

Annual Report 2010



SCHOOL REPORT 2010

CONTENTS

PART 1	Page
School Ethos	1
School Purpose	3
School / Community Profile	3
Student Outcomes	3
School Improvement Targets	3
Specialist Programs	5/6/7/8/9/10
PART 2	
NAPLAN Results	12/13
Benchmark Results	12/13
Value Added	12/13
Like School Comparisons	12/13
PART 3	
Financial Statement	15
Student Attendance	14
Staff Attendance	14
Teacher Qualifications	14
Professional Development	14
Enrolment Trends	14
Student Destinations	14
Behaviour Policy	14
PART 4	
2010 Year Highlights	4/5/6/7
2010 Learning Outcomes	7/8/9/10/11

School Purpose

The purpose of Floreat Park Primary School is to promote the cognitive abilities of each student so that they can maximise their education opportunities, develop social, physical and creative abilities and skills so that they can be prepared for the opportunities, responsibilities and experiences of life.

INTRODUCTION

Our purpose is always to develop the 'whole child' and this report clearly indicates that we are committed to the cognitive, socio-emotional, physical and spiritual development of the students at Floreat Park Primary School. Further this annual report is to indicate the progress of the School Strategic Plan, implementation of Department of Education & Training (DET) initiatives, student performance information and significant school achievements. 2010 has been a year of achievements in a range of areas such as Interschool athletics and swimming and an innovative art specialist program as well as bringing the new BER building online.

Ethos Statement

At Floreat Park Primary School we are committed to fostering in children attitudes of respect for the rights of others, a co-operative and responsible attitude and socially acceptable behaviour at all times.



A first for Floreat Park students - a trip to the National Capital for 21 Year Sevens.

OUTCOMES FOR 2010	STRATEGIES
PRACTICAL SUPPORT FOR TEACHERS	
School <ul style="list-style-type: none"> Review practices to reduce tasks undertaken by teachers that are not related to teaching. Support teachers to use the K-10 syllabus materials Promote collaborative approaches to learning, teaching and assessment 	<ul style="list-style-type: none"> Administration constantly reviews teacher workloads and adjusts demands accordingly. Staff members given time to review DET online materials. Shared DOTT periods, Collegiate planning groups.
RAISING STANDARDS IN LITERACY,	NUMERACY AND SCIENCE
School <ul style="list-style-type: none"> Focus on Literacy and Numeracy, with targets for NAPLAN. Intervene early with tailored programs to support students at risk in literacy, numeracy and science. Promote science across the school 	<ul style="list-style-type: none"> Setting of targets in School Plan Prepare detailed IEP's, staff allocated responsibilities for support programs. Staff member appointed as Science coordinator. Focus on Co-operative Learning process
IMPROVING STUDENT BEHAVIOUR	
School <ul style="list-style-type: none"> Implement an effective whole-school behaviour management approach and aligned pastoral care process. Support teachers' development of classroom management skills. 	<ul style="list-style-type: none"> Admin staff to attend PD sessions on Bullying and MSB. Behaviour Management policy revised (include Cyber Bullying policy) and maintained for 2010. Prepare IEP's for students.
DEVELOPING THE WORKFORCE	
School <ul style="list-style-type: none"> Ensure the best use of teaching staff in performing teaching roles. Provide staff with quality performance feedback 	<ul style="list-style-type: none"> Allocation of teachers carefully considered by Administration. Discuss placement with teachers before implementation. Year colleagues provide support along with Administration staff
MEANINGFUL SCHOOL ACCOUNTABILITY	
School <ul style="list-style-type: none"> Use data efficiently to accurately assess performance and plan for improvement. Use school accountability processes to generate public confidence 	<ul style="list-style-type: none"> Rigorous analysis of data by administration. Student reporting and surveys used to generate public confidence

HIGHLIGHTS FOR 2010

When one hears the students complaining that the time is going to fast or they can't believe how quickly the time between Year One and Year Seven has disappeared then you know you are working in a busy place. So it is with Floreat Park Primary School. No sooner had the students sat for the NAPLAN tests than the staff were sitting to ponder over the analysis of some amazing and pleasing results. Considering the socio-economic rating of the school you would expect many of the students to be grouped above the state averages, but to have student cohorts sitting 16% above the state average is exceptional. Our reading results showed that 60% of the students in Year 5 and 54% of the Year 7 students were in the top 20% of all students in the state. Similar results were obtained in the Numeracy area as well (Year 5 – 55% and Year 7 – 75% of students in the top 20%).

The school attempts to develop a student who may be declared an all-rounder in terms of all learning areas. This is reflected with the efforts our students make in sporting events, musical endeavours, visual arts and public speaking. A culture exists in the school of always doing your best irrespective of the outcome and this is reflected in how the students approach their various challenges and the results they achieve. Our Inter-school Swimming Carnival results are an indication of this, with our students over-running the opposition and nearly doubling the score of the next team even though we were the smaller school. A similar result happened in the Inter-school Athletics Carnival where our students led for most of the day and were overhauled in the last eight events by a school that is nearly two hundred students bigger than Floreat Park. Students who are members of our school choir and string orchestra.

Highlights for 2010 cont'd.

have performed admirably and received their due recognition. Every year since its inception, students from Floreat Park have had samples of their artwork selected for entry into the Town of Cambridge Art Show. This year was no exception and two of our students were selected by the judges for awards.

It starts early – a Year One student received a special medalion for artwork he submitted as part of the NAIDOC week celebrations. This student was selected from 68 000 other entries from students up to Year Two in Australia.

If the students' efforts at the Town of Cambridge Debating competition are indicative then don't enter into any argument as it will be very one-sided. Our Year Seven group won their section and the Year Six group performed very well with the negative side of a difficult topic, coming second in a three way split.

The highlight that may last the longest in the memory of the participants was the trip to Canberra for our Year 7 students, in March. Twenty one excited students gathered at the Qantas terminal to begin the journey east. Six days later twenty one weary students emerged from the aircraft excited to be rejoining their families. The visits to Parliament House, the Canberra Exhibition, the National War Memorial and Government House all ranked highly as the best part of the trip. Other visits covered the Deep Space Centre, the Botanic Park, AIS, National Museum, the High Court, Questacon and the National Art Gallery (inc the National Portrait Gallery). By the end of six days the path from Golden Creek to Canberra proper was well-worn and known. To experience something first hand is a very powerful learning experience and this excursion was no

Highlights for 2010 cont'd.

exception. On perusing the outcomes we set prior to the excursion it was pleasing to note all had been achieved. Follow-up activities completed by the students supported this finding.



For many students the major highlight of the year was the completion of the new classroom block built under the B.E.R. program. Our Year Seven and Six students, with great jubilation, moved in to the building just prior to the end of term three. The fourth room in the complex was a much needed addition to the school – the provision of an art and science learning area.

The Music Learning Area has again, in 2010, proven to be a busy year for all staff and students involved in the Music program be it - school lessons, instrumental music program, school choir, preparations for school assemblies and our incursion / excursion program. A large contingent of our students was bussed to the Perth Concert Hall on two occasions and experienced an entertaining interlude with the West Australian Symphony Orchestra. The Year One, Two and Threes participated in the 'Let's Dance! Program' and the Year Four to Seven group witnessed the 'Composer Is Dead'. The Musica Viva group – Sirocco, was our visiting group for this year and again their performance was entertaining and of high quality.

Renovations and modifications in the older part of the school commenced late in term four. The wall between room 9 and 10 was removed and is to be replaced with conference style moveable doors. Other rooms to have walls removed are rooms 5 & 6, rooms 1 & 2 and rooms 3 & 4. A teaching wet area is being created in the downstairs area of the old building. New carpets throughout all rooms and painting will complete the refurbishment process.

LEARNING AREA REPORTS PRIORITY FOCI AND SPECIALIST LEARNING AREAS ENGLISH 2010

The emphasis for the English curriculum team this year has been on the updating of the Reading Room. Many older serviceable books have been sent to Kiawa School in New Guinea. Those books of no further use have been discarded and new books purchased for all year levels. The school has been fortunate to receive a generous allocation of money from the P&C. Further funds were allocated from the school budget.

For 2010, the school continued with the "Smart Words" spelling program in Years Two to Seven. The continued use of a structured spelling program is substantiated by the NAPLAN results obtained in the national testing. Discussions have been held to assess the viability of introducing and using an internet based program like "Spell-o-Drome".

Every year the national testing results are rigorously analysed by the Best Performance group and they continue to amaze. Our English results in the 2010 NAPLAN had 48% of our students achieve an overall combined average that put them in the top 20% nationwide. The Year Seven group had a significant 58% of the students finish with a combined average that put them in the top 20% nationwide. If the results are compared on a value added basis the Year Seven cohort have gone from an average 34% (2008) to 62% (2010) of students in the top 20% nationwide.

Several classes (Year Four upwards) attended author talks during Book Week at the Cambridge Library.

As mentioned in the year's highlights the Year Six and



"It was a push-over guys!"
(Scott at the National War Memorial)



The variety of medals that may be invested at Government House



Deep Space Radio Telescope used to send and receive data from space probes.
Located South-west of Canberra

Seven students participated in the annual Town of Cambridge debating competition with very pleasing results.

Besides debating the Year Six students entered work for publishing in the "Writing for Fun" competition and work from several students was published. The Children's Literature Centre in Fremantle welcomed our Year Fives for a morning session in term four.

MATHEMATICS 2010

After analysis of the 2009 NAPLAN data a whole school decision was made to focus on Working Mathematically. The overall results indicated a good understanding of concepts in all strands but the problem solving strategies were considered most important in ensuring students have the basic mathematical foundations for further progress in all strands. A number of Instructional Strategies were also introduced as a major change in the teaching and learning programs. These included cooperative learning of concepts with students working in small groups to complete mathematics activities. These successful tactics will continue to be implemented as teachers attend further professional development sessions.

A Numeracy Policy was developed for 2009 including a definition, rationale, major outcomes, purpose, implementation, resources, assessment and support. This was reviewed in 2010 and will continue to be updated as the National Curriculum is implemented. This was supported by scope and sequence documents of desired achievements for all students from pre-primary to year 7.

A number of competitions were entered to further develop working mathematically skills and give opportunity for their use. The Year 6 and 7's were offered the Australian Mathematics Competition and 57 prepared for the test. Results were pleasing with 75% achieving in the 50% band for all Australian

students. The Year 6 students also entered teams in the AFL quiz and 3 teams went on to compete in the national finals. There was an incursion for all Year 1 to 7 students by Professor Maths which also allowed students to use problem solving strategies with hands on activities.

SCIENCE REPORT 2010

Earth and Beyond and Natural and Processed Materials were the area of focus this year. Children in all year levels were involved in scientific investigations that focussed on either of these strands.

The students enjoyed a challenging incursion in Term 2 with the Scitech Road Crew bringing the Science Dome / Planetarium for the students to experience an interesting session on Astronomy.

The Kitchen Garden project has continued this year with classes rotating through the vegetable planting and growing process. Two parents have continued to organise home economic classes using the vegetables from the kitchen garden. The children look forward to these sessions and we have feedback to suggest the program has been effective in introducing the children to the delight of discovering new food tastes.

An energetic group of Year 6 students took charge of the worm farm and composting program with excellent results. Worm poo has been collected and decanted into two or three litre bottles for distribution to the keen gardeners in the community.

Our science specialist ran extension classes for children who have demonstrated a science aptitude in previous years. The classes were divided into two groups – Year Three and Four – and Year Five, Six and Seven. The students in both groups have taken on the role of forensic scientists.



Students completing co-operative activities in the Professor Maths incursion for all Year 1 to 7's earlier in the year



SOCIETY and ENVIRONMENT 2010

The 2010 focus has been on Time, Continuity and Change (Semester 1) and Natural and Social Systems (Semester 2). The second semester aspect allowed for the integration of the 'Study of Biodiversity' theme as 2010 is the International Year of Biodiversity. All teaching staff are continuing to identify and record the Early Australian / Indigenous content within these teaching aspects. A survey completed by class teachers indicate that the target of a 75% focus on Early Australian / Indigenous studies within the S&E curriculum is being met in K-7 classrooms. To support this emphasis our Aboriginal Education resources have been added too by purchasing a series of books by the Aboriginal author Boori Monty Pryor.

All of our Year Five students participated in the inaugural Monitoring Standards in education testing in Society and Environment.

The use of co-operative learning strategies as part of current classroom pedagogical practices is well suited to the S&E learning area. However, a properly structured excursion or incursion is often the best learning tool for students in S&E. A number of classes have organised excursions / incursions to bring the children relevant and enriching learning experiences. These have included visits to:

- Fremantle Maritime Museum
- Fremantle Shipwreck Museum
- Parliament House
- Electoral Education Centre
- Constitutional Centre
- Azelia Ley Museum
- Archaeology Week Activities
- Tranby House

- Pompeii Visiting Exhibition
- The Land and Its People Exhibition
- Children's Literature Centre – Fremantle
- Astronomy Incursion (portable Planetarium)



Anzac Remembrance Service - Wreath Laying - Year One with his buddy.



Preparing part of the floral carpet display for the local churches. Our Chaplain assisted by two Year Five students and a Year Six.



Warrick - our resident scientist is inspiring young minds with a variety of activities to stimulate their interest and develop scientific skills



Forensic scientists hard at it analysing the clues - searching for a breakthrough.





Measuring the Broad Beans with a balance scale



Keen gardeners are viewing the results of their endeavours



The Year Three's enjoying an immersion visit to Tranby house earlier in the year where they re-enacted olden day games, pretended to count out the seeds for planting, inspected the buildings and artefacts from yesteryear and dressed in olden day attire.

The photos below show a model of the Tranby the sailing vessel the settlers travelled in and sketches of the vessel under sail with a plan of the homestead showing the layout of the various rooms.



TECHNOLOGY & ENTERPRISE 2010

In 2010 the focus in Technology and Enterprise for each semester was as follows:

Semester one- the focus was on *Technology Process* for years 1 to 7.

Semester two the focus was on the *Technology Process* only for years 1 to 3 and *Technology Process and Information* for years 4-7.

Implementation of the Technology Process.

Students in Year One planned, designed and created party hats.

Students in Year Two designed and made sea dioramas, cubbies, boats and cages. They also worked on the theme of floating.

Students in Year Three planned, designed and created picture frames using a range of materials and lolly boxes. Room 5 worked on learning how to knit.

Students in Year Four and Five have planned, designed and created Australian history dioramas. They also created biodiversity posters and worked on movie maker in the science theme of introduced species. Room 12 also published fables on movie maker, worked on webquests and Powerpoint presentations.

Students in Year Six have planned, designed and created shelters and gained skills in excel, webquests, powerpoint and movie maker. .



Students in Year Seven worked actively in the Biscuit Business which encompasses all aspects of the technology process.

PHYSICAL AND HEALTH EDUCATION

In 2010 Floreat Primary school participated successfully in a number of sporting and health events.

Term 1 was a very successful term for swimming at Floreat. All children in year 4-7 participated in a House Swimming Carnival. It was a very close competition with Perry and Reabold finishing equal first. Chandler worked well and was the worthy winner of the Miss Boylen Spirit Shield.

The Floreat Interschool Swimming Team demonstrated excellent skills and confidence in the Interschool Swimming Carnival winning the competition by over 100 points. Our thanks to the swimming coach Luke George for his efforts with the team.

The Year 5 to 7 students successfully participated in the Bike Ed program. These lessons were subsidised by the Town of Cambridge. The program aims to improve the skills and confidence required in bicycle riding. The Year Seven group successfully completed the course last year which allowed them to go out of the school boundary. This enabled them to experience riding in a real situation.

All year 3 - 7 students (approx 310 students) were involved in swimming lessons at the Clare-



Now for a good nosh-up you need lots of fresh vegies straight from the garden, some juicy bacon and plenty of pasta



mont Swimming Pool complex where they participated in lessons from stage3 and upwards.

For term 2 students from years 5, 6 & 7 played in an Interschool winter competition involving several other schools. The competition was completed at the end of the term with a half day carnival. The Floreat teams did very well, competing in the netball A and B, soccer A and B, football and modcrosse A and B. The teams gained places in all of their sports. It was a day enjoyed by everyone. Parent help was very much appreciated by the team co-ordinators.

The whole school participated in the Edu Dance Program in Term 2. The students thoroughly enjoyed this creative and well run program and in particular the development with the boys was most impressive. The class concerts were a great success and attended by many parents.

All students from Year One to Year Seven were involved in the House Athletics carnival in term three. Many hours of training, practice and organisation are necessary for these games to be successful. Our students were witnessed practicing before school, at morning recess and lunchtime, The carnival was a close competition, eventually won by Chandler for the third year in a row. The spirit and leadership shown by the children in all houses was excellent.

Our Interschool Athletics team performed extremely well in the Interschool carnival displaying excellent skills and teamwork. Floreat came a very creditable second after having led the carnival for eighty six of the one hundred and four events. Congratulations and well done to the fabulous Floreat team.

In term 4 all year 4-7 students have the opportunity to choose between a number of sports

including Golf, Squash, Tae Kwon Do, Tennis, Archery, Basketball and Water Polo. A major logistical exercise occurs every Friday morning as the various groups are bussed off to their designated venue. All year 1 and 2 students were involved in swimming lessons at Beatty Park. The cluster of lessons is helpful in developing the students swimming skills and will be the chosen method for 2011.

The year 6-7 girls were for the first time involved in a Football Carnival. The carnival allowed the girls to participate in football in a non competitive and enjoyable way. It also allowed them to interact with girls from other schools. This group of girls also were involved in an Interschool Cricket carnival run by the WACA players. This is a one day competition which aims to improve cricket skills and knowledge of the game.

Full implementation of the broad-brimmed hat health policy successfully continued and the children are more aware of the benefits of being sun-safe. Other health initiatives have been the continued involvement in the anti-bullying incursions that also came with follow-up lessons. The values and virtues were actively taught in all classrooms and a values reports based on the core values of the Curriculum Framework was sent home in terms 1 and 3. An additional support to the values work was the continued presentation of 'Respect' badges awarded to a respectful child in each class every term. (These badges are highly prized by the students.)



Any-one seen the rope?

Ready, Set, Go!



House Swimming Champions



Individual Swimming Champions



YOU CAN DO IT PROGRAM 2010 (YCDI)

2010 was another successful year with all five keys in YCDI (Persistence, Organisation, Resilience, Getting Along and Confidence) covered in the fortnightly, whole school sessions. The YCDI program has fabulous messages for success in life – Life Skills. The YCDI language is being used effectively by the children and teachers to help motivate and facilitate learning. In 2010 we focused more on positive habits of the mind. It allowed the children to express what they were thinking in challenging situations. They learned to show positive instead of negative thinking which allowed them to persist in tackling these challenges.

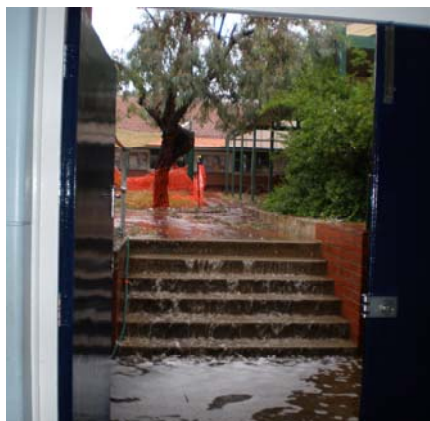
Character Education:
Running parallel to this program is the Virtues program which empowers students to draw out the virtues – gifts of character from within themselves. The language of the virtues highlights the qualities which all children have in their potential. There was a different focus each fortnight on a virtue eg; Persistence, unity and encouragement.

Several focus days were held throughout the year to encourage children to think about their lifestyles and how other people are affected by adversity. We held a Rice Day, to focus on raising money for World Vision. The children had a 'Wear Your Pyjamas Day' to raise awareness and funds for the Mitochondrial Foundation. The whole school participated in a tabloids afternoon to promote Healthy Bones Week.

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A deluge of water flooded the school during the freak hailstorm that did more than &20,000 worth of damage to the school library and its contents. Here water cascades down from the Outdoor Learning Area on its way to the internal staircase and on to the bottom play area.



Budding Archaeologist discuss their tactics at the Azelia Ley Homestead Museum.



A real live archaeologist discussing techniques for the discovery of buried artefacts.

PJ's were the feature of the day as funds were raised for research into Mitochondrial disease. Any excuse not to wear your school uniform!!



NAPLAN 2010

Like School Comparisons - Year 3, Year 5 and Year 7

Student Profile – Ability Spread					
Distribution of students	Bottom Quartile		Middle Quartiles		Top Quartile
School distribution	4%		7%	16%	73%
Australian distribution	25%		25%	25%	25%

State	Year 3 Reading			
	School		Like Schools	
	2010		2010	
Top 20%	38 %		48 %	
Middle 60%	59 %		50 %	
Bottom 20%	3%		2 %	

State	Year 5 Reading			
	School		Like Schools	
	2010		2010	
Top 20%	60 %		54 %	
Middle 60%	40 %		44 %	
Bottom 20%	0 %		3 %	

State	Year 3 Writing			
	School		Like Schools	
	2010		2010	
Top 20%	21 %		45 %	
Middle 60%	78 %		53 %	
Bottom 20%	2%		1 %	

State	Year 5 Writing			
	School		Like Schools	
	2010		2010	
Top 20%	37 %		56 %	
Middle 60%	61 %		41 %	
Bottom 20%	2 %		3 %	

State	Year 3 Spelling			
	School		Like Schools	
	2010		2010	
Top 20%	26 %		41 %	
Middle 60%	62 %		57 %	
Bottom 20%	12 %			

State	Year 5 Spelling			
	School		Like Schools	
	2010		2010	
Top 20%	48 %		45 %	
Middle 60%	52 %		51 %	
Bottom 20%	0 %		3 %	

State	Year 3 Punctuation & Grammar			
	School		Like Schools	
	2010		2010	
Top 20%	31 %		50 %	
Middle 60%	66 %		48 %	
Bottom 20%	3 %		1 %	

State	Year 5 Punctuation & Grammar			
	School		Like Schools	
	2010		2010	
Top 20%	54 %		59 %	
Middle 60%	46 %		38 %	
Bottom 20%	0 %		3 %	

State	Year 3 Numeracy			
	School		Like Schools	
	2010		2010	
Top 20%	40 %		53 %	
Middle 60%	57 %		45 %	
Bottom 20%	3 %		2 %	

State	Year 5 Numeracy			
	School		Like Schools	
	2010		2010	
Top 20%	55 %		62 %	
Middle 60%	45 %		37 %	
Bottom 20%	0 %		1 %	

NAPLAN 2010

Like School Comparisons - Year 3, Year 5 and Year 7

State	Year 7 Reading	
	School	Like Schools
	2010	2010
Top 20%	54 %	58 %
Middle 60%	46 %	37 %
Bottom 20%	0 %	4 %

State	Year 7 Writing	
	School	Like Schools
	2010	2010
Top 20%	58 %	57 %
Middle 60%	38 %	40 %
Bottom 20%	4 %	3 %

State	Year 7 Spelling	
	School	Like Schools
	2010	2010
Top 20%	58 %	42 %
Middle 60%	38 %	55 %
Bottom 20%	4 %	3 %

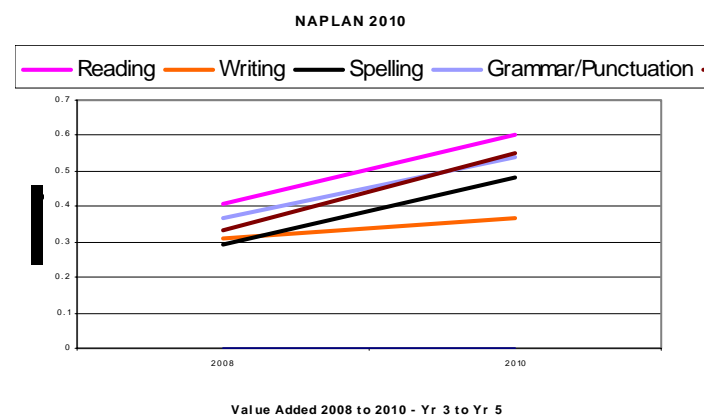
State	Year 7 Punctuation & Grammar	
	School	Like Schools
	2010	2010
Top 20%	63 %	56 %
Middle 60%	33 %	43 %
Bottom 20%	4 %	1 %

State	Year 7 Numeracy	
	School	Like Schools
	2010	2010
Top 20%	75 %	67 %
Middle 60%	24 %	30 %
Bottom 20%	0 %	3 %

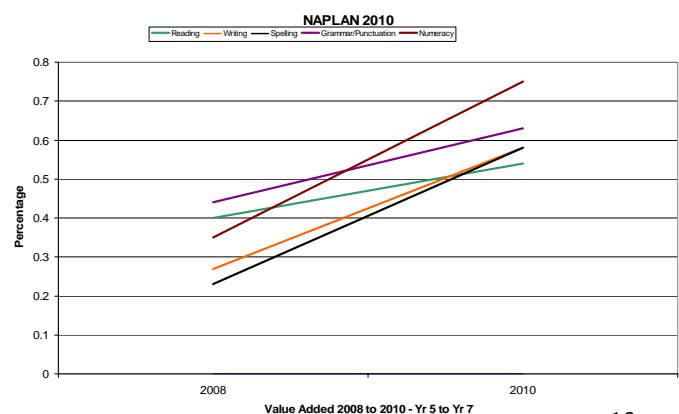
NAPLAN 2010

Value Added - Yr 3 to Yr 5 and Yr 5 to Yr 7
Percentage of FPPS students with test scores in the top 20% nation wide

		2008	2010
		Year 3	Year 5
Reading		41%	60%
Writing		31%	37%
Spelling		29%	48%
Grammar		34%	54%
Numeracy		32%	55%
Year level average		33%	51%



		2008	2010
		Year 5	Year 7
Reading		40%	54%
Writing		27%	58%
Spelling		23%	58%
Grammar		44%	63%
Numeracy		35%	75%
Year level average		34%	62%



Staff Attendance:

Overall the school staff both teaching and non-teaching are regular attendees.

Teacher Qualifications:

All teaching staff meet the minimum standards required by WA-COT for registration.

Professional Development:

The focus for PD this year has been on the further development of cooperative learning strategies. Four of the teaching staff have attended training sessions (that have a heavy emphasis on the use of cooperative learning strategies) Following these sessions all of the staff, through our performance management program have participated in further training. The staff have also shared classroom experiences with the various skills and strategies. Additionally our curriculum coordinator created a term by term implementation timetable.

Enrolment Trends

As a western suburbs school we are experiencing the impact of local private schools encouraging students to move into their middle school structures for the beginning of Year 7. Inward movement of jobseekers from the eastern states and overseas has been reflected in our enrolments for the past 12 months with more than 30 students enrolling during this period. Our pre-primary enrolments have been down but indications are there will be full groups for 2010.

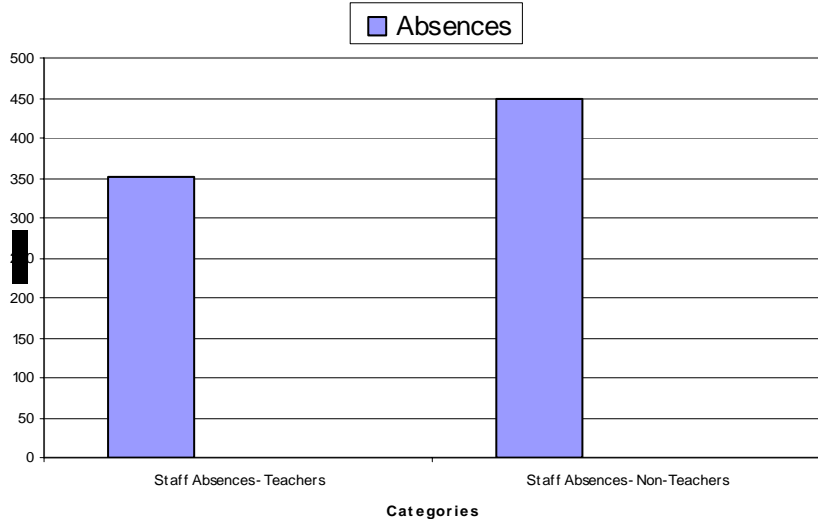
Student Destinations:

The chart of student destinations gives a more detailed indication of the schools the students have moved onto.

Behaviour Management:

Our school has a well structured policy based on the model proposed by DET and in following the due process of that policy it has only been necessary to enforce two student suspensions totalling a period of five days.

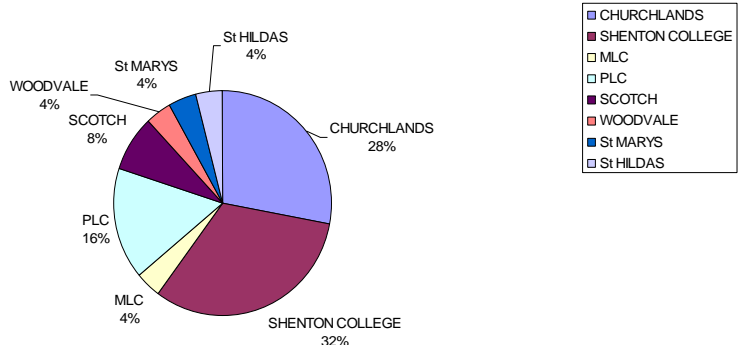
Staff Absences



	Absences	%age absent	
Staff Absences - Teachers	352.11	3.59%	96.41%
Staff Absences - Non-Teachers	449.84	4.38%	95.62%

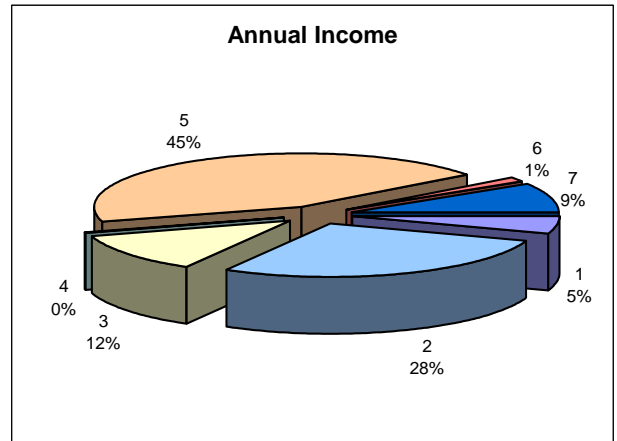
DESTINATION HIGH SCHOOL	
School Name	Total
CHURCHLANDS	7
SHENTON COLLEGE	8
MLC	1
PLC	4
SCOTCH	2
WOODVALE	1
St MARYS	1
St HILDAS	1
	25

DESTINATION HIGH SCHOOL 2011

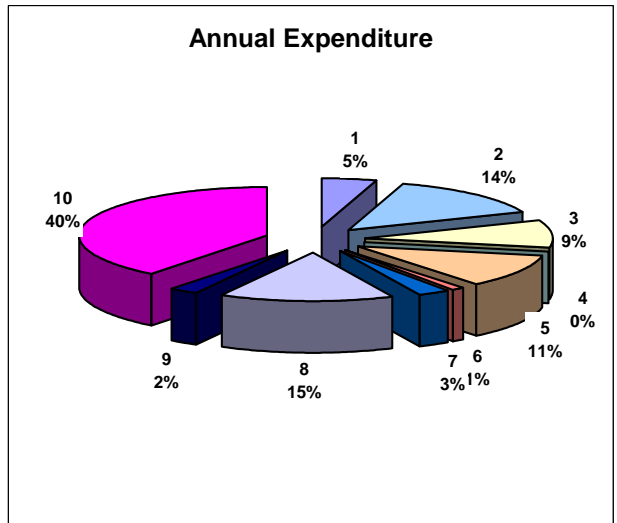


SCHOOL BUDGET AND ANNUAL ACCOUNTS FOR 2010

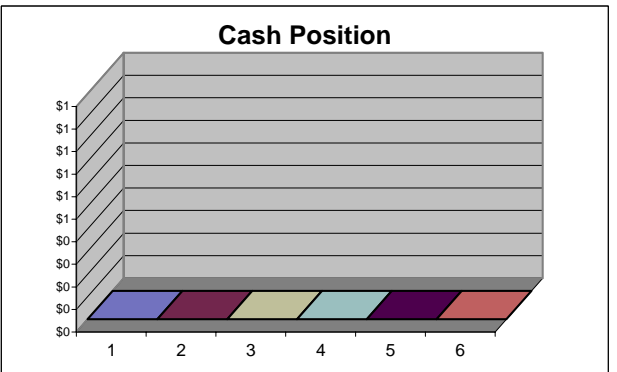
Annual Income		
	<u>Budget</u>	<u>Actual</u>
1 Voluntary Contributions	\$18,700	\$18,700
2 Charges and Fees	\$99,765	\$99,765
3 P & C Contributions	\$41,617	\$41,617
4 Fundraising and Donations	\$1,561	\$1,561
5 State Government Grants	\$156,225	\$156,225
6 Commonwealth Govt Grants	\$5,040	\$5,040
7 Miscellaneous	\$31,265	\$31,265
Total Income	\$354,173	\$354,173
Transfer from Reserves/Gift Funds	\$11,949	\$11,949
Opening Balance	\$93,192	\$93,192
Total Funds Available	\$459,314	\$459,314



Annual Expenditure		
	<u>Budget</u>	<u>Actual</u>
1 Administration	\$29,000	\$18,042
2 Utilities	\$46,167	\$53,341
3 Repairs and Maintenance	\$44,330	\$34,464
4 Capital Works	\$0	\$0
5 Assets and Resources	\$70,449	\$42,106
6 Leases	\$4,000	\$3,724
7 Professional Development	\$13,764	\$11,122
8 Education Programs	\$69,120	\$56,561
9 Student Services	\$11,800	\$8,920
10 Miscellaneous	\$153,105	\$148,817
Total Expenditure	\$441,735	\$377,097
Transfer to Asset Reserves	\$4,000	\$4,000
Total Funds Carry Forward	\$13,579	\$78,217



Cash Position as at: 31 December 2010	
Bank Balance	\$0
Made up of:	
1 Carry Over Grants (committed)	\$0
2 Deductible Gift Funds	\$0
3 Trust Funds	\$0
4 Asset Replacement Reserves	\$0
5 Suspense Accounts	\$0
6 Uncommitted Funds	\$0
Total Bank Balance	\$117,736



Other financial information			
Voluntary contributions collection rate		Total creditors as at: (insert date)	
Total bad debts written off for the year		Total Debtors as at: (insert date)	
Total assets/resources written off for the year		Total value of new leases for the year	

A brief comment on the financial performance for the year:
