

PRINCIPAL'S COMMENT

Welcome to our 2018 Annual Report. Over the year we have reflected regularly on our effectiveness in key academic and non-academic areas, using data gathered from a range of sources. This process has enabled us to fine tune strategies and maintain the continuous improvement to which we are deeply committed.

This report contains a range of performance information that outlines the progress we have made in implementing key strategies outlined in the South Lake Primary School (SLPS) 2018-2020 Business Plan as well as system reporting requirements for the 2018 school year. Also detailed within this report are the major achievements and highlights of the year in the areas of school and student performance, and financial and human resource management.

It is hoped that readers will find the Annual Report informative and reflective of the wonderful work done by students, staff and parents of the South Lake Primary Community.



Annual Book Week Parade

SCHOOL AND CONTEXT

Our vision at South Lake Primary is that all members of the school community will work together to achieve their full potential, becoming self-motivated life-long learners through an inclusive and empowering education. South Lake Primary School opened in 1986 and received Independent Public School status in 2015. The school is a Level 5 school and currently accommodates students from Kindergarten to Year 6 as well as the School of Special Education Needs: Disability (SSEN: D) Team. With an ICSEA (Index of Community Socio-educational Advantage) of 932, our student population continues to include a diversity of culturally rich people groups. 17% of students are Noongar children and over 15 different nations are represented in our student population, many students coming from the South Pacific Islands, New Zealand and South East Asia. Our transiency rate is approximately 30%. In 2018, we had 11 full-time classes and students received instruction in English, Mathematics, Science, Humanities and Social Sciences (HASS) as well as instruction from full-

time specialists in Physical Education, Art, Digital Design and Technology, Languages Other Than English (LOTE) Italian, and Music.

At SLPS, successful students are at the centre of our school improvement, as articulated in our School Vision. Everything we do is evaluated in relation to the impact on student learning, their engagement at school and their enjoyment of the school experience. Our school improvement cycle is an ongoing process encompassing three components. We assess data and other evidence related to student achievement and school operations, we plan to improve the standards of student achievement and we act to implement planned strategies. In 2018 we implemented GradeXpert, a data tracking software system that centralises student academic assessment, behavioural and welfare data in a central location. We believe that GradeXpert will expedite and embed a culture of assessment of student learning and continuous improved performance.

At SLPS, we view parents as partners in the education of their children and are proactive in linking with the home. As we are now an IPS, our School Council has successfully transitioned to an active and capable School Board. The P&C are active around the school; we acknowledge all of their input and fundraising efforts. Our community provides assistance in classrooms, for example Support a Reader, Breakfast Club, on excursions and special days. As well as partnerships mentioned previously, connections with various government agencies, City of Cockburn Local Government Authority, Gutteridge Haskins & Davey (GHD) Engineering, Curtin University, Lakeland Senior High School and network schools, Foodbank, The Blue Flame, Independent Grocers Alliance (IGA), the Ottey Centre and organisations in the wider community (RSL, Touch West) contribute to SLPS's effectiveness and operations.



A3's Taiko Drumming

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SCHOOL BOARD

The South Lake Primary School Board was very proactive in a number of areas in 2018. These included:

- The endorsement of the school's annual report
- The endorsement and review of the school budget and voluntary contributions
- Discussions on school performance
- Review of Board documentation
- Engaging in school site planning and improvement
- Use of facilities - moving School of Special Educational Needs on-site
- Approved School Development Days for 2019.

OUR BELIEFS AND UNDERSTANDINGS

At South Lake Primary School we believe:

- Students learn best when they are in a motivated, orderly and safe environment where developmental education is acknowledged and implemented.
- Students learn best when there are effective relationships between all members of the school and the wider community.
- Students learn best when the curriculum delivered encompasses different learning styles.
- Students learn best when a wide range of student performance data is used to plan, implement and monitor progress for continuous improvement.
- High standards of student achievement, both academic and non-academic, are the focus of our work within each classroom and across the school.

STAFF PROFILE 2018

STAFF	NUMBER	FTE
ADMINISTRATION STAFF		
PRINCIPALS	1	1.0
DEPUTY PRINCIPALS	1	1.0
TOTAL ADMINISTRATION STAFF	2	2.0
TEACHING STAFF		
PERMANENT STAFF	12	10.0
TEMPORARY STAFF	6	4.1
TOTAL TEACHING STAFF	18	14.1
SCHOOL SUPPORT STAFF		
CLERICAL / ADMINISTRATIVE	2	2.0
GARDENING	1	0.8
OTHER NON-TEACHING STAFF	10	7.4
TOTAL SCHOOL SUPPORT STAFF	13	10.2
SCHOOL CHAPLAIN	1	0.6
TOTAL	34	26.9

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TEACHER QUALIFICATIONS

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teachers Registration Board (TRB) of Western Australia.

PROFESSIONAL LEARNING

In 2018, professional learning for staff was prioritised according to the School Business Plan. Positive Behaviour School (PBS) team training for the PBS team featured prominently on term planners, as well as continued building of teachers' capacity to analyse data and implement the Australian Curriculum. Teaching and school support staff have also attended courses, Cockburn Central Education Network (CCEN) meetings outside of school hours, on-line learning, and professional learning sessions on school development days. In addition, staff continued to share best practice at staff meetings, school development days and within learning teams. Professional learning included: Protective Behaviours Workshop; CCEN Design & Technologies Professional Learning; Compulsory Graduate Modules; Classroom Management Strategies (CMS); PBS; GradeXpert; Data Analysis Workshops; Autism; Trauma Based Teaching Practices; Aboriginal Cultural Awareness; Special Educational Needs (SEN) Reporting. Teachers have been provided with time to collaboratively plan, moderate, reflect, analyse data, review and develop learning programs and case management plans. All teaching staff used the Australia Institute for Teaching and School Leadership (AITSL) Standards to self-assess and participated in professional development and classroom observation and feedback strategy.

Business Plan Priority 3: Effective leadership and high quality teaching

TARGETS 10 AND 11 ACHIEVED

TARGETS / MILESTONES

10. All staff participates in Annual Performance Management. All teaching staff uses the AITSL Standards to self-assess and all teaching staff participates in the school's classroom observation and feedback strategy by 2019.
11. All teachers monitor and examine student performance targets as described in the 2018 – 2020 Business Plan for impact on student learning.

STUDENT ACHIEVEMENT 2018

Business Plan Priority 1: High expectations of success for every student

TARGETS

1. Progress of stable cohort of students between Year 3 and Year 5 is at or above 'like' schools in National Assessment Program – Literacy and Numeracy (NAPLAN) for Numeracy, Reading, Writing, Spelling and Punctuation and Grammar when measured 2017 – 2019 and 2018 – 2020.

THIS TARGET WAS PARTIALLY ACHIEVED. Overall relative achievement, 2017 – 2018, was positive for Year 3 and is moving towards like schools. There was no improvement in Year 5. For Year 5 the result in Reading was 1.9 Standard Deviations (SD) below expected performance and Year 5 the result in Writing was 1.2 SD below expected performance.

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2. Improve the percentage of students achieving a School Curriculum and Standards Authority (SCSA) 'C' Grade achievement standard by 20% in English, Mathematics and Science from 2017 – 2019 and 2018 – 2020

THIS TARGET WAS NOT ACHIEVED. Note page 14. Staff investigated Line of Inquiry identified by School Performance Monitoring System (SPMS) and articulated strategies to improve the alignment of SLPS teacher judgements with Like Schools. It was evidenced that staff grading was skewed towards a C, and the lower grades.

3. By the end of 2019, 50% of pre-primary students will achieve expected progression point (PP) 1.0 or above in On Entry Assessment for Reading, Numeracy and Writing.

THIS TARGET WAS PARTIALLY ACHIEVED. At the end of 2018 in Reading, 44% of students had achieved expected PP 1.0 or above and 31% of students were on track and had achieved PP 0.7 - 0.9. At the end of 2018 in Mathematics, 97% of students had achieved expected PP 1.0 or above. Whilst PP data was not available for Writing, the On Entry development data indicates that 72% of students had improved by more than 150 On Entry development points.

4. Improve the percentage of Year 3 students in NAPLAN Proficiency Bands 4 - 10 for Numeracy and Writing by 40% by the end of 2020.

ON TRACK TO ACHIEVE TARGET. When analysing data and determining if progress has been made towards achieving the target, the percentage of students has been equated to the number of students. The number of Year 3 students that completed NAPLAN tests in 2017 was 31.

In 2017, 48% of students (15 students) were in Bands 4 -10 for Numeracy. 40% of 15 students is 6 students. In 2018, 53% of students (19 students) were in Bands 4 - 10, an improvement of 4 students.

In 2017, 60% of students (18 students) were in Bands 4 -10 for Writing. 40% of 18 students is 7 students. In 2018, 54% of students (22 students) were in Bands 4 - 10, an improvement of 4 students. In 2019, 40% of students in Band (2018), will be targeted.

5. Improve the percentage of Year 5 students in NAPLAN Proficiency Bands 5 - 10 for Numeracy and Writing by 40% by the end of 2020.

THIS TARGET WAS PARTIALLY ACHIEVED IN NUMERACY. When analysing data and determining if progress has been made towards achieving the target, the percentage of students has been equated to the number of students. The number of Year 5 students that completed NAPLAN tests in 2017 was 41.

In 2017, 53% of Year 5 students (21 students) were in Bands 5 - 10 for Numeracy. 40% of 21 students is 8 students. In 2018, a smaller cohort of Year 5 students (25 students) completed the Numeracy test. 58% of students (19 students) were in Bands 5 - 10, proportional improvement.

In 2017, 59% of students (24 students) were in Bands 5 - 10 for Writing. 40% of 24 students is 10 students. In 2018, a smaller cohort of Year 5 students (25 students) completed the Writing test. 39% of students (10 students) were in Bands 5 - 10. A significant regression. In 2019, the 40% of students who tested in Bands 4 and in 2017, will be targeted for academic improvement .

STUDENT PERFORMANCE IN NAPLAN 2018

NAPLAN Comparative Performance Summary

	Year 3			Year 5		
	2016	2017	2018	2016	2017	2018
Numeracy	-0.2	0.1	0.4	0.2	0.1	-0.5
Reading	-0.2	0.3	0.5	0.8	-0.1	-1.9
Writing	-0.4	0.3	0.5	0.7	0.1	-1.2
Spelling	-0.5	-0.5	-0.2	1.0	0.6	-0.2
Grammar & Punctuation	0.2	0.2	0.2	0.2	-0.4	-0.6

	Above Expected more than one standard deviation above the predicted school
	Expected within one standard deviation of the predicted school mean
	Below Expected - more than one standard deviation below the predicted school mean
	If blank, then no data available or number of students is less than 6

PERCENTAGE OF STUDENTS IN EACH PROFICIENCY BANDS

The following tables show the distribution (percentages) of student performance in each Proficiency Bands in Years 3 and 5. The achievement scale, Band 1 to Band 10, represents increasing levels of

Band	NAPLAN Score Range	Year 3 Reading								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
6 to 10	478 & Above	11%	11%	22%	13%	12%	15%	23%	23%	25%
5	426 - 477	18%	14%	19%	16%	17%	21%	22%	20%	23%
4	374 - 425	7%	25%	16%	19%	23%	26%	19%	23%	21%
3	322 - 373	32%	29%	22%	22%	26%	14%	19%	18%	14%
2	270 - 321	25%	14%	12%	19%	11%	13%	12%	9%	10%
1	Up to 269	7%	7%	9%	11%	10%	11%	6%	7%	7%

skills and understandings. Staff have analysed this data, and utilised previous years data and teacher judgement data to identify progress towards Business Plan targets for 2018 – 2020 and focus areas for English and Mathematics Operational Plans.

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

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Percentage of Year 3 students in each Proficiency Band

Band	NAPLAN Score Range	Year 3 Numeracy								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
6 to 10	478 & Above	3%	7%	12%	5%	9%	10%	15%	18%	15%
5	426 - 477	14%	19%	25%	11%	15%	22%	18%	18%	24%
4	374 - 425	10%	22%	16%	21%	30%	25%	22%	28%	27%
3	322 - 373	38%	22%	12%	34%	21%	21%	26%	19%	19%
2	270 - 321	31%	22%	31%	22%	19%	18%	14%	13%	13%
1	Up to 269	3%	7%	3%	7%	6%	5%	5%	5%	3%

Band	NAPLAN Score Range	Year 3 Writing								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
6 to 10	478 & Above	10%	7%	6%	5%	7%	5%	12%	11%	9%
5	426 - 477	7%	14%	21%	23%	27%	27%	34%	34%	34%
4	374 - 425	31%	39%	27%	31%	23%	22%	30%	24%	23%
3	322 - 373	28%	21%	24%	21%	29%	25%	14%	21%	20%
2	270 - 321	24%	11%	12%	12%	7%	11%	6%	6%	7%
1	Up to 269	0%	7%	9%	7%	7%	10%	3%	4%	6%

Band	NAPLAN Score Range	Year 3 Spelling								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
6 to 10	478 & Above	14%	7%	15%	13%	14%	15%	20%	20%	21%
5	426 - 477	14%	21%	21%	17%	20%	22%	25%	23%	23%
4	374 - 425	14%	21%	18%	25%	23%	26%	23%	23%	23%
3	322 - 373	21%	21%	15%	15%	21%	15%	14%	16%	16%
2	270 - 321	28%	11%	12%	18%	16%	13%	12%	12%	9%
1	Up to 269	10%	18%	18%	12%	7%	9%	6%	6%	8%

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Band	NAPLAN Score Range	Year 3 Grammar & Punctuation								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
6 to 10	478 & Above	10%	11%	21%	15%	18%	26%	28%	29%	30%
5	426 - 477	14%	25%	9%	13%	24%	16%	17%	24%	16%
4	374 - 425	21%	11%	27%	19%	16%	19%	19%	15%	22%
3	322 - 373	45%	18%	18%	29%	14%	16%	24%	12%	14%
2	270 - 321	7%	29%	9%	12%	12%	14%	6%	10%	11%
1	Up to 269	3%	7%	15%	12%	16%	9%	6%	10%	7%

Percentage of Year 5 students in each Proficiency Band

Band	NAPLAN Score Range	Year 5 Numeracy								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
8 to 10	582 & Above	4%	3%	0%	4%	3%	2%	11%	9%	9%
7	530 - 581	8%	6%	5%	5%	8%	11%	13%	16%	18%
6	478 - 529	20%	22%	24%	17%	26%	24%	26%	28%	26%
5	426 - 477	48%	22%	29%	35%	32%	31%	28%	26%	29%
4	374 - 425	20%	39%	33%	28%	25%	22%	16%	15%	15%
1 to 3	Up to 373	0%	8%	10%	11%	7%	10%	7%	5%	4%

Band	NAPLAN Score Range	Year 5 Reading								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
8 to 10	582 & Above	4%	8%	5%	6%	6%	7%	12%	14%	15%
7	530 - 581	4%	6%	0%	13%	12%	16%	21%	20%	19%
6	478 - 529	40%	17%	14%	19%	25%	22%	23%	26%	24%
5	426 - 477	20%	14%	14%	22%	21%	21%	20%	18%	20%
4	374 - 425	24%	39%	38%	23%	23%	16%	14%	15%	13%
1 to 3	Up to 373	8%	17%	29%	16%	12%	18%	10%	7%	8%

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Band	NAPLAN Score Range	Year 5 Writing								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
8 to 10	582 & Above	0%	0%	0%	1%	1%	1%	3%	3%	4%
7	530 - 581	0%	8%	0%	5%	6%	6%	11%	10%	9%
6	478 - 529	42%	19%	0%	22%	22%	14%	30%	28%	24%
5	426 - 477	42%	32%	39%	40%	39%	38%	35%	38%	37%
4	374 - 425	8%	16%	13%	18%	16%	15%	14%	11%	13%
1 to 3	Up to 373	8%	24%	48%	13%	15%	26%	7%	10%	13%

Band	NAPLAN Score Range	Year 5 Spelling								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
8 to 10	582 & Above	4%	8%	4%	6%	6%	5%	10%	13%	11%
7	530 - 581	4%	16%	9%	9%	14%	18%	15%	19%	20%
6	478 - 529	33%	22%	22%	28%	26%	26%	31%	30%	32%
5	426 - 477	38%	19%	26%	24%	26%	25%	25%	22%	20%
4	374 - 425	17%	16%	17%	18%	16%	17%	11%	10%	11%
1 to 3	Up to 373	4%	19%	22%	14%	12%	10%	8%	8%	6%

Band	NAPLAN Score Range	Year 5 Grammar & Punctuation								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
8 to 10	582 & Above	4%	5%	4%	7%	8%	8%	16%	17%	17%
7	530 - 581	12%	5%	0%	13%	10%	14%	18%	13%	14%
6	478 - 529	12%	14%	17%	20%	21%	25%	23%	25%	18%
5	426 - 477	38%	16%	39%	25%	20%	19%	22%	16%	17%
4	374 - 425	21%	32%	26%	23%	25%	22%	15%	19%	13%
1 to 3	Up to 373	12%	27%	13%	13%	16%	13%	7%	10%	8%

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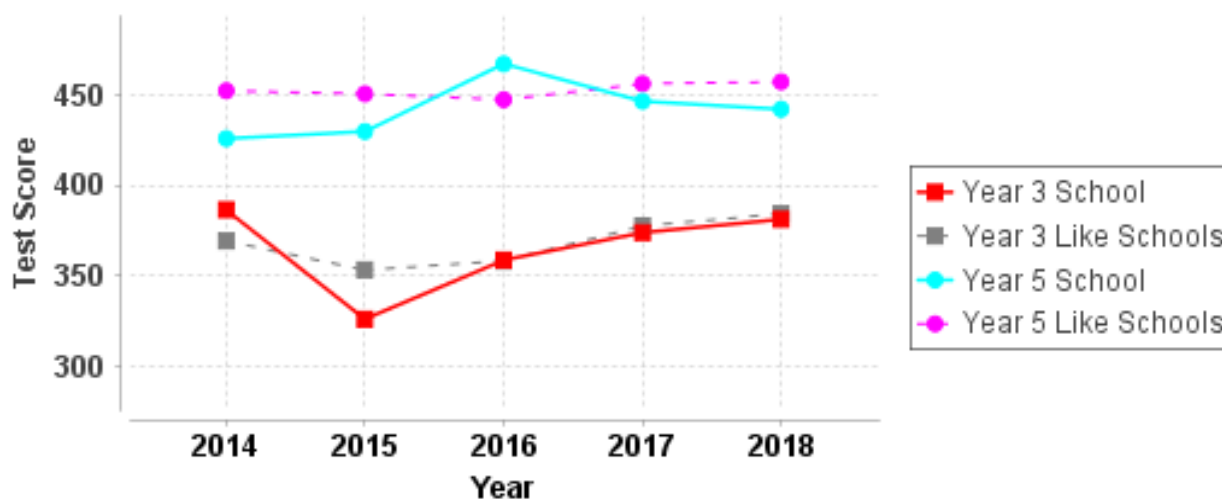
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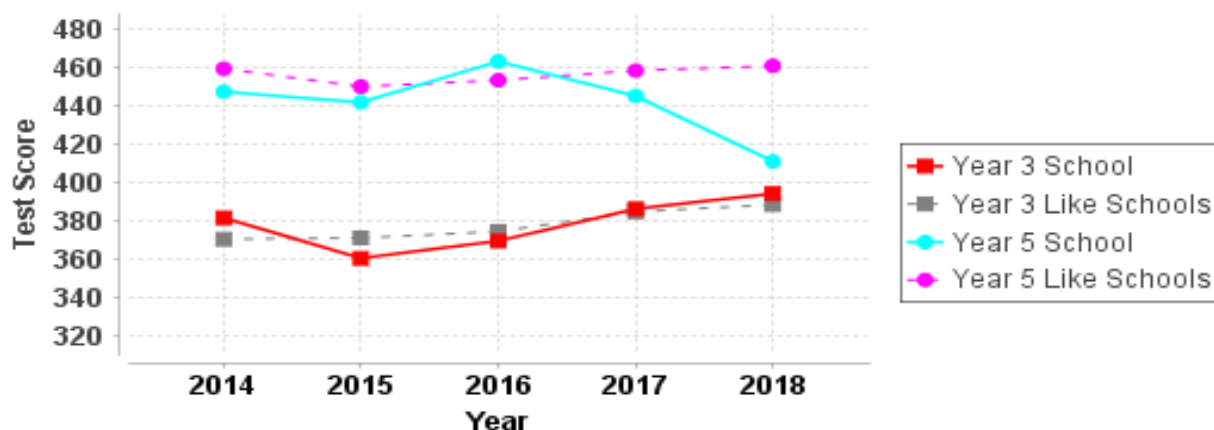
NAPLAN LONGITUDINAL SUMMARY

The graphs below show a comparison between student performances at SLPS with student performances at like schools over time. When results are compared with like schools, this refers to schools with a similar socio-economic profile, not a geographic location.

Average Numeracy Score



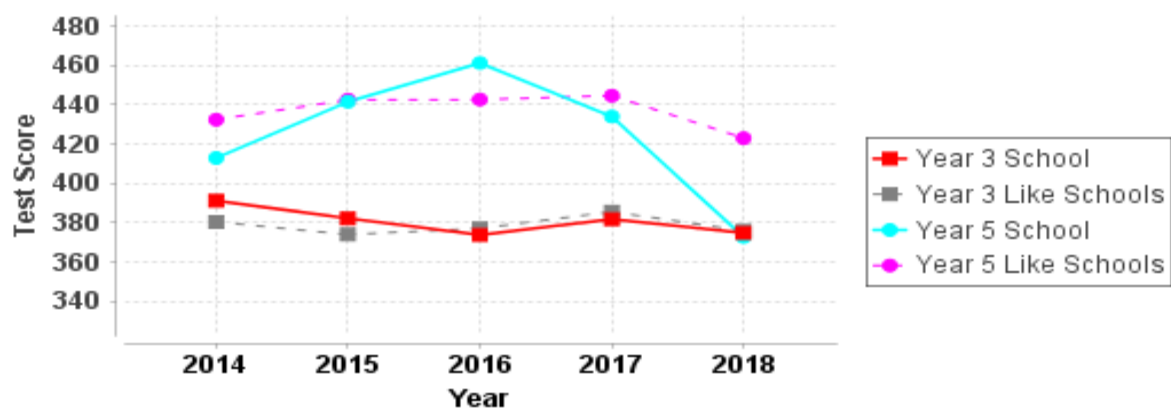
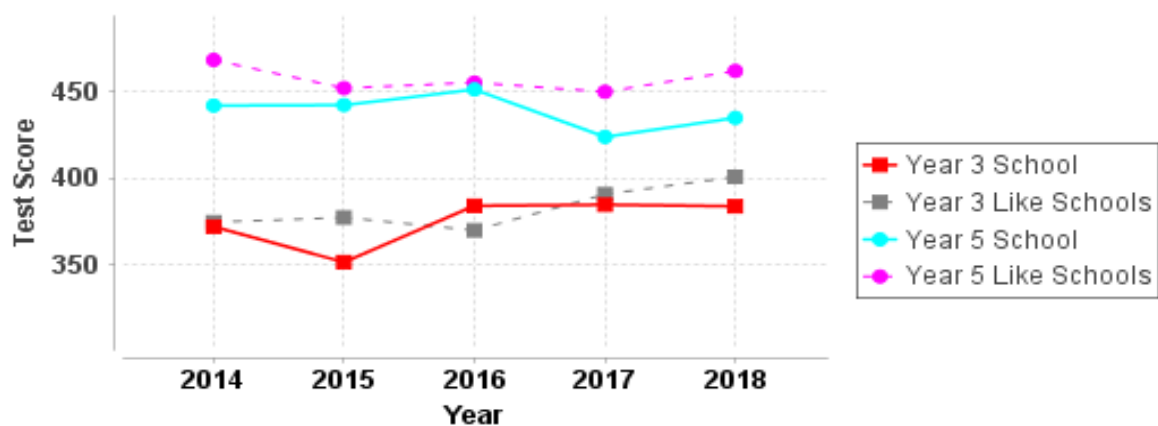
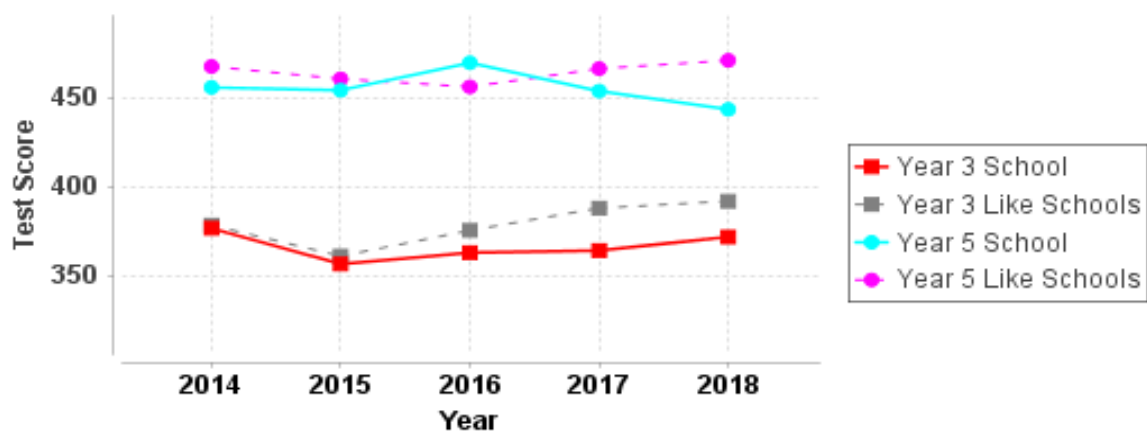
Average Reading Score



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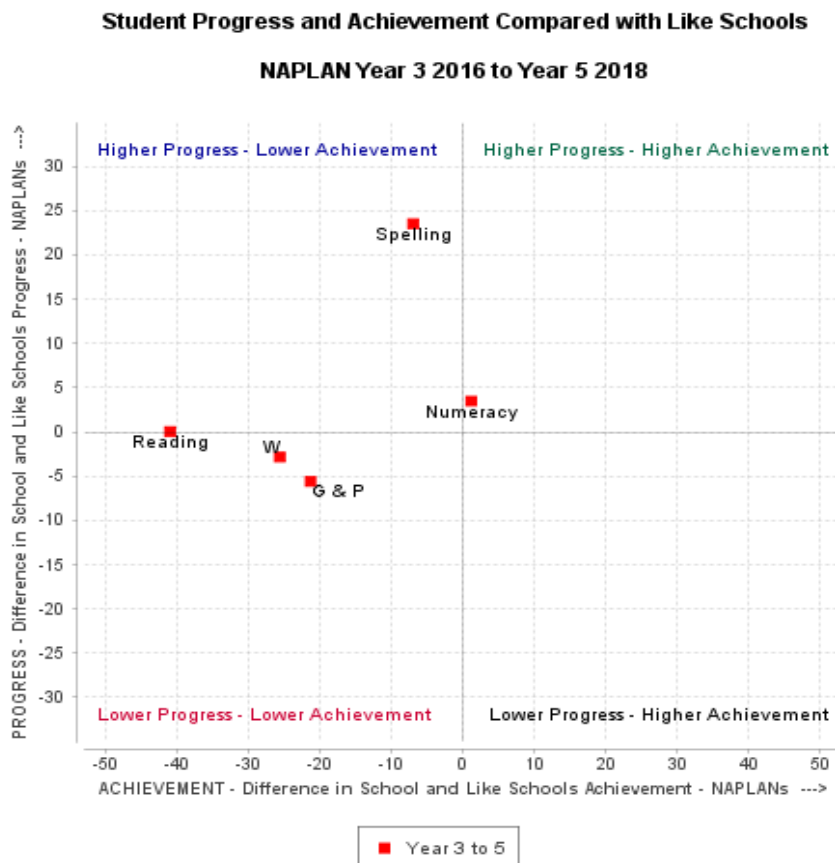
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Average Writing Score**Average Grammar & Punctuation Score****Average Spelling Score****STRIVE****BELIEVE****ACHIEVE**

NAPLAN LITERACY AND NUMERACY STUDENT PROGRESS 2016 - 2018

School performance and the progress made over time in the Year 3 - Year 5 cohort, 2016 - 2018, was deemed higher progress and lower achievement in Reading, Spelling, Numeracy, Writing and Grammar & Punctuation.



On the following page are graphs showing the progress of **Year 3 2016 to Year 5 2018 in Numeracy, Reading, Writing, Spelling and Grammar & Punctuation**. Terms used are explained below:

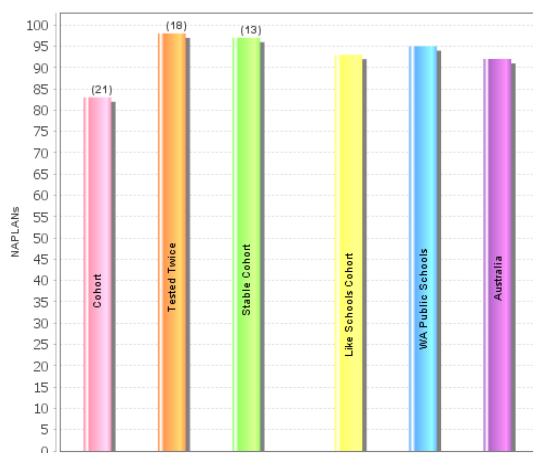
- The **progress** between the two years of testing is measured by the difference between the two mean scores in NAPLANs.
- The **Cohort** measurement is the difference between the mean scores of all tested students in the cohorts for both years at our school.
- The **Tested Twice** measurement is the difference between the mean scores of students tested at our school in the latest year of testing reported and in WA public schools two years earlier.
- The **Stable Cohort** measurement is the difference between the mean scores of students tested in our school in both years.
- The **Like School Cohort** comparison is the difference between the mean scores of all tested students in SLPS Like Schools in both years.
- The **WA Public Schools** comparison is the difference between the mean scores of all tested students in WA Public schools in both years.
- The **Australia** comparison is the difference between the mean scores of all tested students in Australia in both years.

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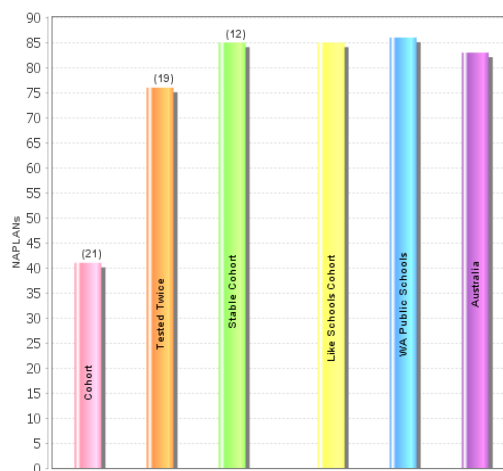
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Progress from Year 3 2016 to Year 5 2018 - Numeracy



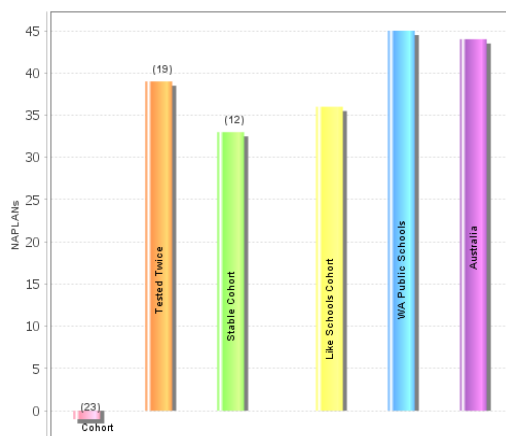
<- School Data | Comparative Data ->

Progress from Year 3 2016 to Year 5 2018 - Reading



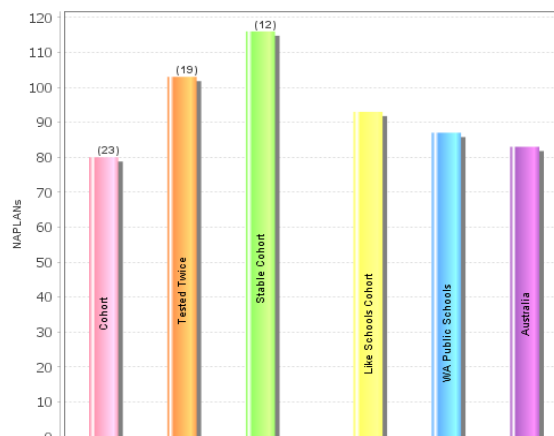
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Progress from Year 3 2016 to Year 5 2018 - Writing



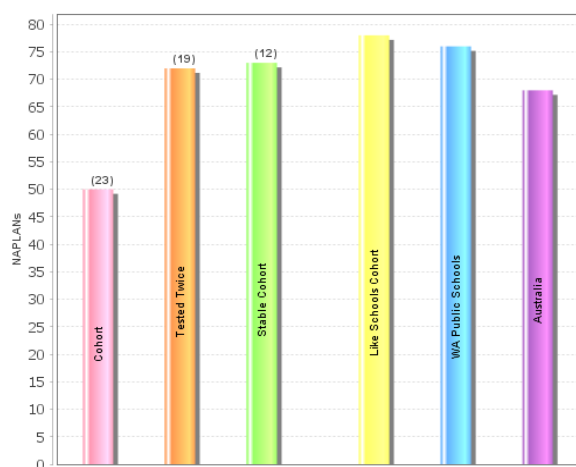
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Progress from Year 3 2016 to Year 5 2018 - Spelling



<- School Data | Comparative Data ->

Progress from Year 3 2016 to Year 5 2018 - Grammar & Punctuation



<- School Data | Comparative Data ->

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ENGLISH, MATHEMATICS AND SCIENCE GRADE SUMMARY FOR YEARS PP - 6 FROM SEMESTER 2, 2017 AND SEMESTER 2, 2018

Information collected from Grade Reports show that teachers believe that the majority of our students are achieving a C grade. **A C Grade is Satisfactory - the student demonstrates satisfactory achievement of what is expected for this year level.**

Reporting Period(s): Semester 2 2017

Code	Learning Area	A	B	C	D	E	U	Total Grades	No Grade
ACE	English	5	42	93	70	22	0	232	8
Totals		5	42	93	70	22	0	232	8
Percentage		2.2	18.1	40.1	30.2	9.5	0.0		
Code	Learning Area	A	B	C	D	E	U	Total Grades	No Grade
ACM	Mathematics	5	40	115	57	10	0	227	13
Totals		5	40	115	57	10	0	227	13
Percentage		2.2	17.6	50.7	25.1	4.4	0.0		
Code	Learning Area	A	B	C	D	E	U	Total Grades	No Grade
ACS	Science	1	20	144	55	4	0	224	22
Totals		1	20	144	55	4	0	224	22
Percentage		0.4	8.9	64.3	24.6	1.8	0.0		

Reporting Period(s): Semester 2 2018

Code	Learning Area	A	B	C	D	E	U	Total Grades	No Grade
ACE	English	5	43	99	69	17	0	233	14
Totals		5	43	99	69	17	0	233	14
Percentage		2.1	18.5	42.5	29.6	7.3	0.0		
Code	Learning Area	A	B	C	D	E	U	Total Grades	No Grade
ACM	Mathematics	3	52	108	57	12	0	232	15
Totals		3	52	108	57	12	0	232	15
Percentage		1.3	22.4	46.6	24.6	5.2	0.0		
Code	Learning Area	A	B	C	D	E	U	Total Grades	No Grade
ACS	Science	0	10	141	42	8	0	201	19
Totals		0	10	141	42	8	0	201	19
Percentage		0.0	5.0	70.1	20.9	4.0	0.0		

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MATHEMATICS LEARNING AREA REPORT 2018

MATHEMATICS COMMITTEE REPORT AND RECOMMENDATIONS

The Mathematics committee comprised of Nicola Shepherd, Jill Morgan, Kylee Martin, Josh D’Vauz and Elia Griffin met throughout the year to achieve specific goals and identify areas of improvement for 2019 and beyond. Mathematics targets have been developed for 2019 and other modifications have been made to the operational plan.

The main focus of the committee in 2018 was to develop and facilitate whole school strategies from P - 6. “Bee Happy Maths Assessment” was used in Term One to assess and identify classroom and whole school teaching strategies and areas of focus for each year level. Mathletics was used across all year levels for teaching skills and Common Assessment Tasks as per Assessment Schedule. Paul Swan strategies were also implemented across the school to assist with the teaching of concepts in Mathematics.

A whole school mental Maths Scope and Sequence was used and included in the Operational Plan for 2018. Maths warm-ups have been developed by many classroom teachers and are available on the shared drive for all staff to access. “Professor Pete” interactive teaching strategies for use on the whiteboard were purchased for all teachers to assist in the teaching on numeracy strategies.

Recommendations

In 2019 teachers will:

- *Implement a whole school Mental Maths Program.*
- *Participate in ‘100 Days’ across all year levels to consolidate numeracy skills and celebrate Number in a variety of ways.*
- *Implement Oxford Maths across the school. Implement fortnightly Oxford Maths Assessments.*
- *Use First Steps strategies with an emphasis on number, measurement and geometry.*
- *Use Paul Swan strategies.*
- *In all year levels teachers will include strategies which will develop critical thinking skills, problem solving, and working mathematically e.g. a daily word problem and match the operation with the problem.*
- *Provide regular opportunities for students in Years P - 6 to practice basic number facts and mental maths strategies. In Years 3 – 6 implement daily times table practice and investigate a School Tables Competition to promote engagement.*
- *Ensure that their students are familiar and confident with the language of mathematics by developing word walls, particularly in the areas of problem solving with a specific emphasis on exposing students to test formats/questions.*
- *Ensure Natural Maths strategies are on display and accessible for students to use during independent tasks. Provide opportunities for capable students to be extended through a differentiated curriculum that includes: Mathletics, interactive games and problem solving.*



Mr Mathematics Wizz Incursion

ENGLISH LEARNING AREA REPORT 2018

ENGLISH COMMITTEE REPORT AND RECOMMENDATIONS

The English Committee comprised of Ebony Moffitt, Lorraine Jackson, Annette Burrow, Kelly Beattie and Nicole Bourman have collaborated and worked closely with staff to review goals and identify areas of improvements for 2019. English targets have been developed for 2019 and some modifications have been made to the operational plan.

This year the English committee continued their involvement in the organisation of a number of events including National Simultaneous Story Time, International Book Week and the 2018 Book Fair. Our school Librarian, Nilla Spagnolo, assisted in coordinating these popular events to ensure they were a huge success.

Early intervention was a main focus of the committee in 2018 to increase Literacy achievements for students in P - Year 3. A partnership with Curtin University was formed and the introduction of the 'South Lake Primary Literacy Volunteer Program' was developed. This program runs once a week for 90 minutes, providing support to students with low achievement in Literacy based tasks. Volunteers offer their time to work one-on-one and with small group of students to practice learnt skills and revise concepts.

STRIVE

BELIEVE

ACHIEVE

Literacy warm-ups have been developed by many classroom teachers and are available on the shared drive for all staff to access. Warm-ups are a requirement across all year levels to revise and recall previous topics. Warm-ups will continue to be developed into 2019.

Recommendations

In 2019 teachers will:

- *Implement the 'Mini-Lit Program' to target Years P - 2 students who are not achieving desired Literacy standards. This program will be delivered by Education Assistant providing intensive small group teaching for 50 minutes, 3 – 4 times a week.*
- *Implement the use of 'NSW Targeting Handwriting Booklets' for P - 3 students and 'Handwriting Conventions Booklets' for Year 4 - 6 students.*
- *In all year levels, classroom teachers will implement writing warm-ups to increase opportunities for writing success.*
- *Continue with the 'Curtin Volunteer Program' in 2019.*
- *Transition from implementing the '7 Steps to Writing Success Program' to the 'Talk 4 Writing Program' to increase achievement in writing from P - 6.*



Gingerlocks and the Three Bikies, Yr 5 / 6 Assembly Item

SCIENCE

Science continues to be a priority learning area at SLPS. Teachers at SLPS use a consistent approach to teaching science across the school using the Australian Curriculum Scope and Sequence and Primary Connections. The continued implementation of the Primary Connections Program continues provided clarity and support for teachers, and strengthening our whole school approach to Science focused on developing Science knowledge, skill and understanding through hands - on learning activities.

STRIVE

BELIEVE

ACHIEVE

Year Level	Students Receiving C Grade or Better	
	Semester 2, 2017	Semester 2, 2018
Pre-Primary	88%	95%
Year 1	87%	97%
Year 2	59%	65%
Year 3	60%	65%
Year 4	68%	72%
Year 5	73%	50%
Year 6	79%	62%

At the end of Semester 1, 2018 the PP's were above like schools in achieving a C grade. Years 1 and 2 also achieved higher than like schools. Currently Yrs 3, 4, 5 and 6 are below like schools. By semester 2, 2019, our improvement target is to improve the % of students that receive an A, B and C compared to semesters 1 and 2, 2018.

Science incursions and excursions continue to be an integral part of the Science learning process. SLPS remains a Waterwise and Wastewise school, and continues to promote sustainability through the "reduce, reuse and recycle" message. Classes and students were engaged in the school community garden and worm farm.

SLPS continues to incorporate the surrounding facilities to further enhance the hands-on learning experiences for our students. The City of Cockburn also provides opportunities for teachers and students to be involved in community sustainability programs as well as providing learning experiences at the Wetland Centre. The City of Cockburn provided funding for a 'Bush Wisdom' incursion. Students learnt about bush safety and got a close up look at reptiles they are likely to see in the garden as temperatures warm up over summer season. Inspired by Mrs Nielson, several Engineers from GHD have continued to support SLPS learning programs in Science Technology Engineering and Mathematics (STEM).

Recommendations

In 2019 teachers will:

- *Continue to teach Science across the school using the Australian Curriculum Scope and Sequence and Primary Connections.*
 - *Continue SLPS partnerships with GHD and the City of Cockburn.*
 - *Use SCASA Judging Standards material and develop more valid common assessment tasks.*
 - *Continue to improve student achievements for more consistency through the school.*
- Strategies will include: Progressive Achievement Test (PAT) in Science of Years 3 - 6 in Term 3. Year 2 will use School Curriculum Standards Authority (SCSA) Assessments and marking key. PP and Year 1 will use marking key from SCSA and develop tasks from Primary Connections.*

STUDENT ATTENDANCE, ENGAGEMENT AND BEHAVIOUR 2018

In 2018, the PBS team met three times per term with an agenda that aimed to support staff and students with the implementation of PBS at SLPS. The PBS team, with extensive consultation from staff and students, have designed an Oblong Turtle wearing our school uniform to represent PBS at SLPS. In addition, staff have supported the PBS team in: changed the 'green slip' to 'Office Behaviour Referrals' to improve data collection; introducing GradeXpert as a collection tool for both positive and negative behavioural data; trialling and refining a number of acknowledgement systems including Turtle Tokens, Class Dojo, Clubs, Ripper Recess, class parties, certificates, wet fun day and a 'Top 10 Pizza Party;' planning focuses of the fortnight and weekly lessons for the explicit teaching of expected behaviours; updating and reviewing the Plan for Whole School Positive Behaviour Support for 2019; reviewing and improving the whole school 123 process as well as the office Behaviour Referral process to improve consistency across the whole school and refining the SLPS Behaviour Matrix for 2019. The PBS team completed day three and day four training sessions to further improve PBS at SLPS, and a number of staff members completed the Classroom Management Strategies - Foundations PL. A Tier 2 Intervention team was established and attended relevant training ready for 2019.

Student attendance, engagement and behaviour will be a priority in the SLPS 2018 - 2020 Business Plan. It is hoped that the application of PBS evidence-based approaches, practices and strategies for all students will increase academic performance and engagement, improve safety, decrease problem behaviour, and establish a positive school culture.

Priority 2: Student engagement, attendance and wellbeing through a supportive, caring learning environment

TARGETS

10. All staff will teach expected behaviours defined in South Lake Primary School (SLPS) Positive Behaviour Support (PBS) Matrix by 2019.
ACHIEVED THIS TARGET
11. Increase the average student attendance from 88.7% in 2017 to over 90% in 2020.
ON TRACK TO ACHIEVE TARGET
12. Decrease by 20% the percentage of students achieving 'seldom' in Attitude Behaviour and Effort (ABE) on SCSA standardised reports by the end of 2020.
ON TRACK TO ACHIEVE TARGET
13. From 2018 - 2020, there is compliance with the National Quality Standards (NQS) in Kindergarten, Pre-primary, Year 1 and Year 2 in Area 1 Educational Programs and Practices and Area 5 Relationships with Children.
ON TRACK TO ACHIEVE TARGET

STRIVE

BELIEVE

ACHIEVE

STUDENT ATTENDANCE 2018

Attendance reports are viewed fortnightly. Letters are forwarded to parents/carers regarding unexplained absences and follow-up phone calls are made by a deputy Principal. At risk attendance is referred to the School Learning Support Team, which uses a case management approach to improving attendance, as well as intervention from the School Chaplain.

Whilst attendance is improving and we are on-track to meet our Business Plan target, the School Performance Monitoring System (SPMS), indicates that the percentage of students regularly attending is more than half a standard deviation below the average percentage of attendance relative to the school's ICSEA. In 2018 we had several students, known to various agencies that were poor attenders; despite our efforts, including an Attendance Panel, it was a challenge getting them to school.

	Non-Aboriginal			Aboriginal			Total		
	School	Like School	WA Public School	School	Like School	WA Public School	School	Like School	WA Public School
2016	91.3%	92.2%	93.7%	78%	82.8%	80.7%	88.7%	90.5%	92.6%
2017	90.4%	93.3%	93.8%	75.9%	84.8%	81.2%	87.2%	92.1%	92.7%
2018	91.2%	92.4%	93.7%	80.9%	82.5%	80.8%	89.3%	90.9%	92.6%

Recommendations:

In 2019 we will:

- *Continue to involve and support all staff in the implementation of PBS plans and procedures, as well as the explicit teaching of expected behaviours as outlined in the SLPS Behaviour Matrix across all year levels and classrooms.*
- *Implement OutReach+ and School Star attendance app to automatically notify parents via SMS message when children are absent from school.*
- *Improve SLPS acknowledgement systems and plan strategies to increase student engagement. Celebrate progress to attendance targets. Weekly and term class attendance data entered on GradeXpert. Certificate to the class with the highest attendance each week at PBS assembly. 100% attendance wristbands for students with perfect attendance each term. Movie and popcorn reward for highest attending class each term.*
- *Introduce the HERO award for improved student attendance.*
- *Continue with the implementation of the Peer Support Program Year 1 – 6. Continue with special programs such as the Rocketeers, Breakfast Club, and the bolstering of specialist programs, sports and special coaching clinics, arts programs, incursions and whole school themed days.*
- *Scrutinise monthly attendance data to monitor and reduce the percentage of unauthorised absences and reduce the percentage of students in the Moderate and Severely at risk categories.*

STRIVE

BELIEVE

ACHIEVE

STUDENT ATTITUDE, BEHAVIOUR AND EFFORT DATA SUMMARY 2017 & 2018

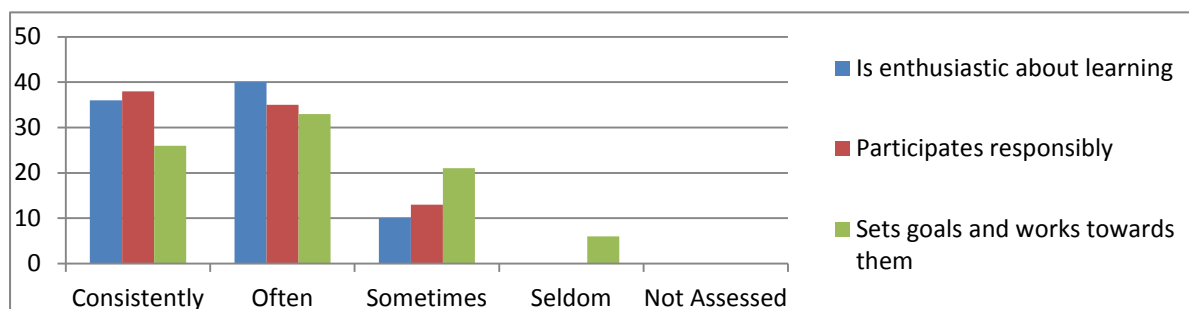
The student Attitude, Behaviour and Effort (ABE) graphs on pages 21 and 22 have been generated from Semester 2, 2017 and Semester 2, 2018 student report data that has been saved in the Education Department Student Achievement Information System (SAIS).

Staff at SLPS have determined that:

- For a student to achieve 'consistently' they would be demonstrating ABE 85% - 100% of the time.
- For student to achieve 'often' they would be demonstrating ABE 60% - 85% of the time.
- For a student to achieve 'sometimes' they would be demonstrating ABE 40% - 60% of the time.
- For student to achieve 'seldom' they would be demonstrating ABE < 40% of the time.

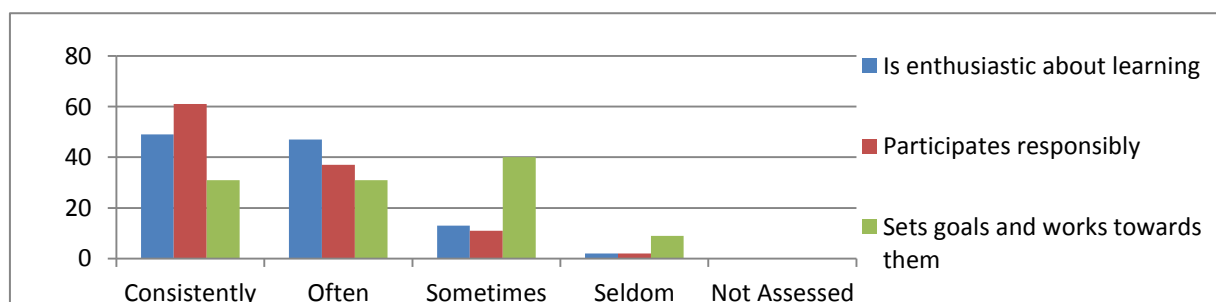
Lower Primary Attribute Scale Semester 2, 2018

Attribute	Consistently	Often	Sometimes	Seldom	NA
Is enthusiastic about learning	36	40	10	0	0
Participates responsibly	38	35	13	0	0
Sets goals and works towards them	26	33	21	6	0
TOTALS	100	108	44	6	0
PERCENTAGE	38.8	41.9	17.1	2.3	0.0



Lower Primary Attribute Scale Semester 2, 2017

Attribute	Consistently	Often	Sometimes	Seldom	NA
Is enthusiastic about learning	49	47	13	2	0
Participates responsibly	61	37	11	2	0
Sets goals and works towards them	31	31	40	9	0
TOTALS	141	115	64	13	0
PERCENTAGE	42.3	34.5	19.2	3.9	0.0



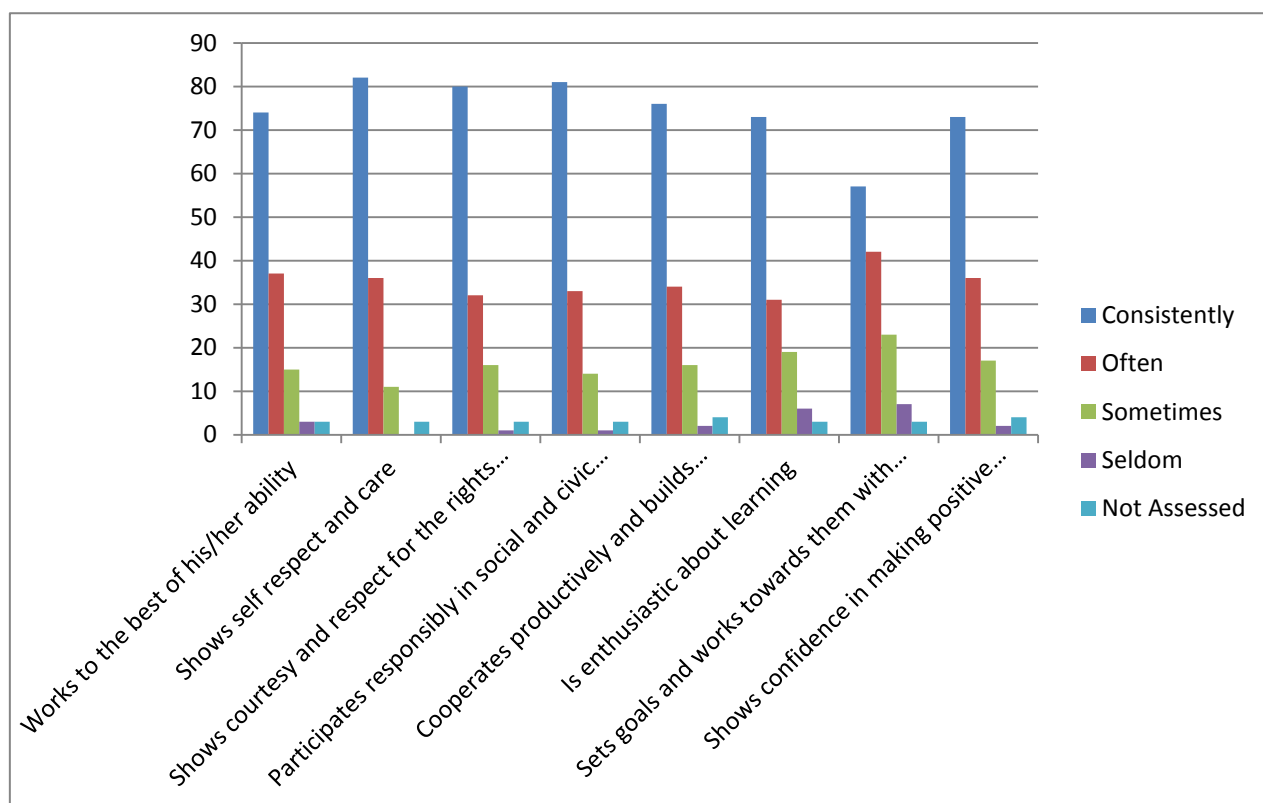
STRIVE

BELIEVE

ACHIEVE

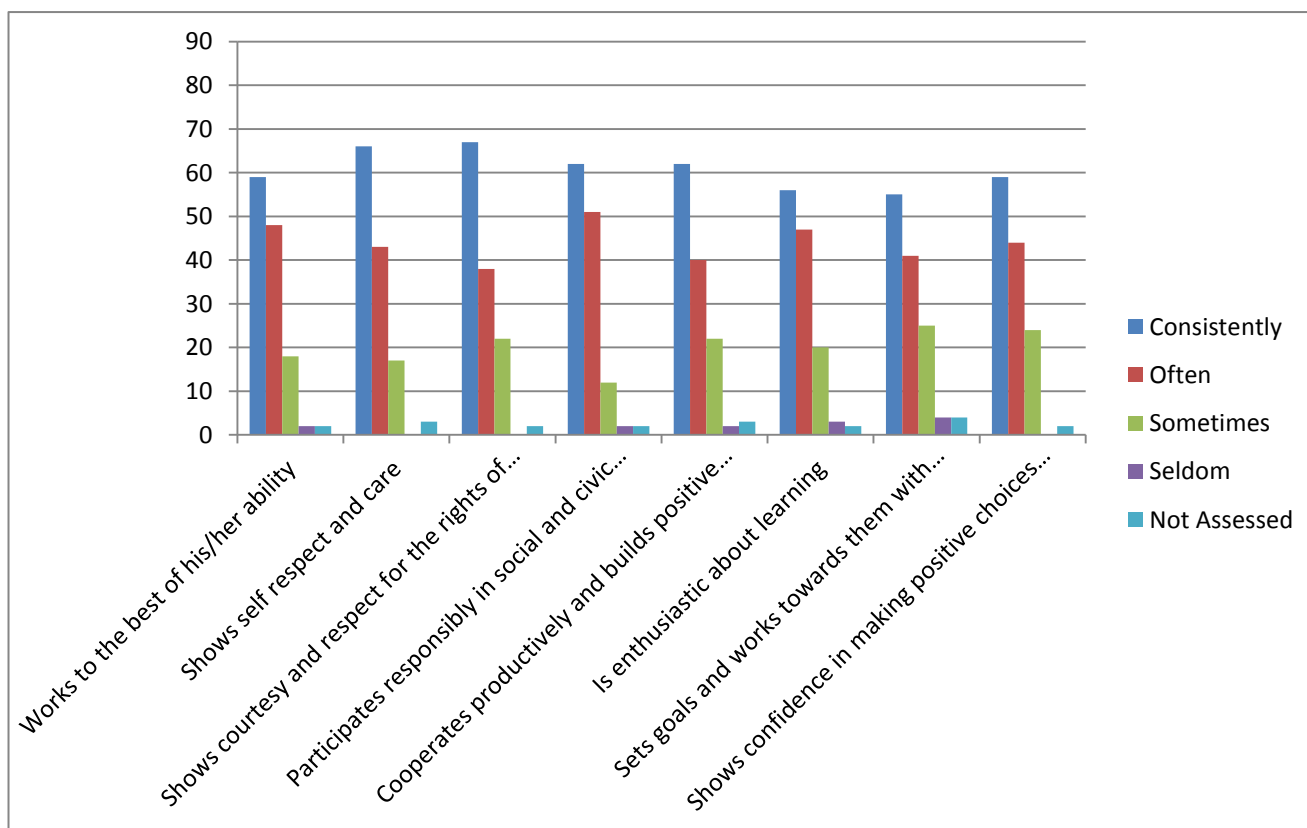
Primary Attribute Scale Semester 2, 2018

Attribute	Consistently	Often	Sometimes	Seldom	NA
Works to the best of his/her ability	74	37	15	3	3
Shows self respect and care	82	36	11	0	3
Shows courtesy and respect for the rights of others	80	32	16	1	3
Participates responsibly in social and civic activities	81	33	14	1	3
Cooperates productively and builds positive relationships with others	76	34	16	2	4
Is enthusiastic about learning	73	31	19	6	3
Sets goals and works towards them with perseverance	57	42	23	7	3
Shows confidence in making positive choices and decisions	73	36	17	2	4
TOTALS	596	281	131	22	26
PERCENTAGE	56.4	26.6	12.4	2.1	2.5



Primary Attribute Scale Semester 2, 2017

Attribute	Consistently	Often	Sometimes	Seldom	NA
Works to the best of his/her ability	59	48	18	2	2
Shows self respect and care	66	43	17	0	3
Shows courtesy and respect for the rights of others	67	38	22	0	2
Participates responsibly in social and civic activities	62	51	12	2	2
Cooperates productively and builds positive relationships with others	62	40	22	2	3
Is enthusiastic about learning	56	47	20	3	2
Sets goals and works towards them with perseverance	55	41	25	4	4
Shows confidence in making positive choices and decisions	59	44	24	0	2
TOTALS	486	352	160	13	20
PERCENTAGE	47.1	34.1	15.5	1.3	1.9



STRIVE

BELIEVE

ACHIEVE

SUSPENSIONS

YEAR	SUSPENSIONS	STUDENTS	TOTAL NUMBER OF DAYS
2016	42	16	57.5
2017	61	28	92.5
2018	27	14	33.5

The table above compares the number of suspensions for the past three years.

2017				
YEAR GROUP	GENDER	SUSPENSIONS	STUDENTS	DAYS SUSPENDED
K	M	1	1	0.5
P	M	2	1	2
Y2	M	2	2	1.5
Y3	M	14	3	24
Y4	F	3	1	5
Y4	M	17	9	26
Y5	F	1	1	1
Y5	M	4	3	8
Y6	M	17	7	24.5
2018				
YEAR GROUP	GENDER	SUSPENSIONS	STUDENTS	DAYS SUSPENDED
P	M	1	1	0.5
Y1	M	1	1	1
Y3	M	1	1	0.5
Y4	M	4	1	8
Y5	F	3	1	4
Y5	M	8	4	10
Y6	F	8	4	7.5
Y6	M	2	1	2

SLPS is still within the satisfactory range required for suspensions and within the state average. 5% of total student population were suspended in 2018, pleasing improvement when compared to 2017 (10.8%). Staff believe this is attributable to the transition to PBS and a greater focus on teaching expected behaviours. Students that continue to breach school behaviours are on Individual Documented Behaviour Management Plans and are case managed by the PBS Tier 2 Intervention Team.

The Behaviour Management data indicates:

- 10 students were suspended once or twice.
- 4 students were suspended three to four times.

The main reasons for the suspensions in 2018 were:

- Physical assault and intimidation of other student.
- Negative behaviour.
- Violation of School Code of Conduct (includes leaving school grounds).

Recommendations 2019

Continue with:

- *Peer Support*
- *Ripper Recesses*
- *Clubs P - 6 (Term 3)*
- *Champion Life*
- *Specialist programs*
- *Rocketeers*
- *Continue to use GradeXpert as a tool to monitor, analyse and communicate behavioural data to all staff*
- *Increase the use of behavioral data to inform decision making and future planning, as well as a tool to identify students requiring tier 2 intervention*
- *Increase the amount of SLPS PBS visuals around the school and*
- *Host weekly PBS assemblies to regularly communicate PBS messages, and to acknowledge and encourage expected behaviours as outline in the SLPS Behaviour Matrix.*



Police Pipe Band visited SLPS

Priority 4: Strong Governance and an Engaged Community

TARGETS

6. The school achieves either a “Good” or “Excellent” rating in every category in the 2018, 2019 and 2020 Control Self-Assessment (CSA) audits.
ON TRACK TO ACHIEVE TARGET.
7. The School Board Survey of the effectiveness of the SLPS Board is positive.
ON TRACK TO ACHIEVE TARGET.
8. School compliance with the Delivery Performance Agreement for Independent Public Schools and the School Funding Agreement.
ON TRACK TO ACHIEVE THIS TARGET.

STRIVE

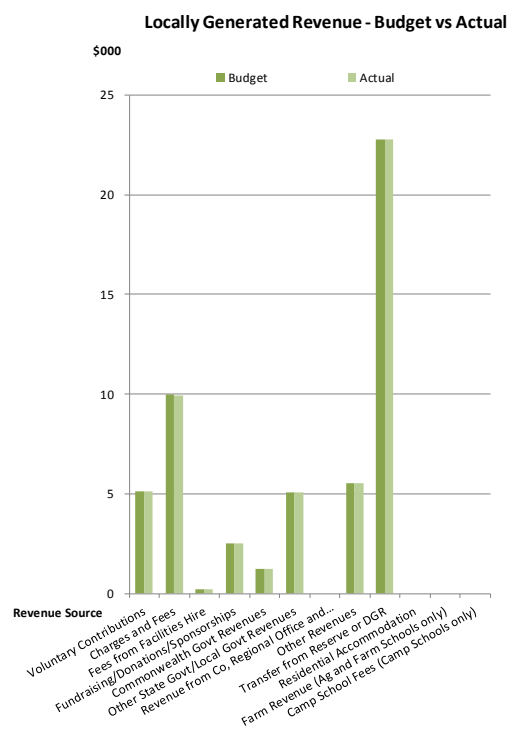
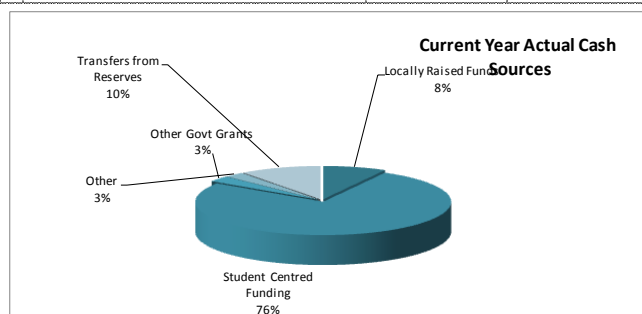
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ACHIEVE

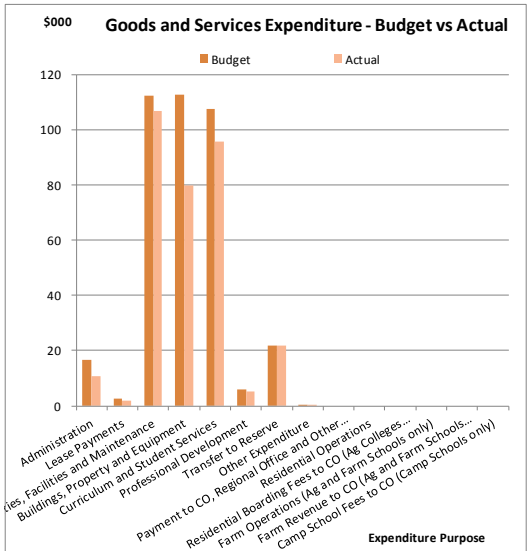
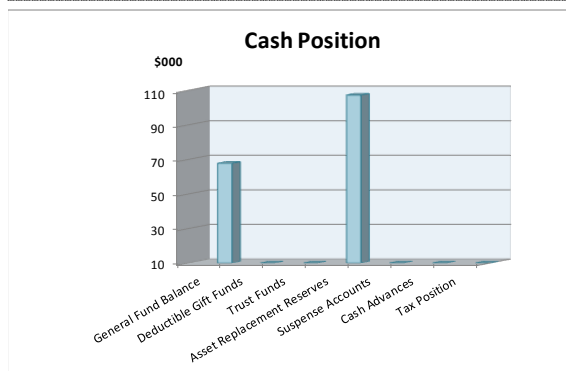


South Lake Primary
Financial Summary as at
31 December 2018

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 5,122.00	\$ 5,122.00
2 Charges and Fees	\$ 10,005.00	\$ 9,953.76
3 Fees from Facilities Hire	\$ 227.00	\$ 227.27
4 Fundraising/Donations/Sponsorships	\$ 2,508.00	\$ 2,506.43
5 Commonwealth Govt Revenues	\$ 1,214.00	\$ 1,213.54
6 Other State Govt/Local Govt Revenues	\$ 5,100.00	\$ 5,100.00
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 5,519.00	\$ 5,518.93
9 Transfer from Reserve or DGR	\$ 22,794.00	\$ 22,793.95
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 52,489.00	\$ 52,435.88
Opening Balance	\$ 168,143.00	\$ 168,143.29
Student Centred Funding	\$ 168,870.00	\$ 168,870.00
Total Cash Funds Available	\$ 389,502.00	\$ 389,449.17
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 389,502.00	\$ 389,449.17



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 16,756.00	\$ 10,843.23
2 Lease Payments	\$ 2,500.00	\$ 1,949.65
3 Utilities, Facilities and Maintenance	\$ 112,243.00	\$ 106,617.51
4 Buildings, Property and Equipment	\$ 112,767.00	\$ 79,759.84
5 Curriculum and Student Services	\$ 107,515.00	\$ 95,683.09
6 Professional Development	\$ 6,000.00	\$ 5,038.18
7 Transfer to Reserve	\$ 21,793.95	\$ 21,793.95
8 Other Expenditure	\$ 84.00	\$ 82.84
9 Payment to CO, Regional Office and Other Schools	\$ -	\$ -
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	\$ 379,658.95	\$ 321,768.29
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 379,658.95	\$ 321,768.29
Cash Budget Variance	\$ 9,843.05	



Cash Position as at:	
Bank Balance	\$ 167,552.39
Made up of:	
1 General Fund Balance	\$ 67,680.88
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 107,204.87
5 Suspense Accounts	\$ 1,243.64
6 Cash Advances	\$ 300.00
7 Tax Position	\$ 8,277.00
Total Bank Balance	\$ 167,552.39

STRIVE

BELIEVE

ACHIEVE

HIGHLIGHTS OF 2018

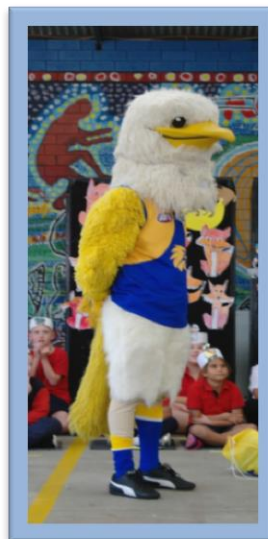
2018 was an exciting year for SLPS. Our students have accessed a wide range of enriching activities, both academic and non-academic.

Highlights included:

- Improved achievement in the 2018 NAPLAN Testing -
 - Year 3 Reading – 91% above National Minimum Standard (NMS) and improvement of 0.2 Standard Deviations (SD). Exceeding like schools, 22% of SLPS students are in Bands 6 - 10, well above the expected achievement for Year 3 students;
 - Year 3 Writing – 91% above NMS and improvement of 0.2 SD;
 - Year 3 Numeracy – 97% above NMS and improvement of 0.3 SD. Performance was as like schools. NAPLAN mean improved by 15%;
 - Year 3 Grammar and Punctuation - 85% above NMS. 21% of students are in Bands 6 - 10, well above the expected achievement for Year 3 students;
 - Year 3 Spelling - 82% above NMS and improvement of 0.3 SD. 15% of students are in Bands 6 - 10, well above the expected achievement for Year 3 students;
 - Year 5 Numeracy – 90% above NMS;
 - Year 5 Grammar – 87% above NMS;
- Curtin University Volunteer Support Program in the early years;
- Canning Vale College Circus;
- 100 days of School Celebrations;
- One Big Voice;
- Sensational mural funded by the City of Cockburn Grant and created with assistance from for an Artist in Resident, Mel McVee;
- Peer Support Program (brilliantly organised by staff and implemented with the assistance of our graduating 6's);
- The 'Genius Bar' and Bright Sparks;
- Lakeland Senior High School Music Spectacular and outstanding performances by our Senior and Junior Choir;
- PBS Ripper Recesses, Pizza Lunches and Class Parties;
- Adrian Fabila Tjupurrula, descendant of the Djabera Djabera people of the West Australian Kimberly region, performed for students from K - 6.
- Visiting author Norman Jorgensen;
- TaikOz Japanese Drumming;
- The Police Pipe Band;
- Super 'Bush Wisdom' and environmental science activities;
- Book Week activities and the Book Fair (thank you Mrs Spagnolo);
- The contributions made by our School Board, P&C, and many parents / carers that regularly volunteer adds enormous value to students' school experiences; and
- Great news about our Science Block, construction to commence in 2020.



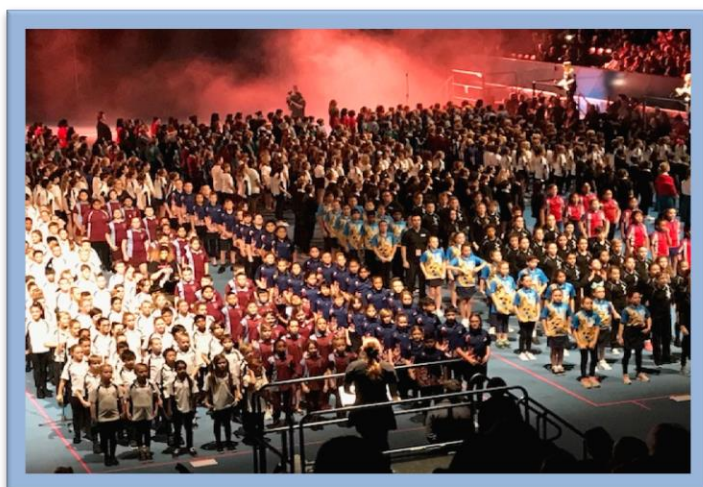
The students enjoyed the fabulous 'TaikoZ',
Japanese drumming



Eagles Rock SLPS



Canning Vale College Circus visited and amazed students



SLPS Choir at One Big Voice

STRIVE

BELIEVE

ACHIEVE

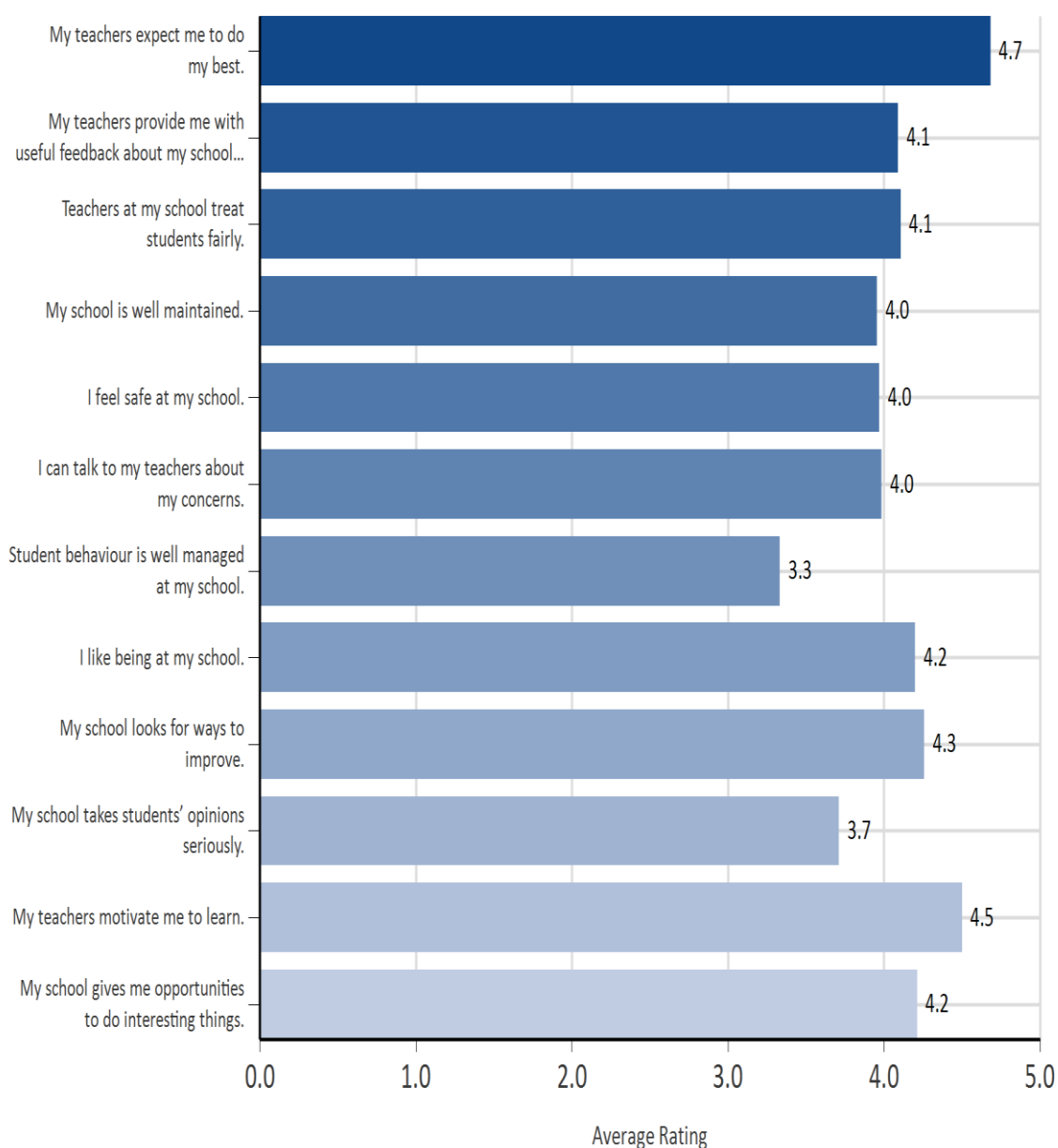
2018 NATIONAL SCHOOL OPINION SURVEYS

TARGETS

9. The National School Opinion Survey results continue to be positive for community, staff and students (i.e. each item has a ranking of at least 3.5 on five point scale and 3.0 on a 4 point scale). **SLPS IS ONTRACK TO ACHIEVE THIS TARGET**

South Lake Primary Student Survey 2018 **Achieved 12 / 13**

STRONGLY AGREE 5 - STRONGLY DISAGREE 1

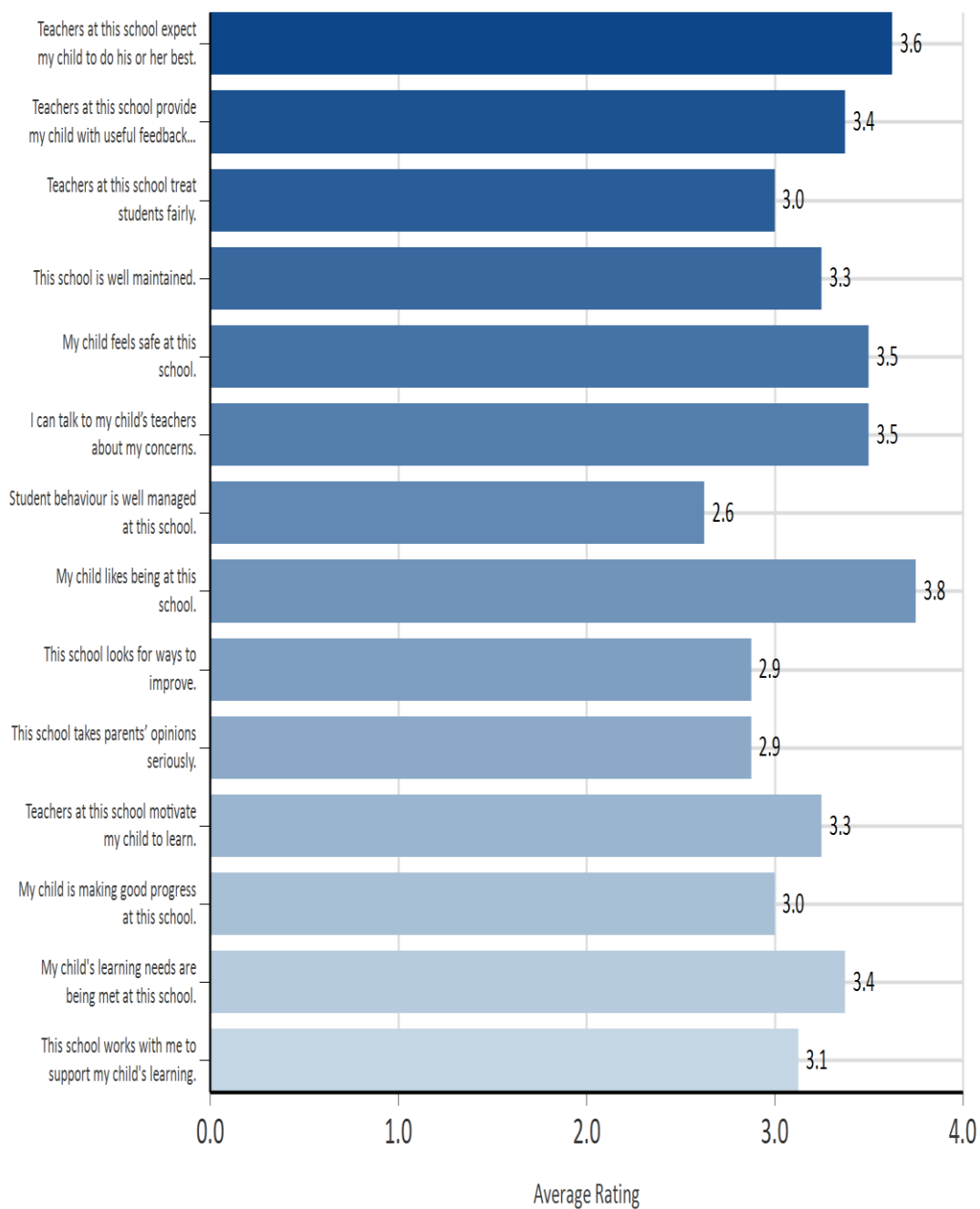


STRIVE

BELIEVE

ACHIEVE

South Lake Primary Parents Survey 2018 **Achieved 11 / 14**

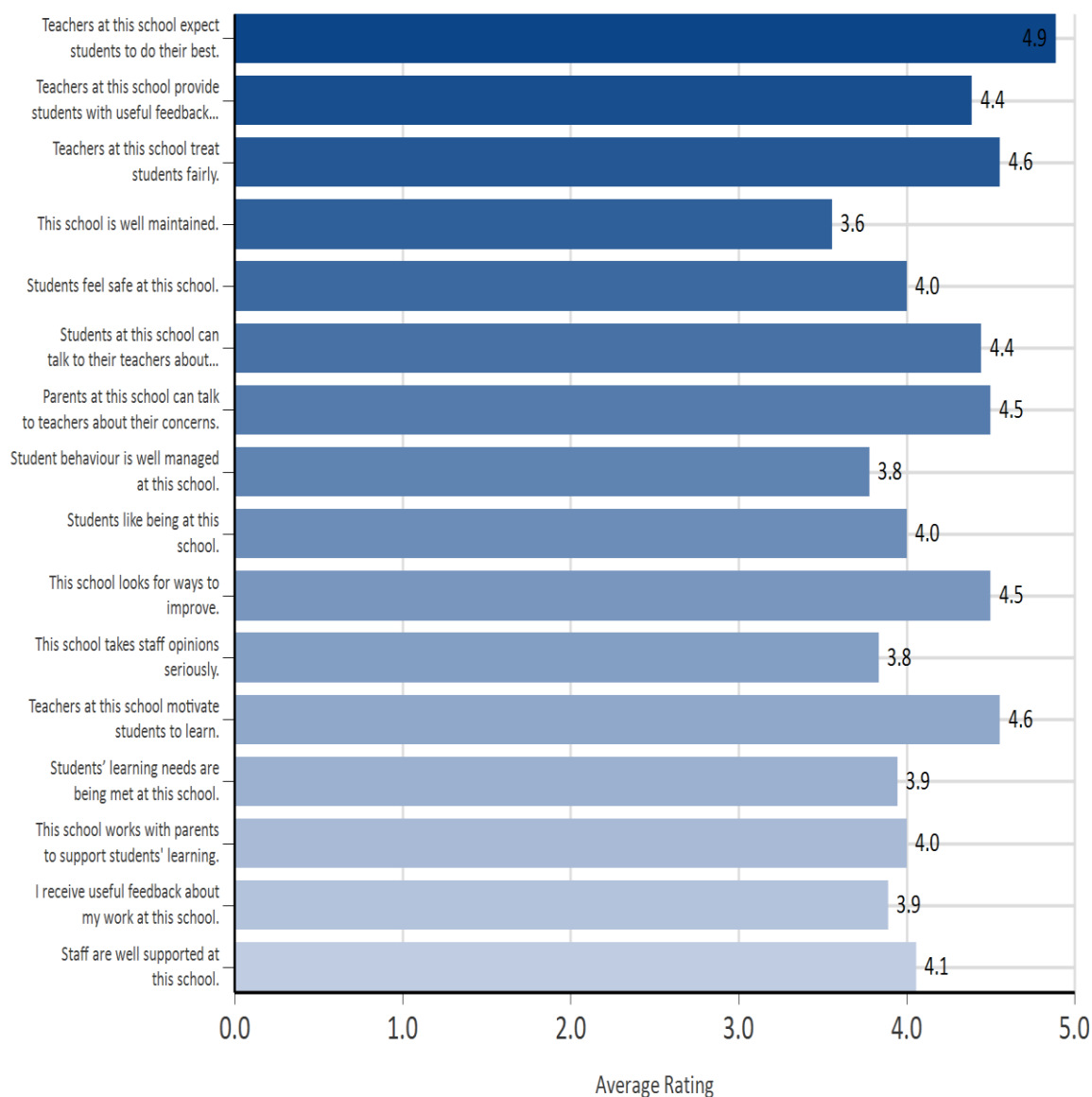


STRIVE

BELIEVE

ACHIEVE

South Lake Primary Staff Survey 2018 **Achieved 16 / 16**



Exceeded an average ranking in all categories and for all statements.

Areas for focus:

- Student behaviour management.
- Differentiation of the curriculum.
- Staff health and wellbeing.

Students, staff and the school community will be surveyed in 2019.

STRIVE

BELIEVE

ACHIEVE

STUDENT DESTINATION DATA YEAR 6 STUDENT MOVEMENTS 2018

Destination Schools	Male	Female	Total
Lakeland Senior High School	14	15	29
Leeming Senior High School	1	1	2
Kennedy Baptist College		1	1
Balga Senior High School	1		1
Gilmore College		1	1
Port School		1	1
Willetton Senior High School	1		1

What an action packed year it has been for SLPS 2018 graduating Year 6 students! There have been many highlights which have resulted in our students having access to a wide range of enriching activities, both academic and non-academic. Artist in Resident, Mel McVee, Lakeland Senior High Maths Challenge, Sports clinics, Lightning Carnivals, Bounce Big Day Out, and One Big Voice were a few of the special opportunities they were availed.

At South Lake Primary we expect all senior students (Year 6) to take on the responsibility of being leaders in our Peer Support Program and examples of responsible citizens to all students in the school. The images below show our Year 6 students having a great time at their Peer Support Training. Furthermore our School Captains, Student Councillors and Sports Captains have provided leadership across the school.

The graduation of our Year 6 students in December was once again a very successful event that recognised the achievements of this very talented group of children and provided the opportunity for them to farewell the school in the company of their extended families.



Having fun at Peer Support Training

STRIVE

BELIEVE

ACHIEVE

PARENTS AND CITIZENS REPORT 2018

In 2018, with support from parents attending meetings, the Parents and Citizens (P & C) continued operations which included a uniform shop, canteen, school banking and fundraising. Upon reflection 2018 was a steady and productive year.

The uniform shop operated fortnightly and was run by Rose, offering parents and careers the opportunity to purchase school uniforms and hats which included new and second hand options. Order forms are available on the website as well as from the school and can be placed via the canteen each day. At this stage the uniform shop is cash only, however we are hoping to have an electronic option available in 2019.

The canteen was able to provide 5-day service using the traffic light system and offered many options within these guidelines. The canteen also offered special order days such as sushi and sausage sizzle these have proved to be quite successful.

School banking was available twice a week on Mondays and Fridays via the canteen. Prizes and certificates for frequent bankers were awarded at assemblies.

Fundraising continued to be a major P & C focus in 2018 and I am happy to report a very successful year all round. We conducted a sausage sizzle at Bunnings Cockburn which was a huge success and a hoping to do it again in 2019. We were lucky enough to receive 2 x bike raffles from Peter Tinley and all monies raised went straight to the P & C. We held our first disco in a number of years in Term 4 2018, which was another popular event and couldn't have happened without the support and help from parent and teachers. We offered hair colour and face painting at the sports carnival which is always popular. The canteen held a cookie dough fundraiser which hadn't been done for a few years and was popular with families. The P & C also held a Christmas raffle. We also sold bacon and egg rolls, drinks and a raffle during the local bi election

The P & C donated all food and drinks for the year 6 graduation breakfast and also provided a gift for Year 6 book awards. The P & C is not possible without the dedication of its committee members, general community and parents. I would like to personally thank the fantastic parents of the P & C team for a successful 2018.

Michelle Usher
Parents and Citizens President
South Lake Primary School



In our new P&C funded Choir Shirts

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BELIEVE

ACHIEVE

STRIVE

BELIEVE

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