

The background of the cover is a photograph of a two-story brick house with a white gabled roof and multiple chimneys. The house has large white-framed windows. In the foreground, there is a green lawn and a large, light-colored, abstract sculpture with various small figures carved into it. A teal rectangular box is positioned in the lower center of the image, containing the year '2018'.

ANNUAL REPORT

NEDLANDS PS

2018



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PRINCIPAL'S MESSAGE

This report presents a summary of major findings and highlights from the 2018 academic year which is founded on the effort of so many people who contribute to the impact that reaches far beyond the daily lessons in classrooms. The support provided to our teaching team by other members of staff and our wider community has allowed them to consider and deliver on improvement plans in the social, emotional, academic, creative and community domains of the school's operation.

The school has maintained our Business Plan emphasis on supporting high quality teaching to bring strong academic performance in a school environment that considers the social and emotional well-being of students and staff. With this in mind, in 2018, Mrs Morris-Hall was given responsibility, under the Level 3 Teacher program, to co-ordinate our wellbeing programs. We look forward to families being able to identify and acknowledge these initiatives as our policy and planning builds observable support into the day-to-day operation of the school.

Teaching staff continued to build their expertise and understanding of the changing expectations for schools as a result of full implementation of the WA Curriculum (National Curriculum.) Professional Learning in relation to Science, Technology, Engineering and Mathematics (STEM) and the Technologies (Digital Tech and Design) has again helped staff with changes to the way they teach and assess. We have continued the shoulder-to-shoulder teacher coaching through Winthrop Education as ongoing support for these changes.

Student performance was monitored by teaching staff using regular assessment schedules which incorporate moderated 'common' assessment tasks to increase our consistency of judgements, as well as standardised testing instruments such as the On-Entry, NAPLAN and ACER PAT programs. Nedlands Primary has again shown high levels of achievement relative to all schools and strong performance relative to 'Like Schools.' We congratulate the students and their teachers for efforts in all elements of the learning program throughout the year, which have the by-product of good attitudes to learning as well as positive achievement.

The Nedlands Primary School Board has maintained their oversight of the Business Plan and provided valuable feedback and advice. We thank them for the work they do on behalf of our school. The generally high level of community satisfaction was reflected in the views expressed by families in our 2018 National School Opinion Survey. Responses were consistently in the positive, with averages indicating families either 'Agree' or 'Strongly Agree' for items about general satisfaction with the school. The board also conducted a more detailed analysis of responses which will help us with future strategic planning sessions. A slightly lower than hoped response rate will hopefully be addressed during this year's Board survey which allows us to track items over a longer period of time.

Our P & C has again demonstrated generous support for learning programs as well as interactive whiteboards, notebooks and iPads. Additionally, the large display unit that will allow us to incorporate AV elements into our assemblies and school functions is a very welcome addition courtesy of P & C support. We thank the committee, office bearers and all who work behind the scenes to contribute to such a valued community function for this school.

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Families are invited to review the Annual Report and take up opportunities to engage directly with the Board, the P & C and school staff directly, as we all work on identified improvement plans and strategic planning for 2019 and beyond.

Russell Bembridge

Principal



I. NAPLAN (National Assessment Literacy and Numeracy)

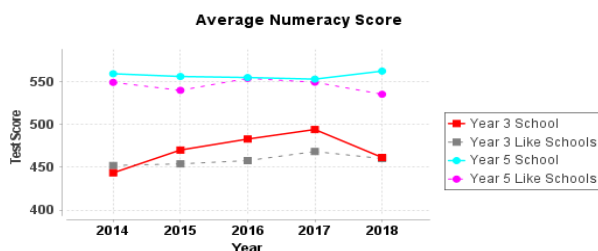
Each year, in early May, students in Years 3, 5, 7 and 9 complete testing for Numeracy, Reading, Writing, Spelling, and Grammar & Punctuation. In 2018, Nedlands PS students completed the NAPLAN assessment online, except for the Year 3 Writing assessment. Many of the students reported the online assessment was more engaging; with some even calling it fun. There was a delay in NAPLAN data being released in 2018 due to calculations and comparisons between online and paper and pencil results. Schools completing online assessments have been warned to be cautious with comparison to previous paper and pencil assessments. In 2019, the majority of schools will be completing online assessments and the data should be more consistent. Each of the assessment areas has been summarised below with graphs, tables and a short analysis.

Key to graphs:

Average Score Graphs: These graphs show the year level average performance longitudinally with mean Year 3 and Year 5 cohort scores relative to 'Like Schools' which are expected to perform at similar levels to Nedlands.

Proficiency Band Summary: The percentage of Year 3 and 5 students in each proficiency band is shown with a comparison to like schools. The colours show the relationship to the National Minimum Standard. The bands shown for each year level are those the test assesses with accuracy.

Numeracy:



Year 5 achievement average in Numeracy was well above like schools, showing a pleasing increase. Year 3 average achievement in Numeracy lowered in 2018, but was still above like schools. There is one Year 3 student below the National Minimum Standard in Numeracy and

in Year 5 all students are either at or above the National Minimum Standard for Numeracy. 79% of Year 3 students are in the top two Proficiency Bands, which is higher than like schools, with 67% of Year 5 students achieving the same, also well above like schools.

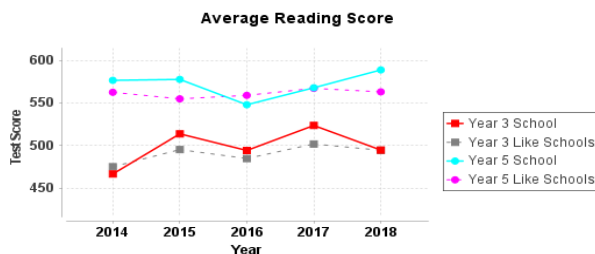
Proficiency Band Summary

Band	NAPLAN Score Range	Numeracy							
		Year 3				Year 5			
		2017		2018		2017		2018	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					31%	31%	33%	20%
7	530 - 581					37%	30%	34%	32%
6	478 - 529	56%	47%	35%	40%	25%	29%	26%	30%
5	426 - 477	33%	24%	44%	32%	7%	8%	7%	14%
4	374 - 425	8%	22%	12%	20%	0%	2%	0%	3%
3	322 - 373	3%	6%	4%	6%	0%	0%	0%	1%
2	270 - 321	0%	1%	4%	2%				
1	Up to 269	0%	0%	2%	0%				

■ Above National Minimum Standard
■ At National Minimum Standard
■ Below National Minimum Standard

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Reading:



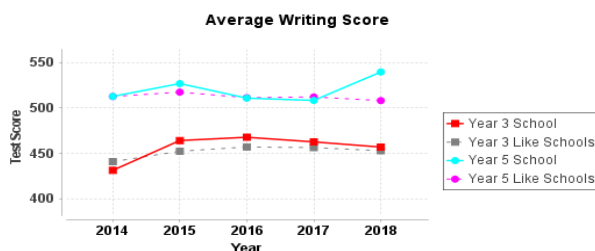
Year 5 continued to make strong growth in Reading with average achievement well above like schools. Year 3 showed a slight downward trend, similar to like schools, finishing with the same average achievement as these schools. In Year 3 there is one student below the National Minimum Standard for Reading and in Year 5 all students are either at or above the National Minimum Standard for Reading. 79% of Year 3 students are in the top two Proficiency Bands, similar to like schools and 77% of Year 5 students finished in the top two Proficiency Bands, above similar schools.

Proficiency Band Summary

Band	NAPLAN Score Range	Reading							
		Year 3				Year 5			
		2017		2018		2017		2018	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					36%	43%	59%	36%
7	530 - 581					36%	27%	18%	30%
6	478 - 529	70%	57%	55%	57%	19%	22%	16%	20%
5	426 - 477	25%	21%	24%	23%	3%	5%	3%	11%
4	374 - 425	3%	13%	12%	11%	5%	3%	3%	3%
3	322 - 373	2%	7%	5%	6%	0%	1%	0%	1%
2	270 - 321	0%	1%	2%	2%				
1	Up to 269	0%	1%	2%	1%				



Writing:



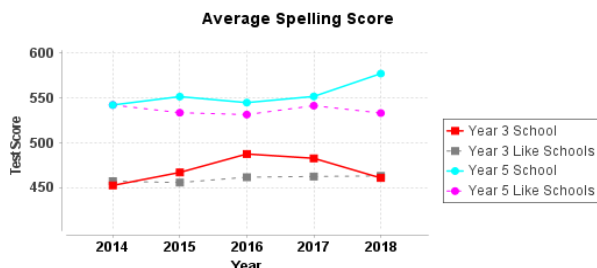
Year 5 finished with a strong average achievement result in 2018, well above like schools. Year 3 finished just slightly lower in 2018, maintaining their average score above like schools although showing a slight downward trend. The School has implemented the use of Brightpath to assist with the teaching and assessment of writing. 87% of Year 3 students achieved in the top two Proficiency Bands with 51% of Year 5 doing the same, both above like schools. All students at Nedlands PS are achieving at or above the National Minimum Standard in Writing. As a School we set a priority to arrest the declining trend in Year 5 Writing achievement, as indicated on NAPLAN. It is pleasing to see the work teachers have put into our Writing focus reflected in such an increase in NAPLAN Year 5 Writing.

Proficiency Band Summary

Band	NAPLAN Score Range	Writing							
		Year 3				Year 5			
		2017		2018		2017		2018	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					9%	12%	30%	13%
7	530 - 581					17%	23%	21%	21%
6	478 - 529	33%	29%	21%	26%	45%	37%	33%	32%
5	426 - 477	51%	48%	66%	50%	26%	23%	16%	29%
4	374 - 425	16%	16%	10%	16%	3%	3%	0%	3%
3	322 - 373	0%	6%	2%	7%	0%	2%	0%	2%
2	270 - 321	0%	1%	2%	1%				
1	Up to 269	0%	0%	0%	1%				



Spelling:



Average Spelling achievement in Year 5 showed a strong increase, well above like schools. The average Spelling achievement for Year 3 was similar to like schools, and lower than the 2018 cohort.

67% of Year 3 students are in the top two

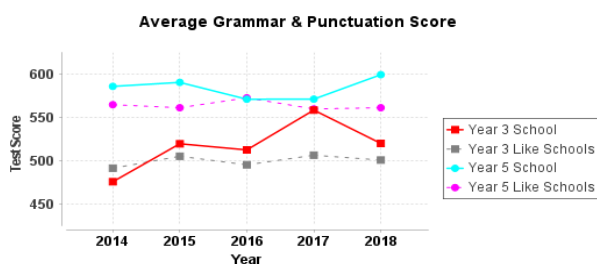
Proficiency Bands, similar to like schools and 87% of Year 5 students are in the top two Proficiency Bands, well above like schools. All students are achieving at or above the National Minimum Standard in Spelling.

Proficiency Band Summary

Band	NAPLAN Score Range	Spelling							
		Year 3				Year 5			
		2017		2018		2017		2018	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					43%	30%	48%	21%
7	530 - 581					26%	23%	39%	29%
6	478 - 529	58%	41%	43%	43%	19%	30%	8%	32%
5	426 - 477	26%	30%	24%	28%	10%	13%	5%	13%
4	374 - 425	11%	19%	21%	19%	2%	3%	0%	4%
3	322 - 373	5%	8%	9%	8%	0%	0%	0%	1%
2	270 - 321	0%	3%	3%	2%				
1	Up to 269	0%	0%	0%	1%				



Grammar and Punctuation:



Our Grammar and Punctuation results remained high in 2018. Year 5 showed strong improvement with average achievement well above like schools. Year 3 average achievement in Grammar and Punctuation lowered after the dramatic rise in 2017, but continued to sit above the average achievement in like schools. All students in Year 3 and 5 are achieving at or above the National Minimum Standard for Grammar and Punctuation with 76% of Year 3 and 86% of Year 5 in the top two Proficiency Bands.

Proficiency Band Summary

Band	NAPLAN Score Range	Grammar & Punctuation							
		Year 3				Year 5			
		2017		2018		2017		2018	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					45%	42%	61%	38%
7	530 - 581					16%	18%	25%	25%
6	478 - 529	86%	58%	64%	60%	24%	25%	10%	25%
5	426 - 477	9%	24%	12%	17%	12%	8%	2%	7%
4	374 - 425	2%	10%	14%	13%	3%	6%	3%	4%
3	322 - 373	0%	4%	9%	6%	0%	1%	0%	1%
2	270 - 321	0%	2%	2%	2%				
1	Up to 269	0%	1%	0%	1%				

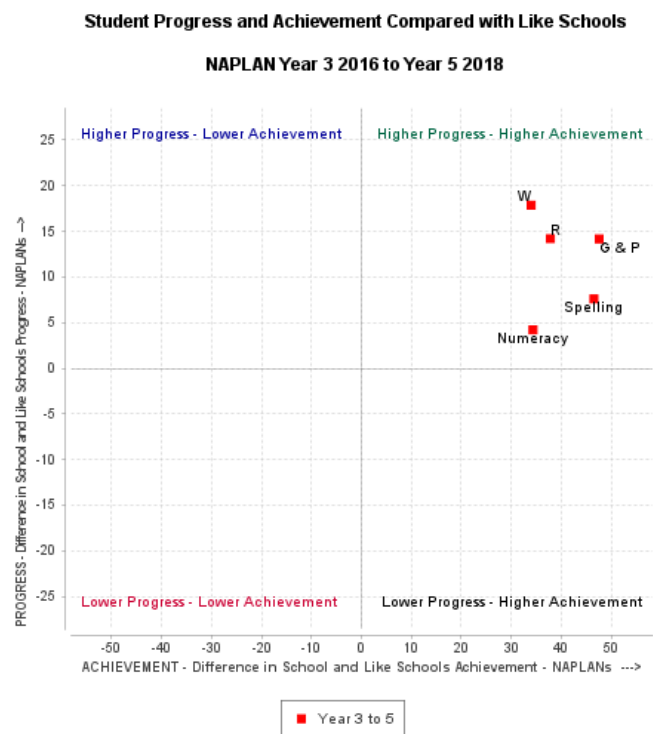


Overall NAPLAN Summary

Nedlands Primary School sees the NAPLAN process as part of our system level data collection. We aim to have strong NAPLAN performance and progress as a dividend of high quality, challenging and engaging teaching and learning programs rather than as a result of a testing focused approach to class work.

As mentioned at the beginning of this NAPLAN section, schools have been asked to be cautious comparing online results in 2018 with paper and pencil results achieved in 2017. This may account for some of the variations we have seen in the data above. When considering NAPLAN data, it must be remembered that these assessments give us a snapshot of the average achievement of students on one day, every two years. At Nedlands PS we triangulate this data with other evidence to give us a more thorough view of student learning. However, NAPLAN does give us some insight into teaching and learning.

Overall, the NAPLAN results for 2018 are pleasing and highlight some areas of growth to pursue. We have maintained the average achievement at similar to or above like schools in all assessed areas. One important fact we consider every year is the progress students make between Year 3 and 5. The graph below shows that students tested at Nedlands PS in both Year 3 and 5 made both high achievement and high progress, which is a very pleasing result.



2. BUSINESS PLAN TARGETS

The 2016-2019 Business Plan incorporates seven student achievement targets representing highly aspirational goals set by the school to maintain focus on our high achieving students. We believe a broad, engaging and challenging teaching program is the best preparation for strong performance in NAPLAN assessments. With the very high performance of all cohorts, other data and assessment information is also used to celebrate growth and progress in all learning areas.

1. Every student, without an identified learning disability, will achieve above the National Minimum Standard in all areas of NAPLAN assessment.

The table below shows that the Year 5 cohort achieve the target in three out of the five assessed areas. The Year 3 cohort came close to meeting the target in all assessed areas. The academic performance of the very low number of students at or below the NMS will be reviewed and if required, catered for through personalised learning plans. One student in 2018 that achieved below or at the National Minimum Standard has an identified learning disability.

2017	Year 3	Year 5
Numeracy	1 student below NMS 2 students at NMS	Achieved
Reading	1 student below NMS 1 students at NMS	2 students at NMS
Writing	1 students at NMS	Achieved
Spelling	1 students at NMS	Achieved
Grammar	1 student at NMS	2 students at NMS

2. The total percentage of students in the top 2 proficiency bands for both Year 3 and Year 5 will be equal to or above like schools in all areas of NAPLAN assessments.

The table below indicates the school met the target in 7 out of 10 assessment areas with the exceptions being Year 3 Reading, Spelling and Grammar. Where the target has not been met, the margin is small (1 point difference in Reading and Grammar, 4 points in Spelling. However, this alerts teachers of subsequent years to plan and monitor for continued challenge and progress. When the target has been met, there are a number of instances where the cohort is more that 10 points above like schools, being Year 3 Writing and all of the assessment areas for Year 5. This alerts teachers of subsequent years to plan for extension in these areas.

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	Year 3		Year 5	
	Total % of Top Two Bands			
	NPS	Like Schools	NPS	Like Schools
Numeracy	79	72	67	52
Reading	79	80	77	66
Writing	87	76	51	34
Spelling	67	71	87	50
Grammar	76	77	86	63

3. Progress of the Year 3 – Year 5 stable cohort from 2016 – 2019 NAPLAN will demonstrate positive trends in the percentage of students with moderate, moderate (assumed) or greater progress in Numeracy, Reading and Writing.

The tables below show that this target has been met in 2018. In Numeracy, Reading and Writing there was a positive trend in the percentage of students with moderate, moderate (assumed) or greater progress. There was a dip in the progress shown by the 2017 cohort, but it should be noted that there has been a positive progression between the 2016 and 2018 cohorts.

	Numeracy Progress				
	% of Students				
	Very Low	Low	Moderate (Assumed)	High	Very High
2016	2	18	46 (29)	24	10 80%
2017	6	20	47 (26)	8	18 73%
2018	4	11	19 (32)	19	15 85%

	Reading Progress				
	% of Students				
	Very Low	Low	Moderate (Assumed)	High	Very High
2016	8	15	55 (23)	8	13 76%
2017	12	20	49 (33)	12	4 65%
2018	6	4	11 (43)	13	23 90%

	Writing Progress				
	% of Students				
	Very Low	Low	Moderate (Assumed)	High	Very High
2016	8	17	35 (7)	18	22 75%
2017	10	16	41 (6)	20	12 73%
2018	-	6	21 (17)	26	30 94%

4. The school mean for Year 3 and 5 will be equal to or above the Like Schools mean in all areas of NAPLAN assessment.

The table to the right shows the school has maintained a high level of performance on the assessments in 2018 NAPLAN with school performance above Like Schools for 9 out of 10 areas, with some of these well above like schools. The median score for Year 3 Spelling was very close, within 2 points of the Like School median of 463. This consistently high median score has contributed to the school setting aspirational goals to continue to extend and challenge our high performing students.

Assessment	Year 3		Year 5	
	NPS	Like Schools	NPS	Like Schools
Numeracy	462	460	563	536
Reading	495	495	589	563
Writing	457	453	540	508
Spelling	461	463	577	533
Grammar	520	501	600	561

5. The On-Entry data will indicate that the progress for each student will be a minimum of 0.6 points in Literacy and Numeracy between Pre-Primary and Year 1.

Until 2018, Nedlands Primary School administered the Department of Education On-Entry assessment in the first weeks of Pre-Primary and at the start of Year One. During 2018 a decision was made to administer the second assessment at the end of Pre-Primary rather than Year 1. These literacy and numeracy tasks give an indication of the relative levels of skills against Pre-Primary Curriculum, with a comparison point at the end of Pre-Primary to show the progress made.

During 2018 the Department of Education made significant changes to the way the On-Entry Data is reported to schools and also made changes to the assessments to bring them more into line with the curriculum expectations for each year level. These changes have impacted our ability to report against this target because the student data is no longer reported in progression points. Student data is now reported on a progression scale. Where a child may have previously received a progression point of 0.6 for Reading, they may now receive a score on the progression scale between 481 – 500. In addition, the new progression scale has been applied to all historic results since the beginning of the On-Entry Assessment. The writing assessment was re-calibrated and can not be compared to any previous years.

As a result of these changes, the following limited data is presented.

PP Feb 2018- Nov 2018

	Speaking and Listening			Reading			Numeracy		
	No. of students	%	Change	No. of students	%	Change	No. of students	%	Change
0.6 or above	41*	67%	↑30%	54	89%	↑35%	59*	97%	↑32%
0.5 or below	20	33%		7	11%		2	3%	
Total	61	100%		62	100%		60	100	

* several students did not make 0.6 progress points since they 'topped out on the test'. We are unable to determine their true progress due to their high achievement

This table shows the significant progress we have made in improving the number of students that achieve 0.6 progression points from the beginning of Pre-Primary. The Kindergarten, Pre-Primary and Year 1 teachers worked together to develop a K-1 Action Plan outlining areas of focus and development. We have continued our partnership with the Language Development Centre (LDC) to assist teachers with data analysis and development of individual and group learning plans. The LDC is also assisting us with a Syntax and Vocabulary focus to strengthen our Oral Language focus for students. During 2019 we will develop new targets in line with the new On-Entry data reporting.

6. ACER PAT on line tests for each area of Literacy and Numeracy will indicate that each student's progress is equal to or above the year level mean scale scores for expected programs [Year 1-2 =10 points, Year 3-4 = 8 points, Year 5-6 = 5 points]

Standardised testing using ACER PAT tests in Reading and Mathematics was completed in Term 4 of 2017 and 2018. The school expected to see a higher level of progress between the test periods (12 months) compared to the year level means. We reported this in 2017 and have since investigated reasons for the low achievement of this target.

Detailed investigation of the assessments has highlighted an issue with accurately identifying the number of progress points expected due to the margin of error on each assessment. The margin of error is lowest (approx. 4) when students rank in the middle of the scaled scores expected for each year level. The margin of error is the highest (up to 10.2) when students rank in the highest or lowest scale scores expected for a year level. The majority of students at Nedlands PS rank in the top quarter of Australian Scaled Scores, indicating a higher margin of error. This target uses the scaled score from two different tests, so the margin of error is doubled. If the margin of error is 20, then the level of accuracy and precision for five points of progress is questionable.

With this in mind, the following tables report the students who met the target.

It is important that we view this data knowing that we are looking for a small progression in comparison to the margin of error. However, that aside, this data does provide some valuable information for teachers to consider, triangulated with other data such as in class assessments and NAPLAN scores.

2018 ACER PAT MATHS compared to 2017			
Year	Students tested twice	Met target	Did not meet target
2	52	30 (58%)	22 (42%)
3	54	33 (61%)	21 (39%)
4	63	10 (16%)	53 (84%)
5	55	29 (53%)	26 (47%)
6	52	35 (67%)	17(33%)

2018 ACER PAT Reading compared to 2017			
Year	Students tested twice	Met target	Did not meet target
2	51	45 (88%)	6 (12%)
3	54	29 (54%)	25 (46%)
4	63	20 (32%)	43 (68%)
5	55	36 (65%)	19 (35%)
6	52	27 (52%)	25 (48%)

7. ACER PAT on line Science tests for Years 3-6 show results equal to or above year level mean scale scores.

Our target is for all students at our school to be above the year level mean, which is the Australia-wide norm referenced mean. This is certainly an aspirational goal! This year, the data has been reported in two parts. Every student at Nedlands PS sat the Science Progressive Assessment Test (PAT) during the early weeks of Term 4, 2018. The percentage of students above the Australia-wide norm referenced mean is reported for each year level. In addition the Australian mean and the Nedlands mean is shown for each year level.

The majority of Nedlands PS students achieved above the Australia-wide norm referenced mean for their year level, indicating our students are achieving high levels of scientific understanding. Not all students are above the Australian mean; however, most students were within 15 points, indicating the deviation from the mean is small. These results are minor fluctuations from 2017 results, with the largest improvement shown in the Year 4 results. In regard to the Australian mean compared to the Nedlands PS mean, all year levels at Nedlands exceed the Australian Mean.

PAT Science 2018 Results						
Year level	Total students	% above mean score	% below mean score	change	Australian Mean	Nedlands Mean
3	62	77.5	22.5	↓5.5%	115.8	123.0
4	70	89	11	↑8%	118.5	128.5
5	63	72	27	↑5%	121.2	127.7
6	55	78	21	↑3%	122.3	130.3

3. SATISFACTION SURVEYS

Parent Satisfaction Survey

Parents were asked to respond to the following questions on a scale of 1 to 5.

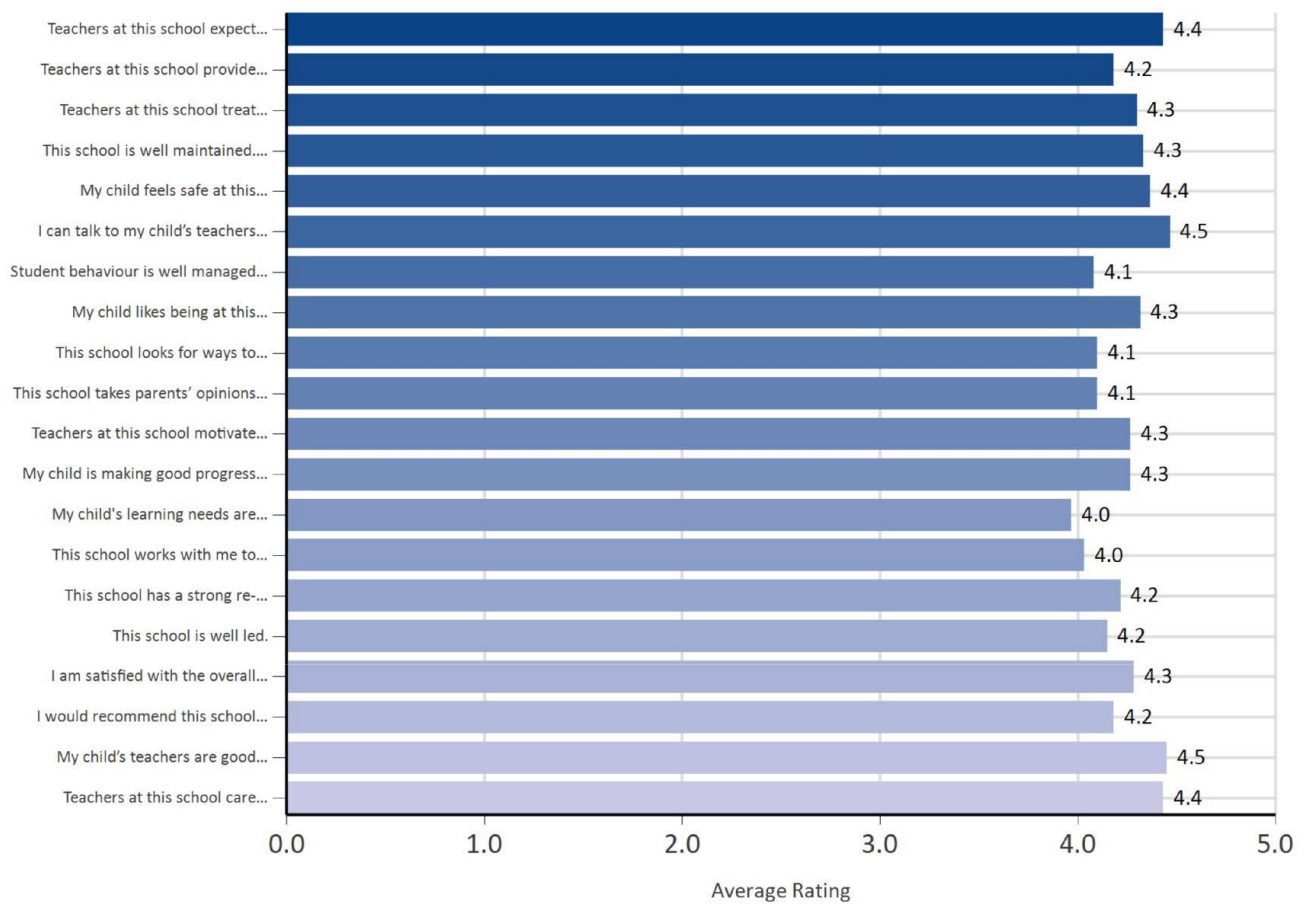
1. Teachers at this school expect my child to do their best.
2. Teachers at this school provide my child with useful feedback about their school work.
3. Teachers at this school treat students fairly.
4. This school is well maintained.
5. My child feels safe at this school.
6. I can talk to my child's teachers about my concerns.
7. Student behaviour is well managed at this school.
8. My child likes being at this school.
9. This school looks for ways to improve.
10. This school takes parents' opinions seriously.
11. Teachers at this school motivate my child to learn.
12. My child is making good progress at this school.
13. My child's learning needs are being met at this school.
14. This school works with me to support my child's learning.
15. This school has a strong relationship with the local community.
16. This school is well led.
17. I am satisfied with the overall standard of education achieved at this school.
18. I would recommend this school to others.
19. My child's teachers are good teachers.
20. Teachers at this school care about my child.

The survey responses showed a high level of satisfaction with the school and teachers, with the lowest average ranking being 4.0 out of the 5.0 possible. The results graph can be seen on the next page. In addition the survey has given the school feedback about various initiatives and ideas for improvement. Some of the items parents listed as the best things about Nedlands are listed.

Music program	High academic standards	Information/Communication
Great teachers	School's ranking	My child feels safe
Grounds	High Parental engagement	Nice learning environment

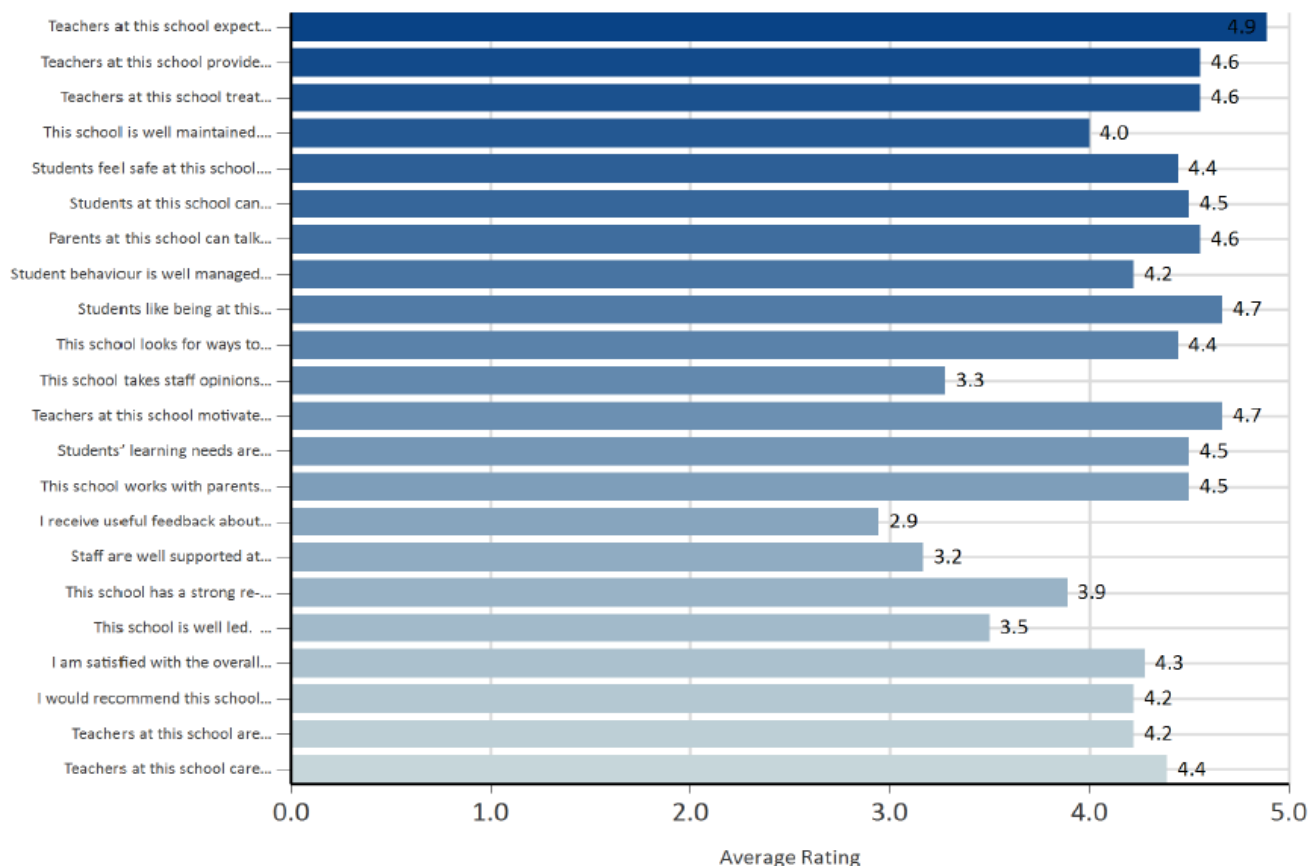
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Teacher Satisfaction Survey

Unfortunately a very low number of responses were returned for the Teacher Satisfaction Survey which may have affected the overall satisfaction ratings. The survey gives the school several items to consider carefully. During 2019 these items will be addressed.

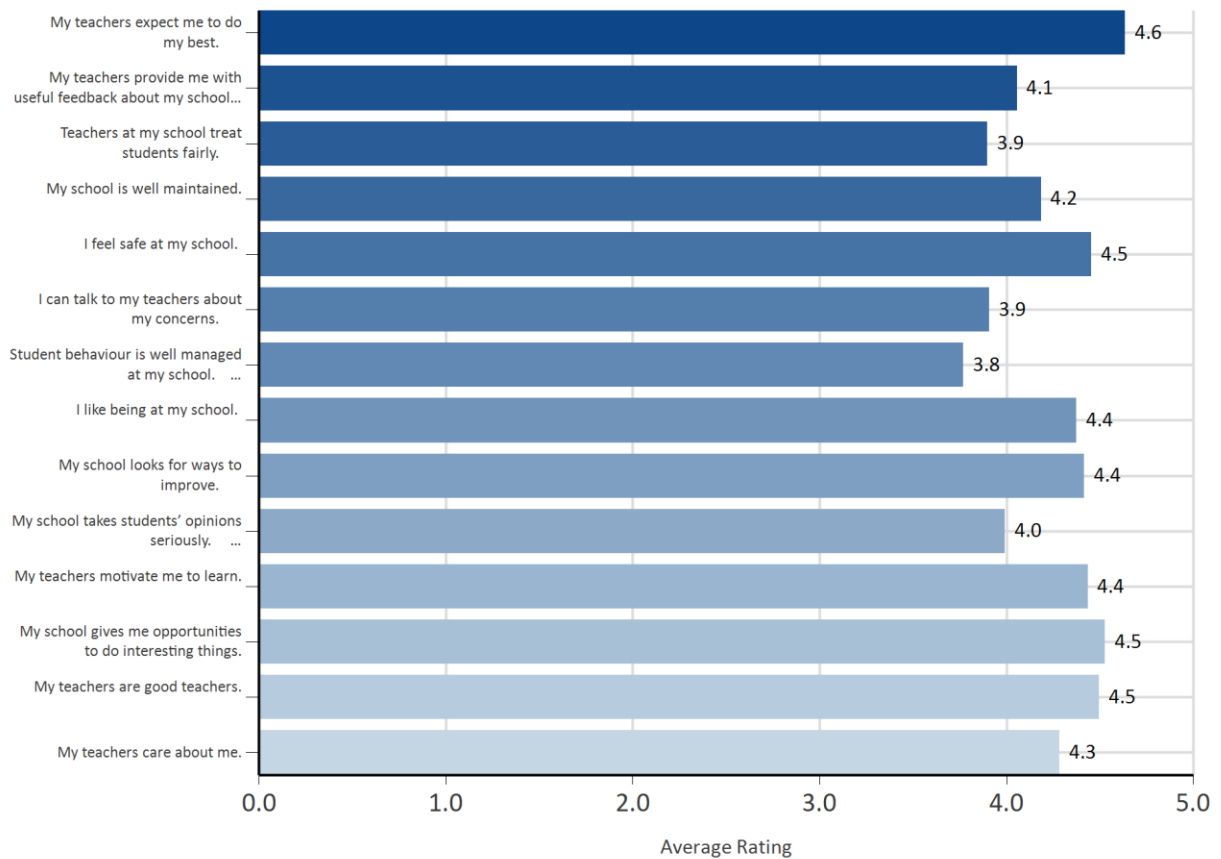


Student Satisfaction Survey

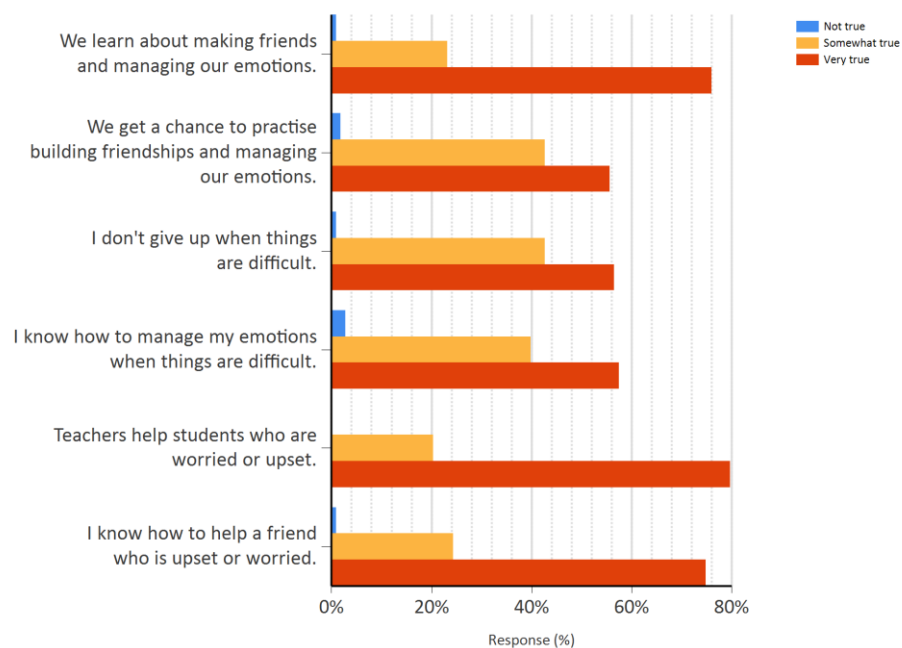
The Student survey was completed by the Year 5 and 6 students. The overall ratings of satisfaction were high. However, there are some points that the school will explore further in 2019.

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We also asked students to answer some questions regarding Health and Wellbeing. The results are very positive, but also give us some areas to develop further in 2019.



4. 2018 HIGHLIGHTS

National Quality Standard Kindergarten - Year 2

Nedlands PS has continued to demonstrate commitment to the task of reviewing our performance for Kindergarten to Year 2 against the National Quality Standard (NQS). The NQS is a framework that sets out the expected standard for early childhood education in Australia. During 2018 Mrs Veni Zeid took on the leadership of the NQS with the support of Julie Simpfendorfer. Changes were introduced to the Framework and all team members participated in professional learning about these changes.

All K-2 staff were involved in NQS data collection, including Education Assistants and support staff to ensure the data collection was thorough and all staff understood the requirements and expectations. These meetings provided the NQS team with important information and professional learning opportunities. The NQS team analysed the data to determine our current levels of achievement and set out plans for actions required to improve our level. Due to the hard work and commitment of the K-2 team, we were able to record the result of 'Achieving' for the quality areas of Children's health and safety, Staffing arrangements, Relationships with children & Collaborative partnerships with families and communities. We are still 'Working towards' in the quality areas of Physical environment, Educational program and practice & Governance and leadership. Nedlands PS continues to make strong progress towards achieving in all quality areas.



Science

On Monday 13th August all the students from PP to Year 6 went on an excursion to Scitech to celebrate Science Week 2018.

The students engaged in hands on and interactive activities specifically designed for each year group. The activities included puppet shows, visiting the Planetarium working in the CSIRO lab and watching a Science show called Power Trip. The students also participated in general activities on the main floor which generated lots of discussion, excitement and learning.



Nedlands PS would like to acknowledge the support and contribution from our parents that made it possible to take so many students on this excursion.

In addition to the excursion, classes were engaged in learning about scientists who were "Game Changers and Change Makers", the theme for Science Week 2018. Some classes learnt about one scientist while other classes explored several. Students were



very excited to share their findings and new knowledge with their peers and other teachers and staff during a Gallery Walk, which was held on Friday 17th August.

2018 also saw the relocation of the Science resources to create a STEM room. The Science, Maths and Technology committees worked together and resources were combined, sorted and updated to ensure equipment and consumables are readily available.

Introduction of Technologies Curriculum

Schools in WA were required to teach and report using the Technologies Curriculum for the first time in 2018. All students in Years 1-6 received a report with Technologies grades in Semester 1 and 2. Over a number of years, Nedlands PS has supported teachers and assisted them in developing the knowledge and understanding needed for full implementation in 2018. We offered the following Professional Learning opportunities in 2018:

- Winthrop Technology Mentoring: Teachers were offered regular time with a mentor to explore ways of implementing Digital Technologies in their classroom. Teachers were mentored for either 6 or 12 months.
- Workshops: Workshops were delivered to all teachers on the topic of Cyber Safety and Digital Implementation. In addition a number of teachers individually attended workshops individually on topics such as robotics, using ICT in early childhood education and STEM.
- Cyber Café: After school workshops with topics set by teacher request. During the year, Cyber Café covered topics such as using spread sheets, CONNECT online communication, coding, digital technologies with small groups and using technologies with EAL/D students.



In addition, Nedlands PS continued to participate and assist leading the Shenton Technologies Network. The major event for 2018 was a network wide work sample moderation. Teachers completed either a digital or design assessment task with their class and then took work samples to the Network afternoon. They worked with teachers from six different schools to consider assessment of Technologies and the grading of each work sample. This event was attended by staff from the School Curriculum and Standards Authority who oversee the implementation of Curriculum in WA.

Updates to Digital Technology Infrastructure

Before the start of the school year, ten new LED Interactive Touch Boards were installed in classrooms to replace Interactive Whiteboards that were no longer working. The LED Touch Boards are very easy to use and the teachers rapidly incorporated them into their daily teaching. The boards also work as a stand-alone unit without a computer connected and this flexibility opened up new options. In addition, 18 end-of-life desktops were replaced with laptops in a trolley to enable better IT access for students in Years 1-4. The trolley is moved between classes on a roster system. 32 end-of-life iPads were also

upgraded to keep our stock up-to-date and able to operate the required applications. Additional network ports were installed in the Hall and we also upgraded our internal school server.

At the end of 2018 a large LED Video Wall was installed in the Altius Centre. There had been some technical issues with the operation of the previous projector and screen set up and it no longer worked reliably. The LED Video Wall allows greater visibility and is a plug-and-play set up that can be used easily. It also links automatically with our existing sound system which improves sound quality. Thank you to the P&C for their generous and ongoing support of the purchase of technology equipment that keeps our school up to date with technology.

STEM (Science, Technologies, Engineering, Mathematics)

In 2018, Ali Paterson was appointed the STEM Leader, supported by Julie Simpfendorfer and a team of dedicated teachers. Work continued towards achieving the vision for implementing STEM throughout the school, with an emphasis on professional learning for teachers. At the School Development Day in January, a session about the importance of STEM was presented, along with digital resources for teachers to access. A number of sessions were held, and in September, a team of teachers attended a STEM Expo organised by a consortium of professional associations (Maths Teachers Association, Science Teachers Association and Educational Computing Association). Two teachers attended a course about the STEM Project materials which allowed Nedlands PS to access these valuable resources. A session to introduce the teachers to the resources and teaching materials, is scheduled for early 2019.



During 2018, the teachers were surveyed to determine the needs of different year levels and work will begin in 2019 towards sourcing and supplying task cards and classroom resource kits. The STEM Store was also set up during 2018, which took a significant amount of time and work. The Mathematics, Science and Technologies resources were all combined into one large STEM Store at the end of the Hall. Previously, these resources were in a variety of places around the school. Teachers from each of the curriculum teams worked tirelessly together to achieve this and it allowed us to sort through, reorganise and update our resources. The result is one a one-stop store for resources that support the cross-curriculum requirements of STEM. Plans are in place to implement a digital scanning system in the STEM store during 2019 to keep track of resources.

Facilities in the Hall were enhanced during 2018 in preparation for this space to be used for STEM activities and investigations. Additional power points were installed, along with additional network ports to facilitate quick network access. Some individual desks were added along the wall and these proved useful for making flexible groups when the space is being used. In 2019, a system for booking the Hall for STEM activities and investigations will be implemented.

Nedlands PS was also involved in the Game Changer competition, with seven Year 3 and 4 teams entering. Nedlands PS students received awards for the Best STEM Idea and the Best Presentation, with one team receiving a Commendation. In addition, one of the Year 5 and 6 teams involved with Tournament of Minds chose to be involved with solving an open-ended STEM challenge, a new category for 2018.

Mathematics

The Mathematics team worked behind the scenes in 2017 and 2018 to identify a whole school approach to teaching Mathematics that included real-life problem solving and catered for the differentiated learning needs of Nedlands PS students. After exploring different options, it was decided to trial iMaths across the school. Teachers were asked to nominate for the trial and, since there was so much interest, it was trialed across all year levels PP to 6. Teachers were asked to engage their students in an iMaths investigation and then came together to share their learning stories. Feedback from the teachers was also gained through an online survey.

As a result of this, Nedlands will begin implementing the use of iMaths in PP to 6 during 2019. This program focuses on the explicit teaching of mathematical strategies and the application of skills learnt to solve mathematics investigations. This promotes real-life problem solving, a critical skill for the future and provides the open-ended extension needed by many students.

In addition 2018, was a year of re-organising the Mathematics resources. As part of the STEM Focus at Nedlands PS, the Mathematics resources were moved to the STEM Store at the end of the Hall. This gave us the opportunity to sort through, re-organise and update our mathematics resources.

English

Brightpath

As part of the continued focus on writing, the school has implemented the Brightpath Assessment tool. This tool was implemented in 2018 to allow teachers to track students' writing progress and to ascertain strengths and weaknesses for individual students, thereby providing information for more focused teaching. The focus for teachers in 2018 has been to become familiar with the Brightpath writing scales, make judgements against the exemplars and develop confidence in using the website. Further work will continue in this area in 2019.

Reading Resources

During Term 4 of 2018, a reading book audit was carried out to ascertain the quality and quantity of appropriate reading materials in the school. As books had been scattered throughout the school and an audit not completed for more than ten years, it was difficult to make decisions about the types of materials required for purchase. All books are now centrally housed and will be collected at the end of

each year to enable regular reviews of the materials. Further work to improve the organisation of the central storage will continue into 2019. Future purchases will be made based on the needs identified.

Book Week

To enhance the profile of Literacy in the school, a Book Fair was held in the school library during Book Week. Catherine Mendez, the school librarian, organised a wonderful display of books which were available for purchase by families. This proved to be extremely popular and raised funds to be utilised for future library purchases. A larger Book Fair is planned for 2019. We extend our thanks to Mrs Mendez for her tireless enthusiasm and the time invested in this project.

CONNECT Communication

The CONNECT Communication package was trialed in 2017 in response to parent survey feedback regarding communication between the school and home. The full version of CONNECT is accessible through an internet browser and a limited version available via a mobile App.

For 2018, all staff implemented the use of CONNECT. Teachers set up each class and used CONNECT to distribute regular notices applicable to their class. Many teachers also used CONNECT to distribute photos and 'snippets' about classroom learning. The School Space allowed the Admin team to distribute broader notices to the whole school or particular year levels. The use of CONNECT notices has superseded regular Newsflashes. CONNECT was also successfully used to distribute Student Reports in Semester 1 & 2. An added bonus is reports remain downloadable from CONNECT while students remain at Department of Education Schools.

Feedback from parents about the new level of communication has been positive. We acknowledge some difficulties with remaining logged into the mobile App; however, this is a technical issue the Department of Education is working to resolve. Nedlands PS office staff are always on hand to reset passwords if needed. It has been wonderful to see teachers post notices and photos about their classes so that parents can share the joy of learning at Nedlands PS.

Music

2018 proved to be another busy and rewarding year for music at Nedlands with many performances within the school and in the wider community.

The number of ensembles highlights the extensive Music Program at Nedlands. We have one of the largest music programs in WA:

Senior Choir (Years 5 and 6)	130 students
Junior Choir (Year 4)	68 students
String Orchestra (Years 5 and 6)	38 students
Senior Concert Band (Year 6)	40 students



Junior Concert Band (Year 5)	35 students
String Quartet (Year 6)	4 students
String Ensemble (Year 6)	7 students - this new ensemble was formed so that every student in Year Six had the opportunity to perform in an Ensemble.

TOTAL: Choir membership (198) + Instrumental students (120)

There were also twenty beginner students in Years 3 and 4 who were not yet involved in ensembles.

Performance Highlights

Term ONE

- The 'Shortest Concert Ever' - Senior Choir/Orchestra/Concert Band and Ensembles

Term TWO

- Children Sing Festival - Junior and Senior Choirs in the Octagon Theatre
- 'Winter Concerts' held over two nights in the schools' Altius Centre
- The String Quartet and String Ensemble performed at the Positive Schools Conference (Esplanade Conference Centre Fremantle)
- The String Quartet performed for the WA Primary Principals Association

Term THREE

- WA Schools Orchestra and Concert Band Festival – Orchestra and Concert Band performed in the Churchlands Concert Hall
- Senior Choir performed in the WA Schools Massed Choir Festival in the Concert Hall
- Years 3, 4 and 5 evening String Concerts

Term FOUR

- Junior Choir – Shenton Song Festival
- Years 3 to 5 evening String Concert
- Annual Christmas Concert presented over two nights in the Altius Centre involving 200 students
- 'Wassailing' – evening Christmas Carols performed throughout the suburb of Nedlands



Art

Visual Art for 2018 incorporated a diverse variety of artworks completed by students from Years 1 - 6.

Semester One showcased the talents of Year 3 in creating appropriations of famous artists works. The highlight was the fabulous appropriations of the American artist Grant Wood's painting entitled American Gothic. Changing the two people produced some engaging viewing, including two cows instead of human figures. The students also looked at mini beasts and insects, learning about enlarging drawings.

Year 2 concentrated on the topic of Water, focusing on the Hokusai print of The Great Wave, making a colourful painting. They also looked at modes of transport producing detailed 3D cars glued on a road drawn from aerial view.

Year 1 children looked at Pets and were exposed to using oil pastels, inks and found objects to create art pieces. In Term 2, they incorporated some famous Fairy Tales into their works. This produced some bright and fun paintings of Aladdin and Beauty and the Beast, where they learnt how to create the texture of fur.

Year 4 thoroughly enjoyed studying Natural Earth Landmarks from around the world. A favourite from this topic was the creation of clear plastic dioramas of the Great Barrier Reef which were placed to the Library for permanent display. Year 4 also made a series of artworks focused on Endangered Animals. They drew some spectacular portraits of a tiger head on large paper.



Year 5 undertook some class research by viewing and discussing Environmental Artists and how they make art using natural objects such as wood, leaves and rocks. One activity required students to work in groups to understand what an ephemeral sculpture is. They took photos as a record of the moment, which are now in the library.

The efforts of Year 6 in creating a body of artworks on the same theme are to be commended. The theme of Dragons allowed them to each design a 2D dragon and choose its texture and colours. After this, they then produced 3D papier-mâché dragons, which they painted. They also drew medieval-styled castles that folded out to those found in picture books. In the early part of the year, students created 3D shells from mixed media, inspired by the annual Sculptures by the Sea. They also created a large whole year-level frieze of a school of fish using black and white papers.

Artists of the Fortnight had their works displayed for a period of time in the office throughout the year.

Higher Order Thinking Skills (HOTS)

A 'HOT Skills and Ideas' resource file is located in the Staffroom and added to when relevant ideas and information are received. PEAC teachers continue to be willing to upskill Nedlands Primary School staff with professional learning on the 'Philosophy of Children' and 'Habits of Minds' programs they are currently utilising.

All students from Years 1-6 are encouraged to participate in answering HOTS Questions at school assemblies. Three Year 6 HOTS Student Councillors announce the HOTS Question at least two days prior to a school assembly. Daryl Morris-Hall sends an 'all staff' email to ensure all staff have a written copy of the question. Class teachers submit the best answers from their class along with the total number of responses received from their students. HOTS Councillors and Daryl Morris-Hall choose between three and five winners. HOTS Student Councillors announce the winners at assemblies along with the HOTS Star Class, which receives a trophy to display in their classroom until the next assembly. All HOTS assembly answers are recorded in an A3 book, produced by the HOTS Councillors and kept in the school library for all students to read. All students at Nedlands Primary School are encouraged to create HOTS

Questions for assemblies. Students place all their suggestions in a special HOTS Box in the school hall. Student councillors organise students at school before 8.30am to play games needing strategy and problem solving skills. Students at Nedlands are well aware of what HOTS thinking is and are enthusiastic to participate in HOTS activities in the school.

All Students in Years 4, 5 and 6 participated in a HOTS Workshop in Term 2 with Dawn Lindsay, an assessor for the Regional Finals of Tournament of Minds (TOM). Students were highly motivated to collaborate, create and problem solve thought provoking challenges. Year 5 and 6 students volunteered to participate in TOM. This year, five Nedlands teams entered the competition. TOM at Nedlands was organised by Marnie Clamback and supported by Renu Sahai, Susan Fullgrabe and Daryl Morris-Hall. One team competed in Language Literature, Social Sciences and The Arts and two teams competed in Science Technology Engineering and Maths (STEM). For six weeks, all students worked as a team to practise spontaneously problem solving and producing creative, interesting solutions to long term problems.

Support for Learning: EAL/D

In 2018, the English as a Second Language/Dialect (EAL/D) program commenced in Term Two. The purpose of the language support program was to provide additional assistance in English for the students in Stage 1 and Stage 2 (Beginning and Developing) and some in Stage 3. The program was a withdrawal lesson once a week with Mrs Margaret Parker. The program aims to build confidence, improve fluency, extend topic vocabulary and encourage the correct usage of Standard Australian English, both orally and written.

In 2018, there were 172 EAL/D students across the school from K-6., with 35 students receiving additional support. The EAL/D Progress Map is used to show the student progress. Teachers liaise with Mrs Parker about students and class work, then work in small groups on related topics. The students are encouraged to keep up their Home Language at home.

Nedlands Primary School is a very multicultural school. The staff are highly proficient at providing support for EAL/D students in mainstream classes, making adjustments and adaptations to cater for each student's needs.



Support for Teaching: EAL/D

Ms Tima Da Luz was appointed to investigate and implement ways to support classroom teachers to cater to the needs of their EAL/D students. A Teacher EAL/D File was compiled to provide teachers with resources, strategies and programs.

We have trialed the ABC Reading Eggs Program and made the decision to buy a subscription for nominated students to help teach core English language skills. Google Translate was also installed onto the iPads to enable easier translation for our bilingual students in upper primary. Since we are aiming to

have a whole school approach to developing Literacy for EAL/D students in mainstream classrooms, a school policy was written and includes the following areas:

- Phonics / Spelling
- Sight Word Sequence
- Subject-Specific Vocabulary
- Oral Language Activities
- Reading Skills
- Bilingual Learners Using Technology to Enhance Learning

Health and Wellbeing

In 2018 the school appointed Daryl Morris - Hall (Level 3 Teacher) to lead the school Health and Wellbeing Team. Her main task in 2018 was to work with stakeholders to produce a Health and Wellbeing Policy that reflects current ideas and approaches, based on recent initiatives across all educational sectors. With this in mind, 2018 was largely a year for information gathering and synthesis.

Core actions included:

- NPS joining Wellbeing in Schools Australia (WISA) and attending related professional learning.
- Linking with our school Psychologist, Chaplain/Wellbeing Mentor, Board committee, staff representatives and student representatives to form a school Wellbeing committee.
- Sharing Health and Wellbeing tips through our school newsletter and regular announcements.
- Staff and student survey items in School satisfaction survey in December.
- Whole of staff PL planned to commence in the 2019 school year, incorporating individual Wellbeing surveys to provide a summary and information to each staff member.
- Whole of school incursion focusing on growth mindsets in students, social and emotional learning, resilience, listening skills and communication to be held in Term 1 2019.

Action planned for 2019:

- Continue developing a Health and Wellbeing school policy using information from surveys.
- Work with three student Health and Wellbeing Councillors to motivate student interest in health and wellbeing tips and to obtain student feedback.
- Work with Kaya to focus on wellbeing within the school.
- Continue to develop a whole school approach to supporting positive health and wellbeing across the school.

5. BOARD REPORTS

Chair's Report

We pride ourselves on being a genuinely friendly, active and engaged school community. The Board is appreciative of the extraordinary efforts of the School Principal and the fantastic set of teachers supporting our students. The dedication of the teaching staff is evident every day in the diversity of opportunities offered to our students across academic, music, sporting and extracurricular programs and the consistently strong academic results achieved.

The Nedlands PS Board is comprised of ten members representing parents, community members and staff. The Board meets at least once a term and is responsible for strategic and planning matters in relation to the overall operation of the School, and assisting the Principal and his team to resolve key big picture issues at the School.

The actions of the School Board are governed by legislation and set out in a Terms of Reference tailored specifically for this School. The minutes of every Board meeting are published on the School website and each year we hold an open Board meeting which the school community is welcome to attend.

There are a number of sub-committees within the Board, in some cases with the addition of other parents who have a specific interest or expertise in a given area. The role of these sub-committees is to address the issues which are high priority for the Board. At present, these sub-committees include a Wellbeing sub-committee, Communications sub-committee, Community Planning sub-committee and Finance sub-committee.

Board sub-committee reports

Kids and Technology

In 2018, the Alannah and Madeline Foundation were engaged to run an evening seminar for parents during August on the topic of Parenting in a Digital World. To make the evening possible, The Kids and Technology sub-committee was able to secure additional funding from the P&C to cover the costs. This meant that the presenter was also able to work with all students in Years 4-6 regarding Cyber Safety and the teachers had an after-school workshop to ensure they remain up to date about developments in this area and have an awareness of the resources available to them.



Wellbeing

Leading into 2018, the Wellbeing sub-committee's priority was to complete recommendations for the Board to provide Nedlands PS as a guide to the whole school mental health and wellbeing plan. This coincided with the school's creation of a Wellbeing Team and coordinator. The Board submitted recommendations to the Principal in July and since that time, sub-committee members and the Wellbeing Team have collaborated to refine a framework and strategies to improve student and staff wellbeing.

On June 21, the Board sub-committee held an information session as part of the parent workshop series to share seven stress-busting strategies to help parents and children manage life's daily stressors. The workshop was well attended by parents who were all very grateful to guest speaker and Board member, Jodii Maguire (Director, Think Performance Psychology), who explored how different people react to stress, what it does to our minds and bodies and how we can help find calm for our children and homes.

6. OTHER SCHOOL REPORTS

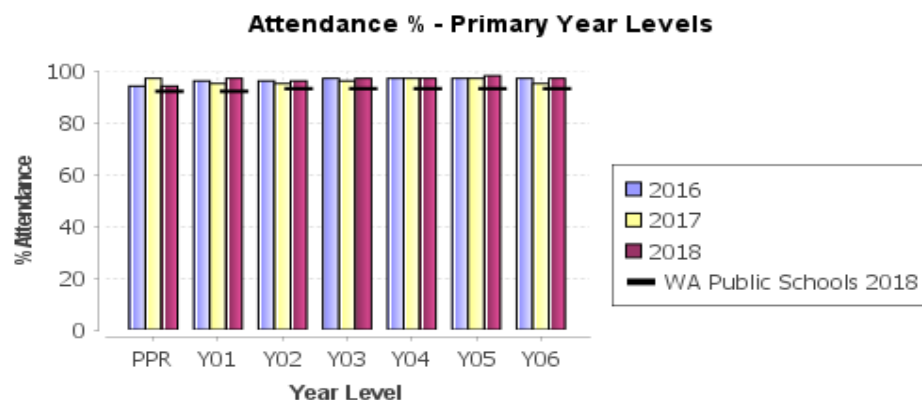
Secondary Destinations

The list below shows the destination schools for the 2018 cohort of Year 6 students.

Destination Schools	Male	Female	Total
4168 Shenton College	10	8	18
1249 John Xxiii College	6	3	9
1041 Christ Church Grammar School	8		8
1121 Iona Presentation College		3	3
1147 Presbyterian Ladies College		3	3
1122 St Hilda's Anglican Sch - Girls		3	3
4042 Perth Modern School		2	2
4012 Churchlands Senior High School		1	1
4049 Como Secondary College		1	1
4025 John Curtin College Of The Arts	1		1
4029 Kent Street Senior High School	1		1
1171 Scotch College	1		1
1157 St Mary's Anglican Girls' Sch		1	1

Attendance

The average attendance at Nedlands PS remains above the WA Public School Average, despite many families travelling nationally and internationally on a regular basis.



Parent Voluntary Contributions

The voluntary contribution included in the fees and charges at Nedlands Primary School allows the school to provide additional resources and services to our students each year. Although listed as a 'voluntary contribution', these are an essential part of our educational provision at Nedlands PS.

It is pleasing to see that, after a small reduction in the percentage of families paying this contribution in 2017, the percentage of families making the payment has risen. We would like to thank our families for their ongoing financial support that allows us to provide additional opportunities for the Nedlands School Community

Voluntary Contributions	
Year	% of Families Paying Voluntary Contributions
2013	95
2014	94
2015	94
2016	96
2017	91
2018	95

7. EXPERIENCE THE OPPORTUNITIES

As stated in our Vision, Nedlands PS aims to provide opportunities for students to develop to their full capacity academically, physically, socially and emotionally. Nedlands PS, assisted by the voluntary contributions made by our families, takes every opportunity to provide a rich and diverse array of educational experiences so that students can 'Experience the Opportunities'. Below are some of the opportunities offered in 2018.

- Hey! Hey! Talent performance once a Year.
- Assemblies every fortnight, with each class presenting a high quality assembly throughout the year. We have excellent parent attendance at assemblies and parents from the assembly class stay for morning tea.
- Student leadership in Year 6 is a feature of Nedlands PS. In addition to Head Boy and Girl and Sports Captains, all Year 6 students are expected to be responsible leaders throughout the year, taking on councilor duties for a term.
- Before School Swimming Club during term 1, for students in Years 3-6. A light breakfast is provided for the students by parents.
- Bike Ed Program, run by Let's Ride for all Year 4 students to teach safe riding skills.
- Coder DOJO 2 or 3 mornings a week, depending on numbers. This coding club is run by parents and supervised by teachers.
- ICAS Assessments offered for Maths, English and Science. Participation is optional
- After school Ping Pong / Table Tennis Club for students in Years 3-6, run with parent assistance and teacher supervision.
- Swimming pool used for trials and activities during PE, as well as additional times to prepare for our House Swimming Carnival.
- Year 6 students prepared synchronized swimming presentations using the school pool for the House Swimming Carnival.
- Swimming lessons in the school pool for students in years PP – 4.
- Beach swimming lessons for students in Year 5&6 at Cottesloe Beach.
- House Swimming Carnival for all students Years 1-6 using the Nedlands PS Pool.
- Interschool Swimming Carnival at Challenge Stadium.
- Community membership for the School Pool allows local families after-hours access to the pool during summer and spring months.
- Participation in the Children Sing Choral Festival and the Massed Choir Festival. Junior Choir performed at Shenton in the Round.
- Orchestra and Senior Concert Band rehearsals once a week in the Altius Centre with several performances at concerts, community events and competitions throughout the year.
- Chess Club once a week with a chess tutor. An additional chess group participated in the Chess Kids Tournaments at various schools around Perth. The team was very successful, winning the State Chess Finals as Champion Primary School. A strong team participated in the National Finals in Melbourne.
- Parents have continued to operate a safe road crossing at Elizabeth Street.
- Primary Extension and Academic Challenge (PEAC) courses offered to selected students.
- P&C ran many events that contributed to the sense of community at Nedlands PS such as the Welcome Sundowner, a Movie Night, Carnival Cafes, the Lapathon Fundraiser, Balloon Car Race and an 80's Bingo Night.
- NedsLads, run as part of the P&C, organised and ran several events to strengthen parenting opportunities, such as a camp out, visits to Perth Zoo, Mini golf and and AQWA.



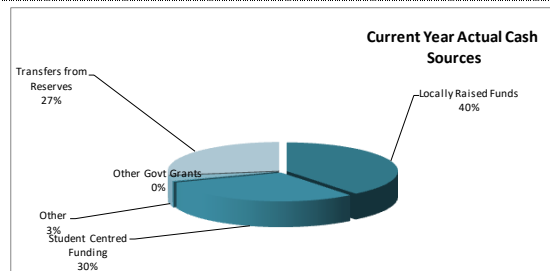
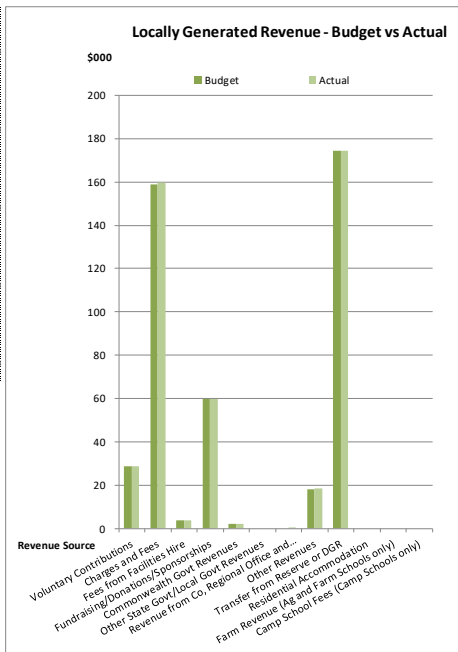
- Parenting in a Digital World Presentations for parents, Digital Citizenship workshops for students and Cyber Safety professional learning for teachers.
- Workshop by West Coast Language Development Centre for parents of K & PP to support literacy development.
- A Chaplain available two days a week to support students and families, as well as run resilience and wellbeing activities in classes.
- French lessons for all students in Years 3-6.
- Stress Busters Presentation for Parents.
- Multicultural Day and family lunch to celebrate the many cultures at Nedlands PS.
- Year 6 students participated in Young Leaders Day with inspirational speakers.
- Year 6 Adventure Camp at Ern Halliday, focusing on self challenge, team work and leadership.
- French puppetry incursion for Years 4&5.
- Many music concerts throughout the year for students to showcase their musical repertoire.
- String Quartet invited to perform at the Positive Schools Conference and a WA Primary Principal's Seminar.
- Social Dance lessons for students in Years 1-6 with a demonstration for parents to show case the students' newly developed dance moves.
- Five teams of Year 5 & 6 students entered in Tournament of Minds.
- Seven teams of Year 3 & 4 students entered in Game Changers STEM Competition. Nedlands PS won two awards and a commendation.
- Whole school excursion to Scitech to celebrate Science Week.
- Science Week projects showcased in a Gallery Walk for all students.
- String Orchestra and Concert Band participated in the annual Orchestra and Concert Band Festival, both receiving outstanding comments from the judges.
- Participated in NAPLAN Online for the first time.
- Nedlands PS writing competition to challenge and acknowledge our fantastic writers.
- Keys in the city Music excursion
- Ride2School & Walk2School Days
- Cross Country training runs for students Yrs 3-6, & House Cross Country Carnival. Nedlands PS hosted the Interschool Cross Country Carnival.
- Interschool Friendly Sports Fixtures & Lightening Carnival for students in Years 5&6 against local schools.
- Parent organised team of parents and students entered into the City to Surf.
- Book Fair and a Book Challenge to celebrate Book Week.
- Many excursions were offered throughout the year in different year groups to support classroom learning, providing opportunities for experiential learning.
- ANZAC Assembly and representation at local ANZAC and Remembrance Day commemorative services.
- Many incursions throughout the year to support classroom learning and provide additional learning experiences.
- An Annual Christmas Concert in the Altius Centre, showcasing the talents of 200 students, including a combination of the Orchestra and Senior Concert Band for the Grand Finale.
- Annual Year 1 Christmas concert.
- Annual Wassailing with caroling from house to house.
- Annual Bocce Championship.
- Winter Charity Project made 120 Beanies and 20 Wraps for Tiny sparks Charity who supports families with premature babies.
- Participation in the annual MacGill Cup (Cricket) against a variety of schools.
- P&C 'Crazy Days' to raise funds for various projects.
- Values and Special Religious Education classes.
- Students in Yrs 5&6 participated in Have Sum Fun online competition.
- Classes participated in iMaths investigations.
- Selected Year 4 students participated in the Shenton STEM challenge.



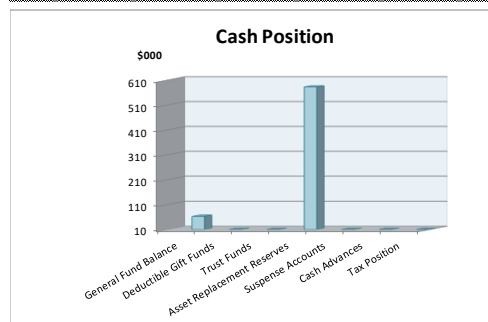
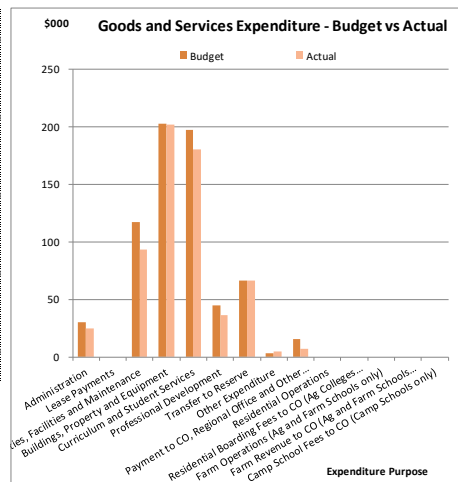
8. FINANCIAL REPORT

Nedlands Primary School Financial Summary as at 1 February 2019

Revenue - Cash & Salary Allocation	Budget	Actual
1: Voluntary Contributions	\$ 28,828.00	\$ 28,576.50
2: Charges and Fees	\$ 158,883.00	\$ 159,520.19
3: Fees from Facilities Hire	\$ 3,610.00	\$ 3,610.00
4: Fundraising/Donations/Sponsorships	\$ 59,725.75	\$ 59,726.10
5: Commonwealth Govt Revenues	\$ 2,235.00	\$ 2,235.36
6: Other State Govt/Local Govt Revenues	\$ -	\$ -
7: Revenue from Co, Regional Office and Other Schools	\$ -	\$ 128.50
8: Other Revenues	\$ 18,140.00	\$ 18,345.84
9: Transfer from Reserve or DGR	\$ 174,424.00	\$ 174,424.00
10: Residential Accommodation	\$ -	\$ -
11: Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12: Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 445,845.75	\$ 446,566.49
Opening Balance	\$ 37,891.00	\$ 37,890.82
Student Centred Funding	\$ 191,794.46	\$ 191,794.46
Total Cash Funds Available	\$ 675,531.21	\$ 676,251.77
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 675,531.21	\$ 676,251.77



Expenditure - Cash and Salary	Budget	Actual
1: Administration	\$ 29,695.00	\$ 24,909.73
2: Lease Payments	\$ -	\$ -
3: Utilities, Facilities and Maintenance	\$ 117,153.75	\$ 93,364.18
4: Buildings, Property and Equipment	\$ 201,969.00	\$ 201,534.24
5: Curriculum and Student Services	\$ 197,165.46	\$ 179,951.25
6: Professional Development	\$ 45,000.00	\$ 36,258.57
7: Transfer to Reserve	\$ 66,009.00	\$ 66,009.00
8: Other Expenditure	\$ 3,144.00	\$ 4,666.14
9: Payment to CO, Regional Office and Other Schools	\$ 15,276.00	\$ 7,060.22
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	\$ 675,412.21	\$ 613,753.33
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 675,412.21	\$ 613,753.33
Cash Budget Variance	\$ 119.00	\$ -



Cash Position as at:	
Bank Balance	\$ 642,740.48
Made up of:	
1: General Fund Balance	\$ 62,498.44
2: Deductible Gift Funds	\$ -
3: Trust Funds	\$ -
4: Asset Replacement Reserves	\$ 382,615.76
5: Suspense Accounts	\$ 4,531.28
6: Cash Advances	\$ 400.00
7: Tax Position	\$ 505.00
Total Bank Balance	\$ 642,740.48