



Together We Strive

2013

School Report



*I am pleased to present the 2013 Annual School Report for Dowerin District High School. The aim of this report is to inform the school and broader community of achievements and activities throughout the 2013 academic year. To gain maximum benefit from this report, it should be considered together with newsletters, parent interviews, open classrooms, parent evenings, assemblies and student reports.*

*2013 was our inaugural year as an Independent Public School. Our competent staff and School Board worked in partnership to finalise our 2013-15 Business Plan which has provided direction for our teaching and learning programs, and focus for our non-academic priorities. It has also been a valuable framework for self reflection. I would like to thank the Board for their enthusiasm to embrace the greater autonomy that comes with being an Independent Public School and their commitment to school improvement.*

*The school priorities, more fully explained in the School Business Plan 2013-15 are:*

- *Success for all students—Academic*
- *Success for all students—Social and Emotional Wellbeing*
- *Excellence in Teaching and Leadership*
- *Developing and Strengthening Partnerships.*



*At Dowerin District High School we are*

**Determined**  
**Organised**  
**Welcoming**  
**Enthusiastic** and  
**Reliable** *We act with*  
**Integrity** and  
**Nurture** *others.*



*Our progress with these priorities and contextualised information about student achievement is given throughout this report.*

*In consultation with students, staff and the school community, a set of school virtues were developed. The focus for these was centred on how we wanted others to see us and how we wanted to be treated. These virtues are overtly promoted in our school and wider community, and explicitly taught in our school.*

*Our successes and opportunities for students in 2013 can be attributed to a committed, capable and conscientious teaching, and non-teaching staff who do their best to cater for the whole child, and the parents and school community who willingly support every aspect of the school. Our motto, **Together We Strive**, truly captures the essence of our school.*

*Barbara Garner*

Principal

## SCHOOL OVERVIEW

Dowerin District High School is an Independent Public School located in the Central Wheatbelt, 156km north-east of Perth and offers an engaging educational program to over 120 students from Kindergarten to Year 10. Students hail from surrounding farms and the town with several students also coming from the nearby town of Goomalling.

Twelve teaching staff (full and part-time), four education assistants and a School Chaplain mean class sizes are small and individual student needs are well catered for. The school prides itself on multi-age activities, learning opportunities and celebrations: the whole school sits together for lunch and recess, participates in whole school literacy and sporting activities as well as special days (such as World Environment Day and various charity days), and meets as one for assemblies. Established for over 100 years, Dowerin is a well equipped and resourced school which caters for the diverse interests and abilities of our students.

Dowerin DHS provides a stimulating and inclusive environment which helps students develop the knowledge, skills and values to enable them to fulfil their potential and be valued citizens.

Dowerin is predominantly a farming community (wheat / sheep). Small business operators - agricultural and retail, together with government services (education, shire, police, community health) support approximately 700 residents.



# SCHOOL PRIORITIES

## SUCCESS FOR ALL STUDENTS—Academic Success

Student performance data is collected across all learning areas and from a variety of sources. This information is used, not only to inform parents and students of academic achievement, but to plan for individual students, year and other groups, and the whole school.

There are two systemic testing programs administered annually which allow us to compare achievement and progress of Dowerin District High School students to students across the nation as well as a variety of relevant sub-groups. These are:

The **National Assessment Program—Literacy and Numeracy (NAPLAN)** assesses competency in Numeracy and Literacy (Reading, Spelling, Punctuation and Grammar and Writing) in Years 3, 5, 7 and 9. All schools across Australia participate in this testing, allowing comparison between states and schools. The National Minimum Standard is a nationally agreed standard of the basic skills expected of students at that year level.

The **Western Australian Monitoring Standards in Education (WAMSE)** program assesses student competency in Science and Society and Environment. All students in Years 5, 7 and 9 in Western Australia sit these tests.

Due to the small number in some cohorts at Dowerin DHS, some of the more detailed information has not been published because of the risk of identifying individual students. **Given our small cohorts, caution also needs to be taken when interpreting the data that is presented in this report.**

## LITERACY

<div>ABOVE EXPECTED PERFORMANCE</div> <div>EXPECTED PERFORMANCE</div> <div>BELOW EXPECTED PERFORMANCE</div> <div>LESS THAN 6 STUDENTS</div>	NAPLAN RESULTS											
	Year 3			Year 5			Year 7			Year 9		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
READING												
WRITING												
SPELLING												
GRAMMAR & PUNCTUATION												

Overall, Dowerin District High School students performed as expected in the NAPLAN literacy assessments. Particularly pleasing was the achievements of the Year 3 students in Spelling and Grammar and Punctuation, and the Year 9 students in Reading. The Year 9 students performed more than two standard deviations above what was expected in this area.



A target for the school is to make sure that the majority of students make moderate or better progress. When compared to the national average, Dowerin District High School students made higher progress in the areas of Reading (Year 5, 7 and 9), Writing (Year 5), Spelling (Year 3, 5 and 9) and Grammar and Punctuation (Year 7 and 9). Further interrogation of other areas needs to be made, and plans put in place, to ensure the majority of students continue to achieve moderate or better progress across all aspects of Literacy.

Staff engaged in moderation activities during the year, both within the school and with neighbouring schools. Common assessment tasks were used as well as the sharing of other student work. Staff assessments are conservative but generally reflected systemic data.

Literacy was promoted across the school with Buddy reading and writing activities, engagement in on-line competitions and in school activities such as a Spelling Bee, Word Mania and Reading Eggs and the Great Book Swap. The annual Book Fair was hugely successful, as was the regular Scholastic Book Club. New reading resources were purchased for the Junior Primary and launched with a 'Red Rocket Readers' party for parents and students.





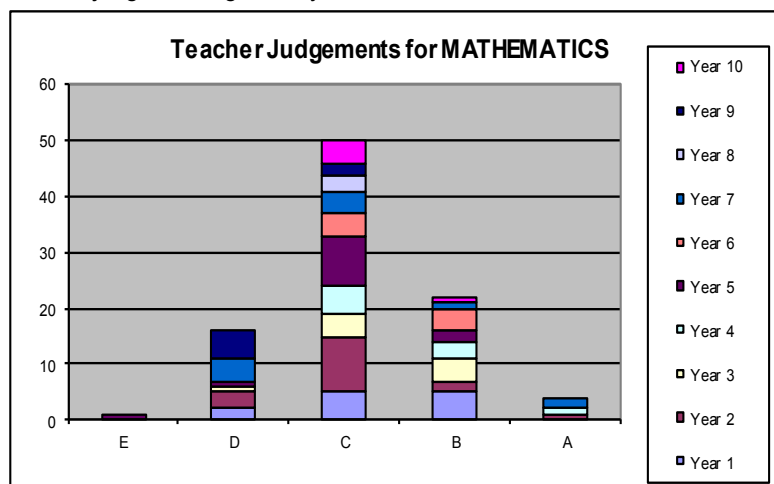
## NUMERACY

<div> <div></div> <div>ABOVE EXPECTED PERFORMANCE</div> </div> <div> <div></div> <div>EXPECTED PERFORMANCE</div> </div> <div> <div></div> <div>BELOW EXPECTED PERFORMANCE</div> </div> <div> <div></div> <div>LESS THAN 6 STUDENTS</div> </div>	NAPLAN RESULTS											
	Year 3			Year 5			Year 7			Year 9		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
NUMERACY												

Except for the Year 7 cohort, students performed within the expected range in the NAPLAN assessment for Numeracy. That said, further interrogation of the data indicated progress for a few students was disappointing. It is recommended that, in 2014, a Whole School Numeracy Plan be developed to align good practice, and specific individual and group education plans be created to support student progress. Towards the end of 2013 more explicit teaching methods were employed. During mathematics lessons, both improved student engagement and greater concept focus was noted by teachers.

During 2013 students were given then opportunity to be involved in the Numero competition at a school and state level and entered in the Australian Mathematics Competition. The school also purchased access to the online Mathletics program. Students used this as part of their school curriculum and were encouraged to access the site at home to reinforce mathematical concepts and practice mental computation.

Teacher judgements generally reflected student achievement but staff should continue to engage in moderation activities in 2014.



## SCIENCE AND SOCIETY AND ENVIRONMENT

<div> <div></div> <div>ABOVE EXPECTED PERFORMANCE</div> </div> <div> <div></div> <div>EXPECTED PERFORMANCE</div> </div> <div> <div></div> <div>BELOW EXPECTED PERFORMANCE</div> </div> <div> <div></div> <div>LESS THAN 6 STUDENTS</div> </div>	NAPLAN RESULTS					
	SCIENCE			SOCIETY AND ENVIRONMENT		
	2011	2012	2013	2011	2012	2013
YEAR 5						
YEAR 7						
YEAR 9						

Students in Year 5 and 7 performed as expected in both Science and Society and Environment tests in the Western Australian Monitoring Standards in Education assessments. The Year 9 students performed below what was expected.

Students in the Primary School were taught both Science and Society and Environment by specialist subject teachers and, as a result, student enthusiasm and engagement for these

subjects increased.

Nominated high performing Year 7 students attended a Science Extension Camp in Perth. This was a collaboration between the Inland Lighthouse Network of schools, of which Dowerin District High School is a member, and the Curtin University. This was a very successful event



## TECHNOLOGY AND ENTERPRISE

Students have thoroughly enjoyed the opportunity to engage in Technology and Enterprise in a variety of contexts. Horticulture students engaged in growing vegetables and value adding to these; producing a variety of relishes and cooking foods using the garden produce. The students also propagated and sold herb gardens, garden plants and pots of colour. Textiles students made a variety of garments including shorts and cushions, and Cooking students had the opportunity to hone their culinary knowledge and skills, and broaden their taste buds, by producing a tremendous variety of food.

It has been a few years since students have had the opportunity to be taught by woodwork and metalwork by a teacher who is skilled in this area. Students completed a number of projects to develop their basic skills.



## THE ARTS



Students from Kindergarten to Year 4 received classroom music lessons from a specialist teacher. Students across the school also had the opportunity to be part of the Choir and Recorder Band. The Choir participated in national Count Us In event and also performed at community events including the Dowerin Field Day opening. Year 7 and 8 students engaged in Music lessons with a difference, creating their own very percussion instruments and delivering an impressive performance at the end of year presentation evening. All students attended the Musica Viva concert, Ogham Soup. Piano and guitar lessons were also available during the school day and provided by talented members of the community.

Secondary students received specialist instruction in the Visual Arts, working with in a variety of mediums. The Year 9/10 students used a PALS (Partnership, Acceptance, Learning and Sharing) grant to design and create a Reconciliation Garden outside the Art room.

## HEALTH AND PHYSICAL EDUCATION

Physical Education was delivered across the school by an experienced specialist teacher. All faction carnivals were run extremely well, with maximum opportunity and encouragement for student participation. There were numerous sporting events throughout the year including:

- Faction and Interschool Swimming Carnivals
- Faction and Interschool Cross Country
- Faction and Interschool Athletics
- Primary Winter Carnival
- Secondary Winter Carnival
- Visit from the West Coast Eagles
- Squash Clinic
- T20 Blast Cricket Cup





## OTHER OPPORTUNITIES FOR STUDENTS

The Dowerin Field Days form an integral part of the education program at Dowerin District High School. Students engaged in a variety of activities, dependent on age. Secondary students supported the volunteer program at the Field Days by assisting with catering and recycling and all students participate in the Activity Trail. The Activity Trail is a partnership between the school and exhibitors at the Field Days. The exhibitors agree to providing educational activities and information for students when they visit over the course of the two days. In 2013 exhibitors were seeking out the school in a desire to be part of the Trail.

There were several other opportunities for students over the course of the year, usually determined by interest or need. These included achievement of the Recreational Skippers Ticket and Work Placement. Students also attended Careers based excursions.



## PARENT AND STUDENT SATISFACTION

Students and parents both agree that

- The school strives for high academic standards, with realistic expectations for each child
- Children receive help from teachers when they experience difficulty learning
- Parents and students receive helpful information about student progress and achievement levels
- Staff are approachable and willing to talk about student progress
- At this school students are able to learn how to solve problems, to question and to make decisions

## SCHOOL PRIORITIES

**SUCCESS FOR ALL STUDENTS—Social and Emotional Wellbeing**

## DOWERIN VIRTUES



The school has had a virtues program in place for some time. In 2013 consultation was undertaken with students, parents and the wider community to link specific virtues with Dowerin District High School. These virtues have been explicitly taught to students through classroom based lessons and team building activities. Banners and posters are on display to promote these virtues to students and the general school community.

When students are required to reflect on their or others interactions, the Dowerin Virtues provide specific points of reference and cover a broad range of specific expectations of behaviour.

## STUDENT BEHAVIOUR

Student behaviour at Dowerin District High School is of a very high standard. Positive student behaviour and achievements are acknowledged with the presentation of certificates at weekly whole school assemblies, as well as parent assemblies which occur twice each term. The certificates may be awarded for overt displays of the school virtues, academic endeavour and excellence or sporting achievements. These acknowledgements are published in the fortnightly school newsletter.

Students who display excellent playground behaviour are awarded faction tickets. These tickets go a the weekly draw for a behaviour pen or pencil (also made at assembly). Points are also given for the Stirrest Cup for each ticket awarded.

Restorative Practices are engaged when there is poor behaviour or student conflict. This allows the focus to be on improving student behaviour and reflecting on how behaviours have affected others rather than punitive measures.

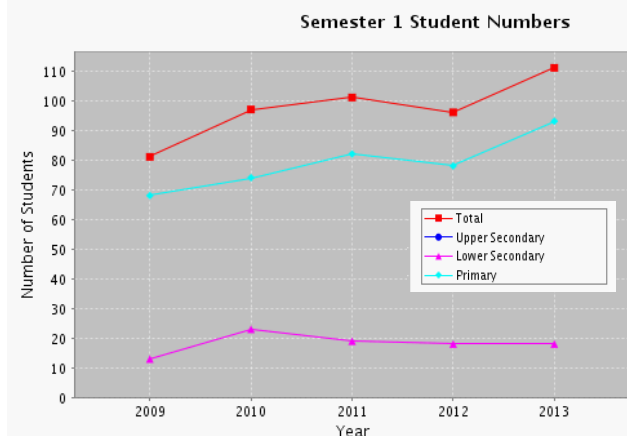
## ATTENDANCE and STUDENT NUMBERS

PRIMARY Attendance Rates	Attendance Category			
	Regular	At Educational Risk		
		Indicated	Moderate	Severe
2010	82.0%	8.9%	2.9%	5.9%
2011	91.5%	6.7%	0%	1.6%
2012	81.4%	17.1%	1.4%	0.0%
2013	87.0%	7.5%	4.3%	1.0%
State 2013	77.0%	16.0%	6.0%	2.0%

Student attendance impacts on both academic achievement and social and emotional wellbeing. 2013 attendance was pleasing in the primary school with overall regular attendance being 10% above the state average and indicated 'at risk' categories being less for each category. Secondary attendance was not as positive with only 58% of students attending regularly and 31% of students indicated at risk. Several of the students categorised 'at risk' were only just, and mainly in Years 9 and 10. In 2014 it is recommended that closer monitoring and greater intervention is undertaken to increase the level of attendance.

Student numbers increased in 2013 and all indications are that this trend will continue. Note that numbers in the graph do not include Kindergarten students.

SECONDARY Attendance Rates	Attendance Category			
	Regular	At Educational Risk		
		Indicated	Moderate	Severe
2010	60.0%	20.0%	10.0%	10.0%
2011	69.0%	31.0%	0%	0%
2012	78.9%	10.5%	10.5%	0.0%
2013	57.8%	31.5%	10.5%	0.0%
State 2013	60.0%	22%	11.0%	7.0%



## PROTECTIVE BEHAVIOURS

A program across the school has ensured students have the skills and knowledge to identify and engage in appropriate protective behaviours. Students are taught language to support these practices and the program is promoted to the school and wider community through school and classroom newsletters.

It is recommended that, in 2014, online safety becomes a focus.

## STUDENT LEADERSHIP TEAM



The Student Leadership Team is an important part of the school decision making group. Meeting regularly, the group is comprised of representatives from the Year 3/4, 5/6, 7/8 and 9/10 class, as well as Faction Captains. The group represents the student body to the administration, problem solves student issues, organises activities that are part of the Stirrest Cup; such as inter-faction lunchtime sporting and academic activities, and coordinates whole-school charity days. They also take on routine school responsibilities including flag raising, and represent the school at community events such as Anzac Day. Students take great pride in being elected to this group and had many opportunities during 2013 to formally and informally develop their leadership skills. A new responsibility for the Student Leadership Team in 2013 was to host each whole school assembly; organising the physical aspects of the assembly, and supporting the 'featured class', students who give the class and other reports, and visitors to use the sound equipment and introducing each item / speaker.

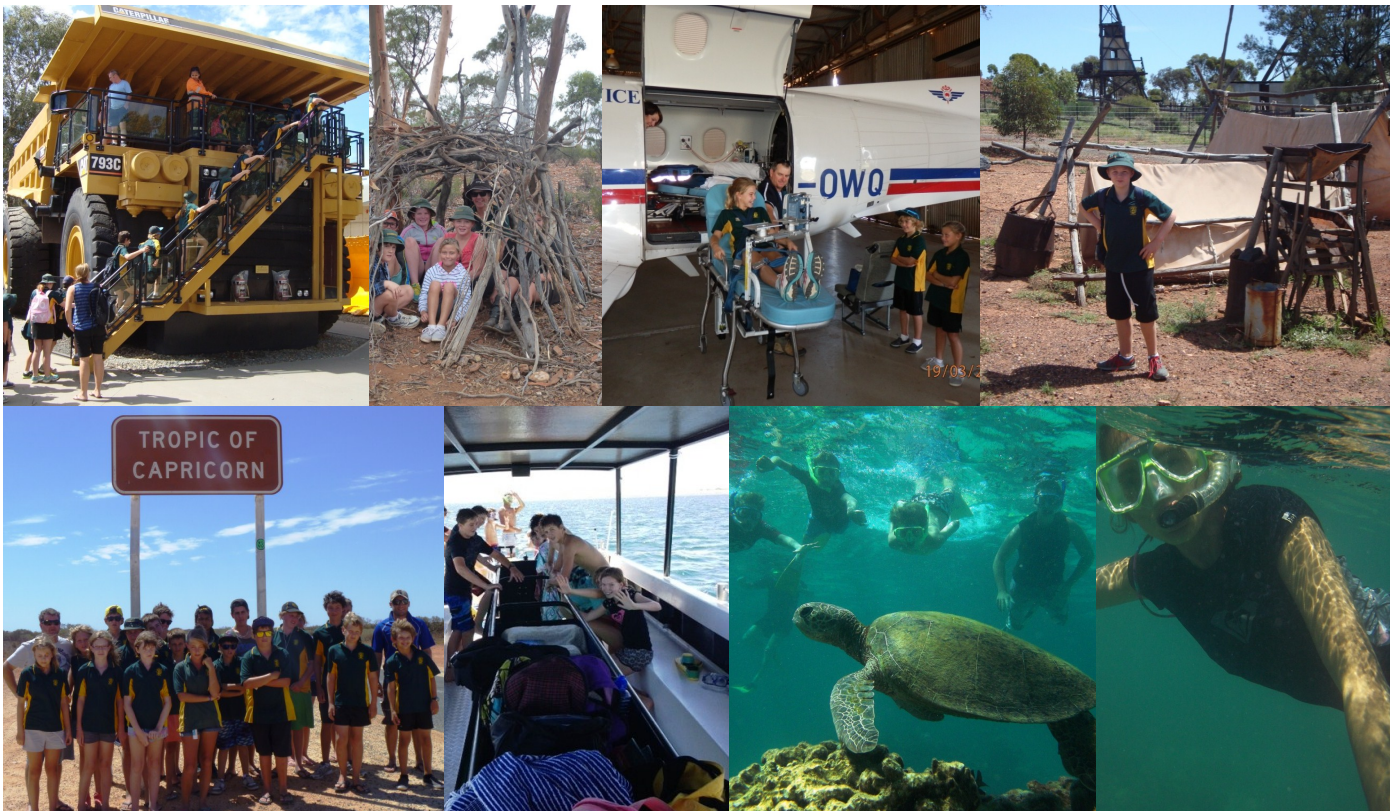


## SCHOOL CHAPLAIN

The National School Chaplaincy and Student Welfare Program has funded the services of a School Chaplain for two days per week in 2013, and will do so again in 2014. Mrs Hagboom works tirelessly to foster and build relationships with students. She works in the classroom setting and also provides lunchtime craft activities. As required, Mrs Hagboom supports students and their families on a confidential and individual basis, drawing on her many skills and resources from numerous community associations.

## SCHOOL CAMPS

Students in Year 5 to Year 10 had the opportunity to participate in school camps during Term 1 of 2013. The Year 5 and 6 students travelled to Kalgoorlie, staying at the Department of Education Camp School and engaged in many historical and mining based activities. The Year 7-10 students embarked on a journey to Ningaloo learning a lot about the ecology of the coastal area and interacting with aquatic animals. Not only did the students gain knowledge, but also fantastic experiences which helped them appreciate the vastness of our state. The fund raising which took place to reduce the costs of the camps also provided valuable learning opportunities.



## TRANSITION

Considerable thought has gone into providing students and parents with experiences to minimise the stresses associated with transition between phases of schooling. In 2013 Year 6 students participated in a secondary program for a day; engaging in subject specific activities as well as ice breaking activities with the older students. Transition activities occurred for students moving from Playgroup to Kindergarten, and Pre-primary to Year 1. Parents were included in the transition activities with information sessions by staff and, for early childhood, allied health specialists.

## PARENT AND STUDENT SATISFACTION

Students and parents both agree that:

- The school encourages a sense of pride in achievement and a sense of self worth.
- Students enjoys being at school (although the parent response was more positive than the student one!)
- This is a safe and secure school and teachers and students at this school care about each other
- The school has high standards of behaviour and the rules and consequences relating to discipline are well understood by both staff and students
- The school assists with the development of students personal and social skills



# SCHOOL PRIORITIES

## EXCELLENCE IN TEACHING and LEADERSHIP

Staff were afforded many opportunities to build their capacity to deliver excellent teaching and learning programs. These included specific professional learning, performance management, classroom observation and feedback, mentoring of pre-service teachers, as well as collaboration with other schools. Non-teaching staff also engaged in relevant professional learning.

Formal professional learning accessed by teaching staff included:

- On-Entry Assessment
- Early years Learning Framework Facilitator Training
- Australian Curriculum Mathematics—Train the Trainer
- Lighting the Literacy Fire
- Year 8 Transition –Science, Train the Trainer
- Developing a Whole School Numeracy Plan
- The Stephanie Alexander Garden Program
- Strategic leadership Development
- On-line learning opportunities (webinars) - Reading Eggs and Mathletics

In an effort to develop skills and knowledge through other means, an inter-school visit was conducted the Technology and Enterprise teacher, moderation was undertaken in English and Mathematics with Wyalkatchem District High School and Goomalling Primary School, and administration staff attended an information session on Explicit Teaching.

Performance Management focussed on teachers' progress through the Australian Professional Standards for Teachers. Teachers were required to reflect on their practices and plan for improvement. To support this development, classroom observations were undertaken by line managers and specific feedback given to teachers. Teachers were also encouraged to engage in peer observation.

The Inland Lighthouse Network provides great collegiate support for the school leader and learning opportunities for the school. A shared School Development Day at the start of Term 3 allows staff to access professional learning appropriate to their needs and also engage in networking with colleagues from other school. This is an extremely important opportunity given the isolation of subject and phase of development specific teachers.

Staff had opportunities to take on leadership roles throughout the year. Science teacher, Miss Stephanie Hibbitt was employed to support teachers of Year 7 students, in Level 3 schools in the Inland Lighthouse Network, to deliver Science. Two pre-service teachers spent time at Dowerin District high School in the K/P and Year 1/2 classes giving those teacher an opportunity to appreciate viewing teaching as an observer and offer mentoring to these students.

One of the outcomes of this priority was for staff to embed the use of innovative and relevant technologies in their teaching and learning programs. Throughout 2013 staff have embraced the use of interactive whiteboards in the classroom and many have also taken advantage of the Department's **Connect** website which allow students and staff to interact safely online. It also serves as a vessel for providing relevant teaching and learning information to students and a means by which the student can submit work.

Other professional learning attended by teaching and non-teaching staff included a variety of finance workshops, School Information System training, Cleaner Induction, Cleaner-In-Charge Induction, training in the library system Oliver, attendance at library officer network days and the Education Assistants worked towards the completion of their Certificate III in Education. Many staff also completed a Senior First Aid Certificate.

School administration lead the staff in regular interrogation of school and systemic data. Teachers have a thorough understanding of the Australian Curriculum and the data interrogation helps direct focus for future teaching practices as well as supporting non-academic aspects of schooling.

## PARENT and STUDENT SATISFACTION

Parents and students believe:

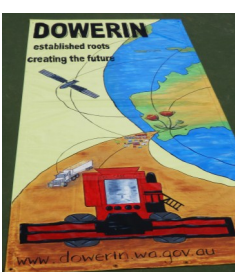
- Teachers knowledge is of a high order with staff being up to date in their understanding of educational trends and issues.
- The school is meeting the educational needs of the students.
- Teachers provide a stimulating learning environment and make school interesting and enjoyable.

# SCHOOL PRIORITIES

## DEVELOPING AND STRENGTHENING PARTNERSHIPS

The school is proud of the many and varied partnerships it has developed; locally, within the Inland Lighthouse Network and further a field.

Parents are our biggest partners; individually, as partners in their child's education and as the **Parents and Citizens Association** providing feedback on school initiatives and operations, and raising funds for resources and equipment that enhance the teaching and learning program at the school.



Two major purchases in 2013 were a new shade complete with the school logo printed on it and Red Rocket Readers, a rea

The **Dowerin Shire** is a very willing contributor to the school in a variety of ways. They agreed to permit the school to use its recreation facilities on an ongoing basis. Access to the town oval and associated sporting facilities greatly enhance physical activity opportunities for students. The use of the Town Hall for school events is also encouraged. The Shire generously supports the school in its grounds maintenance too; loaning equipment, labour and offering advice. This is always given in a professional manner and with good grace. In 2013 the school produced the Banners in the Terrace Entry for the Dowerin Shire.



In 2013 the **Dowerin Men's Shed** relocated to the Farm Skills Shed at the school, as this was no longer used for classes. The men have used their skills, and been generous with their time, to refurbish the greenhouse and shadehouse in the Enterprise Yard. They have also shared their knowledge of reticulation and assisted the gardener to complete reticulation of this area.

**Dowerin Events Management** supports the involvement of the school students in the Dowerin Field Days, allowing students to engage in excursions to the event and giving complementary access. They are also very generous at offering fund raising opportunities to the school and P & C, such as catering at the Rodeo in 2013.



In 2013 the **Dowerin Apex** kindly refurbished and re-licenced the school trailer, providing a valuable means of transporting garden and general waste to the appropriate disposal venue.

Local businesses work in partnership with the school in a variety of ways. In 2013 students engaged in work placement at **JK Williams** and the **Dowerin Bakery and Newsagency**. In 2014 it is recommended the work placement program be available for more students. The **Roadhouse** provides a lunch service and several other businesses are generous in donating goods and services, or providing them to the school at a reduced cost.



Wheatbelt schools in this alliance meet at least once per term in an attempt to maximise the combined resources of our staff, students and communities to improve education in schools. The Network broker and facilitate opportunities for students, teachers and principals. Examples of this which impacted on our school in 2013 include the Science Extension Activities with **Curtin University**, engagement of pre-service teachers at our school from **Edith Cowan University** and **Curtin University**, teacher professional learning in the Early Years, Literacy and Mathematics, Career Development opportunities including accessing **CY O'Connor Institute**.



The **Bendigo Bank** attend the school fortnightly so the students can engage in school banking. They promote good financial management to the children and encouragement them to be part of school banking through occasional activities such as colouring competitions.

In 2013 students participated in tree planting at the railway crossing at the western end of town. Plants, equipment and expertise were supplied by **Main Roads** and the children will take great pride in seeing these plants grow over the years to come.

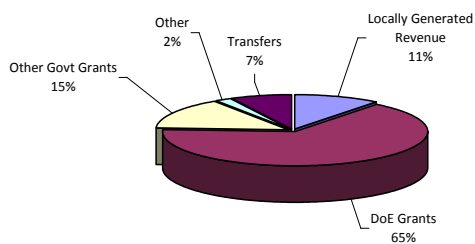


# SCHOOL FINANCE

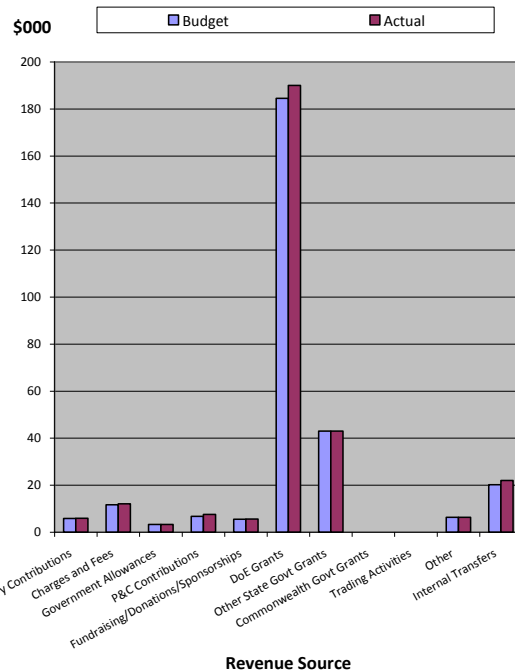
## FINANCIAL SUMMARY as at 31 December 2013

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 5,830.00	\$ 5,890.25
2	Charges and Fees	\$ 11,622.00	\$ 12,038.74
3	Government Allowances	\$ 3,290.00	\$ 3,290.00
4	P&C Contributions	\$ 6,719.00	\$ 7,569.00
5	Fundraising/Donations/Sponsorships	\$ 5,494.00	\$ 5,563.85
6	DoE Grants	\$ 184,482.00	\$ 189,967.76
7	Other State Govt Grants	\$ 43,001.00	\$ 43,000.92
8	Commonwealth Govt Grants	\$ -	\$ -
9	Trading Activities	\$ -	\$ -
10	Other	\$ 6,300.00	\$ 6,306.27
11	Internal Transfers	\$ 20,180.00	\$ 21,954.69
	<b>Total</b>	<b>\$ 286,918.00</b>	<b>\$ 295,581.48</b>
	<b>Opening Balance</b>	<b>\$ 57,158.00</b>	<b>\$ 57,158.09</b>
	<b>Total Funds Available</b>	<b>\$ 344,076.00</b>	<b>\$ 352,739.57</b>

Current Year Actual Revenue Sources

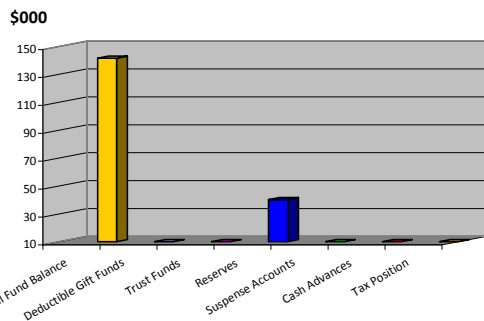


Revenue - Budget vs Actual

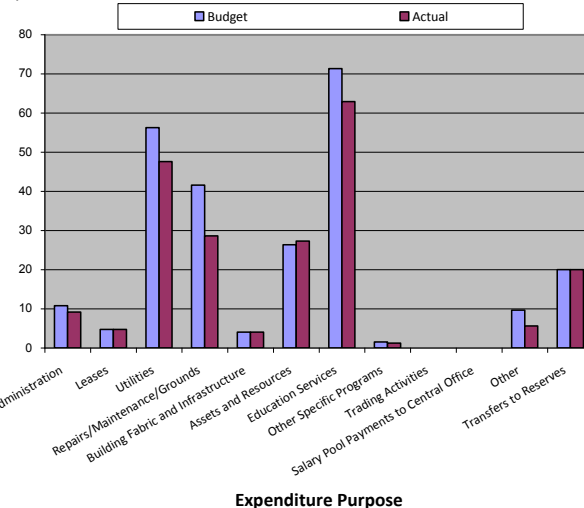


	Expenditure	Budget	Actual
1	Administration	\$ 10,786.00	\$ 9,166.73
2	Leases	\$ 4,752.00	\$ 4,752.12
3	Utilities	\$ 56,280.00	\$ 47,590.36
4	Repairs/Maintenance/Grounds	\$ 41,584.00	\$ 28,625.15
5	Building Fabric and Infrastructure	\$ 4,042.00	\$ 4,041.75
6	Assets and Resources	\$ 26,377.00	\$ 27,285.06
7	Education Services	\$ 71,353.00	\$ 62,927.99
8	Other Specific Programs	\$ 1,547.00	\$ 1,237.98
9	Trading Activities	\$ -	\$ -
10	Salary Pool Payments to Central Office	\$ -	\$ -
11	Other	\$ 9,674.00	\$ 5,639.44
12	Transfers to Reserves	\$ 20,000.00	\$ 20,000.00
	<b>Total</b>	<b>\$ 246,395.00</b>	<b>\$ 211,266.58</b>

Cash Position



Expenditure - Budget vs Actual



Cash Position as at:

<b>Bank Balance</b>	<b>\$ 137,659.21</b>
Made up of:	
1 General Fund Balance	\$ 141,472.99
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Reserves	\$ 40,095.41
5 Suspense Accounts	\$ 384.27
6 Cash Advances	\$ -
7 Tax Position	\$ 43,524.92
<b>Total Bank Balance</b>	<b>\$ 137,659.21</b>

The transition to being an Independent Public School was made extremely smooth, from a financial aspect, by our experienced and capable registrar, Mrs Kylie Pickering, who ensured good practices were put into place. Succession strategies, including staff training, will ensure a smooth shift into 2014 when Mrs Pickering is no longer at the school.

## STAFF

In 2013 we welcomed two new teaching staff members, Mr Nathan Brown (Year 3/4) and Mr Aron Hall (Physical Education and Technology and Enterprise). Miss Christy Rees (Kindergarten and Pre-primary) farewelled the school after arriving as a graduate 4 years previously and Mrs Jenny Miller retired at the end of the school year after many years of service to the school in a variety of teaching roles.

There were several changes in the non-teaching staff too. Mrs Margie Couper, Special Needs Education Assistant retired after more than ten years of service and Mrs Tamara Drummond, AIEO -Aboriginal and Indigenous Education Officer, was redeployed. Mrs Lisa Sinclair, School Officer and Registrar—Human Resources resigned after almost 10 years service to pursue other opportunities, and Mrs Kylie Pickering, Registrar-Finance resigned at the end of the year to relocate her family. While all staff members have been sorely missed, we were fortunate to fill the positions with very capable personnel. Mrs Nadia Lee won the position of Registrar-HR and Mrs Dianne Hutchison, School Officer. The Registrar—Finance will be filled in 2014. Changes to student demographics meant the other positions were not filled.



## IN CLOSING...

Our first year as an Independent Public School was a successful one. Staff worked with students, parents and the wider community to address the school priorities, and finances were managed well; with moneys spent aligning with target strategies and focuses.

Continued efforts throughout 2014 will ensure students make good progress and student needs; academically, socially and emotionally, will be met.

