Oberthur Primary School Board Report for 2013

The School Community

Congratulations! Oberthur had another successful year in 2013 thanks to the contributions made by the entire school community. Principal, teachers, support staff, parents and volunteers have worked well together to ensure that our students are able to grow, learn and enjoy their schooling.

Activities in 2013

2013 was a demanding year in regard to the resources required to accomplish the workload involved.

Significant infrastructure changes were required to absorb the growth in student numbers across the school.

The Independent Public School Review process conducted during the year required extensive resources to ensure the review team could complete its task. It is to the credit of all those involved including the school executive team, teachers, staff, board members, P&C members, parents and students that the result was so outstanding. It is hoped and expected that innovations on display at Oberthur will be shared with other schools by the review team.

The Chaplain Service was also reviewed during the year and found to be appropriate, effective and a strong contributor to the health of the school.

A number of staff selections were made during the year. Each selection follows a demanding process in terms of time and effort; however a successful staff selection enhances the overall ability of the school to achieve its objectives. As current Board Chair I was able to participate in the Associate Principal selection process towards the end of the year and was pleasantly surprised at the quality of the applicants that wished to work at Oberthur due to the reputation of the school.

The Board

The Principal and the Board are responsible for the governance of the school. Essentially this involves balancing the interests of all involved stakeholders including teachers, staff, parents and students. Above all each board member understands the critical importance of ensuring that a learning environment conducive to achieving student improvement in all of the academic and non-academic areas is maintained. A focus on academic performance alone will not suffice to promote the growth we want to promote in our students. Decisions by the board are made after consideration of the impact the decision will have on how happy, healthy and motivated students will be as a consequence. The interests of staff and parents are also of paramount importance and to this end the Board wants to increase school community awareness of what the Board does as a priority for 2014 along with an increase in the interactions between the Board and the P&C.

2014

Student numbers have continued to increase, along with the reputation of the school and the diversity of challenges imposed by the reduction of funding provided by the State Government has also increased. The diverse nature of the school community will provide the necessary resource of creativity and innovation needed for Oberthur to continue to excel into the future.

Thank you

I would like to offer a sincere thank you to all those that make Oberthur a school of choice: Tim Bamber for his inspirational leadership; our excellent teaching and support staff; the P&C and other volunteers including board members for their outstanding commitment; and to parents without whose contribution, understanding and participation Oberthur would not be such a successful school.

Steve Reynolds, Board Chair
ANNUAL REPORT 2013

From the Principal;

To the Oberthur school community, parents, staff and students,

The 2013 year will remain in our collective memories for some time. It was a very successful year but also a very challenging one. In our third year as an Independent Public School we continued to work on school improvement in addition to preparing for and participating in our first external review of our achievements and documentation by a panel from the Department of Education Services. The excellent report we received was due to the efforts of all staff, students and parents. Well done everyone! Reflecting on the year, we continued to demonstrate enthusiasm, excitement, energy and achievement at Oberthur. We all definitely deserved our summer break and it was a time to pause, reflect and relax, if only for a relatively short time.

During the year the Oberthur team continued to develop our understanding and expertise with the Australian Curriculum in English, Maths, Science and History; we were introduced to a system of benchmarking reading skills and started development of a related Literacy Block, particularly focussed on the nine text types; the Chinese Language program was implemented for two hours for each class from Year 2 to Year 7; with strong support from our community 2013 saw the introduction of the Oberthur Chinese Immersion program, which commenced in our three Pre-primary classes and involved seven and a half hours each week with the curriculum delivered in Chinese (Mandarin) – the first such program in WA; the strong Music focus through the school including the Choir and the Instrumental Music classes, as well as involvement in a range of performance opportunities continued throughout 2013; varied Physical Education and Sports opportunities were made available; our Student Services focus on Students at Educational Risk, including identification of and support for students with special needs or experiencing difficulty in their learning continued to be appreciated by parents; our before and after school programs including Saturday Netball Club, Chinese Dance Groups, Wushu (Kung Fu) Group and Advanced Maths Groups were very well supported; further embedding of the LOSCCI facility for before and after school care took place; we appreciate the continued contributions by our Chaplain – Gerda is a terrific support for all; our Virtues Program, which enhances social skills throughout the school underpins the culture of respect and care; the Outdoor Classroom Program based around the various plantings and crops in the purpose developed garden areas – this is so well supported by Sue Knights and Sue Coleman; and so much more….. The academic areas have been characterised by achievement in UNSW (ICAS) competitions, PEAC offers for 2014, Secondary GATE placements for 2013 and 2014, WAMSE results and NAPLAN results.

Our school continued to be popular and with the growth in Kindergarten and Pre-primary numbers over the last two to three years another early childhood transportable and two general classrooms were added for the 2013 school year. The number of Kindergarten and Pre-primary students increased to a combined total of 132 students. With a slight increase in student numbers in Years 1 to 7 Oberthur is reaching its goal of ensuring a sustainable school population for the future, as proposed by the School Board in the 2011 business plan.

We selected and employed five new teaching staff in 2013, as well as two teachers of Chinese for the Immersion Program. These staff additions contribute to the variety and depth of knowledge and expertise available in our school. We continued to receive lots of positive feedback regarding our staff from parents.

Thanks to Beck Montani for her continued leadership of our very supportive and hardworking P&C group. Thanks also to Steve Reynolds (Chair) and the School Board for their decision-making and support in our endeavours in school improvement as an IPS.

The continued strong school and community partnership which provides such strong support for the students is central to the success achieved by Oberthur Primary School.

Best wishes to all for continued success in 2014.

Tim Bamber
Principal
March 2014
SCHOOL CONTEXT:

Student numbers: - As Oberthur has provided more services over time and become more well-known and popular, the numbers have steadily grown over the years…but more significantly in the last two years. Student numbers in semester one were 500 and at the end of 2013 were 510 students (including Kindergarten students).

Note: The graph and table include only full-time students

BUILDINGS AND FACILITIES:

Another Early Childhood transportable building was added to our school’s Early Childhood Learning Block in January 2013 to cater for increased numbers of Kindergarten and Pre-primary students. The grounds were shared by 130 Kindy and Pre-primary children throughout the year. Two general transportable classrooms were also added prior to the start of the 2013 school year to cater for some growth in primary student numbers.

In 2013 there were two Kindergarten buildings, three Pre-primary buildings and fourteen primary classrooms housing Year 1 to Year 7 students. There was a total of 497 students K-7 in semester one.

STAFF:

Since being selected as an Independent Public School in 2010, additional and replacement staff have been locally merit selected. In 2011 five teaching staff were selected. In 2012 a further seven teachers were added and in 2013 seven more full-time or part-time teachers joined the staff. Prior to these additions the staff was quite stable for a lengthy period. The recent additions have increased the diversity and expertise of our staff.

The main advantage of staff selection is being able to choose the most suitable applicants for the context of our school.
**DEMOGRAPHICS:**

Students at Oberthur are drawn from the school catchment area representing approximately one third of the area of Bull Creek. A significant number are from outside boundaries in Bull Creek, Leeming, Willetton and Bateman, with a small number from further afield. We have had a multi-cultural student body for many years, although the proportion of Asian students has increased significantly in recent years. A wide range of cultural backgrounds are represented. As well as a significant proportion of Australian students, others hail from U.K., China, Malaysia, India, Singapore, South Africa, Indonesia, Zimbabwe, Korea, Sri Lanka, Japan, Iran, Ireland, New Zealand, Chile, Thailand, Canada, Taiwan, Hong Kong, Bangladesh, Italy, Kenya, Spain and Columbia.

**VALUES/VIRTUES:**

The student body is a generally compliant, committed and studious group. The Family Virtues Program underpins the school’s value system and it is firmly established across the school. The use and understanding of the various virtues is integral to the positive reinforcers and the behaviour management policy, and they are fully supported by the school community. Everyone knows and values that we are a “put-up school”.

**TEACHER QUALIFICATIONS:**

All teaching staff met the professional requirements to teach in Western Australian schools and are registered with the Teacher Registration Board.

**PROFESSIONAL LEARNING 2013:**

- Australian Curriculum – English
- Australian Curriculum - Maths
- Australian Curriculum - Science
- Australian Curriculum – History
- James Ferguson – Literacy Block, Guided Reading, Guided Writing, 9 Text Types
- ICT – IWB, MacBooks, iPads
- Cooperative Learning (Kagan)
- Network Conference (May)
- Networks Day (July)

**HIGHLIGHTS OF 2013:**

- Excellent External Review Report (only one recommendation)
- Introduction of Immersion Program
- Individual school tours by Principal and Associate Principal
- Assemblies
- Learning Journey Evening (Term 3)
- Fortnightly newsletters
- Supporting trainee teachers from Murdoch University
- Supporting trainee Education Assistants
- Supporting workplace students from high schools
- Parent Information sessions and workshops
- Early Childhood Area Open Day
- Intra and Inter School sporting carnivals
- School Volunteers Program
- Year 7 Graduation
- Edu-Dance
- Year 7 camp to Rottnest Island
- Year 5 and Year 6 excursions to Point Walter Adventure Camp

*We promote our school and involve our community in many ways*
SCHOOL PERFORMANCE:

Individual Education Plans - In 2013 there were 49 IEP’s established across the school during the year. Teachers actively engage in identifying students at risk and develop IEP’s to support these students. Individual Behaviour Management Plans are established for those students having difficulty self-regulating behaviour. These are developed only for those individuals displaying a need. There are very few of these in any year.

Attendance Data - Attendance is generally not of significant concern in this school community. Individuals with less than 90% attendance are investigated and case conferences held with parents if and when necessary.

Primary Attendance Rates:

<table>
<thead>
<tr>
<th></th>
<th>Non - Aboriginal</th>
<th>Aboriginal</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Like Schools</td>
<td>WA Public Schools</td>
</tr>
<tr>
<td>2011</td>
<td>95.6%</td>
<td>95.0%</td>
<td>93.7%</td>
</tr>
<tr>
<td>2012</td>
<td>95.9%</td>
<td>94.8%</td>
<td>93.3%</td>
</tr>
<tr>
<td>2013</td>
<td>95.7%</td>
<td>94.9%</td>
<td>93.7%</td>
</tr>
</tbody>
</table>
### Destination Data –

#### Destination Schools

2014 school destinations of the 2013 student cohort

**Year Level:** Y06

<table>
<thead>
<tr>
<th>Destination Schools</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>5621 Oberthur Primary School</td>
<td>21</td>
<td>21</td>
<td>42</td>
</tr>
<tr>
<td>1277 All Saints’ College</td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>1193 Hale School</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>1121 Iona Presentation College</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>1396 Kennedy Baptist College</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>1122 St Hilda’S Anglican Sch - Girls</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>1154 Wesley College</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

2014 school destinations of the 2013 student cohort

**Year Level:** Y07

<table>
<thead>
<tr>
<th>Destination Schools</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>4126 Willetton Senior High School</td>
<td>11</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>4048 Rossmoyne Senior High School</td>
<td>7</td>
<td>11</td>
<td>18</td>
</tr>
<tr>
<td>4002 Applecross Senior High School</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1299 Corpus Christi College</td>
<td></td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>4025 John Curtin College Of The Arts</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>1396 Kennedy Baptist College</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4143 Leeming Senior High School</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>4113 Lynwood Senior High School</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>4034 Melville Senior High School</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4042 Perth Modern School</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
2013 NAPLAN DATA:

Average Numeracy Score

<table>
<thead>
<tr>
<th>Year</th>
<th>Y03 School</th>
<th>Like Schools</th>
<th>Y05 School</th>
<th>Like Schools</th>
<th>Y07 School</th>
<th>Like Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>445</td>
<td>418</td>
<td>521</td>
<td>520</td>
<td>615</td>
<td>575</td>
</tr>
<tr>
<td>2010</td>
<td>443</td>
<td>421</td>
<td>522</td>
<td>528</td>
<td>615</td>
<td>609</td>
</tr>
<tr>
<td>2011</td>
<td>434</td>
<td>433</td>
<td>576</td>
<td>524</td>
<td>630</td>
<td>600</td>
</tr>
<tr>
<td>2012</td>
<td>427</td>
<td>425</td>
<td>529</td>
<td>519</td>
<td>593</td>
<td>582</td>
</tr>
<tr>
<td>2013</td>
<td>439</td>
<td>430</td>
<td>559</td>
<td>521</td>
<td>627</td>
<td>598</td>
</tr>
</tbody>
</table>

Summary:
All three NAPLAN cohorts (Year 3, 5 and 7) achieved results better than like schools in Maths testing. This is a pleasing improvement, although the Year 3 result is only slightly higher. This may need further investigation and planning.

Average Reading Score
### Summary:

Year 5 and Year 7 results in Reading were improved from 2012 and were above like schools results. Year 3 results were marginally below like schools and the data will be examined to identify areas or students in need of attention. Our English focus for 2013 to 2016 should assist in improving Reading results over time.

**Average Writing Score**

<table>
<thead>
<tr>
<th>Year</th>
<th>Y03 School</th>
<th>Like Schools</th>
<th>Y05 School</th>
<th>Like Schools</th>
<th>Y07 School</th>
<th>Like Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>473</td>
<td>436</td>
<td>529</td>
<td>526</td>
<td>587</td>
<td>559</td>
</tr>
<tr>
<td>2010</td>
<td>463</td>
<td>440</td>
<td>530</td>
<td>528</td>
<td>598</td>
<td>582</td>
</tr>
<tr>
<td>2011</td>
<td>452</td>
<td>450</td>
<td>548</td>
<td>521</td>
<td>612</td>
<td>583</td>
</tr>
<tr>
<td>2012</td>
<td>485</td>
<td>459</td>
<td>518</td>
<td>526</td>
<td>559</td>
<td>577</td>
</tr>
<tr>
<td>2013</td>
<td>455</td>
<td>458</td>
<td>541</td>
<td>528</td>
<td>589</td>
<td>580</td>
</tr>
</tbody>
</table>

**Summary:**

All three cohorts maintained results above like schools, which is very pleasing. Our writing teaching strategies have been successful, but need to be maintained.
**Average Spelling Score**

<table>
<thead>
<tr>
<th>Year</th>
<th>Y03 School</th>
<th>Y03 Like Schools</th>
<th>Y05 School</th>
<th>Y05 Like Schools</th>
<th>Y07 School</th>
<th>Y07 Like Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>449</td>
<td>426</td>
<td>562</td>
<td>516</td>
<td>602</td>
<td>560</td>
</tr>
<tr>
<td>2010</td>
<td>439</td>
<td>423</td>
<td>523</td>
<td>517</td>
<td>588</td>
<td>578</td>
</tr>
<tr>
<td>2011</td>
<td>447</td>
<td>437</td>
<td>549</td>
<td>512</td>
<td>601</td>
<td>576</td>
</tr>
<tr>
<td>2012</td>
<td>458</td>
<td>438</td>
<td>546</td>
<td>518</td>
<td>581</td>
<td>575</td>
</tr>
<tr>
<td>2013</td>
<td>464</td>
<td>438</td>
<td>543</td>
<td>514</td>
<td>608</td>
<td>582</td>
</tr>
</tbody>
</table>

**Summary:**

Spelling results have also been maintained above like schools in all three cohorts in another pleasing result for Oberthur.

**Average Grammar & Punctuation Score**
### Summary:
All three cohorts achieved better results than like schools. It is pleasing to see the improvement in Year 5 and Year 7 results from 2012.

### NAPLAN information from MySchool website
Oberthur Primary School, Bull Creek, WA

### Results in numbers

The chart below displays average NAPLAN scores for each domain. The selected school’s scores are displayed in blue. Also displayed are average scores for statistically similar schools (SIM) and all Australian schools (ALL). The coloured bars indicate whether the selected school’s scores are above, close to, or below the other scores.
Summary:

This chart lifted from the MySchool website compares Oberthur students’ results with Australia wide selected similar schools. These schools are different from the like schools selected in the W.A. formulated graphs and tables.

However, given these differences between state and federal comparisons, Oberthur results still show similar patterns.

All areas except one are similar to or better than Australia wide similar schools. This one area where results are slightly below comparable schools is year Three Reading.

I believe that our staff and students can be congratulated on the achievement of such fine results, but we must not be complacent as we continue to focus our collaborative efforts on continuous improvement.

WAMSE – West Australian Science and Society and Environment Assessment in 2013:

Percentages of students in top 20%, middle 60%, bottom 20% of the State and among Like Schools

YEAR FIVE

<table>
<thead>
<tr>
<th></th>
<th>Year 5 Science</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>State</td>
<td>School</td>
<td>Like Schools</td>
</tr>
<tr>
<td>Top 20%</td>
<td></td>
<td>53 % 41 % 69 % 39 %</td>
<td>39 % 43 %</td>
</tr>
<tr>
<td>Middle 60%</td>
<td></td>
<td>47 % 59 % 29 % 56 %</td>
<td>57 % 47 %</td>
</tr>
<tr>
<td>Bottom 20%</td>
<td></td>
<td>0 % 0 % 2 % 4 % 4 %</td>
<td>9 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Year 5 Society &amp; Environment</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>State</td>
<td>School</td>
<td>Like Schools</td>
</tr>
<tr>
<td>Top 20%</td>
<td></td>
<td>53 % 46 % 50 % 42 %</td>
<td>42 % 40 %</td>
</tr>
<tr>
<td>Middle 60%</td>
<td></td>
<td>47 % 51 % 48 % 54 %</td>
<td>54 % 49 %</td>
</tr>
<tr>
<td>Bottom 20%</td>
<td></td>
<td>0 % 3 % 2 % 4 % 5 %</td>
<td>11 %</td>
</tr>
</tbody>
</table>
## Year Seven

| State | Year 7 Science |  |  |  |  |  |  |
|-------|---------------|---|---|---|---|---|
|       | **School**    | **Like Schools** |  |  |  |  |  |
| Top 20% | 57 % | 39 % | 61 % | 43 % | 40 % | 42 % |  |
| Middle 60% | 43 % | 55 % | 37 % | 52 % | 55 % | 49 % |  |
| Bottom 20% | 0 % | 5 % | 2 % | 5 % | 5 % | 9 % |  |

| State | Year 7 Society & Environment |  |  |  |  |  |  |
|-------|-------------------------------|---|---|---|---|---|
|       | **School**                    | **Like Schools** |  |  |  |  |  |
| Top 20% | 57 % | 47 % | 61 % | 41 % | 43 % | 42 % |  |
| Middle 60% | 43 % | 47 % | 33 % | 54 % | 53 % | 50 % |  |
| Bottom 20% | 0 % | 5 % | 6 % | 6 % | 4 % | 8 % |  |

**Summary:**

Oberthur Year 5 and Year 7 students achieved Science and S&E results generally better than results achieved in like schools. Year Five Science and Year Seven S&E were particularly impressive.
OBERTHUR PRIMARY SCHOOL

PARENT SURVEY 2013

We appreciate the efforts of parents in completing the parent survey issued to parents of students with a surname beginning with the letters G to M inclusive. In 2013 of the surveys issued a total of 54 were returned. This is a satisfactory level of return. We believe that this is a wide enough response to give a good indication of the perceptions of the majority of parents and caregivers in our school community.

ANALYSIS:
For the eleventh year that we have been running this survey at Oberthur, the results indicate a positive view of Oberthur Primary School. The vast majority of the thirty questions were answered positively by between 90 and 100 per cent of respondents.

We have reported the results based on 4 major areas, with the percentage of positive comments, negative comments and percentage unable to comment. The four clusters are: -

School environment cluster - The focus of this cluster is the overall culture of the school. It includes issues of behaviour, school pride, security, pastoral care and general tone of the school.

Quality of teaching cluster - This cluster focuses on how the school’s own teachers are perceived. It invites opinion about their attitudes and their teaching skills.

Communication cluster - This cluster focuses on two-way communication between school and community. It concerns how well the school keeps students and parents informed about individual and school performance, and how receptive the school and its staff are to input from parents and students.

Curriculum outcomes and responsiveness cluster - This cluster focuses on the range, depth and relevance of learning opportunities that are made available to students in the school. It includes opinions about achievement levels that are typical of the school.

<table>
<thead>
<tr>
<th>Major Area</th>
<th>% positive</th>
<th>% negative</th>
<th>% uc</th>
</tr>
</thead>
<tbody>
<tr>
<td>School environment cluster</td>
<td>98.6%</td>
<td>1.1%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Quality of teaching cluster</td>
<td>97.9%</td>
<td>0.7%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Communication cluster</td>
<td>92.8%</td>
<td>3.7%</td>
<td>3.5%</td>
</tr>
<tr>
<td>Curriculum outcomes and responsiveness cluster</td>
<td>93.1%</td>
<td>4.8%</td>
<td>2.1%</td>
</tr>
</tbody>
</table>

The questions with the lowest positive responses or lowest mean responses are listed below. It needs to be remembered that the overall responses are extremely positive. Only two questions were less than 90% positive.

Q.16 (87.0% positive – 11.1% negative) I receive helpful information about my child’s progress and achievement levels. – Some parents may feel they need more information about their children’s progress than we currently provide under the Department of Education’s formal reporting to parents format. We also try to address this issue in our policy with 3 way conferences and a learning journey, which have received much positive feedback from parents. It would be helpful if we could elicit more information from the six respondents who answered this negatively to contribute to considerations for improvement.

Q.21 (87.0% positive – 3.7% negative) Staff at this school take my concerns seriously. – It is an expectation of all of our staff at Oberthur to listen to all concerns and to try to address them. As there are two respondents who answered this question negatively, it is likely that the five respondents who were unable to comment skewed the positive result. We will continue to encourage parents who have any concerns to raise them with the appropriate staff member, teacher or the administration if they feel that their issue has not been resolved.

Overall, this survey represents a very positive view of Oberthur Primary School by its community. However, we need to maintain and review our programs to ensure continued improvement. The written comments received can be important indicators of possible areas for improvement.

This is a summary of the parent survey. The full survey results and graphs can be accessed at the school office.

We will be reviewing the survey with the intention to consider initiating the use of the parent survey recommended by the Department of Education in 2014.
Achievements in 2013

- Continued implementation of Australian Curriculum: English across the whole school
- Staff accessed PL twice a term at Woodlands TDS school in AC: English
- Continued to use of AC: English planning documents Kindy – Year 7
- Shared PL in AC: English at whole school early close meetings and provided access for teachers to planning documents on the Shared Drive
- AC Display in staffroom
- Diana Rigg Phonemic Awareness program Kindy – Year 3
- Ongoing purchasing of Diana Rigg resources
- Significant number of students from Years 3 – 7 who excelled in University of NSW tests in English, Writing, Spelling and Reading
- Use of the ‘Bulletin’ as a means of communication to update and inform staff
- PL on viewing and sharing of sequence of lessons from all staff
- Analysis of NAPLAN data in Years 3, 5 and 7
- Testing of NAPLAN in Years 2, 4 and 6
- On Entry testing to all Pre Primary – Year 2 students
- South Australian Spelling and individual tracking of students in Years 1 – 7
- Speech Therapist access in Kindy and Pre Primary for SAER
- Three senior students participated in the ‘Speak Up Awards’ with one student progressing to the semi finals
- IEP’s / GEP’s
- Use of Multi Lit and Education Assistant for SAER students in Years 1 and 2
- Literacy Net
- First Steps Reading and Writing Overviews
- PM benchmark analysis commenced across the whole school in Term 4
- Literacy support for ESL students
- Cross Curricular resources purchased for Kindy – Year 7
- Started a three year Literacy Plan with James Ferguson – Nelson Cengage Learning
- PL in Guided Reading, Guided Writing, Literacy Block, PM Benchmarks
- Levelling of all current reading resources
- Purchased additional Literacy resources including PM Benchmark kits, PM Writing Emergent +, 1+, 2+, 3+ and 4+ and Nelson New Directions 3, 4, 5 and 6 Kits
- All staff completed an audit of current literacy practice
- Students from PP to Year 6 assessed using PM Benchmarks

Recommendations for 2014

- Reporting to Parents in Semester 1 and 2 using the Assessment Principles and Reflective Questions and Grade Allocation in Australian Curriculum: English
- Use of DoE NAPLAN planner for 2014
- Create a NAPLAN file for Years 2 – 7 teachers to support teachers
- On Entry testing Pre Primary – Year 2 as a tracking device
- Building an analysis for PM Readers Pre Primary – Year 2
- Continue accessing Speech Therapist with the view of identifying new SAER students
- Continue up-skilling all staff on the structure of Literacy Block using James Ferguson framework
- Continue Multi Lit intervention
- Deeper analysis of NAPLAN data
- Continue PL with AC: English including cross curricular priorities
- Continue to develop an AC: English resource folder on the Shared Drive with relevant documents for teacher access
- Use of Sound Waves ‘Diagraph and Blends’ posters Kindy – Year 3
• Create a Scope and Sequence under the guidance of James Ferguson
• After analysis of current reading resources begin purchasing to 'plug' the holes
• Identify Grammar resources
• Consider implementing a handwriting program
• Staff collaborative planning to have a common approach to the teaching of English
• Link Literature strand to cross curricular areas including History and Geography
• Provide a Diana Rigg refresher PL to all staff
• Investigate suitable iPad apps for K – P
• Locate a central area for reading resources

Mathematics – OLO 2 and 5

Achievements in 2013
• Curriculum Leader attended four days of Leading Australian Curriculum: Mathematics
• Implementation of a NAPLAN focus group to collect data and identify areas of concern
• Time allocated so a Numeracy Block Strategy can be trialled
• Purchase of targeted resources.
• Common DOTT and planning times
• Staff are using the Australian Curriculum Mathematics
• Member of MAWA( Maths Association of WA )
• Student participation in Have Sum Fun Online. Year 6 team won competition in Term 3
• Successful participation in Australian Mathematics Competition (AMC) and UNSW Competition. Two prizes awarded with many High Distinctions received
• Before school Mathematics extension class introduced and run by Oberthur Primary School teachers for identified TAG students from Year 5 - 7
• Member of APSMO (Australasian Problem Solving Mathematical Olympiads). All Year 6 and 7 students and selected Year 5 students participated in five competitions. Oberthur in top 10% of schools in Australia
• Whole school mathematical task related to Numeracy Block
• On entry assessment of Pre Primary students
• Mathletics program for all students at Oberthur continued
• Online Testing at the beginning and end of the year for PP – Year Two
• Development of common assessment tasks in phases of learning
• Ongoing phase meetings for mathematics
• Numeracy Team attended Whole School Planning workshop hosted by WAAPA

Recommendations for 2014
• Continue Australian Curriculum PL
• Continue with the analysis of NAPLAN to identify areas of weakness
• Research, promote and begin to implement a Numeracy Block strategy across the school
• Regularly conduct numeracy planning activities by meeting at least once per term
• Formalise use of diagnostic tasks across the school
• Analysis of on entry assessments
• Introduce a Maths Corner once per term in the school newsletter. This could involve problem solving and interesting maths facts and ideas
• Purchase of targeted resources
• Inclusion of a whole school mathematics vocabulary in Numeracy Block
• PL in Numeracy Block from Katrina Bonetti and Paul Swan targeted at phases of learning
• Investigate a whole school operations strategy or competition
• Year one and two teachers to receive mathematics data from the Online Testing to target teaching focus for term one.
• All staff to follow Queensland planning documents. Kindy to create their own similar document during 2014.
Inquiry Process – OLO 3

Achievements in 2013
- The inquiry process is one of the strategies used in all classes to promote quality learning experiences
- The inquiry process is summarised on to six coloured cards for each of the steps and displayed in every class

Recommendations for 2014
- Ensure new teachers and new classes have copies of the inquiry process cards for classroom displays and reference.
- Use collaborative meetings to discuss links of the inquiry process to the instructional strategies and the Blooms thinking skills taxonomy, which is also in each class room
- Review elements of inquiry process and links to Blooms Taxonomy
- PL to revise the process and introduce to new staff

ICT - OLO 4

Achievements for 2013
- Rollout of 1-1 MacBook Program to all Year 5 - 7 classes
- Macbook Trolley for Years 1 – 4
- Continued computer replacement program
- Commenced program to place updated (new) desktop PC’s in all classrooms for admin network access and IWB connection (10 in 2013)
- Purchased Interactive Whiteboards for new classes to cover all classes from PP - Year 7
- Kindy2 has interactive TV
- Continued training on MacBooks
- Expanded wireless infrastructure
- Survey for 1 - 1 Program and classroom laptop programmes
- iPads in LOTE
- Investigating iPads, iPad PD, visit to Settlers PS
- Roll out six iPads into each K and PP class plus storage
- Relocated servers
- Introductions of Edu Blogs

Recommendations for 2014
- Build a support program around developing classroom programs using iPads in K and PP
- More specific individual or small group staff training (collaborative groups or phases)
- IWB’s for new classrooms and Kindy
- Continue classroom PC upgrade program in remaining classrooms (10?)
- Remote Desktop – PL and use plus ‘talking parrot’
- Clarify data collection
- Continue to employ technician one day a week
- Ensure laptop trolley is maintained
- Review current processes for purchasing equipment and imaging computers
- Review replacement programs for IWB and computing equipment
- Check all IWB’s in classrooms for optimal use
- Investigate the Queensland Department of Education Smart Classrooms
- Source and purchase iPad apps and allocate time to upload
- Continue training on EasiTeach
- Investigate ways to order parts for IWB’s
Thinking Skills - OLO 6 and 12

Achievements in 2013

- All staff have been provided with an Innovative Teacher’s Companion diary
- Modelling and sharing of best-practice instructional strategies at staff and phase meetings
- Provision of Bloom’s Taxonomy posters in each classroom
- Continued evidence in Australian Curriculum: English planning documents with embedded strategies
- Displays of instructional strategies at work and thinking tools in common areas
- Teachers up-skilled in Kagan strategies
- 14 staff attended Eric Frangenheim Explicit Teaching PD
- Scope and sequence of Thinking Skills

Recommendations for 2014

- Purchase new Bloom’s Taxonomy charts for all new classrooms
- Roll out ongoing tasks to up-skill staff on more complex strategies
- Model use of resources using for “ICT Think Drive” for the whole school
- Explicitly share activities using strategies during team meetings, e.g., one strategy per term
- Provide flip book of Instructional Strategies for new teachers
- Placemat of different strategies

Science – OLO 7

Achievements in 2013

- 2013 Science Audit resulted in further increases to the practical science resources, for example, light boxes, thermometers, chemical science vessels, electricity equipment and physical science resources such as magnets, pulleys, vehicles and construction
- Several class excursions to a range of locations making direct and purposeful links to the classroom science units, for example, Perth Zoo, Piney Lakes, Scitech etc.
- The undertaking of Water Wise projects
- Purchased second set of ‘Australian Curriculum: Science’ related teacher reference resource material RIC (K-7) to cope with demand and staff numbers and Pearson Science teacher Research
- Outdoor classroom linked to aspect of the science curriculum such as ‘Life and Living’ and ‘Biology’ objectives
- Forensic Science specialist (Professor Lewis) in school for a unit of work with Year 7 students
- Periodic tables distributed in upper phase classrooms
- Increased library texts for Science
- Library displays produced to support teachers in Science topics complimented with library book resources on the topics of the term (Sue Giddings teacher displays)
- Continuing to work in partnership with the local schools on Science development and attend the Science Network meetings
- Worked with the local high school on transition work in relation to the Year 7 Science curriculum for 2013/2014
- Year 3 Scitech excursion in Term 4
- Every class provided with an investigations working poster
- Staff are effectively using AC Science in their teaching and learning programs

Recommendations for 2014

- Complete 2014 Science audit in order to update and increase resources to cope with the development in the new curriculum
- Maintain the profile of Science Week but use a manageable program related to the ‘Magic of Science’
- Deliver further PD to teachers in relation to the AC: Science and assessment
• Continue to increase texts in library to accommodate student needs in relation to Humans Endeavour
• Share effective portal and website resources
• Investigate other schools use of iPads and Science
• Create a teacher resource display in the library to accommodate each terms aspect of Science (Term 1 Biological Science, Term 2 Earth Science, Term 3 Physical Science and Term 4 Chemical Science)
• Continue established links with the local high school. Attend Rossmoyne Senior High School Science Day
• Develop solar boat/ car partnership with Parkwood Primary School. Establish a race resource lake within school grounds (outside Science room). Secure extra funding for 12 solar panels ($1000)
• Investigate ways of using the school electricity bill and the solar panel renewable energy units in class/lessons
• Shared teacher planning for Sciences through early close meetings
• Update the school Science policy
• Create an effective Science working party with the two new members of staff and start by updating the Operational Plans for Science (incorporate new members from new staff)
• Investigate purchasing ‘Scientriffic’ magazine from the CSIRO
• Include Science in the Chinese Immersion program in PP and Year 1

Society and Environment (History of Australia) (Geography) - OLO 8

Achievements in 2013:
• Staff given resources and information from PL about AC: History
• AC: History planning sheets developed and given to all staff at each year level
• Discovering History resources purchased for Junior, Middle and Upper Primary
• History timelines on display
• Literacy texts linked to History year level topics
• Links to cross curricular priorities established
• Current library texts related to Australian History purchased
• Novels purchased on historical themes
• Two staff attended Geography Conference
• Linking Literacy to Aboriginal and Torres Strait Islanders History
• Reporting in History Australian Curriculum
• Explored Noongar signs for each block relative to the Noongar season
• Purchased and displayed Noongar Language posters
• History taught in PP Immersion classes

Recommendations for 2014
• Teachers to use planning documents to plan History sequence of lessons in Terms 1 and 2 and Geography in Terms 3 and 4
• Continue purchasing resources to supplement the History Curriculum
• Purchasing of ‘Historicool’ magazine
• Set up file of resources for all staff to access
• Hold whole school Aboriginal Culture Incursion. Apply for grant with PALS and Melville Shire
• Encourage and in-service staff to use Noongar Website
• Investigate reporting in Geography
• Get Brian Rogers to up-skill staff in Geography
• Encourage staff to consider Canning Wetlands for excursions
• Purchase world globes for all classes
• Assess and report in AC History
• Develop and purchase authentic artefacts for classroom use (to be stored in the library)
Achievements for 2013

- Chinese Immersion Program - 7.5 hours per week for three Pre-primary classes
- Visit from President of WAPPA to interview Immersion and classroom teachers in the three Pre Primary classes. Video posted on WAPPA website
- Visit from Chinese Consulate in Perth to view the Immersion and Chinese program
- Chinese Extension Program continued, provided by a native speaking Chinese Education Assistant, catering for the advanced needs of Chinese background students from Years 2 – 7 in Chinese language and culture
- State Chinese Speaking, Writing and Story Telling Competitions - achieved wonderful results with many top prizes
- Harmony Week celebrations including multicultural lunch and Chinese Cookies and Prawn crackers stalls
- Performances by Oberthur Girls Chinese Dance Group and Oberthur Wushu (Kungfu) Academy at Confucius Institute, UWA, Chinese New Year Celebration Dinner and school assemblies
- Chinese cultural experience for Year 7 graduates – Chinese lunch excursion
- Harmony Week assembly with multicultural costume parade
- Hosted Xingzhi Sister School Study Tour Group: 21 students and 5 teachers
- Asian Language and Culture books and teachers reference in the library for student and teacher borrowings
- Develop Scope and Sequence and resources for Immersion program

Recommendations for 2014

- Continue Chinese Immersion to include four Year 1 and three Pre Primary classes
- Develop the Chinese Language and Culture Resource Centre to include a Chinese classroom and seminar room
- Plan and develop a Chinese Garden between Senior block and Chinese Classroom/LOSCCI
- Continue Oberthur Girls School Dance and Wushu (Kung fu) groups
- Continue Chinese Extension program for native speaking Chinese students (funded by parents)
- Harmony Week celebration – continue multicultural activities during the week and arrange a Chinese Lion Dance school incursion
- Culture awareness incursions and excursion – Pandas Picnic for Year 6 students and Chinese lunch excursion for Year 7 graduates
- Participate in state Chinese Language ‘Story Telling, Speaking and Writing’ Competitions
- Chinese language and culture learning on line with Xingzhi sister school and tutors in Beijing via Language Learning Space
- Year 5, 6 and 7 study tour visit to Xingzhi Primary School in Hangzhou and cultural experience trip to Beijing, Xi’an and Shanghai.

Arts (Music) - OLO 10

Achievements for 2013

- Weekly one hour music specialist lesson for all students in Years 1-7; students have performance opportunities on tuned and untuned percussion instruments (Year 1-2), recorder (Year 3-4) and ukulele (Year 5-7). The school purchased 15 ukuleles for use in class time
- Weekly 30 minute music specialist lessons for Pre-Primary classes - Chinese Immersion Program uses singing and action songs with
familiar melodies to teach maths and kinaesthetic concepts, Chinese language, and enhance student interaction with Chinese culture

- Instrumental Music Program (SIM) – weekly 30 minute group lessons for violin, viola, cello, double bass, guitar and flute. SIM students also attended metro-area excursions; Beginner String Workshop, Year 7 String Workshop and Guitar Workshop
- Instrumental Ensembles – String Ensemble, Cello Quartet and Guitar Ensemble performed at school and community events such as music assemblies, graduation assembly, music nights at Oberthur PS and Rossmoyne SHS, and the Fremantle Maritime Day. Selected students also participate in area-bands and orchestras offered through Rossmoyne SHS and Willetton SHS
- Continuation of piano program – private piano lessons offered at Oberthur Primary School by an external provider, held after school (2 days) and on Saturdays in response to parent/student interest
- Choir Program – our choir of 60 students performed at a wide range of events in the school, local and wider communities. Highlights include

  - Christmas Musical Production of *A Dickens of a Christmas*, held at Rossmoyne SHS
  - Fremantle Maritime Day
  - Community performances at Lefroy Hostel, and events hosted by the Melville City Council (Community Movie Night & Harmony Week performances)
  - Music assemblies (including ANZAC Day & school review assembly), choir incursion (sleepover) & the Music Showcase evening concert
- Social Choir held every 2nd Wednesday lunch-time in Terms 1, 2 & 3 to provide opportunities for students to develop leadership skills and engage with contemporary music of their choosing

**Recommendations for 2014**

- Maintain community engagement; further involvement with the Melville and Canning City Councils and other organisations in our local community such as Lefroy Hostel and Rossmoyne SHS
- Implement Australian Curriculum: Arts (Music) for Semester 1, 2014, (providing it is published by ACARA as anticipated) and engage in collaborative planning with teachers from the South Metro Music Network
- Refine use of technology – all students in Years 5-7 belonging to their class page for Edmodo should have a linked parent account. Edmodo will be used more regularly for quizzes, polls and assignments. Also, build on the Oberthur Music Blog created in Semester 2, 2013 and include QR Codes
• Provide time/access for Year 5-7 students to practice on ukulele during lunch times as many do not have an instrument at home, and encourage parents to purchase an instrument for home practice, if possible
• Following its success in 2013, hold a music sleepover again in 2014 with view to this becoming an annual event
• Build the number of boys in choir, and plan for songs and performances that appeal to boys in order to maintain their involvement through the year
• Maintain opportunities for solo and small group instrumental performances at school and in our local community, and provide better promotion (school newsletter, assemblies, posters, blog) for events where Oberthur students are performing
• Establish a parent music committee to assist with organisation of music events – one meeting per term as necessary
• Maintain whole school emphasis on Music specialist area

Arts (Visual Arts and Drama) - OLO 10

Achievements for 2013
• Visit from local graphic artist, Phil Hew, to Year 6 and 7 classes
• Art/Drama incursion for whole school related to bullying – Paint Storm
• Paintings from Paint Storm framed for undercover area
• Dramas and acts presented by the Year 7’s at camp
• Drama and scriptwriting of finger puppet plays videoed by Year 6 students
• New art products demonstrated to staff
• Art kits made up for teachers to borrow in classrooms
• Junior art programme with library and front office displays
• Dramas presented at assemblies
• Use of expertise of parents in acquiring knowledge of ceramics
• Some students chosen to take part in Applecross Senior High School after school arts programme

Recommendations for 2014
• Visits from local artists, for example, graphic artist and still life artist
• Permanent frames to display some pieces in the library
• Collaboration with music specialist – speaking parts for Christmas musical
• Collaboration with music specialist – combined arts evening with display of art works in gallery style for viewing
• Art/drama incursion for whole school related to bullying – Paint Storm
• Organized art in-service for interested teachers
• Extension of use of kiln into more classes
• Investigate an Art Specialist in the school
• A bigger budget for Art

Health and Physical Education – OLO 11

Achievements in 2013:
• Orienteering - both intra school and an interschool events (Kalamunda)
• Netball Club - Saturday morning at Fremantle/train at Oberthur...community involvement (eight teams)
• SCISA interschool events - swimming, football, soccer, netball, hockey, athletics, cross country, league tag, cricket
• S.S.W.A events - orienteering, basketball, soccer
• Oberthur school events- swimming (Years 4 - 7 and competent swimmers in Years 2 and 3), athletics (Pre-Primary to Year 7 and a separate Kindy Day), cross country (Years 3 - 7)
• Edu-Dance for the whole school (Pre-Primary to Year 7) and a separate Kindy
dance incursion
- In-school development clinics - netball, football, golf, league tag, basketball
- Eagles Cup - interschool competition during Friday afternoon Senior Sport and last Tuesday in Term 2 (netball, hockey, football, soccer)
- Tennis lessons before school with Willetton Tennis Coach (Tuesday mornings)
- Cottesloe Beach swimming lessons for Year 6 and 7 students (Term 1)
- Melville Pool swimming lessons for Pre-Primary to Year 5 students (Term 1)
- Ballroom Dancing lessons for Year 6 and 7 students in Term 2 and Social Dance in an evening with Parents
- Kung Fu Lessons before school on Thursdays (Year 2’s and up)
- Chinese Dance lessons (Years 4 - 6)
- Table Tennis competition and lunch time/recess play
- Students council/faction captains lunch time competitions...3 on 3 basketball, Fever Fast Ball (netball), table tennis, chair ball
- First Aid Focus Years 1-7
- Beep test for fitness levels of students
- Heart rate monitors used for fitness testing
- Woolworths ‘Sports for School’ vouchers ($1500 worth of sporting equipment purchased)
- Before school cross country running training in Term 2 and Term 3
- Badminton sessions after school (Term 2 Friday afternoons)
- Year 5 school cycling programme
- Year 7 camp to Rottnest Island
- Crunch and Sip implemented across the school

Recommendations for 2014:
- Continue to organise Edu Dance/ orienteering and other activities during P.E. DOTT time where possible
- School cycling programme to continue
- Continue with lunch time school based competitions organised by Student Councillors and Faction Captains
- Interschool competitions to continue (SCISA)
- Combined Year 6 and 7 camp to Rottnest Island
- Cottesloe swimming lessons for Year 6 and 7 students to continue
- PL Immersion teachers in PE and Health
- Sports carnival split into Junior and Senior Carnivals. Can they be held on a Friday??
- Consider filming the Edu Dance teacher to review with students on IWB during class time
- Consider creating another faction
- Explore draft AC Health and Phys Ed

Values Education and Behaviour – OLO 13

Achievements for 2013:
- Timetabled sequence of virtues to be taught
- Presentations at Assembly to explicitly teach Virtue of the Month involving the School Chaplain and small groups of interested students
- Newsletter definition of ‘Virtue of the Month’
- ‘Aussie of the Month’ linked to virtues
- Posters of current virtues on display in the Undercover Area
- Better buddies program linking Year 1’s to Year 4’s to help establish Year 1’s in the playground. All year levels to be linked for a 3 year time span.
- School Chaplain’s role – welcome packs, CHICS and Rainbow programmes, Lefroy hostel visits, classroom support and mentoring of specific students identified by teachers
- KidsMatter – Component 1 Revision, Component 2 – all staff up-skilled in term 2
- Successfully applied for grant with WA Children’s variety.
- Purchased Teacher Resources Friendly Schools Plus
- School Noticeboard – workshops for parents on mental health and parenting
- Harmony Week – embracing all cultures
- School Volunteer Program
- Merit Certificates presented at each class item assembly
• Hand of Friendship end of year award to one student in each class
• Survey of self-esteem and connectedness to the school administered to all students. Data collected

Recommendations for 2014
• KidsMatter Component 3 Key staff to attend PD and to in service other staff by the end of Term 3.
• Class meetings – link to Health Curriculum
• Continue virtues program – sequence of virtues taught, promoted, demonstrated and linked to Aussie of the Month.
• Maintain current programs
• Present Kids Matter Component 2 to P & C and School Board.

Learning Support Coordinator

Achievements in 2013
• Collaboration of two Learning Support Coordinators (LSC) enabling support across whole school
• Induct new staff in Oberthu Primary School processes and procedures
• Coordinate the development of transition plans
• Collection and placement of BMP/IEP/GEP’s to the school SaER file
• Managed case conferences for students at risk academically, socially and emotionally
• Provide templates for staff to assist with the writing of plans
• Provide a SaER file for each classroom teacher with access to plans, agencies, current class lists with identified students and general information
• Apply for Schools Plus resourcing
• Assist teachers and Education Assistants to make relevant teaching and learning adjustments to curriculum programming and everyday teaching
• Liaise with the Principal, Associate Principal, School Psychologist, Visiting Teacher IE, School Chaplain, classroom and support Teachers and Education Assistants and other outside agencies to develop a Learning Support Team
• Regular informal phone calls to parents of past and present SaER to continue the lines of communication
• Opening the library for three lunch periods a weeks for students to provide an alternate safe environment
• Conduct school tours for new students and parents of students at risk
• Use of the School Volunteer Program for SaER
• Tracking of students from Kindy to Year 7 through the use of Lit Net
• Confidential Filing system updated for teachers and Education Assistants to gain background information
• Ongoing maintenance of individual student files
• Producing a set of social stories for each classroom teacher Kindy – Year 7
• Implement a Parent Teacher Conference Record

Recommendations for 2014
• Learning Support Coordinator’s role to continue
• Tracking ‘D’ and ‘E’ grade students using Semester 1 and 2 reports
• Use Performance Management for accountability of SaER students
• Use of On Entry and NAPLAN data to ‘flag’ TAGS and SaER
• IEP / GEP / BMP documents to form part of Performance Management

School Chaplain

Achievements for 2013
• Integral member of the Kids Matter action team, contributing ideas to enhance a positive school environment and a whole school approach
• Contributing to School Virtue Program
• Organise guest speakers during poverty week to raise awareness of poverty and social injustice
- Organise Year 5 – 6 students to make ‘birthing kits’ for underprivileged mothers in Papua New Guinea
- Provide emotional support to teachers, parents and students
- Organise students to visit local Lefroy Hostel
- Liaise with Occupational Therapist at the local nursing home to coordinate appropriate inter-generational activities
- Organise small groups of students to perform at whole school assemblies to emphasise the ‘Virtue of the Month’ through drama, dance and / or stories
- Support classroom teachers in the classroom, especially small group work, in the implementation of the teaching and learning programs and the virtues program
- Facilitate the Scripture Union Choices, Hopes, Identity and Connection (CHIC) Program to small groups of Year 6 girls. Twelve students participated in term three and four
- Facilitate the Rainbows Program (loss and grief program) to identified students from Years 1–5. Two groups of students participated in term two and three
- Mentor three individual students through the Volunteer Program
- Mentor individual students as referred by parents or teachers
- Organise small groups of students who assist to create Oberthur PS Welcome bags
- Follow up new students to the school and present Oberthur PS Welcome bags
- Set up or join in activities during recess and lunch to encourage students to interact and engage with other students, for example, making cards, art and craft activities, board games, gardening
- Participate in annual Year 7 camp at Rottenest Island
- Participate and support students and teachers in school events such as excursions, incursions, concerts, carnivals, fetes
- Assisted librarian with book fair in September
- Member of the P and C
- Attended YouthCare Willetton Leeming Rossmoyne Council about once a term, write report and give feedback about my work at school

**Recommendations for 2014**

- Continue all programs as in 2014 and evaluate and review once a term with line manager
- Facilitate cluster meeting of School Chaplains in local area once a term
- Provide ongoing support to the network of Chaplains when needed
### Revenue - Cash

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<th>Actual</th>
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<td>Charges and Fees</td>
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<td>Government Allowances</td>
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<td>P&amp;C Contributions</td>
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#### Total

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<td>Total Salary Allocation</td>
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### Cash Position

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### Revenue Source

#### Contingencies Revenue - Budget vs Actual

- **Budget**: $3,784,576.00
- **Actual**: $3,784,576.00

### Expenditure - Budget vs Actual

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<tr>
<td>Building Fabric and Infrastructure</td>
<td>$85,406.00</td>
<td>$85,175.94</td>
</tr>
<tr>
<td>Education Services</td>
<td>$160,190.19</td>
<td>$160,190.19</td>
</tr>
<tr>
<td>Other Specific Programs</td>
<td>$8,703.81</td>
<td>$8,703.81</td>
</tr>
<tr>
<td>Trading Activities</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>Salary Payments to Central Office</td>
<td>$27,315.00</td>
<td>$26,967.25</td>
</tr>
<tr>
<td>Other</td>
<td>$210,000.00</td>
<td>$210,000.00</td>
</tr>
</tbody>
</table>

#### Total Expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Contingency Funds Available</td>
<td>$679,847.00</td>
<td>$659,214.70</td>
</tr>
<tr>
<td>Total Salary Expenditure</td>
<td>$3,784,576.00</td>
<td>$3,784,576.00</td>
</tr>
<tr>
<td>Total Expenditure</td>
<td>$4,464,423.00</td>
<td>$4,417,114.70</td>
</tr>
</tbody>
</table>

### Bank Balance

- **Budget**: $469,263.56
- **Actual**: $469,263.56