



MINDARIE PRIMARY SCHOOL

ANNUAL REPORT

2013



***We care for our children to care
for our future.***

Introduction

I express thanks to our staff on behalf of the community for the great job they continue to do with the children in this school. This is my last report for a school that has been tremendous for all the right reasons. Thankyou to the children, staff and parents for making this the most memorable school in which I have been Principal.

Over my four years I have continued to be impressed by the Mindarie children. Their good behaviour and school spirit have been so very noteworthy. Mindarie is a great place to be and I will miss the children greatly.

Once again, Mindarie has compared more than favourably with all schools in the area, both public and private in standardised testing (NAPLAN). This is indicative of the amount of effort put in by teachers and the excellent level of instruction taking place in this school.

Mindarie has become an Independent Public School during this time which has allowed us to select staff and provided us with a great deal more flexibility in the use of our resources. As part of this process the school board has been established and their role of representing parents in the formulation and sharing of planning has been invaluable. Feedback from this group provides us with some direction in planning and, to a small degree, operational facets of this school. I would like to thank the board for their input. I must also acknowledge the work of the Board Chair, Mr Chris Erikson for his terrific work over two years.

Once again, we did very well on the sporting field with success in the interschool athletics in which our school took the shield. I would like to acknowledge the work of Mr Dustin Burns for his dedication to the children and their physical well being.

Our specialists Ms Reid (Science), Mrs Hodgson (History), Mrs MacLean (Music) and Mrs Parker (Performing Arts) are exemplary in their dedication to the children under their care and give their own time to build the performance of our children. Our school choirs were magnificent; they performed in a number of shows in venues such as Winthrop Hall at the University of WA.

I thank all members of the administration teams for their support and great work. Our Associate Principals, Ms Bartholomeusz, Mrs Chaloner and Ms White have worked so well with the staff and children at Mindarie, their efforts are commendable.

Our administration support staff are tremendous, these people are at the forefront of our school. Mrs Donna Powell, Mrs Sue Farago and Mrs Gillian Scott are the staff who are the initial contact when new families enter the school. They are responsible for 'selling' our school to the community. Mrs Margaret Maguire (the Business Manager) is the leader of this team.

Retirements

Mrs Sue Brennan (Associate Principal) and Mrs Margaret Maguire (Business Manager) retired at the end of 2013. Both Margaret and Sue have done such a lot for our school and represented the Education Department with distinction throughout many years of service. I acknowledge their efforts and offer sincerest thanks on behalf of this community and the Department of Education. Well done ladies you deserve a wonderful retirement. Mrs Karen Lind took extended leave in 2013 prior to her planned retirement in early 2014.

School P&C

This group of parents are exemplary in their efforts for the children in this school. There have been so many contributions to this school over my four years at Mindarie by the P&C. Air-conditioning in every class, Mimio boards, ICT equipment, I-Pads, play equipment, the pre-primary cycle track and plans for the Science Centre. Without the efforts of this group of dedicated parents our children's learning and educational experiences would be all the poorer. I never cease to be amazed by the commitment and energy these ladies exhibit

Results to Be Proud Of

The National Assessment Program in Literacy and Numeracy (NAPLAN) is conducted annually. This gives our teachers and the community a chance to make a comparison between the performance of Mindarie Primary to schools in this area, in this state and nationally. The results are gratifying in the Year Three and Five levels.

The tables below compare our children's performance with that of our largest neighbouring schools, Peter Moyes and Quinns Baptist. The green shaded results indicate the areas in which each of the schools are superior. When the score is within five points either way, the results are in blue (statistically negligible). Red indicates a wider deficit. The results note the average achievement of children in each year level in each of the subjects or strands.

As can be seen, Mindarie compares favourably with Peter Moyes.

Data

Mindarie and Local Private Schools

Year Three

NAPLAN Area	Mindarie PS	Peter Moyes	Quinns Baptist	St Andrews
Reading	429	448	430	413
Persuasive Writing	432	447	402	413
Spelling	427	428	446	395
Grammar and Pun	449	442	429	414
Numeracy	397	427	402	398

Year Five

NAPLAN Area	Mindarie PS	Peter Moyes	Quinns Baptist	St Andrews
Reading	513	523	491	514
Persuasive Writing	503	500	470	461
Spelling	505	503	467	497
Grammar and Pun	515	527	486	498
Numeracy	476	502	470	488

Due to the high rate of transiency and low student numbers at the year seven level our year seven results were not compared with those of other schools in the area.

What Has Been Different in 2013?

History

History was a new area of specialisation at Mindarie in 2013. The children were provided with wonderful experiences during their tuition. These included hands on activities, talks from experts and excursions to some wonderful places. The specialist teacher, Mrs Alex Hodgson, together with the History Committee, was also involved in starting a history club at lunchtimes. Our dedicated staff gave up their lunchtimes to work with talented students conducting the HOT (Hot in History) program.

I-Pads and Laptops

Our junior children have access to iPads thanks to the work of the P&C. This new technology provides our children with the opportunity to experience interactive learning. Our school also converted to lap-top computing ensuring that staff and students were provided with more flexible learning. Children can use this technology throughout the school. Thanks goes to Mr Craig Sutton-Smith, our ICT coordinator, for his fantastic work in bringing these machines on line.

Bike Track

The bike track for the Pre-Primary children was built. This will be something that generations of children will be able to enjoy. Thanks to the P&C for their hard work in funding this project.

School App and Virtual Walk Through

Mrs Sue Farago, our Marketing Manager, was instrumental in creating a school app. This facility provides our community with the ability to interact with parents and friends through mobile phones and keeps everyone informed and in touch. Part of this is a 'virtual walk through'. Visitors to our site can be guided through our school by watching an information video presented by two of our students.

Face Book

We have a Face Book page, established by Mrs Karen Lind, which provides parents with information about the school. Parents can see what is happening in the school almost on a daily basis. Thanks again to Mrs Sue Farago for expanding and maintaining this.

Science Gifted and Talented Program

Our Science specialist, Ms Gabriele Reid, introduced a program for children who demonstrated high aptitude in this area. The children were provided with many challenges and were involved in Science quests on a number of occasions. Our children were successful and reached the state and national finals in a number of areas, including Science Talent Search and Science IQ.

Specific Programs

- Poetry was again taught to our Year Three children. The children enjoyed the activities and the short poems they learnt. This program was useful in developing expression and clear speech.
- Public speaking was again a highlight, with strong performances by the Year Four students. The finals demonstrated the tremendous skill level that the children had attained over this seven week program.
- Bike Education was undertaken by our Year Four children again this year. Road safety was the emphasis of these sessions together with bike maintenance.

Peter Alford
PRINCIPAL

School Performance as measured by NAPLAN

During Term 2, 2013 Years 3, 5 & 7 students participated in National Assessment Program Literacy and Numeracy (NAPLAN). As seen in the graphs, significant improvements were made in our priority areas.

TARGETS 2012- 2015

READING

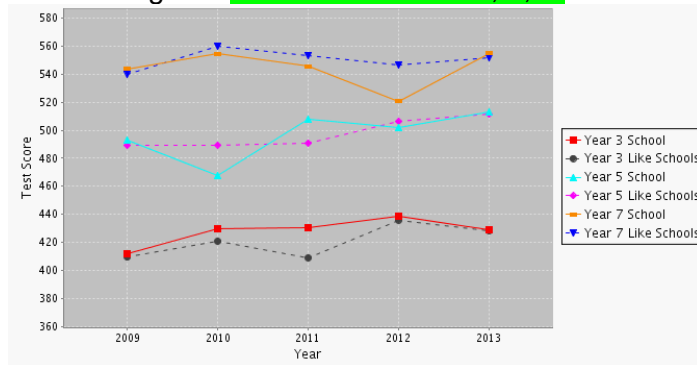
1. To improve the percentage of Year 3, 5 & 7 students at or above the national minimum standard in reading to, or better than, like schools.
2. Increase the percentage of Year 3, 5 & 7 students achieving reading scores in the higher proficiency band to equivalent or higher than like schools.

Strategies used to achieve these targets include:

- Staff familiarisation and gradual implementation of the Australian Curriculum
- First Steps reading strategies
- Early Intervention K-2 including Phonetic Awareness and Oral Language program
- English Specialist (1day/week)
- Targeted teaching and assessment using guided reading and running records
- Literacy blocks
- Explicit teaching using the Gradual Release Model
- NAPLAN practise and analysis of data to guide teaching

Results:

Target 1: **Achieved in Years 3, 5, 7.**



Target 2: **Achieved.**

State	Top 20% in Reading					
	School			Like Schools		
	2011	2012	2013	2011	2012	2013
Year 3	31 %	25 %	30 %	29 %	29 %	27 %
Year 5	31 %	27 %	30 %	28 %	31 %	30 %
Year 7	19 %	14 %	30 %	31 %	23 %	30 %

WRITING

1. To increase the percentage of Year 3, 5 & 7 students achieving writing scores in top 20% of 'Like Schools'.

Strategies used to achieve this target include:

- Common approach to persuasive writing (Mindarie Scope and Sequence)
- Year 4 support
- Brady Narrative tool (K-2)
- Explicit teaching approach
- NAPLAN practise and analysis of data to guide teaching

Results:

Achieved in Years 3 and 5.

State	Top 20% in Writing					
	School			Like Schools		
	2011	2012	2013	2011	2012	2013
Year 3	46 %	46 %	34 %	34 %	41 %	32 %
Year 5	46 %	34 %	38 %	30 %	31 %	28 %
Year 7	15 %	9 %	14 %	23 %	29 %	34 %

WRITING CONVENTIONS

Spelling

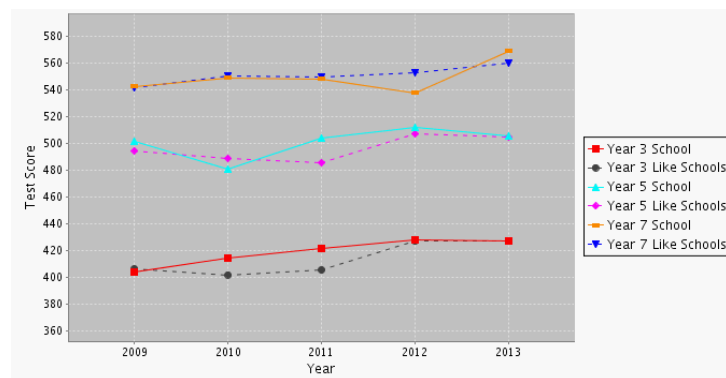
1. To increase the percentage of Years 3,5 & 7 students above the Australian Schools mean

Strategies used to achieve this target include:

- Explicit teaching of Spelling using Mindarie Primary School Scope and Sequence and using Gradual Release model
- First Steps spelling approach
- Use of Spellodrome interactive program (Years 4-7)
- Phonemic Awareness and Early Intervention program K-1
- Literacy blocks
- Use strategies including 'have a go', personal dictionaries, word banks, environmental print and "Does it look right?"

Results:

Achieved in Years 3, 5 & 7



Grammar and Punctuation

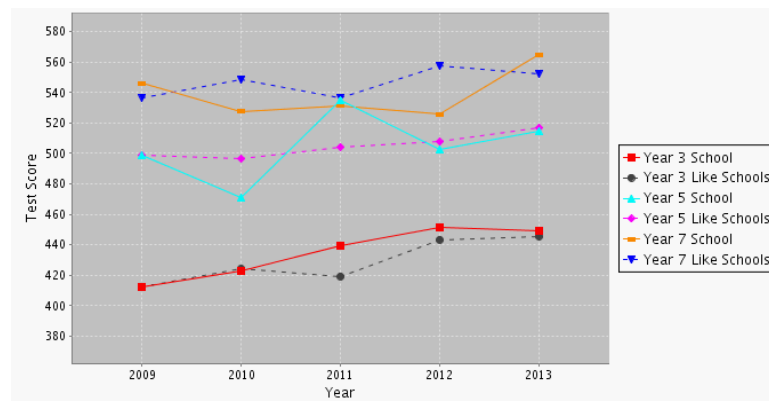
1. To increase the percentage of Years 3,5 & 7 students above the Australian Schools mean

Strategies used to achieve this target include:

- Explicit teaching of Grammar using DET Scope and Sequence
- Daily practise using Mimio Interactive Whiteboards
- Literacy blocks

Results:

Achieved in Year 3, 7.



NUMERACY

1. The numeracy achievement of Year 3, 5 & 7 students will be at or better than like schools.
2. To arrest the downward trend in Year 7 numeracy achievements by 2013.

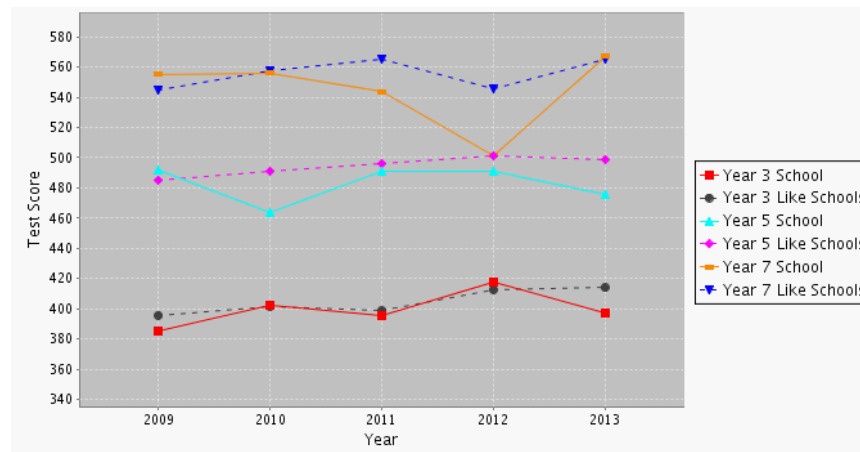
Strategies used to achieve this target include:

- Getting It Right in Numeracy (GIRN) specialist to support staff in First Steps strategies, Australian Curriculum and Calculation Strategies
- Implementing a targeted teaching program by developing and applying a Mindarie Scope and Sequence
- Numeracy blocks
- Use of higher order thinking and cooperative learning strategies
- 'Mathletics' used as a tool for practice and revision of concepts

Results:

Target 1: Achieved in Year 7.

Target 2: Achieved



Year	Y03		Y05		Y07	
	School	Like Schools	School	Like Schools	School	Like Schools
2010	403	402	464	491	556	557
2011	395	399	491	496	544	565
2012	418	413	491	501	502	546
2013	397	414	476	499	567	565

Achieved target: Yr 7

K-2 TARGETS

- Establishing trends of increasing numbers of Year 3 students in the upper proficiency bands across all NAPLAN areas Achieved: Numeracy, Reading, Spelling.

State	Top 20 %					
	School			Like Schools		
	2011	2012	2013	2011	2012	2013
Numeracy	18 %	34 %	29 %	28 %	36 %	36 %
Reading	31 %	25 %	30 %	29 %	29 %	27 %
Writing	46 %	46 %	34 %	34 %	41 %	32 %
Spelling	29 %	23 %	33 %	25 %	28 %	35 %
Grammar & Punctuation	45 %	45 %	34 %	32 %	39 %	32 %

Student Performance-Relative Assessment

This table is a measurement against what we were able to achieve. Mindarie students, in Years 3 & 5 performed at the expected performance across the five NAPLAN areas. Our Year 7 students performed at the expected performance within all areas except for Writing. Writing will be a school priority in 2014.

	Year 3			Year 5			Year 7		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
Numeracy	-0.3	0.7	-0.3	-0.1	-0.3	-0.6	-1.2	-1.2	0.5
Reading	0.5	0.4	0.2	0.5	-0.3	0.2	-0.6	-1.1	-0.5
Writing	0.8	0.8	0.5	0.9	0.5	0.6	-0.5	-1.7	-2.0
Spelling	0.4	0.4	0.6	0.9	-0.1	0.2	-0.7	-0.4	-0.4
Grammar & Punctuation	0.4	0.6	0.6	1.0	-0.2	0.2	-0.3	-0.6	-0.5

Above Expected - more than one standard deviation above the predicted school mean

Expected - within one standard deviation of the predicted school mean

Below Expected - more than one standard deviation below the predicted school mean

No data available or number of students is less than 6

ATTENDANCE TARGETS 2013

TARGET 1:

Severe risk to be maintained at 0%

Achieved – Severe At Risk = 0%.

Moderate at Risk to be maintained at 1%

Not achieved – 19 students (2.7%) were at moderate risk and attend between 60-79% of the time.

Indicated at Risk to be reduced to 10%

Achieved – 60 students (8.2%) attended 80-89% of the time.

The percentage of students in the regular category to increase to 89%

Achieved – 647 students (89%) attended 90 – 100% of the time.

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2011	85.5%	13.0%	1.3%	0.0%
2012	84.6%	13.6%	1.6%	0.1%
2013	88.9%	8.2%	2.7%	0.0%
WA Public Schools 2013	77.0%	16.0%	6.0%	2.0%

TARGET 2:

Target Group – Year 1 2012 going into Year 2 2013, to increase the percentage of regular attendees in the Year 2 group from 80% to 85%

Not achieved – 84% of Year 2 students attend regularly 90-100% of the time.

TARGET 3:

To reduce the number of unauthorised absences from 20% to 17% for females and 17% to 15% for males.

Not achieved – females had an unauthorised absence rate of 22% (818 x ½ days) and males had an unauthorised rate of 26% (905 x ½ days)

PRIMARY ATTENDANCE RATES

In 2013, Mindarie Primary School had an overall school attendance rate of 95%, compared to the state average of 93%

	Y01	Y02	Y03	Y04	Y05	Y06	Y07
2011	94%	96%	96%	96%	95%	94%	94%
2012	94%	95%	96%	95%	96%	95%	94%
2013	96%	94%	95%	95%	95%	95%	94%
WA Public Schools 2013	93%	93%	93%	93%	93%	93%	92%

The attendance rate for Aboriginal children at Mindarie Primary was excellent

	Attendance Category Aboriginal			
	Regular	At Risk		
		Indicated	Moderate	Severe
2013	100.0%	0.0%	0.0%	0.0%
Public Schools 2013	41.0%	22.0%	21.0%	15.0%

HALF DAYS ABSENT DUE TO STUDENTS VACATIONING DURING TERM TIME

	K	PP	1	2	3	4	5	6	7	TOTAL
MALES	0	72	28	100	55	91	161	90	20	617
FEMALES	102	32	78	84	126	236	76	55	46	835

AUTHORISED COMPARED TO UNAUTHORISED ABSENCES

Year	Students	Gender	Authorised half day absences	Percentage authorised absences	Unauthorised half day absences	Percentage unauthorised absences
Kindy	73	M	135	75	46	25
		F	248	81	60	19
Pre-Primary	78	M	335	75	110	25
		F	205	67	102	33
Year 1	83	M	241	80	62	20
		F	271	73	100	27
Year 2	73	M	348	61	221	39
		F	290	81	66	19
Year 3	84	M	222	62	135	38
		F	319	76	100	24
Year 4	93	M	314	83	66	17
		F	469	77	141	23
Year 5	98	M	396	86	66	14
		F	481	86	79	14
Year 6	105	M	414	78	117	22
		F	390	75	132	25
Year 7	39	M	173	68	82	32
		F	187	83	38	17

CONCLUSIONS

- Attendance at Mindarie Primary School is very good with a high proportion of our students (89%) attending regularly (between 90 – 100%) of the time.
- One hundred and twenty seven students had 100% attendance for the whole year. In addition to this, 105 students attended for 99% and 172 students attended for 98% of the time. These students were acknowledged with an attendance certificate with their end of year report.
- Due to the number of half days students have attended family vacations during school term time (1452 ½ days), there has been an increase in the number of students entering the at risk moderate category.
- There needs to be a decrease in the number of unauthorised absences. Ten students had greater than 10% unauthorised absences. A further 17 students had between 8.0% and 9.9% unauthorised absences.
- Communication to families of the importance of providing reasons for absences, as a legal requirement, will be done via the school newsletter and through staff communication with parents at information meetings.
- Staff to send home SIS generated absentee notes to request an explanation for absences. These need to be followed up in a reasonable time frame.
- Attendance targets for 2014 to focus on the area of unexplained absences.
- Staff to be given a standard note to send home with students or hand to parents for them to complete following an absence.

STUDENT BEHAVIOUR 2013

Student behaviour at Mindarie Primary school is of a very high standard.

A positive environment is fostered, in which each child is respected and his/her right to learn is encouraged and protected. Class and school wide positive incentive programs exist that recognise the students who consistently make good choices and demonstrate good citizenship and positive values.

The school Managing Student Behaviour Policy provides consistent, logical, clear rules and consequences and is made familiar to all involved. During 2013 the school rules were re-visited and new visual posters were made available for all classes. It was recognized that the support of parents, teachers and children is needed to ensure the development of self-disciplined students.

Students were required, when in breach of a rule, to undergo a reflection process together with a counselling support process. This was conducted as an in-class, cross-class or Reflection Room process. The Reflection Room was used only for playground misdemeanours. Staff were expected to follow up on class based incidents.

The school had a low number of students needing to undergo any of the reflection processes as behaviour was generally managed through use of the first few steps of the class and school behaviour management process and generally did not escalate to a higher level of intervention. Use of the Reflection Room was low. Higher order intervention was low across the school and the suspension rate for major misdemeanours was very low in comparison to the number of students in the school.

FUTURE AREAS FOR CLASS TEACHING

Behaviour focus will be:

- Keeping hands, feet and objects to themselves.
- Focus on own, not others behaviour.
- Strategies for dealing with conflict such as for walking away from situations.

STUDENT SERVICES AT MINDARIE PS

STUDENTS AT EDUCATIONAL RISK – SAER

Mindarie Primary School continued to use a collaborative case conference model for managing Students identified at Educational Risk in 2013. The model enabled positive working relationships between parents, the school and other relevant agencies to be developed and maintained.

Teachers identified students they considered at risk with some aspect of their schooling and presented referrals to the Associate Principal in charge of Student Services. Meetings were then scheduled with the relevant personnel based on the information provided and the type of assistance sought by the teacher. Formal case conferences involving the parents, school psychologist, Student Services manager, class teacher, education assistant and other relevant parties were conducted on a weekly basis, allowing for follow up and other informal meetings to occur. Meetings were held to review students already involved in the SAER process as well as to support new referrals.

Support was provided to a broad spectrum of students experiencing difficulties. This included needs with their learning, social and emotional development, behavioural problems, language acquisition, EAL/D concerns, medical conditions and hearing impairment etc. External agencies such as the Statewide Speech and Language Service and SEND Learning Disabilities Teams were accessed to assist staff to develop appropriate Individual Education Plans (IEP's) to meet the needs of identified students. Liaison also occurred with SSEN&MH as well as an ongoing contact with CAMHS (Child and Adolescent Mental Health Services), Clarkson Child Development Centre and Disability Services Commission to support identified students. High level planning and

collaboration with the Autism Intervention Team was used to support the needs of individuals and their families in the school environment. Individual Behaviour Plans (IBP's) and risk management plans were devised and implemented through a collaborative approach.

The SAER process also enabled students with specific needs to be recognised and an appropriate placement for them determined e.g. access to a Language Development School for students demonstrating a need in that area. Transition planning was also a consideration, especially for students entering secondary school. One of the students successfully gained placement into the Ocean Reef Autism Unit to support them with their high school studies. Careful consideration for year level class placements for identified SAER students was also given when determining classes for the following year. Schools Plus applications were submitted for all students who met selection criteria to enable these identified students access to the support needed. Education Assistant timetables were developed to ensure that students across the school receive assistance to support their progress and learning.

COLLABORATIVE CASE CONFERENCES

A major priority within the Student Services Service Agreement for 2013 was Collaborative Action Planning. Throughout 2013, Mr Nigel Boundy, School Psychologist, was involved in many collaborative case conferences with staff, parents, different agencies e.g. CAMHS, SSEN&MH, and allied health professionals (e.g. speech and occupational therapists). The meetings were convened in response to concerns regarding a student's learning difficulties and/or behaviour. The collaborative approach to problem solving proved to be invaluable.

Staff were actively involved and very receptive to strategies suggested. They were forthcoming with information regarding their students and in all cases made valuable and creative contributions towards finding solutions to any difficulties the students were experiencing. They acted on information obtained through formalized testing ensuring the data obtained was used in a relevant way to benefit the child.

Parents were supportive of the strategies implemented at a school level and were willing utilise home programs and procedures aimed at developing skills and/or routines for their children. Parents were an invaluable resource and source of knowledge regarding their children with their input contributing to positive outcomes for the identified students.

STUDENT DESTINATIONS

YEAR SIX STUDENTS

At the end of 2013 eighty five students were enrolled in Year 6 at Mindarie Primary, of these students only 30 continued through to year seven. The high exit rate of students has an impact on student NAPLAN results. As the table shows most of these students enrol at non-government schools.

Destination Schools	Male	Female	Total
Peter Moyes Anglican Com School	13	24	37
Mindarie Primary School	13	17	30
Quinns Baptist College	9	4	13
Irene McCormack Catholic Coll	2	9	11
Australian Islamic Coll-Kewdale	0	1	1
Butler Primary School	1	0	1
East Butler Primary School	1	0	1
Holy Cross College	1	0	1

YEAR SEVEN STUDENTS

Forty nine students were enrolled in Year 7 at the conclusion of 2013. As can be seen by the table below, the majority of these students exited to government schools. Of note is the number who exited to take up positions in specialised programs at these schools.

Destination Schools	Male	Female	Total
Kinross College	21	14	35
Butler College	2	1	3
Ocean Reef Senior High School	1	2	3
Duncraig Senior High School	2	0	2
Quinns Baptist College	1	1	2
Churchlands Senior High School	0	1	1
John Curtin College Of The Arts	1	0	1
Perth Modern School	0	1	1
Peter Moyes Anglican Com School	0	1	1

STUDENT ENROLMENT

Semester 1	2010	2011	2012	2013
Primary (Excluding Kin)	677	680	695	717

Student enrolment fluctuates during the school year. There was a 16.7% transience over the year. This is because of the number of rental properties in Mindarie and also because of the number of families who were newly arrived, predominantly from England and South Africa, who reside with family members before finding permanent accommodation. Generally the school has 80 students enrolled in the Kindergarten program. In addition to this, the school provided a Tiny Tots program for three year olds. In 2013 three sessions of this program were made available. The school then catered for approximately 40 three year olds.

STAFF INFORMATION

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the teachers Registration Board of Western Australia. In 2013 the school also hosted a Canadian exchange teacher.

In 2013, all full time staff members participated in a minimum of seven days of professional development, equating to an average expenditure of \$3500.00 per teacher. A focus of the professional learning was The Australian Curriculum in Mathematics and English. Staff opted to trade off the last day of the school year and therefore also participated in after school professional development. The school continued to have early close on a Wednesday; staff used this time to plan collaboratively and to moderate regarding student learning.

Mindarie is a Professional Learning Community. There was a strong focus on building staff expertise alongside of utilising staff expertise to enrich professional knowledge. Mindarie Primary belongs to the RUMA network of 14 schools. The school has had a strong focus on improving knowledge in relation to Early Childhood Education and as such has worked alongside of East Butler Primary to host the K to 1 Early Years network group.

The school had a dedicated Associate Principal who focuses on Curriculum and curriculum improvement.

In 2013 the school had strong links with the Language Development Centre and Ms Sonja Madden provided targeted development in relation to writing and language acquisition.

Staff absenteeism was at an expected level.

At the conclusion of 2013 three staff members retired, these retirements were planned for in the School Workforce Plan.

FINANCIAL MANAGEMENT 2013

Mindarie Primary School
Financial Summary as at 31 December 2013

Revenue

Contingency Revenue	Budget \$	Actual \$
Voluntary Contributions	38,785.00	\$37,345.00
Charges and Fees	66,817.00	\$69,095.88
Government Allowances	-	-
P&C Contributions	38,172.00	51,130.00
Fundraising/Donations/Sponsorships	5,566.00	5,883.71
DoE Grants	348,832.00	348,832.68
Other State Govt Grants	300.00	300.00
Commonwealth Govt Grants	-	-
Trading Activities	-	-
Other	34,422.00	36,673.49
Transfers from Reserve	32,200.00	32,200.00
Total	565,094.00	581,460.76
Opening Balance	53,119.00	53,119.02
Total Contingency Funds Available	\$618,213.00	\$634,579.78

Expenditure

Contingency Expenditure	Budget \$	Actual \$
Administration	17,295.00	15,620.63
Leases	38,042.00	41,852.98
Utilities	127,346.00	95,503.66
Repairs/Maintenance/Grounds	55,467.00	56,305.67
Capital Works	25,482.00	25,482.28
Assets and Resources	73,541.00	74,557.69
Education Services	203,411.00	184,342.85
Other Specific Programs	6,800.00	7,365.78
Trading Activities	2,569.00	1,995.00
Salary Pool Payments to Central Office	-	-
Other	14,974.00	13,671.62
Transfers to Reserve	33,000.00	33,000.00
Total Contingencies Expenditure	\$597,927.00	\$549,698.16

Cash Position

Cash Position as at 31 December 2013	
Bank Balance	326,662.28
Made up of:	
General Fund Balance	84,881.62
Asset Replacement Reserves	239,798.16
Suspense Accounts	4562.5
Cash Advances	400.00
Tax Position	2,180.00
Total Bank Balance	\$326,662.28

FINANCIAL MANAGEMENT 2013

The school has a finance committee that follows an established procedure to formulate and monitor the school budget in accordance with the provisions of the Financial Administration and Audit Act. Resources are managed according to school priorities identified through the school planning process. The annual budget is set by the Business Manager and ratified by firstly the Finance Committee and then School Board. The school's resources and staff are efficiently organised and managed to provide an effective and safe learning environment as well as value for money. Budgets are integrated and aligned with learning priorities. The school continuously reviews the range and quality of all available resources. Resources are high quality and support the evidence based programs implemented which are aligned to the school plans.

The school was once again well supported by the P&C who provided funding for iPads and the new Bike Path in the Pre-Primary area. The P&C also continued to fund raise to support the Science Centre initiative. Major expenditure occurred in relation to Public Relations with the establishment of the school APP, the creation of the Virtual Tour and further enhancement of the school website. In addition, the school continued to build resources in the science area and commenced resourcing history as a discrete area.

COMMUNITY PARTICIPATION AND SATISFACTION

Parents and Citizens Association

The Mindarie Primary School community is lucky to be supported by a strong P&C and Parent Group who ensured that wonderful things happen around the school such as the annual discos, Friday treats, the fete and quiz night, trash and treasure, raffles, stalls and other special events. The P&C also held a regular coffee morning on a Tuesday morning as an avenue for parents to get together and get to know the school. The P&C once again efficiently managed the sale of school uniforms. A 2013 focus of the P&C was in relation to road safety around the school with a focus on ensuring the kiss and drive area worked effectively.

School Board

The School Board consists of community members, parent and staff representatives and the school principal. The board met regularly during 2013. Key components attended to by the board were; endorsement of the school plans, annual budget, contributions and charges and booklists.

Parent Volunteers

The school benefits greatly from the high level of parent support provided in classrooms, on excursions and at special events. Support in relation to the library is very high, with many parent assisting in this area. In addition there is a high level of support across the junior area of the school with parents volunteering their time to assist with literacy and numeracy activities. In 2013 the school provided training for parents by Diana Rigg in the area of supporting students with literacy.

Community Satisfaction

The results of the 2013 survey demonstrate that our parent community feel that most aspects of our school are generally very well managed. Comment feedback is generally positive and constructive. Suggested recommendations in some instances have been actioned e.g. creation of a school Facebook page. The school held regular 'welcome to new parents' morning teas in 2013.

Students Giving

The student councillors ran activities to support Surf Lifesaving WA, the Cancer Foundation, Cystic Fibrosis and Jeans for Genes. In addition two students ran a fund raiser for the Perth Zoo.

Community Use of Facilities

In 2013 the school had a range of external agencies utilizing it after hours to conduct activities such as photography classes, judo, karate, computer training and also before and after school day care. In 2013 the local South African society utilised the grounds to host a bazaar.