



GUILDFORD PRIMARY SCHOOL



ANNUAL REPORT 2018

Achievements 2018

Principal: Robyn Webster

2018 was the 185th year of operation for Guildford Primary School which is the oldest continuous operating school in Western Australia. It is a school steeped in history and community pride.

The 2018 Annual Report aims to provide information about the school's performance over the past year with highlights, strengths, and achievements.

Introduction

The 2018 academic year has been a year of continued academic and social growth with the work of the teaching staff being complemented by the school community. It has also been a year of valuing our heritage and our achievements, being identified by ACARA as demonstrating above average gain in Reading and/or Numeracy. Parents have assisted with classroom activities, excursions, camps, sporting teams and carnivals, uniforms, fundraising, the School Council and the P&C Association.

There have been many highlights during the year which include:

- With the generous support of the P&C the Nature Play area is refurbished with the installation of more steppers, rustic tee pee building frames and repairs to existing logs. There is also the addition of seating made from 'Oakie' for an outdoor classroom. Loose parts bins and a decking area for students and teachers to utilise for outdoor activities and a sensory garden path with creek bed and boulders are new additions to our outdoor play and learning areas.
- After 41 years in education, Mr Robert Prew announced his retirement. Mr Prew was Deputy Principal at Guildford Primary School for 30 years. Mr Prew made a significant contribution to the education of hundreds of students in his career. A lasting legacy of Mr Prew's time at Guildford is the Performing Arts area and Senior play space which is used every day by students and hosts our end of year Presentation and Awards Evening.



Other highlights and achievements of the school year are shown throughout the report.

PART ONE The school and its context.

School Purpose Statement

To ensure our students develop the understanding, skills and attitudes relevant to individual needs, thereby enabling them to fulfill their potential and contribute to the development of our society.

The development of appropriate and acceptable behaviour is a staff, parent and student concern. Its success is based upon the recognition of the dignity and worth of all students.

School Vision

Guildford Primary School is Western Australia's oldest continually operating school. With proud **heritage** and **tradition**, set in beautiful **natural surroundings**, we provide a relevant and **inclusive** education within a **close-knit, community centred** learning environment. The school community strives to act openly and **respectfully**. At Guildford Primary we adopt the latest teaching practices and programs to provide our students with the opportunity to reach their potential both **academically** and **socially**.

Staff are valued as professionals who contribute to excellence in teaching and learning practices. This expertise is developed through access to quality professional development to improve skills and knowledge in pedagogy and application.

The school is committed to assisting children to reach their full potential and recognises that each child is an individual who is at different stages of development.

As a school we value **Truth, Trust and Tradition**



Ethos

The School's Ethos is a written statement of behaviours and values to which we all aspire in our work. A shared ethos helps us work as a team to achieve the school's purpose.

The staff at Guildford Primary is committed to providing for the academic, physical, social and emotional development of students. This can be achieved by striving for the following outcomes;

- All staff encourage students to value and implement practices to promote personal growth and wellbeing.
- All staff encourage students to be self-motivated and confident in their approach to learning and are able to work individually and collaboratively.
- All staff use Cooperative Learning strategies (tactics) to develop in the students an understanding that everyone has the right to feel valued, be safe, and, in this regard, understand their rights and obligations to behave responsibly.
- All staff use self-reflective processes that lead to improvement in pedagogy.
- All staff recognise the concept of developmental learning.

Programs Offered

In 2018 Guildford Primary School offered its students the following specialist programs –

- Visual Arts Years 1-6
- Physical Education Years 1-6
- Indonesian Years 1 - 6
- Music Specialist, School of Instrumental Music
- PEAC – an extension program from Years 4-6



In addition, students were provided with opportunities to participate in athletics carnivals, sporting clinics, excursions, incursions, Year 6 camp, cross country running and lightning carnivals both at the school and interschool level.

PART TWO

Information about Student Outcomes

Student achievement has been monitored using a range of assessment tools including teacher judgment from report data, individual and cooperative classroom activities, National Assessment Program – Literacy and Numeracy (NAPLAN) Testing, whole school diagnostic tasks completed each term in Mathematics, mock NAPLAN test Years 2 – 6, across school common assessment tasks in English - Writing, Behaviour Management in Schools data and professional discussions. Teachers also use the Department of Education exemplars to compare and validate student achievement.

In the key areas of English (Literacy) and Mathematics (Numeracy) the results of the statewide assessment tasks were examined. The interpretation of the results is based on the premise that student performance in terms of average scores, ought to be similar to the state, or "like schools" average score.

National Assessment Program – Literacy and Numeracy (NAPLAN) Testing

Proportion of Year 3 & 5 students meeting National Numeracy, Reading, Writing, Spelling and Grammar and Punctuation benchmarks

The NAPLAN assesses some of the numeracy, reading, writing, spelling and grammar and punctuation skills that students are expected to achieve in years three, five, seven and nine. It assesses some of the aspects of the learning areas of English and Mathematics. It cannot and does not assess all the aspects of these learning areas. This fact needs to be taken into account when looking at this data.

The percentages of students in Years 3 and 5 achieving the national literacy and numeracy benchmarks for their year are shown in the table below;
N.B Percentages may not add up to 100% due to rounding.

YEAR THREE

AREA	NAPLAN Mean	School Mean	Top 20%	Middle 60%	Bottom 20%
Numeracy	408	411	14%	69%	17%
Reading	434	452	31%	57%	12%
Writing	407	422	21%	74%	5%
Spelling	418	437	24%	61%	15%
Grammar & Punctuation	432	439	14%	71%	14%

YEAR FIVE

AREA	NAPLAN Mean	School Mean	Top 20%	Middle 60%	Bottom 20%
Numeracy	494	491	7%	85%	7%
Reading	509	510	30%	56%	15%
Writing	465	473	15%	74%	11%
Spelling	503	497	11%	81%	7%
Grammar & Punctuation	504	474	0%	85%	15%

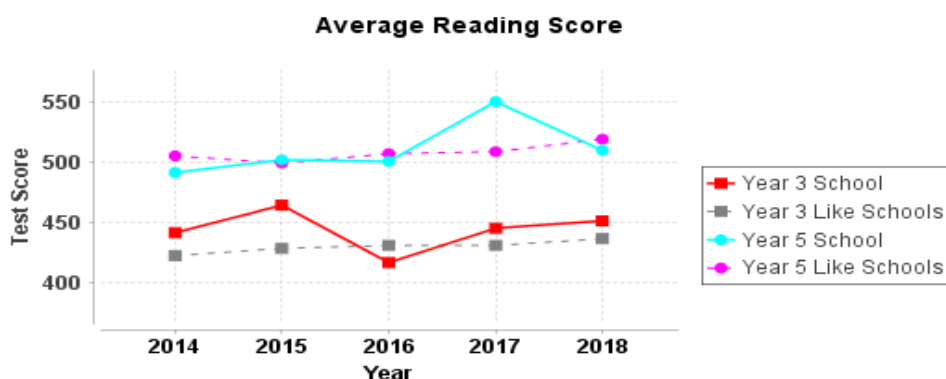
The above data shows that the Year 3 students performed at a level above the Australian mean. The Year 5 students performed at a level close to and above the Australian mean in most areas. The area of concern is Grammar and Punctuation where the stable cohort did not value add to their achievements at the expected level. Overall, it is pleasing to note the high percentage of students performing above the national benchmarks. This is attributed to staff working in learning teams with a targeted focus to improve the standards of our students.

Staff continued their commitment in learning teams to focus on student learning and skills. Literacy Pro (3–6) and Sunshine Reading online and Oxford Literacy (PP–2) support the school Literacy focus. The Guided Reading approach in Literacy is taught across all year levels. Education Assistants assist teachers with groups of students identified as just sitting at or just below the benchmark. Students worked in small group work to help them to improve their Literacy understanding.

In 2019 the school will continue to examine the gains made in achievement and on maintaining and improving year level averages above the National Means and decreasing the number of students at or below the National Minimum Standards. The school would also like to see an improved growth of 2% of students who appear in the top 20% distribution band.

The following graph shows the school performance in Reading over five years compared to state norms. It should be recognised that these students have been in three different classes over the past two years.

Reading Longitudinal Summary

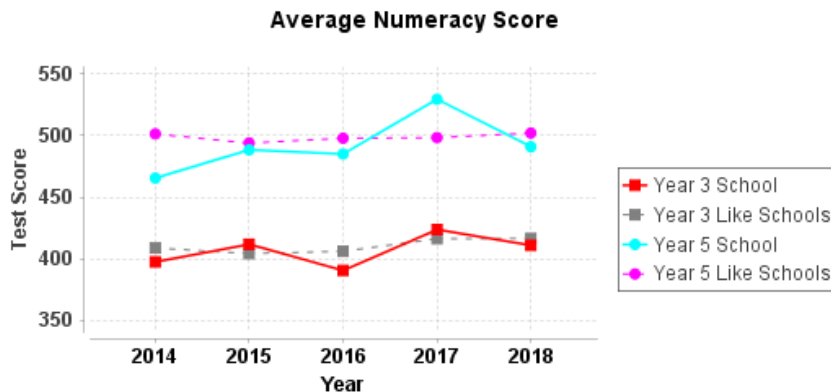


When comparing students at Guildford Primary with those in like schools, it can be seen that in 2018 the Year 3 cohort performed above students in like schools. The Year 5 cohort performed slightly below students in like schools.

Recommendations

- Whole school Literacy blocks with focus on 5 key components of Literacy; Phonological awareness, phonics, fluency, vocab & comprehension. Guided Reading, Lit Pro & Reading Eggs programs will support this.
- Continued focus on the whole school approach to Literacy Blocks and use of online programs, Reading Eggs (PP- 6) and Lit Pro (Yrs 3-6)
- Re-visit the explicit teaching of Guided Reading, with an emphasis on the levels of questioning, retelling strategies, characters and purpose.

Numeracy Longitudinal Summary

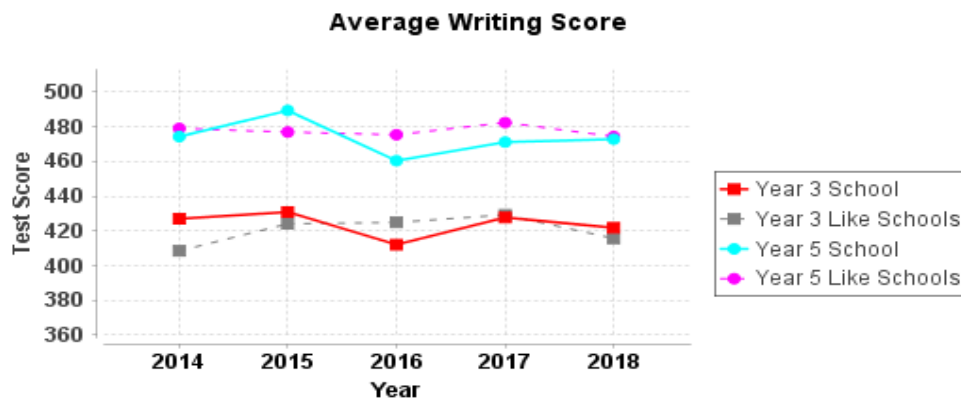


When comparing students at Guildford Primary with those in like schools, it can be seen that the Year 3 & 5 cohorts performed just below students in like schools. Examination of data has shown that Number and Algebra and Statistics and Probability were the areas of least gain with a performance of -4.03% against like schools for the Year 5 cohort.

Recommendations

- Implement a whole school sequenced and resourced mental computation program that utilises Paul Swan curriculum planning and strategies.
- Focus on basic knowledge facts and operations, tables and mental math operations including using units of measurement, number and place value.
- Continue streaming in Yrs 4-6 based on academic attainment from testing.
- Teach all Mathematics Content Descriptors appropriate to each year level
- ‘One-Minute Basic Number Fact Test’ (Westwood Test) to be used as a diagnostic tool to assess students and record student progress.

Writing Longitudinal Summary

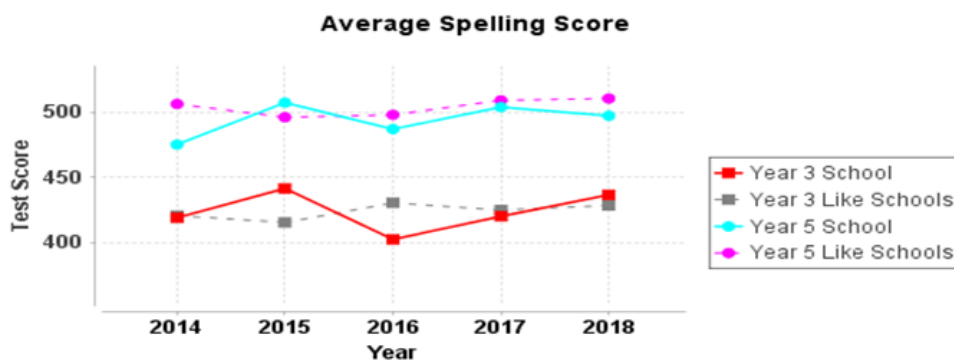


The continued improvement in the Year 5 writing achievements is pleasing. The trend for the Year 3 & 5 students remains positive compared to like schools.

Recommendations

- Focus on punctuation and vocabulary, paragraphing and persuasive devices and ideas and teaching these explicitly, systematically and sequentially.
- Continue with First Steps writing strategies and frameworks.
- Introduce Brightpath rulers to support teacher judgments in writing and set individual targets and across school moderate with Bassendean Primary School.

Spelling Longitudinal Summary

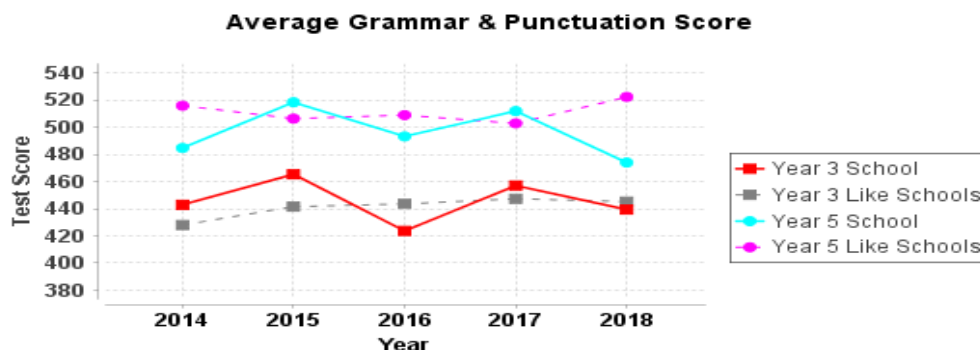


When comparing students at Guildford Primary with those in like schools, it can be seen that the Year 5 cohorts performed below students in like schools.

Recommendations

- Schedule of essential word lists and focus on vocabulary extension, spelling rules and theme words to be followed for each year level.
- Focus on phonics, word knowledge, spelling in context, spelling correction tasks, explicit teaching of punctuation and editing skills.

Grammar & Punctuation Longitudinal Summary



When comparing students at Guildford Primary with those in like schools, it can be seen that the Year 5 cohort performed significantly below students in like schools. The trend is down compared to like schools.

Staff reflections asked the question of resources and what is available that can be used as a whole school focus that meets the needs of everyone. Can we use better resources to teach Grammar and Punctuation?

Recommendations

- Review current whole school grammar program being used. Staff asked is the text being used working or do we need to make changes to delivery of lessons.
- Explicit teaching lessons of punctuation, editing, grammar and spelling strategies and rules. Punctuation is an area of focus for all year levels.
- Focus on dictation lessons – spelling, punctuation and handwriting.
- Focus on the pedagogy teaching explicitly, systematically and sequentially.

As part of the ongoing school review process the teachers have examined the NAPLAN results with the assistance of software provided by the Department of Education and Training. The staff have also been analysing student achievement through First Cut and data triangulation on the Student Achievement Information System. This software allows teachers to analyse the point of error, identify questions that were answered incorrectly and track individual's point of error over time. This data is then used to plan Individual Education Plans and map a path for the student's future development. As a result of the review of the school's MIS data the focus for 2019 will be to develop our School Plan to further improve student standards in Mathematics and English in areas identified through this process and provide support to the classroom teachers for its implementation as per recommendations listed after examining data.

The target was to increase the number of Year 3 students within Bands 3 & 4 by 2%, and the Year 5 students within Bands 5 & 6 by 2%. In 2018 this target was

met with gains in the number of students in the middle 20%. Staff would also like to see the value add between Years 3 & 5 to be the same as like schools.

Mean Difference / progress between 2016 and 2018

2016 Year 3 to 2018 Year 5

Area Assessed	Numeracy	Reading	Writing	Spelling	Gram & Punc
Year 3 2016 School Mean	319	417	412	403	424
Year 5 2018 School Mean	491	510	473	497	474
SCHOOL PROGRESS	100	93	61	94	50
National Progress	90	83	44	83	68

In response to the 2018 NAPLAN results ACARA identified Guildford Primary School as having demonstrated substantially above average gain in reading and/or numeracy achievement.

Priorities for 2019

Focus: To continue to build the professional capacity of Learning Teams through in-school professional discussions as well across school through the Swan Valley Network. Staff collaboratively plan and work in phases of development to review and implement the School Plan to further improve the standards in Mathematics and English in areas of need.

- Whole school Literacy Blocks with a focus on the five key components of Literacy; phonemic awareness, phonics, fluency, vocabulary and comprehension. A focus on vocabulary, cohesion of sentences, punctuation and editing and spelling in the area of Writing.
- Guided Reading focus on characters and purpose and inferential understanding supported by Literacy Pro and Reading Eggs programs.
- Mathematics focus – Whole school
 - Mental computations & written calculation strategies.
 - Number & Place Value.
 - Measurement - using units of measurement – elapsed time.
 - Stats & probability – Chance.
 - Fraction & Decimals.
- Science ~ Semester 1 – Physical Sciences and Biological Science.
Semester 2 – Chemical Sciences and Earth and Space Science.
- History and Geography ~ with a focus on knowledge, understanding and skills.

- Aboriginal Curriculum Framework – Noongar seasons, Indigenous water use and land management.

Cooperative Learning (ongoing):

Continue with the emphasis on Cooperative Learning to facilitate the implementation of the Principles of Teaching, Learning and Assessment in the Curriculum Framework.

1. That Co-operative Learning is the major teaching focus and philosophy to support the principles of teaching and learning.
2. That the teachers at Guildford Primary School build on and enhance their use of Co-operative Learning strategies.

Maintenance

- Waterwise and Sustainable Schools Initiatives.

PART THREE

Information about School Management

Aboriginal Education

In 2018 Aboriginal student enrolment numbers remained relatively stable. The school does not have an AIEO. The school has maintained assistance and support to Aboriginal students by utilising Education Assistants in the classroom. Guildford Primary School is fortunate to have an Indigenous teacher on staff who offers invaluable support and knowledge to students and staff.

The Principal has extensive knowledge of Aboriginal culture and remote communities and works closely with families from Allawah Grove which is a short term accommodation centre for Aboriginal families from remote and isolated communities. Many families who enroll at Guildford Primary School from Allawah Grove have not experienced city education before. We aim to make their education a positive one in the short time they attend Guildford Primary School.

Students at Educational Risk

Teachers meet regularly with parents of students with a Schools Disability Resourcing allocation as well as students on a documented plan. Specific educational plans are discussed and reviewed with parents and admin. Teachers from the Special Education Needs and Disability Service and from the EAL/D team also support teachers with advice and planning of specific learning

programs. Teachers have been using SEN reporting for Semester 1 & 2 reports since 2016 and continue to develop their skills in this valuable reporting area.

Interview notes are completed for all interviews with parents that record the progress of the child and any anticipated outcomes from the intervention. Information is recorded electronically in individual student profile folders on the school shared drive. Admin staff and teachers have quick access to any student data and notes as required.

All student records are stored in the Administration Area making them accessible to Administrators, Support Teachers, Student Services and Teaching Staff.

Risk Management

The annual audit of play equipment, trees, buildings and school grounds was completed to ensure the safety of students and staff. The staff car park is located within the school grounds and has provided more verge parking for parents when collecting children. The evacuation plan was reviewed and updated. All staff received a hard copy for immediate reference in the event of an evacuation. A bushfire risk management plan was completed as per Department requirements. Muster point signs are visual in the school grounds to ensure in the case of an emergency everyone is clear as to where to assemble.

School Evacuation procedures were conducted in Terms 2 and 3 and reviewed by staff for feedback and refining.

The Medical Register is regularly updated for children with medical conditions. A file is kept for easy reference in the case of an emergency in the medical room. Student Medical bags were purchased to store student medication. Each bag has the student's medical condition and action plan. These are kept in the Medical room with student identification hooks for easy access for all staff.

Two staff members are trained in OHS. An OHS board has been set up in the Teacher Resource room with many tips for keeping safe and healthy in the workplace. All staff are encouraged to report concerns to the school's safety officers to ensure the ongoing safety of students, teachers and parents.

Teacher Qualifications

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

Professional Learning

All teaching staff have engaged in professional learning, which took place on School Development Days, at after school sessions and during the school day.

Professional Learning is aimed at supporting our strategic planning, improving the quality of our teaching and learning programs and ultimately the quality of our student outcomes.

Guildford Primary School is a member of the Swan Valley Network along with 12 other schools. The network is a Professional Learning Community. The focus is on building learning communities through facilitating teacher networking. Over the past 8 years the network has held a conference centring on the Western Australian Curriculum. Teachers were engaged in phase learning sessions with across the network. Teachers worked with other teachers in phases of schooling to discuss, plan and share teaching and learning ideas. In-school and across school moderation took place over the year between teachers. Two teachers nominated to become curriculum facilitators in English and helped facilitate sessions.

Professional Learning opportunities for Non-teaching staff have also been organised. These sessions are valued for the networking opportunities offered.

Student Attendance

The Department of Education information on student attendance shows that in 2018 Guildford was above the state average with a rate of 93.3% compared with 92.6% for the state and below like schools with 94.5%.

Aboriginal student attendance decreased by 6.1% from 2017. It is significantly below that of state and like schools. One of our Aboriginal families was required to return to their country in the Kimberley for family and cultural reasons. Their return was affected by two deaths in the family that required them to stay in their community longer than originally anticipated.

Whilst improvements are welcome, there are two areas of concern;

1. The number of unauthorised absences (i.e. unexplained).
2. Student attendance continues to be compromised by families taking holidays during the terms rather than during term breaks. Our newsletter continues to be the vehicle used to reinforce the important message about regular attendance. SMS messaging is also used to track attendance of students. Continued communication with our families and students about the importance of regular attendance is the key to reducing the frequency and total of both areas of concern. Attendance letters are sent out to families when attendance rates become a cause for concern.

Primary Attendance Rates

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2016	94.0%	94.5%	93.7%	80.4%	91.8%	80.7%	93.5%	94.5%	92.7%
2017	94.9%	94.3%	93.8%	83.8%	90.3%	81.2%	94.4%	94.2%	92.7%
2018	93.9%	94.6%	93.7%	77.9%	90.2%	80.8%	93.3%	94.5%	92.6%

Attendance Category Comparison

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2016	78.8%	16.2%	3.4%	1.3%
2017	81.0%	16.0%	2.7%	0.4%
2018	78.8%	13.5%	6.6%	1.2%
Like Schools 2018	82.4%	12.4%	3.0%	0.4%
WA Public Schools	77.0%	15.0%	6.0%	2.0%

Enrolment Trends

Semester 1

	2015	2016	2017	2018
Primary (Excluding Kin)	277	279	257	252

There was a decrease in student enrolments for 2018. A number of families relocated interstate and to the country due to work. The new Rosehill Estate is still not at the anticipated level of occupancy of the 600 housing lots available. This development is not expected to impact the school enrolment numbers until 2021.

Highlights of the Year

Many exciting events happen during the year but unfortunately, only a limited list can be mentioned. They include: -

Term 1

- The year commences with 294 students from K – 6. Numbers are down 8 from 2017. Year commences with one less class than 2017.

- Streaming in Mathematics continues for students from Years 4 – 6. There are 108 students in total.
- P&C hold a Colour Explosion fun run which despite the colours and glasses being stolen from a parent's house and then replaced free of charge by the company, is a huge success. The event raises \$8,000.00 profit.
- Year 5 & 6 boys and girls compete in the T20 Blast Cricket Carnival.
- Easter Hat Parade is a colourful affair with students making hats from recycled materials.
- Harmony Day incursion with a focus on Aboriginal Culture, Chinese, South American.
- The Nature Play is finally completed. The P&C sourced the services of Play Scapes to complete the project at a cost of \$18, 000.00.
- Excursions - Parliament House and the Constitution Centre. Herdsman Lake environmental tour.
- Football coaching with the Fremantle Dockers.
- Ipad's are leased for the first time. The school will be focusing on STEM and turning Room 1 into a technology and learning room.
- Gold coin free dress day raises \$272.10 for Heart Foundation.



Term 2

- Mr Robert Prew, Deputy Principal for 30years officially announces he will be retiring in the first week of Term 3.
- Mother's Day stall raises over \$650.00.
- Book Fair raises over \$804.00 credit for the school to purchase resources.
- Faction Cross Country was won by Waylen in the Juniors and Meares in the Seniors.
- Guildford PS wins Interschool Cross Country in the Swan division and Guildford Grammar in the Stirling division.
- Life Ed Van incursion for all classes and parent session is also run.
- Retro Bingo fundraiser for Year 6 camp and graduation raises over \$3000.00.
- Royal Agricultural Society farm Ed incursion.
- Interschool events played against Bassendean, Eden Hill and Bayswater.
- Free dress day for a gold coin donation raises \$234.80 for the RFDS.



Term 3

- NAIDOC Celebrations organised by Ms Kickett and Mrs Povah are a success with the children completing a number of fun and educational activities.
- 100 days of school celebrations by Rooms 10 and 12.
- Guildford PS recycles 82kg of batteries in the East Metro Regional Council battery collection and recycling program.
- Guildford Primary School joins the National Story Dogs Program.
- Perth Wildcats visit Guildford PS and run clinics with students.
- Guildford PS RoboCup team competed in the state RoboCup competition.
- Guildford PS Community supports “Fiver for a Farmer” – to raise money for farmers in drought over east. Guildford raises \$1127.00 for this cause.
- Year 6 camp to Nanga Bush Camp in Dwellingup.
- Students and staff celebrate Book Week. The theme is “Find Your Treasure”.
- Waylen wins the Faction Carnival.
- Astronomy Night organised by the P&C is and enjoyed by those who attended.
- Students participate in the Great Aussie Crunch to promote healthy eating.
- Guildford Primary School comes third in the Interschool Sports Carnival.



Term 4

- After 30 years as Deputy at Guildford PS Mr Prew is given an unforgettable farewell with a bagpiper at his retirement function.
- Open morning for Education Week on Friday 2 November.
- Swimming lessons for Years 3-6 are held at Bayswater Waves.

- Gunners' Day Service - Head Girl Ivy Waters and Head Boy Kotaro Morimoto represented Guildford Primary School and laid a wreath made by students.
- Musica Viva visits the school and performs for all students from K – 6.
- Year 6 boys win in our division at the Regional Cricket finals.
- Senior girls play in Dockers Cup against Bassendean and win their matches.
- Guildford PS is in the top 2% of all schools tested by Sports Challenge fitness testing.
- Year 6 Graduation is held at Mulberry Farm, Caversham.
- Guildford PS participates in the Hawaiian Gift Giving appeal and contributes an impressive 7,322 meals from 210kgs food and 184 gifts are donated.



2018 Highlights





Staff Management

Performance Management was based on the National Quality Standards for Teachers. Teachers carried out a self assessment process that encouraged them to review current teaching practices and identify areas for future Professional Learning.

In 2018 staff engaged in peer observation and feedback. The administrative team attended the Institute of Professional Learning training course titled, Stage 1 and 2 Classroom Observation and Providing Effective Feedback. The knowledge gained was used to develop a performance management plan to strengthen teacher pedagogy and lesson delivery.

Student Behaviour

The Behaviour Management in Schools Policy is under regular review and was revised in 2017 and reviewed in 2018. The policy sets out clear consequences for behaviour that is seen as detrimental to the health and safety of others. Negative and positive behaviours continue to be monitored and incidences recorded centrally. Faction Prefects ran activities at recess and lunch for the Years 1 – 3 students that were enjoyed by the students. The Prefects continued to work throughout the year in the playground successfully to assist in reducing the level bullying.

The services of the Primary Behaviour Centre have been engaged to assist staff to work on behaviour plans for students who require specific and targeted support.

Sports Challenge for Students

In 2018 the school completed fitness skill testing with Sports Challenge Australia. Despite losing the number one spot behind three other schools, Guildford Primary School remains in the top 2% for schools tested in Australia over the past 5 years. For fitness an average score of around 100 & a range of **85 to 115 points** (1 standard deviation below and above the mean), where approximately 68% of the population would sit. Therefore, students should have a minimum score of 85 or better to have acceptable fitness levels.

OVERALL RESULTS

- Overall, the average **Skill** of all students **Year 1 to 6** is still very good generating a mean of **137.01**, however this is a **4.8%** fall away from the 2016 mean of **143.54**. In 2018, the females generated a higher mean score of **141.22**, in comparison to the male mean of **132.9**. **Every age group remained above the acceptable range for skill testing, which is a great result.**

- For the Females, the **Skill Scores** had a range of **128.11** (females aged 11 years) to **156.57** (females aged 10 years). While for Males, the **Skill Scores** had a range of **115.94** (males aged 9 years) to **154.88** (males aged 6 years).
- Overall, only 8.4% (16 students) of the 190 students tested were below 85 points for skill, a wonderful effort that places Guildford PS in the top 2% of schools tested in skill. This includes 170 schools over the past 5 years and maintains the great record established by Guildford over the past 26 years.

Figure 1 – Comparison of Guildford Primary School Mean Scores for Skill 2016-2018

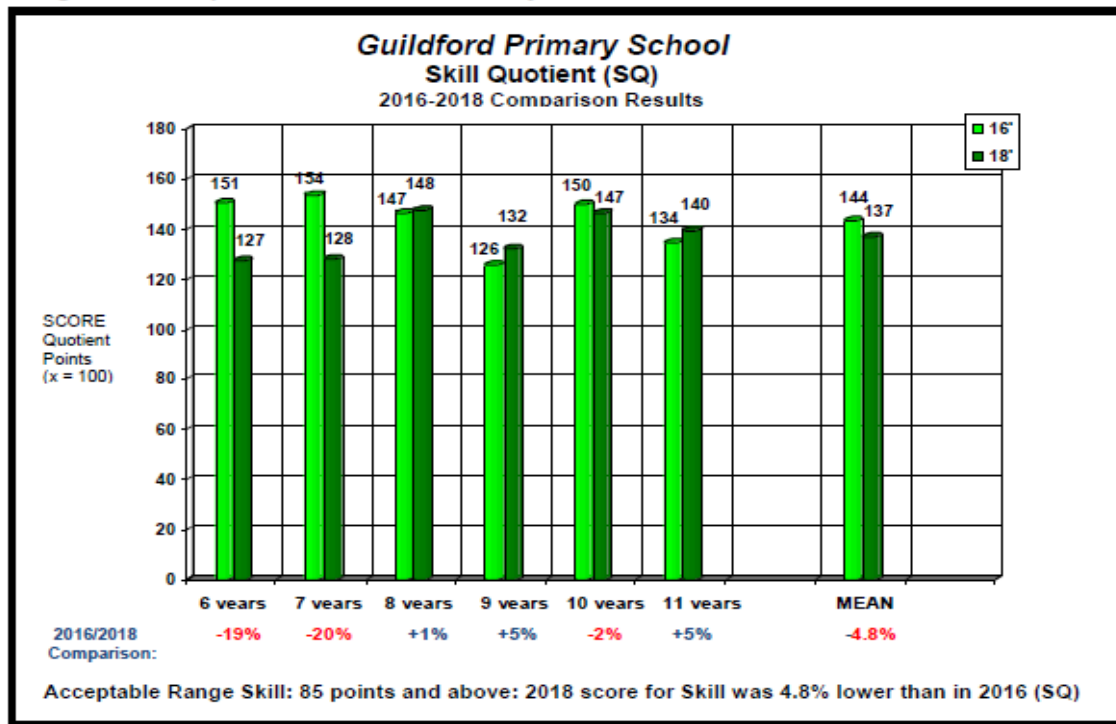
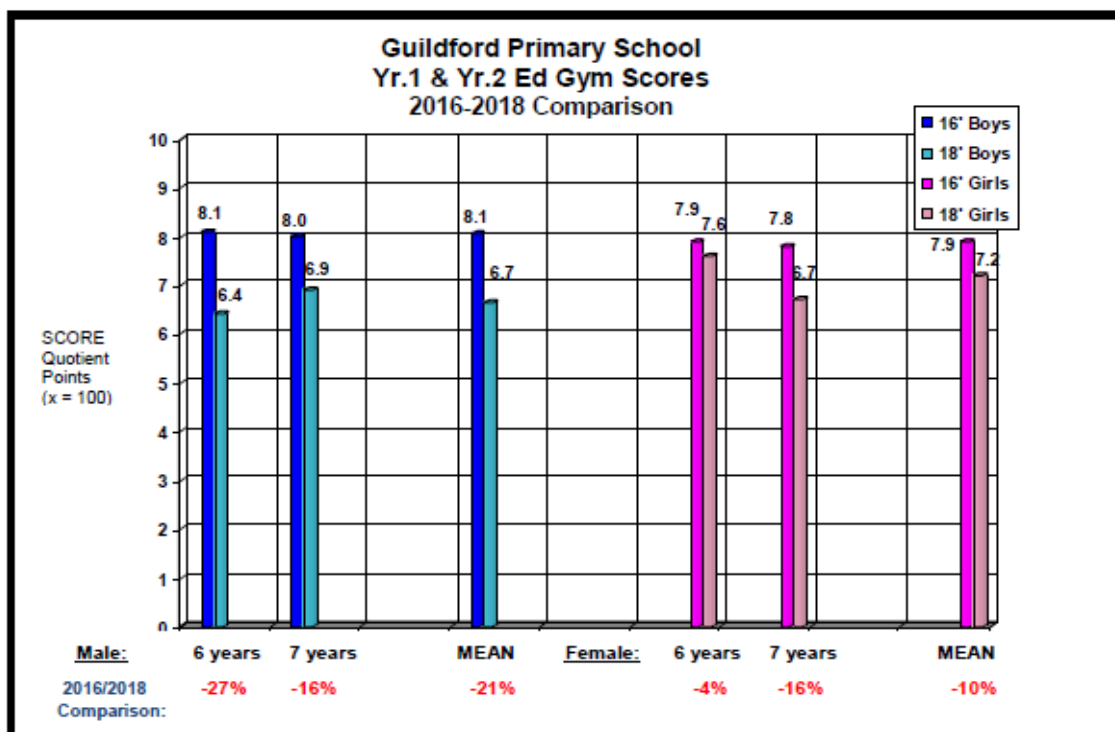


Figure 2 – Comparison of Guildford PS Yr.1 & Yr.2 Ed Gym Scores: 2016 - 2018



School Survey 2018

Guildford Primary School conducted the Education Department approved National School Opinion Survey 2018. The survey was completed online and included parents, staff and students. A total of 51 parents responded, 11 staff and 58 Year Five and Year Six students.

The Parent Survey included an additional four questions concerning the School Chaplain.

The graphs below show the average rating for the response to each question.

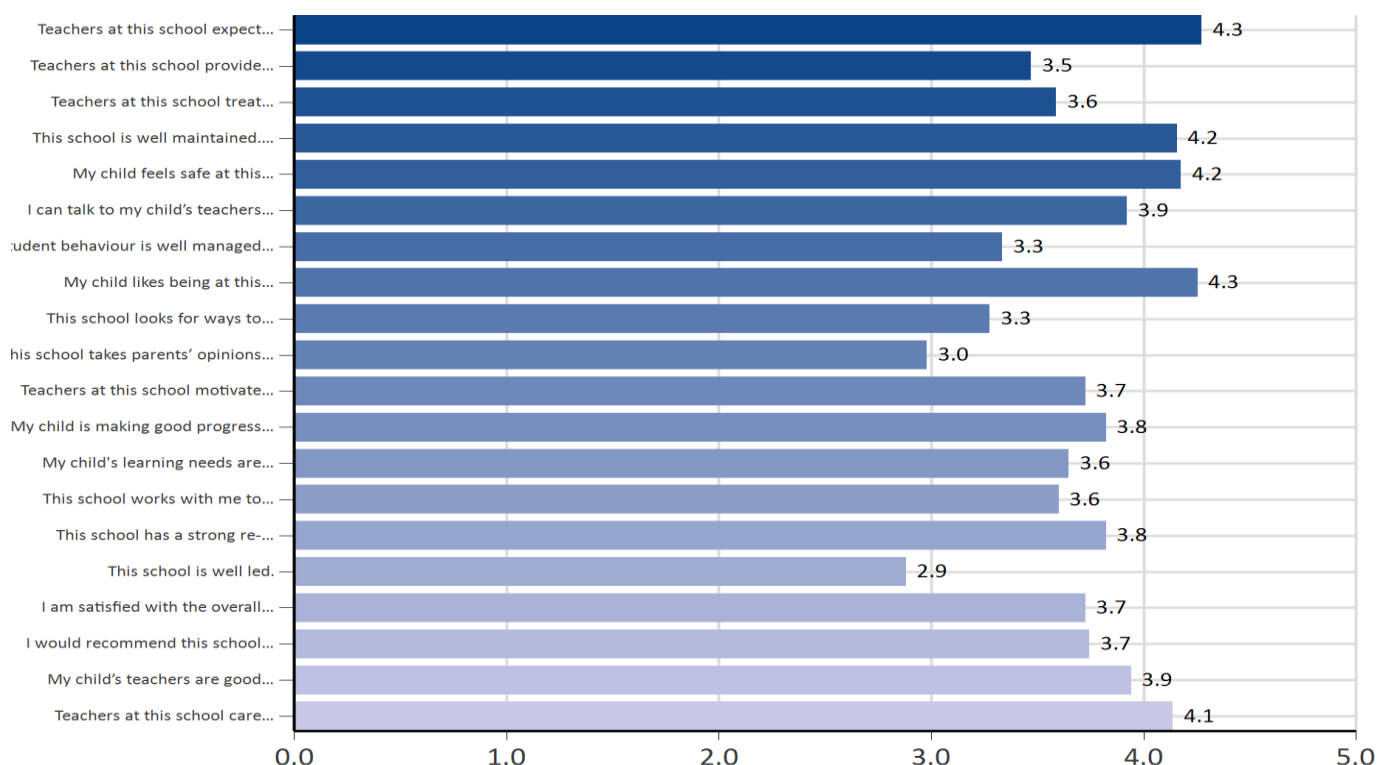
Responses were made using a Rating Score: Strongly agree 5

Agree 4

Neither agree nor disagree 3

Disagree 2

Strongly disagree 1



Highly positive responses to the Parent Survey include:

Teachers at this school expect my child to do their best. (86%)

My child likes being at this school. (86%)

This school is well maintained. (84%)

My child feels safe at this school. (84%)

Teachers at this school care about my child. (82%)

I can talk to my child's teachers about my concerns. (78%)

Areas from the Parent Survey for follow-up and reflection include:

Student behaviour is well managed at this school. (66%)

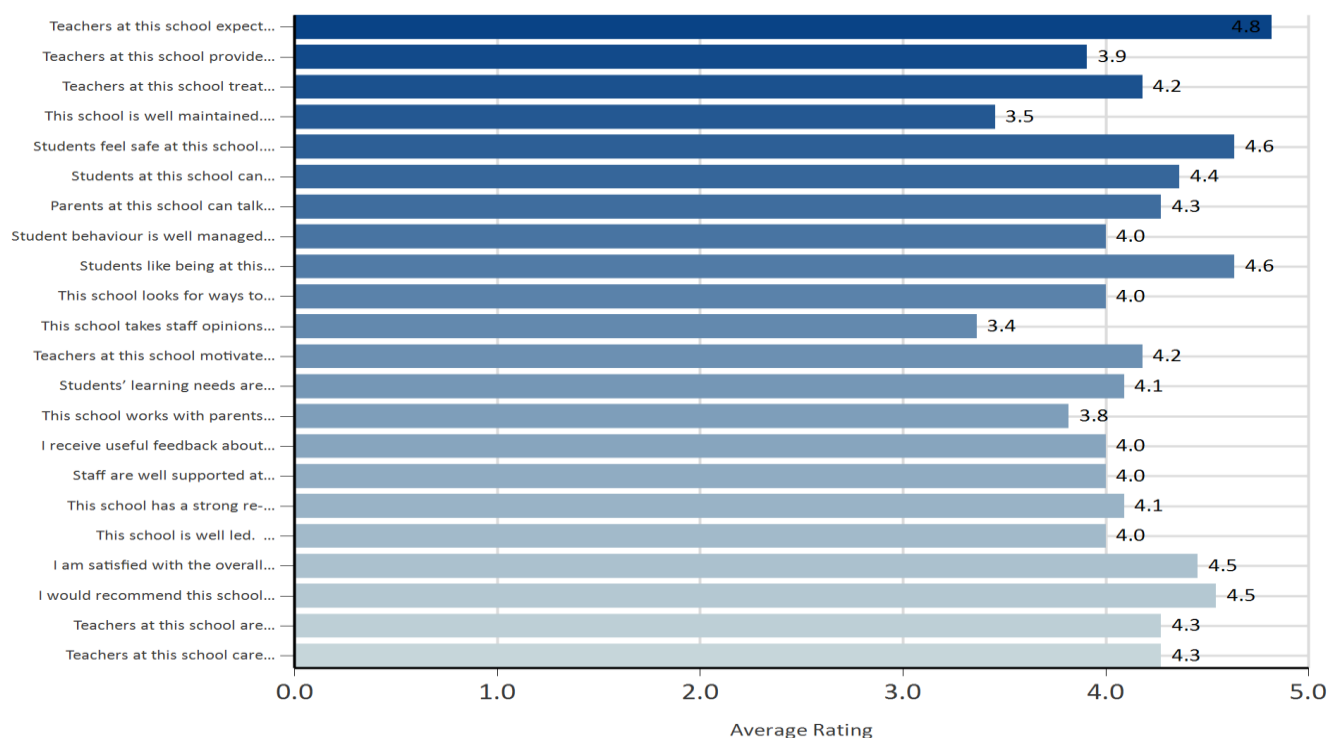
Teachers at this school treat students fairly. (72%)
 This school is well led. (58%)
 This school takes parents' opinions seriously. (60%)
 This school looks for ways to improve. (66%)
 Teachers at this school provide my child with useful feedback about their school work. (70%)

Responses to the questions concerning the School Chaplaincy program indicated a clear wish to continue the program with 63% of parent responders believing the program is important.

There is a need to ensure awareness of the program through newsletter information as 77% of responders indicated they did not know how a student was referred to the School Chaplain.

Staff Survey Results

Eleven staff members responded to the survey of which 64% work full time, 73% were permanent employees and 91% were not employed in a leadership position.



Highly positive responses to the Staff Survey include:

Teachers at this school expect students to do their best. (96%)
 Students like being at this school. (92%)
 This school is well led. (80%)
 Students feel safe at this school. (92%)
 Teachers at this school care about their students. (86%)
 Students at this school can talk to their teachers about their concerns. (88%)

Areas from the Staff Survey for follow-up and reflection include:

This school works with parents to support students' learning. (76%)

Student behaviour is well managed. (80%)

This school is well maintained. (70%)

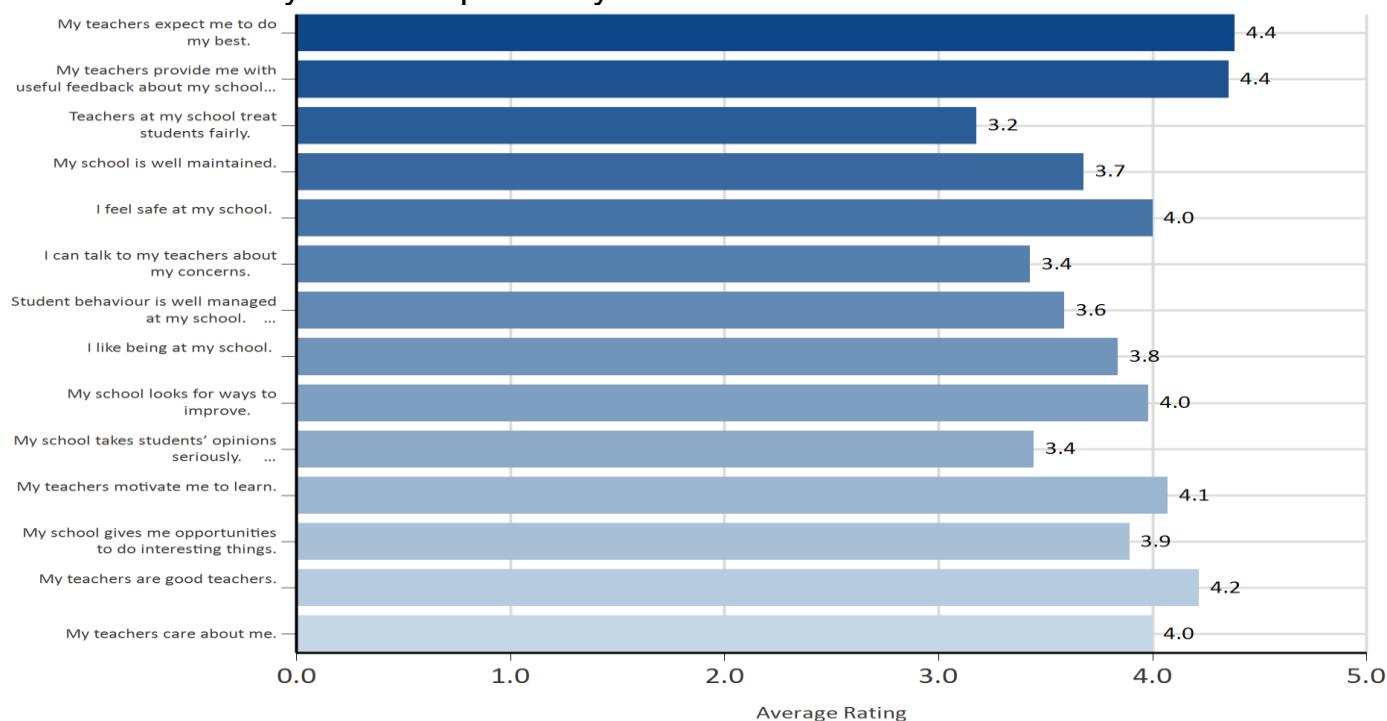
This school takes staff opinions seriously. (68%)

This school looks for ways to improve. (80%)

Teachers at this school provide students with useful feedback about their school work. (78%)

Student Survey Results

The student survey was completed by 58 students from Years Five and Six.



Highly positive responses to the Student Survey include:

My teachers expect me to do my best. (88%)

My teachers are good teachers. (84%)

My teachers motivate me to learn. (82%)

I feel safe at my school. (80%)

My teachers care about me. (86%)

My teachers provide me with useful feedback about my school work. (88%)

Areas from the Student Survey for follow-up and reflection include:

This school works with parents to support students' learning. (76%)

Student behaviour is well managed at my school. (72%)

My school is well maintained. (74%)

My school takes students' opinions seriously. (68%)

Teachers at my school treat students fairly. (64%)

I can talk to my teachers about my concerns. (68%)

School Building / Maintenance

- Ants cause an ongoing issue and require intensive treatment.
- Termites are noted in a number of trees and treatment is commenced.
- Offsite Kindergarten has its roof cleaned by the City of Swan. Unfortunately, the company that cleaned the roof at the Kindergarten site did not clear the gutters or downpipes from the debris that they cleaned off the roof thus the downpipes and drains are now blocked with the debris.
- Storm hits Perth on the evening of Thursday 24 May. Two trees fall down in the storm; one damages the fort and the other damages the Wargyl way handrails. Kennedy Tree service is called to remove the trees and gets both vehicles bogged on the oval causing extensive damage to the bottom oval.
- Ceiling panel collapses in the Teaching resource room during the mid-year holiday break and requires replacing along with a number of other panels in the same room as well as the staffroom.
- A number of downpipes require replacing as they are damaged or rusted out.
- Pipe bursts in the male toilets between the hours of Friday evening and Saturday morning. Teacher on site working discovers the flooding. Plumber is called to fix the issue. It is unknown how much water was wasted.
- Due to the decline in the water table, a number of trees are dying in the school grounds. The trees will have to be removed.

Partnerships and Programs

School continues to work in partnership with Edith Cowan University School of Education – School Partnership Training program

Rotary

Perth Airport School planting program

Helena River Association School planting program

East Metropolitan Regional Council and City of Swan household battery collection program. The school has been involved in the program for 10 years

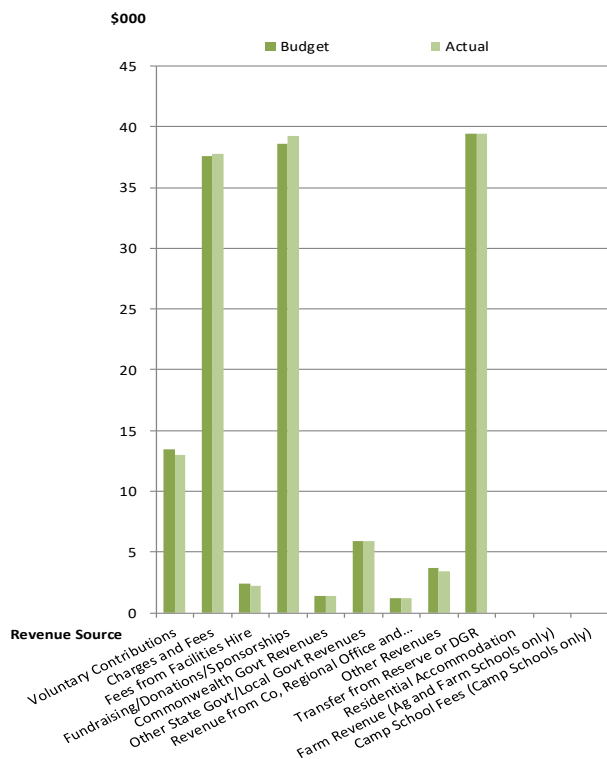
School ceases partnership with Damien Cole recycling due to financial reasons.

Guildford Primary School

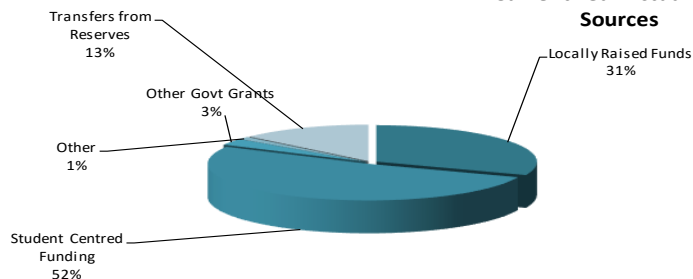
Financial Summary as at
31 December 2018

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 13,473.00	\$ 13,021.00
2	Charges and Fees	\$ 37,546.00	\$ 37,752.39
3	Fees from Facilities Hire	\$ 2,400.00	\$ 2,227.26
4	Fundraising/Donations/Sponsorships	\$ 38,578.00	\$ 39,221.05
5	Commonwealth Govt Revenues	\$ 1,428.00	\$ 1,428.10
6	Other State Govt/Local Govt Revenues	\$ 5,906.00	\$ 5,906.00
7	Revenue from Co, Regional Office and Other Schools	\$ 1,210.00	\$ 1,210.00
8	Other Revenues	\$ 3,687.00	\$ 3,388.94
9	Transfer from Reserve or DGR	\$ 39,446.00	\$ 39,446.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 143,674.00	\$ 143,600.74
	Opening Balance	\$ 31,796.00	\$ 31,795.94
	Student Centred Funding	\$ 154,021.00	\$ 154,020.96
	Total Cash Funds Available	\$ 329,491.00	\$ 329,417.64
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 329,491.00	\$ 329,417.64

Locally Generated Revenue - Budget vs Actual

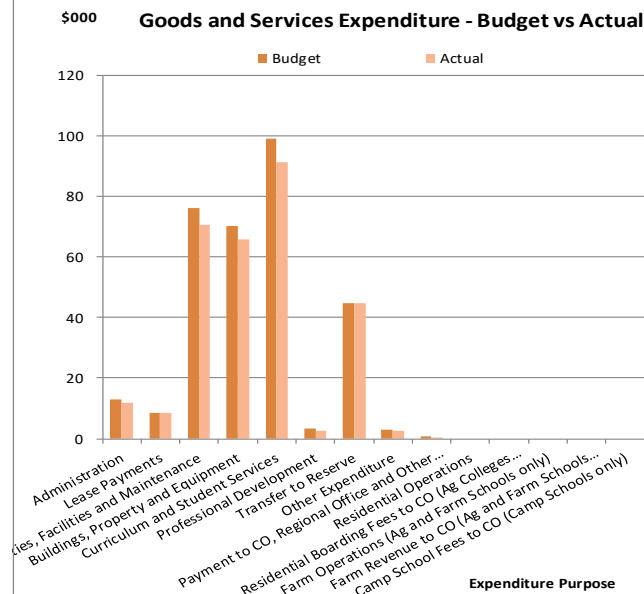


Current Year Actual Cash Sources

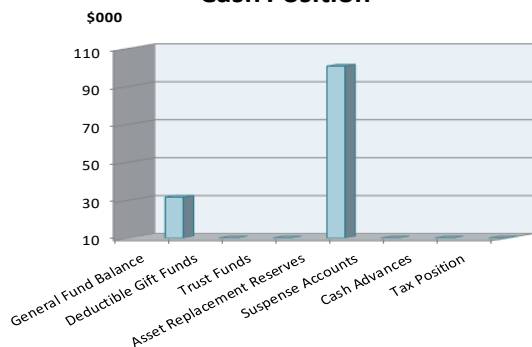


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 12,905.00	\$ 11,976.46
2	Lease Payments	\$ 8,377.00	\$ 8,426.40
3	Utilities, Facilities and Maintenance	\$ 76,176.00	\$ 70,630.30
4	Buildings, Property and Equipment	\$ 70,266.00	\$ 65,767.35
5	Curriculum and Student Services	\$ 99,048.00	\$ 91,090.72
6	Professional Development	\$ 3,318.00	\$ 2,557.31
7	Transfer to Reserve	\$ 44,815.00	\$ 44,815.00
8	Other Expenditure	\$ 2,901.00	\$ 2,456.86
9	Payment to CO, Regional Office and Other Schools	\$ 700.00	\$ 157.00
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	\$ 318,506.00	\$ 297,877.40
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 318,506.00	\$ 297,877.40
	Cash Budget Variance	\$ 10,985.00	

Goods and Services Expenditure - Budget vs Actual



Cash Position



Cash Position as at:

Bank Balance	\$ 131,420.08
Made up of:	
1 General Fund Balance	\$ 31,540.24
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 100,619.57
5 Suspense Accounts	\$ 645.27
6 Cash Advances	\$ -
7 Tax Position	\$ 1,385.00
Total Bank Balance	\$ 131,420.08

Ratified by the Guildford Primary School Council

Chairperson *Raymond Leclizio*

Parent Member *Janet Asquith-Charlton*

Parent Member *Shireen Watson*

P&C Representative *Robyn Bishop*

Staff Member *Garrick Jorgensen*

Staff Member *Carla Hampton*

Principal *Robyn Webster* Deputy *Alison Foster*

Date 12/04/2019