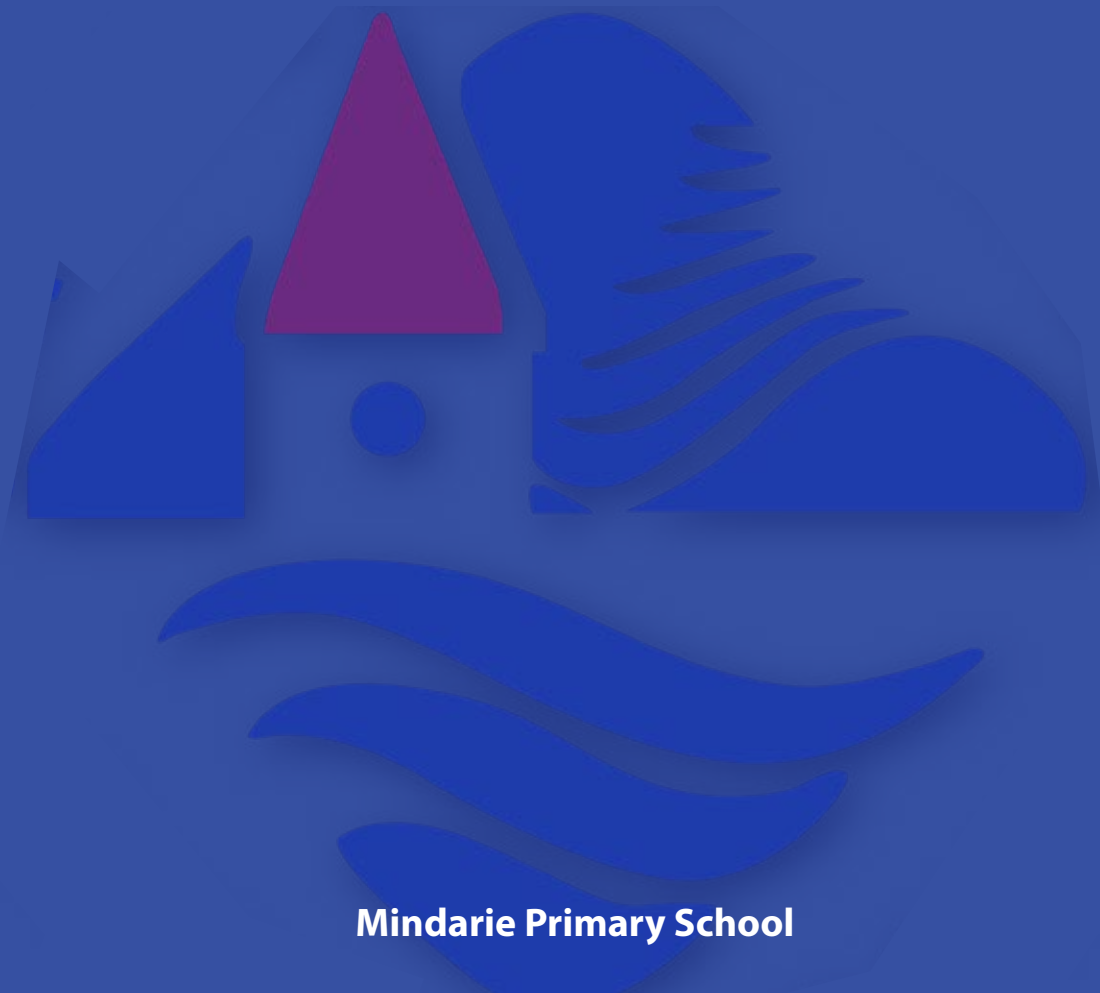




Mindarie
Primary School

2018
Annual School Report





Mindarie Primary School

We are respectful.
We are resilient.
We are safe.
Together, we will learn and achieve.

Vision

Today's School for Tomorrow's Society

Purpose

To develop active citizens who are prepared for the future;
academically, socially and personally.

Annual School Report

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Introduction

"High expectations of success for every student." - High Performance - High Care 2016-2019

2018 was another successful year at Mindarie Primary School; 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 Primary School is the partnership that it builds within the local and wider community with the focus always being on improving opportunities for students and staff. One such partnership has been the one our school has developed with the Western Australian Primary Principals Association (WAPPA). This partnership has resulted in Mrs Bewick providing Professional Learning in relation to Brightpath, a renowned tool which is supported by the School Curriculum and Standards Authority (SCASA). As a result of this partnership we were able to utilise the expertise of Mrs Moore to support the Early Childhood area and to conduct the review of the National Quality Standards in Early Childhood Education. In addition, we were able to release Mr Crosby to further support the school in the implementation of Literacy and Numeracy strategies across the school. Mrs Bewick, through her role, has gained knowledge of the operation of a range of schools across Western Australia, which has benefited Mindarie Primary.

The school partnered with the P&C to create our amazing 'Kala Boodjar' colours country area at the back of the nature playground. This area recognises our connection with the original inhabitants of this area, the Whadjuk Noongar people, and it honours their connection to the land, and to families and children. It is a very peaceful place for quiet contemplation. The totem poles that lead through the area were designed by the students at the school and painted to represent the six Aboriginal seasons.

The school staff and the School Board worked together to develop the 2018 to 2020 School Business plan. This plan reflects the strategic direction of the Department of Education Western Australia as well as the foci of Mindarie Primary that are an integral part of our uniqueness as an Independent Government School. As such, the plan focuses on our school vision which is 'to develop active citizens who are prepared for the future; academically, socially and personally'. The key aspects of the business plan relate to the following; student achievement and progress, quality 21st century teaching, positive learning environments, trust through relationships and effective leadership.

As a school several teachers investigated and implemented flexible seating because research states that implementing such seating and classroom styling did the following:

- Motivated students to learn.
- Enabled students to find seating and the work space that suits their learning style.
- Built creativity, responsibility, independence and social skills.
- Enhanced cooperation and collaboration.
- Encouraged students to select seating for their comfort or for the task underway, for example some students prefer to read lying down others may prefer to write standing up.
- Mirrored increasingly how modern work places are set up.
- Enhanced teacher/student interaction.

The use of flexible seating also enhanced student voice, an important aspect of Visible Learning as students were able to determine where they learnt most successfully.

Kindergarten and Pre-Primary students participated in a Mindarie first, a Ninja Warrior Obstacle Course. The idea for this was developed at the end of 2017, by teachers wanting Kindergarten and Pre-Primary parents to network together to build community within the early childhood years at school. This idea grew as teachers had identified a need for children to be focusing on gross motor skills. Many children begin school with underdeveloped fundamental movement skills such as balancing, hopping, jumping and core body strength. Teachers also identified a need to have direct access to water to enhance the children's play in the Early Childhood Playground. These two ideas blended together, and the Ninja Warrior Obstacle Course developed.

Mrs O'Sullivan established a book club for parents and staff. This provided parents with an opportunity to model to students the value of reading whilst also enabling them to build connections with each other. This focus has also been promoted by the P&C and the School Board through the establishment of the Mindarie Primary School Fathering Project. This project was successfully launched in 2018 and it will be built on in 2019.

In 2018 students in Years Three and Five sat the National Literacy and Numeracy Assessment (NAPLAN) on line. This process ran very smoothly



as students engaged with computers and iPads to follow their assessment path. An added bonus of utilising an online environment was that the results of the testing were able to be accessed closer to the time of the assessment and therefore were able to be used by teachers for planning.

In keeping with best practice and clarity around intent the School Board developed and endorsed a 'Code of Conduct' for Mindarie Primary. This code was based on four key societal expectations; Be a Role Model, Respect Others, Use Positive Language and Actions and Assume Good Intentions.

In 2018 key ceremonies and activities at the school were coordinated by different year levels, for example the Year Three students organised the ANZAC service and the Year One students organised the Book Week Parade. This provided the students with an opportunity to compare a different event, therefore building their skills in this area. This approach will continue in 2019.

We had over 120 Year Two and Three students enter the Perth Royal Show in the Categories of Poultry Art and Cat Art. Mindarie Primary School was lucky enough to be recognised for outstanding artwork, winning in several categories.

Mindarie Primary was extremely successful at the 2018 Resilient Australia Awards hosted by the Honourable Francis Logan MLA, Minister for Emergency and Corrective Services. Our school, on behalf of the RUMA Network, submitted an entry called 'The Art of Resilience – Conference for Education Community.' We were selected as the Western Australian Winner of the School Award.

Once again, we did very well on the sporting field. Mr Burns is highly proactive in this area ensuring that the students not only learn a range of sporting skills but that they also have an opportunity to participate in a wide variety of sports and events.

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 the Perth Concert Hall and the RAC Arena.

I thank all members of the administration team for their support and excellent leadership in the school. Our Associate Principals, Mrs Bewick, Mrs Appleton, Mr Gould, Mrs Moore, Mrs Maclean and Mr Crosby 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 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 2018

STEM

Mr Gould applied for and was successful in having our school become one of twenty schools selected from 160 applications to take part in the Western Power Circuit Breakers Program. This provided the school with high quality professional learning for teachers and highly relevant and provocative challenges for students. In addition, the school received two three dimensional printers and all of the product necessary to run these printers. Our school was also showcased on the Western Power website, providing several students with the opportunity to be interviewed.

As part of awareness raising around cyber safety Mr Gould organised the 'Think U Know' presentation. These workshops developed into the CEWT Forum Series and provided a space for families to discuss technology use in the home.

Loose parts arrived in the Early Childhood and Pre-Primary area enabling students to create their own imaginative play spaces.

Science

In 2018 the school continued its excellence in sustainability by recycling an increased amount of waste, composting fruit and vegetable food scraps, growing the worm farm, and producing good crops of edible vegetables and herbs. A committed and dedicated team of Year Six Enviro Rangers supported the school in maintaining the school garden and composting program. The produce from the school garden was variable, however the basil, green beans, zucchinis, cucumbers, figs and mangoes were especially high quality. We added new fruit trees to the garden, including two avocado trees. The number of worms in the worm farm continues to grow. Students continue to enjoy learning about the advantages of keeping an edible garden.

During Science Week, students in Year Four visited Kinross College to engage in Science activities. We are building this relationship with the view to continuing this activity in future years for Mindarie students. During this visit, students experienced the College's Science Laboratory and toured the library and other parts of the school.

Literacy

The Teacher Development support offered by Mindarie to other schools around the state was extended in 2018. The school hosted 'Walk Throughs' by teachers from other schools in students' classrooms. Over the year we hosted a large number of 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.

Author in Residence, Dianne Wolfer, was inspirational to all students who visited her talk. She was able to bring the process of creating a book to life.

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 in the Western Australian newspaper and also on a Telstra competition poster.

A teacher was appointed to the school to work with students in the social and emotional area, they introduced students to the Zones of Regulation, in addition they were in charge of the Peer Mediators program and ran lunch bunch sessions for female students in Years Three to Five.

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.

A pod of wildly colourful dolphins swam into town as part of a vibrant public art trial. The goal to raise awareness of child and adolescent mental health and come with three clear messages:

1. You are not alone
2. It's OK to talk about your feelings and concerns
3. Real help is available



Mindarie Primary School participated in The Big Splash Program, which has been developed in response to the alarming increase in the number of children and young people presenting to Emergency Departments with self-harm and attempted suicide—a 400% increase in the last five years.

The program helped teachers navigate the topic of mental health and wellbeing with students. The focus was on building resilience, teaching children to recognise their emotions and to develop essential coping strategies.

Nearly 100 Year 3 students participated in “Bullying, No Way” activities on Friday 16 March. They had discussions in their classrooms about the feelings involved when bullying occurs and solutions to any issues or conflicts that the students could not solve by themselves. The students made posters to promote the “Bullying, No Way” message.

Four clubs ran each week during lunch time; Belly Busters, Dancing, Junior Science Club and Senior Science Club.

Mindarie Primary School coordinated a conference entitled ‘The Art of Resiliency’ for 600 attendees from eight of the local schools that focused on resilience. The keynote presenter was Dr Locke, a clinical psychologist, researcher, former teacher and the author of the book ‘The Bonsai Child’.

Special Visits, Events and Assemblies

Artist Jahne Rees worked with Year Three students to brainstorm ideas for an art installation at Mindarie Catalina estate based on the theme ‘community working together’. The artwork was then sandblasted on the playground wall.

Our children’s talents were developed through the work they undertook with resident artist, Jade Dolman. Under her guidance they painted six totem poles that depict the six Aboriginal seasons.

Encouraging Philanthropy

Our student councillors, in consultation with Ms Clark hosted a range of events to raise funds for Telethon. They then attended on the Telethon day to donate the funds. In addition they also ran ‘Buy a Bale’ to fundraise for farmers in NSW.

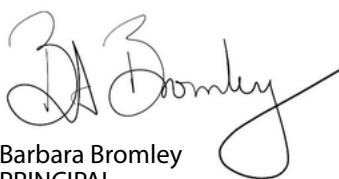
Student Leadership

Year Six students continued to provide leadership to the whole school as Councillors, Faction Captains and Vice Captains, Enviro Rangers, IT leaders and Library Monitors. In addition, Peer Mediators were selected and trained. This resulted in more than 65 students from Year Five and Six taking on a leadership role in this area. Another newly created leadership area aligned to the whole school Positive Behaviour program, six students were selected for this role which required them to address the assembly each fortnight and share the behaviour focus for that fortnight.

Year Six students not only had day camps to help them to develop leadership and team building skills they also had incursions with the same focus, these occurred once per term.

Indonesian

This learning area was introduced via an online program called KETAWA developed for the Department of Education Western Australia. This required the four Year Three teachers to be trained in this area and then deliver the program to the students. This program will expand out to Year Four in 2019, Year Five in 2020 and Year Six in 2021.



Barbara Bromley
PRINCIPAL



Student Behaviour

Positive Behaviour Support

In 2018, Positive Behaviour Support (PBS) was a whole school focus at Mindarie Primary School. The school has four behaviour expectations.

- We are Respectful
- We are Resilient
- We are Safe
- We will Achieve and Learn

The PBS team consists of 12 staff members and the team's purpose is to guide the entire school community in developing a common understanding of the agreed expected behaviours and how to explicitly teach these.

All students have the opportunity to earn PBS Stars in the classroom and playground and they are recorded in the school diary. PBS lessons are taught explicitly with a new behaviour focus introduced at assemblies and run for a total of four weeks.

Some successes in 2018 included:

- A review and redesign of the school's behaviour matrix.
- Vinyl bin stickers were used to increase visibility of PBS around the school.
- Each behaviour focus was included in the school newsletter and on the Integris welcome screen.
- Students who received stamps were rewarded with certificates and other rewards, including free dress, picnic lunches, and a water-balloon fight.
- Our PBS external coach completed a school SET to review and give feedback on the school's PBS progress.

Targets

Our PBS targets (95% of students receiving bronze, 75% receiving silver, 65% receiving gold and 50% receiving wristbands) were not met in 2018. The PBS team reviewed and addressed some of the reasons why the targets were not met and implemented the following changes for 2019:

- Staff will give out PBS stars from the very beginning of the year.
- All staff including specialists will give out PBS stars to students.
- Staff have been alerted to our PBS targets by posting them on the PBS pin up board in the staffroom, via email and during staff meetings.
- Visibility and awareness of PBS will increase with signage on the outside of the library.
- All staff will be held more accountable for giving out PBS stamps by more consistent monitoring of our targets.

Whole School PBS Targets				
	Bronze	Silver	Gold	Wristband
Target	95%	75%	65%	50%
2018 Result	88%	53%	24%	6%



Student Attendance

Primary Attendance Rates

Mindarie continues to perform above the average for the state in all areas of attendance. Attendance rates for Mindarie Primary School in 2018 were 94.7%, the state average being 92.6%. Regular student attendance rates were also above the state and 'like schools' average.

	Attendance By Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2016	87.7%	10.5%	1.7%	0.0%
2017	86.9%	10.3%	2.2%	0.6%
2018	85.9%	12.5%	1.6%	0.0%
Like Schools 2018	82.0%	14.0%	3.0%	1.0%
WA Public Schools	77.4%	15.2%	5.4%	1.9%

	Year Level Attendance						
	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2016	95%	95%	96%	95%	95%	94%	95%
2017	95%	95%	95%	95%	96%	95%	94%
2018	94%	95%	95%	96%	95%	95%	95%
WA Public Schools	92%	92%	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 made aware of any concerns and the importance of regular attendance via communication firstly from the class teacher and then followed up by administration.



Student Attendance Targets

Attendance Targets		
Decrease Unauthorised Absence to 30% or less.	Decrease the % of students in the 'Indicated' attendance records to less than 10%.	Severe At Risk to be maintained at 0%
Achieved	Not achieved	Achieved

The 'Indicated at Risk' percentage was higher than the previous two years and 2.5% above our set target. However, our 'Severe At Risk' and 'Moderate At Risk' categories have now been achieved with students originally in these categories maintaining a higher level of attendance.

Target - Met

Maintain the 'Severe at Risk' group of Aboriginal students at 0%: Achieved

	Attendance Category Aboriginal Students			
	Regular	At Risk		
		Indicated	Moderate	Severe
2016	73.3%	13.3%	13.3%	0.0%
2017	73.9%	18.7%	3.5%	3.8%
2018	69.0%	19.0%	12.0%	0.0%
Like Schools 2018	68.0%	18.0%	11.0%	3.0%
WA Public Schools	43.0%	21.8%	20.0%	15.2%

Target - Met

Reduce the number of absences due to vacations taken during term time: Achieved

	Absence Due to Vacation
2015	21.2%
2016	21.0%
2017	27.0%
2018	22.2%

Whilst the school has a strong focus on reducing the absences due to mid-term vacations, this continues to be an area of concern. 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 authorised. These expectations will continue to be communicated to the school community via the newsletter, Facebook and school reports. This will remain a focus area for 2019.

Mindarie staff members are following up on unexplained absences rigorously and contact with parents is being made early if concerns are identified regarding attendance. Fortnightly reminders are put in the newsletter on the importance of regular attendance and of notifying the school in a timely manner regarding absences. This will hopefully show an improved attendance rate and lowered unexplained absenteeism in 2019.



Student Performance - Literacy

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 revised whole school model text genre 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.
- 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 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 Grain Data

Words Their Way Spelling Stages					
Target: 75% of students will achieve their target Spelling Stage					
	End of Year Spelling Stage Goal	2016	2017	2018 Spelling Target	2018
Year PP	Middle Letter Name-Alphabetic	93%	84%	Short Vowels: CVC	83%
Year 1	Early Within Word Pattern	67%	83%	Blends: CCVC, CVCC	78%
Year 2	Late Within Word Pattern	68%	48%	Common Long Vowels	60%
Year 3	Early Syllables and Affixes	74%	79%	Inflected Endings	68%
Year 4	Middle Syllables and Affixes	83%	65%	Unaccented Final Syllables	54%
Year 5	Late Syllables and Affixes	58%	30%	Affixes	29%
Year 6	Derivational Relations	71%	33%	Reduced Vowels in Unaccented Syllables	23%

Analysis of Words Their Way 2018:

- Looping Cohort: Year 2 2017 to Year 3 2018: 20% increase in number of students achieving target spelling stage.
- Pre-Primary and Year 1 cohorts continue to achieve year level targets.
- Increase in Year 2 cohort achieving year level target from Year 2 2017 48% to Year 2 2018 60%.

Recommendations for Words Their Way 2019:

- 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.
- Five week Professional Learning sprints for Spelling particularly in middle and upper years.



Student Performance - Literacy

PM Benchmark Reading Assessment						
Target: 89% of Students Mastered Expected Level at End of Year						
	PM Level Benchmark	2014	2015	2016	2017	2018
Year PP	Level 8	8%	26%	53%	67.8%	57%
Year 1	Level 12 (2017:L14)	34%	80%	72%	85.9% (>L12=92%)	78%
Year 2	Level 19 (2017:L20)	55%	76%	49%	85.5% (>L19=90%)	84%
Year 3	Level 23 (2017:L24)	32%	58%	83%	75% (82%)	96%

Analysis of PM Benchmark 2018

- While only one year level achieved target, there has continued to be an increase in the % of students from cohorts achieving target level through the years, eg PP 2017: 67%, Year 1 2018 78%, Year 2 2017 85%, Year 3 2018 96%

Recommendations for PM Benchmark for 2019:

- 2018 target levels remain.
- Continue the current data collection regime and ensure the results are interrogated at year level and whole school level.
- Purchase of new decodable guided readers and home readers.

Achievement Target: 89% of Students Will Achieve Year Level Lexile Benchmark							
Progressive Target: 90% of Students Will Achieve an Effect Size of > 0.4							
	Lexile Benchmark	2015	2016	2017	2018	Effect Size >0.4 2017	Effect Size >0.4 2018
Year 4	600	53%	64%	61%	70%	70%	50%
Year 5	700	97%	65%	70%	82%	82%	62%
Year 6	800	62%	74%	67%		32%	

Analysis of Literacy Pro 2018:

- Increase in % of students achieving target in Year 4 and 5 2018.
- Cohort: Year 4 2017, increase of 21% to Year 5 2018 of students achieving target.

Recommendations for Literacy Pro 2019:

- 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 during staff meeting time.

Pre-Primary Students Will Achieve a Score of 0.3			
	2016	2017	2018
Speaking and Listening	83%	83%	87%
Reading	88%	89%	90%
Writing	17%	18%	Unavailable

Analysis of On-Entry 2018:

Maintaining % of students at target levels.

Recommendations for On-Entry 2019:

- All PP students not achieved 0.3 in every strand to be reassessed at the end of PP.
- Review of new scoring system and alignment of targets with these.

Student Performance - Literacy (NAPLAN)

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

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		2018	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
Reading	Achieved	Not Achieved	Achieved	Not Achieved	Achieved	Not Achieved
Writing	Achieved	Not Achieved	Achieved	Not Achieved	Achieved	Not Achieved
Spelling	Not Achieved	Not Achieved	Achieved	Not Achieved	Not Achieved	Not Achieved
G & P	Not Achieved	Not Achieved	Not Achieved	Not Achieved	Achieved	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		2018	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
Reading	Not Achieved	Not Achieved	Achieved	Achieved	Achieved	Achieved
Writing	Not Achieved	Not Achieved	Achieved	Not Achieved	Achieved	Not Achieved
Spelling	Not Achieved	Not Achieved	Not Achieved	Not Achieved	Achieved	Achieved
G & P	Not Achieved	Not Achieved	Not Achieved	Not Achieved	Achieved	Not Achieved

Progress	
90% stable cohort students will achieve an effect size of >0.8 from Year 3 NAPLAN to Year 5 NAPLAN.	
Reading	Writing
49%	40%

	NAPLAN - Points Above the State Mean			
	Reading	Writing	Spelling	Punctuation and Grammar
Year 3 State	417	397	407	419
Year 3 Mindarie	456	453	414	447
Year 3 Difference	+39	+56	+7	+28
Year 5 State	496	455	495	496
Year 5 Mindarie	517	462	503	512
Year 5 Difference	+21	+7	+8	+16

Student Performance - Numeracy

Mathematics continued to be a key focus area in 2018. There was a commitment to refining and embedding whole school Numeracy practices. There was a continued focus on developing the content of the West Australian Curriculum through the Proficiency Strands. The evidence based practice of implementing Numeracy Blocks was refined and built on with a number of staff hosting visitors from other schools to observe best practice as part of Mindarie Primary School's Teacher Development role. 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 in Terms 1 and 4. In 2017 the school introduced PAT testing in Mathematics and continued this in 2018. 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.
- Emphasis across the school on the delivery of mental calculation strategies using the Mindarie Mental Calculation Scope and Sequence documents.
- Visible Learning focus in Mathematics – Growth Mindset, Learning Intentions and Success Criteria.
- Provide more descriptive feedback to students through the Visible Learning process.
- 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, 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 for all students and for selected students in Year One and Two. Identify students at-risk in Pre-Primary.
- Collect and analyse a range of data in the Planning, Teaching and Assessment Cycle, including the iMaths Readiness Test, iMaths Trackers, Westwood One Minute Basic Facts Test, PAT Maths and NAPLAN.
- SAER Coordinator to assist teachers with the development of strategies to address identified needs of students with learning difficulties.
- Provide Professional Learning for staff in Numeracy Blocks and Problem Solving.

NAPLAN Student Performance Data

During Term 2, 2018 Years 3 and 5 students participated in National Assessment Program Literacy and Numeracy (NAPLAN). The following data shows student performance in relation to targets.

NAPLAN Performance: Numeracy Year 3 and 5 compared to Like Schools		NAPLAN Points Above the State Mean		
		Year 3	Year 5	Numeracy
Performance of students in Year 3 and 5 will be equal to or better than like schools	Achieved (Better Than)	Not Achieved	Year 3 State	401
			Year 3 Mindarie	424
			Year 3 Difference	+23
			Year 5 State	486
			Year 5 Mindarie	496
			Year 5 Difference	+10

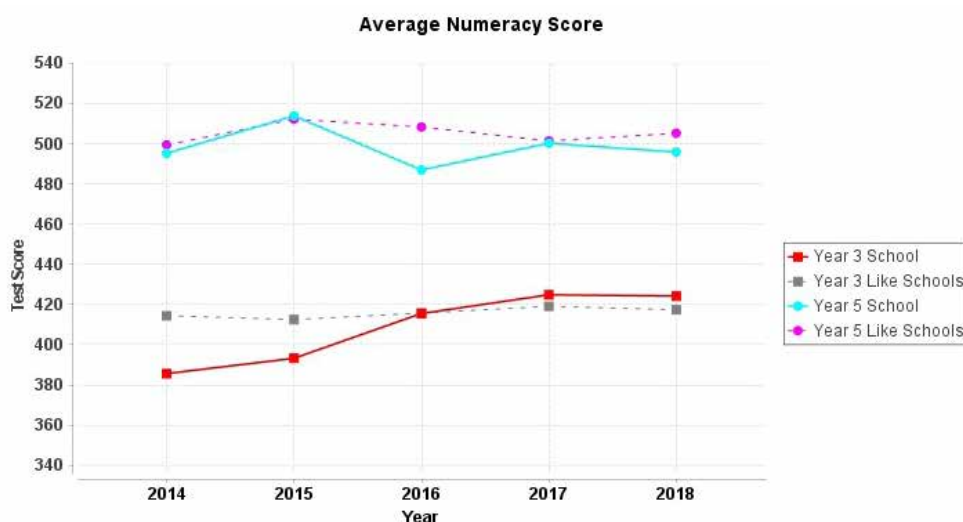
Effect Size Year 3 NAPLAN to Year 5 NAPLAN

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

82% 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 1.34.

Student Performance - Numeracy

	NAPLAN Performance: Year 3 and 5 % of students in Top, Middle and Bottom Bands					
	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Year 3 Bands 5 and 6	43%	45%	47%	43%	45%	56%
Year 3 Bands 3 and 4	45%	48%	50%	46%	45%	33%
Year 3 Bands 1 and 2	11%	8%	2%	10%	10%	11%
Year 5 Bands 7 and 8	16%	33%	30%	35%	32%	42%
Year 5 Bands 5 and 6	64%	56%	53%	53%	55%	43%
Year 5 Bands 3 and 4	17%	10%	7%	12%	12%	15%



	On Entry Performance			
	Target	2016	2017	2018
PP	100% 0.3 and Above	100%	100%	
PP	100% 0.5 and Above			96%
PP	90% 0.8 and Above			81%
PP	70% 1.0 and Above			62%

Analysis of On Entry 2018:

Targets were increased in 2018 from the 2017 target of 100% achieving 0.3 to 100% achieving 0.8 due to the 2017 target being met. Aspirational targets were also set and are outline in the above table.

- 100% achieving 0.5 – Close to achieving
- 90% to be achieving at or above 0.8- Not Achieved
- 70% to be achieving at or above 1.0 – Not Achieved

Recommendations On Entry 2019:

- 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.
- Formative assessments implemented in Kindergarten to inform teaching and case management using On Entry fine grain data.
- Continue the current data collection regime and ensure the results are interrogated at year level in Term 1.
- Review of the new scoring system and alignment of targets with these.

Student Performance - Numeracy

Numeracy Fine Grained Whole School Assessment Data

iMaths Readiness Testing: All Strands Total				
Target: 90% of Students Mastered Expected Level at End of Year				
	Expected Level	2016	2017	2018
Year 1	Level 7	98%	100%	98%
Year 2	Level 7	97%	96%	98%
Year 3	Level 7	79%	93%	88%
Year 4	Level 7	87%	96%	85%
Year 5	Level 7	75%	78%	81%
Year 6	Level 7	77%	68%	50%

Analysis of iMaths Readiness Test 2018

- While the targets have not been met in all areas and cohorts from 2017 to 2018, targets have been achieved in some year level/area as illustrated in the table.
- Measurement and Geometry is an area of focus particularly in the middle and upper years.

Recommendations for iMaths 2019

- Continue the ongoing improvement of Numeracy through use of the whole school program iMaths.
- Focus on the Proficiency Strands through iMaths Investigations and Problem Solving.
- Use iMaths Readiness Testing at the beginning of year.
- Use PAT Maths scaled scores to track individual growth.
- Analyse Readiness Test Data and PAT data to identify focus areas.
- 5 week learning sprints in the area of Measurement and Geometry.

Ahead to 2019

- Continue to embed the use of programming documents linking the West Australian Curriculum, First Steps and iMaths.
- Continue to refine Numeracy Block pedagogy.
- Continue to maintain a focus on Mental Calculation and develop Common Assessment Tasks to monitor progress.
- Implement accountability and tracking of achievement and progress in Mental Maths Strategies.
- Administer the One Minutes Basic Facts Test each term and track student progress.
- Strengthen the case management approach for students who have been identified as making less than moderate progress On Entry to Year 3 and NAPLAN.
- 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.
- Continue to collect and analyse a range of data in the Planning, Teaching and Assessment Cycle, including the iMaths Readiness Test, iMaths Trackers, Westwood One Minute Basic Facts Test, PAT Maths and NAPLAN.
- Continue to administer the Department's On-Entry Assessment in PP for all students and for selected students in Year One and Two. Identify students at-risk in Pre-Primary.
- Use PAT Maths fine grain data to monitor student progress, implement teaching and learning strategies and evaluate targets to improve student achievement.
- 25% of teaching time to be dedicated to Mathematics.
- Use of PAT Maths data to identify focus areas in Measurement and Geometry and Statistics and Probability which have been identified as areas for improvement.
- Whole School Focus on Problems Solving and Professional Learning on the Singapore Bar Method.
- Regularly use Concrete, Pictorial and Abstract approach.
- Engage in Professional learning- Dr Paul Swan Maths Impact Project to refine whole school practices.
- Continue to build capacity of staff through the Teacher Development School initiative.
- SAER Coordinator to assist teachers with the development of strategies to address identified needs of students with learning difficulties.



Student Performance - Science

In Term 4, all students in Years 3 to 6 completed the PAT (Progressive Achievement Test) Science Assessment.

There was a significant improvement in the number of students in the top percentile across year 5 and 6 in comparison to the previous year, and an increase in the median score across Year 3, 4 and 6. The number of students in the lowest percentile decreased for Year 3, 5 and 6. All of these indicators revealed a considerable improvement in performance across all year levels.

2018 Targets		
Science PAT Test Median Achievement Score will be at or better than National average.	Increase Median PAT Test Score of each year level by 5% from previous year.	Increase 95th percentile score of each year level by 2% from previous year.
Achieved: Overall school average is better than National average.	Not Achieved: Year on Year growth has not met the 5% target. Average of 1.55%.	Achieved: Overall school 95th percentile score has increased by 2%.

Science PAT Test Median Achievement Score will be at or better than National average.

	National Average	2018
Year 3	115.8	116.3
Year 4	118.5	116.8
Year 5	121.2	120.9
Year 6	122.3	125.5
Average	119.45	119.88

Increase Median PAT Test Score of each year level by 5% from previous year.

After review of the data and comparison to past performance, the Science committee has decided to review this target and adjust the percentage of Year on Year improvement to 2%. This target, though lower than the previous target, is still ambitious when comparing the average Year on Year improvement in 2018.

	2017	2018	% Growth YoY
Year 3	113.6	116.3	2.37%
Year 4	114.6	116.8	1.92%
Year 5	120.9	120.9	0.00%
Year 6	121.4	125.5	3.38%
Average	117.63	119.45	1.55%

Increase 95th percentile score of each year level by 2% from previous year.

	2017	2018	% Growth YoY
Year 3	135.4	135.4	0.00%
Year 4	133.2	133.2	0.00%
Year 5	134.1	138.7	4.60%
Year 6	133.2	136.6	3.40%
Average	133.98	135.98	2.00%

School Management - 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 2018, 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 third year in the project and evidence has shown that our efficacy has risen across the school with teachers and Education Assistants.

Mindarie is a Professional Learning Community. Alongside 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. Mindarie entered its second cycle as a TDS school at the commencement of 2018. Mindarie is highly regarded for the level of Professional Learning it delivers.

Mindarie Primary along with Clarkson Primary received a grant from WAPPA to focus on the impact that 'Visible Learning' was having on teacher engagement. This research project was conducted throughout 2018 and utilized the Gallup Survey. The results of this survey were unpacked firstly by the 'Visible Learning' coaches and then by the staff in their teams. Feedback from this project has resulted in the school selecting staff wellbeing as a priority focus area for development in 2019.

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.

Two long serving teaching staff retired at the conclusion of 2018. In addition, two teachers took leave without pay for the year. Mrs White, a long serving Associate Principal won a position as Principal of Westminster Junior Primary School. A process to select an Associate Principal was conducted with Mr Gould being permanently appointed to the position.

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 utilise 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.

School Management - National Quality Standard

In 2018, the Kindergarten, Pre-Primary, Year One and Two staff unpacked the National Quality Standard documents. Through analysis of these documents, self led audits were conducted in what Quality Areas and elements of the Quality Areas Mindarie Primary School was performing well in and which areas needed to be a focus in 2018.

Year One teacher and one day per week Associate Principal, Aileen Moore, led weekly meetings with the Kindy and Pre-Primary staff and informal catch ups with the Year One and Two staff to discuss the National Quality Standard and develop Mindarie Primary School's capacity in this area. An agenda with minutes of previous meetings, attendees and future actions was kept for each meeting. As a result of these meetings, a need was identified for updating first aid training for a number of staff. Staff were invited to attend a Saturday first aid course run by St. John's at the school to ensure the teaching and non-teaching staff at Mindarie Primary School met the standard. This PD was attended by 17 staff from across the school including education assistants and office staff.

Another need identified was the lack of an Early Childhood Statement in Mindarie Primary School policy documentation. The early childhood staff, facilitated by Aileen Moore, developed a 'Philosophy of Early Childhood' statement. This is on display in TA16 and is now included in the Mindarie policy documents. The team also identified the need for a Quality Improvement wall to promote the NQS to the whole school community to make it visible and accountable. The information on this wall should be constantly changed and updated as MPS reflects on and makes improvements in all of the Quality Areas. The outdoor play space for the Year One and Two children was also identified as an area for improvement, and a 'loose parts' play shed was established.

Aileen Moore successfully submitted a request for MPS to be audited for the NQS. This audit is to take place in Term One on Tuesday 2nd April. From this audit MPS will set goals for successfully adhering to the NQS in 2019 and beyond.



School Management - Student Enrolment

	School Enrolment Numbers (PPR-Y06)				
	2014	2015	2016	2017	2018
Enrolments	701	647	618	622	668

Traditionally student enrolment fluctuates throughout the school year, this resulted in almost 10% transiency in the 2018 school year.

In 2018 the demand for places in the kindergarten area of the school remained strong resulting in 100 students being accommodated in this area.

The Three's Plus program offered on site by Mindarie Keys Early Learning centre continued to grow. Many parents view this program as their child's transition into Mindarie Primary School.

To further support parents of younger children, the school continued to provide access to a Friday morning playgroup. This program continues to attract strong support from the greater school community.

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

School Management - Student Destinations

	School Destinations (Graduating Y06)	
	2017	2018
Peter Moyes ACS	27	23
Kinross College	12	40
Irene McCormack Catholic College	9	10
Butler College	4	4
Ocean Reef SHS	2	0
Woodvale Secondary College	5	0
Lake Joondalup Baptist College	1	1
Quinns Baptist College	21	15
Perth Modern	0	1
John Curtain College of the Arts	1	0
St Marks ACS	1	0
Balcatta SHS	1	0
Wanneroo SHS	1	0
St James ACS	1	0
Yanchep District High	1	0
Prendiville Catholic College	0	3
Churchlands SHS	0	1
Shenton College	0	1

The students who exited to Perth Modern School, Churchlands Senior High School and Shenton College had all won placement into Specialist Academic Programs. In addition, one student exited the school mid-term three to move to Willetton as they had received a specialist scholarship to Willetton Senior High School.

Of note is the number of students who exited Mindarie Primary to attend Kinross College, which is the government feeder school for Mindarie. Over the past five years the three schools; Mindarie Primary, Kinross College and Mindarie Senior College have worked closely to strengthen this pathway and 2018 was a testament to this effort.

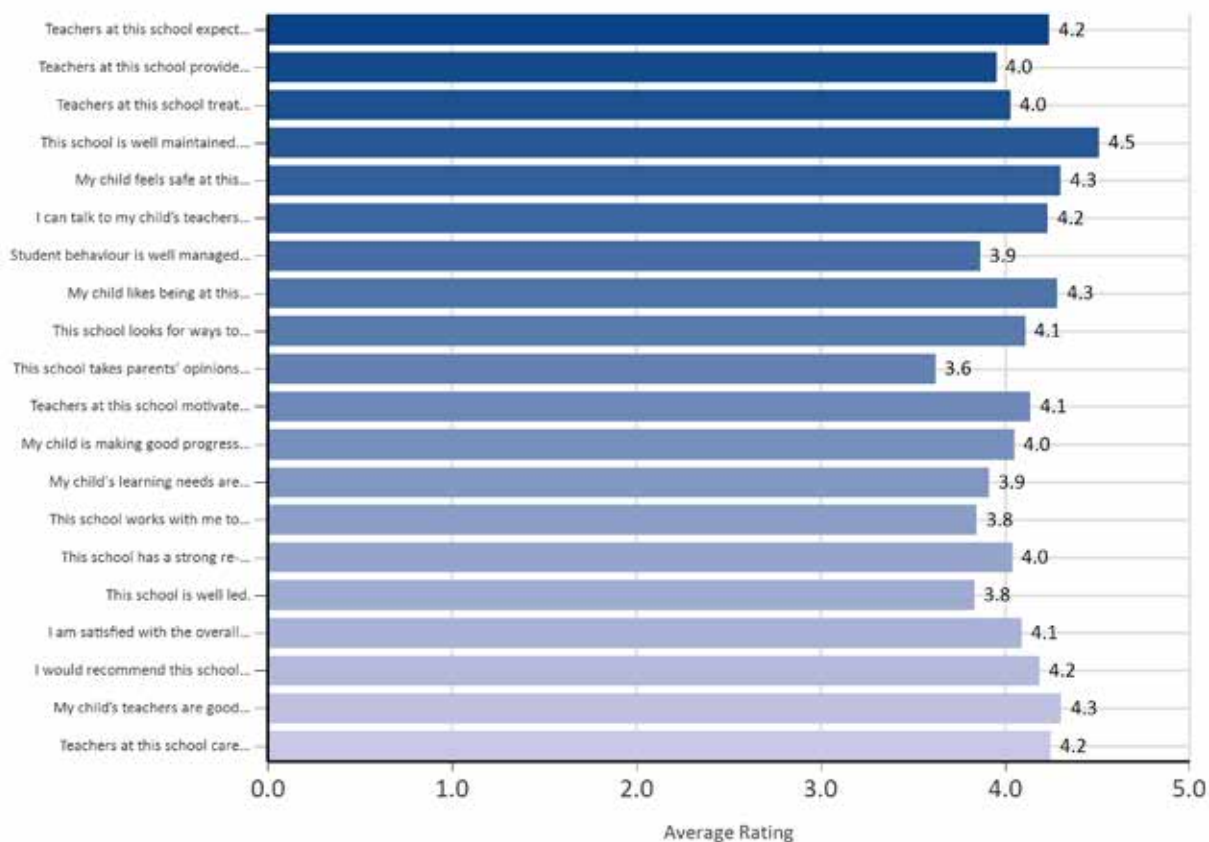
Community Participation and Satisfaction

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 strong level of support across the junior area of the school with parents volunteering their time to assist with literacy and numeracy activities. Parent volunteers also 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; one hundred and five families responded, equating to 14% of families. The results of the 2018 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. There was an even spread of respondents from all year levels.



Staff were surveyed utilizing the Gallup survey.

Community Use of Facilities

In 2018 the school had a range of external agencies utilising grounds and facilities after hours to conduct activities such as skippers ticket classes, nature play events, computer training and also before and after school daycare. In 2018 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 members of the school community continued to hold evening 'Book Club' for parents and staff.



Parents and Citizens Association

In 2018 the P&C once again expanded their focus to incorporate more community based actions so that the lens of the P&C was not just focused on fundraising. Events such as the conservative film night to raise awareness of litter in our community and the star night with a 'building links' focus were well attended. In addition, the Fathering Project was launched with more than 40 fathers or father figures attending the information session. This project will be continued in 2019.

The P&C contributed funding to develop the Kala Boodjar (Colours of the Land) native themed area of our nature space, this transformed the area. Students loved going into this space and consider it a quiet area for reflection. This area greatly supports our Cultural Awareness focus at Mindarie.

A busy bee was coordinated by the P&C as an ongoing commitment to the maintenance of the Nature Playground. The P&C coordinated Friday lunch ordering and icy poles on Wednesdays. They also organised the coffee, food and ice-cream vans for open night, and sporting and special events.

The P&C was very focused on enhancing communication at school and used a raft of techniques to do this inclusive of a representative attending the once a term welcome morning teas for new parents, maintaining the P&C Facebook page, the notice board and the school sign.

The P&C ran the uniform shop. This service was greatly valued by all members of the school community.

Parents from the P&C coordinated resource raising activities such as the Woolworths Earn and Learn and the Coles Sports equipment drives. They also supported the schools involvement in the Telstra computer equipment drive, resulting in Mindarie Primary receiving approximately \$7000 worth of computing and STEM equipment.

Last year was a huge year in relation to uniforms and the support and advocacy we, at the school, received from the P&C was really supportive. Claire did an amazing job both in coordinating and running the uniform shop and in also being the P&C treasurer.

The school P&C is much bigger than fund raising however in relation to this they did an amazing job. A total of \$44,433.46 was raised in the 2018 school year through events such as the Mother's and Father's day stalls, the Easter raffle, the disco, Friday lunches, icy poles, Entertainment Book sales, sausage sizzles, parent contributions, donations and other minor events. Funds were expended on part purchasing of Mathletics and Reading Eggs licenses, inter-school sports shirts, the refurbishment of the senior wet area, the Indigenous outdoor area, the new shade cover for special events, community events, an artist in residence and various subscriptions and general expenses.

Mindarie is fortunate to have such a dedicated and involved parent body.

School Board

During the 2017/2018 year the Board held 6 meetings.

Focus 2018

At every meeting the Previous Meetings minutes were reviewed and ratified by the board members

- At every meeting the Finance Reports – summative and comparative were reviewed and ratified.
- Annually the school provided the Board with student progress data for review.
- The Board ratified the 2018 – 2020 School Business Plan.
- The Board ratified the 2018 school budget.
- The Board discussed and reviewed and ratified the 2018 - 2010 Delivery and Performance Agreement.
- The Board called for expressions of interest from Community members for Board membership, reviewed these requests and invited new community members to join the Board.
- The Board reviewed and ratified school policies; leadership and ICT.
- The board developed and ratified a Code of Conduct for the Board.
- The Board reviewed and amended the Terms of Reference for the Board and ratified changes made to these.
- The Board reviewed the school uniform policy in relation to whether it included Faction Shirt.
- The Board approved School Development Day dates and the reporting to parents school closure date.
- The Board reviewed the data from the annual parent, student and teacher satisfaction survey.
- The Board reviewed and ratified the student booklists and also the fees and charges for the 2018 school year.
- The board reviewed, discussed and ratified the 2017 School Report.
- The Board discussed processes required if any changes were to be made to the school uniform as outlined in the ratified school uniform policy.
- Threes Plus program, and future proofing, was discussed with the view of creating a strategy in this area.
- Ratified parent code of conduct for the school.

New Initiatives

The Board was appraised of the following new initiatives being implemented by the school:

- Delivery of Brightpath Professional Learning in partnership with the Western Australian Primary Principals Association.

Community Participation and Satisfaction

School Board (Continued)

- Success in application to continue as a Teacher Development School in English and Mathematics.
- Level three teacher focus.
- Health and Wellbeing initiative.
- RUMA conference of Resilience.
- Progression of STEM at the school.
- Buildings and grounds development.
- WAPPA Leading from the Front Grant and Action.
- Visible Learning project and its progress and associated data.

Operational Issues

All meetings were minuted.

Notice of meeting times and dates was provided seven days before meetings were held.

Financial Management 2018

The school had 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 were managed according to school priorities identified through the school planning process.

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

2018 was the fourth year of the school operating under the student centred funding model. Funding was directly linked to student and school characteristics. With surety around funding predictions for the commencement of 2018, we were able to fund increased special needs Education Assistance time to assist Students at Educational Risk.

In 2018 the school was again selected to be Teacher Development School (TDS) which provided \$44,000.00 in extra funding. The school also continued as the RUMA network school in 2018, which resulted in a further \$29,000.00 in salaries being provided to the school. The TDS funding released 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.

In 2018 the school entered into a partnership with WAPPA which resulted in the school being able to appoint another Associate Principal 0.2 to backfill whilst Mrs Bewick was presenting for WAPPA. The school was also funded 0.05 for a teacher to focus on developing a health and wellbeing scope. Mrs MacLean took on this role.

The school funded the purchase of \$80 000 worth of Promethean Boards for a range of classrooms. This was again a high end expenditure of funds, however it future proof the school in this important area.

Further funding was spent on Information Technology equipment such as iPads, green screens, camera tripods and a drone.

The science rooms were upgraded. There was also considerable funding expenditure linked to nature play and the grounds. Several trees were removed and the logs were used to enhance play areas. A pergola was installed between the two new transportable buildings.

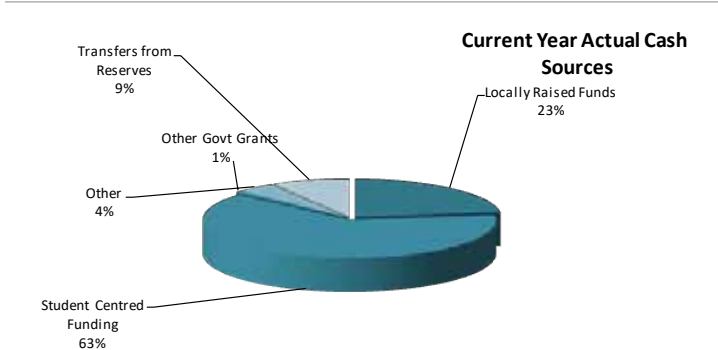
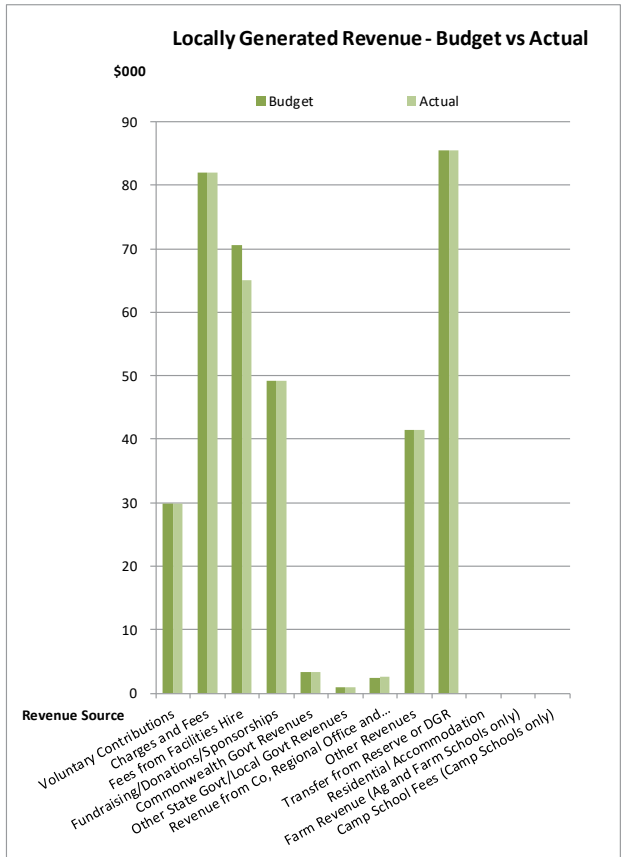
Over \$100000 was spent to hire a teacher to focus on supporting students in the area of health and wellbeing. This proved to be a very successful program. In 2019 a position will be created for a Special Needs Education Assistant to deliver this program.

The following graphs and charts summarize the schools financial position for 2018.

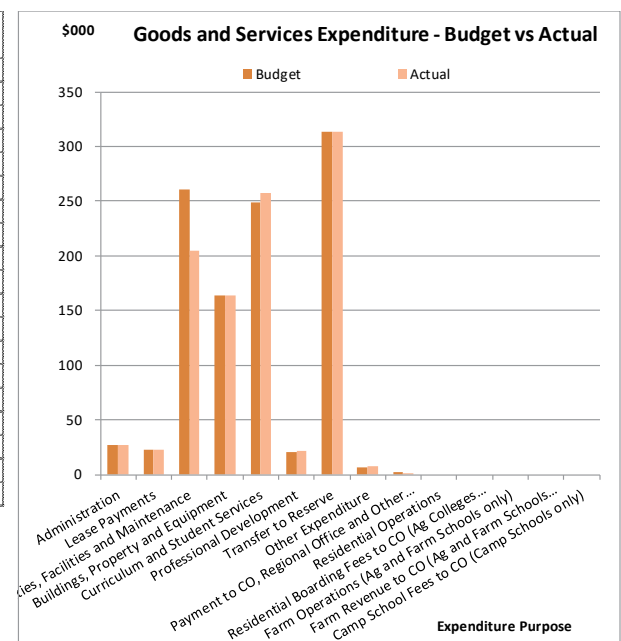


Financial Management 2018

Revenue - Cash & Salary Allocation	Budget	Actual
Voluntary Contributions	\$ 29,835.00	\$ 29,835.00
Charges and Fees	\$ 82,009.00	\$ 82,008.94
Fees from Facilities Hire	\$ 70,646.00	\$ 64,963.65
Fundraising/Donations/Sponsorships	\$ 49,284.00	\$ 49,283.85
Commonwealth Govt Revenues	\$ 3,353.00	\$ 3,352.76
Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
Revenue from Co, Regional Office and Other Schools	\$ 2,522.00	\$ 2,522.74
Other Revenues	\$ 41,553.00	\$ 41,555.27
Transfer from Reserve or DGR	\$ 85,397.00	\$ 85,397.14
Residential Accommodation	\$ -	\$ -
Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 365,599.00	\$ 359,919.35
Opening Balance	\$ 276,999.00	\$ 276,999.05
Student Centred Funding	\$ 626,993.00	\$ 626,992.84
Total Cash Funds Available	\$ 1,269,591.00	\$ 1,263,911.24
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 1,269,591.00	\$ 1,263,911.24



Expenditure - Cash and Salary	Budget	Actual
Administration	\$ 27,225.00	\$ 26,798.74
Lease Payments	\$ 22,765.00	\$ 22,765.62
Utilities, Facilities and Maintenance	\$ 260,495.00	\$ 204,185.73
Buildings, Property and Equipment	\$ 164,063.00	\$ 163,575.46
Curriculum and Student Services	\$ 248,396.00	\$ 256,994.48
Professional Development	\$ 20,420.00	\$ 21,856.91
Transfer to Reserve	\$ 312,900.00	\$ 312,900.00
Other Expenditure	\$ 6,446.00	\$ 7,521.17
Payment to CO, Regional Office and Other Schools	\$ 1,896.00	\$ 1,536.00
Residential Operations	\$ -	\$ -
Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 1,064,606.00	\$ 1,018,134.11
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 1,064,606.00	\$ 1,018,134.11
Cash Budget Variance	\$ 204,985.00	\$ -



Cash Position as at:	
Bank Balance	\$ 701,814.89
Made up of:	\$ -
1 General Fund Balance	\$ 245,777.13
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 456,113.16
5 Suspense Accounts	\$ 6,941.60
6 Cash Advances	\$ 400.00
7 Tax Position	\$ 6,617.00
Total Bank Balance	\$ 701,814.89



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