



Maidens Park PS

An Independent Public School

"Every Child Matters"



Annual Report 2017

INTRODUCTION

It is a pleasure to present this Annual Report for 2017 to our School Board and community. Its purpose is to report the school's performance in key areas for the year and, as such, provides information about student attendance, academic performance, whole school and staff development. This report is a snapshot and should be read in conjunction with student reports, newsletters, School Board minutes and P & C minutes. As always, we celebrate our individual and school achievements. Our constant review process for all aspects of the school ensures that Maidens Park Primary School remains dynamic and displays a kind, happy and friendly environment that cares for the diverse range of individual needs.

The dedication and expertise of the Maidens Park Primary School staff continues to be beyond expectations and I wish to sincerely thank them for this outstanding commitment. Additionally, our school has a group of outstanding parents and friends who support through volunteering in P&C, School Board, school activities, classroom activities etc. Without these people, and the contributions they make, we would find it difficult to provide many such positive experiences for our students.

Helen Foan
PRINCIPAL



SCHOOL PROFILE

Located in the south of Bunbury, Maidens Park Primary School's large tuart and peppermint trees are a significant feature of the extensive grounds, with engaging nature play areas and a large grassed playing field for sport.

Maidens Park Primary School uses the Positive Behaviour Support process to shape behaviour expectations and acknowledgements to emphasize our STAR qualities (Safe, Tolerant, Achieve and Responsible). Maidens Park Primary School continues to have an emphasis on Literacy, Numeracy and Social skills.

There is a strong emphasis on Early Childhood with a Speech and Oral Language program, Three Year old and Play Café programs. Oral Language continues to be a large part of the program in the Early Years, providing for students in need of speech assistance and oral language development. This program works in conjunction with speech therapists from Hudson Road Health Centre with the school providing an Education Assistant to implement the programs.

Excellent parent-teacher support is enjoyed through the open door communication policy. The P&C has reformed with a strong, enthusiastic group. We also enjoy an enthusiastic School Board under the chairmanship of Mr John Jeffreys.

Both technology and environmental education are practised across the curriculum. Through a partnership with the City of Bunbury, Maidens Park Primary School has an emphasis on incorporating environmental education across all learning areas. The school is within walking distance of the Maidens Park Reserve and utilises this natural resource. Our involvement with local resources enhances this ongoing project. Our school is also within walking distance of the Withers Library, which enables classes to take up opportunities to work in partnership with the council library on different projects.

Student engagement in learning and enhanced student outcomes, are improved through the use of modern information technology for teaching, learning and communication. This has included the classroom use of interactive white boards in all classrooms from Kindergarten to Year 6.

ACHIEVEMENTS AND HIGHLIGHTS OVER 2017

- Whole school excursion to Scitech
- Athletics Carnival, Basketball Carnival, Winter Sports Carnival
- 2017 Year 6 Graduation
- Year 6 Excursions – Fremantle, Camp Mornington
- Choir performances –Christmas in the Park, Senior Citizens
- Positive Behaviour Support program continues with new visuals and Project Team.
- Family Picnic Lunch
- End of Year Evening Concert.
- Participating students in Primary Extension Academic Classes.
- Continuation of Hands Up For Kids (HU4K), reading program
- Speech and Oral Language programs.
- Jump Rope For Heart
- Discos
- Ed Connect Mentor Program

PROGRAMS

Positive Behaviour Support

The staff wanted to be part of the committee for this program, so now all staff are on the committee formed to carry this process over the next few years. Behavioural expectations have been established and team in moving through this whole school process, teaching children the expectations of behaviour in the school. New visuals have been established in the school.

Data is showing a marked reduction in poor behavioural incidents and increase in positive behaviours and recognitions.

Virtues

The Virtues has been a feature of Maidens Park PS for many years and involves the explicit teaching of Virtues eg Friendliness, Kindness.

Family Support Officer

A qualified social worker is employed by the school and is available to parents, staff and students for five days a week. In 2017 the Incredible Years, a parenting program, was conducted for two groups, one each semester.

Chaplaincy

Through Youth Care we continue to have the services of our Chaplain, Emma Strong who is making a real difference to a large number of students. Emma is available at the school for two days per week. Emma also runs such programs as Protective Behaviours, chess club and supports the drumming program. She works closely with the Family Support Officer.

School Psychologist

The school increases the allocated time of the School Psychologist to assist children and families.

Speech and Oral Language

A dedicated assistant works closely with the Speech Therapist from Hudson Road to support children in the Early Childhood with speech and oral language.

Mentors

Through EdConnect, mentors are matched with students and visit weekly to spend time with that individual student.

Breakfast Club

Breakfast Club has continued to provide a good start to the day for those students who would otherwise be starting on an empty stomach. The Breakfast Club is heavily supported by Foodbank.

Drum Squad

'Drumtastic' continues to perform regularly at assemblies and at community events including the Des Ugle Park Christmas Event, under the guidance of Mrs Chitty.

Choir

The choir continued to excel in 2017 under the guidance of Mrs Judy Chitty. The choir is a regular feature at school assemblies and venturing into the community to perform for the elderly and the Christmas Picnic in Des Ugle Park

Sporting Schools

The program encourages teamwork and the importance of leading a healthy lifestyle. Students who would not normally be involved in an after school sport are targeted as part of this program. A variety of sports have been offered on two afternoons a week throughout the year.

Transition for Year 6s

Maidens Park PS has always enjoyed a strong relationship with Newton Moore Senior High School. In addition to the regular transition, Flying Start gives extra time for needy students to spend at the high school.

Hands Up For Kids

Hands Up For Kids (HU4K), reading program, continues to be a strong influence in the school with more than twenty volunteers participating in this program where community volunteers come into the school to listen to children read.

PEAC

This is a Primary Academic Extension Program that is operated outside the school where children are tested and selected from Year 4 and above.

Instrumental Music

Individual tutoring for selected students in Years 5 and 6 with brass/wind instruments.

SCHOOL COMMUNITY INVOLVEMENT

In 2017, The P&C reformed with a very enthusiastic group of parents, restarting the fortnightly feeds, running raffles, the Halloween Disco and sausage sizzle. The uniform shop now operates from the front office giving parents continuous access.



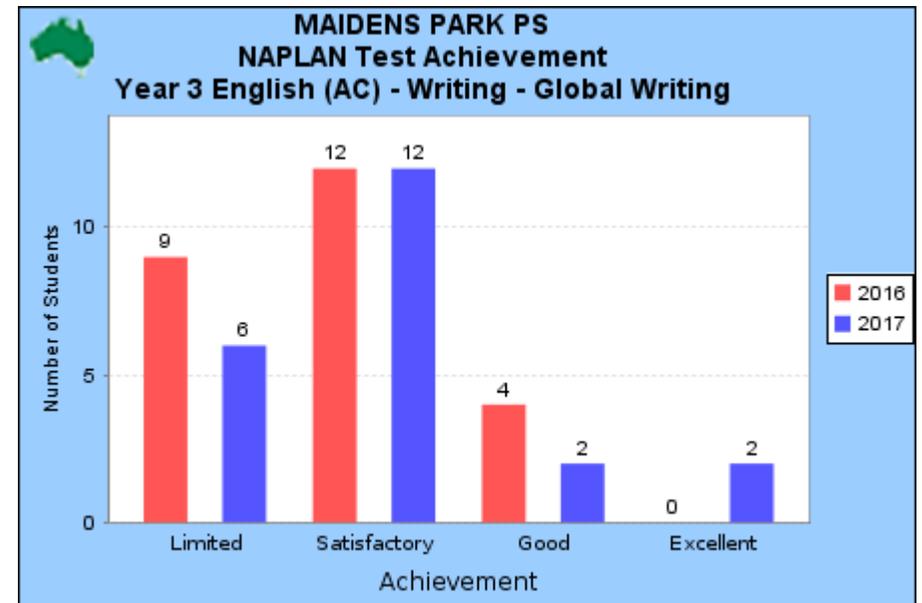
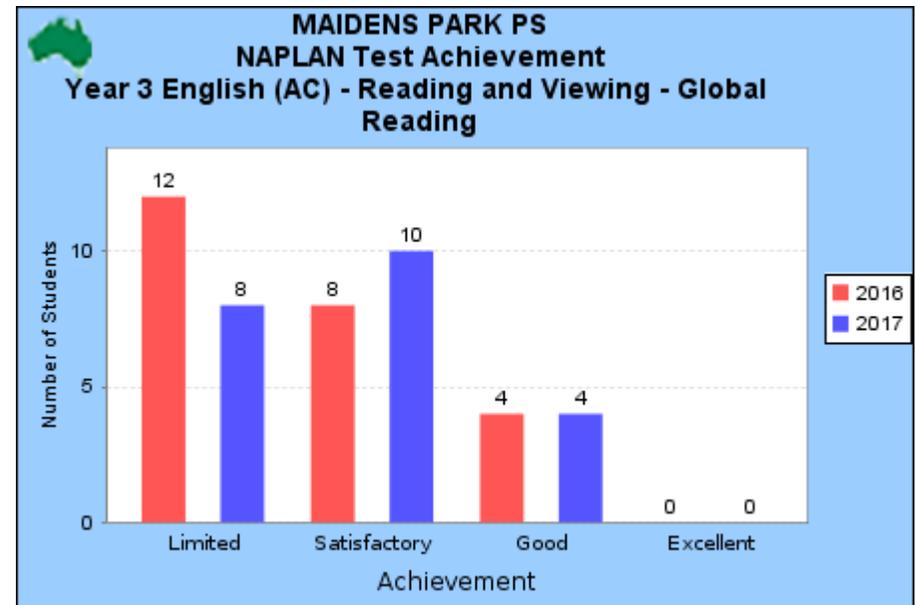
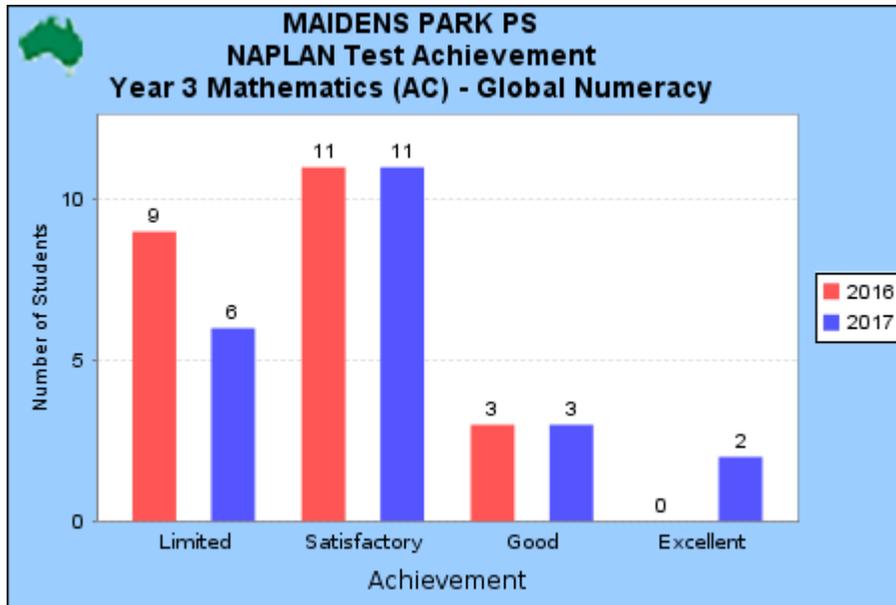
STAFF PROFESSIONAL DEVELOPMENT

- Financial Management and Accountability
- Positive Behaviour Support program
- Trauma and Brain Development.
- SMART Classrooms
- NAPLAN results and Planning
- Writing
- Reporting
- Education Assistant Induction
- SENN Reporting
- Disability Data Collection
- National Quality Standards
- Maths - Whole School Maths Policy/Paul Swan
- Trauma – Train the trainer
- Aboriginal Curriculum



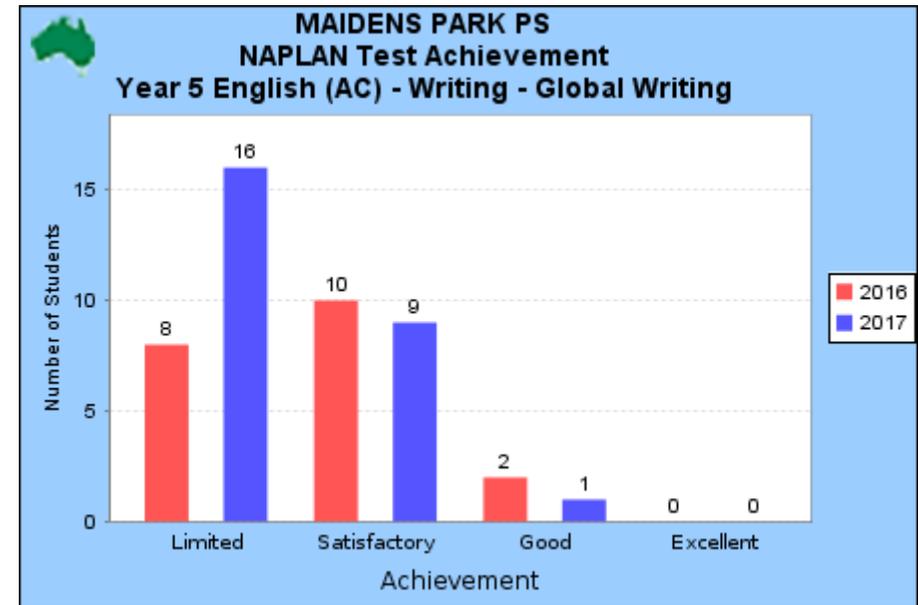
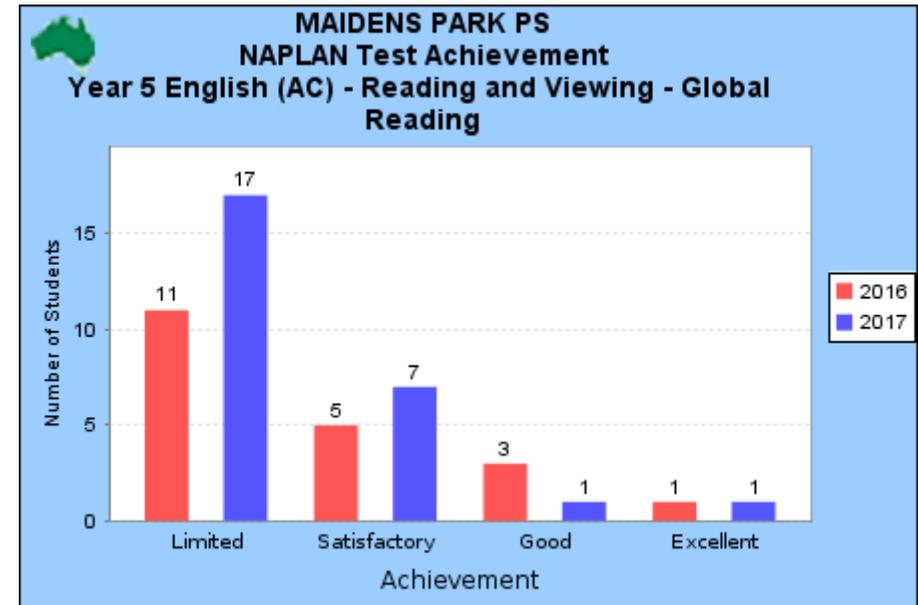
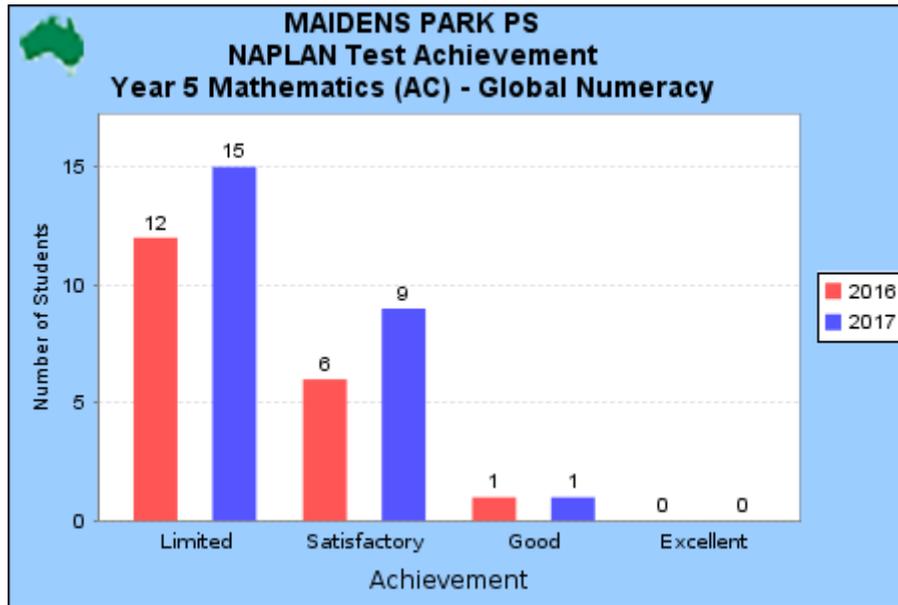
2016 compared to 2017 NAPLAN Results

Year 3



2016 compared to 2017 NAPLAN Results

Year 5



On Entry Group Summary Report Term 1 2017

PP	Speaking and Listening				Reading				Writing				DP	Numeracy			
	Students		Cum. Freq.		Students		Cum. Freq.		Students		Cum. Freq.			Students		Cum. Freq.	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		No.	%	No.	%
0.0	4	80%	4	80%	0	0%	0	0%	0	0%	0	0%	0.0	0	0%	0	0%
0.1	0	0%	4	80%	0	0%	0	0%	3	60%	3	60%	0.1	1	20%	1	20%
0.2	0	0%	4	80%	0	0%	0	0%	2	40%	5	100%	0.2	1	20%	2	40%
0.3	0	0%	4	80%	1	20%	1	20%					0.3	0	0%	2	40%
0.4	0	0%	4	80%	3	60%	4	80%					0.4	1	20%	3	60%
0.5	0	0%	4	80%	0	0%	4	80%					0.5	0	0%	3	60%
0.6	1	20%	5	100%	1	20%	5	100%					0.6	1	20%	4	80%
													0.7	0	0%	4	80%
													0.8	1	20%	5	100%
Total	5	100%	5	100%	5	100%	5	100%	5	100%	5	100%	Total	5	100%	5	100%

A 'ceiling point' has been introduced for each numeracy module:
 Module 1 - 1.6 Module 2 - 2.2 Module 3 - 2.6.
 These points indicate student achievement deemed to be at or above that point for each module; and are reflective of the limited number of items in each module that are set well above year level curriculum.

NAPLAN and On Entry Analysis

With 96% of children participating in the NAPLAN assessment, analysis of the data shows that the continued focus on Literacy and Numeracy is having a positive impact and is justified.

Year 3 summary

In the learning area of Mathematics, the comparison between 2016 data and 2017 data shows a 13% drop of number of children in the limited achievement area and an increase of 9% of children in the excellent achievement area.

In the learning area of English, in Writing, we have similar improvements of 13% reduction of limited achievement and 9% increase in excellent achievement, though this takes from our good achievement progress by 9%. This shows an across the year movement improving achievement. In Reading we had 18% less students at a limited achievement level and 9% increase to good achievement.

Year 5 summary

In Year 5 in 2017 there were 23% more students sitting the NAPLAN testing. The students scored similar results to the results achieved in 2016. This testing was carefully managed as one student was in the process of being moved from her family home and into the care of the Department of Communities.

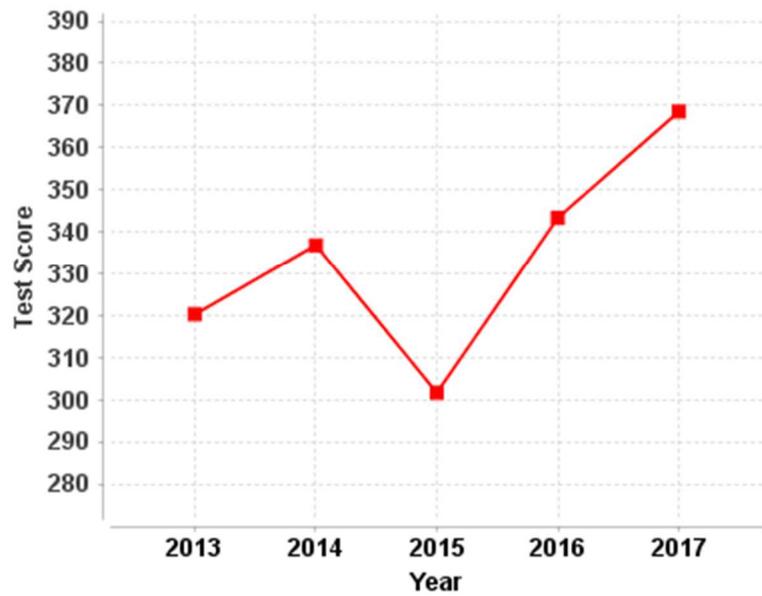
The results reflect the need for a continued and consistent focus in Literacy and Numeracy, with our transient students entering with limited achievement and our stable cohort showing a good improvement in most areas.

On Entry

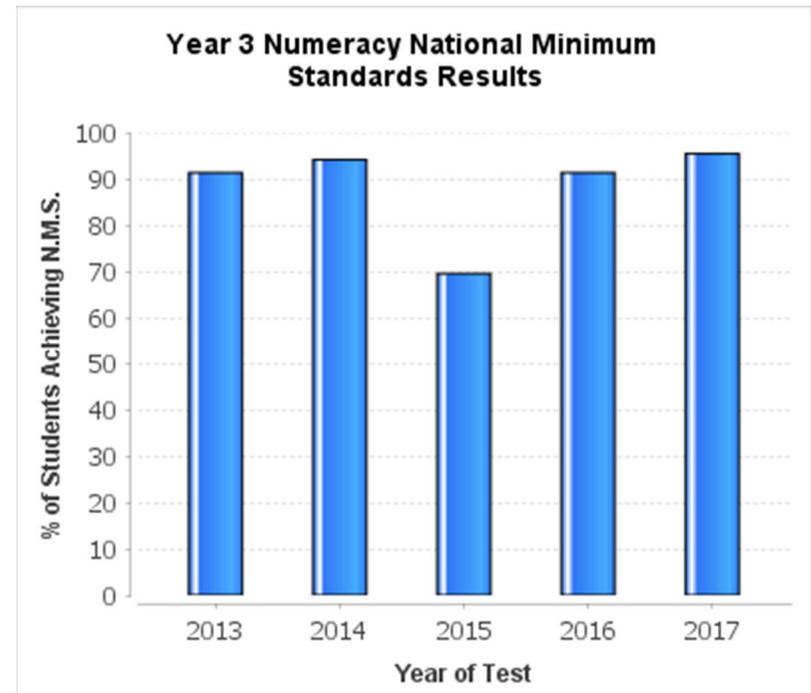
On entry testing results show that 80% of the Pre-primary students are unable to score in Speaking and Listening at the start of the schooling year even with a full year's speech intervention. 20% of students are at expected level for reading and mathematics, and 40% for writing at the start of Pre-primary. This clearly shows the gains from Kindergarten where independent university testing shows the majority of our students are at least two years behind when entering our Kindergarten program. The students in our stable cohort are making high progress as we attempt to bridge the gap from where they start to where they are expected to be.



Year 3 Numeracy Average Test Score



Average Test Score Standards



Number of students with a Test Score

	School Year 3 Numeracy				
	2013	2014	2015	2016	2017
Total Students	23	17	23	23	22

Percentage At or Above National Minimum Standards

WA Public Schools National Minimum Standards Percentages:

- 2013 - 94.5%
- 2014 - 92.8%
- 2015 - 92.6%
- 2016 - 94.1%
- 2017 - 94.3%

WHOLE SCHOOL PLAN 2017

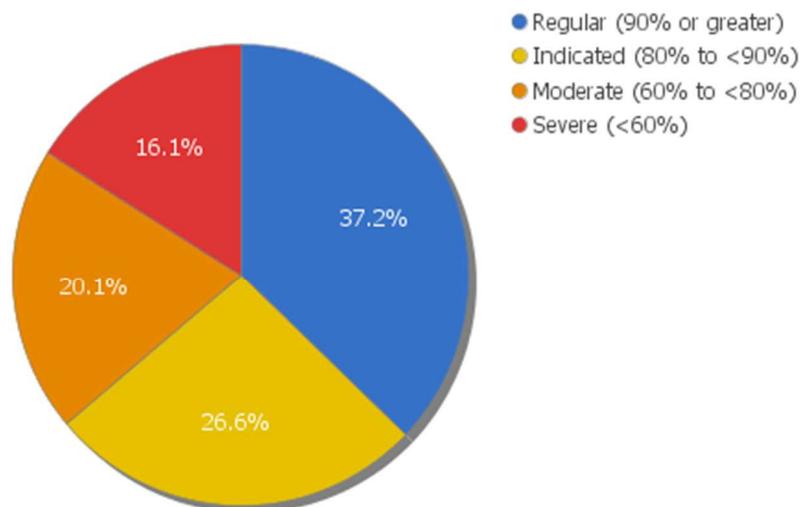
FOCUS AREAS	STRATEGIES	OUTCOMES
Literacy – Reading and Writing	Whole school plan including; <ul style="list-style-type: none"> • First Steps Reading Strategies ILNP PL • Guided Reading • Oxford Spelling • Literacy Blocks • Planning and Assessing using Australian/WA Curriculum • IEPs including not achieving minimum standards and extension • Moderation in Literacy, school and Network 	Journal/Daily writing focus implemented across the school according to plan. (ILNP) NAPLAN results lifted although spelling still stagnating. (Focus 2017) Moderation in clusters and across schools in the Network in grades/subjects.
Numeracy	Whole School Numeracy plan including; <ul style="list-style-type: none"> • First steps number strategies • Numeracy Blocks • Mental Mathematic Strategies • Planning and assessing using Australian/WA Curriculum • IEPs including not achieving minimum standards and extension • Moderation in Numeracy, school and network wide. 	Maths improvements were not as strong as English. (Focus 2017) Cemented Numeracy Block format into class practice. Engaged staff in investigating improvement strategies and agreed upon best practice for the classroom.

FOCUS AREAS	STRATEGIES	OUTCOMES
Social Emotional	<ul style="list-style-type: none"> • Classroom Management Skills and Instructional Strategies PL • Provision of Feedback to the Teacher – through PBS Component Teams • Winning Over – Build and Maintain Teacher/Student Relationships • MindUp Lesson Planning and core practice • Virtues Education in class lessons and school wide virtue of the month • PBS school wide focus • IBP for students at risk • Challenges and Choices – resilience and well being 	SMART project Team, focussing on Tier two and three behaviours with involvement with Bunbury Behaviour and Engagement Centre. MindUp adopted into SMART practices across school Improvement in Negative behaviour entries and increase in Positive recognitions.
Attendance/ Engagement	<ul style="list-style-type: none"> • Improved school monitoring and recording procedures for unacceptable student absenteeism and/or explanations • Quality engaging educational program using CMS and PBS based strategies • Regular communication between admin, teachers and parents of non-attending students including text messages, phone calls, letters and home visits • Meetings between the school and families of non-attending students • Intervention by Admin and Attendance Panels as required. 	Daily monitoring of unexplained absences. Acknowledgement of students meeting expectations of attendance. Individual Attendance plans. Daily attempted contact by phone or home visits of families with non-attending students. One family offered an Attendance panel

Attendance 2017

Break down	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
KIN	79.8%	10	3	6	3	36%	64%
PPR	79.7%	9	7	10	9	56%	44%
Y01	82.9%	15	4	8	5	36%	64%
Y02	84.7%	11	9	4	3	47%	53%
Y03	87.3%	12	6	4	2	42%	58%
Y04	86.7%	8	15	3	2	47%	53%
Y05	84.9%	12	8	4	5	48%	52%
Y06	75.4%	7	4	7	6	34%	66%
Comp	83.2%	74	53	40	32	44%	56%

Attendance Profile 2017 Semester 2 Compulsory



Attendance

In 2017 we saw an increase with explained absences and a decrease in unexplained absences which was achieved through individual phone calls to parent/carers and monthly sending of letters to parents/carers of children with unexplained absences.

In the last term, particularly, we experienced a decreased attendance of some year six students which affected overall figures.

CONCLUSION

2017 had a strong focus on cementing the Positive Behaviour Support program into the school. With a strong partnership with the Behaviour and Engagement Centre, Maidens Park has continued with the Project team, embedding Tier One behaviours and developing strategies for Tier Two and Three.

Close partnerships remain in place with Hudson Road Health Clinic, Department of Child Protection and Family Services, Child and Parent Centre Carey Park and Bunbury City Council.

Maidens Park Primary School continues to work with and for each and every student. At Maidens Park Primary School every child really does matter.

Helen Foan

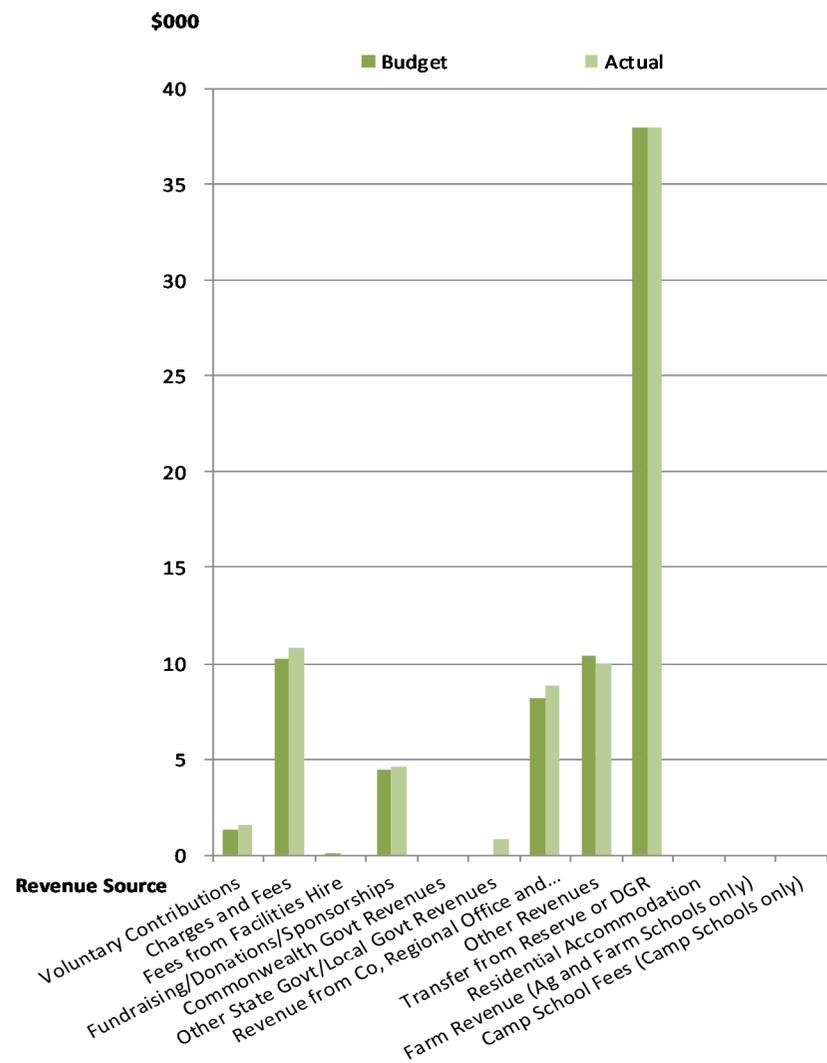
Principal

Maidens Park Primary School

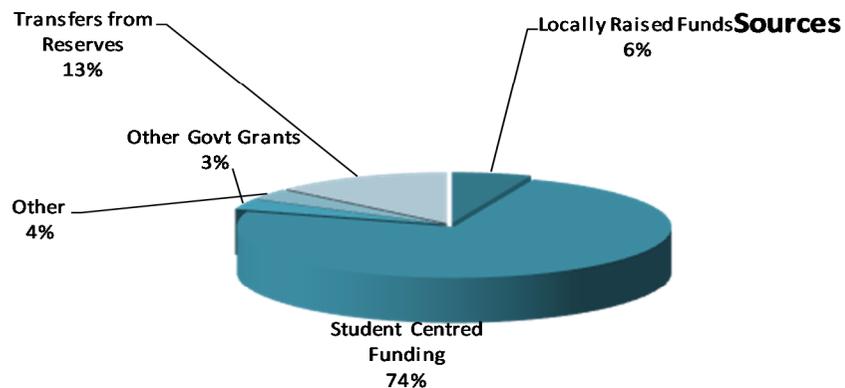
Financial Summary as at 31 December 2017

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 1,350.00	\$ 1,581.70
2	Charges and Fees	\$ 10,287.00	\$ 10,801.36
3	Fees from Facilities Hire	\$ 100.00	\$ -
4	Fundraising/Donations/Sponsorships	\$ 4,463.10	\$ 4,612.90
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ 825.00
7	Revenue from Co, Regional Office and Other Schools	\$ 8,228.00	\$ 8,832.51
8	Other Revenues	\$ 10,422.65	\$ 9,967.65
9	Transfer from Reserve or DGR	\$ 38,008.00	\$ 38,008.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 72,858.75	\$ 74,629.12
	Opening Balance	\$ 59,196.00	\$ 59,196.18
	Student Centred Funding	\$ 211,158.24	\$ 211,294.74
	Total Cash Funds Available	\$ 343,212.99	\$ 345,120.04
	Total Salary Allocation	\$ 2,367,479.00	\$ 2,367,479.00
	Total Funds Available	\$ 2,710,691.99	\$ 2,712,599.04

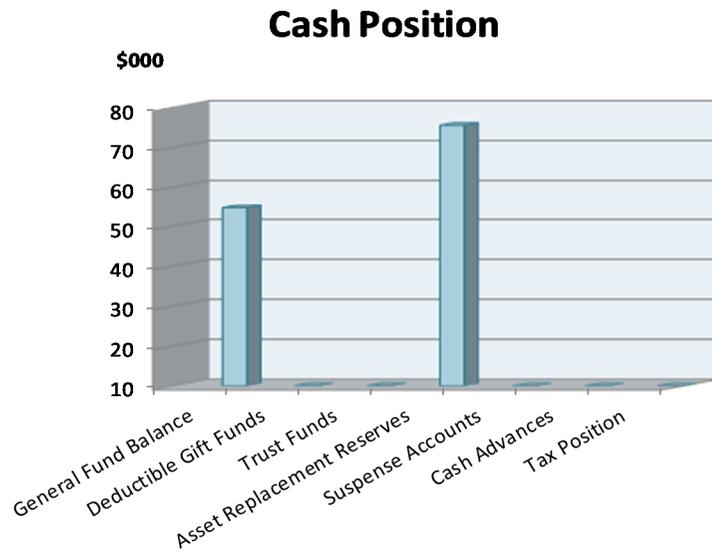
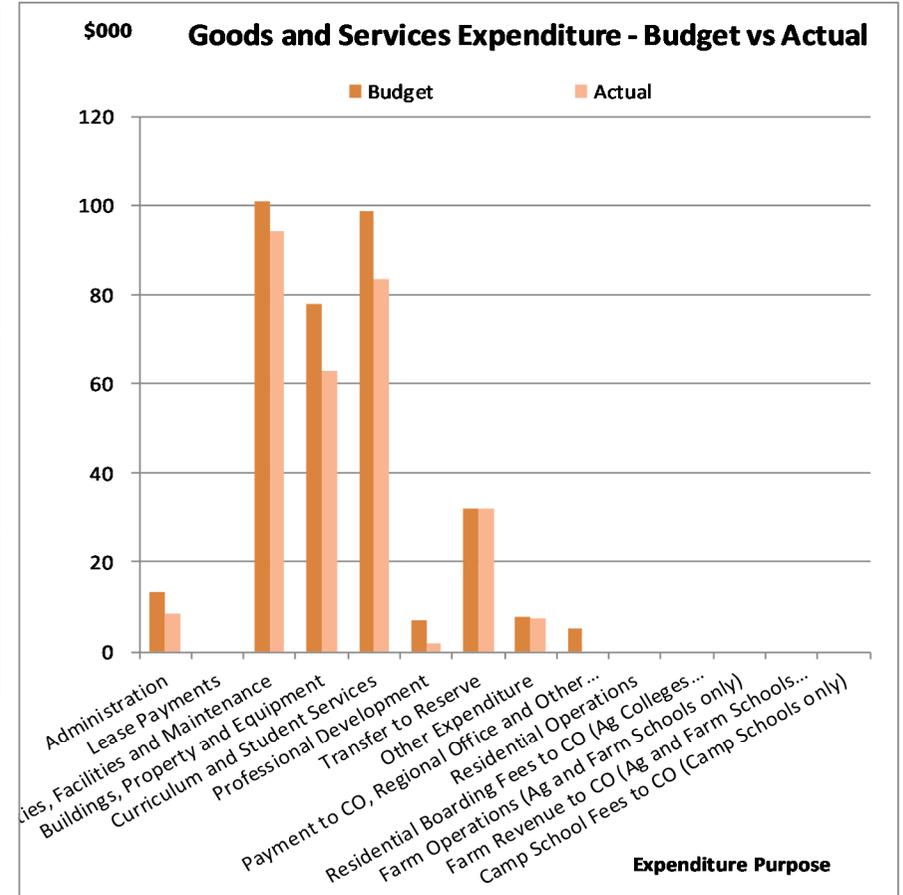
Locally Generated Revenue - Budget vs Actual



Current Year Actual Cash Sources



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 13,394.00	\$ 8,499.61
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 100,836.50	\$ 94,278.18
4	Buildings, Property and Equipment	\$ 77,808.00	\$ 62,883.76
5	Curriculum and Student Services	\$ 98,692.81	\$ 83,497.08
6	Professional Development	\$ 7,200.00	\$ 1,799.17
7	Transfer to Reserve	\$ 32,250.00	\$ 32,250.00
8	Other Expenditure	\$ 7,885.85	\$ 7,349.38
9	Payment to CO, Regional Office and Other Schools	\$ 5,145.83	\$ -
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	\$ 343,212.99	\$ 290,557.18
	Total Forecast Salary Expenditure	\$ 2,231,876.00	\$ 2,231,876.00
	Total Expenditure	\$ 2,575,088.99	\$ 2,522,433.18
	Cash Budget Variance	\$ -	



Cash Position as at:		
Bank Balance	\$	128,635.94
Made up of:	\$	-
1 General Fund Balance	\$	54,562.86
2 Deductible Gift Funds	\$	-
3 Trust Funds	\$	-
4 Asset Replacement Reserves	\$	75,535.08
5 Suspense Accounts	\$	196.00
6 Cash Advances	-\$	150.00
7 Tax Position	-\$	1,508.00
Total Bank Balance	\$	128,635.94

