Dear Parents and the School Community,

I would like to present to you the 2014 Annual Report.

This report summarises school operations and student performance in this, the first year of the 2014 - 2016 Business Plan. The report highlights our strengths and identifies areas for improvement in line with the Business Plan. It is also a celebration of school and student achievements this year.

I would like to take this opportunity to acknowledge and thank our dedicated staff and community for working together to ensure the achievement targets we set are achieved and that our vision of staff and parents working together in education is the reality at East Beechboro Primary School.

Sincerely

Gary Brown

Principal

Our School - “Strength in Honour”

East Beechboro Primary School commenced operation as an Independent Public School in 2011 and is presently the community-learning centre for approximately 450 children from Kindergarten to Year 7. Our staff of professional educators and support staff, all of whom recognise parents as prime educators, care for these children. Professionals in associated fields of psychology, speech therapy, curriculum and visiting teacher services provide valuable assistance in our endeavours to support the needs of all students.

The belief that belies school operations is that by working together in a partnership of mutual respect and purpose we can optimise learning and child development. We have a shared commitment to the importance of quality relationships, upon which a safe, dynamic, happy and productive learning environment is maintained.

Specialist Programs include, Languages (Indonesian), Music, Choir and Physical Education. Every effort is made to ensure students identified as talented and gifted are given the opportunity to participate in a range of extra curricular activities and curriculum extension.

Parents are actively encouraged to support the school by taking on leadership roles on the School Board, P&C Association, operate the school canteen and uniform shop, assist in fundraising activities or to work as volunteers. They are consulted on school decisions, informed of progress and issues and are offered opportunities to be an integral part of school decision making.

The School Board, in conjunction with the administration and staff, set school policy, priorities, oversee the school business and operation plans and monitor school resourcing.

East Beechboro has a commitment to values through the Virtues and Restorative Justices programs and implements the “Andrew Stewart” student incentive program and the Friendly Schools Plus program which enables students to be acknowledged for positive actions and behaviours. We are committed to the values that we believe are essential in achieving the best possible outcomes for all students and are guided by four core values; Learning, Excellence, Equity and Care.
## Improving Literacy and Numeracy Skills

<table>
<thead>
<tr>
<th>Our Achievement Targets</th>
<th>Our Strategies &amp; Achievements</th>
</tr>
</thead>
</table>
| Maintain or increase current percentage of students at or above National Minimum Standards in NAPLAN and school performance to be consistent with, or above the level of like schools. |  - Teachers actively engage in rigorous analysis of NAPLAN data to inform planning for improvement.  
- Use phase of learning teams to create and support collaboration with a focus on curriculum planning and moderation.  
- Utilising ILNNP (Improving Literacy and Numeracy National Partnership) and school resources to establish a sustainable model of support across all phases of school.  
- Use the Education Department Syllabus and Australian Curriculum Outcomes to inform teaching and learning content and programs.  
- Emphasis in all years on the delivery of strategies to improve Comprehension skills. |
| Demonstrate improved student progress in relation to appropriate level of skill in Literacy and Numeracy. |  - Utilise On Entry Assessment data to inform the development of educational programs.  
- Develop early intervention strategies for students who experience difficulty in Literacy and Numeracy.  
- Establish Aspirational Targets within the Operational Plan to measure the effectiveness of implemented strategies.  
- Staff to align classroom planning with the School Operational Plan.  
- Utilise:  
  - SAIS (Student Achievement Information System) data  
  - S.A. (South Australian) Spelling test  
  - Guided Reading to be used across all year levels.  
  - On-Entry Assessment  
  - PLDD (Promoting Literacy Development) placement tests  
  - PM (Performance Maintenance) benchmark assessment  
  - EAL/D (English as an Additional Language/Dialect) progress maps  
  - Common assessment tasks  
  - Phonological Awareness tests  
  - SCSA (School Curriculum and Standards Authority) Documents  
- Provide engaging and stimulating learning programs that cater to the individual needs of all students. |

### Recommendations

- Literacy and Numeracy to be continued priorities for 2015.  
- Use of the Australian Curriculum English and Mathematics into all school planning and priorities through SCSA web site.  
- Target setting in Reading and Number and Algebra for all K–Year 6 students  
- Targeted intervention for Years 2 and 4 students in Reading and Numeracy using EARS data in preparation for NAPLAN 2014.  
- Establishment of common assessment tasks in Phases of Learning for Numeracy and English consistent with the Australian Curriculum and Achievement Standards to be used for grading.  
- Student non-attendance to continue to be a focus in 2015.  
- Explicit teaching in all year levels in all areas of English and Mathematics.  
- ‘Warm-up’ activities to reinforce facts and knowledge to be used in all classes.
## SCHOOL PRIORITY AREAS

### QUALITY TEACHING AND LEADERSHIP

<table>
<thead>
<tr>
<th>Our Achievement Targets</th>
<th>Our Strategies &amp; Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish staff performance management processes that are aligned with National Principal and Teacher standards that support enhanced student achievement.</td>
<td>- All staff to develop self reflective practices based on National Principal and Teacher standards to improve classroom pedagogy.</td>
</tr>
<tr>
<td></td>
<td>- All staff to align professional learning to school and Department priorities in accordance with Performance Management requirements.</td>
</tr>
<tr>
<td></td>
<td>- EBPS to develop a Performance Management proforma aligned with National Teachers Standards.</td>
</tr>
<tr>
<td>Encourage, support and build staff capacity for teaching excellence.</td>
<td>- Provide all staff with access to high quality professional learning opportunities.</td>
</tr>
<tr>
<td></td>
<td>- Utilise school based network to provide professional support for teachers.</td>
</tr>
<tr>
<td></td>
<td>- Provide ongoing professional development to support the implementation of the Australian Curriculum.</td>
</tr>
<tr>
<td>Provide opportunities to develop staff capacity for leadership.</td>
<td>- Revise staff roles and responsibilities to facilitate curriculum leadership in support of the Australian Curriculum.</td>
</tr>
<tr>
<td></td>
<td>- Merit select staff to meet the vision, ethos and culture of the school.</td>
</tr>
<tr>
<td></td>
<td>- An increased proportion of teachers taking on leadership roles within our school and/or educational region.</td>
</tr>
<tr>
<td></td>
<td>- Additional resources provided to support staff members taking on leadership roles.</td>
</tr>
<tr>
<td>Provide opportunities to develop student capacity for leadership.</td>
<td>- Opportunities for students to develop leadership potential through:</td>
</tr>
<tr>
<td></td>
<td>- Student council operations</td>
</tr>
<tr>
<td></td>
<td>- School sports programs and activities</td>
</tr>
<tr>
<td></td>
<td>- Operational roles and duties in many school contexts</td>
</tr>
<tr>
<td></td>
<td>- Personal development opportunities such as Team Challenge,</td>
</tr>
<tr>
<td></td>
<td>- Young Leaders’ Conference</td>
</tr>
<tr>
<td>Students are encouraged to pursue personal excellence in all facets of school life.</td>
<td>- Recognition of personal excellence through:</td>
</tr>
<tr>
<td></td>
<td>- Positive incentives</td>
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<tr>
<td></td>
<td>- Honour Certificates</td>
</tr>
<tr>
<td></td>
<td>- Admin Awards</td>
</tr>
<tr>
<td></td>
<td>- Andrew Stewart Awards. 902 certificates issued in 2014 = average of 2.27 certificates per student. 138 badges/medallions issued in 2014.</td>
</tr>
<tr>
<td></td>
<td>- Entry into Secondary Specialist Programs</td>
</tr>
<tr>
<td></td>
<td>- SAIS Data</td>
</tr>
<tr>
<td></td>
<td>- School Specialist Programs</td>
</tr>
<tr>
<td>Establish school processes to facilitate school self review based on the National Quality Standard (NQS) for the Early Years (K-2).</td>
<td>- K-2 staff to develop self assessment practice on NQS framework.</td>
</tr>
<tr>
<td></td>
<td>- Undertake self assessment against the NQS.</td>
</tr>
<tr>
<td></td>
<td>- Identify areas for improvement to inform operational planning.</td>
</tr>
</tbody>
</table>

### Recommendations

- Continue Professional Learning for staff in Australian Curriculum.
- Continue to use relevant strategies and learning activities from Friendly Schools Plus to address issues relating to bullying.
- Continue to offer incentives to community members to participate in surveys. Different groups to be surveyed, each on a rotational basis, for different school and community sub groups.
- Utilise staff knowledge and expertise to support priority areas.
- Establish Curriculum Leadership roles.
- Initiation of the implementation of National Quality Standards
- Professional Development and Performance Management aligned to the Australian Professional Standards for Teaching
- Establish mentor process for Graduate and new staff members.
- Embark on Peer Review Process.
- Merit selection of staff.
<table>
<thead>
<tr>
<th>Our Achievement Targets</th>
<th>Our Strategies &amp; Achievements</th>
</tr>
</thead>
</table>
| To ensure appropriate case-management plans are in place for students at educational risk. | • Work with school psychologist to develop risk management plans for the identification and management of students at emotional and psychological risk.  
• Using standardised formats, personalised learning plans are developed with the involvement of community stakeholders.  
• Personalised learning plans regularly monitored and maintained in line with MIS schedule and Performance Management agreement. |
| To achieve and maintain Annual State Attendance percentages.                             | • Establish a culture that promotes the importance of regular school attendance.  
• Establish positive incentive programs for attendance and punctuality.  
• Positive engagement with community stakeholders through home visits, conferences and individual reward systems.  
• Referrals to outside agencies and Nmero (North Metro Education Region Officers) attendance panels as required. |
| To provide a safe, healthy and engaging environment that supports quality learning and positive behaviours. | • Continue to promote our school vision and values through:  
  - Virtues Program  
  - Friendly Schools Plus  
  - Cyber-Safety awareness  
  - Andrew Stewart Awards  
  - Honour Certificates  
  - Sports programs and interschool competitions  
  - Personalised Learning Plans  
  - Twice daily communication meetings  
  - Structured playground activities  
  - Mid and End of Term Rewards  
  - Incursions and Excursions  
  - Paper recycling  
  - Battery recycling  
  - Worm farm project  
  - Waterwise School accreditation  
  - Energywise program  
• Provide engaging and stimulating learning tools and classroom environments.  
• Maintain a high standard of presentation and productivity in line with school guidelines.  
• Conduct school community surveys regarding Safety and Wellbeing and utilise data for future planning.  
• Safety and Wellbeing Committee to meet regularly to ensure a whole-school approach to behaviour management is maintained.  
• Develop and implement a building and maintenance plan to improve physical aspects of the school.  
• Promote environmental sustainability through the cross curriculum priorities of the Australian Curriculum and through:  
  - Paper recycling  
  - Battery recycling  
  - Worm farm project  
  - Waterwise School accreditation  
  - Energywise program |
| To successfully transition students to appropriate high school placements.                | • Individual Case Management  
• Interagency liaison  
• Transition programs with local High Schools  
• Promote public education specialist programs  
• Provide support for students seeking specialist placements |

**Recommendations**

- Whole school to continue to use Friendly Schools Plus. (Research based program to address bullying issues)  
- Up-skill new staff on Friendly Schools Plus and School Behaviour Management Process  
- Resilience strategies and community based approaches to be encouraged to minimise instances of bullying.  
- Tips for parents and families published in school newsletter and on the school website.  
- Organise parent workshops on developing resilience.  
- Carry out bullying survey with students and staff.  
- Utilise the assistance of the school Chaplain and other outside agencies as necessary. School Chaplain time increased to two days per week.  
- Safety and Wellbeing Committee to analyse survey and behaviour data to continue to review programs.
Reporting to Parents
Teachers utilise a number of methods to report student achievement over the year. Work samples, semester reports, national testing results (NAPLAN in Years 3, 5 and 7) all combine to provide parents with a comprehensive representation of student achievement. Parents are also encouraged to attend meetings with classroom teachers to gain a further understanding of their child’s progress.

NAPLAN - NATIONAL ASSESSMENT PROGRAM LITERACY and NUMERACY
The table below and graphs on the following page represent the achievements of our Years 3, 5 and 7 students in the 2014 NAPLAN assessments.

The 2014 Year 3 NAPLAN results showed excellent achievement in all assessment areas being more than one standard deviation above expected levels.

Results for our Year 5 and Year 7 students indicate that there have been minor increases in all results except for Year 5 Reading (in comparison to the 2013 NAPLAN tests). Further focus in 2015 will be required to improve these reading scores.

Strategies Implemented
1. Classroom focus on explicit teaching in literacy using PLD spelling program, guided reading and Reading Eggspress programs.
2. Classroom focus on explicit teaching in numeracy using Mathletics as a supporting resource.
3. Staff professional learning in teaching pedagogy in Reading Comprehension and Phonics.
4. Engaging the services of a Speech Therapist.
5. Timetable structure to allow for teacher collaborative planning.

Student Achievement - National Assessment Program Literacy and Numeracy (NAPLAN) 2014 student performance results

<table>
<thead>
<tr>
<th>Task/Year</th>
<th>Year 3</th>
<th>Year 5</th>
<th>Year 7</th>
<th>Year 3</th>
<th>Year 5</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
<td>2013</td>
<td>2014</td>
<td>2012</td>
<td>2013</td>
<td>2014</td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Writing</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>0.6</td>
<td>1.2</td>
<td>2.4</td>
<td>0.6</td>
<td>-0.3</td>
<td>-0.3</td>
</tr>
</tbody>
</table>

Above Expected - more than one standard deviation above the predicted school mean

Expected - within one standard deviation of the predicted school mean

Below Expected - more than one standard deviation below the predicted school mean

No data available or number of students is less than 6

Students Reaching Benchmark
Proportion of Year 3, 5 and 7 students at or above the national minimum standards for reading, numeracy and writing in 2014.
(Data includes exempted students)
The above graphs indicate students' results over a two year period, tracking results from Year 3 to 5 and Year 5 to 7.

The aim for the school is to have results for individual tests situated in the top right hand quadrant of the graph as this would indicate that students have demonstrated higher progress and achievement.

Our Year 3 to 5 student cohort have demonstrated pleasing progress in Reading. Further attention will be required on Reading, Spelling, Grammar and Punctuation and Numeracy in 2015.

Our Year 5 to 7 student cohort have demonstrated commendable results in all areas over the two year period. A focus on Numeracy and Reading will reflect positively on future results.
East Beechboro primary School provides a wide range of teaching programs for its students. Specialist subjects enhance the curriculum and provide students with opportunities to realise and improve individual talents.

**Physical Education**

Students from Pre-Primary through to Year 7 participate in a comprehensive Phys Ed program which is complemented by an extensive array of resources. Phys Ed lessons are an important part of the curriculum promoting health, fitness skill and teamwork by developing basic skills and encouraging abilities in a variety of sports. Students take part in a sport program encompasses individual and team sports. Older students take part in sports including football, netball, soccer, hockey, cricket, volleyball and athletics.

Our school has strong community and encourages visits from local sporting clubs. Phys Ed and sporting events this year have included: links with the community by promoting local sporting clubs and encourages visits from guest sporting entities.

Phys Ed and Sporting events this year have included:
- In-term Swimming lessons for students in years 1-7
- Faction Athletics Carnival (PP - 7)
- Interschool Athletics Carnival
- Cross Country
- Interschool Summer & Winter Carnivals

**Music**

The Music program provides children with the opportunity to develop musical and performance skills through singing, playing of instruments, listening, creating and movement to music.

Students from Years 3-7 are encouraged to participate in the school choir and musicianship programs. Our choir has been given the opportunity to showcase their talents at community based events including the Altone Comes Alive Festival, the school Anzac service, the Family Fun Day and our traditional Carols evening.

**Languages - Indonesian**

Our Indonesian language program engages our Years 3-7 students in a variety of activities designed to develop language based and cultural awareness of Indonesia. Students learn the basic skills of the Indonesian language through teacher led and interactive activities aimed to develop communication and vocabulary skills.

**Pastoral Care**

East Beechboro Primary School engages the services of a Chaplain and Psychologist to provide assistance and support to students and families in matters outside the classroom. Further to this, older students are given the opportunity to provide support to younger students in a mentor role. The benefits of this buddy program includes a strengthening of relationships across different age groups while developing leadership qualities in the senior students.

**Camp Australia**

This year, East Beechboro Primary School partnered with Camp Australia to provide before and after school care to our community. Camp Australia tailors their program to suit the community it is part of. Programs adopt our school’s values, the interests of its students and adapts to the school environment. The staff and programs are backed by Camp Australia’s national resources, specialist practices and support systems. The focus is on developing the overall wellbeing of children in a safe environment, fostering a healthy, active lifestyle, friendships and new skills all while having fun.

The partnership commenced in Term 4 with a small number of students taking part in the initiative. Student numbers are increasing, however it is expected that numbers will significantly increase in 2015 as new families enter the school community and the benefits of out of school care is realised among existing families.
**P & C Association**

Parent involvement is encouraged and is essential in the successful day to day operations of our school. Parents offer their support and assistance in many ways including:

- Assistance in classrooms
- Assisting in fundraising activities
- Assistance in school events (including excursions and carnivals)
- P&C involvement

East Beechboro Primary School is fortunate to have significant community involvement. Parents are invited to become involved in P&C activities which support school operations, teachers and students whilst encouraging a strong sense of community.

The P&C are a group of highly motivated and innovative community members who work in collaboration with the school with the aim of improving educational outcomes for our students.

P&C meetings are held twice a term and are open to all parents.

The P&C and parent volunteers are responsible for the running and coordinating of many initiatives including:

- The school uniform shop
- The school canteen (3 days per week)
- School Banking
- School Discos
- Father's Day & Mother's Day stalls
- Sausage Sizzle Fundraisers
- Family Fun Day
- Family Photo Day
- Calendar Fundraiser
- Canteen facilities at Athletics Carnivals
- Coordinating School Requirements/Booklists
- Funding the colour copying of School Newsletters

The 2014 P&C fundraising activities have raised significant funds which will be used for grounds works, to purchase playground equipment in various areas throughout the school and has covered the costs of Leavers end of year activities.

The hard work and dedication of our parents and P&C is acknowledged and sincerely appreciated.

The P&C this year received community donations from the Bayswater and Noranda Community Bank Branches and Dave Kelly MLA.

This year the P&C held the most exciting event on the school’s calendar, our Family Fun Day. This was the largest undertaking the P&C have organised for a number of years. This was a very successful event which the P&C will consider running again in the future.
School Board

The role of the East Beechboro Primary School Board is to assist the school in its aim of providing the best possible educational outcomes and experiences for all our students. Furthermore, Board members assist in setting future school plans and overseas financial and school operations. Thank you to all Board members for their time and effort over the year to strengthen East Beechboro Primary School’s presence in the Independent Public School environment.

Regular meetings have been held throughout the year and the School Board have:

- Endorsed the 2014 School Budget
- Reviewed Student Performance Data
- Endorsed the 2014 Operational Plans
- Provided significant support and guidance to the administration on policy formulation in strategic planning and Behaviour Management

Primary School Attendance Rates

Attendance rates are closely monitored and the school regularly communicates with parents the importance of regular school attendance on overall student performance. Students with attendance rates below 90% are deemed as being at educational risk. Students in this category are provided with significant assistance to improve their attendance.

Enrolment trends

East Beechboro Primary has continued to attract an increase in student enrolments.

Data from the Semester 2 Census indicates that student numbers have increased from 372 in 2009 to 449 this year. Student numbers for 2014 continued to increase to 455.

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### School Board Membership

- **Gary Brown** Principal
- **Jonas Byford** Teacher
- **Wendy Jambanis** Teacher
- **Ann Evans** Ex-Officio
- **Tegan Yelland** Exec. Officer
- **Karen Lippinkhof** Board Chair
- **Rose Elliott** P&C President
- **Anne Marie Gudiri** P&C
- **Sarah Scott** Community Member
- **Kea Harper** Community Member
- **Sharon Ashton** Community Member
- **Fiona Duffield** Community Member
- **Absent for Photo:** Sharyn Cable Community Member

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### School Data

#### Primary School Attendance Rates

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<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>90%</td>
<td>92.3%</td>
</tr>
<tr>
<td>2013</td>
<td>90.5%</td>
<td>92.6%</td>
</tr>
<tr>
<td>2014</td>
<td>91.4%</td>
<td>92.1%</td>
</tr>
</tbody>
</table>

#### Enrolment trends

East Beechboro Primary has continued to attract an increase in student enrolments.

Data from the Semester 2 Census indicates that student numbers have increased from 372 in 2009 to 449 this year. Student numbers for 2014 continued to increase to 455.

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### Total number of Enrolments

- **Year 2009:** 38
- **Year 2010:** 48
- **Year 2011:** 42
- **Year 2012:** 57
- **Year 2013:** 45
- **Year 2014:** 50
- **Year 2009:** 34
- **Year 2010:** 40
- **Year 2011:** 50
- **Year 2012:** 40
- **Year 2013:** 57
- **Year 2014:** 47
- **Year 2009:** 51
- **Year 2010:** 51
- **Year 2011:** 33
- **Year 2012:** 37
- **Year 2013:** 51
- **Year 2014:** 49
- **Year 2009:** 45
- **Year 2010:** 41
- **Year 2011:** 51
- **Year 2012:** 30
- **Year 2013:** 40
- **Year 2014:** 57
- **Year 2009:** 42
- **Year 2010:** 44
- **Year 2011:** 41
- **Year 2012:** 51
- **Year 2013:** 34
- **Year 2014:** 47
- **Year 2009:** 45
- **Year 2010:** 44
- **Year 2011:** 45
- **Year 2012:** 42
- **Year 2013:** 44
- **Year 2014:** 57
- **Year 2009:** 28
- **Year 2010:** 43
- **Year 2011:** 41
- **Year 2012:** 40
- **Year 2013:** 40
- **Year 2014:** 47

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**Total Enrolments:**

- **2009:** 372
- **2010:** 387
- **2011:** 385
- **2012:** 383
- **2013:** 413
- **2014:** 449
Teacher, Parent and Student Satisfaction

This year, parents, and staff were invited to take part in an online survey. Students from Years 5, 6 and 7 were also given the opportunity to comment on certain aspects of the school. The opinions of parents, students and staff are an important part of school management and planning. Commencing this year, it is mandatory for all Western Australian public schools to administer the National School Opinion Surveys at least every two years.

Results from the 2014 School Opinion Surveys indicated very positive results across all sections of the community surveyed.

Feedback reflected that students, staff and parents believe that teaching staff have high expectations of students and that teachers were committed in providing a motivated learning environment. The majority of students also indicated that they feel safe and enjoy being at East Beechboro Primary School.

These positive responses reflect the school’s focus on Quality Teaching and its commitment to providing a bully free environment.

Issues of perceived bullying are monitored closely by the school and students are provided with essential skills to manage these situations should they occur.

Areas for consideration that have been highlighted by the responses of parents and staff include the perception that the opinions of parents and students are not valued.

The school has promoted and will continue to encourage an “open door” policy in which the school community are invited to talk to teachers or Admin regarding issues of concern.

Although Parent and Staff responses indicate that student behaviour is well managed at the school, some students perceive this to be an issue. The school adopts a stringent Behaviour Management policy and incidents that are brought to the attention of staff which involve negative behaviours are documented and individually managed.
School Vision Statement
“Our purpose is to create a secure and positive environment developing the knowledge, skills and attitudes which maximise each child’s potential to contribute to society.”

**SCHOOL PRIORITIES**
- Achieving Academic Excellence - Literacy and Numeracy
- Early Childhood Education
- Quality Teaching
- Safe and Caring Learning Environment
- Physical and Natural Environment

East Beechboro Primary School maintains a strong focus on Literacy and Numeracy for all students from Kindergarten to Year 7. The teaching and learning programs have been enhanced and supported through Education Department guidelines, resources, specialised staff and professional learning.

**Staff Professional Engagement:**
Staff are undertaking the Education Department professional learning “On line” courses and have a current Working With Children card.

Professional learning in The Australian Curriculum, phonics and the teaching of reading and spelling. Staff have undertaken workshops and planning sessions enhancing staff capacity to teach Reading and Spelling more effectively.

All teaching staff meet the professional requirements to teach in Western Australian public schools and are registered to teach with the Teacher Registration Board.

**PMH Fundraising**
Over the course of 2014, students held several fundraising events. A total of $1747.10 was donated to Princess Margaret Hospital.

**High School Destinations**
12 schools have been identified as the chosen destinations of our graduating students of 2014.
- Lockridge SHS
- Morley SHS
- Hampton SHS
- John Forrest SHS
- Governor Stirling SHS
- John Forrest SHS
- Ellenbrook SHS
- Ashdale Community College
- Guildford Grammar
- Swan Valley Anglican Community School
- Swan Christian College
- Aranmore Catholic College

Specialist Programs & Scholarships offered to students include:
- John Forrest SHS - Netball, Cricket and Academic
- Morley SHS - Aviation, Multi-Media and Soccer
- Lockridge SHS - Music, Basketball, Farming and Agriculture
- Hampton SHS - Applied Science, ICT and Performing Arts
- Governor Stirling SHS - Engineering and Academic Extension

Good luck to all our 2014 Leavers.
East Beechboro Primary School
Financial Summary as at 8th December 2014

<table>
<thead>
<tr>
<th>Revenue - Cash</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Voluntary Contributions</td>
<td>$11,100.00</td>
<td>$11,220.00</td>
</tr>
<tr>
<td>2. Charges and Fees</td>
<td>$35,207.00</td>
<td>$36,082.77</td>
</tr>
<tr>
<td>3. Government Allowances</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>4. P&amp;C Contributions</td>
<td>$1,000.00</td>
<td>$100.00</td>
</tr>
<tr>
<td>5. Fundraising/Donations/Sponsorships</td>
<td>$2,240.00</td>
<td>$1,804.80</td>
</tr>
<tr>
<td>7. Other State Govt Grants</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>8. Commonwealth Govt Grants</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>9. Trading Activities</td>
<td>$80.00</td>
<td>$80.00</td>
</tr>
<tr>
<td>10. Other</td>
<td>$14,999.00</td>
<td>$14,932.96</td>
</tr>
<tr>
<td>11. Transfers</td>
<td>$47,000.00</td>
<td>$47,000.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$376,470.83</strong></td>
<td><strong>$375,400.66</strong></td>
</tr>
<tr>
<td><strong>Opening Balance</strong></td>
<td><strong>$47,807.41</strong></td>
<td><strong>$47,807.41</strong></td>
</tr>
<tr>
<td><strong>Total Funds Available</strong></td>
<td><strong>$444,278.24</strong></td>
<td><strong>$443,208.07</strong></td>
</tr>
</tbody>
</table>

Current Year Actual Revenue Sources

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Administration</td>
<td>$18,056.00</td>
<td>$8,572.82</td>
</tr>
<tr>
<td>2. Leases</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>3. Utilities</td>
<td>$92,340.00</td>
<td>$75,879.34</td>
</tr>
<tr>
<td>4. Maintenence/Grounds</td>
<td>$50,000.00</td>
<td>$25,939.05</td>
</tr>
<tr>
<td>5. Building Fabric and Infrastructure</td>
<td>$38,683.00</td>
<td>$30,059.17</td>
</tr>
<tr>
<td>6. Assets and Resources</td>
<td>$10,120.00</td>
<td>$7,366.74</td>
</tr>
<tr>
<td>7. Education Services</td>
<td>$83,888.00</td>
<td>$57,943.15</td>
</tr>
<tr>
<td>8. Other Specific Programs</td>
<td>$41,200.00</td>
<td>$31,111.80</td>
</tr>
<tr>
<td>9. Trading Activities</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>10. Salary Pool Payments to Central Office</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>11. Other</td>
<td>$11,977.00</td>
<td>$8,056.25</td>
</tr>
<tr>
<td>12. Transfers to Reserves</td>
<td>$13,818.00</td>
<td>$ -</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$384,720.00</strong></td>
<td><strong>$299,552.35</strong></td>
</tr>
</tbody>
</table>

Cash Position

<table>
<thead>
<tr>
<th>Expenditure Purpose</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Fund Balance</td>
<td>$164,616.75</td>
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</tr>
<tr>
<td>Debtors</td>
<td>$380,629.95</td>
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</tr>
<tr>
<td>Contingency Account</td>
<td>$3,310.99</td>
<td></td>
</tr>
<tr>
<td>Cash Advances</td>
<td>$5,769.00</td>
<td></td>
</tr>
<tr>
<td>Tax Position</td>
<td>$5,769.00</td>
<td></td>
</tr>
<tr>
<td><strong>Total Bank Balance</strong></td>
<td><strong>$446,239.82</strong></td>
<td><strong>$446,239.82</strong></td>
</tr>
</tbody>
</table>