

WANNEROO PRIMARY SCHOOL

ANNUAL REPORT

2018



WANNEROO PRIMARY SCHOOL – OUR VISION

The Wanneroo Primary School community will be highly regarded for creating an inclusive learning environment where students are supported to achieve and successes are celebrated.



Dear Parents, Caregivers and Community Members

Wanneroo Primary School is pleased to present the 2018 Annual Report. The Annual Report provides parents and members of the wider community with information about Wanneroo Primary School, its learning programs and the performance of our students throughout the school year. The report highlights our school's strengths and achievements, and also identifies areas for improvement. It also contains additional information as required to meet Federal Reporting Requirements.

I encourage all parents to make time to read this report to gain an overall perspective of the educational programs and outcomes achieved during 2018.

Kind regards,
Terri Reid Principal

HIGHLIGHTS

There were many highlights for 2018 but significant ones for our school were:

1. Starting the year with our **NEW SCHOOL UNIFORM & HAT!** Students looked so smart and the response from the community was overwhelmingly positive!
2. Holding our second '**DAWN ANZAC SERVICE**' - we have now established a tradition!
3. The introduction of the **TALK4WRITE** writing program. This included 2 full days of professional learning for all school staff, along with a full day visit to the school by Maria Richards from England, who oversees the program in the different countries it is expanding into. Her advice and mentoring was invaluable. Maria will return to the school in Term 1 2019 for another day to provide feedback on how the program is progressing. Thank you to Mrs Lacklison, Miss Kenna, Miss Payton and Mrs Orzel for leading the school with this program. Thank you also to the P&C for sharing with the school the quite substantial cost of purchasing resources for the program.



4. The **QUEENS BATON RELAY** for the **QUEENSLAND COMMONWEALTH GAMES** visiting the school, where a convoy of trucks, bike riders and police vehicles escorted the baton into the school, with 4 policemen (asset protection) formally escorting the baton into our school quadrangle and handing it over to Mrs Orzel, who then raised it into the air to a very loud cheer! Children, staff and parents all made a Guard of Honour through the school out to the road outside, and the Student Councillors rang the school bell from the time Mrs Orzel received the baton to the moment she handed it to the next baton bearer out on Church Street.
5. Embedding the positive behaviours program of **RISE (Respect, Integrity, Safety, Engagement)** – including faction reward tokens that led to faction discos, sausage sizzles, free play and of course..... **WANNEROO WATERWORLD!**
6. The expansion of '**NATURE PLAY**' areas around the school;
7. The continuation of before and after school **GROWTH GROUPS** offered to all students – Choir, Skipping, Board Games, Lego, Robotics, Jump Jam, Basketball, Chess, Gardening, Running, Rainbows and Breakfast Club;
8. The fourth year of **CANBERRA CAMP** for Year 6 students – our biggest group yet – 40 students! and
9. The continued expansion and growth of the school's **STRIVE** reading program with over 28000 books being signed out of the library over the year. 1 million words each – here we come!

COLOUR FUN RUN



BOOK WEEK - CHARACTER PARADE!



SCHOOL SELF REVIEW

- As an Independent Public School WPS is expected to meet agreed commitments as outlined in its:
 1. Delivery & Performance Agreement (DPA) – a document negotiated between the school and the Director General of Education in Western Australia at the start of each three year cycle as an IPS; and in its
 2. School Business Plan – a document drawn up to provide strategic direction for the school in addressing the DPA over the three years.
- 2018 was the second year of the Wanneroo Primary 2017 – 2019 School Business Plan and DPA.
- There are six responsibilities listed under 'Roles & Responsibilities' in the school's DPA. The table below displays how we have aligned these responsibilities with the five key areas of the 2017 -19 Wanneroo PS Business Plan:

<u>2017 – 2019 Business Plan Focus Areas</u>		<u>Delivery Performance Agreement</u> <u>Roles & Responsibilities</u>
<u>FOCUS AREA 1:</u>	SUCCESS FOR ALL STUDENTS	<u>Responsibility 5:</u> Student Performance Monitoring
Aim: To prepare students for living and working in the 21 st century incorporating rigorous, relevant and innovative instruction to ensure high levels of student achievement and a fostering of an enthusiasm for learning.		
<u>FOCUS AREA 2:</u>	HIGH QUALITY TEACHING	<u>Responsibility 3:</u> Teaching & Learning Programs
Aim: The staff has a shared understanding of the school vision and goals to implement whole school teaching and learning programs collaboratively and to ensure a consistent approach with a strong focus on sound teaching.		
<u>FOCUS AREA 3:</u>	EFFECTIVE LEADERSHIP	<u>Responsibility 2:</u> Business Plan <u>Responsibility 6:</u> Compliance with System Requirements
Aim: Leadership across the school community is fundamental to sustained school improvement. The school is perceived as a leader of innovative school practice.		
<u>FOCUS AREA 4</u>	BUILDING COMMUNITY	<u>Responsibility 1:</u> School Board
Aim: Positive partnerships are created through ongoing communication leading to meaningful engagement with students, staff and parents which extends to the development of partnerships with other schools, universities and local businesses.		
<u>FOCUS AREA 5</u>	A CONTEMPORARY LEARNING & WORKING ENVIRONMENT THAT IS SAFE AND SUPPORTIVE	<u>Responsibility 4:</u> Resourcing & Support
Aim: A safe and orderly learning environment is provided in which students are welcomed and included, catering for their individual needs with the nurturing and caring support of peers, staff and the local community.		

SUMMARY OF THE SCHOOL'S IMPLEMENTATION OF THE BUSINESS PLAN 2017 – 2019

Business Plan Focus Area 1:

SUCCESS FOR ALL STUDENTS

Delivery & Performance Agreement:

Responsibility 2: Student Performance

A cycle of assessment, planning and evaluation at a school, phase, class and individual level using system data and teacher judgement is used to set targets and plan for improvement across the school. Below you will find feedback against five of the ten whole school targets set in our Business Plan. The first three targets relate to NAPLAN results.

Every year a significant population of primary and secondary students participates in the mandatory National Assessment Program - Literacy and Numeracy (NAPLAN). These tests allow data comparison with other students throughout the state and across Australia. For Wanneroo Primary School, the ongoing student cohort completing NAPLAN are the Year 3 and Year 5 groups. NAPLAN assesses each student in the following areas:

Numeracy; Reading; Writing; Spelling; Grammar and Punctuation.

In 2018 Wanneroo PS participated as a trial school in **NAPLAN ONLINE**. Students in Years 3 and 5 sat the online assessments, with the exception of Year 3 writing.

Below you will find data collected from NAPLAN for Wanneroo PS and compared to schools across Australia with a similar ICSEA (Index of Community Socio-Educational Advantage). The average ICSEA value is 1000. This can change each year depending on enrolments. **In 2018 Wanneroo PS had an ICSEA of 974.**

TARGET 1

Student Performance to be 'equal to' or 'above' like schools nationally in all aspects of NAPLAN testing.
(‘Equal to’ – score is within a range of +5 through to -5. ‘Above’ – score is +5 or more.)

SUBJECT	YEAR 3			YEAR 5			Result
	WPS	Like Schools	Variance	WPS	Like Schools	Variance	
Numeracy	405	387	+18	484	489	-5	Yr 3 – Achieved. Yr 5 – Achieved.
Reading	378	413	-35	484	489	-5	Yr 3 – NOT Achieved. Yr 5 – Achieved.
Writing	376	391	-15	446	449	-3	Yr 3 – NOT Achieved. Yr 5 – Achieved.
Spelling	361	397	-37	483	484	-1	Yr 3 – NOT Achieved. Yr 5 – Achieved.
Grammar & Punctuation	385	405	-20	499	483	+16	Yr 3 – NOT Achieved. Yr 5 – Achieved.

REFLECTION

- Year 5 results across all areas achieved the set target. Results in Grammar and Punctuation were especially pleasing.
- Year 3 results were disappointing, with the school achieving below like schools in all 4 English areas. This continues to be a trend in the school, where Year 3 students perform below those in like schools but then over the next two years to Year 5 they make up ground. This year Numeracy results defied the pattern with students performing above like schools for the first time in several years.

Close examination of the test data revealed the following key areas of concern:

- Year 3 phonetic knowledge is not strong, and this is reflected in the lower spelling and writing results.
- Students have limited vocabulary and prior knowledge. (E.g. 'Deluge')

The school introduced in 2018 a structured synthetic phonics program (Jolly Phonics) from PP-Yr 3 and the Talk4Write writing program from K-6 in an endeavour to lift results in these areas. It will take at least 2-3 years to embed these programs in the school after which we hope to see improvement in these areas.

TARGET 2

The level of growth between Years 3 & 5 to be consistently 'equal to' or 'above' like schools nationally in all aspects of NAPLAN testing.

SUBJECT	YEAR 3-5 - WANNEROO PS			YEAR 3-5 - LIKE SCHOOLS			Result
	2016	2018	Variance	2016	2018	Variance	
Numeracy	364	483	+ 109	390	478	+ 88	Achieved.
Reading	401	484	+ 83	412	489	+ 77	Achieved.
Writing	410	446	+ 36	413	449	+ 36	Achieved.
Spelling	394	483	+ 89	408	484	+ 76	Achieved.
Grammar & Punctuation	402	499	+ 97	418	483	+ 65	Achieved.

This table demonstrates the growth in learning made by the same cohort of students from Year 3 to Year 5. It is pleasing to note that for the past two years the school has achieved this target, consistently performing above like schools. The 2018 results were especially of note given all Year5 students did all five tests online. A Letter of Commendation was received from ACARA for our achievements in Numeracy and Grammar & Punctuation learning areas.

TARGET 4

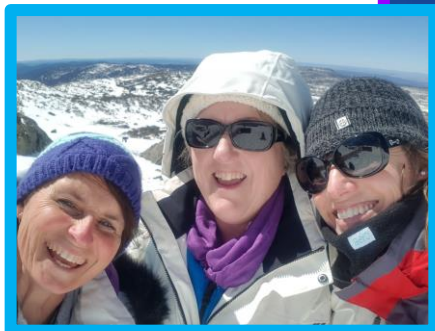
The percentage of students in Years 3 & 5 represented in the highest two Bands of achievement to be 'equal to' or 'above like schools' **nationally** in all aspects of NAPLAN testing.

Please Note: The My School website did not publish national results in this area, stating:

"NAPLAN is in transition, and to ensure fair comparisons across mode, 2018 results in bands will not be presented for online schools."

However, the WA Department of Education published data relating to state like schools. We have looked at this data to draw comparisons.

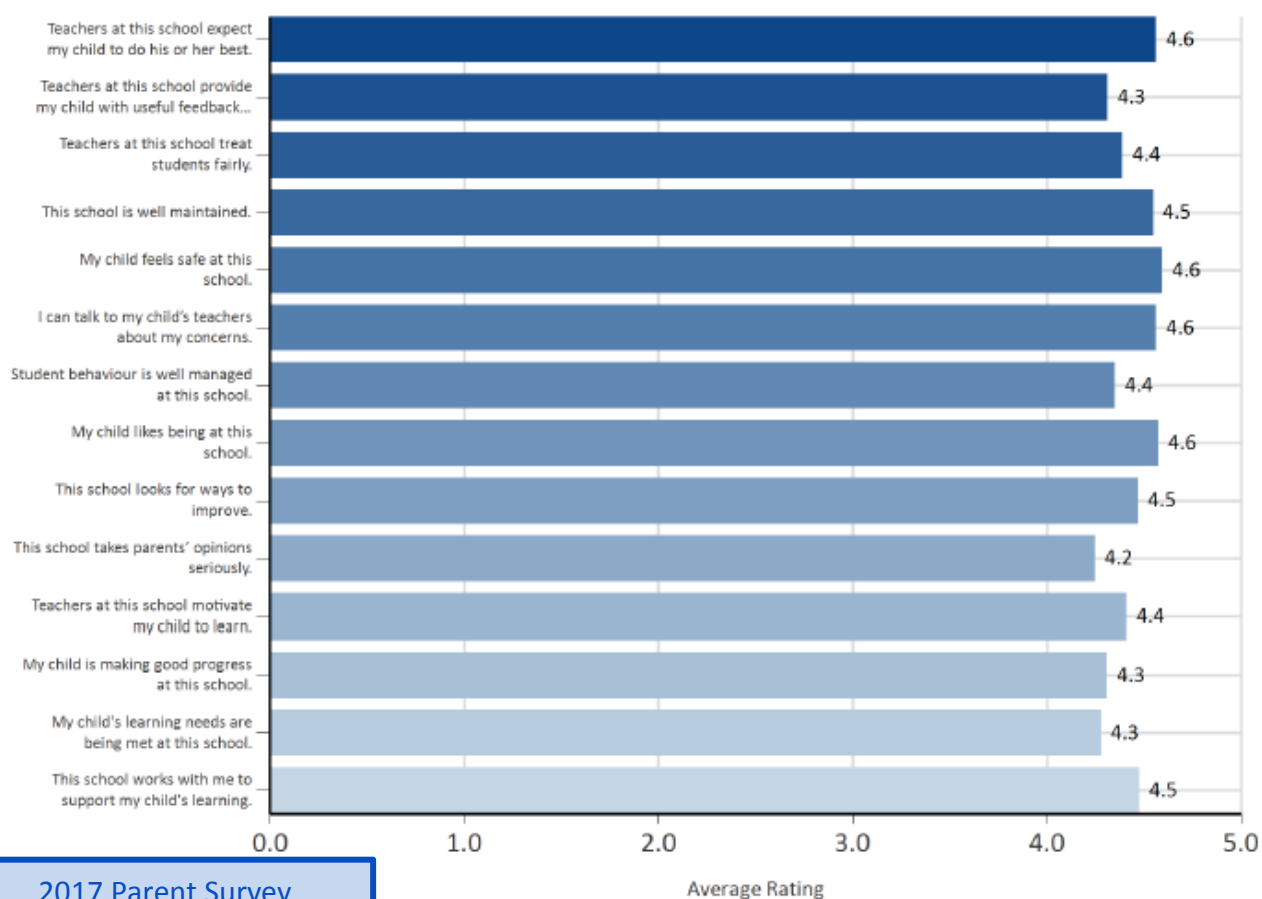
SUBJECT	YEAR 3			YEAR 5		
	WPS	Like Schools		WPS	Like Schools	
Numeracy	42%	33%	Achieved	28%	20%	Achieved
Reading	36%	43%	Not Achieved	26%	29%	Close.
Writing	19%	40%	Not Achieved	8%	10%	Close.
Spelling	22%	42%	Not Achieved	25%	29%	Close.
Grammar & Punctuation	25%	43%	Not Achieved	32%	26%	Achieved.



CANBERRA CAMP!

TARGET 10

Student/Staff and Parent satisfaction ratings from the National Schools Online Satisfaction Surveys administered every 2 years to be at a rating of 4.0 or higher on a scale of 0-5.



1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree

Student/Staff and Parent satisfaction surveys are due to run again 2019.

COMMUNICATION SATISFACTION SURVEY

In the Wanneroo PS 2017-2019 Business Plan the school made a commitment:

1. To explore and introduce relevant and contemporary methods of whole school communication that serve the best interests of the school community; and
2. To work in partnership with the Board and P&C to ensure the school is accessible to, and inclusive of, all families.

Communication isn't always easy with over 322 families in the school. Circumstances in each family are different and what suits one family doesn't always suit another. To determine if our communication tools were effective and how we could improve on them we surveyed parents the following questions:

1. Do you feel informed about what happens at Wanneroo PS?
2. How often do you access (open/read) the following 'whole school' communication tools used by the school?
3. How effective do you find the following 'whole school' communication tools in getting information to you?
4. What other means of 'whole school' communication would you like to see used in the school?
5. How often do you access (open/read) the following 'classroom' communication tools used by the school?
6. How effective do you find the following 'classroom' communication tools in getting information to you?
7. How effective do you find the following 'individual' communication tools in getting information to you?
8. What other means of 'individual/classroom' communication would you like to see used in the school?

Results:

- 25% of the school community responded to the survey.
- 80% of respondents felt informed about what happens at the school.
- Respondents found the most effective whole school tools of communication to be emails, SMS text messages, and hard copy notes. The Skoolbag App was not as effective as anticipated.
- Respondents found the most effective classroom tools of communication to be emails, the SeeSaw App, and hard copy notes.
- Respondents found the most effective individual tools of communication to be Parent Meetings, 3 Way Meetings, emails and phone calls.

This data will be used to revisit school practice in this area and to draw up a new COMMUNICATION POLICY in 2019.

TARGET 11

The rate of attendance for Indigenous and Non-Indigenous students is equal to or above statistically similar schools.

	Non-Indigenous			Indigenous			Overall		
	WPS	Like Schools		WPS	Like Schools		WPS	Like Schools	
2016	93.9%	93.3%	Achieved	80.2%	87.0%	NOT Achieved	93.1%	92.9%	Achieved
2017	94.0%	93.3%	Achieved	82.4%	87.0%	NOT Achieved	93.4%	92.8%	Achieved
2018	93.0%	93.1%	Achieved	81.0%	85.1%	NOT Achieved	92.4%	92.5%	Achieved

1. The 2018 attendance data shows that we maintain an above 90% attendance rate across all year levels and are above the Like Schools percentage from Pre-Primary to Year 6 in all year levels apart from Pre-primary. The school and community continue to make good use of SMS to advise of any absences. There are follow up processes in place to those students whose attendance falls below 90 percent. Contact with families includes phone calls, letters, parent interviews and home visits. Some families continue to take holidays during the school term and these absences are reflected in the data, and noted on the attendance information on student reports. In accordance with the direction of the Director General, parents contact the principal advising the school of an absence involving a vacation.
2. Whilst WPS statistics for Indigenous students is down compared to Like Schools it is pleasing to see that we are 'closing the gap' – figures have improved over the past three years. The low figures are attributed to two families that go either north or country for extended periods of time.

Business Plan Focus Area 2:

HIGH QUALITY TEACHING

Delivery & Performance Agreement:

Responsibility 4: Program Delivery

What We Have Achieved

Implementation of the Australian Curriculum (AC)

- The AC is implemented in all mandated areas. The WA School's Curriculum Standards Authority and Kindergarten Guidelines are used in all other learning areas. The National Quality Standard (NQS) has now been adopted as a reflective tool for K-6.
- All staff professional learning has a brief to build capacity of staff to implement the AC.
- Support staff have been appointed with a brief to ensure whole school plans aligned with the AC are implemented consistently across the school.

Whole School Approach

- Whole school planning has been implemented for English, Mathematics, Science, HASS, the National Quality Standard, Aboriginal Education, Gifted and Talented (SPARKLES), ICT, EAL, Music, Indonesian and Physical Education.
- An embedded culture of collaborative planning is now at school, phase and year level. Common DOTT time is provided weekly for year level planning. Staff also meet in phases twice a term – these are called IGNITE Meetings.

Curriculum Delivery and Assessment - ICT

- Interactive whiteboards or LCD Plasmas are in every room, including specialist areas. Laptops (120) Ipads (100) are used extensively as part of the learning program.
- School resources (SFSA) are expended to ensure there is a technician available 2 half days a week to provide technical support.
- Robotics classes are offered to all students as a GROWTH group before school throughout the year and as part of the 1-6 SPARKLES extension program.
- Staff members with well-developed skills have been recruited to support their colleagues, resulting in a growth in confidence and staff volunteering for and being accepted into the NAPLAN Online Trial Program. I-clubs are run after school by staff for staff.
- Staff use the DoE Connect site to access approved digital teaching resources & to collaborate & communicate with colleagues at WPS.
- Differentiated approaches to curriculum delivery are implemented in all classrooms to cater for students with different learning needs, for enrichment and for those at academic, social, emotional and physical risk.
- Students at risk (high and low) are targeted in the operational plan. It is expected the learning will be differentiated for the identified students, with an IEP for students who are below the National Standard.
- Teachers implement research based practices such as: Cooperative Learning; Instructional Concepts, Strategies, Tactics & Skills; GRM; Explicit Teaching and Critical & Creative Thinking to assist in differentiation of the curriculum.
- System assessment tools are used effectively by staff to inform planning for differentiation.
- Intensive support is provided for special needs students in a low stimulus area including life skills & relationships.
- Enrichment is provided for identified Yr 1-6 students through the SPARKLES program.

Curriculum Delivery and Assessment - Literacy & Numeracy

- Increased the expectations and outcomes of students in Literacy and Numeracy in the early years – chn moving upwards from the KAT to PAT Testing.
- Implemented JOLLY PHONICS (P-3) and TALK4WRITE (K-6) as key whole school strategies.
- Implemented Guided Reading and Words Their Way as key whole school strategies.
- Implemented the STRIVE Home Reading Program for all students across the school.
- Implemented the Fitzroy Readers Home Reading Program from P-6 for at risk students.
- Purchased contemporary literacy and numeracy resources to support the teaching of English and Mathematics.
- Purchased cross curricula resources linked to Science and History.

Accountability

- The performance management process is directly linked to the Business Plan and Operational Plan. All teaching and non-teaching staff are expected to self-reflect against the targets in the Business Plan and the teaching staff self-reflect against the AITSL Professional Standards for Teachers.

Business Plan Focus Area 3:

Delivery & Performance Agreement:

EFFECTIVE LEADERSHIP

Responsibility 3: Resourcing and Support

Responsibility 5: Compliance

Responsibility 6: System Requirements

What We Have Achieved**Resourcing Schedule – One Line Budget**

- The school manages the OLB resource to ensure a carryover of funding to build up school reserve accounts. Reserve accounts are now in a very healthy position, and will enable the school to do some major works to address identified needs.
- The OLB has enabled the school to employ additional EAs to support students at risk with their learning programs.
- Flexibility through the OLB has also enabled the school to employ an IT technician to support staff in their integration of IT into teaching and learning programs.

Finance Committee

A Finance Committee oversees all decision-making relating to expenditure of the schools funding and allocation of the school's resources to ensure student performance is maximized.

Workforce Management

- Staff capacity is continuously focused towards excellence in teaching through provision of, and engagement in, quality and relevant professional learning opportunities.
- All teaching staff work within the new 'Professional Standards for Teachers in Western Australia', which are based on the National Professional Standards for Teachers, approved by the MCEECDYA in February 2011, to inform the development of professional learning goals from self reflection and self assessment.
- Four teachers have been identified as Level 3 aspirants and will be supported over the next 2 years to submit applications.

Workforce Management – Where to Next?

- Increase the number of male staff through recruitment.
- Develop the capacity of identified staff to successfully gain Level 3 teacher status.
- Plan for leadership succession by continuing to expand distributed leadership.

CONGRATULATIONS to Mrs Helen Orzel who was appointed at the end of the 2018 school year into the substantive Deputy Principal position.

STAFFING INFORMATION

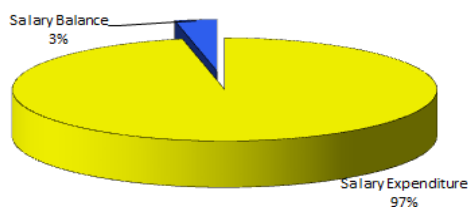
	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Deputy Principals	2	1.6	0
Total Administration Staff	3	2.6	0
Teaching Staff			
Level 3 Teachers	1	1.0	0
Other Teaching Staff	29	20.9	0
Total Teaching Staff	30	21.9	0
School Support Staff			
Clerical / Administrative	5	2.6	0
Gardening / Maintenance	1	0.7	0
Instructional	1	0.4	1
Other Non-Teaching Staff	14	9.4	1
Total School Support Staff	21	13.1	2
Total	54	37.6	2

2018 SCHOOL FINANCES

Net recurrent income	\$ Total	\$ per student
Australian government recurrent funding	847,687	1,974
State / territory government recurring funding	4,511,408	10,506
Fees, charges and parent contributions	73,435	171
Other private sources	93,713	218
Total gross income	5,526,243	12,870
Less deductions	0	0
Total net recurrent income	5,526,243	12,870

Capital expenditure	\$ Total	\$ Accumulated ¹
Australian government capital expenditure	0	0
State / territory government capital expenditure	95,616	301,350
New school loans	0	0
Income allocated to current capital projects	0	0
Other	0	0
Total capital expenditure	95,616	301,350

2018 Expenditure



The Western Australian Department of Education requires schools to expend 97% of the budget allocated for the year in the year that the students attracted the funding. For 2018 Wanneroo PS achieved that target.

The school's financial, human and physical resource management has been audited by the Audit and Risk Management Branch of the Department of Education. The school has maintained excellent processes for accurate management. Information regarding the schools finances is tabled at each School Board meeting and managed through the Finance Committee.



MUD! GLORIOUS MUD! INTERNATIONAL MUD DAY!

Business Plan Focus Area 4:

Delivery & Performance Agreement:

BUILDING COMMUNITY

Responsibility 8: School Board

Our **School Board** has wide ranging powers, governance and accountability. The Board is made up of 5 parents, 1 community member, 4 teachers and the Principal. The main role of the Board was to:

- Endorse and review components of the Wanneroo Business Plan 2017-2019.
- Review the school's data collection, reflection and analysis.
- Approve Contributions and Charges.
- Approve the yearly and monthly One-Line Budget.
- Approve and/or endorse particular school policy changes: E.g. Uniform Policy, personal requirements.

Our **P&C** is a great asset to our school for providing a professional and social forum for parents and for assisting the school to purchase resources and equipment that might otherwise not be possible. P&C activities included:

- Welcome morning tea.
- Mother's and Father's Day stalls
- Movie Nights.
- Easter Raffle.
- Faction Carnival Cake Stall.
- Colour Fun Fun and International Mud Day
- The sale of Entertainment Books
- P&C funded school projects: Book Awards, Year 6 Graduation, Sport and Music equipment, playground improvements and the new Teaching Units for TALK4WRITE. Thank you to our wonderful P&C!

Parents as Partners encourages and supports greater parent involvement with the school such as:

- Assisting teachers with listening to children read, changing books, excursions.
- Assisting the P&C with activities such as Mother's and Father's Day stalls, Easter Raffle, morning tea stalls at athletics carnivals, sausage sizzles, etc.
- Involved with special class activities, eg, cooking, craft, maths, science, excursions.
- Assisting at excursions, incursions.



The Choir performing at WANNEROO CENTRAL!

What We Have Achieved

Behaviour Management

- All staff trained in the Positive Behaviours Program.
- Positive Behaviour Matrixes (to RISE) for students, staff and parents are embedded.
- RISE for Excellence (**R**espect, **I**ntegrity, **S**afety, **E**ngagement) embedded in the school.
- Comprehensive and regular analysis of playground behaviour is provided to staff and Well Being Committee for targeted improvement of behaviour in the playground.
- Frequent access to external agencies including to better support students.
- Consistent approach with high expectations of classroom and playground behaviour, including strong consequences for misbehaviour for relief and specialist teachers, which has been an identified area of concern in the past.
- IBP's implemented for students at risk in consultation with the At Risk coordinators, Admin and when required external agencies.
- Allocation of EAs to students with extreme behaviour issues and in at risk areas.
- Implementation of Growth Groups for students before, during and after school, creating a positive approach to schooling.

Pastoral Care

- A chaplain is appointed by the school and is accessed by students, staff and parents.
- The Rainbows program has been implemented over a number of years.
- A Breakfast Club operates twice a week for students at risk. (Foodbank)
- The AIEO has built excellent relationships with Indigenous Students and their families.

Well Being

- A Well Being Committee meets twice a term with representatives from both teaching and non-teaching staff.
- The school is an official Crunch and Sip school.
- GROWTH Groups operate before and after school to develop the wellbeing of students. Staff are to be commended for volunteering their own time to run these groups.

Positive, Caring and Respectful Relationships

- Positive, Caring and Respectful Relationships is an identified strength of Wanneroo PS which is recognised in surveys and commented on by visitors to the school. There is a well embedded ethos of care.



**A daily visit to CLUCKINGHAM PALACE by Year 4 students
to collect our supply of eggs!**

CONCLUSION

Wanneroo Primary school is achieving its vision of being highly regarded for its strong partnerships in creating an inclusive environment where each student is supported to develop fully as an individual and where achievement and successes are celebrated. The strategic intent of the Business Plan is being implemented by committed staff, an informed and supportive School Board and involved parents. The pursuit of academic excellence is being addressed through rigorous, relevant and innovative instruction by highly professional and caring staff. The staff has demonstrated strong links between the Business Plan, school operational planning and self-review processes in meeting the responsibilities and accountabilities of the DPA.

A LETTER FROM THE SCHOOL BOARD

What a productive year 2018 has been for Wanneroo Primary School! It is our privilege to outline for you some of the key responsibilities attended to by your School Board throughout the year.

The Wanneroo Primary School Board continually reviews academic and administrative performance data to ensure the School meets its *Business Plan* targets and that it sustains compliance with the *Delivery and Performance Agreement*.

The Board also monitors and provides support for the continuing governance, improvement, and community engagement of the school. To best enable this, the Board consists of 3 x administration staff, 4 x teaching staff, 5 x parent representatives and 1 x community member on 3-year tenures. representative.

In 2018 your School Board convened on eight occasions, including an Annual Open Meeting which welcomes all parents to attend and be heard.

Duties fulfilled by the Board during 2018 include:

- Reviewed and endorsed the *2017 Annual School Report* for parents and the community.
- Reviewed and endorsed the *2018 Delivery and Performance Agreement*.
- Assessed *My School* data against the targets in the *2017-2019 Business Plan* and explored necessary adjustments in terms of strategic and operational planning.
- Reviewed National Assessment Program for Literacy and Numeracy (NAPLAN) results and compared with previous years to analyse ongoing school performance.
- Reviewed and amended the Terms of Reference for the Board.
- Undertook school budget training to enable further understanding and analysis of Student Centred Funding and One Line Budget data.
- Acknowledged the *Funding Agreement for Schools 2018*.
- Reviewed and endorsed the 2018 Cash and Salaries budgets.
- Monitored the use of school finances in terms of operation and planning.
- Endorsed the Kindergarten structure and teaching days for 2019.
- Reviewed and accepted the *Principal's Report* at each Board meeting.
- Reviewed and accepted the *Manager Corporate Services' Report* at each Board meeting.
- Assessed candidates and endorsed a new supplier for the Student Personal Items List, examining price, quality, supply conditions, and parent-friendly purchasing options.
- Endorsed School Development Days with consideration to community and school needs.
- Endorsed the Voluntary Contribution Charges.
- Endorsed holding an Anzac Dawn Service with amended school hours.

As you can see, through continual analysis of performance and revision of operational strategies, the WPS Board strongly supports the School as it strives to achieve its School Vision of “*creating an inclusive learning environment where students are supported to achieve and successes are celebrated*”.

Sincerely, Wanneroo Primary School Board Members