



Safety Bay

Primary School
Independent Public School

ANNUAL REPORT

2017



Principal's Message

The 2017 Annual Report details the performance of our school for the 2017 school year in academic and non-academic areas. In our first year as an Independent Public School our Business Plan was our major driving force for school improvement. This report uses the three domains of our Business Plan to outline student performance and our school self-review process against our Business Plan strategies. After leading the school successfully through the Independent Public School application process, Mr Wayne McKay took up an opportunity for further development half way through the year which resulted in me joining the Safety Bay team as Principal in Semester 2 of 2017.

In 2017, the school community celebrated 75 years of education in the Safety Bay area. In this time the school has developed a positive reputation for providing students with a well-rounded education and being an important part of the local community. The dedicated and highly skilled teaching and support staff continues to drive high expectations for all students in the areas of attendance, behaviour and academic performance while providing students with an enjoyable and diverse school experience.

2017 proved very productive as we introduced new initiatives and innovations, embedded whole school approaches and reflected on the many successes that we achieved as a school, a community and individuals. Part of the reflection process has allowed us to form a strong focus for the 2018 school year in which we aim to continue to grow and refine our approach to teaching and learning.

Our mantra at Safety Bay Primary School is 'Putting Children First'. This mantra drives decision making and is reflected in the diverse range of programs offered to support students learning across the school. While this report is just a snapshot of the school year, I trust you'll find it reflects our mantra and provides information on our focus on continual improvement.

Phil Springett
Principal



OUR VISION

The strong relationship between the whole school community empowers students to foster a passion for life-long learning. Our teaching teams will deliver high quality education to develop our students' skills and positive mindset to enable them to contribute to society in a meaningful way.

BELIEFS

- All students have the capacity to learn;
- Children learn in different ways;
- Children learn best when teaching and learning opportunities align with their specific developmental needs;
- Teaching and learning opportunities should be tailored to meet the individual and the group needs of all students;
- Goal setting and reflection are an integral part of teaching and learning;
- Children learn best when parents are actively involved in their education and
- Optimum learning takes place when strong partnerships exist within and across the school community.

VALUES

These values support our school's vision, goals and beliefs:

- Respect
- Responsibility
- Resilience
- Reflection and
- Relationships



Attendance Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2015	93.0%	93.4%	93.8%	83.1%	85.9%	81.2%	92.5%	93.0%	92.7%
2016	92.7%	93.1%	93.7%	84.7%	85.8%	80.7%	92.4%	92.7%	92.6%
2017	93.2%	93.6%	93.8%	89.6%	87.9%	81.2%	93.0%	93.4%	92.7%

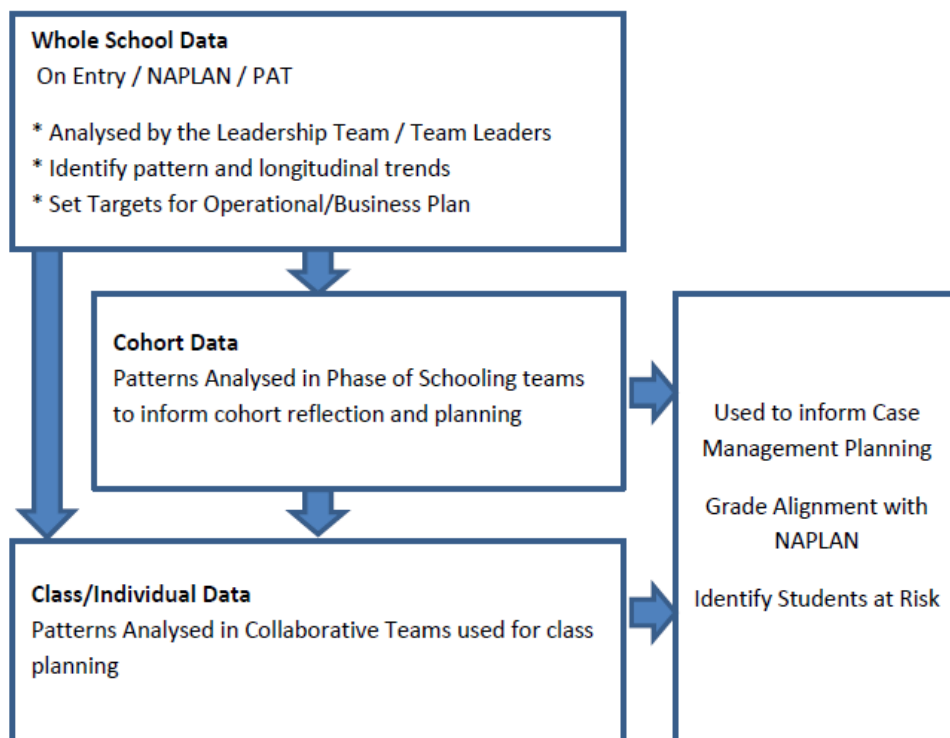
	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2015	75.3%	17.6%	5.6%	1.3%
2016	75.0%	17.3%	5.6%	2.0%
2017	77.4%	15.5%	6.0%	1.1%
Like Schools 2017	78.2%	16.1%	4.4%	1.2%
WA Public Schools	77.0%	15.0%	6.0%	2.0%

Attendance is an important factor in children achieving success at school. We have high expectations of all our students in regards to their attendance and closely monitor overall, cohort and individual attendance data to identify and plan interventions where necessary. We have many academic and non-academic programs which focus on encouraging and improving attendance rates across the school. Data indicated our attendance rates are comparable with 'Like Schools' and achieved our target of 90% or above. The attendance rate of our aboriginal students was also above state a like schools.



School Self Review Process

As part of our self-review process, we have a variety of tiers of input and feedback to enables the school leadership team to make meaningful and purposeful decisions to drive improvement in classroom practice and student outcomes. Utilising our distributed leadership framework, student performance data is reviewed and used as outlined in the flowchart.



Another aspect of our school self-reflection is an annual review of our progress against Business Plan targets and milestones. Staff work in groups, to discuss and analyse our progress against targets and milestones. Data from this reflective process is collated, providing focus areas for the following year. An example of a review summary in our first year of our Business Plan is below. This process has led to an introduction of new targets and adaptations to strategies, which was presented to the board for endorsement. With this plan, being our first as an Independent Public School, we feel it is important for it to be flexible, working document that reflects our ongoing process of reflection and improvement.

High Quality Teaching and Learning

Safety Bay staff will use research based instruction to provide a high quality teaching and learning environment.

Strategic Focus - High quality instruction skills and curriculum delivery

Strategies	Milestones	Term 4 2017	Term 2 2018	Term 4 2018	Term 2 2019	Term 4 2019
❖ Staff and Education Assistants have implemented Visible Learning and Mindset strategies in their day to day life.	1. Staff have a common understanding of Visible Learning and mindset strategies.					
	2. Whole school common language based around mindset has been adopted in classrooms.					
❖ Staff effectively use data to inform their teaching and enable them to differentiate for the needs of students.	3. Effective Teaching committee has developed the implementation schedule of Visible Learning and mindset strategies.					
	4. Professional Learning (PL) provided on Visible Learning and Mindset to all staff.					
❖ NAPLAN data is collected for years 2, 4, 6.	5. Coaches trained to support staff in Visible Learning implementation					
	6. Identified students are on Individual education plans and are monitored and supported in their learning.					
	7. Case management students have been identified through data from NAPLAN and On-Entry.					

Key - School Self-Assessment - Example

Strategic Focus - Building staff capacity to adapt and respond to the ever changing world.						
Strategies	Milestones	Term 4 2017	Term 2 2018	Term 4 2018	Term 2 2019	Term 4 2019
❖ Support staff to develop their personal skills and wellbeing through PL and workshops	1. All staff have completed mental health Professional Learning (PL) workshop.					
	2. All staff have completed PL on cyber safety.					
	3. All staff have attended PL based on their performance management goals.					
	4. Staff have been surveyed on the benefits of the mental health and wellbeing PL.					

Colour	Rating
	Not implemented in this period of time
	Planning phase
	Partially implemented
	Implemented
	Embedded practice
	Strategy/process no longer operating in the school - see evidence

Strong Connected Community

Safety Bay Primary School works collaboratively and in partnership with all stakeholders in the school and the wider community.

As the hub of the Safety Bay community we welcome and invite community members to be involved in their local school. In 2017, we had a number of initiatives involving parents, community members and local industry that provided much needed support for our students:

Examples of these programs include:

MultiLit – This reading intervention program has been ably supported by trained volunteers who assist in the development of students who find reading difficult.

Mentor Program – Coordinated by our Chaplain, Ms Heather Ham, the mentor program supports students who are identified as requiring support for issues outside of the classroom.

Breakfast Club – Volunteers and staff run the breakfast club twice a week to provide a meeting place for students and to ensure a good start to the day. Resourced through Foodbank, the program is well attended and appreciated by students.



Sound Garden Project – Supported by funding from the City of Rockingham and our school's P & C, the Sound Garden project began in 2017 with an aim to create an outdoor play area that involved musical instruments constructed by artist Mark Cain, with designs from local aboriginal artist Peter Farmer. The project is due for completion in 2018. This community project has involved artist workshops and encouraged volunteers to be involved in the construction process.

School Board

The School Board provides crucial input and feedback as part of its role in governance of the school. The Board comprised of four parents, two community members and four staff including the Principal. It was agreed at the end of 2017 to extend the board composition to include five parent representatives. Over the course of 2017, the board continued to develop their understanding of Business Plan strategies and provide feedback and input on policy changes. The Board Chair was also involved in the selection process for the Principal in the middle of the year.

P and C

The Schools P & C is very active and supports the school in a variety of ways including fundraising and the management of the school canteen. The fundraisers provide the school community with fun events to look forward to and in 2017, over \$20000 was donated towards to installation of a new playground in early 2018.

Communication at Safety Bay Primary School

A Strategic Focus from our Business Plan is ***having involved and well informed parents and caregivers***. As a school we aim to achieve this through ***applying a range of effective means of communication with families***.

At the end of 2017, our school community were invited to provide feedback on our school communication systems via an online survey. The goal of the survey was gain purposeful feedback on our current methods of communication with a view to creating a comprehensive communication strategy that reflects the needs of our parents. The survey period ran from December 2017 to February 2018 and had a total of 181 respondents.

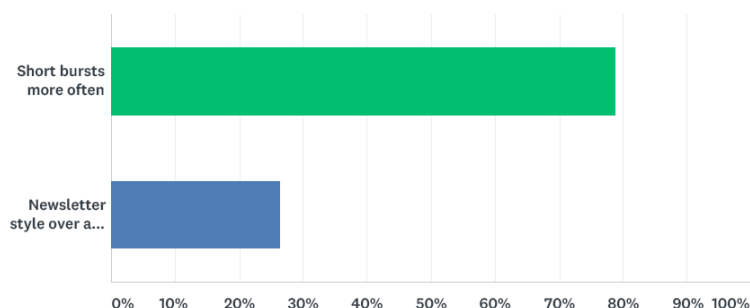
There was an excellent cross section of respondents with all school year levels represented.

Respondents were asked for feedback on a variety of questions that covered -

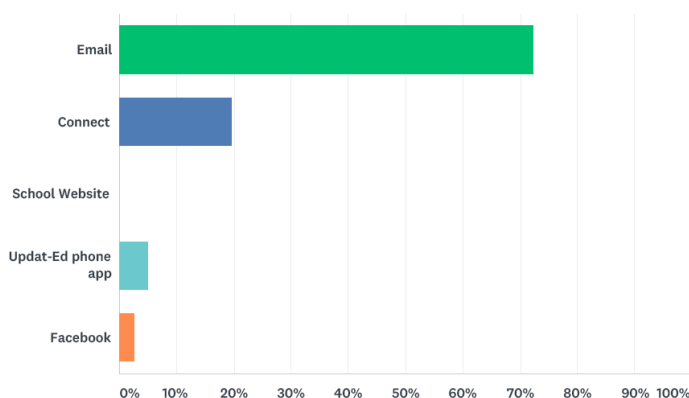
- Preferred devices used to access online communication
- Preferred systems that are used such as Email, Connect, Website etc
- Useful types of information and content
- Preferred frequency of communication
- General feedback comments and suggestions

67% of respondents scored their current experience of school communication at a 7/10 or higher. The average score was 7.4

Communication Frequency



Systems of Communication



An Adaptive and Contemporary Learning Environment

Building staff and student capacity to adapt and respond to the ever changing world.

All staff completed KidsMatter Component 3 which focused on Working with Parents and Carers. This component involved in assisting school to develop policies and practices to support engagement with parents and carers. The school's 5 Rs (Reflection Respect Resilience Respect Responsibility) are at the forefront of Safety Bay Primary Schools values and vision, with the You Can Do It! program , Kids Matter and Protective Behaviours being the vehicles to build and embed the capacity of staff and students to adapt and respond, in a healthy way, to our ever changing world.

The First Six Weeks program continues to be embedded throughout the school, a means to build a solid foundation at the beginning of each year in setting the scene for friendly, predictable and orderly classrooms; a prerequisite for a child's academic achievement.

As a KidsMatter school, we are committed to providing a range of support services for our students and their families. Our school Chaplain, Defence Force Transition Aide (DFTA) and School Psychologist as part of our Students at Educational Risk (SAER) team work together to maximise opportunities for our students to engage and progress in academic and non-academic areas.

The Safety Bay Playground project supports students up to Year 3 to engage in play that requires team work, gross motor skills and imaginative play. Other structured lunchtime activities including, gardening, dodge ball, craft and games in the library afford students the opportunity to have a place to be involved and to have access to staff if there are issues.

The acknowledgment of students positive behaviour involves the handing out of Merit Certificates, Gold Certificates and Faction tokens from the classroom, specialists and playground behaviour at each fortnightly assembly.



High Quality Teaching and Learning

Safety Bay staff will use researched base instruction to provide a high quality teaching and learning environment based on staff effectively using data, including NAPLAN, On Entry, PAT, school and teacher assessments to inform their teaching to enable differentiation of the curriculum through Individual Education Plans and Case Management.

The continuation in developing whole school approaches to the teaching of both English and Mathematics saw Professional Learning for all teachers in aspects of:

- ☐ Literacy Blocks
- ☐ Guided Reading
- ☐ enVision Maths
- ☐ Mental Strategies – explicit teaching

All lessons utilise strategies that are based on John Hattie's research into effective teaching which is called Visible Learning. The Visible Learning approach was selected by staff as an approach that would support the students at Safety Bay Primary School. The students' learning is supported by providing the Learning Intentions for the day, Success Criteria and effective Feedback along with many other teaching aspects that research has indicated as excellent practice. The staff undertook Professional Learning to assist them in implementing the Visible Learning approach into the classroom. Our Leadership Team work collaboratively to audit processes in the school and put together an action plan to continue to support the implementation.

Teachers were given the opportunity to work collaboratively with each Curriculum area having half a day for planning purposes, each term, to continue with the implementation of the Australian/West Australian Curriculum, developing pedagogy and scope and sequences for English, Mathematics and History.

In 2017 we once again utilised our Disability Resourcing funding and educational adjustment funding to fund Education assistants and a learning support teacher to give targeted support for students across the school.

All staff engage in regular, timetabled collaborative meetings enabling them to plan weekly lessons and monitor student progress utilising Individual/Group Education Plans, Case Management and common assessment tasks.

Leadership opportunities at our school are enabled through

- A distributed leadership model has been established providing opportunities for staff who want to develop their leadership skills.
- Participation in a range of Curriculum area committees whereby the leaders are given time throughout the term to coordinate their area in readiness for discussions to provide direction to support our strategic and operational direction.
- School based professional learning opportunities build staff capacity and engagement in the implementation of school initiatives and key focus areas.
- Collaborative meetings (K/PP, Year 1/2, Year 3/4 and Year 5/6) committee meetings and Curriculum leaders held regularly and at point of need.
- Observations on priority areas utilising the 4 members of the leadership team.



National Quality Standards Audit

The NQS committee, comprising of representatives from across Kindergarten to Year 2, worked through a self-reflection progress to make the judgements as outlined below. These judgements will form the basis on our ongoing improvement plan with the NQS framework.

2017	Audited by the NQS committee	
Quality Area	Working towards	Meeting
Quality Area 1 Educational program and practice	1.1 1.2	
Quality Area 2 Children's health and safety		2.1 2.2 2.3
Quality Area 3 Physical environment		3.1. 3.2 3.3
Quality Area 4 Staffing arrangements		4.1 4.2
Quality Area 5 Relationships with children		5.1 5.2
Quality Area 6 Collaborative partnerships with families and communities		6.1 6.2 6.3
Quality Area 7 Leadership and service management		7.1 7.2 7.3



Student Performance Information

Operational Plan Targets aligned with Business Plan priorities

Proficiency Bands: Year 3

Numeracy

	School			Like School			State		
Band	2015	2016	2017	2015	2016	2017	2015	2016	2017
6	9%	10%	4%	9%	11%	11%	14%	15%	18%
5	8%	13%	15%	14%	17%	17%	17%	18%	18%
4	20%	23%	33%	25%	22%	31%	23%	22%	28%
3	24%	29%	24%	29%	30%	22%	24%	26%	19%
2	23%	18%	17%	18%	15%	14%	15%	14%	13%
1	17%	8%	7%	6%	5%	5%	7%	5%	5%

In Numeracy for 2017, increase by 6% the number of Year 3 students in the top three Proficiency Bands compared to 46% in 2016.

The Year 3 students performed very well in Numeracy when compared to like schools. There are fewer students performing within Bands 1, 2 and 3 with numbers moving upwards into the top 3 proficient bands.

This year, the Year 3 students met the specific cohort target in Numeracy with 52% of Year 3 students performing within the top three Proficiency Bands; an increase of 6% when compared to 2016.

Reading

	School			Like School			State		
Band	2015	2016	2017	2015	2016	2017	2015	2016	2017
6	13%	10%	14%	16%	18%	17%	24%	23%	23%
5	10%	24%	20%	16%	19%	19%	18%	22%	20%
4	28%	28%	33%	25%	20%	27%	21%	19%	23%
3	17%	21%	17%	26%	24%	21%	21%	19%	18%
2	14%	15%	11%	8%	14%	10%	8%	12%	9%
1	17%	2%	5%	8%	5%	7%	9%	6%	7%

In Reading for 2017, increase by 4% the number of Year 3 students in the top two Proficiency Bands compared to 34% in 2016.

The Year 3 students maintained their presence in the top 2 Proficiency Bands at 34%. It is pleasing to note that the number of students in the top proficiency band increased to 14% from 10% in 2016. There are 8% fewer students in Bands 2 and 3 with an increase of 5% in Band 4 when compared to 2016. The number of students performing in Band 1 has significantly decreased when compared to 2015.

Writing

	School			Like School			State		
Band	2015	2016	2017	2015	2016	2017	2015	2016	2017
6	3%	4%	3%	6%	6%	7%	11%	12%	11%
5	16%	28%	23%	35%	34%	31%	34%	34%	34%
4	21%	35%	27%	27%	35%	28%	25%	30%	24%
3	29%	24%	33%	22%	16%	25%	19%	14%	21%
2	19%	8%	8%	7%	7%	7%	6%	6%	6%
1	12%	1%	5%	3%	2%	3%	5%	3%	4%

In Writing for 2017, increase by 8% the number of Year 3 students in the top two Proficiency Bands compared to 32% in 2016.

This target was not met by the Year 3 cohort; however, the year 3 results are still significantly higher than 2015. 26% of students performed within the top two proficiency bands a decline of 10% from 2016. There are still significantly fewer students in band 1 and 2 compared to 2015 and 86% of students are performing AT or ABOVE the National Minimum Standard.

Specific Cohort Targets: 2017

Proficiency Bands: Year 5

Numeracy

	School			Like School			State		
Band	2015	2016	2017	2015	2016	2017	2015	2016	2017
8	1%	4%	1%	6%	7%	4%	9%	11%	9%
7	4%	13%	7%	12%	10%	13%	15%	13%	16%
6	20%	25%	19%	25%	27%	31%	24%	26%	28%
5	39%	35%	39%	31%	30%	31%	27%	28%	26%
4	31%	17%	24%	22%	20%	16%	20%	16%	15%
3	4%	6%	10%	4%	6%	4%	5%	7%	5%

Specific Cohort Targets: 2017

In Numeracy for 2017, decrease the number of students in the bottom two Proficiency Bands by 6% compared with 31% when tested in Year 3.

The Year 5 cohort did not meet the target in Numeracy. There is an increased presence within the bottom two bands from 31% in 2015 to 44% as tested in 2017; an increase of 9%. The number of students performing AT or ABOVE the National Minimum standard is lower than like schools and State Schools.

Reading

	School			Like School			State		
Band	2015	2016	2017	2015	2016	2017	2015	2016	2017
8	3%	6%	7%	9%	8%	9%	12%	12%	14%
7	6%	28%	11%	15%	19%	18%	18%	21%	20%
6	25%	22%	22%	20%	23%	29%	21%	23%	26%
5	34%	22%	25%	28%	22%	19%	22%	20%	18%
4	27%	12%	21%	20%	17%	17%	19%	14%	15%
3	6%	11%	15%	9%	10%	7%	8%	10%	7%

In Reading for 2017, increase by 4% the number of Year 5 students in the top three Proficiency Bands compared with 37% when tested in Year 3.

The Year 5 cohort almost met the target for Reading. There is an increased presence within the top three Proficiency Bands of 3% compared with 37% when tested in Year 3. The number of students performing AT or ABOVE the National Minimum standard is lower than like schools and State Schools.

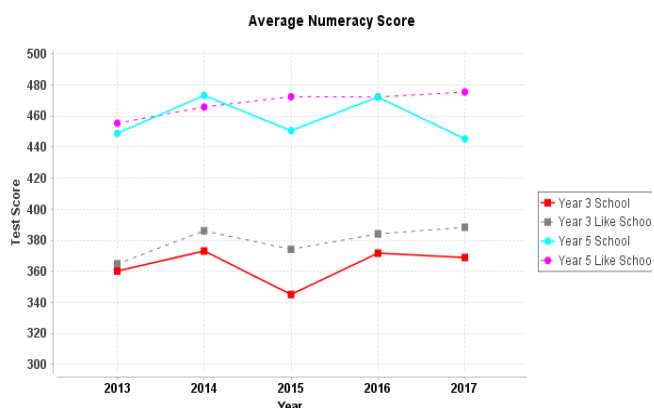
Writing

	School			Like School			State		
Band	2015	2016	2017	2015	2016	2017	2015	2016	2017
8	0%	1%	1%	2%	1%	2%	4%	3%	3%
7	1%	5%	0%	8%	8%	7%	12%	11%	10%
6	16%	26%	25%	26%	29%	29%	27%	30%	28%
5	43%	45%	47%	41%	35%	41%	36%	35%	38%
4	19%	17%	10%	14%	19%	12%	11%	14%	11%
3	20%	6%	18%	10%	7%	9%	10%	7%	10%

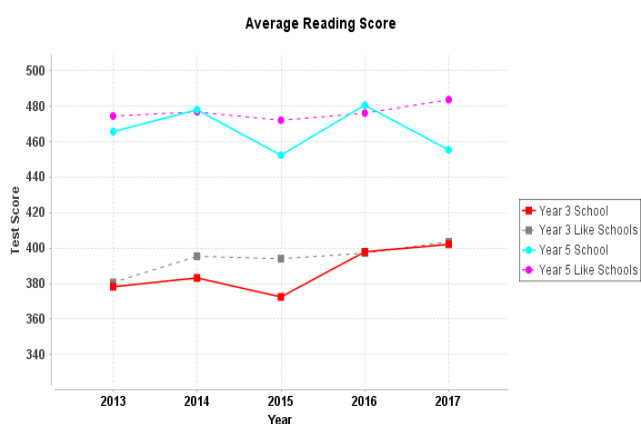
In Writing for 2017, increase by 6% the number of Year 5 students in the top three Proficiency Bands compared with 40% when tested in Year 3.

The Year 5 cohort did not meet this target in Writing. There is a decreased presence within the top three bands from 40% in 2015 to 26% as tested in Year 5. The number of students performing AT or ABOVE the National Minimum standard is lower than like schools and State Schools.

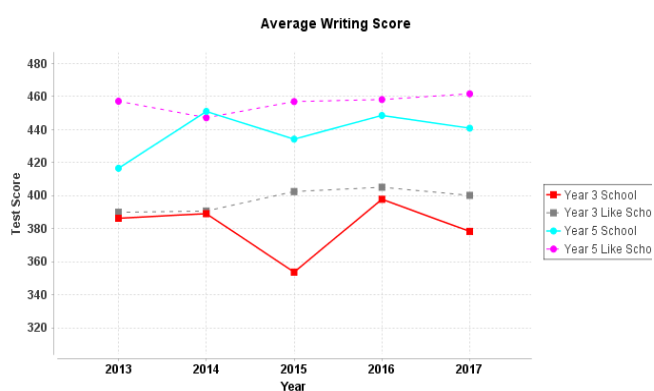
Longitudinal Data: Year 3 & 5



- In 2015, the Year 3 cohort is tracking below like schools in Numeracy. This same cohort, as Year 5 students in 2017, is still tracking away from like schools.
- The 2017 Year 3 Numeracy results are tracking below like schools.
- The distance between like schools and has widened compared to 2016 but still significantly less than 2015



- In 2015, the Year 3 cohort is tracking below like schools in Reading. This same cohort, as Year 5 students in 2017, is still tracking away from like school.
- The 2017 Year 3 Reading Results have continued in an upward trajectory from 2016, tracking alongside like schools.
- Results in year 2017 continue to be the highest they have been since 2013.



- In 2015, the Year 3 cohort is tracking significantly below like schools in Writing. This same cohort as Year 5 students in 2017, although still tracking away from like schools have closed the gap significantly.
- The 2017 Year 3 Writing results, although still significantly higher than 2015, are tracking away from like schools.



Safety Bay

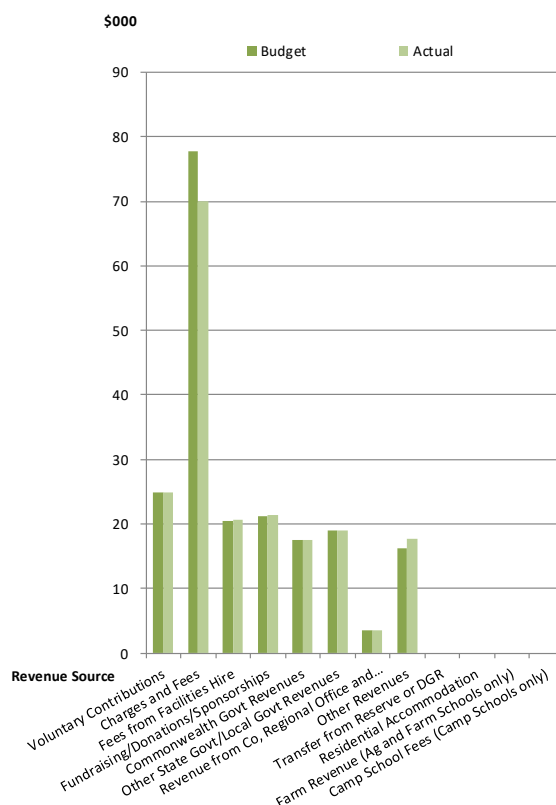
Primary School
Independent Public School

Safety Bay Primary School

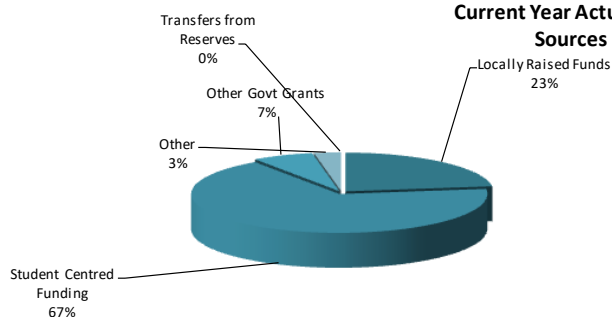
Financial Summary as at
31 December 2017

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 24,920.00	\$ 24,847.35
2	Charges and Fees	\$ 77,660.00	\$ 70,062.14
3	Fees from Facilities Hire	\$ 20,494.54	\$ 20,585.45
4	Fundraising/Donations/Sponsorships	\$ 21,283.59	\$ 21,457.24
5	Commonwealth Govt Revenues	\$ 17,500.00	\$ 17,500.00
6	Other State Govt/Local Govt Revenues	\$ 18,969.50	\$ 18,969.50
7	Revenue from Co, Regional Office and Other Schools	\$ 3,600.00	\$ 3,600.00
8	Other Revenues	\$ 16,189.40	\$ 17,650.44
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 200,617.03	\$ 194,672.12
	Opening Balance	\$ 282,077.63	\$ 282,077.63
	Student Centred Funding	\$ 403,200.00	\$ 403,200.00
	Total Cash Funds Available	\$ 885,894.66	\$ 879,949.75
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 885,894.66	\$ 879,949.75

Locally Generated Revenue - Budget vs Actual

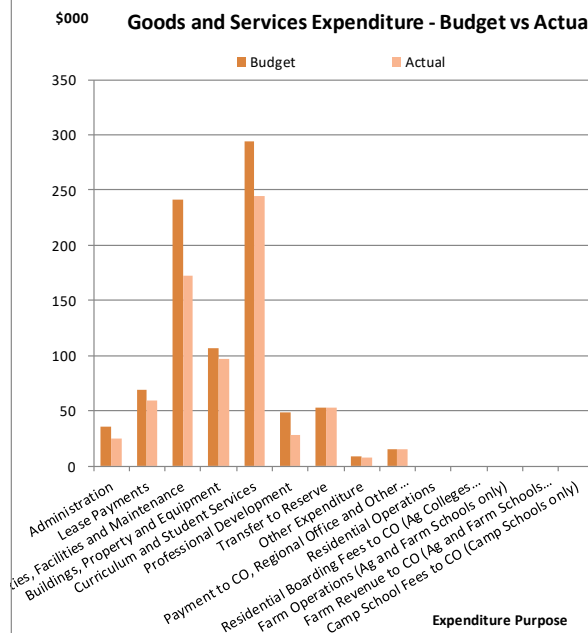


Current Year Actual Cash Sources

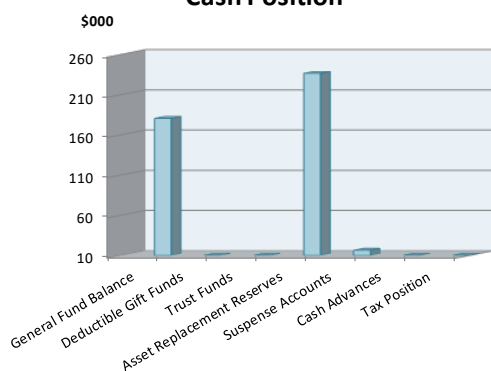


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 35,396.00	\$ 24,955.14
2	Lease Payments	\$ 68,500.00	\$ 59,283.85
3	Utilities, Facilities and Maintenance	\$ 241,740.00	\$ 172,324.37
4	Buildings, Property and Equipment	\$ 106,345.09	\$ 96,745.02
5	Curriculum and Student Services	\$ 293,701.20	\$ 244,163.34
6	Professional Development	\$ 48,000.00	\$ 27,468.18
7	Transfer to Reserve	\$ 52,610.00	\$ 52,610.00
8	Other Expenditure	\$ 9,134.43	\$ 7,414.55
9	Payment to CO, Regional Office and Other Schools	\$ 14,562.00	\$ 14,709.95
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 869,988.72	\$ 699,674.40
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 869,988.72	\$ 699,674.40
	Cash Budget Variance	\$ 15,905.94	

Goods and Services Expenditure - Budget vs Actual



Cash Position



Cash Position as at:

Bank Balance	\$ 430,174.02
Made up of:	\$ -
1 General Fund Balance	\$ 180,275.35
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 236,300.26
5 Suspense Accounts	\$ 16,261.41
6 Cash Advances	\$ -
7 Tax Position	\$ 2,663.00
Total Bank Balance	\$ 430,174.02