



Winterfold Primary School  
**Annual School  
Report 2016**



## Introduction

Throughout 2016, Winterfold Primary School (WPS) promoted optimum learning opportunities and aimed to empower our students to access the curriculum, have a positive attitude towards learning and be resilient to changes and challenges. We aimed to develop in our students a real commitment to lifelong learning so that they will become valued members of the wider community after their time at WPS.

This report provides parents and members of the wider community with information about the events, activities and performance of Winterfold Primary School during the period January – December 2016. It also outlines the school's successes and strengths and makes recommendations for future improvement. It is envisaged that this report will be examined along with student reports, learning programs, newsletters and other school documents in order to gain maximum benefit and an overall perspective of the school's performance.



## School Features

Winterfold Primary School is located in the South Metropolitan Region. It is situated to the south east of Fremantle and is close to South Fremantle Senior High School and Challenger TAFE. The school community is very diverse and supportive and our enrolments have continued to increase, exceeding 300 students in 2016 and even after the Year 7 cohort were relocated to high school, we maintained numbers at close to 300. Having achieved Independent Public School status in 2012 we undertook an Independent Review in 2014 where our targets and milestones were reviewed in terms of our successes and areas for focus.

2016 saw us consolidate following our IPS Review and focus on the recommendations that the Review made. We have continued to use many IPS flexibilities to support student Learning – in particular the ability to select our own staff. This saw us run selection processes for both teaching and non-teaching positions with a number of staff being offered permanent positions. The school has on site an Administration building, new Library, a Performing Arts Centre, 9 Primary classes, 2 Pre - Primary classes, a Kindergarten, a canteen and a new large Undercover Area. We also offer the services of an Outside School Hours Childcare facility.

A building focus in 2015/6 saw a Visual Arts Centre established which was jointly funded by the school and our supportive P&C. During 2016 the P&C began a process to establish a Natureplay area in an unused area of the school that required significant retaining due to erosion. Central office funds were accessed to retain the embankment but the stabilisation of the bank was underfunded. Despite significant attempts to source additional funds, the P&C had to undertake an additional \$10 000 of retaining in order to progress the project.

## School Enrolment Profile

The enrolment profile of our school has changed in recent years. Our Aboriginal student cohort has halved, but our English as an Additional Language cohort has increased. Over the last few years, there has been a gradual increase in our enrolments and despite the departure of our Year 7 students, it is likely we will open in 2017 with around 320 students. It is possible that this is as a result of achieving IPS status, which has seen our teaching and learning programs go from strength to strength. Parents cite our reputation as one reason to enrol at the school, and we receive increased applications to enrol from nearby schools – both public and private.

## Staff Profile

The school has a stable and experienced teaching staff and our IPS flexibilities mean that we have been able to further strengthen our staffing profile. The teachers are supported by an experienced team of Education Assistants and other high quality School Support staff. All teaching staff met the professional requirements to teach in Western Australian schools. Additionally, all teaching staff met the TRBWA Professional Learning requirements during 2016. The school employs Literacy and Numeracy Specialist Teachers who work directly with students, and staff in particular, to build teacher capacity and expertise – and to ensure a whole school consistent approach to what we do.



## Student Attendance

Overall Winterfold's attendance is traditionally very healthy. This is due in part to the high level of pastoral care, but a lot of credit specifically lies with the teachers and support staff that constantly provide very engaging and appropriate educational programs.

### PRIMARY ATTENDANCE RATES – 2016

Year	PPR	1	2	3	4	5	6	7
2013	N/A	92%	95%	93%	90%	90%	90%	92%
2014	86%	89%	91%	93%	90%	90%	89%	84%
2015	88%	89%	91%	91%	90%	93%	90%	NA%
2016	89%	88%	89%	89%	89%	94%	91%	NA%
State 2016	92%	92%	93%	93%	93%	93%	93%	NA%

In 2016 Winterfold's attendance was about 2.5% below the state average. Regularly through the Winterfold newsletter and from direct contact by the Administration to parents, attendance is discussed. Students with poor attendance are closely followed and regular meetings organised with parents, and where necessary with other supportive agencies. However in a small to medium school like Winterfold we only need 3 or 4 students with chronic non-attendance to adversely affect our overall attendance figures – Which was the case in 2016. In saying that though; the bulk of our students attended school very regularly where they experienced a robust, interesting, targeted education.

## Parent Participation

Winterfold enjoys a very healthy relationship with its community. It has a great deal of parent involvement, inclusive of assisting in our award winning canteen, helping out on sports days, being an active member of the P&C or Winterfold School Board.

- Each year the Winterfold P&C actively fundraises and organises many functions throughout the school year. To illustrate the wonderful work our P&C got up to in 2016 the following is a list of what they did: Organised an Easter Raffle, set up a road safety and traffic committee, instigated a parent room coordinator (who take a lead in communicating with teachers, other parents, care givers and the P&C, to keep parents and care givers informed of all activities happening within the room and across the school), sold Entertainment books, conducted a Mothers and Father's Day breakfast, coordinated a Bunnings sausage sizzle, put on drinks and nibbles at the Winterfold Art Exhibition, conducted a car boot sale, ran a school disco and concluded with a Christmas raffle – It is fair to say we have an amazing and healthy P&C
- Additionally through the P&C many parents have been involved with a Nature Play project. This project will conclude in 2017 with the introduction of approximately 2 or 3 different Nature Play sites for the students to play on. The end cost will be in excess of \$35000, with the bulk of the money coming from the fundraising efforts of the P&C
- Winterfold has a School Board rather than a School Council, given that it is an Independent Public School. The Board and representatives from the Winterfold School formally meet at least 4 times a year where operational matters and future directions are discussed. The Board is primarily made up of school parents and one community member and is a great conduit between the school and the parents.

## Student Services/Pastoral Care

In the Department of Education WA's focus document for 2016 one key point mentioned is that each school needs to support student and staff wellbeing and positive health. Winterfold PS is fortunate and well placed in that it has a very strong Student Services team. We firmly believe that if a student is not socially and emotionally happy then their academic program will suffer. Therefore at our fortnightly staff meetings, time is set aside to discuss behavioural issues.

Winterfold's student services team include the Principal and Associate, Learning Support Coordinator, School Psychologist and two Chaplains. In addition, if a teacher feels that any student is starting to display any concerning behaviours then they can approach Winterfold's Social Emotional Team (SET), which involves the Associate Principal and two teachers – One from the junior primary and one from the senior primary. Where needed we can extend this team to include the Department's Students Educational Need (Behaviour) and various specialist Visiting Teachers. In consultation with the student and their parents the SET team have a battery of resources and affiliated organisations where they can refer the student onto. However; in most cases SET works with the teacher to assist them to implement in-class strategies which is also added by the involvement of the two Chaplains and School Psych.

In addition to the pastoral care just mentioned, the Administration team divide the school up into two areas, with the Principal looking after the students' health and wellbeing from Kindergarten to Year two and the Associate from Year three to six.

Winterfold is using Highway Heroes as its Social Emotional Learning Program. Each week a 'mini assembly' is conducted where the school rules are reinforced and positive behaviour derived from the Highway Heroes is rewarded.

## School Priority / Programs

The school priorities were set in 2015 and will continue to run until 2017. They include:

- Literacy
- Numeracy
- Science - Science, Technology, Engineering and Maths (STEM)
- Student Services

Our specialised programs include Phys-Ed, LOTE (Italian), Music, Drama, Instrumental Music (Years 5 – 6), Primary Extension and Academic Program (Years 5 – 6) and targeted support and program for our English as a Second Language / Dialect students.

## School Performance Information

On the Department of Education WA's homepage any member of the public can click on an icon that says find a school, type in Winterfold PS, click on student outcomes and the information displayed will reflect our Year 3 & 5's annual NAPLAN test results. Currently the Winterfold students are doing very well as indicated in the data shown. This data is scrutinised amongst all staff and the School Board. Students in all other years are well catered for by their classroom teacher who on a weekly basis collaborate with peers and Winterfold's dedicated Literacy and Numeracy Specialist Teachers. Other subject areas such as Science and Humanities, Arts and Social Sciences are well catered for with additional time (out of the class) given to two teachers to collaborate with their peers across the school.

On a more personal note the Winterfold teachers are always on hand to meet with parents throughout the year, and this is regularly mentioned in our fortnightly newsletters. By the conclusion of week three at the start of each year every classroom has been opened to parents, where they have received a comprehensive outline from their child's teacher on how they intend to run their program, curriculum content they will be covering and homework expectations.

As part of our Independent Public School status the school is thoroughly audited by the Department of Educational Services every 3 years. At the conclusion of the 3 day audit a report is authored. Winterfold's audit resulted in a very positive report, with many areas within the school given high praise. A copy of the report can be emailed upon request.

## NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is a standardised test that occurs over 3 days every May for primary students in Years 3 and 5. If you cast your eyes further down the page you will see that NAPLAN covers Numeracy, Reading, Writing, Spelling and Punctuation and Grammar. It is to be remembered that NAPLAN is a narrow test, testing a narrow set of abilities. Winterfold does have dedicated Literacy and Numeracy Specialist Teachers who work with their peers on a very regular basis, where they explore and develop age and ability focussed programs that cover a wide range of topics. However in saying that the Winterfold students performed outstandingly well in NAPLAN for 2016; these statistics are a credit to the entire Winterfold staff and of-course our very smart and talented students.

### Literacy & Numeracy 2015 - 2016

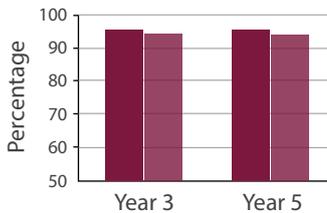
The figure below is a comparison table (2015 – 2016) of the percentage of students in Years 3 and 5 at or above the National Minimum Standard.

	Year 3		Year 5	
	'15	'16	'15	'16
Numeracy	96%	96%	100%	96%
Reading	97%	94%	87%	93%
Writing	97%	96%	87%	96%
Spelling	100%	89%	83%	96%
Punctuation & Grammar	97%	100%	78%	93%

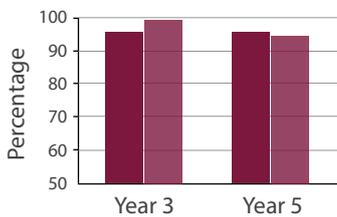
### Literacy & Numeracy – Like Schools

The graphs below compare Winterfold PS against 'like schools' (i.e.; schools that have the same socio-economic index) in relation to students attaining the national minimum standard and above in Numeracy, Writing and Reading.

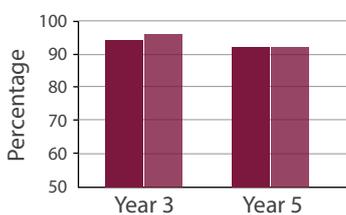
#### Numeracy



#### Writing

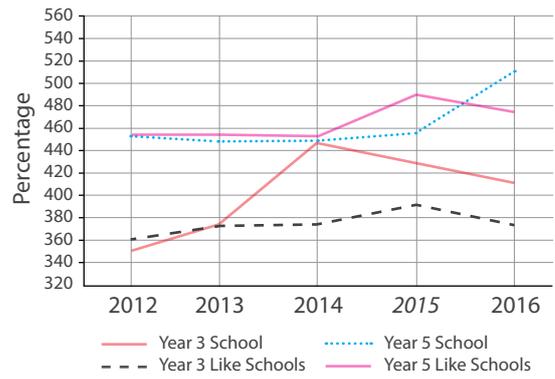


#### Reading



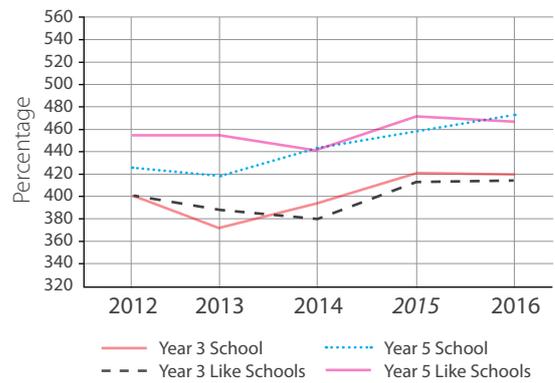
■ WPS    ■ Like School

### NAPLAN Numeracy Results - Longitudinal



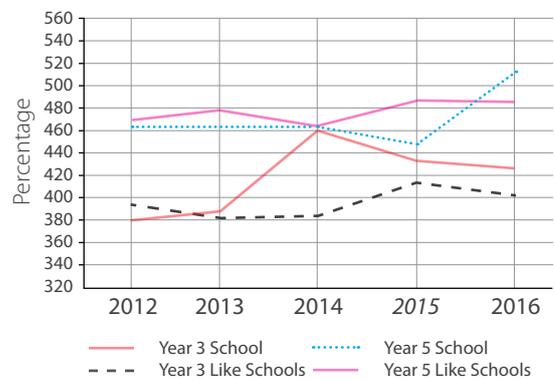
### NAPLAN Literacy Results - Longitudinal

#### Writing



### NAPLAN Literacy Results - Longitudinal

#### Reading





## Curriculum Implementation

### 1. English

Winterfold has continued to maintain a full time Literacy Specialist Teacher whose role is to:

- Keep abreast of current pedagogical best practice and trends and distribute information to staff through modelling, collaborative and professional learning sessions
- Facilitate the review and update of the Operational Plan with the English Committee
- Lead collaborative sessions with teachers in planning and implementing programs to ensure common understandings, consistency and continuity across the school
- Model and embed effective teaching strategies
- Analyse and interrogate data as per the Data Collection and Analysis Schedule to review current programs and determine future directions
- Organise and coordinate literacy based school events and resources

Implementation of a Whole School Literacy Plan has facilitated common understandings, greater consistency and higher expectations in literacy across the school. This has resulted in improved student outcomes in all aspects of literacy.

Successful strategies/outcomes include:

- Structured, genre based daily literacy blocks
- Explicit teaching of all literacy skills
- An oral to written approach
- Daily writing
- Phonic and sight word scope and sequence
- Reading in junior primary aligned to phonics program
- Guided Reading across all year levels
- STARS reading comprehension strategies
- Regular assessment of Reading Recovery Levels
- Cracking the Code phonological awareness program in Kindergarten
- Words, Grammar and Fun semantics and grammar program in Pre-primary

- Home Reading Program
- Speak Up Program
- Developing Community Links through Parent Information sessions, 'Better Beginnings' and Young Writers Program

### Recommendations for School Improvement

Focus areas include:

- Continue to support staff in reporting on the Western Australian Curriculum
- Continue provision of time for collaboration, reporting and moderating
- Continue to mentor teachers in planning and implementing motivating and diverse programs which cater for students individual levels
- Introduction of a school Literature Spine to ensure students are exposed to a range of celebrated books
- Continued employment of Literacy Specialist to support staff in delivering the explicit and systematic teaching of knowledge, skills and strategies required for literacy success using First Steps Strategies guided by the Western Australian Curriculum
- Continued focus on early childhood education
  - Cracking the Code – phonological awareness program in Kindergarten
  - Words, Grammar and Fun- semantics and grammar program in Pre-primary
  - Phonics first approach to reading
  - Implementation of Dandelion Books to supplement phonics program
  - Introduction of repeated reading strategy
- Continuation of data collection time frame to ensure regular monitoring and analysis of individual student progress
- Implementation of STARS reading comprehension strategies at individual levels P-6
- Continued use of data analysis from NAPLAN and teacher judgement to set focus areas
- High expectations for all students
- Literacy Rotations in Pre-primary and Year 1



## 2. Numeracy

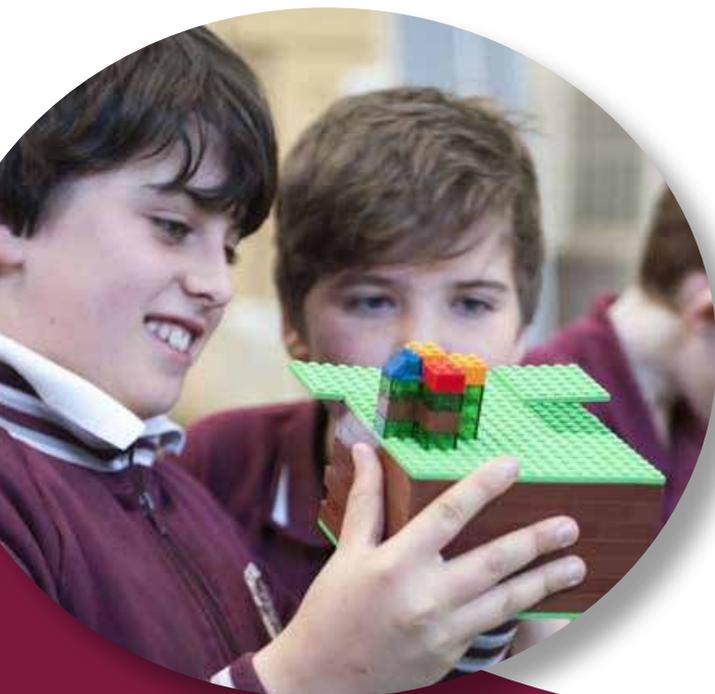
Winterfold has maintained a full time Numeracy Specialist teacher whose role is to improve student outcomes by:

- Keeping abreast of current pedagogical best practice
- Facilitate, review and update of school operational plan
- Use the shoulder to shoulder Gradual Release Model to embed exemplary pedagogy and practise across the school
- Support teachers to meet whole school targets and milestones in Numeracy by undertaking collaborative planning sessions
- Ensure consistent judgements about numeracy assessments
- Monitor student achievement across the school by collecting summative assessments
- Interrogate the school data to collaboratively set Group and Individual student targets
- Continue to raise the numeracy profile within the school community in order to improve student outcomes through parent information sessions and communications in the school newsletter
- Deliver professional learning for staff in relation to current best practice in Numeracy

Implementation of a Whole School Numeracy Plan has facilitated common understandings, greater consistency and higher expectations in numeracy across the school. This has resulted in improved student outcomes across all year levels in numeracy.

Successful strategies/outcomes include:

- Continued implementation of the Ten a Day Strategy from years 1-6
- Create and compile year level assessment files for moderation
- Consistency of curriculum delivery through collaborative planning
- Parent information sessions to support their children at home
- Modelling and implementation of Numeracy Blocks
- Interrogation of data to set achievement targets for identified groups of students



## Recommendations for School Improvement

Focus areas include:

- Continued employment of fulltime Numeracy Specialist
- Assist teams of teachers with targeted pedagogical strategies that reflect the needs of their students
- Implementation of Maths Tracker to support full implementation of the West Australian Curriculum
- Maintaining collaborative sessions for data analysis, forward planning and year level moderation
- Parent information session specifically on calculate strategies and card/dice games.
- Establish extension Maths groups from 1-6
- Continue to raise awareness and enjoyment of real world maths
- Continue to support staff to implement the 'Maths Tracker' from K-6 for planning and assessment
- Continued DOTT allocation for teacher collaboration for planning, assessment and moderation
- Continue to provide an engaging and inquiry based approach to mathematics which is targeted at each student's individual developmental level
- Implement Progressive Achievement Test (PAT) Maths as whole school data collection

## 3. Science

Winterfold Primary School provides a curriculum-based Science learning program that is varied and exciting and engages children with investigations and exploration. Our goal was to develop the students scientific literacy and inquiry skills. Winterfold's teaching of Science is underpinned by the Primary Connections program and this forms the basis for Science lessons but allows teachers the flexibility to integrate other learning opportunities generated by their own expertise, excursions, incursions, theme weeks.

For example Winterfold held a Science week which involved the use of drones, droids and robots. In addition Winterfold held a Science Fun Day, that aimed to raise the profile and increase the understanding and appreciation of Science, Technology, Engineering and Mathematics (STEM). This week also included an incursion from Science Alive.

Teachers continue to develop their skills through professional reading and professional development through providers such as Scitech. Winterfold Primary assesses children for reporting based on the West Australian Curriculum and we perform equal to or above when compared with like schools. We will continue to ensure that students are provided with learning experiences that develop and assess the extent of knowledge, the depth of understanding and the sophistication of skills so they are well placed to commence the learning required at the next level of achievement.



#### 4. Drama

2016 saw the continuation of perform and evaluate in Drama. Students from year one to six visited the Performing Arts Centre for Drama once a week. The confidence of the Winterfold student continues to grow and most students are comfortable to perform in front of small and large audiences.

The Arts – The School Curriculum and Standards Authority continues to be our guideline for the techniques of drama. A Scope and Sequence was released in the Arts and is a concise document from which to teach. Network in-service was invaluable to the staff.

The drama journal, which each student starts in year one, was added to every month in 2016 and the graduating class took pride in reminiscing through this journal before they took it home in December. Photos were included in every journal and special performances were videoed for analysis and audience enjoyment, and also as a record of the students involved.

In October the New Zealand Playhouse came to Winterfold and performed to the whole school. This continues to be a highlight of the calendar as the students are treated to a live theatre production.

#### 5. Art

The much anticipated opening of the Visual Arts Centre (VAC) took place in February of term 1. 2016. This vibrant work space has become a hive of artistic flare for the children of Winterfold Primary School.

The Winterfold staff was fortunate to engage in a professional learning workshop conducted by an artist in residence 'Shana Graham'. The skills and processes explored throughout the workshop allowed staff to develop and build on their existing artistic skills.

The art exhibition was again held in Term 3 to much acclaim and credit to the students and staff of Winterfold Primary School. The evening was a huge success, showcasing the many talents of the students and professionalism of the Winterfold Staff.

The Visual Arts curriculum will continue to be reviewed throughout 2017 with its full implementation in 2018.

The focus for the Visual Art Centre in 2017 is for this working space to be adequately resourced and appropriately maintained to ensure the continual delivery of a successful arts program at Winterfold Primary School.

#### 6. Music

In 2016 was the third year running that we taught the music program according to the Kodaly Method. Students in Year 3 and up by now had learned to read, sing and play the complete pentatonic scale and the rhythms ranging from semiquavers up to the semibreve. Students continued adding to their known song repertoire and developing their vocal, compositional and instrument playing skills.

The school P&C very generously funded the purchase of a large package of good quality xylophones. 8 in total were bought, including 2 enormous bass xylophones. This purchase alleviated the problem of there not being enough instruments for class playing and composing activities, and allowed us to improve the quality of the school assembly band's sound.

In Term 4 we held the annual music assembly. Almost every item involved the whole school and there were opportunities for students to volunteer and feature on stage. The whole school song, Green Day's 'Time of Your Life', was performed by a large group of students ranging from years 2-6. They spent many lunch times rehearsing, demonstrating their dedication and demonstrating their skill.

Finally, in 2016 Mr Kaloczy completed the third and final year of the studying for the Australian Kodaly Certificate, of which he is now a qualified practitioner. Students have been the major beneficiaries of this, as this method that involves play, creativity and clear sequencing of concepts has accelerated their learning and created an environment that caters to different learning styles.

#### 7. Kindy

2016 was a fruitful year in the kindergarten once again and we opened with all forty places allocated. There were some staff changes throughout the year, the most notable of which being the retirement of Education Assistant Carol Oosterwaal after many years service at the school.

'Belonging, Being, Becoming: Early Years Learning Framework' and the Western Australian 'Kindergarten Curriculum Guidelines' continued to inform our planning and work with the children. We continued our work towards meeting the aspirational standards set by the National Quality Standard. This means that we are now well into the process of collecting and collating evidence of our work with the children and their families in great detail. As part of this process we found that opportunities to reflect became more important for staff and for the children. As a consequence we began ending the children's day with a 'Reflection Time'. It was interesting to hear about the experiences that the children chose to share and to see the paintings and models that they often brought with them to support their reflection.

The kindergarten benefitted from being repainted inside and this has brightened the learning environment considerably. In addition, the kindergarten had an interactive screen installed. We have continued to use 'Cracking the Code' as a core literacy program and have maintained our high expectations in terms of numeracy outcomes for all the children.



## 8. Italian

In 2016 all students from Years 1 to 6 studied the Italian language. Lessons were 50 minutes in length.

Students experienced maximum exposure to the language as most lessons were delivered almost entirely in Italian, a method modelled on the immersion principle. Learning experiences were structured to be sequential and to build on previous learning. To facilitate this students use the same workbook from Year 1 to Year 6, allowing revision and providing evidence of their progress.

The main focus of the program continued to be learning through listening, speaking and doing. So learning activities included individual/pair/group work, games, songs, movement/drama, reading and writing tasks. Students began their language learning through listening, responding and speaking tasks, progressing to viewing, reading and writing tasks in the upper grades. The majority of students participated well in lessons, showed interest in their learning and competently completed most tasks and assessments.

In 2016, for the first time, six language specific syllabuses (Italian, French, German, Indonesian, Chinese and Japanese) were launched by the School Curriculum and Standards Authority. This is an exciting step forward in language learning in WA and should lead to better standards and outcomes for students.

## School Improvement

Key strategies to maximise School Improvement include:

- Continued focus on building staff capacity through employment of Literacy and Numeracy Specialist teachers to support staff in delivering the explicit and systematic teaching of knowledge, skills and strategies required for student success. We continue to use First Steps Strategies guided by the Western Australian Curriculum
- Continued focus on early childhood education through implementing National Quality Standards
- Cracking the Code – phonological awareness program in Kindergarten
- Words, Grammar and Fun- semantics and grammar program in Pre-primary
- Introduction of “Numeracy Tracker” to support implementation and monitoring of the WA Curriculum
- Introduction of data collection time frame to ensure regular monitoring and analysis of individual student progress
- Continued use of data analysis from NAPLAN and teacher judgement to set focus areas
- High expectations for all students

## Highlights

- The ongoing strengthening of our Literacy and Numeracy programs under the leadership of our Specialist Teachers, continues to be a highlight and strength of our school
- Using our IPS staffing flexibilities has very high quality staff appointed to the school with a number being made permanent
- The significant improvements in our NAPLAN results are testament to the strength of our teaching programs
- Our Art Exhibition was an outstanding success with over 400 community members visiting the school and demonstrated that The Arts at WPS are strong
- Our staff, student and parent survey responses were consistently very positive
- As our English as an Additional Language student number increase, we continued with an English as an Additional Language program in the school overseen by a trained EAL teacher
- Instrumental music programs run at South Fremantle Senior High School continue strongly
- The school’s strong, positive and effective collaboration with both the School Board and the P&C are of note
- Reward Days are always very popular with students and are a way to acknowledge our many students who behave positively
- Mother’s Day and Father’s Day breakfasts were attended, in total, by hundreds of parents
- Year 6 Camp and Year 6 Graduation evenings were key highlights for these students and their parents
- Numerous class excursions to support the learning programs were arranged by our teachers
- Cross country events and lightning carnivals were popular with students and well attended by parents
- The collaborative effort to revamp the old canteen as a Visual Arts Centre was an outstanding success with Board vision and P&C funding and support

## School and Community

Winterfold PS continues to go from strength to strength. It is fast becoming the school of choice with many parents seeking enrolment from outside our boundary. Each year over the past 5 years Winterfold’s student numbers have increased annually, and 2016 saw a continued increase. The informal feedback we have received indicates that our school is sought after for our strong learning and pastoral programs, committed and skilled staff, and our focus on our school priorities. Parents also choose Winterfold due to our diversity, nurturing approach, individual case management, stable professional staff and strong and supportive community links. Needless to say this is all backed up by a strong, robust P&C and School Board.

Education is an evolving commodity, where academic programs are constantly being adjusted, pastoral programs introduced to suit the changing needs of the current cohort of students and community events reflect the enthusiasm and involvement of the parents. At Winterfold we will continue to meet the needs of our students, reflect community sentiments and strive to deliver well rounded students for the twenty first century.



## School Board

The board has continued to bring staff, parents and community together to contribute to the strategic guidance of Winterfold PS by reviewing its objectives and achievements against the current business plan. 2016 saw much discussion about the new education funding model and the board is very pleased about its implementation in our school and the positive effects we have seen in its first year.

The board has implemented a reduction in size of 2 members this year in response to a recommendation from our last IPS review to increase its effectiveness. Current board members are

driving cost savings measures in school running expenses with the objective of redirecting these to learning areas.

As always, the board reviewed NAPLAN, SAIS and other data collated through the School Data and Analysis Framework and contributed to setting educational priorities for the best outcome of our students. This data has certainly allowed us to see the results of our literacy and numeracy specialist programs and also refine their implementations to address any weaker areas. The board continues to seek the best outcome for all of Winterfold students and welcomes parent and involvement.

## School Board Effectiveness Survey 2016

Please circle the number that most accurately reflects your opinion about each statement.

Statement	Response Scale						Comments	2016 Survey Average rating	2013 Survey Average rating	Change
	Unable to observe	Stongly Disagree	Unsure	Stongly Agree						
The induction procedure adequately prepares new Board Members for the role.	0	1	2	3	4	5	1) Could probably be strengthened in 2017.	3.375	3.58	0.205
Minutes/agendas/reports are received in time to thoroughly prepare prior to meetings.	0	1	2	3	4	5	1)Difficult to get minutes done Faster due to Front Office workload. 2) Ample Time provided to peruse minutes and table agenda.	4.5	4.5	0.000
Minutes accurately reflect meeting outcomes.	0	1	2	3	4	5	1) Very accurate minutes kept for later referral.	4.625	4.5	0.125
Meetings begin on time.	0	1	2	3	4	5	1) Usually DO as we begin with reviewing previous minutes.	4.375	4.58	0.205
Meetings end on time.	0	1	2	3	4	5	1) Much improved due to Board Chair efficiency and more being done by email. 2) Sometimes go over but this is due to the interest and commitment of the board member. 3) We don't have a set time to end.	3.5	3.9	0.400
Time is used effectively at School Board meetings.	0	1	2	3	4	5	1) We generally stay on track and follow an agenda.	4.125	3.83	0.340
School Board meetings focus on important issues.	0	1	2	3	4	5		4.5	4.16	0.340
The School Board follows good decision-making processes.	0	1	2	3	4	5	1)Yes- Sometimes things are put out early by email so members can consider their responses.	4.75	4.16	0.590
The School Board is actively involved in the development of the Delivery and Performance Agreement including the Business Plan.	0	1	2	3	4	5	1)Board don't do DPA - Central Office. Board is involved in prep. of business Plan. 2)Board see the end result not sure if the board is 'actively involved'.	4.25	3.9	0.350
The School Board monitors achievement against the Delivery and Performance agreement and Business Plans.	0	1	2	3	4	5		4.375	3.6	0.775
All Board Members are encouraged to participate in meetings.	0	1	2	3	4	5		4.875	4.83	0.045
Board Members support school Board Decisions outside the meetings.	0	1	2	3	4	5	1) No problem in this area.	4.375	4.09	0.285
I understand the roles and responsibilities of the Board.	0	1	2	3	4	5	1) I have never heard of anything to the contrary. 2) I would hope so.	4.375	4.33	0.045
I understand the data presented about the school's performance.	0	1	2	3	4	5		4.5	4.36	0.140
Board Members are able to express their opinions freely.	0	1	2	3	4	5		5	4.58	0.420
There are no individual Board Members who are too dominate during discussions.	0	1	2	3	4	5	1) Absolutely	4.875	4.25	0.625
The School Board endorses the annual budget.	0	1	2	3	4	5		4.875	4.27	0.605
My contribution to the work of the Board is valued.	0	1	2	3	4	5	1) Draft budget in Term 4 and final when completed by DoE.	4.25	4.09	0.160
The Chair and the Principal have a respectful working relationship.	0	1	2	3	4	5		4.875	4.75	1.125
We regularly discuss policies.	0	1	2	3	4	5	1) Probably not as often as we could but Winterfold does not have many policies.	4.25	3.91	0.340
I know enough about issues to effectively participate in discussions.	0	1	2	3	4	5		4.375	4	0.375

### Observations:

- The overall results from the previous survey in 2013 have improved in all areas except with regard to meeting timing and board member induction.
- Board member induction is an area that could be improved. So far we have introduced an induction pack which included previous minutes and the terms of reference. Maybe we could add a meeting with the Principal and Board Chair to run through the DoE Powerpoint Presentation and answer questions. This was the only category that received an individual score of 2 or below in the survey - from a new parent rep, probably the most reliable source to listen to on this issue.
- We have tried putting forward different meeting times but always seem to come back to 2 hour meetings on a weeknight. Maybe meeting times could be discussed at the first meeting of the year and an official start and finish time be set.

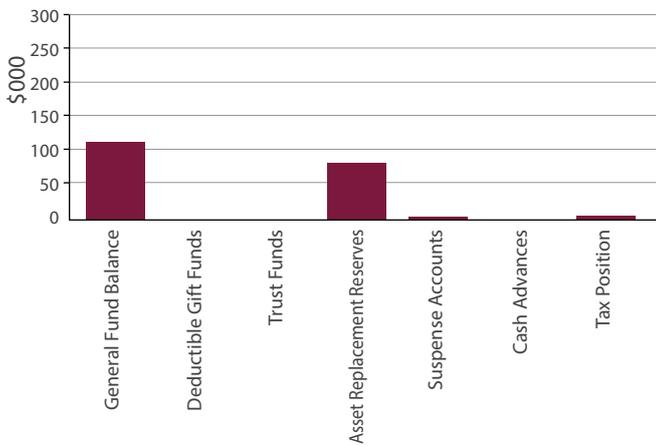
# School Finances

## Cash Position

### Cash Position as at:

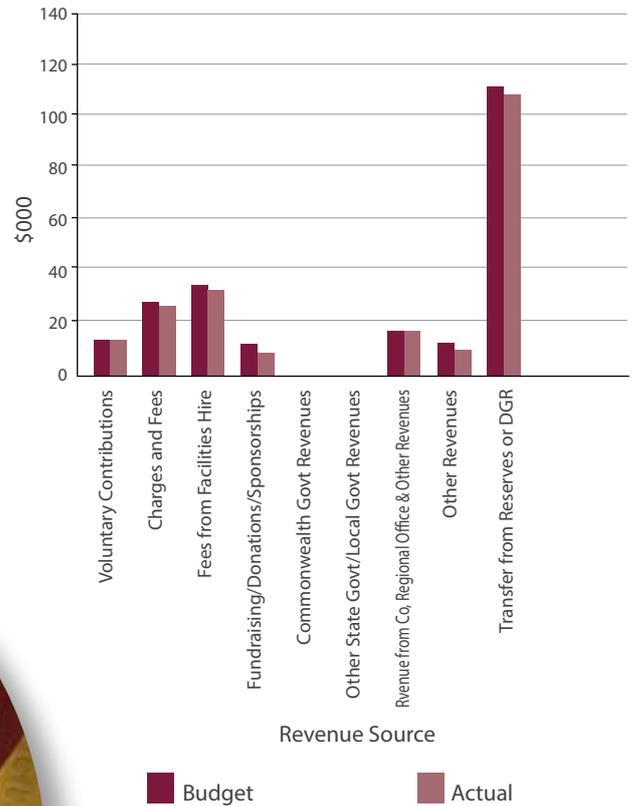
Bank Balance made up of:		\$196,529.66
1.	General Fund Balance	\$112,631.22
2.	Deductible Gift Funds	-
3.	Trust Funds	-
4.	Asset Replacement Reserves	\$82,439.80
5.	Suspense Accounts	\$3,090.64
6.	Cash Advances	\$325.00
7.	Tax Position	\$1,308.00
Total		\$196,528.66

### Cash Position



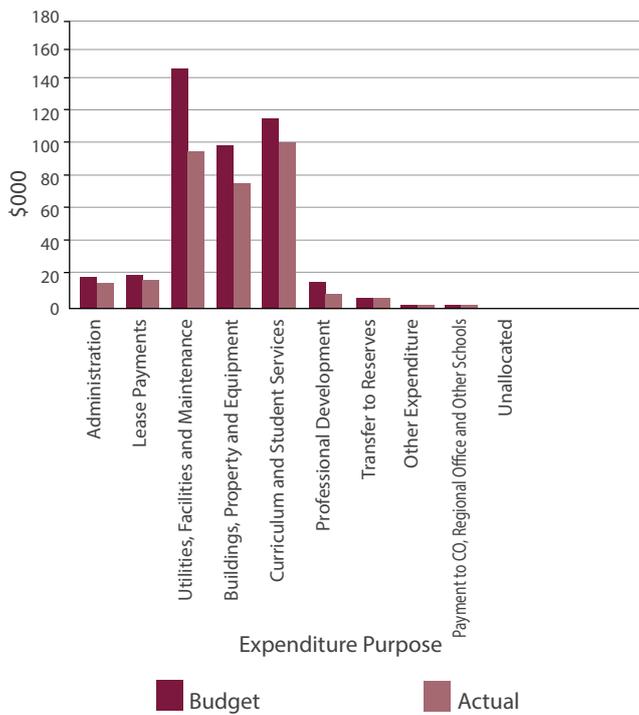
	Revenue - Cash	Budget	Actual
1.	Voluntary Contributions	\$11,165.00	\$10,584.00
2.	Charges and Fees	\$25,361.00	\$24,611.36
3.	Fees from Facility Hire	\$30,000.00	\$29,708.42
4.	Fundraising/Donations/Sponsorships	\$8,585.00	\$5,675.00
5.	Commonwealth Govt Revenues	-	-
6.	Other State Govt/Local Govt Revenues	-	-
7.	Revenue from Co, Regional Office & Other Schools	15,222.00	\$15,221.52
8.	Other Revenues	\$9,841.00	\$6,762.61
9.	Transfer from Reserve or DGR	\$111,000.00	\$106,339.28
Total Locally Raised Funds		\$221,174.00	\$198,902.19
Opening Balance		\$79,369.00	\$79,369.09
Student Centred Funding		\$145,738.00	\$145,738.00
Total Cash Funds Available		\$436,281.00	\$424,009.73
Total Salary Allocation		-	-
Total Funds Available		\$436,281.00	\$424,009.73

### Revenue - Budget vs Actual



	Expenditure	Budget	Actual
1.	Administration	\$15,089.00	\$11,748.39
2.	Lease Payments	\$19,000.00	\$13,403.35
3.	Utilities, Facilities and Maintenance	\$145,770.00	\$94,115.24
4.	Buildings, Property and Equipment	\$95,706.00	\$76,788.91
5.	Curriculum and Student Services	\$114,882.00	\$101,453.40
6.	Professional Development	\$14,620.00	\$7,400.73
7.	Transfer to Revenue	\$6,000.00	\$6,000.00
8.	Other Expenditure	\$161.00	\$163.49
9.	Payment to CO, Regional Office & Other Schools	\$305.00	\$305.00
10.	Unallocated	-	-
	<b>Total Goods and Services Expenditure</b>	<b>\$411,533.00</b>	<b>\$311,378.51</b>
	<b>Total Forecast Salary Expenditure</b>	<b>-</b>	<b>-</b>
	<b>Total Expenditure</b>	<b>\$411,533.00</b>	<b>\$311,378.51</b>

### Expenditure - Budget vs Actual



### Conclusion

2016 saw Winterfold PS complete its second year of our new three year planning cycle as an Independent Public School – together with a more focused Business Plan.

As a school community we continue to utilise the flexibilities afforded by being an Independent Public School to better meet the needs that we identify in our students. We stabilised our workforce with a number of new, permanent staff who were merit selected in a State wide selection process. We maintained our strong focus and allocation of resources to our priority areas of English, Maths, Science and Student Services.

We continued to work strongly with our community at all levels to ensure an optimum learning environment for our students. At the end of 2016, it is evident that WPS continues to improve and enhance, furthering our strong reputation as a school of choice. We look forward to the exciting challenges that 2017 will present.





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