



# Malvern Springs Primary School

# 2019 Annual School Report





## OUR VISION

Malvern Springs Primary School is a place to **CONNECT** with each other and the community. Staff and students are given the opportunity to **ENGAGE** in quality learning and development. All are encouraged to **FLOURISH**, grow in confidence and reach their potential.



## FROM THE CHAIR OF THE SCHOOL BOARD

We are pleased to present the 2019 Annual School Report which has been approved by the School Board.



The School Board has been in operation since 2017 when Malvern Springs Primary School gained Independent Public School status and I give my thanks to the Staff, Parents and Community members on the Board for giving up their valuable time to assist with setting the direction of the school.

Members of our Board represent our diverse school community and will always raise matters which are important to everyone involved with the school, they are not afraid to ask difficult questions on your behalf and we welcome comments and suggestions from all members of the school community.

2019 was a successful year for our school and wider community. What has remained constant is the unwavering support of the staff to provide our children with a stable, safe and successful environment for them to Connect, Engage and Flourish with their ongoing learning and development and this stability is reflected in this Annual School Report.

The school board is confident that Malvern Springs Primary School has the correct people and processes in place and is in an excellent position to provide the best possible education for all our children.

Ian Hutchinson

CHAIR

SCHOOL BOARD

SCHOOL BOARD 2019	
NAME	ROLE
Ian Hutchinson	Chair/Parent Representative
Dr Jennifer Kuhn	Principal
Karen Swaine	Staff Representative
Chloe King	Staff Representative
Anthony Collopy	Staff Representative
Leticia Pearse	Parent Representative
Bethanie Furey	Parent Representative
Kate Van Namen	Parent Representative
Fiona Lee	Community Representative
Moses Okoth	Community Representative
Gedda Brooks	P&C Representative
Cheryl Toland	Executive Officer

## FROM THE PRINCIPAL

It is with pleasure I present to you the 2019 Annual School Report. The purpose of the Report is to reflect on the achievements of our beautiful school over the last year, and to identify areas for improvement.



Once again our parent community has risen to the occasion by making sure children are ready for learning every day. As the first educators, parents/carers provided the foundations of how well children do at school. We are so fortunate that parents/carers are flexible in making the adjustments their children may need to succeed at school, and communicating with us as needed.

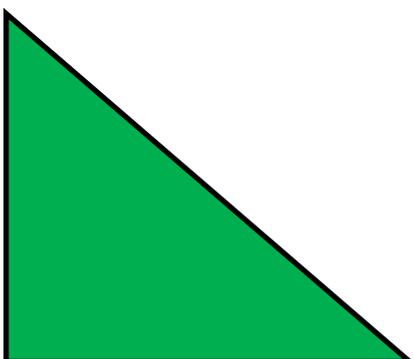
In 2019 the school enjoyed the full support of the School Board and the Parent and Citizens Association. I most sincerely thank retiring P&C President Gedda Brooks for the magnificent job she has done in making our P&C so successful. Parent representative Bethanie Fraser retired from the School Board in 2019. Thank you to Bethanie who made a valuable contribution to the inaugural Malvern Springs Primary School Board.

The school staff has shown total commitment to making sure all children enjoy being at school and succeed in all aspects of their learning. Our staff work long hours and are prepared to go the extra mile in making this a wonderful school. I publicly thank them for that.

Finally, students give us joy every day as we see them thriving in their academic and other learning. Students are increasingly taking on more responsibility for their own learning. We wish our outgoing Year 6 students the very best as they embark on their secondary education.

Dr Jennifer Kuhn

PRINCIPAL



# OUR PRINCIPLES

## 1. EVERYONE HAS HIGH EXPECTATIONS

Malvern Springs Primary School has high expectations for all students, their families and school staff. We are committed to equity and believe in all children's capacity to succeed regardless of diverse circumstances and abilities. Children are provided worthwhile and challenging experiences that foster high-level thinking skills to connect, engage and flourish.

## 2. EFFECTIVE TEACHING

Programs provided at Malvern Springs Primary School are supported by credible evidence. Students' individual needs are catered for in a stimulating physical environment that promotes engagement. Teachers provide timely feedback to guide students to achieve purposeful and relevant learning. Higher-order thinking, risk-taking and problem-solving are actively promoted.

## 3. STUDENT AND STAFF WELL BEING

Individuals are treated with care as we all accept responsibility for student and staff wellbeing. Our relationships are based on mutual trust and respect. Our positive interactions recognize and respect feelings with the aim of building and modeling positive relationships between students, their parents and colleagues. Through the building of a strong sense of well-being, students and staff are encouraged and supported as they take risks in a safe and nurturing environment. Malvern Springs Primary School responds, seeking the best outcomes for all.

## 4. PARENTAL AND COMMUNITY INVOLVEMENT

At Malvern Springs Primary School we are focused on developing strong, reciprocal community involvement and participation. We encourage parents to work alongside school staff to foster community spirit, including families from various cultural backgrounds. This helps develop positive and collaborative relationships for open communication between the school, parents and the wider community. Our school promotes various opportunities for parents to contribute to and enhance our school.

## 5. WHOLE SCHOOL APPROACHES

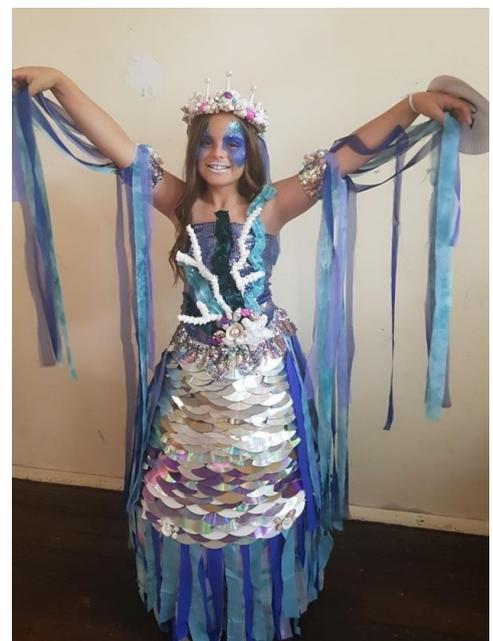
Our whole school policies and programs are based on data and evidence-based research, and contribute to a clear vision for our school. Our staff collaborate and uphold consistent approaches to teaching and learning. Our teachers are guided and supported in these approaches through on-going professional learning and coaching that supports reflective practice and agreed curriculum content.



## HIGHLIGHTS AT A GLANCE



- Improved NAPLAN results in Reading, Writing and Spelling.
- Above WA Public School results in NAPLAN Spelling.
- Joined Fogarty EDvance program; consolidated explicit instruction lesson design.
- School Concert Band performed at local Ellenbrook schools, at the Junior Concert Band Festival at Churchlands Senior High School and school events such as ANZAC Day service.
- School Choir performed at the Crown Theatre, Perth Concert Hall Massed choir Festival, local aged care homes and numerous school events.
- Jump Jam Squad performed at the Mandurah Performing Arts Centre and school events.
- Year 6 camp at Dwellingup.
- Worn Out Worn Art competition: Best Costume.
- Participated in local Art competitions.
- Community and Network Link (CLAN) series of workshops - Families and Schools Together; Tuning into Teens and Tuning into Kids parenting programs.
- GRIP Student leadership Conference.
- Sporting Achievements: *Freo Dockers Cup Football Competition (Girls) Champions*; *Aveley Interschool Sports Association Summer Carnival: League Tag Champions, Tee Ball Champions, Soccer Champions, Netball Champions.*
- Breakfast Club continued.
- Reading Club expanded catering for junior and senior students.
- STEM extension program.
- Indonesian expanded to include Year 3 and Year 4.
- Mothers and Fathers Day events in Kindergarten and Pre-primary.



## OVERVIEW

Malvern Springs Primary School opened its doors in 2012 with 238 students from Kindergarten to Year 6 in the suburb of Ellenbrook. There were 810 students enrolled in 2019. The student population is multicultural with around 64 Aboriginal students; and 215 students from over thirty countries. Over a quarter of students come from families where English is not the first language.



## ABORIGINAL ACKNOWLEDGMENT IN FACTION NAMES

Malvern Springs Primary School has four factions. To honour original Australians, the factions are named Kardar, Yongka, Dilert and Maali. Children are very proud to belong to one of these factions.



Dilert (Blue)



Kardar (Yellow)



Maali (Purple)



Yongka (White)

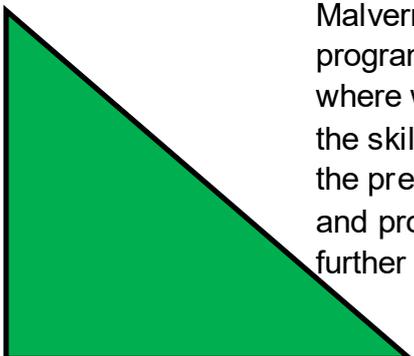
## SCHOOL FACILITIES

Malvern Springs Primary School is modern and well maintained. It consists of four brick teaching blocks and transportable classrooms. The rapid increase in the student population means the number of transportable classrooms now stands at 17. Classroom space is at a premium and finding meeting rooms is sometimes tricky. The careful design and placement of transportable classrooms ensures an attractive and comfortable environment for students and staff.

The school has a well-used library, an undercover area, Visual Arts and Music rooms, but requires a standalone Science room to support this specialist area.

## FOGARTY FOUNDATION: EDVANCE PROGRAM

Malvern Springs Primary School joined the Fogarty Foundation's EDvance program in 2019. This has proven to be a watershed moment for our school where we align all parts of the school maximising learning for students and the skill of all staff. The EDvance program runs for three years and works on the premise that change takes time. We have access to the best evidence and professional learning from around the world. We look forward to making further improvements to our school.



## PRIORITY ONE: HIGH STANDARDS OF LEARNING AND TEACHING

### HIGHLIGHTS

In NAPLAN:

- Students made significant improvements in Reading, Spelling and Writing in NAPLAN in Year 3 and Year 5.

### LITERACY

How did we go compared to our targets?

Targets		2017	2018	2019
Kindergarten	100% of students know 26 letter sounds and names by the end of semester 2.	Letter Names: 58% Letter Sounds: 75% Average: 66.5%	Letter Names: 70% Average: 70%	Letter Names: 54% Letter Sounds: 65% Average: 59.5%
Pre-Primary	100% of students achieve Reading Recovery Level 7 by the end of semester 2.	21%	22%	37%
<b>NAPLAN</b>				
Year 3	85% of students achieve above the benchmark in Reading.	84%	73%	86%
	20% of students achieve above band 5 in Reading.	17%	19%	24%
	Aboriginal and EALD students achieve closer to the school mean in Reading.	See table on page 9		
Year 5	80% of students achieve above the benchmark in Reading.	78%	70%	89%
	12% of students achieve above band 7 in Reading.	10%	6%	5%
	Aboriginal and EALD students achieve closer to the school mean in Reading.	See table on page 9		

### DISCUSSION

- Improvements in percentage of Pre-primary students achieving Reading Recovery level 7.
- Improvements in percentage of students in Year 3 achieving above the benchmark and above band 5 in Reading.
- Improvements in percentage of Year 5 students who achieved above the benchmark.
- Decline in percentage of Year 5 students who achieved above band 7 in Reading.
- Decline in percentage of Kindergarten students who know alphabet letters and sounds.
- Raise expectations for all students.

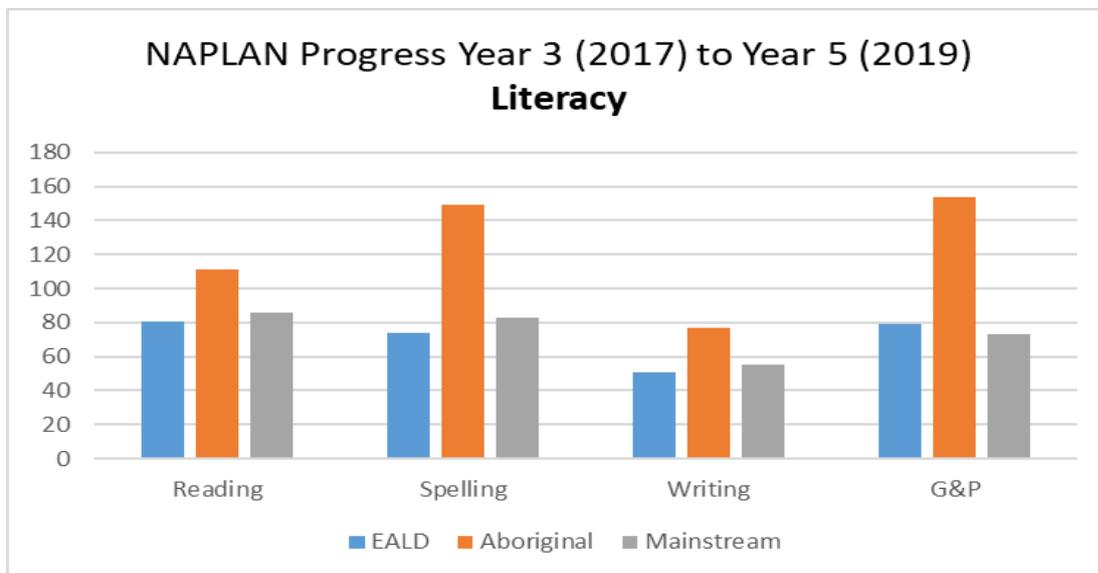
## Aboriginal Student Results : Reading

Reading	2019 School Mean	2017	2019	2019
Year 3	425	345	376	439
Year 5	491	458	442	456

## EALD Student Results: Reading

Reading	2019 School Mean	2017	2019	2019
Year 3	425	411	399	432
Year 5	491	477	440	492

## Progress Year 3 to Year 5 for EALD, Aboriginal And Mainstream Students in NAPLAN Literacy

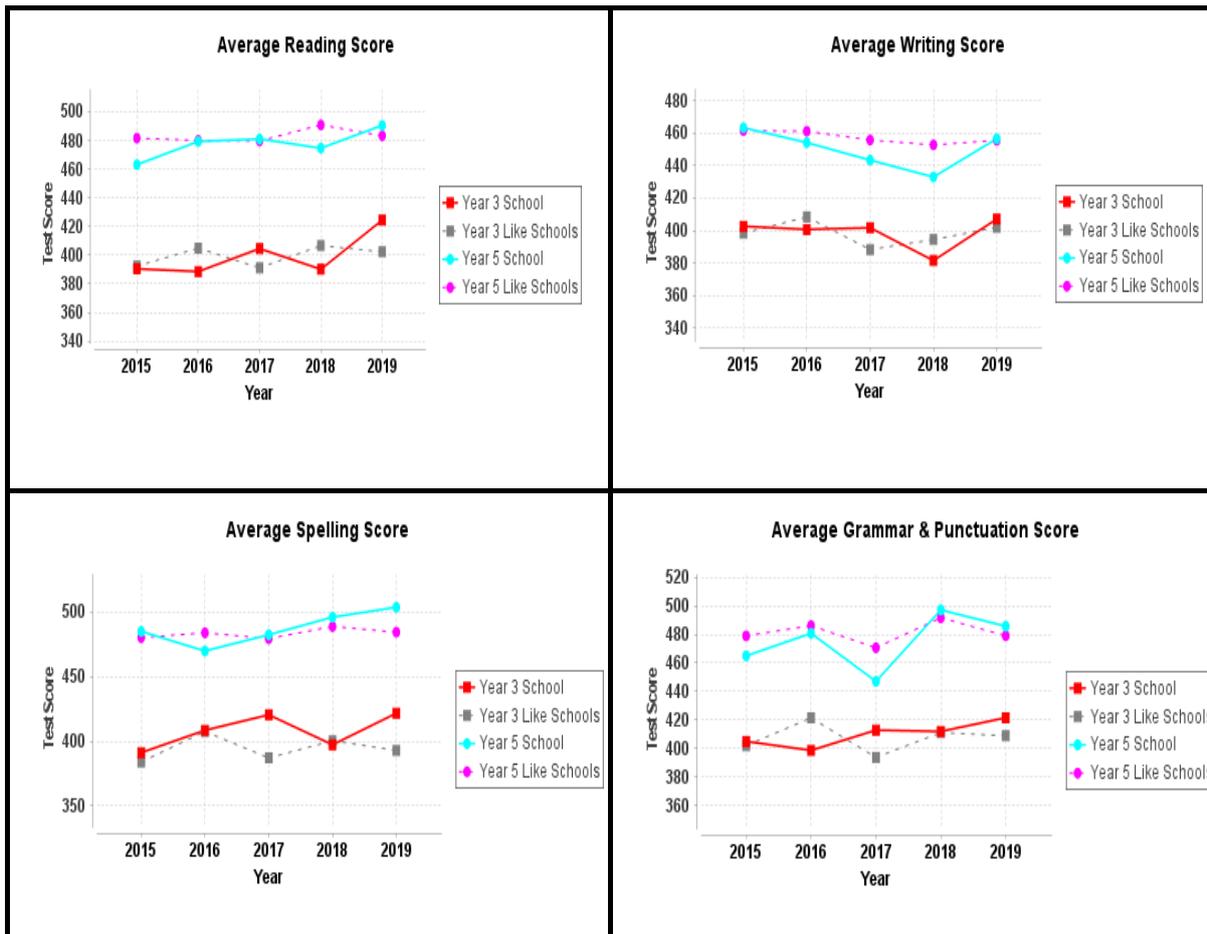


**TARGET:** Aboriginal students achieve closer to or above the school mean in NAPLAN Reading.

### DISCUSSION

- Year 3 EALD and Aboriginal students achieved above the mainstream mean in NAPLAN Reading.
- Year 5 EALD students achieved above the mainstream mean in NAPLAN Reading.
- Progress of Aboriginal students was greater than mainstream and EALD students in all NAPLAN literacy assessments.

## Longitudinal Summary Compared to 'Like' Schools in NAPLAN Literacy.



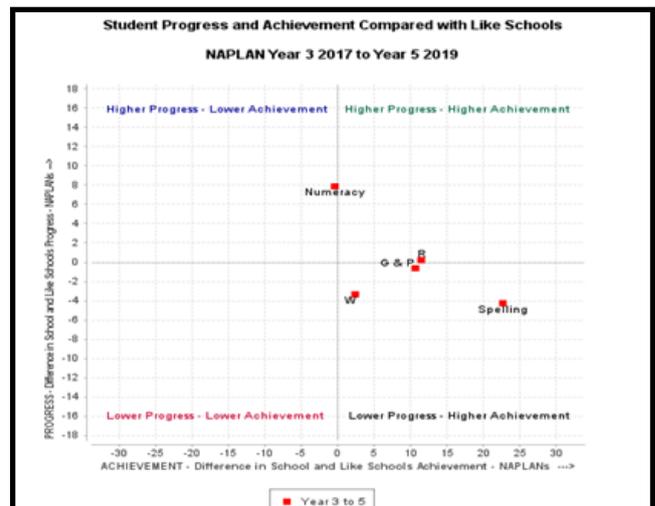
### Recommendations for Literacy

#### 2020—2021 Targets

- NAPLAN mean scores to be above WA Public School in Literacy.
- Increase the percentage of students achieving in the top bands in NAPLAN.
- 50% of Pre-Primary students achieve above Reading Recovery Level 7 in Reading.
- Year 1 to Year 6 students achieve above the Australian mean based on Progressive Achievement Tests in Reading.

#### Strategies

- Undertake Talk for Writing professional learning.



The above table shows how much progress and achievement MSPS achieved between 2017 and 2019 based on NAPLAN. In 2020 we aim to have all assessments appear in the top right hand quadrant.

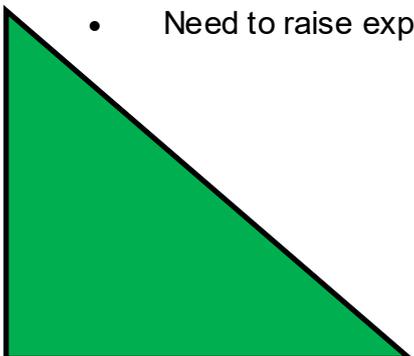
# NUMERACY

## How did we go compared to our targets?

	Targets	2017	2018	2019
<b>Kindergarten</b>	100% of students count to 10 by the end of semester 2.	100%	100%	100% Average count 37.
<b>Pre-Primary</b>	100% of students show they understand the 5 principles of counting.	87%	80%	93%
<b>NAPLAN</b>				
<b>Year 3</b>	85% of students achieve above the benchmark in Numeracy.	78%	82%	89%
	20% of students achieve above band 5 in Numeracy.	7%	12%	5%
	Aboriginal and EALD students achieve closer to the school mean in Numeracy.	See table below on page 12		
<b>Year 5</b>	80% of students achieve above the benchmark in Numeracy.	69%	84%	83%
	15% of students achieve above band 7 in Numeracy.	3%	3%	0%
	Aboriginal and EALD students achieve closer to the school mean in Numeracy.	See table below on page 12		

### Discussion:

- Improved Kindergarten and Pre-primary results.
- More students achieved above the benchmark in Year 3.
- Lower achievement in top bands in Year 3 and Year 5.
- Need to raise expectations for all students.



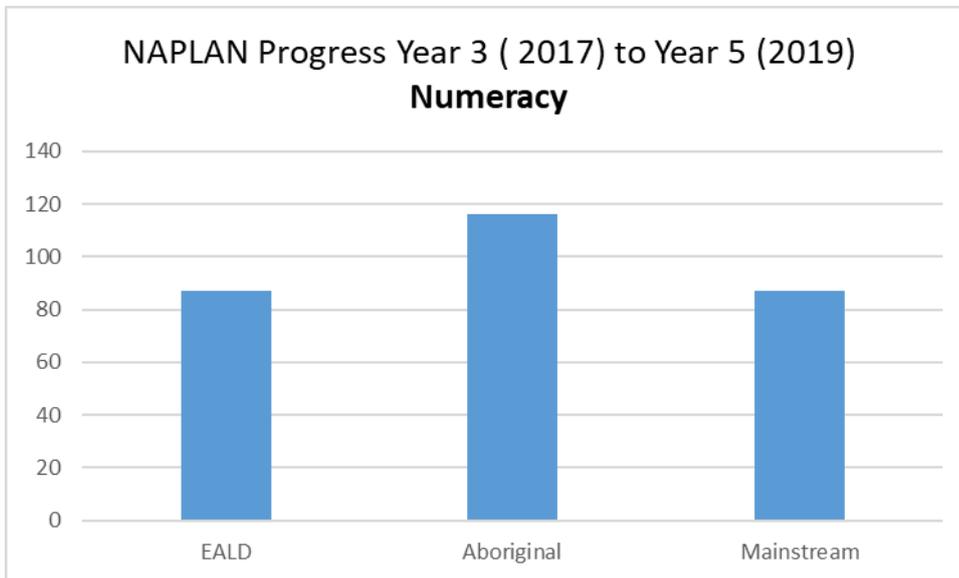
### Aboriginal Student NAPLAN Results : Numeracy

Numeracy	School Mean 2019	Aboriginal 2017	Aboriginal 2018	Aboriginal 2019
Year 3	389	333	349	324
Year 5	470	441	430	449

### EALD Student NAPLAN Results : Numeracy

Numeracy	School Mean 2019	EALD 2017	EALD 2018	2019
Year 3	389	376	393	394
Year 5	470	471	465	463

### Progress Year 3 to Year 5 for EALD, Aboriginal And Mainstream Students in NAPLAN Literacy

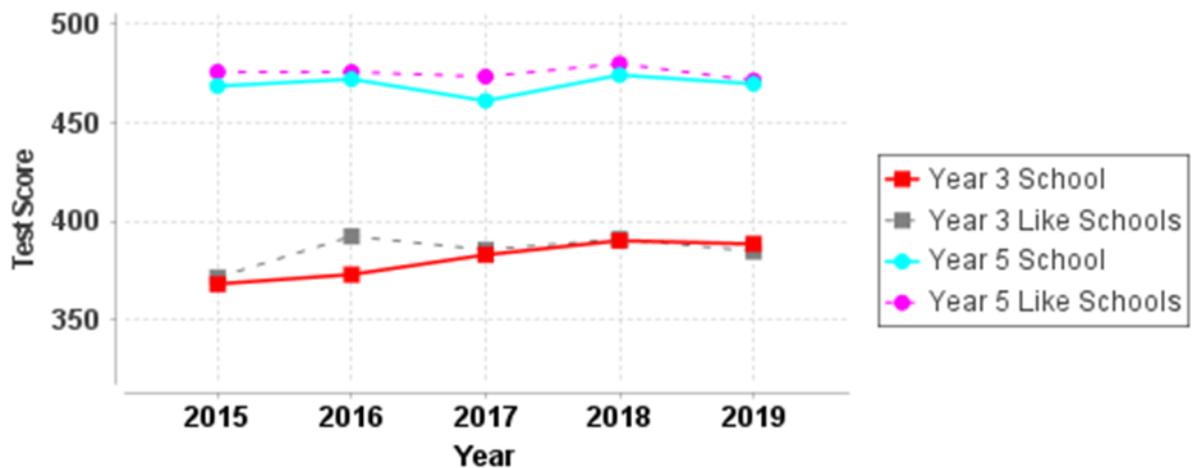


Target: Aboriginal and EALD students will achieve closer to the school mean in Numeracy.

#### Discussion

- Year 5 Aboriginal students achieved improved results.
- Year 3 EALD students achieved higher than the school mean.
- Year 3 and Year 5 Aboriginal students achieved lower than the school mean.
- Aboriginal students made greater progress than mainstream or EALD students.

## Average Numeracy Score



## Recommendations for Numeracy

### 2020 – 2021 Targets

- *NAPLAN mean scores to be above WA Public School in Numeracy.*
- *Increase the percentage of students achieving in the top bands in NAPLAN.*
- *80% of students achieve above the mathematics tracker checkpoints in pre-primary.*
- *MSPS will achieve above the Australian mean for the Progressive Achievement Test in Mathematics.*

## Strategies

- Use Fast Facts in Years 1—Year 6.
- Selected classes use GEMM and EMM.
- Improve data analysis and use.
- Teachers develop, use and revise a spiral scope and sequence for each year level.
- Appoint a numeracy coordinator.
- Use imaths as an additional resource.
- All classroom teachers collaborate in year level teams.
- The whole school lesson design is used in all classrooms.
- Maintain observation and coaching in all classrooms.
- Hold high expectations for all teaching and student learning.



# PRIORITY ONE: HIGH STANDARDS OF LEARNING AND TEACHING

## SCIENCE

All students from Kindergarten to Year 6 enjoy Science lessons each week. Kindergarten students participate in Science each Wednesday using the Plant the Seed program. Pre-primary to Year 6 students participate in Science using Primary Connections as the foundation program. For the first time, identified students participated in an extension STEM program with Mr Collopy.

Students from Year 3 to Year 6 take the Progressive Achievement Test in Science each year.

### Target

Years 3 – 6: 80% of students achieve the Australian mean based on Progressive Achievement Tests

	2016 Achievement	2017 Achievement	2018 Achievement	2019 Achievement
	Percentage of students who achieved above the Australian mean in PAT	Percentage of students who achieved above the Australian mean in PAT	Percentage of students who achieved above the Australian mean in PAT	Percentage of students who achieved above the Australian mean in PAT
Year 3	47%	54%	37%	26.5%
Year 4	24%	34%	31%	54%
Year 5	29%	25%	28%	33%
Year 6	46%	58%	41%	35.5%

### Discussion

- Year 4 and Year 5 classes made significant improvement.
- Year 3 and Year 6 regressed in achievement.

### Recommendations for Science

- *Continue extension of STEM.*
- *Examine areas of strength and identify areas for improvement.*



## PRIORITY ONE: HIGH STANDARDS OF LEARNING AND TEACHING

### HUMANITIES AND SOCIAL SCIENCES

Targets		Achieved 2016	Achieved 2017	Achieved 2018	Achieved 2019
<b>Global</b>	85% of students achieved a C grade or above in Semester 2, 2019 reports.	83%	83%	89%	90%
	25% of students achieved a B grade or above in Semester 2, 2019 reports.	28%	20%	31%	36%

HASS involves History, Geography, and Civics and Citizenship. The results in the above table provide a compilation of results in History and Geography from 2019 semester 2 reports. This is a 'global' grade. Malvern Springs Primary School made significant improvements in HASS in 2019. Highlights of the year include the comprehensive and engaging NAIDOC Week activities, as well as the highly regarded ANZAC service and related activities.

#### **Recommendations for HASS:**

- *Investigate ways to ensure students maintain higher grades in HASS.*
- *Celebrate and honour the multi-cultural nature of the school.*
- *Investigate the possibility of adopting the online program Inquiry across the school.*

### THE ARTS

The Arts gives Malvern Springs Primary School its heart and soul, where all students participate in both Visual Arts and Music. The purpose is to provide a sense of creativity, achievement, independence, belonging and well-being in students. The Arts program went from strength to strength in 2019 with all students participating with joy in this high profile program.

#### MUSIC

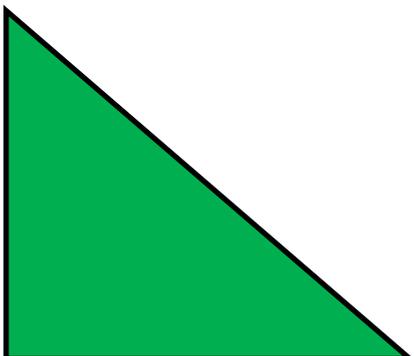
In addition to all students participating in a music lesson each week, students from Years 4, 5 and 6 had the opportunity to learn a musical instrument through the Instrumental School of Music or the Primary Music Institute. Band practice was held each Monday after school. The whole school enjoyed an in school visit from African Beat, Salaka, drummers from Kenya. The band performed at the school's ANZAC service, in the Junior Band Festival at Churchlands Senior High School, at the Crown Theatre and toured four Ellenbrook schools. The choir performed at the Western Australian Government Schools' Music Festival at the Crown Theatre, at local aged care homes as well as at a variety of school events. The school is indebted to the untiring work of our Music Specialist teacher Mrs Alison Robeson.

## THE VISUAL ARTS

All students enjoy nurturing their creative side through participation in the specialist Visual Arts program at Malvern Springs. Students participated in the Mundaring Arts group annual Act Belong Commit: Worn Out Worn Art fashion parade. Malvern Springs Primary School students were honoured with their costumes. Malvern Springs Primary School contributed to local politician Jessica Shaw's competition on Happiness and were place getters.

### Recommendations for The Arts

- Showcase creative and artistic talents of students around the school and wider community.
- Provide further opportunities for students participate in community arts programs and events.
- Produce art works which celebrate the multi-cultural nature of Malvern Springs Primary School.
- Highlight The Arts success in the school publications and in the wider community.



## PRIORITY TWO: WELL BEING FOR ALL

	TARGET	ACHIEVED
<b>STUDENTS</b>	Attendance is at 96% or above.	92.3%
	Decrease incidents of Tier 3 behaviour.	There were 16 students involved in Tier 3 behaviours in 2019, compared with 13 in 2017. There was an decrease in suspensions in 2019.
	Students complete up to 2 hours in Physical activity each week at school.	Achieved
	Establish a baseline for Fundamental Movement Skill.	Yet to be achieved.
	98% of students surveyed like being at school.	National School Opinion Survey – 78%
<b>STAFF</b>	100% of new staff participate in an Induction program.	Achieved for both teaching and support staff.
	98% of staff surveyed feel they are supported at Malvern Springs Primary School.	National School Opinion Survey – 76%

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
<b>2017</b>	94.1%	93.4%	93.8%	88.3%	86.4%	81.2%	93.7%	92.9%	92.7%
<b>2019</b>	93.6%	92.9%	93.7%	86.4%	84.2%	80.8%	93%	92.3%	92.6%
<b>2019</b>	92.3%	92.4%	92.7%	86.5%	82.6%	79.5%	91.8%	91.6%	91.6%

	Regular	Attendance Category		
		At Risk		
		Indicated	Moderate	Severe
<b>2017</b>	78.8%	15.4%	4.0%	1.8%
<b>2019</b>	77.1%	15.1%	5.9%	1.9%
<b>2019</b>	71.6%	21.4%	5.5%	1.5%
<b>Like schools</b>	70.8%	20.3%	7.0%	1.9%
<b>WA Public School</b>	73.0%	19.0%	6.0%	2.0%

Overall Attendance at Malvern Springs Primary School was slightly above 'Like' and WA public schools.

Regular attendance is lower than previous years, and indicated attendance had increased slightly.

While Aboriginal student attendance was higher than 'Like' and WA public schools it is lower than Non-Aboriginal attendance, and requires more attention.

### Recommendations for Attendance

- *Case manage students whose attendance is in the Moderate and Severe Risk categories.*
- *Monitor students in the Indicated category.*

## **PRIORITY TWO: WELL BEING FOR ALL**

### **HEALTH AND PHYSICAL EDUCATION**

**Sporting Achievements:** *Freo Dockers Cup Football Competition (Girls)* Champions.

*Aveley Interschool Sports Association Summer Carnival:* League Tag Champions, Tee Ball Champions, Soccer Champions, Netball Champions.

Each student engaged in two hours of formal physical activity each week, where they learned fundamental movement skills. The main focus for 2019 was to create opportunities for student physical participation and engagement in the wider community in sports students would not normally do. These include:

- Jump Jam where Year 5 and 6 students had the opportunity to participate in the school's jump jam squad.
- Running Club held every Friday morning before school, terms 2 – 4.
- Cross Country running events.
- Fitness through circuit training.
- Participation in a variety of sporting competitions through the Ellenbrook Interschool Sports Association.
- Sporting groups conducted in and out of school hours sporting sessions held at Malvern Springs Primary School. The netball club has gone from strength to strength.
- Malvern Springs Primary School received funding from the Commonwealth funded Sporting Schools program to play football, lacrosse, tennis, soccer and basketball.

Many students participated in local sporting clubs such as touch rugby, cricket, Australian Rules football, tee ball and soccer. Teachers from the school coach Malvern Springs Primary School netball teams in the local Swan Districts Netball Association competition on weekends.

All students engaged in a Protective Behaviours program in 2019.

#### **Recommendations for Health and Physical Education**

- *Measure Fundamental Movement Skills from Pre-primary to Year 3.*

### **POSITIVE BEHAVIOUR SUPPORT**

The Positive Behaviour Support Team experienced a revitalisation in the team structure and processes with an increased number of staff involved. The Four B's continue to provide the foundation for promoting positive behaviour at Malvern Springs Primary School—Be Your Best, Be Responsible, Be Respectful and Be Safe. To promote the approach in the school, classrooms were invited produce a display on one of the Four B's for the front office. All staff participated in additional professional learning, and data were collected to highlight areas for improvement. Expected behaviours were explicitly taught.

The school utilises the services of a school psychologist and has used the Department of Education's Behaviour and Engagement team to assist in managing severe behaviour.

## PRIORITY TWO: WELL BEING FOR ALL



### Target: Reduce Tier Three Behaviour

#### Number of suspensions between Semester 2 2018 and Semester 2 2019

Semester 2 2018	86.5days
Semester 2 2019	32.5days

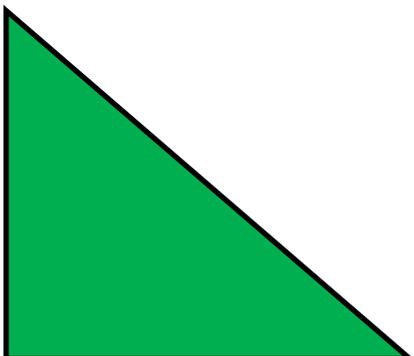
There has been significant reduction in suspensions between 2018 and 2019 as a result of all staff undertaking the Classroom Management Skills Foundation program; selected staff undertaking Team Teach training and following the guidance of The Classroom Management Secret by Michael Linsin.

### RECOMMENDATIONS FOR POSITIVE BEHAVIOUR SUPPORT

- *Ensure sustainability of the PBS approach by holding regular meetings and promoting it within and out of the school.*
- *Use data in a more targeted way.*
- *Seek ways to reduce Tier 3 behaviours.*
- *Seek ways to ensure student 'voice' is included as much as possible.*

### STUDENT LEADERSHIP

The Year 6 student leadership team, consisting of prefects and faction captains, attended the GRIP leadership conference at the beginning of the school year. The prefects made a valuable contribution to the school by organising a variety of fundraising events such as crazy hair days. Our Head Boy and Head Girl, represented our school at the Ellenbrook combined schools ANZAC ceremony, and at other local functions. The faction captains undertook various roles in assisting with preparing sports equipment and at school carnivals. The student leaders were marvellous role models for other students.



## PRIORITY THREE: COMMUNICATIONS AND PARTNERSHIPS

### SCHOOL CHAPLAIN

Malvern Springs again valued the services of the School Chaplain, Laura Seymour who provided one-on-one counselling for many students. Students enjoyed speaking with Laura who provides helpful guidance.

### BREAKFAST CLUB

The Breakfast Club is conducted every Tuesday and Thursday, where food is kindly donated by Food Bank. It continues to be a valuable service with a large number of children in attendance.

### CONNECTING WITH FAMILIES

*Community Link and Network (CLAN)*, Midland played a significant role in encouraging parents to play a more active role in Malvern Springs Primary School and building social capital in the community. The school is fortunate that Fiona Lee, Executive Manager of CLAN Midland, is an important community member on our School Board. A number of valuable programs were conducted at the school during 2019. These were:

- *Families and School Together (FAST)*: Eleven families participated in the eight week program to share an evening meal, reflect on family life and enjoy themselves. The report of this program showed there was a high level of integrity, and that families gained a lot.
- *Tuning Into Teens*: Parents, who participated in this evening program, learned some helpful parenting tips and made new friends.
- *BOOST*: This well attended program, conducted by Dyslexia SPELD Foundation, assists parents to improve their children's literacy at home. Each attending parent received a package to the value of \$80.

Once a week, Woolworths donate day old bread to our families which is gratefully received.

### COMMUNICATING WITH PARENTS

During the last year, Malvern Springs Primary School enhanced its communication with parents through Facebook, email and the school newsletter. Parent information meetings are held within the first three weeks of the school year; parents are invited to attend meetings if required or can request meetings with teachers or members of the administration team. Members of the school administration team ensure they are visible in the school grounds each morning so parents can talk with them should they wish.

The Aboriginal and Islander Education Officer, Renee Pinkerton, plays an important role in assisting the school to form positive relationships with parents of Aboriginal students. The Cultural Aide, Martha Congor, has close connections to the African community and helps form links with the school.

## PRIORITY THREE: COMMUNICATIONS AND PARTNERSHIPS

### PARENTS AND CITIZENS ASSOCIATION

The P&C held some fun and very interesting events to raise funds for our school. These included Trivia Nights, discos for the children, a colour run, sausage sizzles, Mothers and Fathers Day stalls, raffles, and bake sales. A small, amazing, dedicated and hard working team worked long hours to ensure the school benefited from these activities. The P&C received government grants to build a soccer pitch. With clever budgeting, our school Gardener Zac was able to build two soccer pitches! The P&C paid for Reading Eggs licences for every child, which has proven to be a real boost to reading. The Professionals sponsored the Most Improvement Award at each assembly and interschool sports shirts. We thanks parent Matthew Jones for his generosity in arranging the sponsorship from The Professionals!

A huge thank you to the retiring executive embers fo our P&C Executive. The long serving P&C President Gedda Brooks retired at the beginning of 2020. Gedda has provided such important leadership in raising funds for our school for musical instruments, a freezer for the breakfast club, Reading Eggs for every students and much more. We most sincerely thank her for her wonderful contribution to our school.

**The single biggest predictor of high academic achievement is reading to children. Not flash cards, not workbooks, not fancy preschools, not blinking toys or computers, but Mum or Dad taking the time every day or night (or both) to sit and read them wonderful books.**



New classroom flying into Malvern Springs!



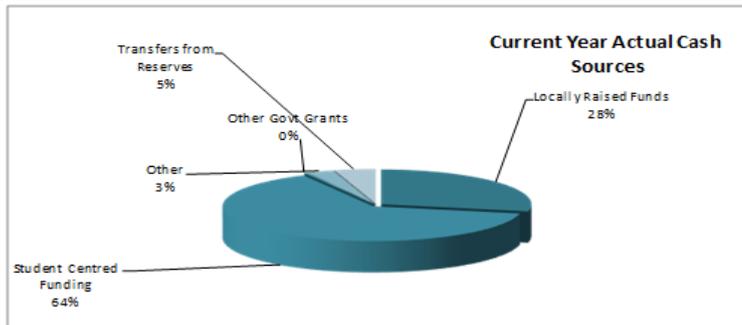
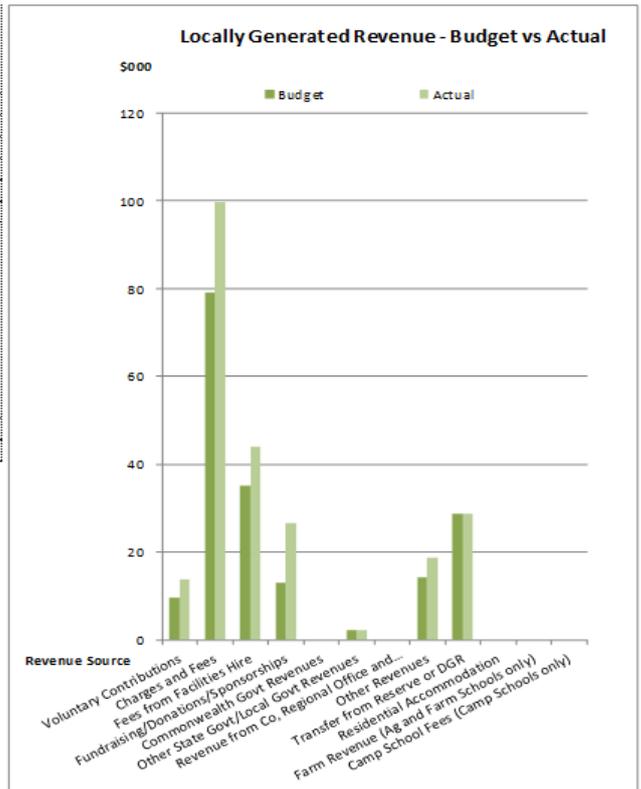
Interschool sports shirts sponsored by The Professionals.

# SCHOOL FINANCES

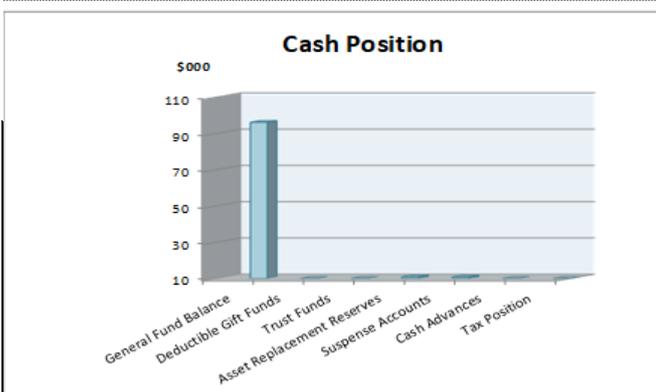
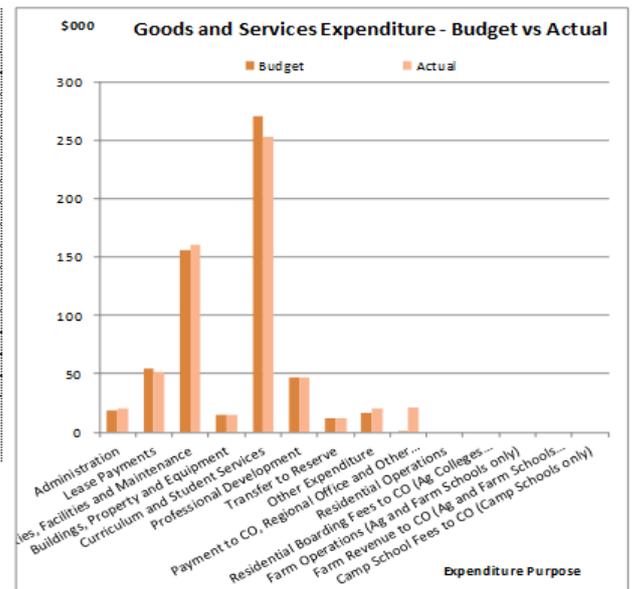
## Malvern Springs Primary School

Financial Summary as at  
31 December 2019

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 9,527.00	\$ 13,686.50
2	Charges and Fees	\$ 79,144.00	\$ 99,647.41
3	Fees from Facilities Hire	\$ 35,167.00	\$ 43,967.15
4	Fundraising/Donations/Sponsorships	\$ 12,964.00	\$ 26,562.99
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 2,200.00	\$ 2,200.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 14,411.00	\$ 18,695.43
9	Transfer from Reserve or DGR	\$ 28,808.00	\$ 28,808.23
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>		<b>\$ 182,216.00</b>	<b>\$ 233,562.71</b>
<b>Opening Balance</b>		<b>\$ 48,158.00</b>	<b>\$ 48,158.78</b>
<b>Student Centred Funding</b>		<b>\$ 415,439.00</b>	<b>\$ 415,439.01</b>
<b>Total Cash Funds Available</b>		<b>\$ 645,813.00</b>	<b>\$ 697,160.50</b>
<b>Total Salary Allocation</b>		<b>\$ -</b>	<b>\$ -</b>
<b>Total Funds Available</b>		<b>\$ 645,813.00</b>	<b>\$ 697,160.50</b>



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 18,775.00	\$ 20,461.65
2	Lease Payments	\$ 54,200.00	\$ 51,561.23
3	Utilities, Facilities and Maintenance	\$ 156,000.00	\$ 160,891.19
4	Buildings, Property and Equipment	\$ 14,484.98	\$ 14,733.05
5	Curriculum and Student Services	\$ 270,021.41	\$ 252,984.30
6	Professional Development	\$ 46,930.00	\$ 47,280.70
7	Transfer to Reserve	\$ 12,000.00	\$ 12,000.00
8	Other Expenditure	\$ 16,405.05	\$ 20,306.71
9	Payment to CO, Regional Office and Other Schools	\$ 775.00	\$ 20,774.79
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)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>		<b>\$ 589,591.44</b>	<b>\$ 600,993.62</b>
<b>Total Forecast Salary Expenditure</b>		<b>\$ -</b>	<b>\$ -</b>
<b>Total Expenditure</b>		<b>\$ 589,591.44</b>	<b>\$ 600,993.62</b>
<b>Cash Budget Variance</b>		<b>\$ 56,221.56</b>	



Cash Position as at:	
<b>Bank Balance</b>	<b>\$ 106,602.57</b>
Made up of:	\$ -
1 General Fund Balance	\$ 96,166.88
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 10,851.00
5 Suspense Accounts	\$ 10,765.69
6 Cash Advances	\$ (400.00)
7 Tax Position	\$ (10,781.00)
<b>Total Bank Balance</b>	<b>\$ 106,602.57</b>



The 2019 Annual School Report for Malvern Springs Primary School is endorsed by the School Board.

Signed:

---

Ian Hutchinson, Board Chair

---

Dr Jennifer Kuhn, Principal

Date: \_\_\_\_\_

