



2017 Annual School Report

Our Vision

*To develop **INNOVATIVE** students and help them **ACHIEVE** their best to lead and **INSPIRE** others in the wider community.*

PRINCIPAL'S MESSAGE

It is with pleasure that I present to you the Annual Report for Koorana Primary School as an Independent Public School. This report is a final reflection on the progress of our school and the goals we set ourselves as a school community in our Business Plan 2015-2017.

Our Business Plan forms the basis of the Delivery Performance Agreement (DPA) between our school and the Department of Education and will be evaluated in 2018. Koorana PS and Koorana ESC were given sanctions to split our shared schools board into two separate Boards. Our newly formed Koorana Primary School Board continued to support our Business Plan 2015-2017 which paves the way for our planning and strategic documents, which focus on the day to day curriculum areas required by all schools. Our approach to improvement is described in four key areas:

- ◆ Success for all students
- ◆ High quality teaching and learning
- ◆ Improved student attendance, behaviour and engagement
- ◆ A capable and responsive organisation



Koorana continued to focus on strategies and practices to provide a creative and innovative learning environment to best meet the needs of our students. A major emphasis was on developing and refining whole school practices around Literacy and Numeracy, to ensure a level of consistency across the school. The Business Plan is a public document and is available to all parents and community members on the school website.

I would like to thank all staff for their commitment and hard work in providing wonderful learning experiences for our students and ensuring the needs of our students are catered for.

Margaret Gold
Principal

SCHOOL PROFILE

Koorana Primary School caters for students in an inclusive educational environment and shares the campus with the Koorana Education Support Centre. Our students have access to the latest technology, from classroom computers to iPads, and are provided with the opportunity and instruction to use this effectively. Electronic interactive whiteboards in every classroom further engage students in learning. A Dental Therapy Centre is also situated within the school grounds.

Our school staff (teachers, education assistants, school officers, school psychologist) are all highly trained and experienced professionals. We are committed to sustaining quality educational programs that are aligned with the professional practice as set out in the AITSL standards. We strongly believe in building a positive school culture with a focus on whole school behaviours. Our positive and challenging teaching programmes allow all students to develop the necessary knowledge and skills to become confident independent learners.

The School Leadership Team are central to the empowerment of staff, providing strong collaborative practices and shared decision making within the school. Teaching staff are encouraged to respond to system and school directions through direct liaison with the School Leadership as a key way to achieve excellence, high academic standards and promote positive student attitude and behaviour. Staff control the day to day planning of work related to classroom teaching and learning and behaviour management. Staff achieve great efficiency and continuous improvement with curriculum delivery and classroom management.

Out of School Care is provided on site. Information on the program and costs associated is provided at the school office.

STAFF PROFILE

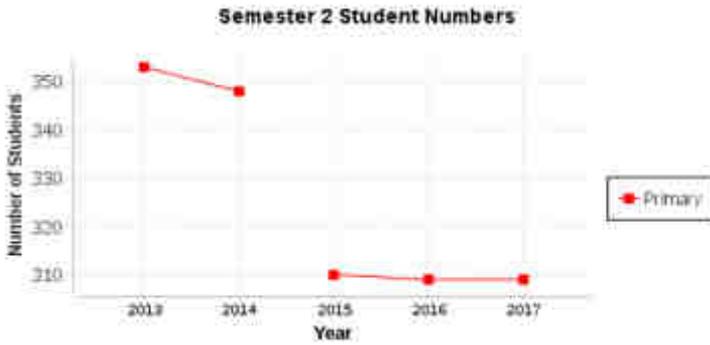
All teaching staff meet the professional requirement to teach in Western Australian schools. They are registered with the Teacher Registration Board of WA. They are experienced at planning and providing individualised programs and display a high degree of dedication and commitment to the school and its community.

Our Education Assistants are also experienced and dedicated and work closely with the teaching staff to assist in the delivery of programs.

Koorana PS has a blend of experienced and less experienced teachers that readily adapt to change and are committed to improving the outcomes for students.



ENROLMENT TREND



Student numbers stabilised although there was growth in the Kindergarten and junior primary numbers which will flow through the school in coming years.

The transiency rate was 20%

HIGH SCHOOL DESTINATION

DESTINATION SCHOOL	MALE	FEMALE	TOTAL
Warnbro Community High	11	15	26
Safety Bay SHS	7	1	8
Rockingham SHS	1	1	2
Tranby College	1	0	1
Baldivis College	1	0	1
Comet Bay College	1	0	1
Gilmore College	0	1	1
Other	1	1	2

ATTENDANCE

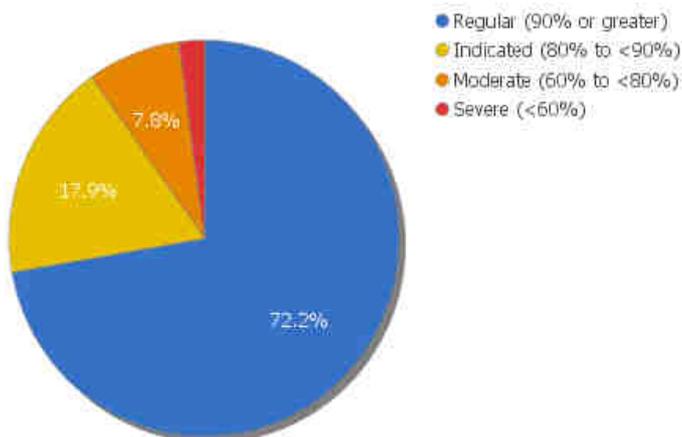
Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2015	92.6%	92.3%	93.8%	91.5%	82.6%	81.2%	92.5%	90.8%	92.7%
2016	90.9%	92.1%	93.7%	91.6%	83.9%	80.7%	91%	91%	92.6%
2017	92.5%	92%	93.8%	89%	80.6%	81.2%	92.3%	89.8%	92.7%

BUSINESS PLAN TARGET: Our overall attendance rate meets or exceeds that of like schools.

In 2017 KPS 92.3% Like Schools 89.8% **ACHIEVED**

Attendance Profile 2017 Semester 1 Compulsory



BUSINESS PLAN TARGETS:

To increase the percentage of students attending regularly (90-100%) to 70% by 2017. **ACHIEVED**

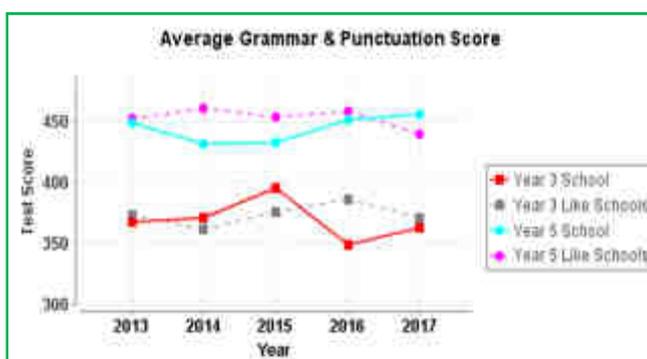
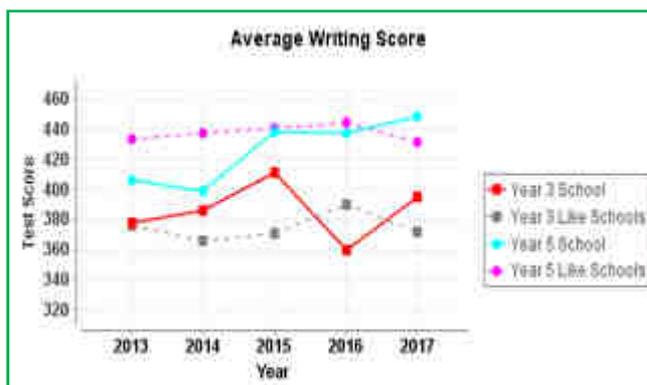
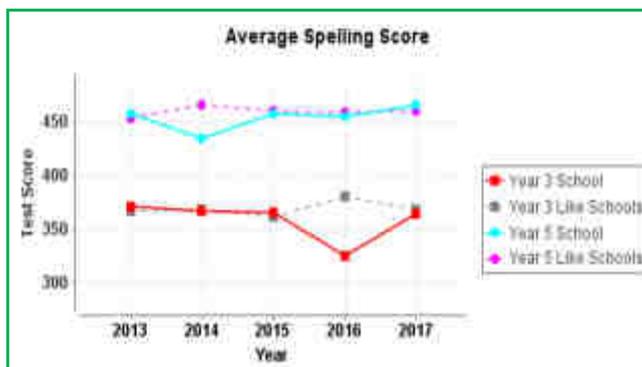
In 2017 regular attendance at KPS was 72.2% in Semester One, this still requires management to sustain this. Our processes for following up absences include: SMS alerts each day; teacher contacting parents if students are absent for more than two days in a row; letters twice termly requesting reasons for absences and case managing those families having difficulties.

Reduce the percentage of late arrivals reduced minimally from 3.58% in 2015 to 3.44% in 2017.

ACHIEVED

National Assessment Program—Literacy and Numeracy—NAPLAN RESULTS

NAPLAN testing is conducted across Australia in May of each year. Students are assessed in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy, using common assessments. A major purpose of NAPLAN is to provide schools, parents and caregivers with information about student performance in relation to nationally-agreed achievement bands. Information is also provided to allow comparisons to be made with the State and Like / Band schools. Like schools are those with a similar socio-economic context to Koorana PS.



ANALYSIS OF BUSINESS TARGETS

Results improved in 2017 and our efforts in closing the gap between Like Schools were met. This is the reflection of the culmination of work in our Business Plan.

Analysis of data has set new targets for our 2018-2020 Business Plan.

Positive comparison against 'Like Schools' in all areas **Yr 5—ACHIEVED**
Yr 3—ACHIEVED

Arrest decline compared to like schools **Yr 5—ACHIEVED**
Yr 3—ACHIEVED

READING TARGETS

Increase % Year 3 Reading Band 4 or above **STABILISED**
2015 = 64% 2016 = 37% 2017 = 50%

Year 5 reduce % at or below NMS compared to like schools **ACHIEVED**

Like School	2015= 51%	2016 = 38%	2017 = 41%
KPS	2015= 48%	2016 = 37%	2017 = 29%

We have continued to fully implement the WA English Curriculum through best practice. Class teachers use SCISA and a range of resources to plan, deliver and assess high quality learning programs. All classes use the whole school Literacy Block format, incorporating a balance of shared, guided and independent reading and writing activities. All staff have engaged in PL to build their capacity to plan and deliver high quality guided reading sessions, using differentiated instructional level texts to develop students' comprehension skills.

The Multi-Lit program continued to be used for identified students in Years 2, 3 and 4. This provided one-on-one intensive learning for students who require additional support to develop age appropriate literacy skills. Data collected demonstrates accelerated progress in acquisition of sight words, letter sound knowledge and decoding skills.

SPELLING TARGETS

Increase % Year 3 Spelling Band 4 or above **STABILISED**
2015 = 46% 2016 = 32% 2017 = 42%

There has been a strong focus on synthetic phonics in K- Yr 2 through the Letters and Sounds Program. All staff have accessed ongoing professional learning to enable a capable and consistent delivery of the program. Students work in phases, according to their level to develop a sound knowledge and understanding of phonics to support reading and spelling. Teachers use individual student tracking to ascertain levels and monitor progress.

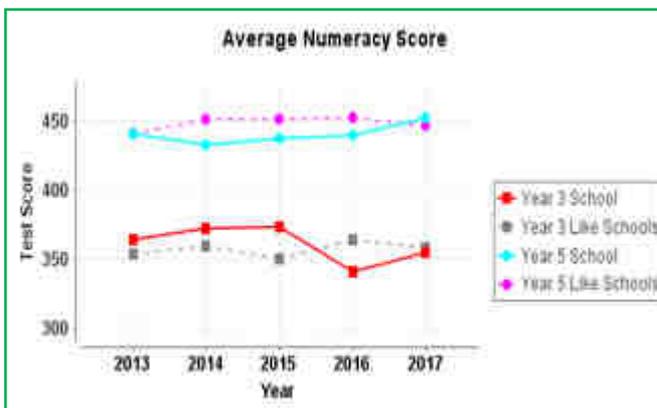
WRITING TARGETS

Increase % Year 3 Writing Band 4 or above **NOT ACHIEVED**
2015= 76% 2016 = 50% 2017 = 53%

Year 5 reduce % at or below NMS compared to like schools **ACHIEVED**

Like Schools	2015= 31%	2016=30%	2017=20%
KPS	2015= 39%	2016=49%	2017=17%

Writing was not a focus in 2017, and whilst teachers adhered to a scope and sequence of expected skills a more rigorous approach is necessary for developmental learning. We have started to use BrightPath as a moderation tool for writing. Phases of learning have collaborated to improve the consistency of judgements and to identify common areas for development to be implemented in future planning and teaching.



NUMERACY TARGETS

Increase % Year 3 Numeracy Band 4 or above **STABILISED**
 2015 = 49% 2016=27% 2017 = 37%

Year 5 reduce % at or below NMS compared to like schools **NOT ACHIEVED**
 Like Schools 2015= 39% 2016=35% 2017=35%
 KPS 2015= 41% 2016=40% 2017=32%

We identified Maths coaches from our staff to work shoulder to shoulder with teachers on entering data on a whole school Maths Tracker. This now informs classroom practice of what to teach and when to teach it. A whole school scope and sequence was developed for mental maths strategies. Direction for the future will be to identify targets for basic facts and develop mental computation skills.

STUDENT PERFORMANCE

Monitoring, reviewing and reporting on student performance is a vital part of school accountability. It also plays a crucial role in informing planning to ensure improved outcomes for students. The data gathering process at Koorana PS involves the use of both system endorsed testing, standardised tests and teacher judgements.

Teacher judgements are based on comprehensive information collected from a range of assessments, including observations and written work against a set of standards in the eight learning areas. Students who experience difficulties with their learning are provided with teaching and learning adjustments and additional support through the development of IEPs (Individual Education Plans), GEPs (Group Education Plans) and / or BMPs (Behaviour Modification Plans). These students are then case managed and tracked by means of a K-6 school profile.

The school also keeps parents informed of student progress through: Parent Information Sessions / Parent - Teacher interviews which 88% of parents attended in 2017 / Formal and Informal meetings

LITTLE SMARTIES

Little Smarties caters for 0–4 year olds and has run successfully for two years, averaging between 18-20 children at each session. The program aims to foster relationships with families and provide school based networks for parents and carers. The program enables young children to engage in high quality oral language activities, develop social skills and a range of 'school readiness' skills including fine and gross motor development. Little Smarties enables the school to gather information about the strengths and needs of these children and their families in order to plan an enriching and targeted early years program for Kindergarten.

BUSINESS PLAN TARGET:

Endeavour to increase enrolments by further engaging the community. Increase parental and community involvement in the school by raising the profile of the school and effective school marketing.



ACHIEVED



The average performance of the 2017 PP students in the on-entry assessment for oral language, reading, writing and numeracy will equal or exceed the average achievement of the 2015 cohort.

Oral language– Exceeded
 Reading - Average decline
 Writing - Equalled
 Numeracy - Equalled

NQS (National Quality Standards)

We had our external NQS verification during Term 3. This gave us a rating on whether we are Working Towards the standard or have Met the standard.

Quality Area Auditor Verifier

Quality Area 1 Educational program and practice **Met**

It was apparent K-2 educators have committed to reflecting and improving practice in relation to this Quality Area.

Quality Area 2 Children's health and safety **Met**

Procedures for incidents are in place and known to staff and students.

Quality Area 3 Physical environment **Working Towards**

The K/PP outdoor area is inviting, challenging and supports children to use their imagination. Through discussion it was acknowledged the play area for Years 1 and 2 requires attention.

Quality Area 4 Staffing arrangements **Met**

Professional dialogue is promoted through "Show and Tell" at the commencement of staff meetings and peer classroom observations and learning intentions feedback using TRIAD reflective process.

Quality Area 5 Relationships with children **Met**

Children were confident and interacted positively with verifiers and visitors to their classrooms. The school uses the PBS and PATHs program to support children's social emotional development and self regulation.

Quality Area 6 Partnerships with families and communities **Met**

The school continues to build on involving families in decision making processes and encourages them to attend information sessions and provide feedback through the P&C and School Board.

Quality Area 7 Leadership and service management **Met**

Distributed leadership and an effective early childhood leadership team were evident in the school

SELF ASSESSMENT OF PROGRESS TOWARDS BUSINESS PLAN TARGETS AND MILESTONES 2015-2017

SUCCESS FOR ALL STUDENTS

Teaching programs are data driven thereby ensuring a differentiated curriculum for each student to ensure success. We understand the importance of the relationship between professional learning and professional practice in determining student outcomes.

- ⇒ Whole school approach in using the WA curriculum—planning and reporting to parents.
- ⇒ Literacy block structure embedded.
- ⇒ Numeracy block structure - focussing on mental maths strategies.
- ⇒ Teacher capacity was a focus with classroom observations on cooperative strategies.
- ⇒ Literacy and numeracy data collated and collected to make informed decisions through disciplined dialogue.
- ⇒ Continued upskilling for all staff to become competent users of ICT and incorporate this into their teaching, learning and assessment.
- ⇒ Case management and student information processes streamlined through whole school approaches.
- ⇒ Operation plans developed collaboratively with focus on raising student outcomes.
- ⇒ School became part of Fogarty Cohort 4.

HIGH QUALITY TEACHING AND LEADERSHIP

Teachers will have the skills and knowledge to ensure that each child strives to reach their potential.

- ⇒ Self reflection and peer observation and reflection processes put in place using the TRIAD model.
- ⇒ Professional learning took place on School Development Days, through personal time, staff meetings and some provision of time through limited school salary.
- ⇒ Phases of Learning team leader established and upskilled in running effective meetings.
- ⇒ Executive Leader meetings held to build next level of distributed leadership across the school focussing on a 5 week cycle of information.
- ⇒ Professional development was inbuilt to staff meetings and School Development Days.

IMPROVED STUDENT ATTENDANCE, ENGAGEMENT AND BEHAVIOUR

We will provide a safe, healthy and supportive environment for students and staff which supports quality learning and positive behaviours.

- ⇒ 2 more staff members trained in CMS strategies.
- ⇒ PBS focus on teaching expectations—6 SMART expectations were the focus throughout the year—to embed and solidify.

BUSINESS PLAN TARGET : Reduce the negative behaviour referral data.
2017—56% of referrals 2015 - 90% of referrals **ACHIEVED**
Increase through PBS the positive behaviour data collected.
2017 - 44% of referrals 2015 - 10% of referrals **ACHIEVED**
This will be an ongoing focus for the future.

- ⇒ Attendance and late processes were tightened up and case managed by a Deputy every 5 weeks.
- ⇒ A rigorous approach to case management of SAER utilising Individual Education Plans was embedded.
- ⇒ 'Little Smarties', was a huge success with 16-18 regular attendees every week. This built numbers for Kindergarten up to 60 for the incoming year.

A CAPABLE AND RESPONSIVE ORGANISATION

Koorana PS ensures compliance with DOE guidelines and timeframes.

- ⇒ Online budget planning tool and salary budget adhered to.
- ⇒ School Board ratified Finance Plan and Budget from Student Centre Funding Model.
- ⇒ NQS verification process undertaken.
- ⇒ All staff aware of Long Service leave needing to be cleared.

Other LEARNING AREAS

SCIENCE

There was a focus on science inquiry skills, and incorporating science understandings and science as a human endeavour. The vocabulary of science was a focus in classrooms. Students were assessed and reported skills and understandings in Biological Science and Physical Science.

We successfully applied for a grant for a science laboratory and resources. We will be fully resourced and fitted with a science laboratory in the near future. The Science Committee determined the need for a whole school celebration of science and a science tabloid across the school.

HaSS

Teachers utilised the expertise from the TDS school as all area of HASS were implemented. Planning sheets were developed and used for lesson outlines and planning.

A wide range of resources were purchased to support and facilitate this. World globes were purchased for studying geography.

Many events were highlighted through a range of activities :

- ANZAC Day service – a range of art and written work was displayed
- Cultural Dress Up Day and related activities was held to represent yours or a different culture
- International Day for Tolerance - students shared their ideas about the meaning of tolerance and created badges.

TECHNOLOGY AND ENTERPRISE

We all participated in a Design and Technology project covering the area of 'Materials and Technologies'. The challenge was to 'Design a Playground'. The final presentation of the project was decided on by each individual class and it was completed in conjunction with the Digital Technologies curriculum area. Skills and knowledge from maths, literacy and art were also evident in the final product. Each class displayed the completed product and all classes got the opportunity to visit the displays. It was very interesting and enlightening to see the progression of abilities, variety of ideas and range of materials used. A new whole school challenge is planned for 2018.



VISUAL ARTS

Community involvement with Castaways was fantastic students from years 3 to 6 went to the Millar Road Education Facility and learnt how Rockingham's waste is handled, the environmental implications and the importance of recycling. Local artist Louise Neilson worked with year 4 classes during to design and our entry for the competition. All classes had input to the way it was constructed and developed, discussing the environmental implications of littering. Our sculpture "The Sad Mermaid" won the People's Choice Award. Students participated in the Lions Peace Poster competition - "The Future of Peace" a year four student won the prize for our school. Our benches were painted and designed all classes participated.

DIGITAL TECHNOLOGIES

Student's progressed further into their understanding of what digital systems and networks involve. We looked into using different peripheral devices to store and transmit data. Senior students explored coding language through different apps and robotics. These included; Ozobot, Dash, Osmo and Bee bots. Students then worked in groups to use robotics to solve problem based tasks. Students used Book Creator for accountability and to see their skill progression throughout the year. The junior students looked at different hardware or software devices used in the school and community. They also used robotics: Beebot, Code-pillar, Osmo to develop their coding language and programming skills. To extend learning further students used Scratch Junior to develop their programming and coding skills within different projects.

PHYSICAL EDUCATION

Sporting Schools Grant funding was used to focus on the skills of hockey, tennis and rugby. Specialist coaches taught the students the specific skills and game knowledge of their sport, building on and enhancing the skills they have already been taught; also, exposing students to positive sport role models. Senior students participated in the Summer and Winter Carnivals. We had some great results: second place in netball and first place in football. The juniors have been hard at work learning fundamental movement skills through station rotations. This year saw the re-introduction of the Faction Cross Country Carnival. This was a success with some great results and resulted in an overall increase in fitness in the lead up to our Faction and Interschool Carnivals. In term four our huge success was taking our students to the Athletics C Division Interschool Athletics Carnival and coming first. Overall, there has been a significant increase in student's skills from last year. Our Interschool Carnival results is a reflection of this. It has been a successful 2017 year.

PASTORAL CARE

We provided our students with many playtime options. We have the TZ room open most days for groups of students to entertain themselves with table tennis, foose ball and basketball just to name a few options. In the playground student leaders set up and supervise outdoor games and activities on a rostered timetable so younger students can practise and consolidate their physical skills.

We had the benefit of an experienced teacher with excellent skills for social and emotional learning. She provided students with skills and strategies to help meet their needs whilst also allowing classroom teachers to continue with their lessons uninterrupted knowing that students' are being catered for.

PBS has focussed on behaviour expectations this year according to data collected. Students behaving in the expected manner are rewarded with faction dojo points. All faction dojo points help factions achieve rewards: Extra play; Free dress; You Tube fun lunch; Icy Pole and Balcara has earned a Koorana Smart wrist band - collectively gaining 10000 faction points. A high number of students received Bronze and Silver badges and some earned Gold badges. We gave out our very first Platinum badge to an individual student who earned 1000 faction points.

SCHOOL EVENTS / HIGHLIGHTS

Library / Book Week



We had an extreme reading challenge and visiting author this year.



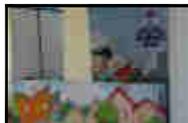
Visual Arts

Our school got revitalised with some amazing artwork over our concrete benches. We also won the People Choice Award for our Mermaid entry at the Castaway Exhibit.



Incursions

Salaka Drumming / Constable Care / Petting Zoo



Music

Our SIM Instrumental music program continued with guitar. Our choir became more polished and performed at the local shopping centre and retirement village.



Koorana's Got Talent

We showcased all of our talents in term 3.



Lunchtime Activities

There was a range of lunchtime activities provided across the week. We especially love our TZ Room.



West Coast Eagles Visit

The West Coast Eagles came to visit with their mascot and read some books with the Year 4's.

Dress Up Days



Digital Technologies

We love our new learning area in the library. We access a huge range of Digital Technology equipment learning how to code.



Sports

Carnivals / Cross Country Running Club



Project Recycle

Some senior students worked with mentors to strip down bikes and rebuild them for charities or themselves.



Excursions

Many classes went on excursions throughout the year. Some included the zoo and King's Park.



Big Week Out

Our Year 6 students celebrated at their Big Week Out. They enjoyed many activities such as going tice skating; Woodman Point day camp and inflatable water fun.



Christmas on the Lawn

We held our combined learning journey evening with a Christmas celebration singing carols in year levels. It was a huge success.



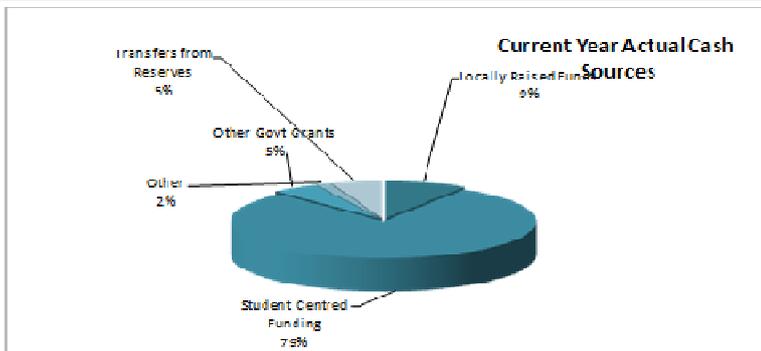
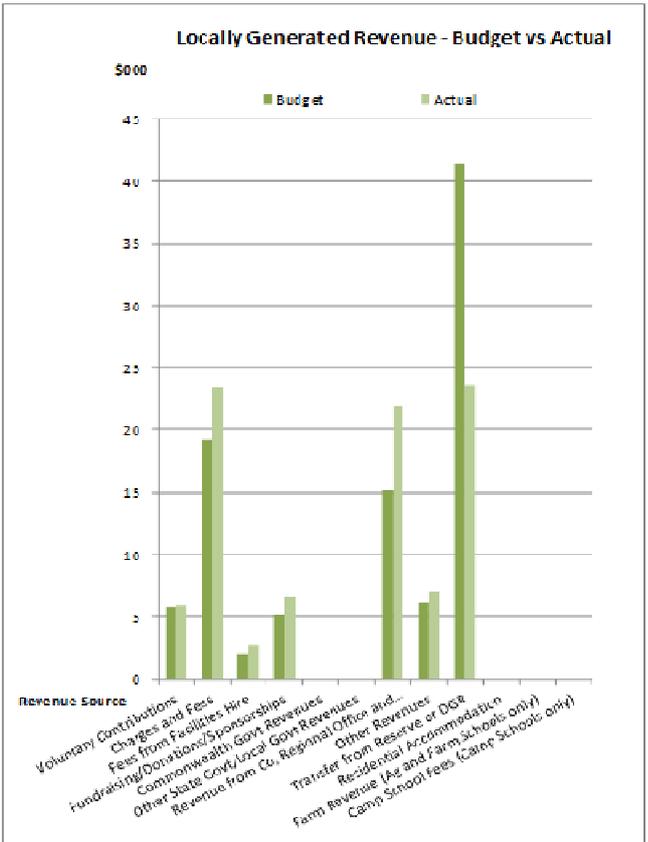
Mother's Day & Fathers Day Events



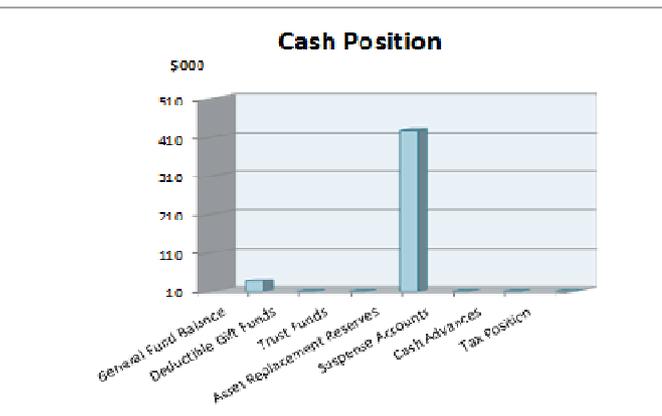
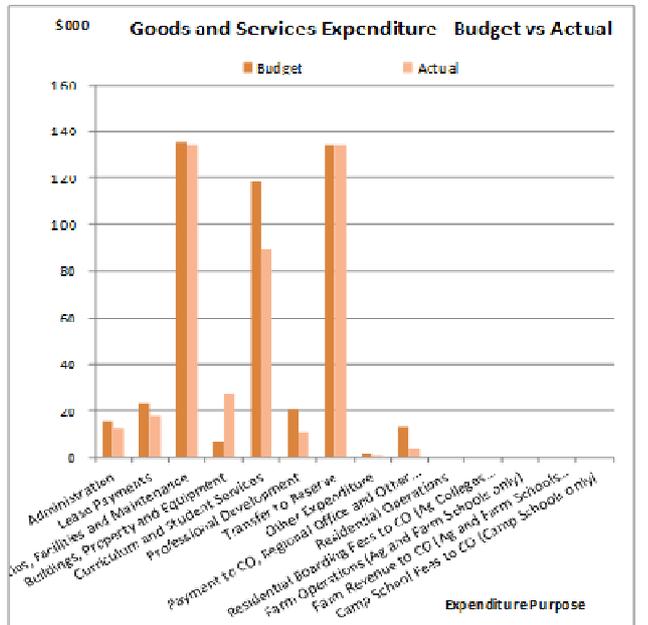
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Koorana Primary School Financial Summary as at 31 December 2017

Revenue - Cash & Salary Allocation	Budget	Actual
1. Voluntary Contributions	\$ 5,843.00	\$ 5,932.25
2. Charges and Fees	\$ 19,292.22	\$ 23,386.71
3. Fees from Facilities Hire	\$ 2,111.00	\$ 2,127.27
4. Fundraising/Donations/Sponsorship	\$ 5,289.00	\$ 6,692.89
5. Commonwealth Govt Revenues	\$ -	\$ -
6. Other State Govt/Local Govt Revenues	\$ -	\$ -
7. Revenue from Co, Regional Office and Other Schools	\$ 15,200.00	\$ 21,952.88
8. Other Revenues	\$ 6,112.00	\$ 6,987.63
9. Transfer from Reserve or DGR	\$ 41,431.55	\$ 29,615.85
10. Residential Accommodation	\$ -	\$ -
11. Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12. Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 95,191.55	\$ 91,274.83
Opening Balance	\$ 77,813.00	\$ 77,813.79
Student Centred Funding	\$ 348,837.62	\$ 348,837.62
Total Cash Funds Available	\$ 471,812.17	\$ 467,925.24
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 471,812.17	\$ 467,925.24



Expenditure - Cash and Salary	Budget	Actual
1. Administration	\$ 15,800.00	\$ 12,228.85
2. Lease Payments	\$ 29,000.00	\$ 17,952.60
3. Utilities, Repairs and Maintenance	\$ 136,231.00	\$ 134,629.79
4. Buildings, Property and Equipment	\$ 6,540.00	\$ 27,284.78
5. Furniture and Kitchen Services	\$ 118,230.00	\$ 88,897.00
6. Professional Development	\$ 20,000.00	\$ 11,751.41
7. Transfer to Reserve	\$ 134,431.55	\$ 134,461.82
8. Other Expenditure	\$ 1,375.00	\$ 589.17
9. Payment to Co, Regional Office and Other Schools	\$ 15,000.00	\$ 9,927.24
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)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 467,638.47	\$ 431,109.66
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 467,638.47	\$ 431,109.66
Cash Budget Variance	\$ 4,143.70	\$ -



1. Cash Position as at	\$ -
2. Bank Balance	\$ 463,353.65
3. Made up of:	\$ -
4. General Fund Balance	\$ 463,353.65
5. Deductible GRF Funds	\$ -
6. Trust Funds	\$ -
7. Asset Replacement Reserves	\$ -
8. Suspense Accounts	\$ -
9. Cash Advances	\$ -
10. Tax Position	\$ -
Total Bank Balance	\$ 463,353.65

