

# North Fremantle Primary School

*A Small School with Big Ideas*



## ANNUAL REPORT 2018





# CONTENTS

ANNUAL REPORT TO THE COMMUNITY .....	4
SCHOOL CONTEXT .....	5
Our Vision .....	5
Our Purpose.....	5
Our Values .....	5
Our Priorities.....	5
Our Targets .....	5
Student Enrolments.....	6
Index of Community Socio-Educational Advantage (ICSEA).....	6
Attendance .....	6
Staff Information .....	7
CURRICULUM CELEBRATIONS and DIRECTIONS .....	7
ENGLISH .....	8
MATHEMATICS.....	8
SCIENCE.....	8
HUMANITIES AND SOCIAL SCIENCES (HASS) .....	9
HEALTH and PHYSICAL EDUCATION .....	9
LANGUAGES - French.....	10
TECHNOLOGIES.....	10
THE ARTS.....	11
DATA and TARGETS.....	12
NAPLAN Longitudinal Data .....	12
NAPLAN Proficiency Band Data .....	13
NAPLAN Comparative Data .....	14
On Entry Testing .....	14
Grade Allocation Data.....	15
NORTH FREMANTLE COMMUNITY .....	15
National Opinion Survey Results .....	16
School Board Report.....	17
P&C Report .....	18
FINANCES .....	19
GLOSSARY .....	20



## ANNUAL REPORT TO THE COMMUNITY

It is with great pleasure that I present the 2018 Annual Report and celebrate the achievements of North Fremantle Primary School (NFPS) with the community. This report provides a summary of the school's performance throughout the year. It provides details of:

- the school context
- our progress in priority areas aligned to targets from our Business Plan
- student achievement data and analysis in relation to our targets
- curriculum celebrations and future directions for school planning (informed by whole school self-assessment processes)
- information from 2018 National School Opinion Survey from students, parents and staff
- annual budget and accounts.

Additional information has been provided to the school community throughout the year in newsletters, reports to the School Board, Parent Liaison Group and the Parents and Citizens Association (P&C) as well as regular communication through teacher/parent interviews, reports to parents and school events.

There are a lot of jargon and acronyms associated with Education and where possible we have tried to explain these for a wider audience. The glossary on page 20 may also assist with understanding terminology and/or locating more information about information mentioned throughout this report. If you require further clarification or have any questions in relation to information presented in this Annual Report please make contact the North Fremantle Primary School.

In 2018 the school community worked together to launch our Business Plan 2018-2021. This involved a review of our Business Plan 2015-2018 to reflect on our growth and achievements in conjunction with consideration of the recommendations from the External Independent Public School Review which was conducted in 2017.

A feature of our plan was the development of an infographic to convey the big picture view of our school. It encapsulates the required elements of our Business Plan along with what we see as the nature of our school. The infographic shows our strong foundation in our vision, values and purpose. The trunk of the tree (our staff, students, parents and community) and the leaves (the priorities and strategies we are implementing) work in harmony to achieve our targets.

During 2018 the National School Opinion Survey (NSOS) was administered to students, parents and staff at our school. All participants were also asked, "What is the best thing about North Fremantle Primary School?". Some of these responses have been included using speech bubbles in this report.



Throughout this report, where possible, we will compare all data against 'Like Schools'. At times, only information about state data is available, therefore we aim for NFPS results to be above state results. In recent times there has been significant growth in student enrolments. There have also been periods with very low numbers in cohort groups; data from these year levels are considered statistically invalid. Whilst we acknowledge these constraints, we have written our targets based on information available and continue to track and monitor individual student progress.

2018 was a very rewarding year with the North Fremantle community working and growing together. Thank you to the students for always doing their best and caring for everyone at the school. To the staff, thank you for your care and commitment to the students and their families. To the community, thank you for your ongoing support and involvement in NFPS.

*Comments taken from NSOS Survey question:  
What is the best thing about NFPS?*

**Linda Chandler**  
**Principal**

The intimate size of the school means that students mix with other grades, providing a more natural and inclusive atmosphere. The school community is very supportive and most of the staff are innovative, keen to try new ways of doing things rather than relying on outmoded forms of instruction [Parent Comment]

All the teachers care about our problems when we need them solved, especially when you feel uncomfortable about friendship or family or even school. The teachers give you great feedback even if you didn't do the best you could. Education there is also great! The events they have for all the students are awesome!!! Like all the music events and art and excursions! That's what makes this school so special to me. [Student Comment]

# SCHOOL CONTEXT

## Our Vision

We are committed to providing a holistic and inclusive environment; where all children are nurtured to become confident lifelong learners by developing their academic, social, emotional, physical and creative potential.

## Our Purpose

To help our students develop:

- The desire to learn and the ability to maximise their educational opportunities.
- The capacity to grow academically, socially, emotionally, physically and creatively to their full potential.
- A social conscience, helping them to recognise the importance of contributing to their family, school, environment and the wider community.

## Our Values

The following values provide a foundation for building social responsibility and a sense of belonging through collaboration between our students, their families, our school and the wider community. We demonstrate our values through:

**Excellence** - Striving to do our personal best and fulfilling our potential. Developing a passion for learning.

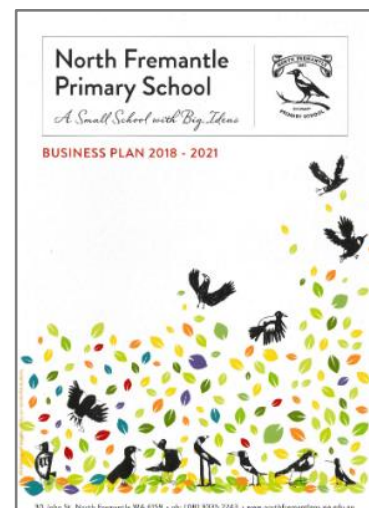
**Integrity** - Having the courage to be open, honest, respectful and trustworthy.

**Responsibility** - Showing care and respect for ourselves, others and the environment.

**Inclusivity** - Creating a positive school culture in which we all feel included.

**Creativity** - Using imagination and sharing our ideas.

**Resilience** - Responding to challenges and being positive.



## Our Priorities

1	<b>Success for all Students</b> We will foster a learning environment that engages and supports our students to achieve their full potential, enabling them to contribute positively to their community.
2	<b>Excellence in Teaching and Learning</b> We will support teaching and learning through quality educational leadership and provision of an environment which encourages, supports and builds staff capacity for teaching excellence.
3	<b>Building a Positive School Culture and Strong Community Partnerships</b> We will foster and develop positive involvement, connections and collaboration within our school and broader community. These positive partnerships enable our distinctive school to build on our excellent reputation in the local community.
4	<b>Providing a Safe, Supportive &amp; Sustainable Environment</b> We will provide vibrant, distinctive and motivating learning spaces and opportunities for student learning and well-being.

## Our Targets

- Annually in all areas of NAPLAN testing, North Fremantle Primary School's average test scores will be above or within 10 NAPLAN points of Like Schools.
- Annually in all areas of NAPLAN testing, the total number of Year 3 and 5 students achieving within the top two proficiency bands will be within 5% of Like School students.
- All year levels will have a greater percentage of students achieving at or above year level achievement standard compared to Like Schools for all learning areas when reported each semester.
- Annually North Fremantle Primary School attendance total percentage will be at or above Like School total percentages.
- North Fremantle Primary School will achieve positive results from the biennial National School Opinion Survey (NSOS), scoring above a 3.5, for all questions.

These targets (identified by the orange leaves) will be referred to with analysis statements throughout the report.



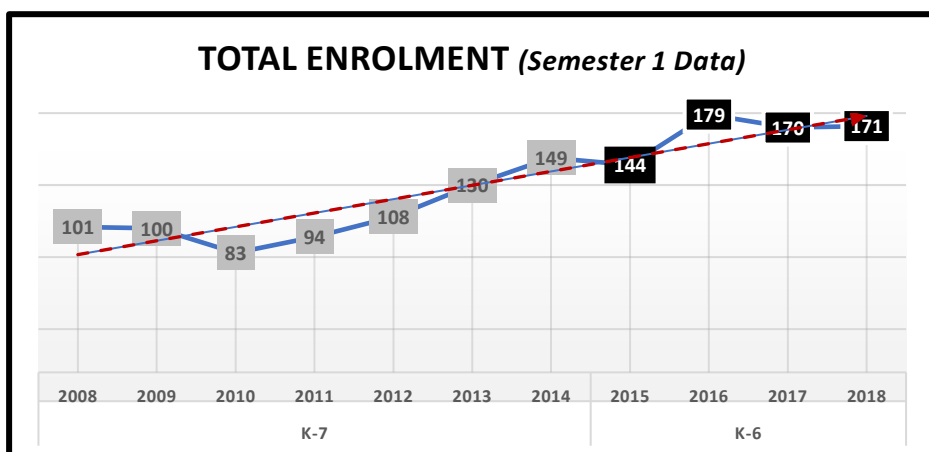


## Student Enrolments

NFPS continues to build its reputation within the community as an excellent school that caters for the individual needs of all students . . . 'a small school with big ideas.'

The following graph shows the student enrolment profile over the past ten years. Please note that in 2015 Primary Schools changed to encompass Kindergarten to Year 6 (as opposed to Year 7 previously). NFPS continues to demonstrate a consistent growth trend.

While transiency rates remain high the overall student numbers continued to climb in 2018.



## Index of Community Socio-Educational Advantage (ICSEA)

NFPS's index of community socio-educational advantage (ICSEA) is above the national average ICSEA of 1000. Over the past 6 years NFPS's ICSEA has fluctuated. This fluctuation may be due to the growth in student numbers over this time.

	2013	2014	2015	2016	2017	2018
ICSEA	1083	1053	1059	1082	1073	1127

## Attendance

	NFPS TOTAL	LIKE SCHOOLS TOTAL	WA PUBLIC SCHOOLS TOTAL
2016	93.5%	94.5%	92.6%
2017	92.3%	94.5%	92.7%
2018	92.7%	94.4%	92.6%

		PP	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2016	NFPS	91%	96%	92%	95%	92%	94%	95%
	WA Public Schools	92%	92%	93%	93%	93%	93%	93%
2017	NFPS	93%	94%	92%	92%	91%	93%	92%
	WA Public Schools	92%	93%	93%	93%	93%	93%	93%
2018	NFPS	96%	92%	93%	96%	90%	93%	92%
	WA Public Schools	92%	92%	93%	93%	93%	93%	93%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2016	79.5%	12.9%	4.7%	2.7%
2017	73.5%	21.1%	4.1%	1.4%
2018	76.2%	16.3%	7.5%	0.0%
Like Schools 2018	83.7%	12.9%	3.0%	0.5%
WA Public Schools	77.0%	15.0%	6.0%	2.0%

Our Target in relation to Attendance Data is:

- Annually North Fremantle Primary School attendance total percentage will be at or above Like School total percentages.

NFPS attendance rate increased slightly in 2018 to be just above WA Public Schools but still below Like Schools. Attendance in Pre-primary and Year 3 are above WA public schools and are most likely to be above Like Schools (year level Like School data is not available). When analysing attendance categories, NFPS is similar to all WA Public Schools but with less students attending regularly than Like Schools. In the risk categories of *Indicated* and *Moderate* we have more students at risk, with no students being flagged as *Severe* in terms of attendance.

It is a small school with a lot of heart. The teachers are enthusiastic and passionate about their learning/teaching environment and you can tell they really care about their students. You can tell the kids enjoy going to school too.  
[Parent Comment]

The diversity of the community which makes teaching these students so rewarding as well as the opportunity to develop positive relationships for these children where they feel safe, valued and heard enabling them to grow on their learning journey. [Staff Comment]

Comments taken from NSOS Survey question:  
What is the best thing about NFPS?

## Staff Information

NFPS has dedicated and professional staff. All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers (TRBWA). All staff actively contribute to the school within and beyond the classroom and embrace the vision, purpose and values of NFPS contributing to the life of the school.

Connected whole school practices across the school have been used to support and connect student learning. Over recent years there have been numerous changes in staff for a variety of reasons. This has highlighted the need for documented and embedded connected practice across the school. The continuation of this focus is reflected in the Business Plan, priority strategies and operational plans for 2019.

In 2018 NFPS received targeted initiative funding to support the graduate teachers on staff. These teachers participated in additional professional learning, coaching and mentoring and were supported as they embraced their careers as primary school educators. All staff participated in formal and informal Performance and Development Sessions, continually self-reflecting and enhancing their skills in line with the Australian Professional Standards for Teachers, the Business Plan and student performance analysis.



North Fremantle Primary School Staff

	Number	Full Time Equivalent (FTE)
Principal	1	1.0
Deputy Principal	1	1.0
<b>Total Administration Staff</b>	<b>2</b>	<b>2.0</b>
<b>Other Teaching Staff</b>	<b>11</b>	<b>7.9</b>
Clerical / Administrative	2	1.6
Gardening / Maintenance	2	0.6
Other Non-Teaching Staff	8	3.8
<b>Total School Support Staff</b>	<b>12</b>	<b>6.0</b>
<b>TOTAL</b>	<b>25</b>	<b>15.9</b>

## CURRICULUM CELEBRATIONS and DIRECTIONS

Whole School Connected Practice is important at NFPS as all year levels and learning areas embrace common understandings and practices across our school. These practices assist students to build their knowledge, skills and understandings of the curriculum through supportive known procedures and familiar strategies. The list below outlines some of these practices:

- Whole school approach and common language
- iSTAR Connected Practice
- Western Australian Curriculum (all learning areas)
- Explicit teaching and differentiation
- Teaching, learning and assessment practices
- Connect as a tool for communication
- Engagement with the whole school community
- Integrated curriculum project each semester
  - Family Heritage
  - Care for Our School
- Outdoor community classroom (authentic learning)
- Social and emotional learning and classroom management
- Critical, creative thinking and cooperative learning
- Students at educational risk (SAER).
- Whole school events
- Opportunities for sharing learning eg assemblies
- Collaboration meetings, planning and assessment
- Moderation and reporting
- Performance and development
- Classroom observations
- Cultural awareness



For each learning area we will celebrate curriculum achievements and share future directions which have been identified through whole school self-assessment processes. In 2018 all areas of the curriculum were delivered to students through classroom and specialist programs. Specialist programs included:

- Languages – French
- Health
- Physical Education
- The Arts – Music
- The Arts – Visual Arts

In 2018 we were extremely proud to have three of our students involved in further extension opportunities through PEAC (Primary Extension and Challenge). This was an extremely high percentage for a small cohort of students. Students in Years 5 and 6 were accepted as part of the Instrumental Music School Services (IMSS) program learning to play the clarinet.



## ENGLISH

### English Curriculum Celebrations

Quality teaching and learning programs were consolidated throughout 2018. Connected practice using whole school literacy blocks and consistent school language were shared and implemented when explicitly teaching literacy strategies. Whole school programs and strategies including: Guided Reading, Letters & Sounds and Words Their Way continued to support the intentional teaching across the year levels. Financial investment in professional learning, online subscriptions, new guided reading resources and novel sets have helped support Guided Reading. Highlights for the year included events such as the Spelling Bee, Book Week Parade and Book Swap. The Write a Book in a Day competition provided an opportunity for talented writers in our senior school to exercise their skills in a meaningful context. NFPS trialled the introduction of MULTILIT to support at-risk readers, and this is beginning to gain momentum and produce positive outcomes.



### English Curriculum Directions

- Implement consistent expectations and framework for Literacy Blocks across the school, connected to iSTAR.
- Develop a common shared language and scope and sequence for elements of the WA Curriculum.
- Continue with progression of Letters and Sounds and Words Their Way.
- Continue to develop MULTILIT to support at-risk readers, engaging community support for tutoring.
- Continue *Brightpath* as a tool for moderation and informing the writing, teaching and learning program for targeted teaching.
- Explore and implement whole school speaking and listening activity with North Fremantle Speak Up.
- Identify and use teachable moments in authentic learning opportunities across the curriculum, within and beyond the classroom.

## MATHEMATICS

### Mathematics Curriculum Celebrations

In Mathematics we embraced a whole school approach to teaching and learning, supporting students to develop their mathematical skills and knowledge. Combined with the WA Curriculum we continued to utilise the ORIGO resource across the school, differentiating the learning of students to support them in progressing in their learning journey. Classes used a variety of teaching methods including: whole class, group and individual instruction with hands-on manipulatives, technology and written methods. Lessons used specific developmental mathematical language consistently across the whole school. Resources were purchased to support all classes to access manipulative resources such as measuring equipment, range of counters etc.

### Mathematics Curriculum Directions

- Develop and implement consistent expectations and a framework for Numeracy Blocks across the school, connected to iSTAR.
- Continue to implement ORIGO Mathematics across the school.
- Continue to focus on and develop Mathematical vocabulary across the year levels
- Build up and maintain a wide range of hands-on materials to support student learning.
- Identify and use teachable moments in authentic learning opportunities across the curriculum, within and beyond the classroom.



## SCIENCE

### Science Curriculum Celebrations

During 2018 students were provided with many opportunities to explore, learn and develop Science skills and concepts. The Primary Connections resources provided the basis for cross curricular learning opportunities. Digital Technology and the outdoor classroom were used as an integral resource providing hands-on learning with authentic experiences. Some highlights included Science Week, the Forensic Incursion, Early Childhood Science Day, Chemistry Crypto program, growing produce in the school grounds and caring for the school's chickens and learning Biological Sciences. Many of these highlights connected to our whole school integrated projects promoting and connecting learning.





## Science Curriculum Directions

- Continue to use Primary Connections Science Program.
- Use whole school integrated curriculum topic each semester to foster connected practice of authentic learning. Topics in 2019 will highlight science curriculum content.
- Use judging standards and work samples to assist with moderation.
- Continue to create opportunities for authentic learning for Science within and beyond the classroom.



## HUMANITIES AND SOCIAL SCIENCES (HASS)

### HASS Curriculum Celebrations

The HASS curriculum content has been developed through a range of whole school experiences in 2018. National Aborigines and Islanders Day Observance Committee (NAIDOC) week was a highlight as NFPS celebrated with Clontarf College, sharing Aboriginal culture through hands-on activities and interactions. Connection with Aboriginal Culture was further enhanced by an Indigenous Artist working with classes in Visual Arts. Other cross-cultural experiences recognised and celebrated across the school included Harmony Day and Anzac Day learning activities.

Our whole school integrated curriculum project for Semester 1 was 'Family Heritage'. This provided a platform for students to learn about family and immigrant experiences both contemporary and historical. The Semester 2 topic was 'Care for Our School'. This topic connected our school community and students explored the geography of this community through organised local walks. Staff worked together to achieve one of our key strategies to design a whole school investigation planner to scaffold students HASS projects. A shared assessment rubric informed by the WA Curriculum judging standards was developed and is ready to be implemented in the senior year levels in 2019.

### HASS Curriculum Directions

- Focus on HASS skills for all year levels.
- Implement a whole school investigation planner to scaffold student's HASS projects in the senior year levels.
- Use the common assessment rubric informed by the WA Curriculum judging standards to assist making consistent judgements for HASS skills in the senior year levels.
- Use whole school integrated curriculum topic each semester to foster connected practice of authentic learning.
- Use judging standards and work samples to assist with moderation.
- Continue to create opportunities for authentic learning for HASS opportunities within and beyond the classroom.



## HEALTH and PHYSICAL EDUCATION

### Health and Physical Education Curriculum Celebrations

The WA Curriculum for Health and Physical Education was delivered to all classes by a specialist teacher in 2018. Classroom teachers continued to support social and emotional wellbeing, teaching Highway Heroes. This approach provided a whole school approach and language for students, staff and parents. Individual classes used mindfulness activities and brain breaks on a regular basis to support student learning. Staff were upskilled in trauma informed practices for students and the School Drug Education and Road Aware (SDERA) resource. This resource supported the teaching of personal, social and community health content during Health lessons.

Students enjoyed a wide range of events and clinics from outside agencies and interactions with the school and wider community. Events such as Cross Country and carnivals, both within the school, and across schools were well attended and enjoyed. In 2018 we enjoyed our highest student participation in surfing lessons, running clubs, before school tennis lessons and football clinics run outside school hours.



## Health and Physical Education Curriculum Directions

- Specialist Teacher to teach Physical Education across the school in 2019.
- Review of social and emotional skills program and resources across the school. Build consistent language and focus on strategies to be used across the school.
- Classroom Teacher to continue with Highway Heroes program and explicit teaching of social and emotional skills until new program is implemented.
- Whole school integrated curriculum topic each semester to foster connected practice of authentic learning.
- Use judging standards and work samples to assist with moderation.
- Continue to create opportunities for authentic learning for Health and Physical Education within and beyond the classroom.



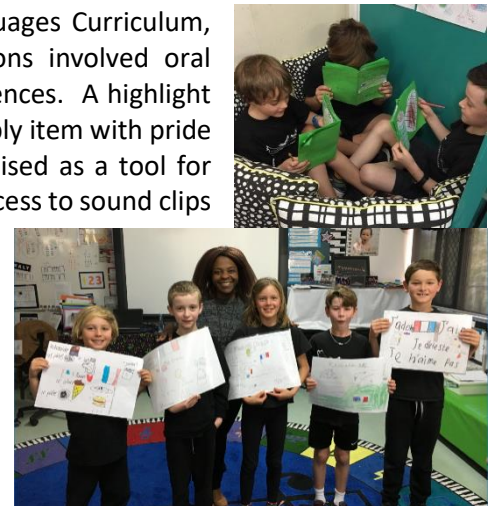
## LANGUAGES - French

### French Curriculum Celebrations

Students across the school continued to engage with the French Languages Curriculum, working with their Specialist Teachers. A large component of lessons involved oral interactions along with a wide variety of hands-on activities and experiences. A highlight for many students was the making of crepes and performing their assembly item with pride En Français. A range of technology was successfully integrated and utilised as a tool for learning across all year levels providing rich learning opportunities and access to sound clips of first language speakers. New resources were purchased during the year to support the teaching and learning program.

### French Curriculum Directions

- Maintain Specialist Teacher in this learning area.
- Increase teaching time in line with Curriculum demands and Notional Time Allocation Guidelines.
- Build school resources for Languages learning.
- Whole school integrated curriculum topic each semester to foster connected practice of authentic learning.
- Use judging standards and work samples to assist with moderation.



## TECHNOLOGIES

### Technologies Curriculum Celebrations

The Technologies curriculum has continued to inspire and provide a variety of authentic learning experiences for the students. The Technologies curriculum has been in its first year of mandatory reporting and teachers have invested time and effort into developing their skills to deliver the teaching of Digital technologies skills and understandings. Students explored the Edison and dash-dot robots when delivering learning experiences. Highlights in the Technologies learning area include the addition of a range of resources including new interactive whiteboards, new iPads, laptops and desktop computers. These resources have enabled more students to regularly engage with the Technologies curriculum. The addition of laptops has supported the teaching and learning program by regularly integrating these items as tools for learning. 2018 marked the seventh consecutive year of partnership with Notre Dame University pre-service teachers honing their skills through small group lessons during the year with our early childhood students focusing on integrating a range of Technologies.





## Technologies Curriculum Directions

- Explore and embrace opportunities for the Technologies curriculum (both Design and Digital Technologies) knowledge, understandings and skills to be integrated across the curriculum.
- Review and revise reporting schedule for Technologies.
- Purchase school resources for Technologies.
- Embrace professional learning and opportunities for professional growth and moderation, especially in Digital Technologies.
- Build capacity of school staff to troubleshoot and best utilise direct technical support.
- Whole school integrated curriculum topic each semester to foster connected practice of authentic learning.
- Use judging standards and work samples to assist with moderation.

## THE ARTS

### Music Curriculum Celebrations

The Arts – Music curriculum was delivered to all classes by a specialist teacher who integrated the curriculum content through hands-on access and involvement with a range of musical instruments, song and movement. The library became the music room for 2018 which provided opportunities for students to participate in lessons and utilise the veranda and grassy area as well as the inside space. Year 5 & 6 students participated in the One Big Voice concert along

with thousands of students from across the state. This was a moving and memorable experience for all involved. Thanks to modern technology, all students (PP-6) sang along with schools from across Australia through the music Count Us In event. Selected students continued to engage in the IMSS program playing the clarinet. Small group tuition occurred every week and opportunities for performances were embraced during the year to showcase their skills. The talent show which occurred in the final weeks of school and our end-of-year Magpie Concert were enjoyable ways for the students to shine and perform for peers and family. The Magpie Concert took us on a journey around the world through music. All the students enjoyed performing their special items for the school community. In 2019 the music room will be relocated back into Room 8.

### Visual Arts Curriculum Celebrations

The Arts – Visual Arts curriculum was delivered to all classes by a specialist teacher. Students were inspired by real art opportunities, local community connections and a wide range of art mediums. All students were exposed to elements and principles of Visual Art using a wide range of concrete and consumable materials. It is always pleasing to watch the students develop and refine their skills as they move through the year levels and Visual Arts program from Pre-primary to Year 6. In 2018 the students developed their understanding of drawing using observational and abstract techniques including magpie sketches and lino prints. They also explored the addition of colour to water scapes. A range of ceramic creatures were created, developing different skills across the school. Texture was explored through illustrations and the felt making textile project for the ANZAC wreaths. Students were inspired and engaged in the wreath making process with real life purpose and connections. Success in receiving grants from outside the school allowed our students to enjoy working with our Artists in Residence on projects beyond the classroom. Excursions to the Art Gallery, Sculpture by the Sea, watching a local artist paint a mural and Beeswax incursion helped to broaden students' knowledge, connect with the community and appreciate a range of Visual Art.

### The Arts Curriculum Directions

- Maintain specialist teachers in this learning area.
- Whole school integrated curriculum topic each semester to foster connected practice of authentic learning.
- Use judging standards and work samples to assist with moderation.
- Continue to look for opportunities to engage with community beyond the school to showcase The Arts.



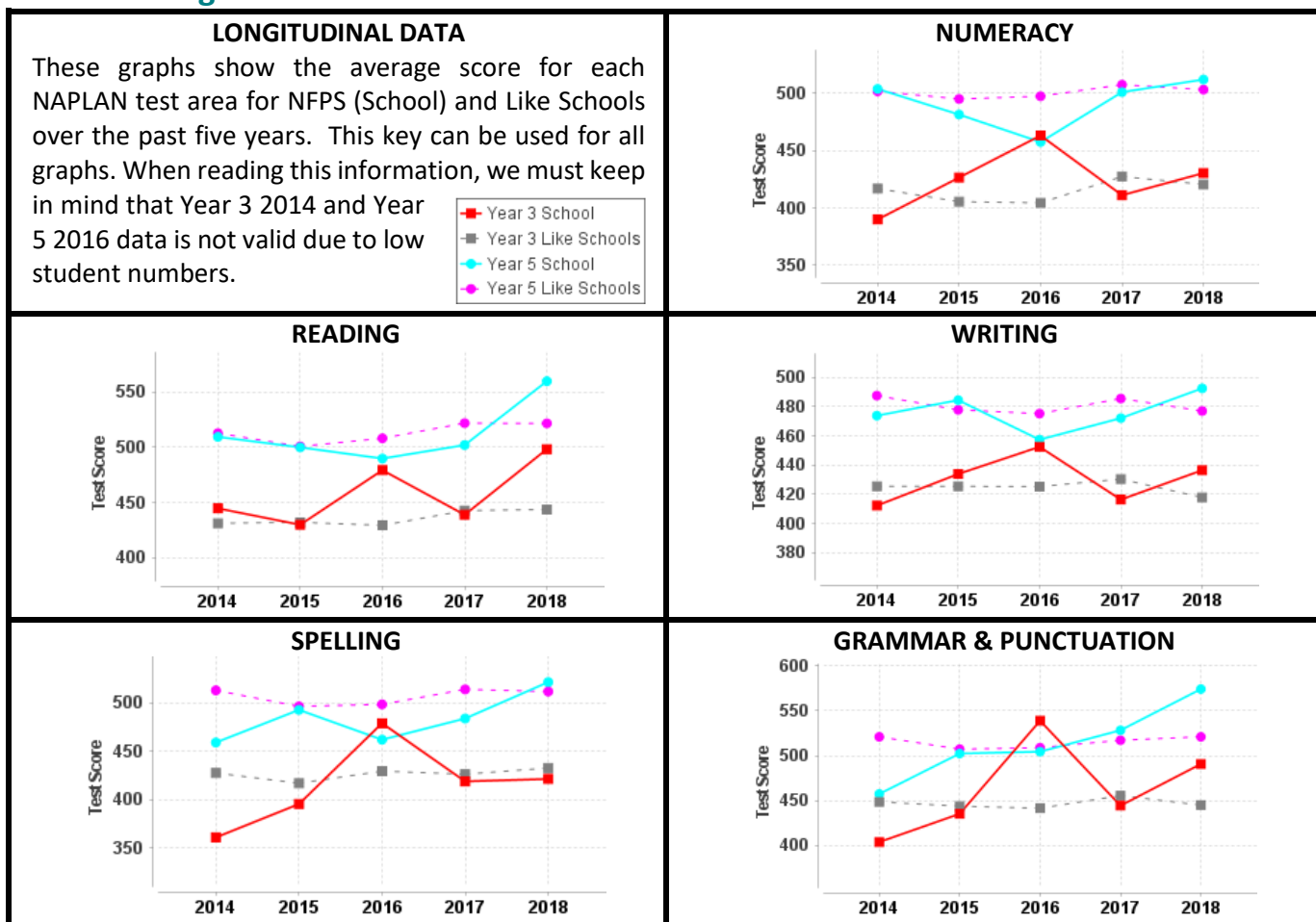
## DATA and TARGETS

A range of assessment strategies have been used throughout the year to make on-balanced judgements about individual, group and whole school student performance. Listed below are some of the assessment practices that have been used including system based and school based, formative and summative, formal and informal:

- Observations
- Student work samples
- Moderation of student work
- Standardised Tests eg NAPLAN, PAT Testing, On Entry Testing
- Individual and Group Educational Plans
- Conferences
- Checklists
- Self, peer, individual and group assessment
- Teacher constructed tests
- Parent Interviews etc

The following pages show a range of data that has been used during the self-assessment processes.

### NAPLAN Longitudinal Data



Our Target in relation to Longitudinal Data is:

- Annually in all areas of NAPLAN testing, North Fremantle Primary School's average test scores will be above or within 10 NAPLAN points of Like Schools.

Difference between NFPS and Like Schools	2015 (Average Scores)		2016 (Average Scores)		2017 (Average Scores)		2018 (Average Scores)	
	YEAR 3	YEAR 5	YEAR 3	YEAR 5	YEAR 3	YEAR 5	YEAR 3	YEAR 5
NUMERACY	+21	-13	+58	NA	-17	-7	+10	+8
READING	-2	-1	+50	NA	-4	-20	+55	+38
WRITING	+8	+7	+28	NA	-14	-14	+19	+16
SPELLING	-21	-4	+49	NA	-8	-30	-11	+10
GRAMMAR	-8	-4	+97	NA	-11	+11	+46	+53

The table above shows the difference between NFPS and Like School average scores for all test areas across four years. Green shading indicates where we have achieved our target for longitudinal data in those years. In 2018 you can see that NFPS average student achievement was higher than Like School, except for Year 3 Spelling which is close to our target. The 2016 Year 3 cohort performed exceptionally well across all NAPLAN test areas and maintained high achievement in Year 5, 2018.



## NAPLAN Proficiency Band Data

### PROFICIENCY BANDS

These graphs show the distribution of students' NAPLAN scores across the proficiency bands for NFPS (School) and Like Schools. Proficiency bands are based on an achievement scale that represents increasing levels of skills and understandings. This key can be used for all graphs.

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

### NUMERACY

Band	NAPLAN Score Range	Numeracy							
		Year 3				Year 5			
		2017	2018	2017	2018	2017	2018	2017	2018
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					19%	14%	17%	10%
7	530 - 581					10%	22%	22%	24%
6	478 - 529	27%	25%	27%	21%	38%	31%	17%	30%
5	426 - 477	14%	25%	20%	30%	24%	23%	39%	26%
4	374 - 425	27%	28%	33%	25%	5%	8%	6%	7%
3	322 - 373	23%	14%	7%	15%	5%	1%	0%	2%
2	270 - 321	5%	6%	13%	8%				
1	Up to 269	5%	1%	0%	1%				

### READING

Band	NAPLAN Score Range	Writing							
		Year 3				Year 5			
		2017	2018	2017	2018	2017	2018	2017	2018
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					5%	6%	6%	4%
7	530 - 581					15%	16%	29%	13%
6	478 - 529	23%	17%	27%	11%	25%	31%	35%	32%
5	426 - 477	36%	43%	40%	43%	40%	35%	6%	35%
4	374 - 425	9%	23%	13%	23%	5%	8%	6%	10%
3	322 - 373	23%	14%	20%	17%	10%	4%	18%	6%
2	270 - 321	5%	2%	0%	3%				
1	Up to 269	5%	1%	0%	3%				

### WRITING

Band	NAPLAN Score Range	Writing							
		Year 3				Year 5			
		2017	2018	2017	2018	2017	2018	2017	2018
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					5%	6%	6%	4%
7	530 - 581					15%	16%	29%	13%
6	478 - 529	23%	17%	27%	11%	25%	31%	35%	32%
5	426 - 477	36%	43%	40%	43%	40%	35%	6%	35%
4	374 - 425	9%	23%	13%	23%	5%	8%	6%	10%
3	322 - 373	23%	14%	20%	17%	10%	4%	18%	6%
2	270 - 321	5%	2%	0%	3%				
1	Up to 269	5%	1%	0%	3%				

### SPELLING

Band	NAPLAN Score Range	Spelling							
		Year 3				Year 5			
		2017	2018	2017	2018	2017	2018	2017	2018
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					0%	17%	12%	13%
7	530 - 581					35%	23%	47%	23%
6	478 - 529	14%	26%	20%	26%	20%	34%	24%	37%
5	426 - 477	45%	26%	33%	29%	20%	18%	0%	17%
4	374 - 425	18%	23%	27%	24%	20%	7%	12%	7%
3	322 - 373	9%	15%	13%	13%	5%	3%	6%	2%
2	270 - 321	14%	8%	7%	6%				
1	Up to 269	0%	1%	0%	2%				

### GRAMMAR & PUNCTUATION

Band	NAPLAN Score Range	Grammar & Punctuation							
		Year 3				Year 5			
		2017	2018	2017	2018	2017	2018	2017	2018
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					30%	25%	47%	23%
7	530 - 581					15%	15%	29%	20%
6	478 - 529	45%	42%	53%	37%	30%	28%	18%	31%
5	426 - 477	18%	24%	27%	18%	5%	16%	0%	15%
4	374 - 425	9%	12%	7%	24%	15%	13%	6%	8%
3	322 - 373	14%	10%	7%	11%	5%	4%	0%	3%
2	270 - 321	5%	8%	7%	7%				
1	Up to 269	9%	4%	0%	3%				

Our Target in relation to Proficiency Band Data is:

- Annually in all areas of NAPLAN testing, the total number of Year 3 and 5 students achieving within the top two proficiency bands will be within 5% of Like School students.

Difference between NFPS and Like Schools	YEAR 3 (Band 5-10)				YEAR 5 (Band 7-10)			
	2015	2016	2017	2018	2015	2016	2017	2018
NUMERACY	+10.39%	+30.66%	-9.26%	-4.00%	-18.16%	-28.04%	-7.55%	+5.00%
READING	-1.57%	+30.43%	-7.33%	+14.00%	+4.35%	-11.20%	-6.22%	+14.00%
WRITING	+5.91%	+18.62%	-0.38%	+13.00%	+1.29%	-13.65%	-1.18%	+18.00%
SPELLING	-9.26%	+19.01%	+6.85%	-2.00%	+8.03%	-15.40%	-4.26%	+23.00%
GRAMMAR	-6.14%	+38.35%	-2.23%	+25.00%	-2.11%	3.97%	+5.32%	+33.00%

The table above shows the difference in the percentage of students achieving in the top two proficiency bands at NFPS in comparison to Like Schools across test areas over the past four years. Green shading indicates where we have achieved our target for proficiency band data. In 2018 you can see that in both the Year 3 and Year 5 cohorts we achieved our target of having within 5% or more of students achieving results in the top two proficiency bands across all test areas.

## NAPLAN Comparative Data

The Comparative Performance Table below compares NFPS performance against an expected performance across the NAPLAN testing areas for Year 3 and 5. The expected performance is determined using the school ICSEA, past performance and possible cohort effects. The table below also shows the number of students who participated in testing. Again when reading the data, we must keep in mind that Year 3 2014 and Year 5 2016 data is not valid due to low student numbers.

<b>1</b>	<b>Above Expected</b> – more than one standard deviation above the predicted school mean
<b>2</b>	<b>Expected</b> – within one standard deviation of the predicted school mean
<b>3</b>	<b>Below Expected</b> – more than one standard deviation below the predicted school mean
	If blank, then no data available or number of students is less than 6

YEAR 3	PERFORMANCE					STUDENTS				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Numeracy	-1.3	1.2	2.4	-0.7	0.4	6	16	12	22	15
Reading		0.2	2.0	-0.3	2.0		16	12	23	15
Writing		0.6	1.4	-0.6	0.7		16	11	22	15
Spelling		-0.7	2.2	-0.4	-0.2		16	11	22	15
Grammar & Punctuation		-0.1	3.1	-0.4	1.3		16	11	22	15
YEAR 5	PERFORMANCE					STUDENTS				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Numeracy	0.5	1.0		-1.5	-0.4	14	17		21	18
Reading	-0.3	0.9		-1.3	1.1	14	17		21	17
Writing	0.1	1.9		-1.3	0.1	12	16		20	17
Spelling	-1.1	1.6		-1.4	-0.7	12	17		20	17
Grammar & Punctuation	-2.1	0.8		0.7	0.9	12	17		20	17

NFPS performance in 2018 fell within and above the expected range. We particularly celebrate the achievements in Reading as both Year 3 and 5 performed above expected in this test area. When the 2018, Year 5 cohort was tested as Year 3s in 2016, they scored above the expected performance in all areas. This result will have increased the expectations and predicted school mean for this cohort. It was pleasing to see that they achieved this in all areas and exceeded the expected performance for Reading.

## On Entry Testing

The table below shows the percentage of students Comparative Performance Table and compares the distribution of NFPS students and distribution of students across the state (based on ICSEA, NFPS should be performing higher than state percentages). This data is used to help track and monitor students' performance.

SPEAKING & LISTENING	2015		2016		2017		2018	
	NFPS	STATE	NFPS	STATE	NFPS	STATE	NFPS	STATE
Review for Extension	0%	8%	0%	8%	3%	8%	38%	7%
Within Expected Range	40%	50%	27%	50%	48%	49%	52%	50%
Review for At Risk	60%	41%	72%	40%	48%	42%	10%	43%
READING	2015		2016		2017		2018	
	NFPS	STATE	NFPS	STATE	NFPS	STATE	NFPS	STATE
Review for Extension	0%	9%	0%	7%	6%	7%	17%	5%
Within Expected Range	72%	58%	72%	58%	69%	57%	83%	58%
Review for At Risk	27%	35%	27%	36%	24%	36%	0%	37%
WRITING	2015		2016		2017		2018	
	NFPS	STATE	NFPS	STATE	NFPS	STATE	NFPS	STATE
Review for Extension	0%	1%	0%	1%	0%	1%	ND	ND
Within Expected Range	0%	1%	0%	9%	9%	8%	ND	ND
Review for At Risk	100%	91%	100%	91%	91%	91%	ND	ND
NUMERACY	2015		2016		2017		2018	
	NFPS	STATE	NFPS	STATE	NFPS	STATE	NFPS	STATE
Review for Extension	61%	53%	36%	54%	57%	52%	100%	52%
Within Expected Range	34%	41%	54%	39%	42%	40%	0%	40%
Review for At Risk	7%	7%	9%	7%	3%	8%	0%	8%

## Grade Allocation Data

Each semester students are measured against year level achievement standards which describe an expected level that the majority of students are achieving or working towards by the end of that year of schooling. Some students will have progressed beyond the achievement standard; others will need additional support. Teachers use a range of data to make judgements about students and report this performance based on a five-point grading scale. The expected standard for each year is described as 'C' or Satisfactory.

The table below has been calculated using Semester 1 and Semester 2 Student Progress Reports. The total percentage of students achieving at or above their year level achievement standard (C+ = C or satisfactory grade or higher) has been calculated for NFPS and Like Schools. The table below shows the difference between these grades.

Difference between NFPS and Like School percentage of students achieving C+ grade in Semester 1 2018.

SEMESTER 1 2018	ENGLISH	MATHEMATICS	SCIENCE	HASS	LANGUAGES – French	HEALTH & PE – Health	HEALTH & PE – PE	TECHNOLOGIES	THE ARTS – Visual Arts	THE ARTS – Music
PRE PRIMARY	+11	+6	+6	+6		+6	+5	+2	+2	+3
YEAR 1	-11	-3	-2	-2		-3	+6	+1	+2	+3
YEAR 2	+7	+3	-1	0		+4	+7	+5	-6	+2
YEAR 3	+23	+5	+7	+8	-25	+3	+5	+5	+2	+2
YEAR 4	+14	+4	+7	+7		+3	+4	+5	+2	+3
YEAR 5	+3	-18	0	+1		+1	+4	-3	+4	+2
YEAR 6	+3	-5	+6	+2		+2	+3	-4	+4	+3

Difference between NFPS and Like School percentage of students achieving C+ grade in Semester 2 2018.

SEMESTER 2 2018	ENGLISH	MATHEMATICS	SCIENCE	HASS	LANGUAGES – French	HEALTH & PE – Health	HEALTH & PE – PE	TECHNOLOGIES	THE ARTS – Visual Arts	THE ARTS – Music
PRE PRIMARY	+9	+4	+4	+4		+4	+3	-3	+1	0
YEAR 1	-13	-17	-9	+1		-8	+4	-4	+1	-3
YEAR 2	+6	+2	-1	0		+3	+2	-4	-5	+2
YEAR 3	+2	-4	-1	0	-6	+3	+3	-3	-5	-5
YEAR 4	+5	-1	+2	+4		0	-1	-6	-3	-2
YEAR 5	+4	-14	-5	0		+3	+6	-5	+2	+3
YEAR 6	+4	-5	0	-3		+3	+2	-3	+4	+3

Our Target in relation to Grade Allocation Data is:

- 🍁 All year levels will have a greater percentage of students achieving at or above year level achievement standard compared to Like Schools for all learning areas when reported each semester.

We must continue to remember that low student numbers in cohorts can greatly influence percentages however our target remains to be like or better than Like School results. From the data shown we can see that in Semester 2 we reported on the Digital Technologies and had a lower percentage of students achieving at or above year level achievement standard in comparison to Like Schools. This, along with tracking comparisons to Like Schools, cohorts and individuals, remains a focus.

It has the advantages of being small, which suits my child, and yet offers a range of important specialist classes. It has an outstanding early childhood department which sets up the children for a strong attachment to school. Teachers care about the children and do their best for them. *[Parent Comment]*

The staff's collegiality, focus on improvement, commitment, and their understanding and care for the students all result in a flourishing of quality education. In a very time-poor, high-demand environment that has involved changes in management, practices, and student needs, I think staff support each other strongly, generally look for solutions to problems and work conscientiously for the academic, social and emotional benefit of the students. *[Staff Comment]*

My teachers are very kind and caring, to me and my friends. *[Student Comment]*

Comments taken from NSOS Survey question:  
What is the best thing about NFPS?



## NORTH FREMANTLE COMMUNITY

At NFPS we foster and develop positive involvement, connections and collaboration with our school and broader community. Some of the elected and volunteered positions that provide opportunities for community involvement include:

-  School Board
  -  P&C

  -  Parent Liaison Representative Team
  -  Outdoor Community Classroom

We are always looking for opportunities to support and involve the wider North Fremantle Community in our school to support our students and their learning.



### National Opinion Survey Results

In 2018, North Fremantle Primary School conducted the biannual National Opinion Survey, surveying students, staff and parents in the North Fremantle school community. All groups were asked to rate statements according to the following rating scale:

1 = Strongly Disagree  
2 = Disagree

3 = Neither Agree Nor Disagree  
4 = Agree

5 = Strongly Agree

The following tables show the average score for all questions asked and the score range:

	Average Score	Score Range
Students	4.3	3.8 – 4.7
Staff	4.4	4.2 – 4.9
Parents	4.4	4.0 – 4.8
All Participants	4.4	3.8 – 4.9

The test items that were scored the highest in each survey were:

**Students:** I feel safe at my school.


**Staff:** Teachers at this school care about their students.  
This school looks for ways to improve.

**Parents:** I can talk to my child's teachers about my concerns.



As part of the survey all groups were asked the same question: 'What is the best thing about North Fremantle Primary School?' Responses collected can be seen throughout this Annual Report.

Our Target in relation to National School Opinion Data is:

-  North Fremantle Primary School will achieve positive results from the biannual National School Opinion Survey (NSOS), scoring above a 3.5, for all questions.

Statistical and anecdotal results throughout the survey are all positive and highlight the special features of our school and the strong community at North Fremantle Primary School.

The open, friendly nature of the school and its amazing environment - it truly is a unique and special place where my children love coming to school each day. I feel so lucky that my children are having a primary education experience that they will cherish for life. *[Parent Comment]*

Being part of a team of educators who value and work towards the very best outcomes educationally, emotionally and socially for all their students. As well as a community who support the importance of education. Also, a group of amazing kids who make me smile and laugh each and every day. *[Staff Comment]*



Comments taken from NSOS  
Survey question: What is the best thing about NFPS?

I love how our school community includes everyone. I love how we organise fundraisers and events for our school and the North Fremantle community. The teachers are the best teachers anyone could ever want and they are so inspiring and motivating. *[Student Comment]*





## School Board Report

*“Small School with Big Ideas”* goes part of the way to summarising what was a very full and action packed year that saw lots of “Big Ideas” progress, evolve and develop for our “Small School”.

2018 was my third year as Board Chair and in some respects most enjoyable and in others challenging. The Board embarked on a uniform review process in 2018 which led to the endorsement of a new uniform policy in late 2018. The significant change coming from this policy is the introduction of a new black, with white trim, polo shirt. The white polo will be phased out over time. In 2019 you can now see lots of these shirts in circulation and the new uniform has been well received by the school community. Changes to uniform is a specific role and consideration of the Board under the Board’s Delivery and Performance Agreement.

As a general point, the Board is governed and guided by its Delivery and Performance Agreement with the Department. The Board also works to implement the school’s business plan. The Business Plan was the Board’s other major activity for 2018. A new look plan was completed in Semester One and launched mid-year. This plan takes the school through to 2021 and sets out our strategies, plans, objectives and goals.

Early in the year the Board received the exciting news that the Education Department had recognised our need for an undercover area that can be used for whole of school events and other activities. Substantial funding was allocated by the Department for this purpose. Whilst the school enjoys the use of the Football oval and clubrooms over the road, the facilities are not always available or suited to school age children. With the growth in numbers over the past ten years (double in fact) the need for this facility has grown.

This led to an involved process between the Board representatives, teaching staff and the Department’s appointed architects to come up with a design that meets the school’s needs and responds to the site. The Department has several proforma designs for this type of facility, however none were suited to our very unique site and school. The design has now been finalised, tenders sought, and a builder appointed. 2019 will see a hive of activity in the quadrangle area next to the tennis court on the John Street side of the school.

2018 also saw a collaboration between the school and the P&C to raise money for a new playground to replace the “spider” at the front of the school. Unfortunately, early 2018 saw the decommissioning of the spider due to corrosion that could not be repaired. Again, our school rose to the challenge to improve our space. A subcommittee of Board representatives, skilled parents and teaching staff worked together, with helpful input from the students to come up with a design for a new and improved playground. This will be a further exciting installation to see early in 2019.

Room 8 (Year 4 and 5), under the guidance of Ms Grigson, completed a design and technology project on playground design which saw the students interview other students and staff about playground “wishes” and then models constructed. It will be exciting for the children to see some of their actual designs becoming a reality when the new playground is installed. It’s these types of things that really do illustrate our big ideas coming to life.

Open Day 2018 was a fantastic day and a fully collaborative project between teaching staff, parents, P&C members and the Board. An engaged subcommittee met in the months preceding the day to plan and prepare and we were rewarded on the day with excellent weather (important when you don’t have an undercover area!) and strong attendance. The cake bake, being the North Fremantle tradition that it is, was well supported and the café was fully stocked for the day. We welcomed many families with Baby Magpies (our under 4 years olds!) and families who were new to the area. It is hoped that 2019 can build on the success of this event.

In 2019, we look forward to welcoming new Board members from the parent body and the community. As always, we will continue to support the school, the teaching staff and **most of all**, the children.

**Christine Oldmeadow**

**Board Chair 2018** Mum to Jessica (Yr 1), Emma (Yr 3) and Grace (Yr 5) [2018]

<b>Board Chair:</b>	Christine Oldmeadow
<b>Principal:</b>	Linda Chandler
<b>Parent Elected Members:</b>	Lowana Bibby Kevin Runions Maska Law
<b>P&amp;C Representative:</b>	Ailbhe Travers
<b>Staff Elected Members:</b>	Pamela Wilmott Heath Adams Roberta Slattery
<b>Co-Opted Community Members:</b>	Dough Thompson Serena Davie
<b>Invited for Specific Purpose:</b>	Emma Woodall (T1-3) Julie Walkden (T4)

## P&C Report

It's been another great year for the P&C at NFPS. A year of growth and consolidation as we've welcomed a new P&C Executive Committee, staff and of course the many new families who have joined our school community.

We've had another action-packed calendar of events including:

- Annual Welcome family picnic
- 2 Busy Bees
- 2 Election sausage sizzles and one at Bunnings
- Tuck Shop every term
- Coffee and Cake for the cricket carnival and football community event
- Quiz Night
- Mother's Day stall and Father's Day breakfast
- Easter raffle
- Fun Run

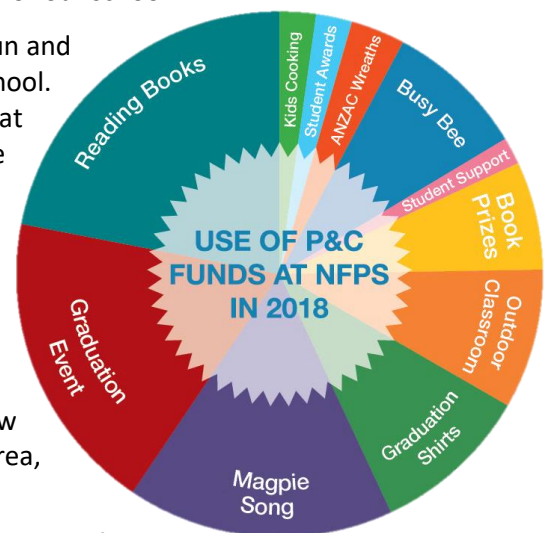
The outstanding support for and participation in these events across the school and wider community has allowed us to create memorable, fun experiences for our kids and families as well as raising welcome funds for our school.

The Quiz Night was an outstanding success. On the night everyone had fun and joined in the fundraising spirit dressing up and donating money to the school. The generosity of the wider community supported the event with great prizes, connecting local businesses to our school. Thank you to the awesome team who pulled this event together.

Together we have donated over \$23,000 to our school with \$15,000 of these funds earmarked for our exciting new playground that will begin construction in early 2019. In addition to funds donated directly to the school, the P&C supported and facilitated kids planting, harvesting and cooking through the year. The ongoing work of the Garden Club as well as a massive community effort at a Busy Bee in Term 1 and again in Term 3 saw construction of an additional garden shed, creation of a paved 'potting' area, and construction of a snazzy hen hotel for our new flock of chooks.

We would like to take this opportunity to thank our wonderful school community for your ongoing support for our school through your P&C and look forward to another awesome, fun filled year for all at NFPS in 2019.

<b>P&amp;C President:</b>	Nikki Hunt (Semester 1) and Amanda Aiyana (Semester 2)
<b>P&amp;C Vice President:</b>	Doug Cooksey
<b>Secretary:</b>	Kylie Knief
<b>Treasurer:</b>	Christine Baxter
<b>P&amp;C School Board Liaison:</b>	Ailbhe Travers
<b>Uniform Shop:</b>	Jill Murray
<b>Executive Members:</b>	Nardwyn Thompson Varnya Bromilow Linda Rummer
<b>P&amp;C Members:</b>	Many willing parent and community members.



**Amanda Aiyana**

**P&C President 2018** Mum to Taj (Yr 4) [2018]

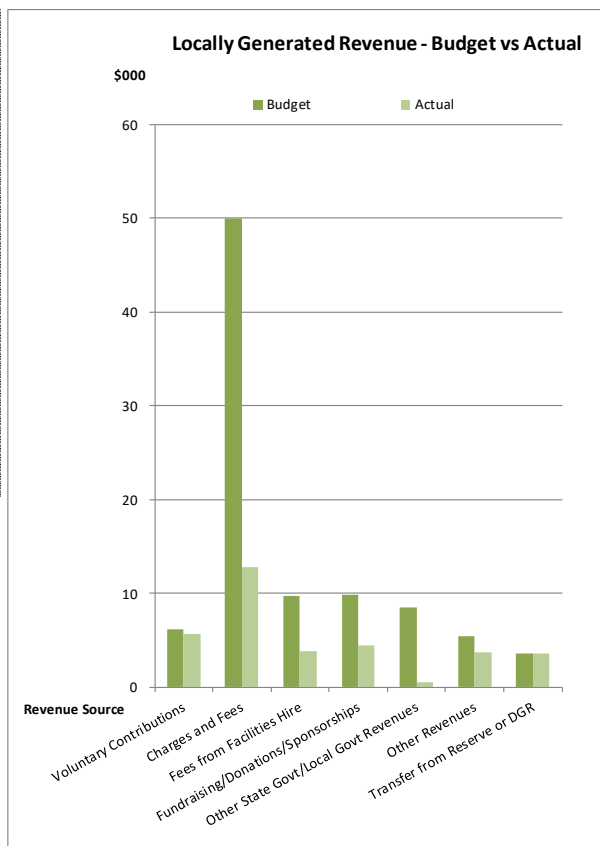
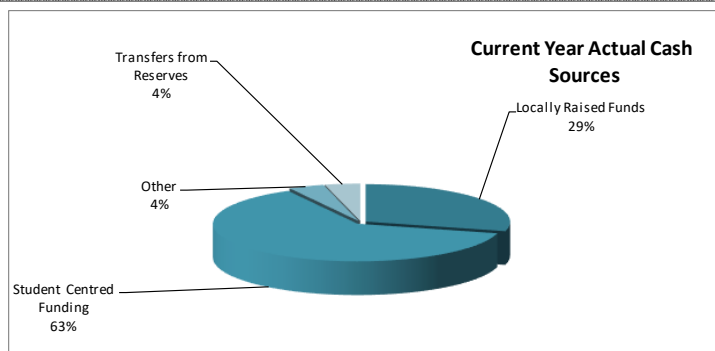


# FINANCES

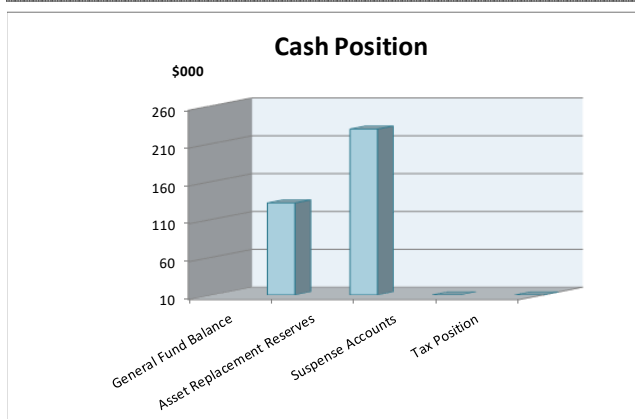
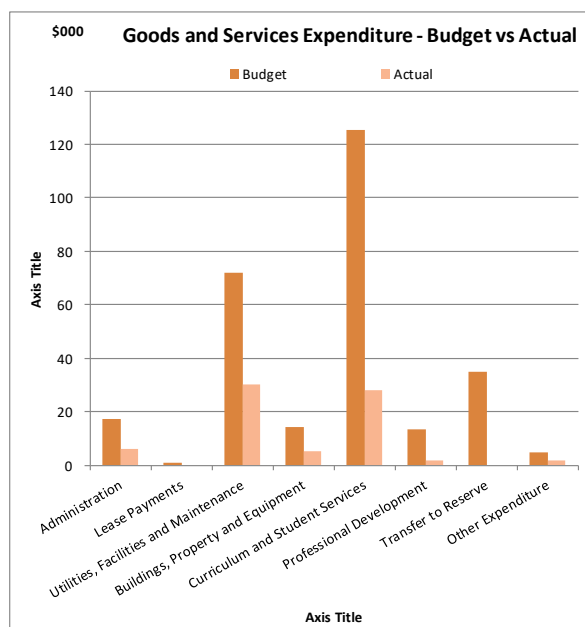
Financial summary for NFPS as at 31<sup>st</sup> December 2018. As an Independent Public School, flexibility in our one-line budget allowed for resources to be adjusted and utilised to support stability and areas of need for students' care and learning throughout the school year. All cost centres utilised their budgets to support student learning.

**North Fremantle PS**  
Financial Summary as at  
31 December 2018

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 6,123.60	\$ 5,660.00
2	Charges and Fees	\$ 50,019.36	\$ 12,738.32
3	Fees from Facilities Hire	\$ 9,753.64	\$ 3,791.49
4	Fundraising/Donations/Sponsorships	\$ 9,830.00	\$ 4,442.41
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 8,500.00	\$ 500.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 5,395.87	\$ 3,677.36
9	Transfer from Reserve or DGR	\$ 3,628.11	\$ 3,628.11
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 93,250.58</b>	<b>\$ 34,437.69</b>
	<b>Opening Balance</b>	<b>\$ 112,494.00</b>	<b>\$ 112,493.61</b>
	<b>Student Centred Funding</b>	<b>\$ 110,000.00</b>	<b>\$ 57,560.96</b>
	<b>Total Cash Funds Available</b>	<b>\$ 315,744.58</b>	<b>\$ 204,492.26</b>
	<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Funds Available</b>	<b>\$ 315,744.58</b>	<b>\$ 204,492.26</b>



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 17,410.00	\$ 6,197.99
2	Lease Payments	\$ 650.00	\$ -
3	Utilities, Facilities and Maintenance	\$ 72,100.00	\$ 30,123.41
4	Buildings, Property and Equipment	\$ 14,323.53	\$ 5,237.20
5	Curriculum and Student Services	\$ 125,540.44	\$ 28,030.87
6	Professional Development	\$ 13,300.00	\$ 1,821.21
7	Transfer to Reserve	\$ 35,000.00	\$ -
8	Other Expenditure	\$ 4,800.00	\$ 1,538.63
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
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>	<b>\$ 283,123.97</b>	<b>\$ 72,949.31</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 283,123.97</b>	<b>\$ 72,949.31</b>
	<b>Cash Budget Variance</b>	<b>\$ 32,620.61</b>	



<b>Cash Position as at:</b>	
<b>Bank Balance</b>	<b>\$ 367,668.19</b>
Made up of:	\$ -
1 General Fund Balance	\$ 131,542.95
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 229,110.53
5 Suspense Accounts	\$ 9,397.79
6 Cash Advances	\$ -
7 Tax Position	\$ 2,383.08
<b>Total Bank Balance</b>	<b>\$ 367,668.19</b>



## GLOSSARY

<b>AITSL</b>	The Australian Institute for Teaching and School Leadership (AITSL) provides national leadership for the Commonwealth, state and territory governments in promoting excellence in the profession of teaching and school leadership. The Australian Professional Standards for Teachers and Principals are embedded into our Performance and Development process. Further information about this institute can be found at: <a href="http://www.aitsl.edu.au">www.aitsl.edu.au</a>
<b>Brightpath</b>	Brightpath is an assessment tool that allows teachers to compare their students' work to calibrated exemplars to arrive at a scaled score. The process of comparing students' work to the calibrated exemplars promotes reliable teacher judgements. These judgements are comparable across teachers, schools and over time. Further information about this assessment tool can be found at: <a href="https://www.brightpath.com.au/about-brightpath">https://www.brightpath.com.au/about-brightpath</a>
<b>ICSEA</b>	Index of Community Socio-Educational Advantage (ICSEA) is a scale that represents levels of educational advantage. A value on the scale assigned to a school is the averaged level for all students in the particular school. A guide to understanding ICSEA can be found at: <a href="http://docs.acara.edu.au/resources/Guide_to_understanding_ICSEA.pdf">http://docs.acara.edu.au/resources/Guide_to_understanding_ICSEA.pdf</a>
<b>iSTAR</b>	iStar is a progressive guideline or framework for professional learning and teaching. It is a common language that can be used across a school, reduced to a simple acronym, designed to connect teaching and learning practices across school communities.
<b>Like Schools</b>	Grouping of schools with similar characteristics. School ICSEA is the tool used to determine school characteristics. A guide to understanding ICSEA can be found at: <a href="http://docs.acara.edu.au/resources/Guide_to_understanding_ICSEA.pdf">http://docs.acara.edu.au/resources/Guide_to_understanding_ICSEA.pdf</a>
<b>Literacy Block</b>	Predictable and shared progression or framework for literacy lessons enabling explicit teaching and differentiation for students whilst covering all aspects of literacy. At NFPS this is closely linked to iSTAR.
<b>MultiLit</b>	MultiLit stands for Making Up Lost Time in Literacy and is an intensive reading program designed to increase children's progress in reading accuracy, fluency, comprehension and spelling. Further information about this program can be found at: <a href="https://multilit.com/">https://multilit.com/</a>
<b>NAPLAN</b>	National Assessment Program – Literacy and Numeracy (NAPLAN) This assessment occurs in Years 3, 5, 7 and 9 early in Term 2 every year. Further information about this assessment tool can be found at: <a href="http://www.nap.edu.au/">www.nap.edu.au/</a> and/or this link to the NAP Glossary may also be useful for all terminology associated with NAPLAN Testing: <a href="https://www.nap.edu.au/information/glossary">https://www.nap.edu.au/information/glossary</a>
<b>NSOS</b>	National School Opinion Survey (NSOS) is a data collection tool designed specifically for Australian schools. Every two years schools are required to complete a survey with staff, parents and senior students. This information is used by the school to celebrate areas of achievement and direct school improvement. Further information about this survey can be found at: <a href="https://www.schoolsurvey.edu.au/About">https://www.schoolsurvey.edu.au/About</a>
<b>ORIGO</b>	ORIGO Stepping Stones is an award-winning core curriculum primary maths program developed by specialists for Years F to 6. The program has been developed to fully address and improve on Australian curriculum mathematics and is used as a tool for teaching the Western Australian Curriculum across our school. Further information about this Mathematics Program can be found at: <a href="https://www.origoeducation.com.au/">https://www.origoeducation.com.au/</a>
<b>Pedagogical Practice</b>	Pedagogical practice involves quality teaching that facilitates learning for students catering for their diverse needs, giving access to knowledge, activities and opportunities to advance their skills in ways that build on previous learning. A shared understanding of these practices and use of common resources supports connected practice across the whole school.
<b>Performance and Development</b>	Ongoing process that provides a structure for self-reflecting, appraising, developing and refining teaching practice. This process provides opportunity for feedback and support for all staff connected to school plans and directions along with personal professional needs. Further information can be found at: Department of Education <a href="http://det.wa.edu.au/policies/detcms/portal/">Employee Performance Policy and Procedures</a> <a href="http://det.wa.edu.au/policies/detcms/portal/">http://det.wa.edu.au/policies/detcms/portal/</a>
<b>Primary Connections</b>	Primary Connections is an innovative approach to teaching and learning which aims to enhance primary school teachers' confidence and competence for teaching Science. Further information about this Science Program can be found at: <a href="https://primaryconnections.org.au/">https://primaryconnections.org.au/</a>
<b>Proficiency Band (NAPLAN)</b>	The NAPLAN assessment scale is divided into ten bands, used to report student progress through Years 3, 5, 7 and 9. Band 1 is the lowest band and band 10 is the highest band. A band contains a range of scores and is not a specific point. Further information about this assessment tool can be found at: <a href="http://www.nap.edu.au/">www.nap.edu.au/</a> and/or this link to the NAP Glossary may also be useful for all terminology associated with NAPLAN Testing: <a href="https://www.nap.edu.au/information/glossary">https://www.nap.edu.au/information/glossary</a>
<b>Technologies Learning Area</b>	The Technologies learning area comprises two subjects; Design and Digital Technologies. Design and Technologies refers to the way that students learn about technologies in society through different technologies contexts as they create designed solutions. Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. Further information about this curriculum can be found at: <a href="https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/technologies/technologies-overview/organisation">https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/technologies/technologies-overview/organisation</a>
<b>TRBWA</b>	The Teacher Registration Board of Western Australia (TRBWA) is the body responsible for the registration of teachers in Western Australia and registers all teachers, from early childhood to Year 12, who teach in a Western Australian educational venue. The TRBWA is also responsible for the accreditation of initial teacher education programmes in WA. Further information can be found at: <a href="http://www.trb.wa.gov.au/aboutus/Pages/default.aspx">http://www.trb.wa.gov.au/aboutus/Pages/default.aspx</a>
<b>Western Australian Curriculum</b>	The Western Australian curriculum provides a coherent and comprehensive set of prescribed content and achievement standards which schools will use to plan student learning programs, assess student progress and report to parents. Further information about the Western Australian Curriculum can be found at: <a href="https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser">https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser</a>