands 3 & 4		14%	11%		10%	9%

WA Public Schools	Grammar & Punctuation					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
Year 3 Bands 5 & 6		52%	63%		59%	66%
Year 3 Bands 1 & 2		7%	14%		7%	10%
Year 5 Bands 7 & 8		29%	33%		42%	41%
Year 5 Bands 3 & 4		19%	23%		13%	19%

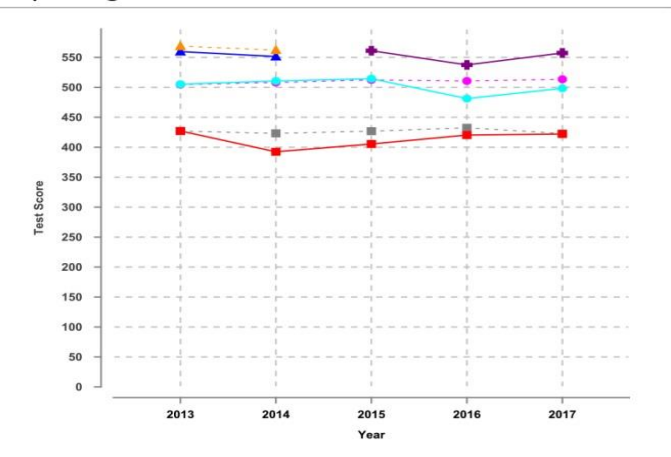
Student Performance Targets NAPLAN: Reading, Writing, Grammar/ Punctuation, Spelling				
% of students in top 2 Bands will be at or above that of like schools for Years 3 and 5				
	2016		2017	
	Year 3	Year 5	Year 3	Year 5
Reading	Achieved	Not Achieved	Achieved	Not Achieved
Writing	Achieved	Not Achieved	Achieved	Not Achieved
Spelling	Not achieved	Not Achieved	Achieved	Not Achieved
Grammar/ Punctuation	Not Achieved	Not Achieved	Not Achieved	Not Achieved

Student Performance Targets NAPLAN: Reading, Writing, Grammar/ Punctuation, Spelling				
% of students in Bottom 2 Bands will be at or below that of like schools for Years 3 and 5				
	2016		2017	
	Year 3	Year 5	Year 3	Year 5
Reading	Not Achieved	Not Achieved	Achieved	Achieved
Writing	Not Achieved	Not Achieved	Achieved	Not Achieved
Spelling	Not Achieved	Not Achieved	Not Achieved	Not Achieved
Grammar/ Punctuation	Not Achieved	Not Achieved	Not Achieved	Not Achieved

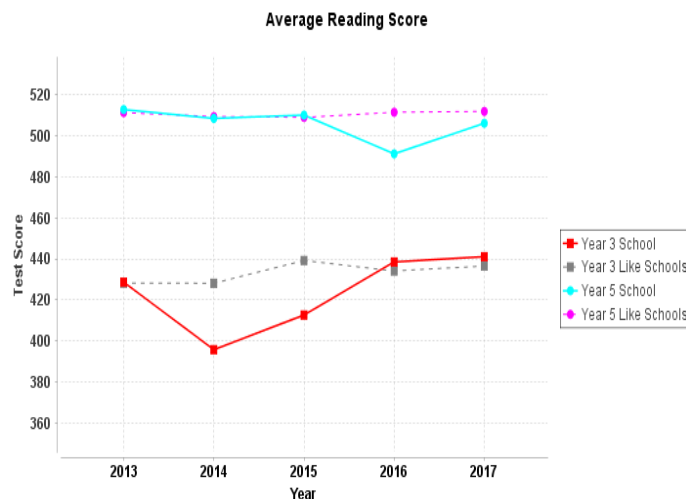
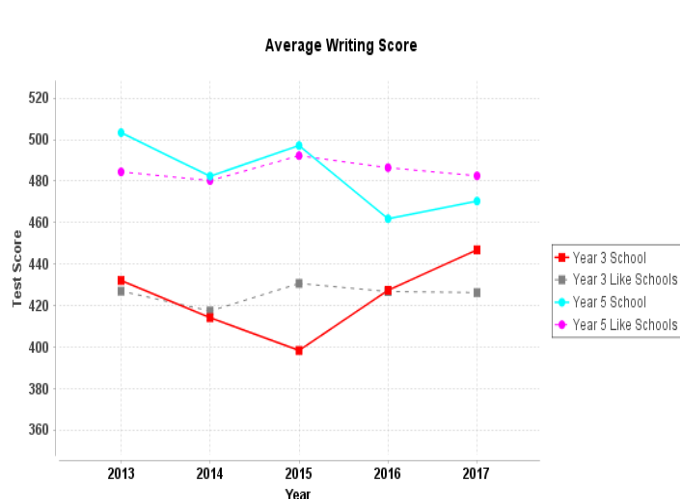
Grammar and Punctuation



Spelling







## NUMERACY

Mathematics continued to be a key focus area in 2017. There was a commitment to refining and embedding whole school Numeracy practices. Professional development in the Proficiency Strands of Reasoning, Problem Solving Fluency and Understanding was implemented increasing teachers knowledge in this area. The Proficiency Strands Professional Learning was delivered to other schools as part of Mindarie's role as a Teacher Development School 2016-2017. The whole school Numeracy Program iMaths and associated assessment tracker system continued to be implemented across the school from PP-Year 6. The iMaths program provided fine grained data to track students' progress using the Readiness Test and iMaths trackers from Years 1-6. Mental Strategies continued to be a focus with the whole school scope and sequence for mental calculation being utilised to support the explicit teaching of mental strategies. The One Minute Basic Facts Test was used to gauge the number of children who were achieving at the expected level according to age in addition, subtraction, multiplication and division.

Overarching Strategies used to achieve numeracy targets in 2018 included:

- Associate Principal supporting Mathematics across K-6 for continuity and whole school practices
- Mathematics committee was responsible for the development of a whole-school Numeracy Operational Plan which focused on Number and Algebra, Measurement and Geometry, Statistics and Probability, Mental Calculation Strategies and Problem Solving.
- Teachers plan, assess and report using the West Australian Curriculum in line with SCSA requirements.
- Continued whole school implementation of the iMaths Program.
- Continued whole school implementation of Numeracy Blocks following the whole school numeracy block structure.
- Focus on the development of Mathematics Proficiency Strands through professional development.
- Emphasis across the school on the delivery of mental calculation strategies using the Mindarie Mental Calculation Scope and Sequence documents
- In line with whole school Visible Learning focus, begin to develop Learning Intentions and Success Criteria for all Numeracy lessons. Impact Coaches from the Visible Learning Coalition supported staff in the construction of effective learning intentions and success criteria.

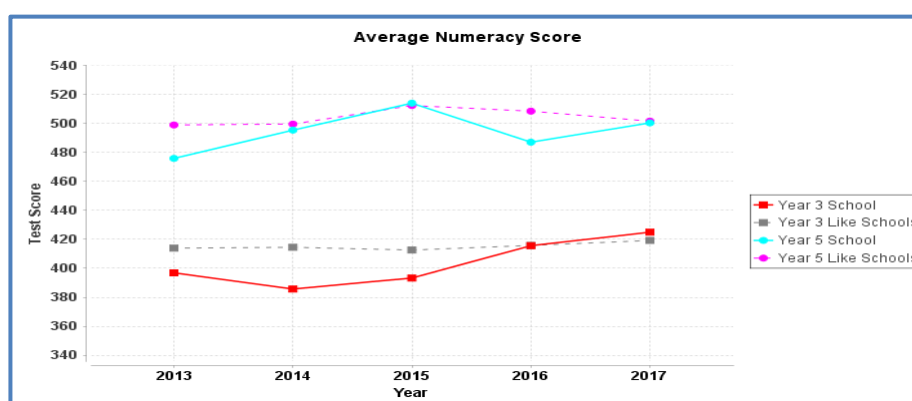
- Use of formative and summative evidence-based data to monitor student progress, implement teaching and learning strategies and evaluate targets to improve student achievement.
- In line with whole school Visible Learning focus, begin to calculate Effect Sizes of assessment data to make comparisons between Progress and Achievement
- Identification of students in the lower and middle NAPLAN proficiency bands who are judged by teachers to be capable to progressing to higher bands following the implementation of targeted intervention strategies.
- Identify students in Year 3 and 5 to participate in a mathematics intervention program in Term 1.
- Administer the Department's On-Entry Assessment in PP and for selected students in Year One and Two. Identify students at-risk in Pre-Primary.
- Emphasis across the school to develop, implement and moderate through whole school processes and Common Assessment Tasks including the iMaths Readiness Test, iMaths Trackers, Westwood One Minute Basic Facts Test and NAPLAN.
- Introduction of the Progressive Achievements Test Mathematics to interrogate finer grained Mathematics data.
- SAER Coordinator to assist teachers with the development of strategies to address identified needs of students with learning difficulties.

### **NAPLAN Student Performance Data**

During Term 2, 2016 Years 3 and 5 students participated in National Assessment Program Literacy and Numeracy (NAPLAN). The following data shows student performance in relation to targets.

Student Performance Targets NAPLAN: Numeracy 2017			
		Year 3	Year 5
Performance of students in Year 3 and 5 will be equal to or better than like schools	Numeracy	Achieved (better than)	Achieved (equal to)

### **NAPLAN Performance: Numeracy Year 3 and 5 compared to Like Schools**



## NAPLAN Performance: Year 3 and 5 % of students in Top, Middle and Bottom Bands

	Numeracy					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
Year 3 Bands 5 and 6	31%	43%	45%	42%	43%	45%
Year 3 Bands 3 and 4	56%	45%	48%	45%	46%	45%
Year 3 Bands 1 and 2	13%	11%	8%	11%	10%	10%
Year 5 Bands 7 and 8	40%	19%	33%	38%	35%	32%
Year 5 Bands 5 and 6	47%	64%	56%	50%	53%	55%
Year 5 Bands 3 and 4	13%	17%	10%	11%	12%	12%

### Analysis of NAPLAN 2017:

- Targets meet in both Year 3 and 5

### Recommendations for NAPLAN for 2018:

- Continue with fine grained data analysis
- Increase target to raising achievement to 50 points above the state mean.

### Effect Size Year 3 NAPLAN to Year 5 NAPLAN

Target 90% stable cohort will achieve an effect size of greater than 0.8 from Year 3 to Year 5 NAPLAN.

84% of the Year 5 cohort made more than 0.8 effect size from Year 3 to Year 5 in NAPLAN.  
With an average effect size for the cohort of 1.58.

## Numeracy Fine Grained Whole School Assessment Data

iMaths Readiness Testing Number Strand				
Target: 90% of Students mastered expected level at end of year				
Year	Expected Level	2015	2016	2017
Year 1	Level 7	95%	95%	99%
Year 2	Level 7	93%	95%	94%
Year 3	Level 7	72%	73%	84%
Year 4	Level 7	79%	76%	81%
Year 5	Level 7	82%	65%	71%
Year 6	Level 7	69%	83%	71%

iMaths Readiness Testing Measurement and Geometry Strand				
Target: 90% of Students mastered expected level at end of year				
Year	Expected Level	2015	2016	2017
Year 1	Level 7	99%	89%	100%
Year 2	Level 7	92%	98%	94%
Year 3	Level 7	66%	74%	84%
Year 4	Level 7	62%	66%	78%
Year 5	Level 7	79%	73%	74%
Year 6	Level 7	64%	71%	47%

iMaths Readiness Testing Statistics and Probability Strand				
Target: 90% of Students mastered expected level at end of year				
Year	Expected Level	2015	2016	2017
Year 1	Level 7	65%	98%	99%
Year 2	Level 7	95%	98%	94%
Year 3	Level 7	96%	80%	88%
Year 4	Level 7	84%	95%	98%
Year 5	Level 7	76%	92%	93%
Year 6	Level 7	93%	86%	80%

iMaths Readiness Testing All Strands Total				
Target: 90% of Students mastered expected level at end of Year				
Year	Expected Level	2015	2016	2017
Year 1	Level 7	97%	98%	100%
Year 2	Level 7	97%	97%	96%
Year 3	Level 7	80%	79%	93%
Year 4	Level 7	81%	87%	96%
Year 5	Level 7	88%	75%	78%
Year 6	Level 7	72%	77%	68%

### Analysis of iMaths Readiness Test 2017:

- While the targets have not been met in all areas and cohorts from 2016 to 2017: increase in number of overall cohorts achieving target in overall testing.
- Measurement and Geometry is an area of focus

### Recommendations for iMaths 2018

- Continue the ongoing improvement of Numeracy through use of the whole school program iMaths
- Focus on Measurement and Geometry in middle and upper years
- Interrogate area of focus for Year 5 and 6
- Continue the current data collection regime and ensure the results are interrogated at year level and whole school level each term in staff meeting time

On Entry Assessment Numeracy				
Pre Primary Students will achieve at or above Progression Point 0.3				
Year	Target	2015	2016	2017
PP	0.3 and above		100%	100%

### Analysis of On Entry 2017:

- 100% of students meet target.

### Recommendations On Entry 2018:

- Increase target to 100% achieving 0.5, with 90% to be achieving at or above 0.8 and 70% to be achieving at or above 1.0 in beginning of year assessment
- All PP Students not achieving 0.8 to be reassessed at the end of the year.
- Back map skills to identify focus areas for Kindergarten.



## Ahead to 2018

- Implement the use of programming documents linking the West Australian Curriculum, First Steps and iMaths
- Explicit teaching of Numeracy
- Continue to refine Numeracy Block pedagogy
- Continue to maintain a focus on Mental Calculation
- Strengthen the case management approach for students who have been identified as making less than moderate progress.
- Continue to embed Visible Learning, Learning Intentions and Success Criteria into Numeracy teaching.
- Continue to develop links to STEM through a focus on problem solving, iMaths investigations and the proficiency strands

## SCIENCE TARGETS

- Increase the percentage of students achieving B and A grades by 20% *Not achieved*
- Increase the percentage of students, years 1-6, achieving B and A grades by 20%  
*A grade - Achieved in years 3, 5*  
*B grade- Achieved in years 1, 2*
- Increased percentage of students in all years achieving C grade above state average.  
*Achieved*
- Increased percentage of students in all years achieving B grade above state average.  
*Achieved*
- State average of students receiving A grades is greater in all year levels than Mindarie.  
*Not achieved*

### Results:

#### Percentage of Students receiving B and A grade distributions

YEAR	2015		2016	
	B	A	B	A
1	18.6%	0%	25.9%	0%
2	17.3%	0%	25.5%	0%
3	35.4%	1%	29.8%	3.8%
4	27%	5.6%	24.2%	2.1%
5	28%	3.7%	26.4%	4.6%
6	30.2%	7.5%	29.4%	5.9%
<b>TOTAL</b>	<b>26.05%</b>	<b>3%</b>	<b>27%</b>	<b>2.7%</b>

## TECHNOLOGY AND ENGINEERING

Mindarie Primary School continued to embrace technology in 2017 with 199 iPads operating in the fleet for school and student use. 2017 also brought in the move from labour intensive Mobile Device Management (MDM) program "Apple Configurator" to the streamlined MDM Meraki. The move brought instances of iPad malfunction to a minimum.

A strategic approach to creating technology enriched classrooms through the use of a range of devices and software has been maintained. Current best practice pedagogical strategies have been developed with distributed teacher leaders supporting teachers. Science, Technology Engineering and Mathematics (STEM) was identified as a priority and new opportunities were developed promoting problem solving, critical and creative thinking. A strong whole school coding and robotics is being developed culminating with students in year 6 becoming finalists in State RoboCup Dance competition.

Selected staff were invited to attend Professional Learning at Scitech in the implementation of the STEM Learning Packages, an initiative to make STEM more accessible in the classroom. Teachers reported that they liked the structure of these packages and enjoyed the cross curricular aspects they were able to pull from the packages.

The ICT committee was instrumental in developing a whole school replacement plan for class electric boards with Seven Promethean boards purchased for Block 1, TP3 and TP4. Teachers are expected to conduct learning that uses this new technology and were invited to share successful learning practices at staff meetings. Partnerships were developed with Schools of Computer Science and Education at Edith Cowan University to develop undergraduate and postgraduate courses in Digital Technologies. Nominated students received scholarships Coding and Engineering holiday programs with ECU.

Internet bandwidth at Mindarie continues to raise concern, as we continually push the viable ability of our 10MBPS connection.

### TARGETS

- 100 % of teaching staff implementing technology with students at the Augmentation level of SAMR. Achieved
- 25% of teaching staff implementing technology with the students at the Redefinition level of SAMR. Achieved

## STUDENT ENROLMENT

Semester 1	2012	2013	2014	2015	2016	2017
Primary (Excluding Kindergarten)	695	717	701	647	618	622

Student enrolment fluctuates during the school year. There was greater than 10% transience over the 2017 school year. This was because of the changes in the employment sector of Western Australia and the opening of a another new government school in Alkimos Beach just north of Mindarie, which offered an alternative education venue closer to the residence of those students leaving Mindarie.

In 2017 the demand for places in the kindergarten area of the school remained strong resulting in 84 students being accommodated in this area.

In 2017 the Tiny Tots program for three year olds was phased out as the children who had previously attended this program were now accessing the threes plus program. The school worked closely with the providers of the threes plus program to insure that there was commonality of language and expectations across the programs being delivered.

To further support parents of younger children the school also worked with parents to establish an on-site playgroup. This program attracted strong support.

Mindarie Primary continued to attract a large number of requests for out of area enrolment; these requests were predominantly from Quinns Rock, Quinns Beach, Catalina (a suburb of Clarkson) and other nearby suburbs.

2017 requests required a letter from enrolling adults outlining the reasons behind the request to enrol along with supporting documentation such as previous school reports and achievement results.

# STUDENT DESTINATIONS

At the end of 2017, 87 students were enrolled in Year 6 at Mindarie Primary. The end of 2017 saw all Year Six students transitioning to secondary schooling.

Peter Moyes Anglican Community School	27
Kinross College	12
Irene McCormack Catholic College	9
Butler College	4
Ocean Reef SHS	2
Woodvale Secondary College	5
Lake Joondalup Baptist	1
Quinns Baptist College	21
John Curtin College of the Arts	1
St Marks College	1
Balcatta Senior High	1
Wanneroo Senior High	1
St James College	1
Yanchep District High	1

The students who exited to Woodvale, Ocean Reef, John Curtin College of the Arts and Balcatta high schools had all won placement into Specialist Academic or Performance Programs.

# STAFF INFORMATION

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teachers Registration Board of Western Australia. In 2017, all full time staff members participated in a minimum of eight days of professional development, equating to an average expenditure of \$4410.00 per teacher, exclusive of course costs.

A focus of the professional learning 'Visible Learning'. Mindarie was one of only three schools in the northern suburbs (from Fremantle to beyond Yanchep and through to Sawyers Valley and beyond) to be involved in a project generated and endorsed by Professor John Hattie in relation to the best practice in education and what makes the most difference to student progress. This involvement greatly reinforced the value of the whole school programs in place in the school with data clearly showing the highly positive impact that programs such as 'Words Their Way' are having. The number one impact on student learning has been determined to be Collective Teacher Efficacy; this is a strong aspect of the project. This was our second year in the project and evidence has shown that our efficacy has across the school with teachers and Education Assistants.

Mindarie is a Professional Learning Community. Along side of Mindarie being the Network School for the RUMA network Mindarie is also a Teacher Development School (TDS) in Mathematics and English. Mrs Appleton and Mrs Bewick together with a coalition of teachers drive this project and deliver professional development to a raft of schools across the state, from county, remote and metropolitan areas. Staff expertise has grown through TDS. At the end of 2017 the school was advised that our role as a TDS school would continue in 2018 and 2019.

Multiple staff were trained in 'Team Teach', which is the Department of Education's training that supports staff in working with students with challenging behaviour. In addition to this training we had one teacher trained as a train the trainer in this area so we now have a team of two teachers who are qualified to train other staff in the school.

Staff absenteeism was as expected due to the requirement for staff to clear long service leave. This will be an ongoing situation given that many of the staff at the school are highly experienced due to their longevity in relation to working with the department.

Three long serving teaching staff retired during 2017. In addition two teachers were on extended sick leave and the Library Officer took leave without pay for the year to travel abroad.

Panels were convened to select teaching staff for the 2018 school year; a pool of suitable applicants was created. In addition a selection panel was convened to select a new Library Officer.

The flexibility in relation to staffing, afforded by being an Independent Public School, has ensured that Mindarie Primary is well placed to ensure that we have staff with the capabilities that our school requires in all positions.

Staff continued to utilize the flexibility offered by the Department of Education in relation to job fractions to tailor their working hours to best meet their requirements. This resulted in variations of job fractions.

## COMMUNITY PARTICIPATION AND SATISFACTION

### Parents and Citizens Association

#### School P&C

This group of parents are exemplary in their efforts for the children in this school. There have been so many contributions to the school; in 2017 they funded the purchase of Promethean Boards for a block of classrooms, this amounted to more than \$45000.00. The P&C has, as one of its goals, an aim to build community spirit, to further this goal another film night was held, this night had a dual purpose as it also focussed on sustainability. The P&C held a highly successful sausage sizzle during our annual open evening and for the first time ever held a well-supported colour run, complete with obstacle courses. Without the efforts of this group of dedicated parents our children's learning and educational experiences would not be as rich as they are. I never cease to be amazed by the commitment and energy of this team. This team makes our school a rich place to be; socially and financially as it is this team that ensures we have, pizza days, subway days, icy pole days, mothers and father's day stalls and so forth. In addition they ensure that all parents have access to the school uniform and that all parents have a voice in the school. The Facebook page, the P&C maintain, is a great go to point for parent information. Our P&C does not just focus on fund raising and operational issues, they focus on delivering speakers and information on important issues that impact on our student's lives. In my experience this is ground breaking. In addition to the school sign, that a volunteer from the P&C maintains, the P&C also introduced, in 2017 a P&C notice board was established.

#### School Board

The School Board consists of community members, parent and staff representatives and the school principal. The board met regularly during 2017. Key components attended to by the board were; endorsement of the school plans, annual budget, annual report, contributions and charges and booklists. The School Board discussions focussed on governance issues. Feedback from this group provided the school with some direction in planning and, to a small degree, operational facets of the school. The school is grateful to the board for their input and also acknowledges the work of the Board Chair, Mr Chris Erikson, over the past six years.

#### Parent Volunteers

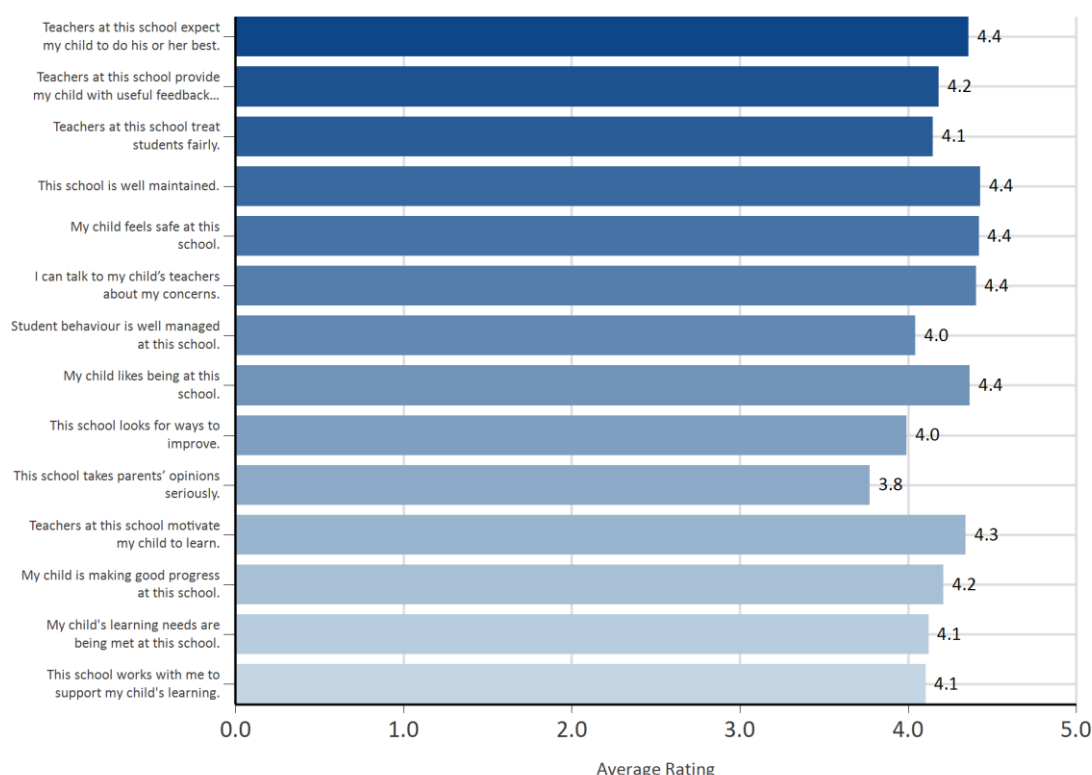
The school benefits greatly from the high level of parent support provided in classrooms, on excursions and at special events. Support in relation to the library is very high, with many parents assisting in this area. In addition there is a high level of support across the junior area of the school with parents volunteering their time to assist with literacy and numeracy activities.



Parent volunteers maintain the school sign, ensuring that the community is kept up to date on school special events.

## Community Satisfaction

The annual parent survey was circulated electronically; a record number of responses were received, one hundred and fourteen families responded, equating to 23% of families. The results of the 2017 survey demonstrate that our parent community felt that our school was generally very well managed. Comment feedback was, in general, positive and constructive. It was positive to note the high level of agreement in relation to questions around school maintenance, staff approachability and student's satisfaction. In all areas there was evidence of improved satisfaction in relation to how the school is progressing and the degree to which it is perceived that the school is meeting the needs of the students.



Most students in years five and six completed an online survey that aligned with the parent survey. The survey was completed in the last week of the 2017 school year. It was pleasing to note that the large majority of the students (96%) acknowledged that the teachers expected them to do their best, in addition 92% of the students acknowledged that they felt safe at school and 79% stated that they liked being at school.

## Community Use of Facilities

In 2017 the school had a range of external agencies utilizing grounds and facilities after hours to conduct activities such as skippers ticket classes, nature play events, computer training and also before and after school day care. In 2017 the local South African society once again utilised the grounds to host their annual bazaar.

The Mindarie Keys Early Learning centre also accessed the school library with the threes plus children and the school commenced holding and evening 'Book Club' for parents and staff.

# FINANCIAL MANAGEMENT 2017

The school has a finance committee that follows an established procedure to formulate and monitor the school budget in accordance with the provisions of the Financial Administration and Audit Act. Resources are managed according to school priorities identified through the school planning process.

The annual budget is set by the Manager Corporate Services and ratified by firstly the Finance Committee and then School Board. The school's resources and staff are efficiently organised and managed to provide an effective and safe learning environment, as well as ensuring value for money. Budgets are integrated and aligned with learning priorities. The school continuously reviews the range and quality of all available resources. Resources are high quality and support the evidence based programs implemented, which are aligned to the school plans.

2017 was the third year of the school operating under the student centred funding model. As was the practice in 2015 and 2016 funding was directly linked to student and school characteristic. With more surety around funding predictions for the commencement of 2017, we were able to commence the year with a continuation of the smaller than usual class structures at the year four and five year levels in order to assist students and staff in these areas. In addition we were able to fund increased special needs Education Assistance time to help SAER.

In 2017 the school continued as a Teacher Development School which provided \$44,000.00 in extra funding. The school also continued as the RUMA network school in 2017, which resulted in a further \$29,000.00 in salaries being provided to the school. The funding releases staff members from the school to support other schools locally and across Western Australia. This had a positive impact for Mindarie Primary as it enabled staff expertise and leadership to be further developed.

The two new transportable demountable classrooms were purchased and arrived on site at the beginning of Term 2 in 2017. The cost of the classrooms and their installation was considerable and can be seen in the charts summarizing financial expenditure. In addition the school funded the purchase of Promethean Boards for a range of classrooms. This was again a high end expenditure of funds.

As the Library had been refurbished by the school P&C then the school purchased an on line borrowing system. This meant that the library was fully automated.

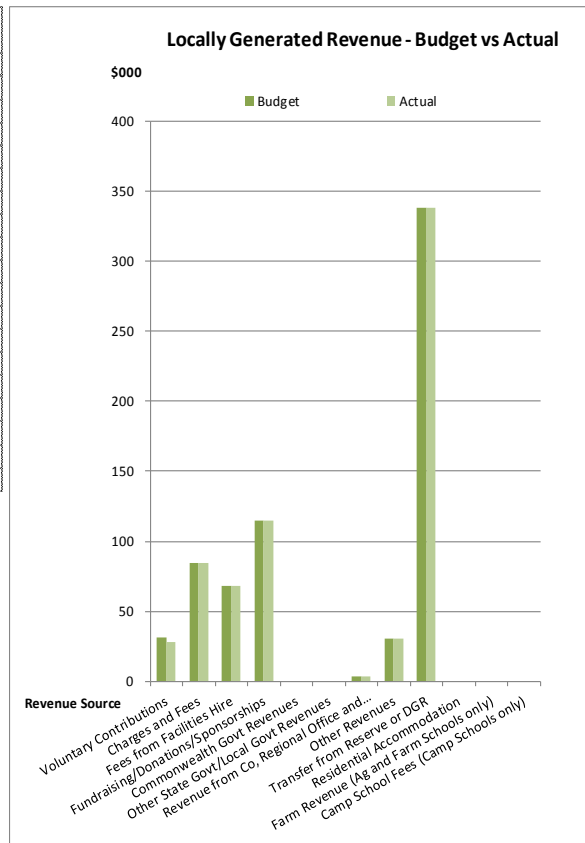
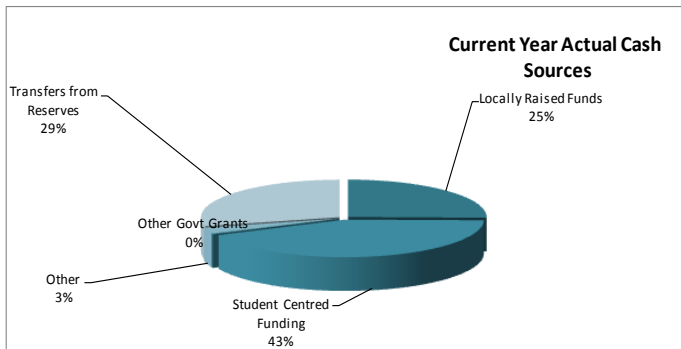
In 2017 the school successfully applied for a \$13000 grant to upgrade the outdoor area and a grant of more than \$25 000 to upgrade the science area.

The following graphs and charts summarize the schools financial position for 2017.

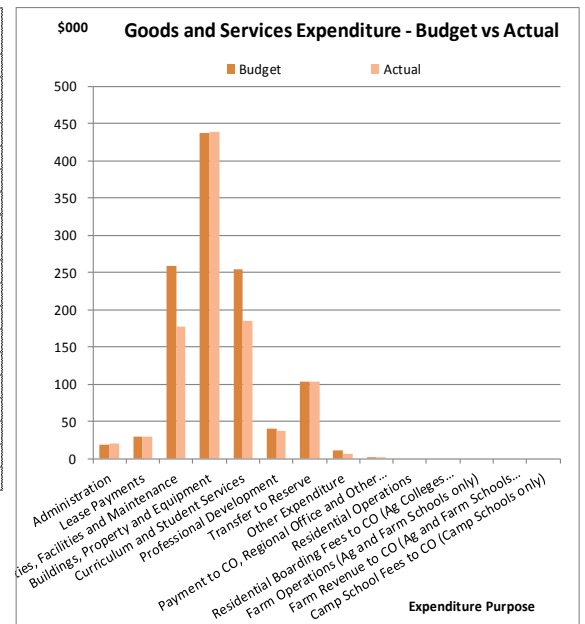
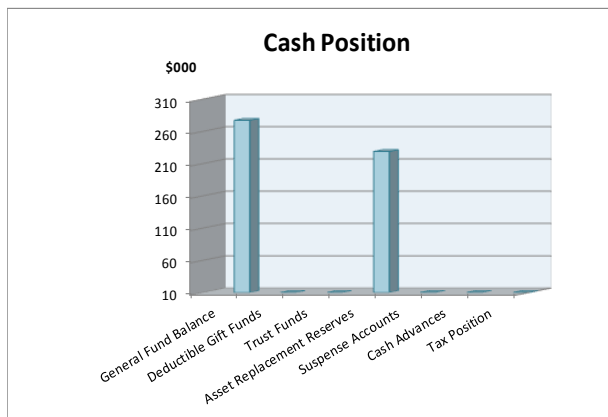
# Mindarie Primary School

Financial Summary as at  
31 December 2017

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 31,104.00	\$ 28,039.00
2	Charges and Fees	\$ 84,577.00	\$ 84,537.54
3	Fees from Facilities Hire	\$ 68,483.00	\$ 68,483.63
4	Fundraising/Donations/Sponsorships	\$ 114,708.00	\$ 114,708.40
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 3,441.00	\$ 3,440.65
8	Other Revenues	\$ 30,330.00	\$ 30,334.19
9	Transfer from Reserve or DGR	\$ 337,960.00	\$ 337,960.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	\$ 670,603.00	\$ 667,503.41
	<b>Opening Balance</b>	\$ 104,141.00	\$ 104,140.75
	<b>Student Centred Funding</b>	\$ 502,655.00	\$ 502,654.78
	<b>Total Cash Funds Available</b>	\$ 1,277,399.00	\$ 1,274,298.94
	<b>Total Salary Allocation</b>	\$ -	\$ -
	<b>Total Funds Available</b>	\$ 1,277,399.00	\$ 1,274,298.94



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 18,414.00	\$ 19,861.88
2	Lease Payments	\$ 28,489.00	\$ 28,489.04
3	Utilities, Facilities and Maintenance	\$ 258,953.00	\$ 176,432.18
4	Buildings, Property and Equipment	\$ 437,661.00	\$ 438,533.58
5	Curriculum and Student Services	\$ 254,054.00	\$ 185,289.79
6	Professional Development	\$ 40,577.00	\$ 37,503.44
7	Transfer to Reserve	\$ 103,600.00	\$ 103,600.00
8	Other Expenditure	\$ 11,059.00	\$ 6,634.98
9	Payment to CO, Regional Office and Other Schools	\$ 1,355.00	\$ 955.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	\$ 1,154,162.00	\$ 997,299.89
	<b>Total Forecast Salary Expenditure</b>	\$ -	\$ -
	<b>Total Expenditure</b>	\$ 1,154,162.00	\$ 997,299.89
	<b>Cash Budget Variance</b>	\$ 123,237.00	



<b>Cash Position as at:</b>	
<b>Bank Balance</b>	<b>\$ 506,870.50</b>
Made up of:	
1 General Fund Balance	\$ 276,999.05
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 228,610.30
5 Suspense Accounts	\$ 3,802.15
6 Cash Advances	\$ 400.00
7 Tax Position	\$ 2,141.00
<b>Total Bank Balance</b>	<b>\$ 506,870.50</b>