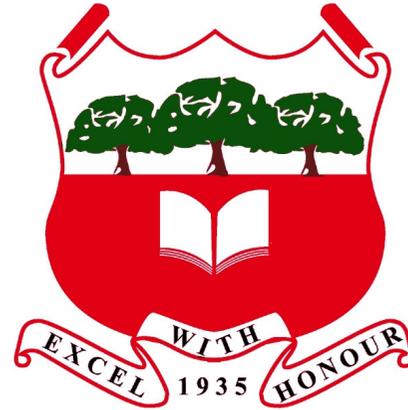




# ANNUAL SCHOOL REPORT 2017



**HOLLYWOOD PRIMARY SCHOOL  
EXCEL WITH HONOUR**

**Resilient**

**Innovative**

**Respectful**





## 2017 HOLLYWOOD PRIMARY SCHOOL ANNUAL REPORT



**Hollywood Primary School - 2017 - Staff** Principal: Mrs Beverly

Front Row: Michelle Sullivan, Lisa Sampey, Robyn Geidenhuys, Fiona McBeath, Beverly Innes, Marion Tuck, Nancy Eddy, Sonya Manners, Wendy Fullerton

Row 2: Karen Reynolds, Elizabeth Repper, Jessica De Bellis, Jill Beveridge, Susan Negus, Stefan Karisson, Clare Etheridge, Kirsty Dodd

Row 3: Celia Elisegaray, Cynthia Lyon, Emma Nolan, Andrew Trevaskis, Jeanette Brown, Kelly McLagan, Ann Trethowan

Absent: Sue Archer, Jacinta Crinion, Patricia Di Camillo, Andre Dumolard, Frances Gibbins, Madura Kurdekar, Nadine Kynaston, David Lagan, Christine Nowotny, Jeffery Peter, Glenda Pollock, Susan Wood

fotoworks

Hollywood Primary School continued to build strong, responsive educational plans that allowed innovation, creativity and opportunity throughout 2017.

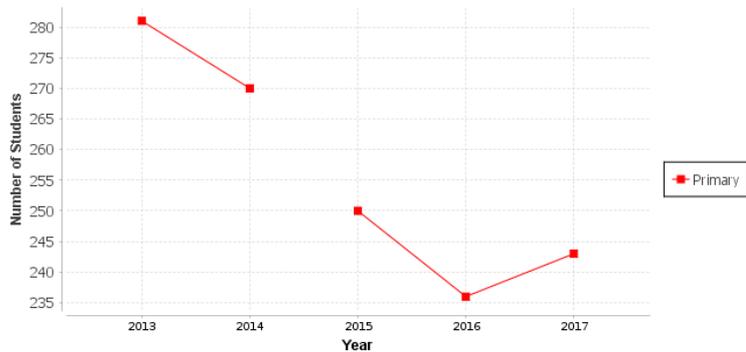
The Hollywood Primary School Strategic Plan 2015 – 2017 outlines our commitment to the community and to Government through the auspices of the Director General. The staff, community and students worked together to create, enact, evaluate and review all aspects of the Strategic Plan 2015 – 2017, available on [our website](#). The Hollywood Primary School Strategic Plan 2015 – 2017 was created in collaboration with staff, parents and the School Board. The School Plan contains key statements about our beliefs and values which underpin the schools operations and commitment to high quality learning and teaching. The plan brings together identified system expectations as described in the *Plan for Public Schools, Classrooms First* and the *Accountability Framework*.

The 2017 Annual Report was prepared by staff and the School Board to inform the school community on progress being made in achieving the intended targets outlined in our Strategic Plan. The Annual Report demonstrates the extent to which targets in Hollywood Primary School’s Strategic Plan have been achieved and the progress being made towards the plan’s stated vision.



## 2017 ENROLMENTS

Semester 2 Student Numbers



Semester 2	2013	2014	2015	2016	2017
Primary (Excluding Kin)	281	270	250	236	243

The Hollywood Primary School community is pleased to note that enrolments are trending upward. Enquiries for places in our classes reflect positive attitudes from prospective parents around strong student achievement, expert teachers, inclusive school environment and a caring school community.

### 2017 ATTENDANCE

Attendance rates in all years compare favourably with state-wide data.

Staff review of attendance suggested raising parent awareness of the importance of attendance and avoiding taking students on holidays during the term through newsletter articles.

Staff also supported a collaborative, individualised, personalised case-managed approach to students identified as at educational risk due to poor attendance.

## Attendance Overall

### Primary Attendance Rates

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2015	96.4%	95.8%	93.8%				96.4%	95.8%	92.7%
2016	95.9%	95.6%	93.7%	73.9%	96.2%	80.7%	95.9%	95.6%	92.6%
2017	96.6%	95.9%	93.8%				96.6%	95.8%	92.7%

	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2015	96%	96%	95%	96%	97%	98%	97%
2016	96%	96%	96%	96%	96%	96%	97%
2017	96%	95%	97%	97%	98%	97%	98%
WA Public Schools 2017	92%	93%	93%	93%	93%	93%	93%

### Attendance Category as at Semester 1, 2017

Attendance Category	PPR		Y01		Y02		Y03		Y04		Y05		Y06	
	School	WA Public Schools												
Regular	88%	73%	85%	76%	89%	77%	87%	79%	96%	78%	100%	78%	97%	78%
At Risk - Indicated	8%	18%	10%	16%	11%	16%	11%	14%	4%	15%	0%	15%	3%	14%
At Risk - Moderate	0%	7%	5%	6%	0%	5%	0%	5%	0%	5%	0%	5%	0%	6%
At Risk - Severe	5%	2%	0%	2%	0%	2%	3%	2%	0%	2%	0%	2%	0%	2%





## STUDENT DESTINATIONS

### 2018 school destinations of our 2017 cohort

Year Level : Yr 6      Male: 18    Female 16    Total: 34

Destination School	Male	Female	Total
Carine Senior High School	1		1
Churchlands SHS		1	1
Como Secondary School		1	1
Iona Presentation College		1	1
John Tonkin College	1		1
John XXIII College		2	2
Margaret River SHS		1	1
Methodist Ladies College		1	1
Interstate		1	1
Scotch College	3		3
Shenton College	12	7	19
St Hilda's Anglican School		1	1
Trinity College	1		1



Hollywood Primary School is part of the Shenton College cluster of schools however our students successfully transition to a variety of public and private schools.

Our retention of the 2017 Year Five students to become our next cohort of Year Sixes is a positive endorsement of the rigorous, targeted curriculum programs, inclusive extra-curricular options and innovative, leadership-enhancing 'hidden' curriculum initiatives that are supported by our school.

Our close relationships with our school community are enhanced at every level of our School and support our school to present positive learning experiences for every individual.



## SCHOOL FACILITIES



Hollywood School successfully blends the original heritage block (built in 1935) with extensions (completed 1995) and additions through the BER program (completed in 2010). Two new transportable general classrooms replaced dilapidated demountables in 2013.

Traditional classrooms cater for our Year One through Four students and are air-conditioned, with high ceilings that overlook wide, wooden verandahs. The Early Education Centre was refurbished during 2014 and caters for our Kindergarten and Pre-Primary classes. An Art/Science/Music block allows for dedicated Science and Music programs to be conducted across the school. Our air conditioned, recently refreshed, purpose built library features an enquiry learning area incorporating efficient IT connectivity and devices to support

learning and teaching. All classrooms are equipped with Interactive White Boards and students may choose either desktop, laptop and iPad devices as learning tools, utilising our school-wide wireless network.

Hollywood Primary School's grounds are well maintained, and are shaded by three Morton Bay fig trees of significance. Our front garden is extremely attractive, including sculpted low hedges, well-maintained roses and a superb fountain centrepiece. This view complements our school heritage facade, and is a delight for visitors, passers-by and local wildlife. The student-based Green Team continue to maintain Graeme's Garden. A Nature Strip to link the Hollywood Bushland to Kings Park is prioritised in school planting and includes considered plant selection.



The playgrounds and sporting facilities are expansive, and include a 25-metre swimming pool, which is a shared school and community resource. Our school oval is fully refurbished, with a new bore automatically reticulating the whole school grounds. Our students access Highview Park to create additional play space during recess and lunch, and to facilitate our Physical Education program, through the good relationships our community holds with the City of Nedlands and the Suburban Lions Hockey Club.





## SCHOOL BOARD

The Hollywood School Board consists of four elected parents, two elected staff members and the Principal of the school.

### 2017 Board Members:

- Dr Lisa Cluett, Parent Representative (Chair)
- Mrs Cilla De Lacy, Parent Representative
- Mr Matt Stichnoth, Parent Representative
- Mr Jason Binns, Community Representative
- Miss Lisa Sampey, Staff Representative
- Mrs Fiona McBeath, Staff Representative
- Mrs Beverly Innes, Principal

The Board greatly appreciates and acknowledges that the Manager of Corporate Services Mrs Marion Tuck attends each board meeting to support the Board as Board Secretary. Mrs Tuck presents a comprehensive Financial Report to the Board at each Board meeting.

The Board, in partnership with the Principal and the staff, determines and monitors the key directions of the school. The Board meets regularly throughout the year and all meeting minutes are placed on the School Website. An Annual Public Meeting is held in Term 4 to showcase the achievements of the School Board.

### 2017 achievements include:

- Monitoring of Hollywood Primary School's Strategic Plan
- Google Drive-based Parent Survey distributed and analysed
- Approval of 2017 school fees and charge
- Policy review and ratification as outlined in the Policy Review Schedule
- Facilities Improvement oversight including the 'old Pre Primary' and the School Pool
- Portfolio approach to Board maintained:
  - Communications Portfolio – Dr Lisa Cluett
  - Strategic School Leadership - Mrs Beverly Innes
  - Curriculum Improvement and Innovation – Mrs Fiona McBeath
  - Information and Communication Technology (ICT) Capability within the WA Curriculum – Miss Lisa Sampey
  - Partnerships Portfolio – Mrs Cilla De Lacy
  - Buildings and Grounds – Mr Matt Stichnoth and Mr Jason Binns

Board meets at 6.00 pm Wednesday evenings, weeks two and six of each school term, or more frequently if business requires.

Sub Committees may meet outside these dates, on agreement.

Minutes from meetings, once agreed and accepted, are posted onto the Website, to further inform and communicate with our wider community.

## PARENTS AND CITIZENS ASSOCIATION



The Hollywood Parents and Citizens Association is a highly supportive and active parent group. Members ensure that our community is encouraged to develop and grow, and the school is well resourced, enabling our students to benefit from resources, the environment and activities they fund. Parents have immediate input through P&C meetings into how P&C funds are dispersed. The P&C coordinate efforts to ensure each classroom has a Parent Representative, who facilitates communication from the P&C to every parent in our school.

The activities of the P&C have the dual aim of developing a strong school community and raising much needed funds that directly benefit the students. 2017 saw our pool open with much celebration. The P&C contributed \$33 460 to the Upgrade, \$5 650 for new lane ropes and \$4 600 for a modern Dolphin Wave Pool Cleaner.



As well, a long-desired water bubbler - \$1 930 - was installed on the school oval and a Winners Dias - \$1 500 – helps our students celebrate their swimming and athletics achievements. This year, aside from the Pool, the P&C has contributed \$16 148 to Hollywood Primary School for band camp, library books, musical instruments, technologies, Physical Education equipment and toward Celebration Night.

The sub-committees that operate under the banner of the P&C including the Events Committee, the Canteen Committee, The Pool Committee and the Uniform Shop.

The P&C ensures all costs involved with running our highly successful Canteen are met. Ms Linda Gamage is employed to run the Canteen, and is directly responsible for injecting enthusiasm, energy, commitment and improved patronage of the canteen. Ms Gamage uses produce from our School Garden when possible.

The P&C ensures all costs associated with running the Pool are met. As well as managing chemical and cleaning costs, the Pool Committee promotes the pool to the wider community and manages safe, professional dispersal of pool keys.

The P&C coordinate events designed to build community such as Day One Welcome, Kindy Welcome, Pre Primary Welcome, The Bush Dance, Kid 'n' Dads Campout, the Halloween Disco, 'Hollywood Under the Stars' and supported the celebration of World Teacher's Day, the Year 6 graduation and Celebration Night.



The P&C meets at 7.15 pm Wednesday evenings, weeks three and seven of each school term. Sub Committees may meet outside these dates, on agreement. Minutes from meetings are posted directly onto the Website, to further inform and communicate with our wider community.



## **PARTNERSHIPS 2017**

### **State Partnerships NAPLAN Online Trial**

Hollywood School worked closely with the Department of Education NAPLAN Online Advisory Group to trial web-based delivery platforms for NAPLAN tests, supporting the Department to be NAPLAN ready for online tests, mandated for 2018. The continued professional learning offered to curriculum leaders enabled collaboratively agreed changes to be introduced and staff capacity to be enhanced in a transformational manner. iPad and Laptop purchases boosted student access to web-based learning Resources were boosted to support best practice with significant allocation from the School Grant.

Staff collaborated in teams to participate in important English and Mathematics Professional Learning. Whole school plans were collaboratively developed, whole school processes agreed and rigorous authentic assessment tasks were moderated in Phase of Learning teams.

Staff attended workshops led by quality consultants, and worked together as collegial pairs or teams to support each other to implement appropriate strategies. Reading and Mathematics resources were purchased to directly support whole school approaches.

### **Local Partnerships**

**Hollywood Private Hospital** donated sufficient funds to enable the purchase of new sports shirts for our school Hockey, Netball, Basketball and Football teams. Gardening partnerships are established.

**Friends of Hollywood Reserve** – tree planting

**The City of Nedlands** collaborated with us to improve the shared pathway between Hollywood Private Hospital and the School, including replacement of trees, improved ground care and upgraded pedestrian crossings from Verdun Street. Street Parking along Smyth Road was completed, improving parent access to our school within an already congested precinct.

**Scientists in Schools** – Lunch in the Lab; Scientist Master Classes, visits to the Harry Perkins Institute of Medical Research

**The University of Western Australia** Close partnership with the UWA School of Education

**Musica Viva** visits our school to support the Music Program

As a **Sustainable** school, Ms Elisegaray accessed funds to enhance our Learning Garden.

The **Hollywood and Rosalie School and Community Band** allows students with musical aptitude to experience the pleasure and discipline of playing in a band. Mr Don Blue conducts Band Rehearsals each Wednesday morning from 7.30 am. The Band expanded during 2016 to include students from Freshwater Bay and Nedlands as well as Rosalie. The Breakfast Gig at the Warehouse Café was an exhilarating opportunity to perform for a broader audience, and was so well-received that it may become a fixture on the band 'calendar'.

The band participates in an event each Term, including a weekend Camp in Term Three. Our canteen Manageress Ms Linda Gamage supports Band members by offering 'Band Breakfast' on Wednesdays, an initiative greatly appreciated by our parents and students.



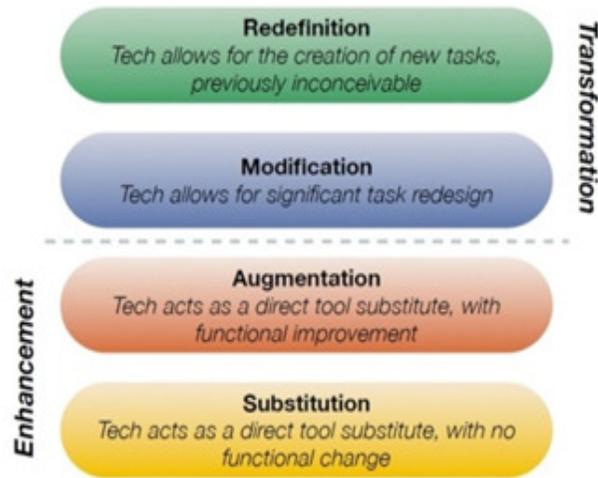
**Gardening at Hollywood Private Hospital**



**Mr Don Blue**  
Hollywood School and  
Community Band



## STEAM – Science, Technologies, Engineering, the Arts and Mathematics



During 2017 Hollywood School embedded STEAM learning across the school, following the enquiry approach to develop appropriate year-level Humanities and Social Science (HASS) concepts. STEAM is an educational approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics for guiding student inquiry, dialogue and critical thinking. The end result are students who take thoughtful risks, engage in experiential learning, persist in problem solving, embrace collaboration and work through the creative process.

Our work extended in 2017 to include educator reflection and collaborative planning against the SAMR Model to ensure that technology is used by students as a tool to enhance their learning through *Modification* and *Redefinition* not simply to *Substitute* and only *Augment* educative experiences.

STEAM learning enhances real world learning by challenging every student to engage with local real-world problems and find innovative sustainable solutions. Our teachers ensure higher order learning is activated through STEAM programs.

Some programs in focus over 2017 have been:

- Senior and Junior Coding clubs –supporting students to engage with various platforms of coding at their individual levels. This had been enhanced with the introduction of Lego Robotics adding to our increased bank of Edison robots, Sphero and Dot and Dash technology.
- STEAM Week –showcasing the whole school approach to STEAM learning, with displays of completed STEAM projects and challenges set daily for students to engage with.
- Perkins Institute Partnership – students have been working in partnership with the Harry Perkins Institute of Medical Research to engage in real world science scenarios, solving medical challenges and using technology as a tool for finding solutions that can impact the health and wellbeing of all.
- Story Blurbs and Movie Trailers – many students this year have engaged with digital; technologies to enhance their understanding of audience when writing narratives. Through designing, creating and showcasing digital; narratives and narrative story trailers using iMovie, the students were offered the opportunity to deepen their knowledge of the impact visual literacy can have on target audiences.
- Bug inquiry: our junior students have engaged with STEAM learning in their outdoor environment through a bug inquiry lead by student curiosity into what they could see while playing. Students engaged in lengthy discussion about the reasons insects needed certain body parts and then used Art as a focus for showcasing their ideas of how insects used their anatomy.

This approach to learning is certainly not an easy task, but the benefits to students and the entire school community are tremendous. Students and teachers engaged in STEAM make more real life connections so that school is not a place where you go to learn, but instead becomes the entire experience of learning itself. School doesn't have to be a place, but rather a frame of mind that uses STEAM learning as a lever to explosive academic growth, social-emotional connections and the foundation for the innovators of tomorrow – today!





**2017 TARGETS**

The Annual Report assesses the extent to which targets in Hollywood Primary School’s Strategic Plan 2016 – 2017 have been achieved and the progress being made towards these targets. The following chart is available through the [MySchool website, http://www.myschool.edu.au](http://www.myschool.edu.au).

Hollywood School students perform well in comparison to all schools nationally. It should be noted when using this comparative site that the similar schools are Australia-wide. Our MySchool 2017 results show that all our data is **substantially above scores Australia wide**.

Hollywood School fine- tunes its data analysis to compare ourselves against schools with statistically similar backgrounds.

- Hollywood Year Three 2017 data is **substantially above** in Spelling and **close to** in Reading, Writing, Numeracy and Grammar and Punctuation.
- Hollywood Year Five 2017 data is **substantially above** in Spelling, and **close to** in Writing, Reading, Grammar and Punctuation and Numeracy.

Staff have considered Myschools data along with NAPLAN data, and determine that Writing will be continue as a 2017 focus, while ensuring Reading, Spelling, Punctuation and Grammar and Numeracy maintain positive results against like schools.

Staff identify strengths from within the school to celebrate best practice with professional dialogue. Staff particularly comment on the benefits of collaborative practice to sharing effective approaches and ensuring consistency across all year levels. A persistent focus on rigorous curriculum delivery ensures students are successfully prepared for new learning as they progress in their educational journey at Hollywood Primary School.



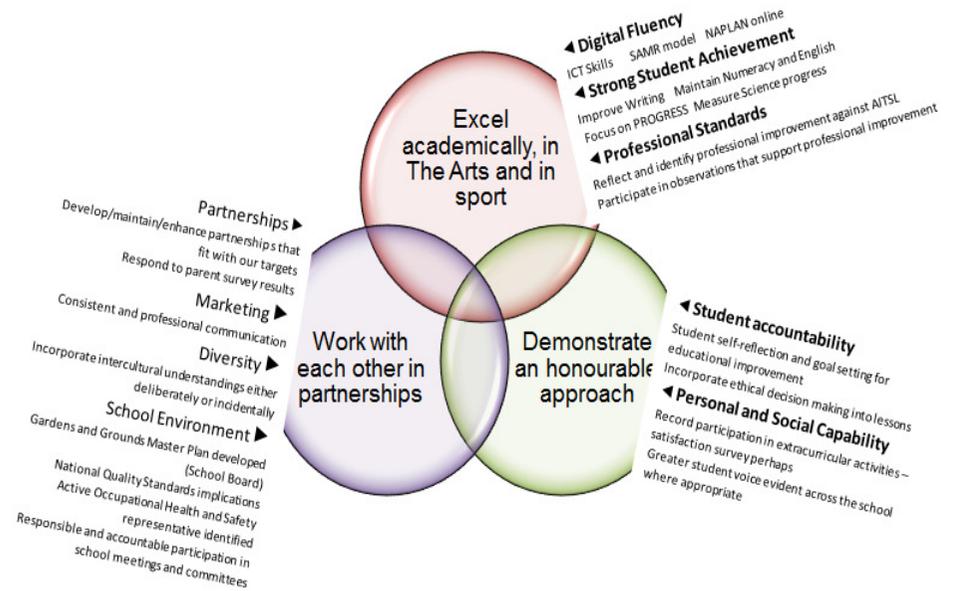
Hollywood School’s average when compared to schools with similar students is:



	Similar Schools	Hollywood								
	Reading		Writing		Spelling		Grammar		Numeracy	
Year Three	494	487	454	445	462	483	503	515	464	458
Year Five	562	565	513	509	538	555	560	549	542	535

# 2015 -2017 Hollywood Primary School Business Plan

Hollywood Primary School  
**We Excel with Honour**



**We aspire to support our students to excel academically, in The Arts and in sport.**  
 Staff provide quality learning opportunities where students are fully engaged and reach their potential.

STRATEGIC DIRECTION		TARGETS	STRATEGIES	KEY INDICATORS OF SUCCESS	Evidence 15.11.17
DIGITAL FLUENCY	Strengthen digital fluency across all year levels.	<ul style="list-style-type: none"> <li>▶ Students and staff yearly self-assessments using ICT skills Scope &amp; Sequence documents will indicate progression.</li> <li>▶ Online NAPLAN trial will be implemented and evaluated by end 2016.</li> <li>▶ The Network will be upgraded from Ednet to SOE4.5 during the 2015-16 financial year.</li> <li>▶ The computer to student ratio when compared each year from the 2014 Computer Census will increase.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Provide opportunities for professional learning to enhance pedagogy.</li> <li>▶ Promote direct teaching to develop skill, competency and application of technologies across all year levels and all learning areas.</li> <li>▶ Participate in the Online NAPLAN trial.</li> <li>▶ Plan for sustainability of ICT to meet future needs.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Australian Curriculum, Assessment and Reporting Authority (ACARA) General capabilities in Information and Communication Technology (ICT) and Critical and Creative Thinking are embedded in teaching and evident in student learning.</li> <li>▶ SOE4.5 is implemented and accessed by all classrooms in the school.</li> <li>▶ Computer Census reports will indicate an increasingly positive student to computer ratio.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Shenton Network PD</li> <li>▶ DREAM lab established</li> <li>▶ ICT Skills checklist created and shared</li> <li>▶ ICT Skills embedded with students and staff</li> <li>▶ Plans established on HPS Staff Google Drive, accessed each week for Staff Memo plus evidence of planning sharing at Curriculum Team level and within CoLab Teams in all learning areas.</li> <li>▶ Digital Tech skills used for critical thinking examples for SAMR model. Focus on coding, branching – higher order thinking skills</li> <li>▶ Coding clubs</li> <li>▶ Device to student ratio increased – more iPads purchased – Census Report</li> <li>▶ Digital Literacy specialist working PP-3</li> </ul>



**STRONG STUDENT ACHIEVEMENT**

Build staff capacity to meet the diverse and changing needs of our students.

Embed the Australian Curriculum in planning, teaching and assessment.

- The declining trend evident in our Year Three **Writing** NAPLAN data is arrested by 2017.
- *Achieve mean test scores such that:*
  - are equal to or above like schools for stable cohort Year Three **Writing** NAPLAN data in 2015, 2016 and 2017.
  - fall within ten points of like school means for stable cohort Year Three and Year Five **Writing** NAPLAN data in 2015, 2016 and 2017.
  - are equal to or above like schools stable cohort Year Three and Year Five **Numeracy** NAPLAN data in 2015, 2016 and 2017.
  - demonstrate a positive trend in 3-year **Numeracy** NAPLAN scores at both year 3 and year 5.
- The improving trend evident in our stable cohort Year Three and Five **Reading** NAPLAN data is maintained through 2015, 2016 and 2017.
- Positive trends in the percentage of stable cohort Year Three and Year Five students with moderate, high and very high progress are demonstrated in **Numeracy, Reading, Writing and Grammar and Punctuation**.
- Progress from Y3-Y5 **Numeracy, Reading, Writing and Grammar and Punctuation** NAPLAN will be at, or above, that of like schools.
- P-6 Student **Science** work achieving A and B grades in SAIS data will be equivalent or better than like schools when assessed against graded work samples from ACARA/SCSA and moderated using Judging Standards with local schools.
- Y6 Student **Science** results will indicate an improving trend in investigation skills and interpretation of data when benchmarked against ICAS 2014.

- Provide opportunities to attend and share evidence based professional learning.
- Share teacher expertise, through collaborative meetings, mentoring and coaching to encourage ongoing staff learning.
- Promote differentiation of curriculum delivery and student assessment.
- Familiarise all staff with the Western Australian Curriculum and implement Western Australian Curriculum Geography.
- Familiarise specialist teachers and implement Western Australian Curriculum Health and Physical Education, Languages and Arts (Music).
- Explore, familiarise and/or implement Civics and Citizenship, Economics and Business and Technologies.
- Implement and embed General capabilities and Cross-curricula priorities in planning, teaching and assessment as appropriate.
- Implement moderated teacher judgement in reported areas, intra and interschool.
- All teaching staff report against Phase 1 Australian Curriculum Achievement Standards in Semester 1 2014 and Phase 2/3 as appropriate.
- Evidence of moderated teacher judgment in Australian Curriculum Phase 1 and Phase 2 as applicable (depending on timeline).

- Australian Curriculum Phase 1 is fully implemented with teaching staff working towards full implementation of Phases 2-3 for teaching, reporting and review, when available.
  - ACARA General capabilities and Cross-curricula priorities are evident in teaching.
  - Staff actively participate in moderation at phase of learning meetings.
  - Staff actively participate in moderation during interschool collaborations.
  - Sustainability is embedded into classroom teaching of learning concepts.
  - Asia and Australia's engagement with Asia is presented directly to students or embedded into lessons.
  - Aboriginal and Torres Strait Islander histories and cultures are presented directly to students or embedded into lessons.
  - Digital technologies move from pure substitution and augmentation into modification and perhaps redefinition.
- Enhancement

**Redefinition**

*Tech allows for the creation of new tasks, previously inconceivable*

Transformation
- 
- Enhancement

**Modification**

*Tech allows for significant task redesign*

Transformation
- 
- Enhancement

**Augmentation**

*Tech acts as a direct tool substitute, with functional improvement*

Transformation
- 
- Enhancement

**Substitution**

*Tech acts as a direct tool substitute, with no functional change*

Transformation
- Critical and Creative thinking tools are referenced as part of a student's learning tool kit.
  - Year Six students will compete when benchmarked against International Competitions and Assessments for Schools Australian Science 2014 Test results.

- SEE NAPLAN ADDENDUM
- Talk for Writing PD and Induction by Level Three Teacher – CoLab meetings used to share samples and to moderate
- Shenton Network ECE Meetings to share and moderate student work
- CoLab meetings occur weekly and all staff in all teams actively participate
- Pre-service teachers have been hosted in many classrooms – teachers sharing knowledge and expertise
- Curriculum differentiation is embedded in all classrooms, with data used to identify students at risk in all stages of learning and effective IEP's GEP's and BMP's written, enacted, reviewed and replanned
- Words, Grammar, Fun, PreLit, MiniLit and MultiLit programs delivered and assessed by trained and supported Education Assistants. Groups are porous with students entering and leaving as data indicated need or proficiency
- Whole School Sustainability Day very successful and embraced by the wider community
- Staff are beginning to move IT use toward augmentation into modification
- Critical and creative thinking is evident as part of Inquiry based



<b>PROFESSIONAL STANDARDS</b>	Align performance and development to the Australian Institute for Teaching and School Leadership (AITSL) Professional Standards.	<ul style="list-style-type: none"> <li>➤ All staff will demonstrate reflective practice that leads to professional improvement.</li> <li>➤ The biennial Staff National School Opinion Survey (NSOS) results are positive when benchmarked against 2014 Staff NSOS results.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher leaders support the development, delivery, review and replanning of Operational Plans.</li> <li>➤ Coaching and Mentoring will be available for staff to confidentially and assist individuals to professionally reflect and self-assess against the AITSL standards.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Classroom planning is connected to operational and strategic plans and measured via self-reflection during Performance and Development discussions.</li> <li>➤ Staff will have reflected against the AITSL Professional Standards or job descriptions in preparation for formal Performance and Development meetings.</li> <li>➤ All teaching staff participate in formal or informal classroom observations and reflection.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Formation of the Curriculum Committee and construction of the Holly Bible (Hollywood Primary School Curriculum Guide)</li> <li>➤ National Quality Standards meetings</li> <li>➤ Performance Management meetings hinge on evidence-based reflection against AITSL standards using the continuum or embedded in NQS evidence files</li> <li>➤ Mentoring for working towards and achievement of Senior Teacher and Level Three accessed</li> <li>➤ Peer to Peer observations to be formalised as part of Performance Management</li> </ul>
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<p style="text-align: center;"><b>We aspire to work <u>with</u> each other in partnerships</b></p> <p style="text-align: center;">Positive involvement, connection and collaboration with our school community.</p>				<p><b>Evidence 15.11.17</b></p>	
<b>PARTNERSHIPS</b>	<p>Maintain and strengthen positive school-community relationships.</p>	<ul style="list-style-type: none"> <li>➤ Results generated from the biennial Parent National School Opinion Survey (NSOS) are positive when compared to survey means.</li> <li>➤ Positive feedback regarding school's self-assessment and performance of the school as measured by comments in Board Minutes and Board Survey results is received.</li> <li>➤ Partnerships that lead to improved student outcomes and support the School to achieve its targets are developed.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue to provide formal and informal involvement of our community in the identification and implementation of the future directions of Hollywood Primary School.</li> <li>➤ Use a range of relevant and contemporary mediums to communicate to parents.</li> <li>➤ Promote consistency of key messages.</li> <li>➤ Build on current partnership initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>➤ A School Communication Framework is developed to ensure clear and positive electronic communication between all stakeholders.</li> <li>➤ Survey data from school surveys are analysed and disseminated and action plans are developed to address areas of concern.</li> <li>➤ Timely, consistent and ongoing communication of relevant class, school and community events are delivered.</li> <li>➤ Community partnerships flourish as needed.</li> </ul>	<ul style="list-style-type: none"> <li>➤ SEE SURVEY ADDENDUM</li> <li>➤ Sustainability Day</li> <li>➤ Parent Meetings and interviews</li> <li>➤ Partnership with local Rotary and Bunnings, to provide funding for community projects</li> <li>➤ ANZAC Day and Remembrance Day</li> <li>➤ eCommunication embedded – clasdojo, eNewsletters</li> <li>➤ Hollywood Private Hospital visits, gardening, artwork, gifts.</li> <li>➤ Wide and varied networks within relevant sporting clubs</li> <li>➤ Tree planting with Friends of the Hollywood Reserve</li> <li>➤ UWA Science/maths pre-service teacher visits to complete teaching units</li> <li>➤ Shenton College planned Science student visits Yr 6 (Term One) Yr 5 (Term Four)</li> <li>➤ Focused UWA collaborative partnerships with the School of Education and other faculties as fits year level curriculum</li> </ul>
<b>MARKETING</b>	<p>Ensure consistent branding across all communications.</p>	<ul style="list-style-type: none"> <li>➤ Hollywood Header and style guide is used in all school communications material and templates.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Incorporate Hollywood Header in all school communications material.</li> <li>➤ Develop and implement a consistent style guide in all printed and on line material and templates.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Messages from the school to our community are presented in a professional, consistent format across the school K-6.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Standardised forms for incursions/excursions used for class and whole school events</li> <li>➤ ClassDojo use for communication of positive messages</li> <li>➤ Staff emails used for professional communications</li> </ul>



<p>INCLUSIVITY AND DIVERSITY</p>	<p>Honour inclusivity and diversity.</p>	<ul style="list-style-type: none"> <li>➤ Inclusive practices are demonstrated by all members of the school community and measured anecdotally.</li> <li>➤ Learning experiences that celebrate diversity are provided in all classrooms K-6.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Incorporate intercultural understandings in learning experiences as relevant opportunities arise.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students have opportunities to demonstrate positive intercultural understandings embedded into learning occasions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Harmony Week</li> <li>➤ Multicultural Luncheon</li> <li>➤ Collaboration within EC of different cultural parents</li> <li>➤ Students 1-6 included in Dance across the school</li> <li>➤ Aboriginal and Torres Strait islander themes evident in text research – Fables, Dreamtime stories</li> <li>➤ Team Teach</li> <li>➤ Student inclusion of their peers who live with special needs.</li> <li>➤ Differentiation according to student needs evident</li> <li>➤ Highly active anecdotal and written positive parent support of staff</li> </ul>
<p>SCHOOL ENVIRONMENT</p>	<p>Provide motivating spaces and opportunities for student learning and well-being.</p>	<ul style="list-style-type: none"> <li>➤ Evidence of enhancements to the environment by means of planned and documented improvements.</li> <li>➤ Student leadership teams allow student choice.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;"><b><u>Hollywood Primary School Creed</u></b></p> <p>Hollywood is <b>our</b> school.                  Let us <b>work together</b> to <b>help each other</b> with <b>friendship and cooperation</b>.                  We believe in the importance of <b>manners</b> and <b>good sportsmanship</b>.                  Make <b>our achievements</b> the <b>best we can do</b> to ensure a <b>good reputation</b> for Hollywood.</p> </div>	<ul style="list-style-type: none"> <li>➤ Buildings and facilities are maintained/ improved to meet the current and future needs of our school.</li> <li>➤ Vigilance in health and safety across the school site is maintained.</li> <li>➤ Ensure efficient, effective use of school resources.</li> </ul>	<ul style="list-style-type: none"> <li>➤ A Gardens and Grounds Plan is progressively developed.</li> <li>➤ An Occupational Health and Safety Representative is appointed from within the school staff.</li> <li>➤ Finance Meetings, Administration Meetings, Strategic and Operational Planning Meetings are held regularly and include evidence of consultation, review, replanning and communication.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Sustainability Day</li> <li>➤ ECE grounds improved considerably</li> <li>➤ Rotary link to further fund improvements</li> <li>➤ Students play in citrus garden</li> <li>➤ OSH Rep appointed and trained – Emma Nolan</li> <li>➤ Students involved in areas of garden care</li> <li>➤ Yr 6 Graduation Gift to the school in 2016 was mosaic garden pots containing hardy rosemary</li> <li>➤ Reading cushions to support reading corners for all classrooms</li> <li>➤ Provided an opportunity for the Representative to share key implications with staff.</li> <li>➤ Student leaders to be ‘visible’, working to extend student self-responsibility to take on leadership that reflects our school values (Resilient, Innovative, Respectful) and the School Creed</li> </ul>



**We aspire to demonstrate an honourable approach at all times.**

The Hollywood School Community is collaborative, confident, motivated, creative and respectful.

**Evidence 15.11.17**

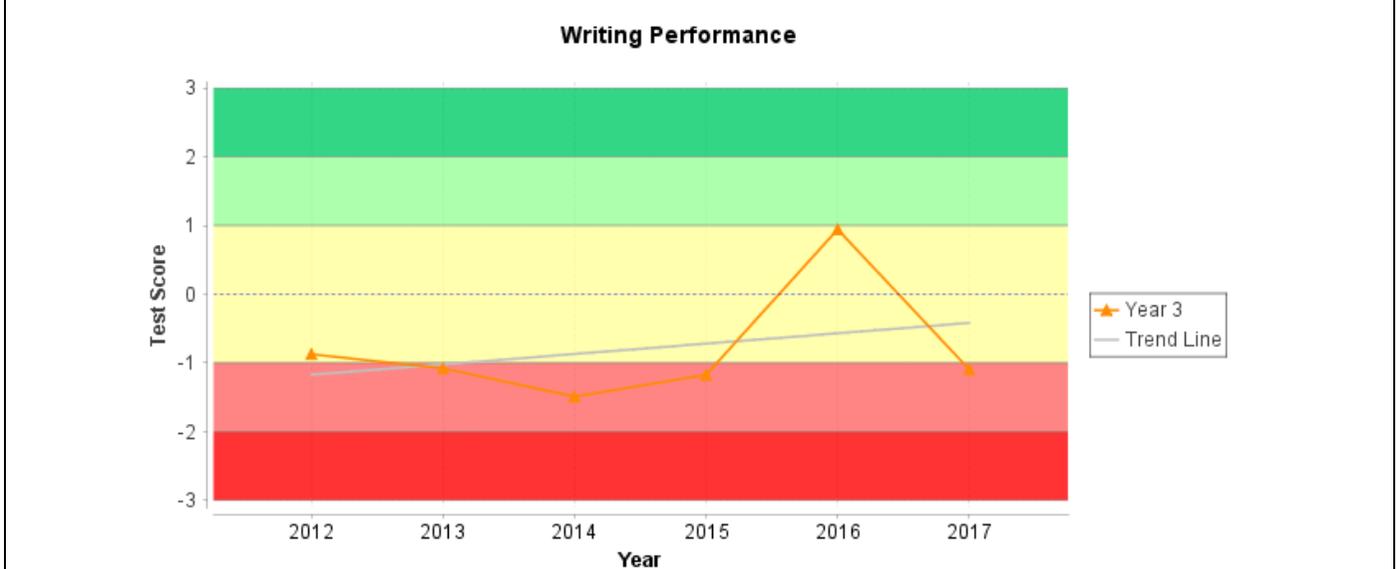
STUDENT ACCOUNTABILITY	<p>Students adopt increasing responsibility and accountability for learning.</p>	<ul style="list-style-type: none"> <li>➤ Students engage in self-reflection and goal setting to identify their strengths and focus areas.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ensure teachers provide explicit instruction and authentic opportunities for student accountability in learning, including engagement in self-reflection and goal setting</li> <li>➤ Staff share successful strategies</li> </ul>	<ul style="list-style-type: none"> <li>➤ Personal and social capability is directly taught in each classroom and evident in learning situations during the school day.</li> <li>➤ Ethical understanding is discussed and taught incidentally, appropriate to student age.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Year 5 coaching/resilience program</li> <li>✓ Yr2 and Yr2/3 Kerry Osling presented deliberate lessons to develop and improve cooperative and team-building skills. Plan to extend to upper primary and perhaps staff</li> <li>✓ Digital Citizenship directly taught</li> <li>✓ Positive praise, social/emotional skills are explicitly taught</li> <li>✓ Students reflect on aims /understanding every Science lesson</li> <li>✓ Friendly Schools PP – 6</li> <li>✓ Class sharing circles</li> <li>✓ PE Beep Tests supports goal setting and reflection on achievement.</li> </ul>
PERSONAL AND SOCIAL CAPABILITY	<p>Provide a safe, caring, inclusive learning environment.</p>	<ul style="list-style-type: none"> <li>➤ High participation in extra curricula activities is maintained (such as the School and Community Band, Choir, sports training, specialist music) as measured by regular, enthusiastic attendance.</li> <li>➤ Student engagement in reflective learning practices to identify their social and emotional learning skills and plan for improvement is evidenced.</li> <li>➤ Positive results are generated from the biennial Student National School Opinion Survey (NSOS).</li> </ul>	<ul style="list-style-type: none"> <li>➤ Implement Friendly Schools Plus K-6</li> <li>➤ Promote diverse opportunities for increased personal and social growth.</li> <li>➤ Foster student behaviours that contribute to a healthy lifestyle.</li> <li>➤ Students will be supported to complete online surveys to seek their views, opinions and suggestions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Friendly Schools Plus lessons will be taught in each classroom as outlined in the Operational Plan.</li> <li>➤ Age appropriate educational goal setting and reflection on those goals will be evident in all classrooms.</li> <li>➤ Students will have opportunity to give feedback on aspects of the educational program where relevant as part of a program.</li> <li>➤ Students will receive feedback on collated survey results that include appropriate proposed actions that might lead to improvement.</li> </ul>	<ul style="list-style-type: none"> <li>➤ High participation in extracurricular clubs</li> <li>➤ Timetabled health lessons using recommended resources PP-6 refresh the focus on Friendly Schools Plus</li> <li>➤ One on one lessons with students living with special needs</li> <li>➤ Team work a focus of PE lessons</li> <li>➤ All students PP-6 gave anonymous written feedback in Science. Students then shared in the collated feedback and changes to programs.</li> <li>➤ WALT and WILF Reflection/plenary regularly part of every lesson</li> <li>➤ Daily frequent respected verbal feedback</li> <li>➤ Weekly written feedback</li> </ul>



**NAPLAN ADDENDUM - STRONG STUDENT ACHIEVEMENT**

Build staff capacity to meet the diverse and changing needs of our students.  
Embed the Australian Curriculum in planning, teaching and assessment.

The declining trend evident in our Year Three **Writing** NAPLAN data is arrested by 2017. **Achieved.**



Dedicated, rigorous attention to planned, progressive literacy learning including focus groups to support identified students at educational risk has resulted in this target being achieved in 2017, despite lower mean scores. Our focus succeeded in maintaining writing achievement through continued collaborative planning, dedicated focus on National Quality Standards Area 1 (Educational Programs and Practice) and introducing Talk for Writing coaching and professional sharing during 2017. A specialist Oral Language program for Pre Primary and Year One student, implemented in 2017, is expected to have a progressively positive effect on individual student progress and achievement in Writing.

- Achieve **average** test scores such that:
  - are equal to or above like schools for stable cohort **Year Three Writing** NAPLAN data in 2015, 2016 and 2017 **Not Achieved.**
  - fall within ten points of like school means for stable cohort **Year Three and Year Five Writing** NAPLAN data in 2015, 2016 and 2017 **Achieved.**

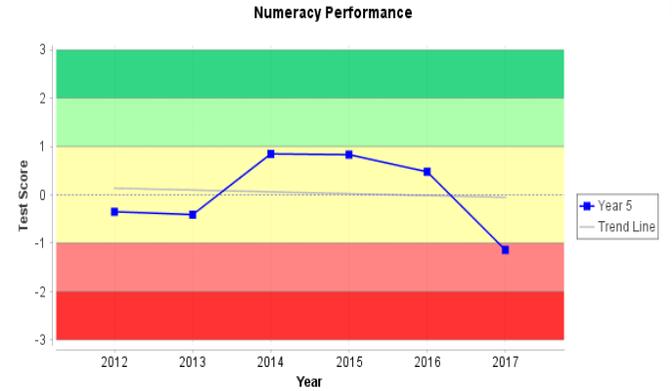
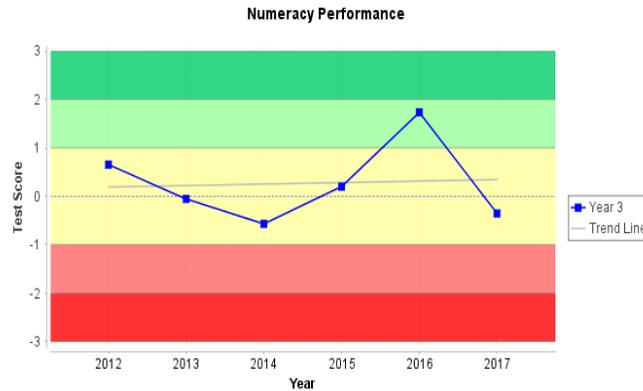
Average test scores – source – My Schools Website

2017	Yr 3 like schools	Hollywood School	Yr 5 like schools	Hollywood School
Writing	454	445	513	509
Numeracy	464	458	542	535

Hollywood School average scores are **within ten points** of like schools in Writing.  
Hollywood School average scores are **within ten points** like schools in Numeracy.



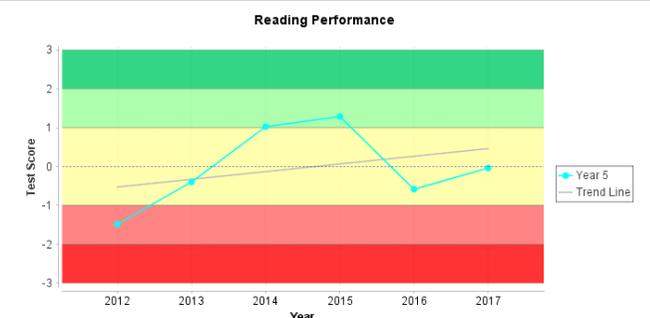
- are equal to or above like schools stable cohort Year Three and Year Five **Numeracy** NAPLAN data in 2015, 2016 and 2017 **Achieved**
- demonstrate a positive trend in 3-year **Numeracy** NAPLAN scores at both year 3 and year 5 **Not Achieved**



The positive trend in Numeracy scores for both Year Three and Five **is maintained** but flattened for Year Three in 2017 however is flattened to decreasing in Year Five 2017.

All teaching staff across the school are concerned to note the drop in mean scores in comparison to like schools for both years three and Five cohorts. NAPLAN Numeracy Data was matched with PAT data and common threads of weaker concept development were identified. In depth review of the Mathematics Operational Plan was undertaken in October 2017. The 2018 Operational Plan includes the CPA (from Concrete to Pictorial to Abstract) teaching model as well as enhanced accountabilities.

- The improving trend evident in our stable cohort Year Three and Five **Reading** NAPLAN data is maintained through 2015, 2016 and 2017 **Partially achieved**

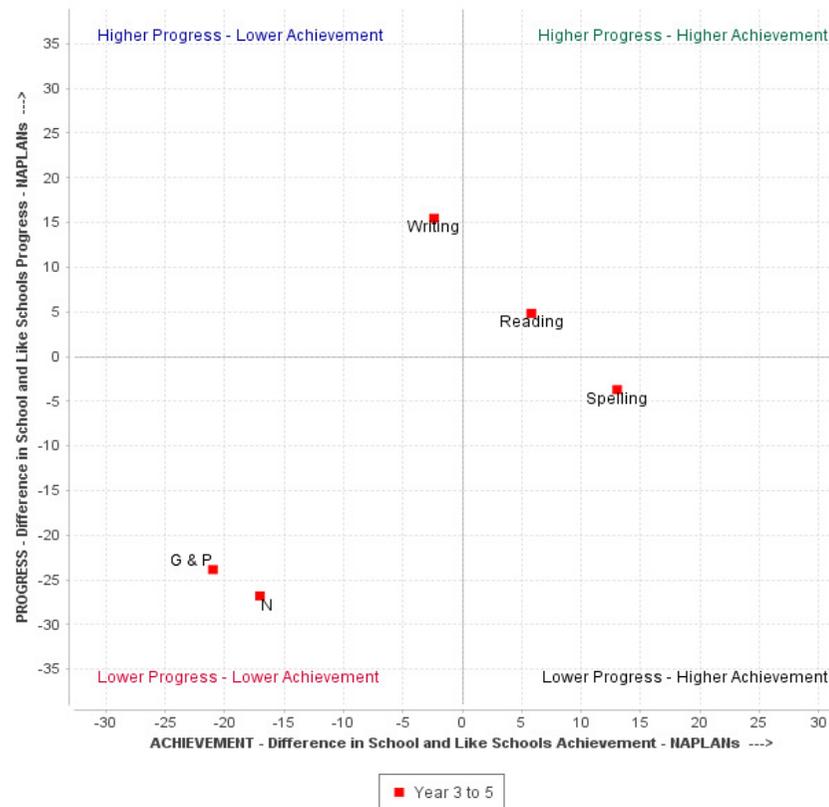


The trend line in Year Three Reading scores is slightly declining however with a small increase in mean scores from 2016, the Year Five trend positive line **is maintained** for 2017. Staff use of Guided Reading and Explicit Phonics instruction will combine with case management of identified students through in-class differentiation, implementation of research-based programs including Words, Grammar, Fun, PreLit, MiniLit and MultiLit and Individual Education Plans.



- Positive trends in the percentage of stable cohort Year Three and Year Five students with moderate, high and very high progress are demonstrated in **Numeracy, Reading, and Writing Grammar and Punctuation**.  
**Not Achieved in 2017**

**Student Progress and Achievement Compared with Like Schools**  
NAPLAN Year 3 2015 to Year 5 2017

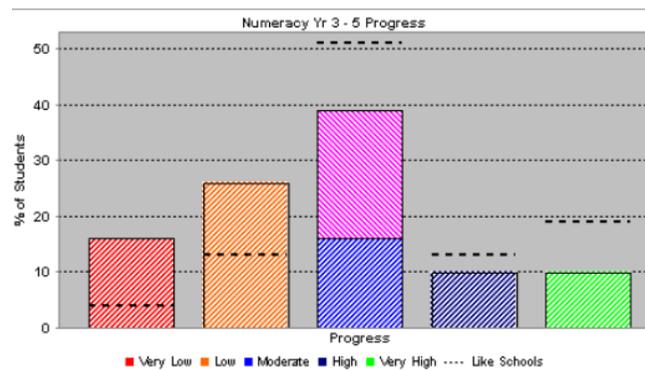


- Progress from Y3-Y5 Numeracy, Reading, Writing and Grammar and Punctuation NAPLAN will be at, or above, that of like schools

**Recommendation from 2015 Review: Target to be re-written such as**

- Stable Cohort Progress from Y3-Y5 Numeracy, Reading and Writing NAPLAN will be at, or above, that of like schools.

**Numeracy**



**NOT achieved** in 2017

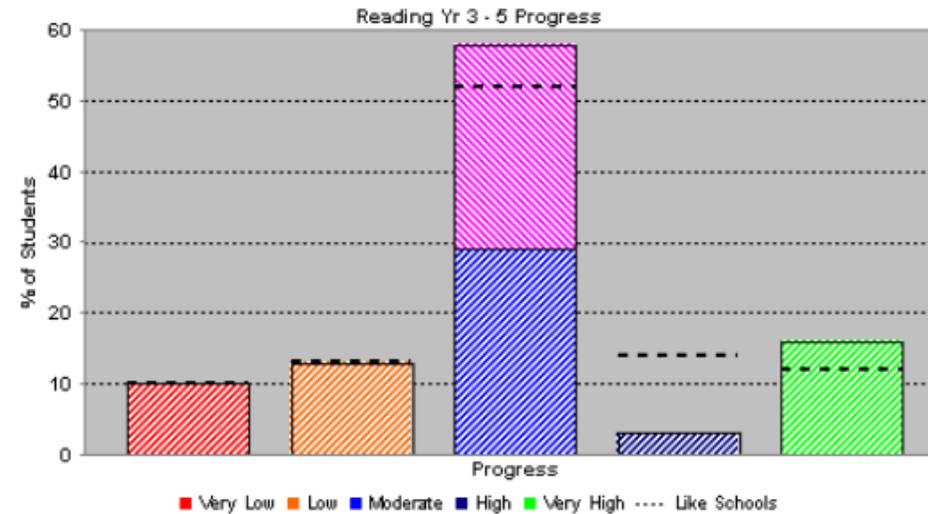


The shaded pink region, when included in the moderate bar of the progress graph, represents those students whose achievement is described as excellent for the first and second tests. Progress may be difficult to describe for these students as their capability may exceed that of the demands of the test. It is assumed that the progress of students who remain in excellent achievement category is at least moderate.

Staff wish to see the school cohort in very low and low columns to be below the 'like schools' dotted line and equal to or above the dotted line in the high and very high progress columns.

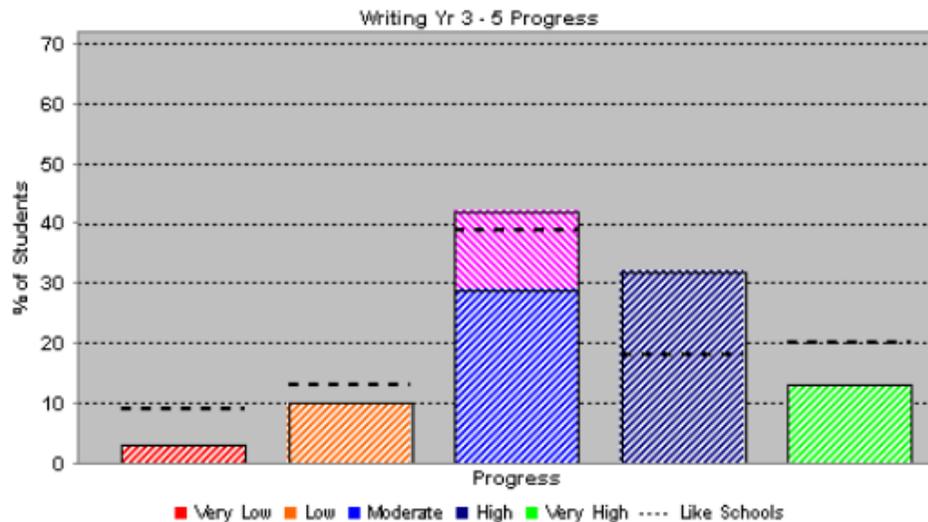


### Reading



Achieving the target

### Writing



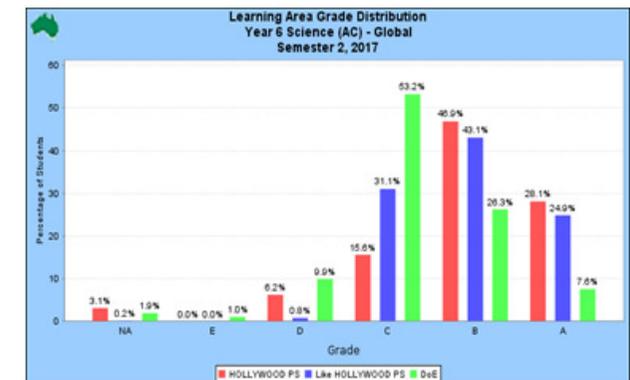
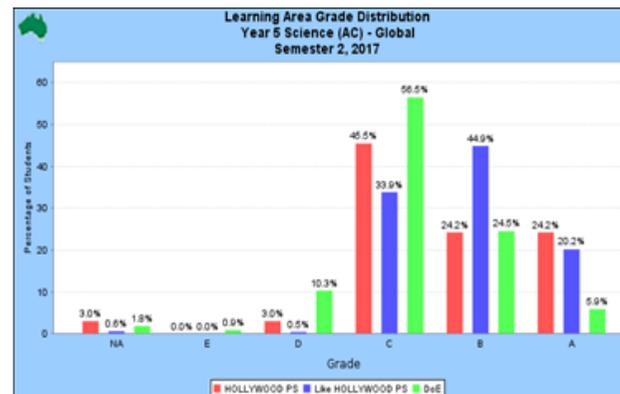
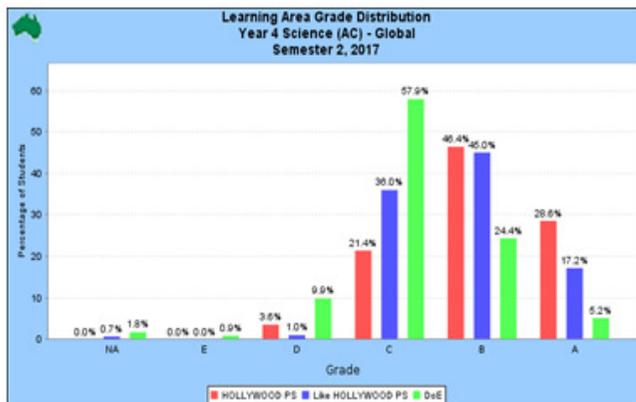
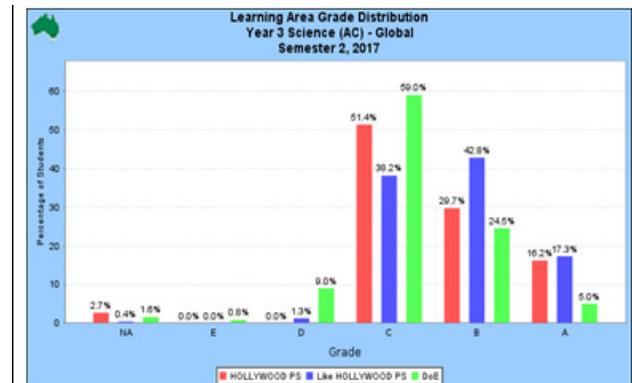
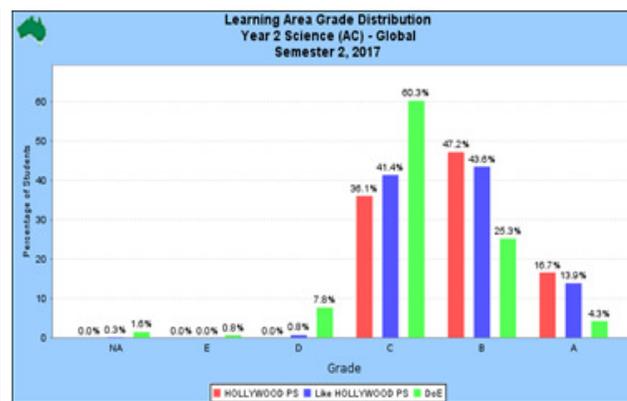
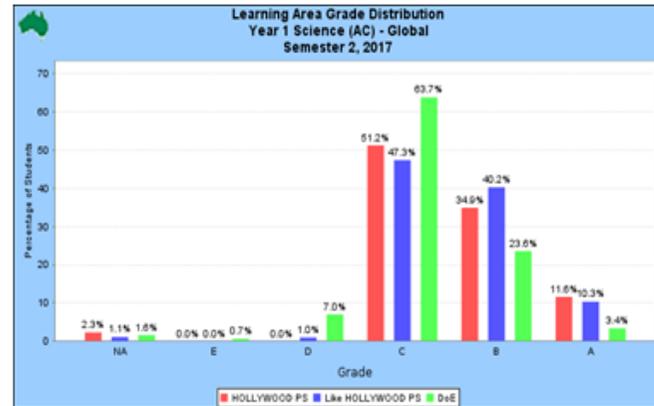
Achieving the target

**Staff remain committed to identifying individual students with low and very low progress for case management.**



- P-6 Student **Science** work achieving A and B grades in SAIS data will be equivalent or better than like schools when assessed against graded work samples from ACARA/SCSA and moderated using Judging Standards with local schools.

***Hollywood Science grading indicates strong congruence with like schools as a result of accurate grading and effective moderation. Our student achievement in Science is appropriate.***



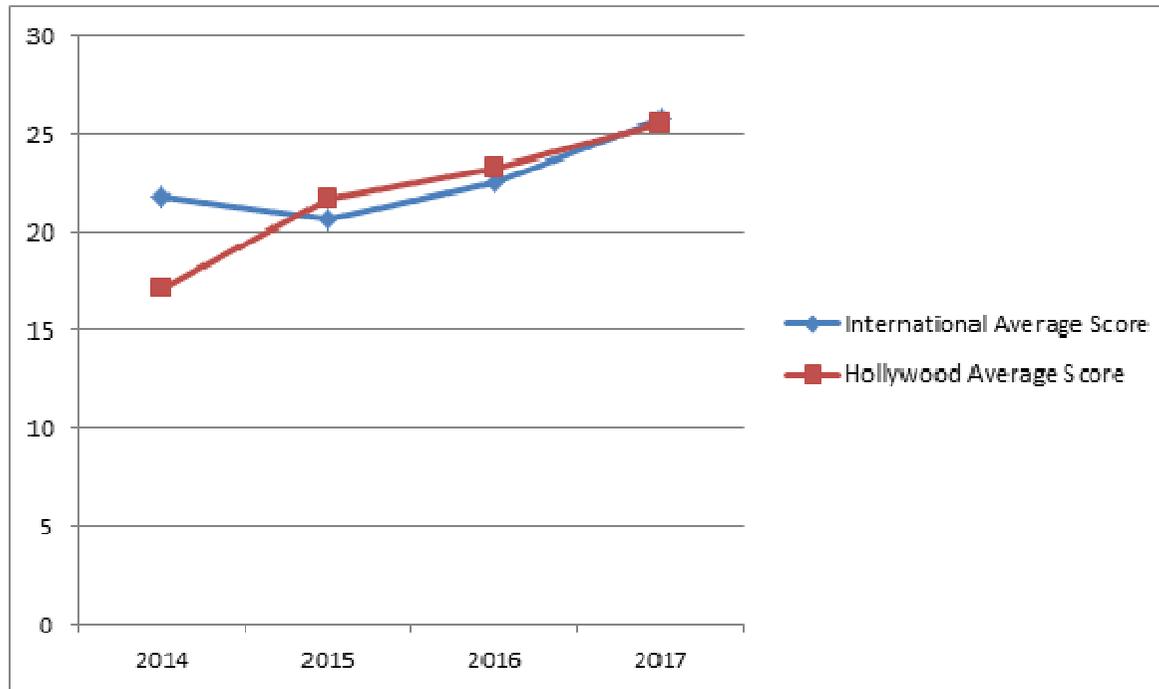
**Y6 Student Science** results will indicate an improving trend in investigation skills and interpretation of data when benchmarked against ICAS 2014.

***Data from ICAS testing indicates that achievement of 80% and above on Problem solving and data interpretation is reached and improving when cohorts are compared with the 2014 Cohort benchmark.***

***Science teaching continues to focus on ensuring Science Inquiry Skills are developed through intentional presentation of curriculum content.***



**ICAS Science 2017**



Hollywood uses an external, international exam, the ICAS Science exam run by the University of New South Wales, to evaluate our students' achievement in Science.

Our entire Year 6 cohort has sat the exam each year since 2014; previously it was taken by only a subset of students at parents' request. Having the whole cohort sit the exam in Year 6 provides us with feedback on our students and the science program as a whole, as the test evaluates students' skills which have developed over their time at Hollywood.

The students receive certificates which can be valuable additions to their portfolio if applying for special placement in Year 7.

Each year we are able to see which areas of science learning are particularly strong in our students compared with the international average from over 6000 schools.

Schools opting to sit ICAS tests tend to be 'good' schools with

high academic achievement, often private schools, and we are pleased to see that our students have maintained a strong trend of improvement and are comfortably performing with the best.

**Areas of particular strength** in our students are their core investigative skills - their understanding of the scientific process and how experiments are designed, making predictions and applying knowledge.

**Areas for continued improvement** are getting them to take more care in observing/measuring/interpreting data - usually a case of slowing down and looking more carefully.

This demanding test also **requires a high degree of both literacy and numeracy** so that the good results result from strong teaching by all teachers across the curriculum.

Congratulations to all those who sat the test for their great effort and achievement and their positive attitude to it. Certificates for those who achieved Merit (3), Credit (10) and Distinction (1) were presented as part of our celebratory evening for science, sustainability and art on Thursday 17th August from 6-7pm, when the painting created with our scientist-artist partner from UWA, Angela Rossen, was unveiled to the school after a short address by Dr Pieter Poot from the School of Biological Sciences.



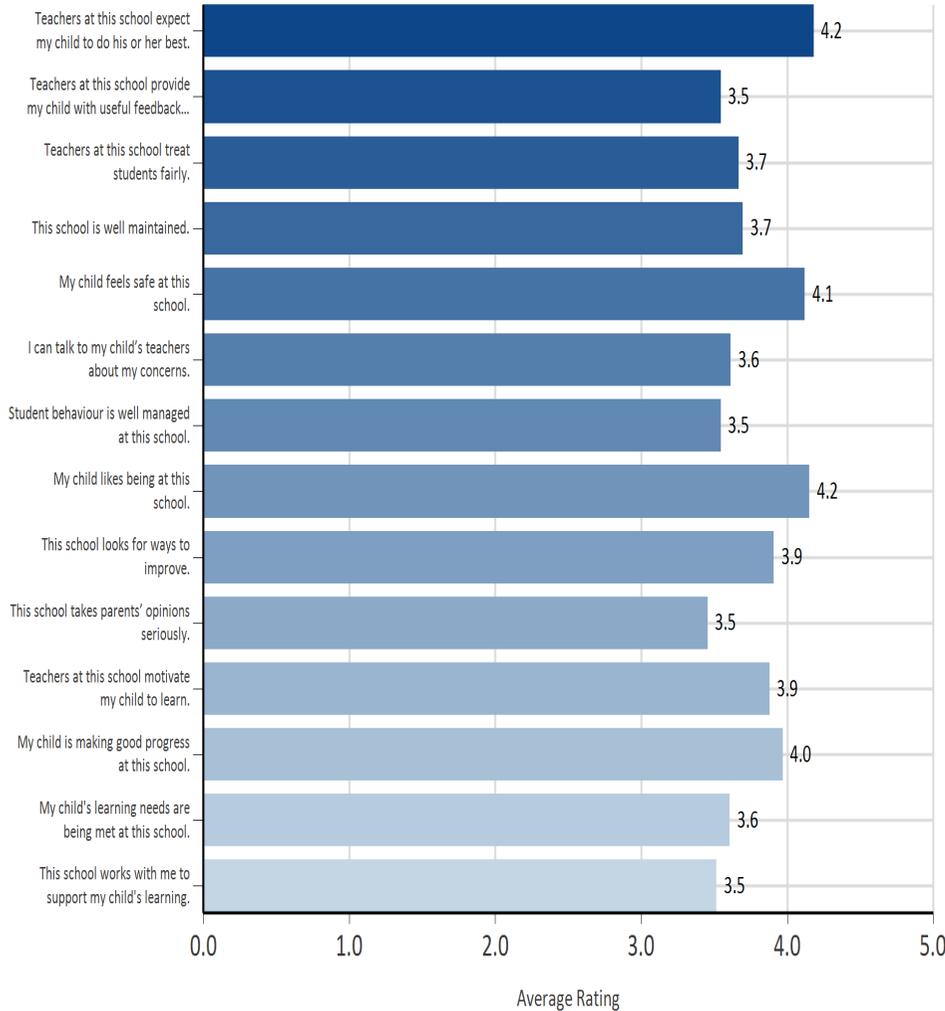
**Survey Addendum**

**We aspire to work with each other in partnerships**

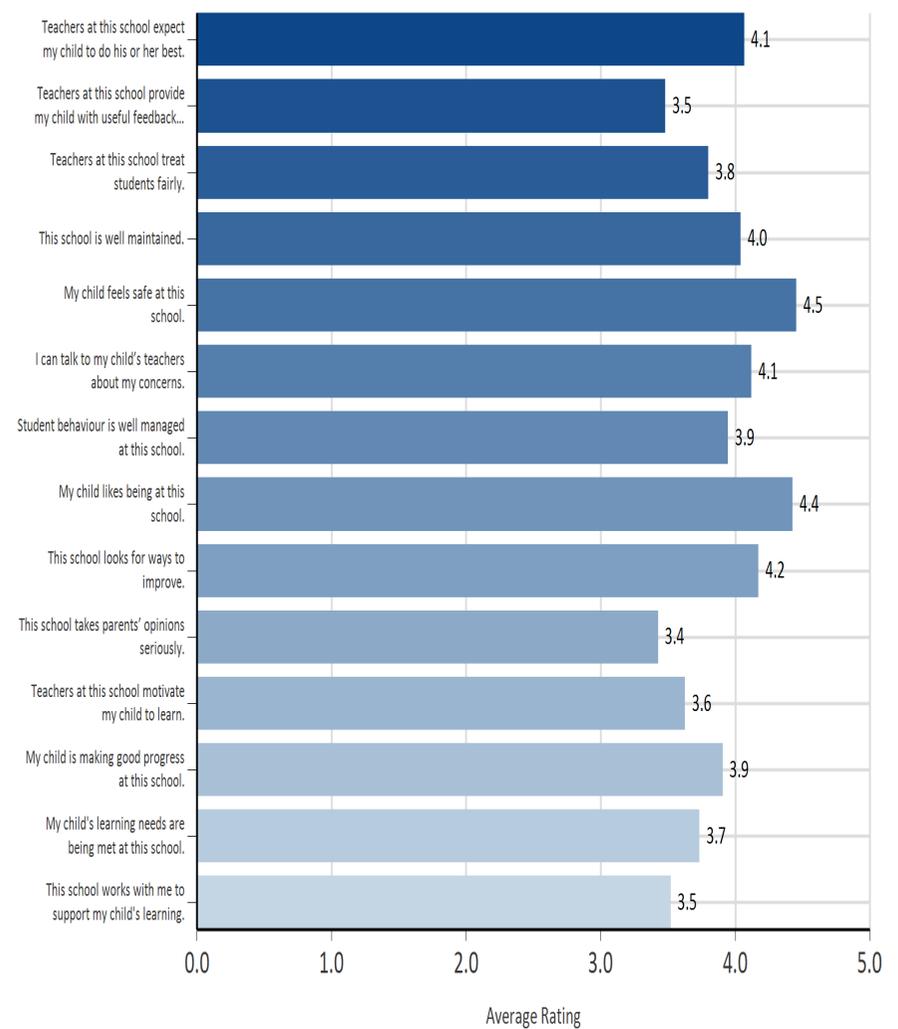
*Positive involvement, connection and collaboration with our school community.*

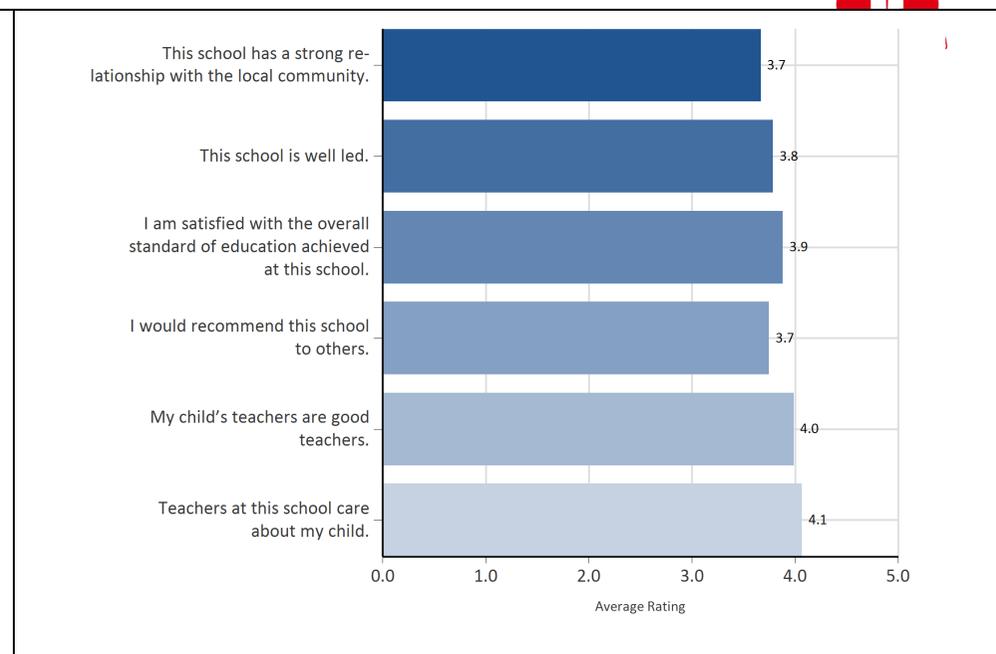
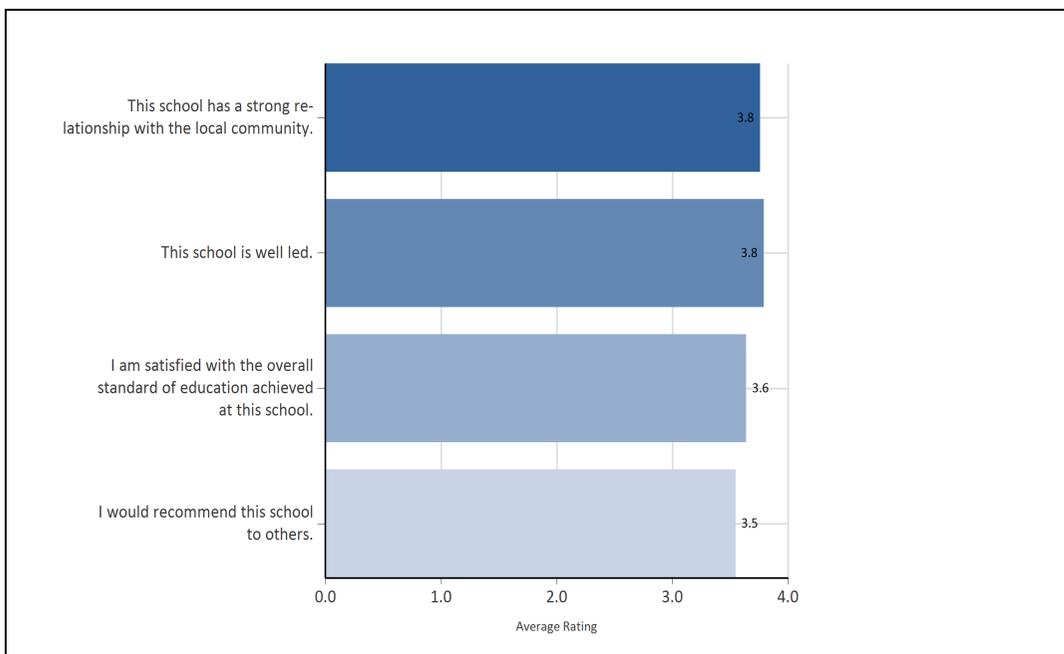
Note: 227% increase in response rate from 2014 – 2016.

**2014 Parent National School Opinion Survey 33 responses**



**2016 Parent National School Opinion Survey 75 responses**





**Maintain and strengthen positive school-community relationships.**

➤ Results generated from the biennial Parent National School Opinion Survey (NSOS) are positive when compared to survey means.

Comment	Average 2014	Average 2016
I can talk to my child's teachers about my concerns	3.6	4.1
This school takes parent opinions seriously	3.5	3.4
This school works with me to support my child's learning	3.5	3.5
This school has a strong relationship with the community	3.8	3.7
I would recommend this school to others	3.5	3.7

**Provide a safe, caring, inclusive learning environment.**

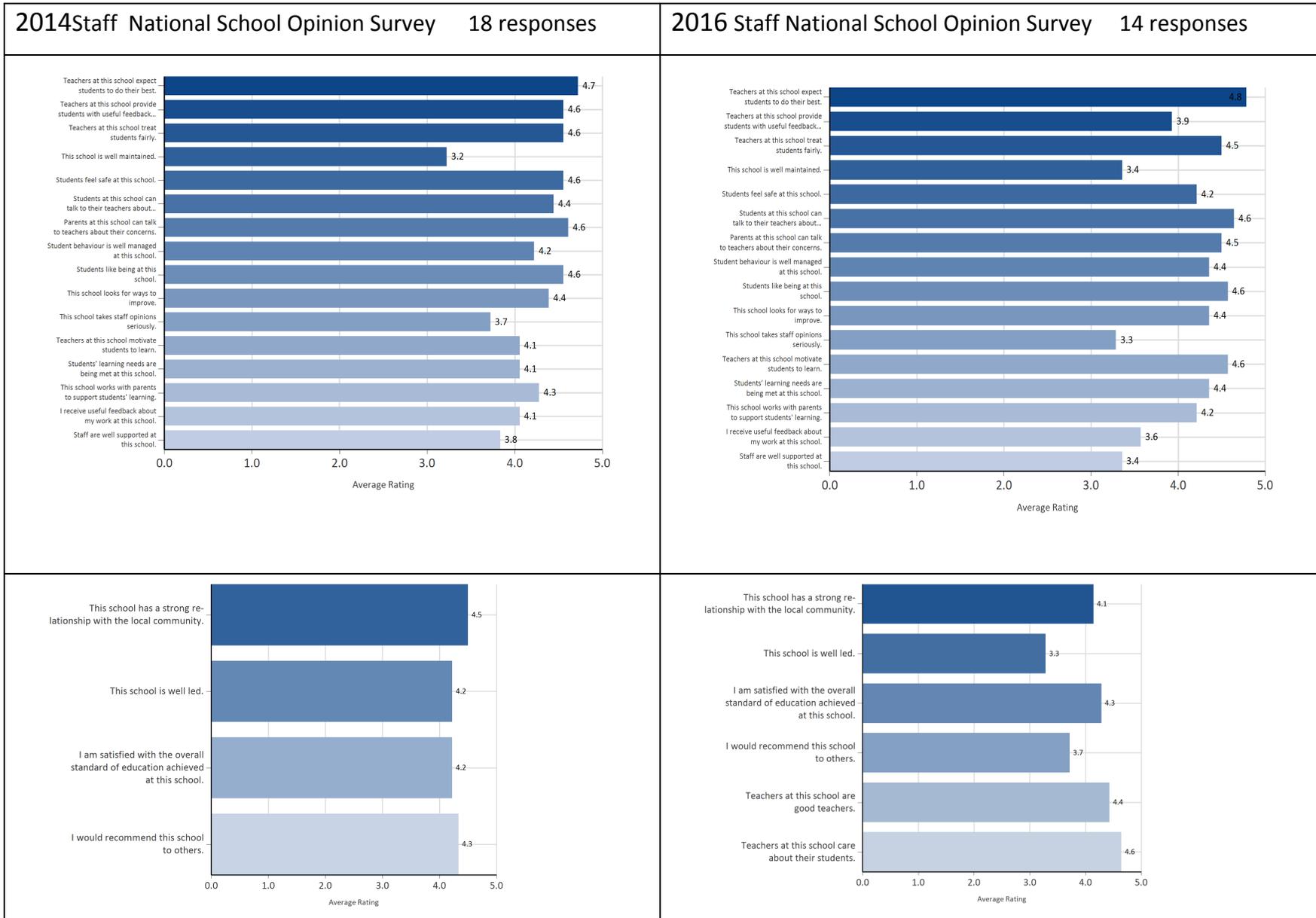
➤ Positive results are generated from the biennial Student National School Opinion Survey (NSOS).

Comment	Average 2014	Average 2016
Teachers at this school provide my child with useful feedback	3.5	3.5
Teachers at this school treat students fairly	3.7	3.8
My child feels safe at this school	4.1	4.5
Student behaviour is well-managed at this school	3.5	3.9
My child likes being at this school	4.2	4.4
Teachers at this school care about my child	-	4.1



**We aspire to support our students to excel academically, in The Arts and in Sport**  
*Professional Standards*

➤ The biennial Staff National School Opinion Survey (NSOS) results are positive when benchmarked against 2014 Staff NSOS results.





**2017 ANNUAL FINANCIAL REPORT**

I am very pleased to report that Hollywood Primary School has had a very successful year in financial terms, the result of several years of frugal spending and managing savings from our central salary allocation.

Whilst in 2015 the financial focus was on the upgrade of our wireless network, and 2016 saw the upgrade of our literacy resources across the school, 2017 has been very much about building and grounds upgrades and significant increases in our digital resources. The following is a brief snapshot of the purchases, projects undertaken in 2017:

<b>PURCHASES AND PROJECTS</b>	<b>INVESTMENT \$</b>
New, replacement interactive screens into Kindy, PP1, PP2 and Room10	19,816
New, replacement funky furniture for Kindy, PP1 and PP2	1,750
Reading chairs for library	723
Chairs for staff room	6,120
Class set of desks for Year 5	5,650
Compactus for Reading Room x 2	6,730
Roller blinds Rooms 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	13,553
Painting Rooms 1, 2, 3, 4, 5, 6, 7, 10 reading room and children’s toilets	27,640
Installation of a sport store to oval	15,250
Robotics – <i>Grant received to fund these purchases</i>	5,576
iPads & covers x 60	25,721
e Smart School licence x 3 years	3,500
Various charging stations, devices for ICT – <i>P&amp;C have contributed to these costs</i>	3,691
<b>TOTAL</b>	<b>135,720</b>

In addition to the above, the HPS P&C contributed the sum of \$73,810 towards the refurbishment of the school swimming pool, surrounds and change rooms. The partnership we enjoy with our P&C is an amazing testament to the benefits that flow from parents excited about their children’s education, willing to contribute time or funds to ensure they receive the very best opportunities available. In 2017 over 95% of contributions and charges have been paid by our parent body and we thank them for their committed support for the school.

The funding received from the agreement to lease the off-site centre has begun to make a real difference in what we can provide for our students. In 2018, we are hoping to allocate these funds towards enclosing the undercover area to provide a pleasant, weather-proof environment for our students. Further works may include the installation of audio or visual equipment to facilitate our implementation of the new Arts curriculum in 2018.

We anticipate rolling over into 2018 with healthy balances in our staffing, contingencies and reserve accounts to ensure we have a great financial start to the school year.

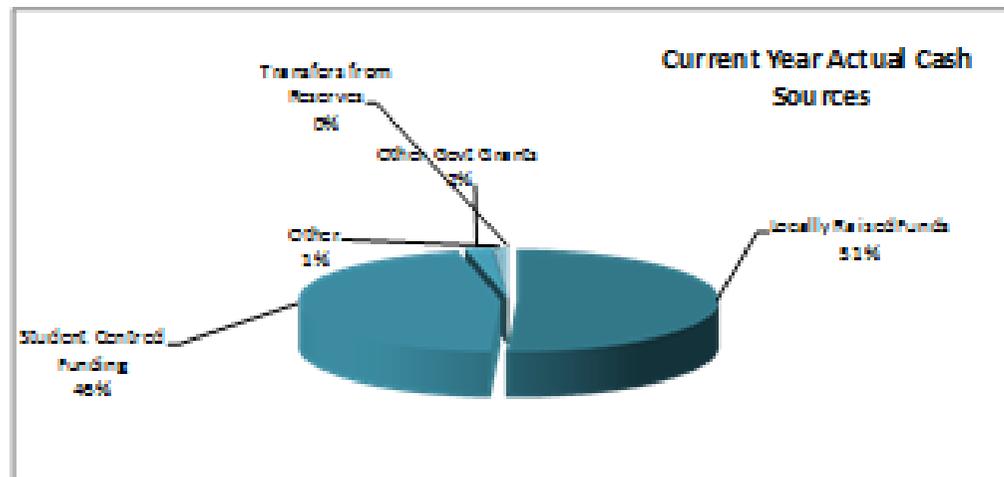
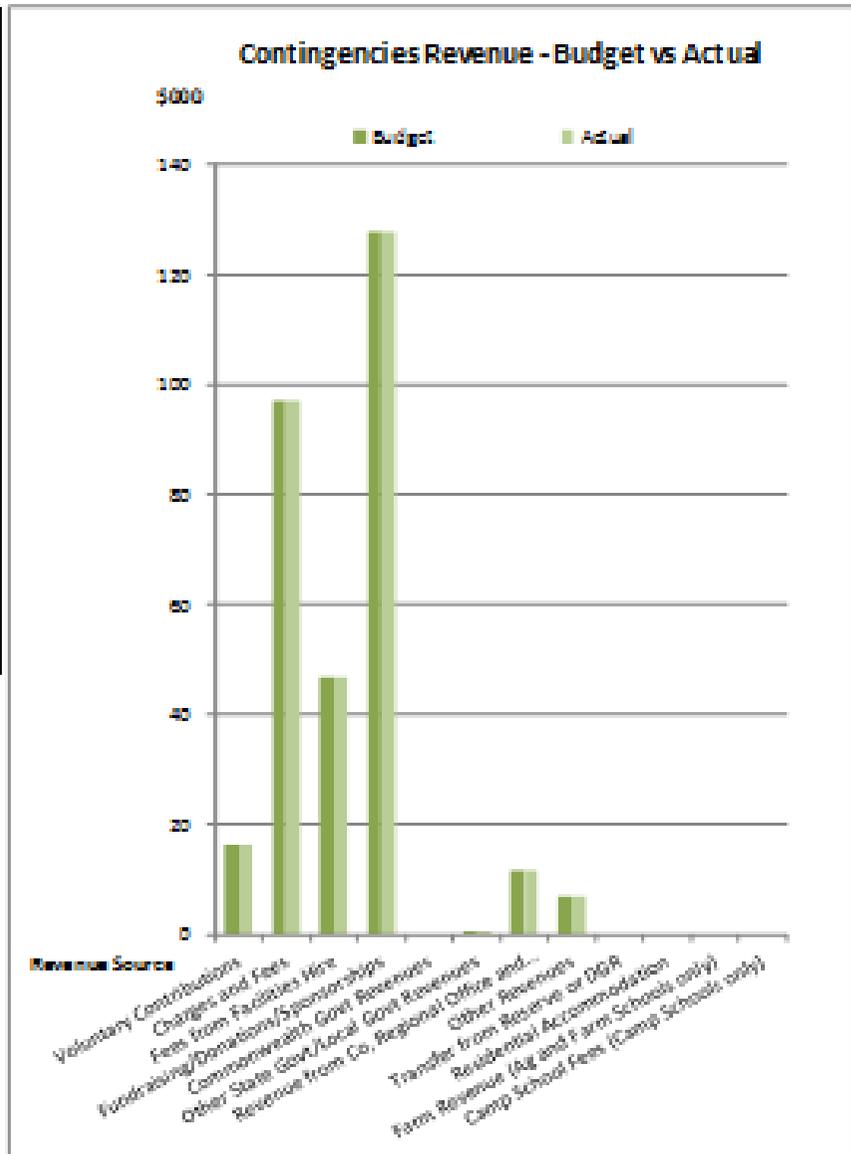
**MARION TUCK**

Manager Corporate Services 15 November 2017



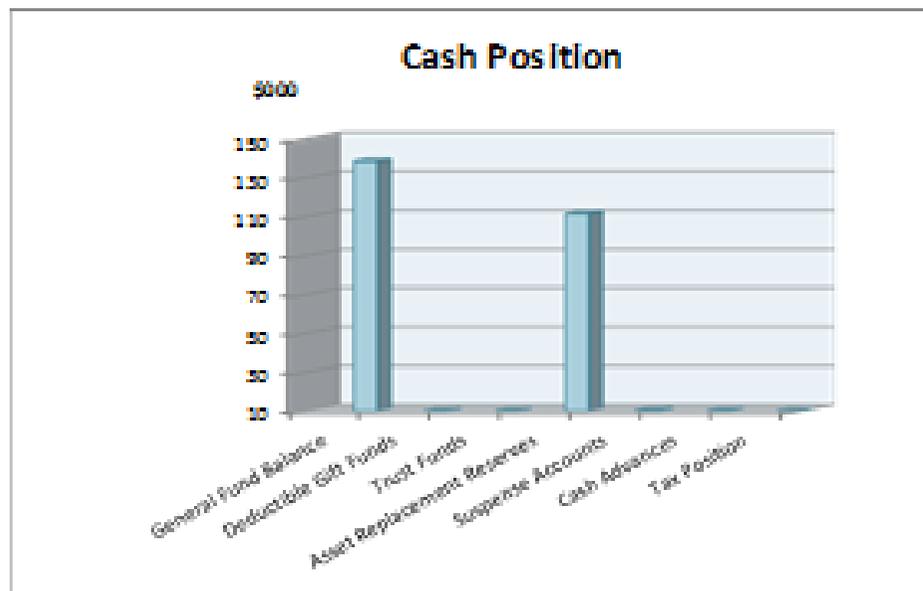
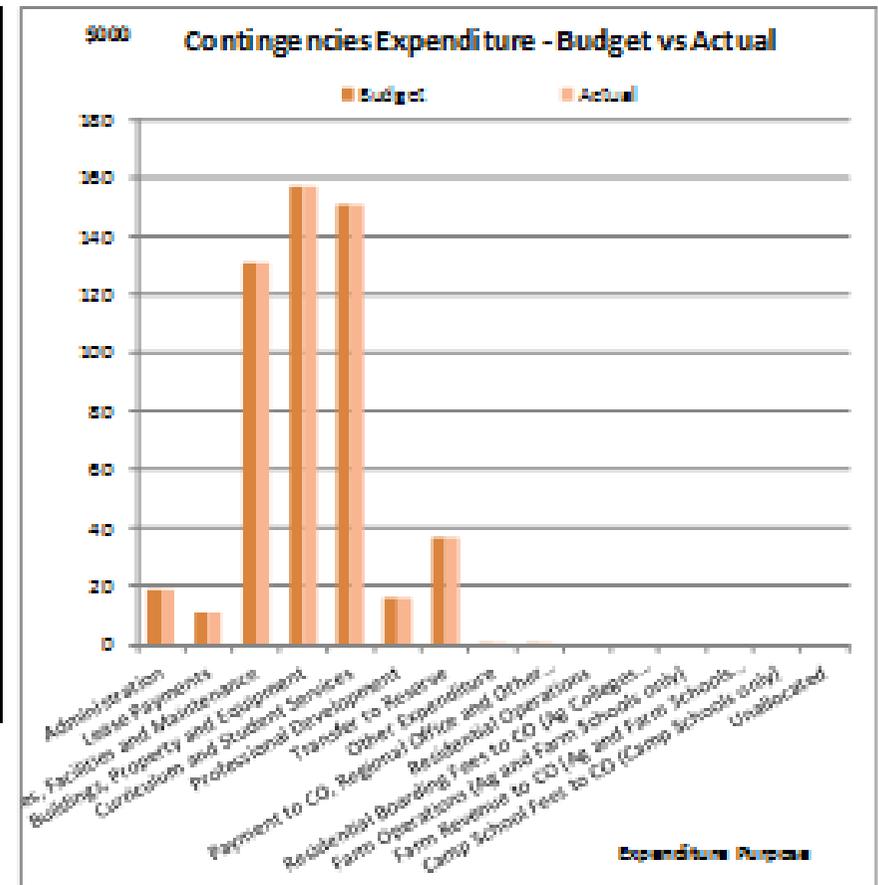
**Hollywood Primary School Financial Summary as at 31 December 2017**

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 16,399.00	\$ 16,399.00
2	Charges and Fees	\$ 96,799.00	\$ 96,799.34
3	Fees from Facilities Hire	\$ 46,629.00	\$ 46,624.53
4	Fundraising/Donations/Sponsorships	\$ 127,783.00	\$ 127,783.03
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 750.00	\$ 750.00
7	Revenue from Co, Regional Office and Other Schools	\$ 11,512.00	\$ 11,512.28
8	Other Revenues	\$ 6,882.00	\$ 6,879.74
9	Transfer from Reserve or DGR	\$ -	\$ -
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>\$ 306,772.00</b>	<b>\$ 306,789.96</b>
	Opening Balance	\$ 95,012.00	\$ 95,011.63
	Student Centred Funding	\$ 299,115.00	\$ 299,114.66
	<b>Total Cash Funds Available</b>	<b>\$ 680,899.00</b>	<b>\$ 680,896.25</b>
	Total Salary Allocation	\$ -	\$ -
	<b>Total Funds Available</b>	<b>\$ 680,899.00</b>	<b>\$ 680,896.25</b>





	Expenditure	Budget	Actual
1	Administration	\$ 19,088.00	\$ 19,088.55
2	Lease Payments	\$ 10,898.00	\$ 10,897.56
3	Utilities, Facilities and Maintenance	\$ 130,693.00	\$ 130,694.08
4	Buildings, Property and Equipment	\$ 156,936.00	\$ 156,935.81
5	Curriculum and Student Services	\$ 150,907.00	\$ 150,906.98
6	Professional Development	\$ 16,267.00	\$ 16,267.09
7	Transfer to Reserve	\$ 36,800.00	\$ 36,800.00
8	Other Expenditure	\$ 680.00	\$ 679.52
9	Payment to CO, Regional Office and Other Schools	\$ 126.00	\$ 125.73
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)	\$ -	\$ -
15	Unallocated	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 522,395.00</b>	<b>\$ 522,396.34</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 522,395.00</b>	<b>\$ 522,396.34</b>



Cash Position as at:	
Bank Balance	\$ 260,544.26
Made up of:	\$ -
1: General Fund Balance	\$ 150,000.00
2: Deductible Gift Funds	\$ 133,488.91
3: Trust Funds	\$ -
4: Asset Replacement Reserves	\$ 11,600.00
5: Suspense Accounts	\$ 10,298.33
6: Cash Advances	\$ 200.00
7: Tax Position	\$ 346.00
<b>Total Bank Balance:</b>	<b>\$ 260,544.26</b>



## FOCUS AREAS FOR 2018

*Based on deep analysis of whole school data, and in consultation with staff, parents and School Board:*

- Collaboratively develop the **2018 – 2020 School Plan** that includes data-informed strategic targets, key achievement milestones and research-based educative strategies that are assessed annually to ensure school-wide student progress and achievement.
- Strengthen school based structures, focussing on effective Collaborative Teams to address the alignment between **teacher judgement** and NAPLAN results for Numeracy and Literacy
- K – 2 Teaching and support staff will explicitly address **all National Quality Standards**, with all staff contributing to the 2018 audit
  - Self-assess against the **Aboriginal Cultural Standards** and take effective action for improvement
- Participate in peer to peer observations for **personal pedagogical improvement**
- Further develop the objectives of the **Grounds and Gardens Plan**.
- Continue to develop the objectives of the **ICT Plan**.

### 2017 Annual Report Endorsed by:



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Principal Beverly Innes



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School Board Chair Lisa Cluett