



Executive Summary

Vasse Primary School has a long and historic past. It is through the professionalism, devotion and enthusiasm of all staff that Vasse PS continues to provide a quality, challenging educational program for students in their care. The good standing of this school across the State is a credit to the whole school community; staff, students and parents and something for all to be proud of.

Although the population of Vasse Primary school has increased, the school maintains a rural feel, helped by its location and the number of trees and grassed areas. Vasse Primary School actively promotes its PBS behavioural expectations of Be Responsible, Be Respectful and Be Your Best. Everywhere in the school the School Expectations are displayed to ensure all members of the school community are aware of the expected behaviours in the school.

We value the community feedback which we frequently receive regarding the positive and friendly atmosphere which pervades the school.

The school entered its third and final year of the business plan with many of the strategies implemented. Staff have embraced the strategies in each of the operational plans with pleasing results and high levels of engagement.

Throughout this report you will find information relevant to School Context, Performance and Management in 2018. The information provided is a snapshot of many of the activities, events and organisational structures within the school and I hope you find its contents informative. Additional information is always available through the School Board, P&C and School Administration.





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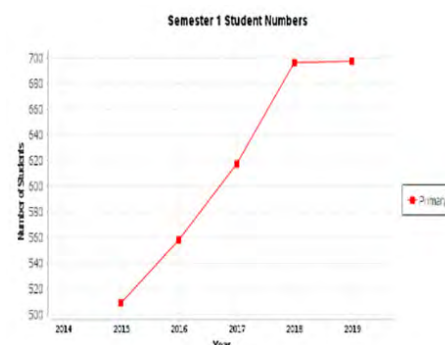


Attendance- Students & Staff

STUDENT ATTENDANCE

The attendance of students at Vasse Primary School continues to be greater or equal to the rest of the state. Several students managed 100% attendance for the year. Our regular attendance is at 76.8% which is slightly lower than the state average of 77%. Our school App/website is used by parents to record absences.

Student Numbers	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2016	92%	94%	94%	94%	94%	93%	92%
2017	92%	94%	94%	95%	94%	93%	93%
2018	93%	93%	94%	94%	93%	93%	93%
WA Public Schools 2018	92%	92%	93%	93%	93%	93%	93%



Staff Numbers

Administration Staff	No.	FTE	AB'L
Principals	1	1.0	0
Deputy Principals	3	2.6	0
Total Administration Staff	4	3.6	0

Teaching Staff	No.	FTE	AB'L
Level 3 Teachers	3	2.4	0
Other Teaching Staff	41	35.2	1
Total Teaching Staff	44	37.6	1

School Support Staff	No.	FTE	AB'L
Clerical / Administrative	5	3.4	0
Gardening / Maintenance	1	0.8	0
Instructional	1	0.2	1
Other Non-Teaching Staff	29	20.2	0
Total School Support Staff	36	24.6	1

Total	84	65.8	2
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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 Teacher Registration Board of Western Australia



Literacy and Numeracy - Academic Performance

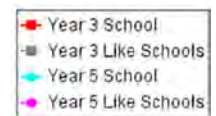
With the NAPLAN Assessments, Vasse Primary School students performed at the expected standard in 8 out of 10 assessments which is an improvement from the previous year. These covered Numeracy and Literacy across Years 3 and 5. Vasse PS had very high rates of students meeting National Benchmarks, as well as a high number of students in the top ranking bands.

NAPLAN Comparative Performance Summary	Year 3			Year 5		
	2016	2017	2018	2016	2017	2018
Numeracy	-0.3	-0.8	-0.7	-0.3	-0.1	0.1
Reading	-0.6	-1.2	-1.2	0.9	0.6	0.2
Writing	0.5	-1.1	-0.8	0.1	-0.4	-0.6
Spelling	-0.8	-1.2	-1.7	-0.2	-0.2	-0.6
Grammar & Punctuation	-0.8	-1.2	-0.7	-0.7	-0.4	0.4

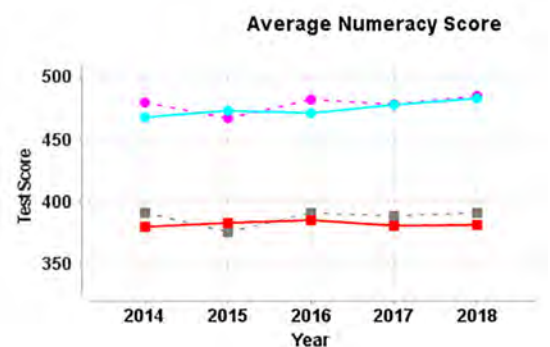
Above Expected	Expected	Below Expected
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NUMERACY

The graphs below provide a longitudinal summary of our students' performance in Numeracy against like schools. Our school has performed slightly lower than like schools. Pleasing to note the Year 5 increase. Strategies ie Times Tables scope and sequence identified in the Numeracy operational plans will be fully implemented over the year.



Year	Year 3		Year 5	
	School	Like Schools	School	Like Schools
2014	380	392	468	480
2015	384	376	474	467
2016	386	391	472	482
2017	381	389	478	479
2018	382	392	483	485

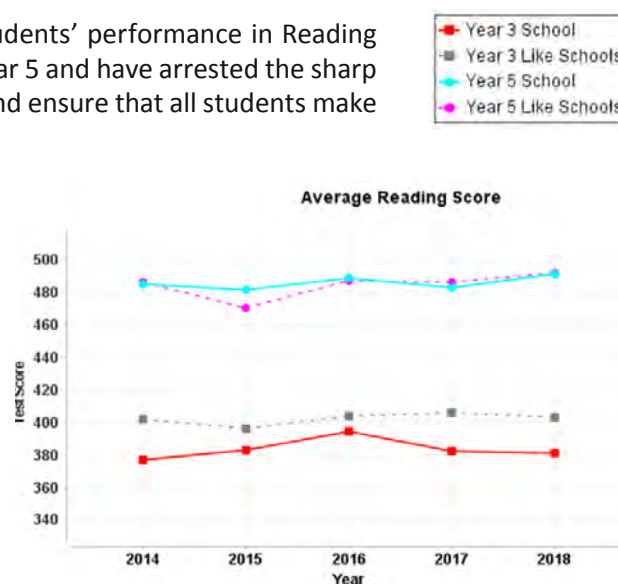


LITERACY

Reading

The graphs below provide a longitudinal summary of our students' performance in Reading against like schools. It is pleasing to see an improvement in Year 5 and have arrested the sharp slide in Year 3. We will continue to implement the programs and ensure that all students make progress.

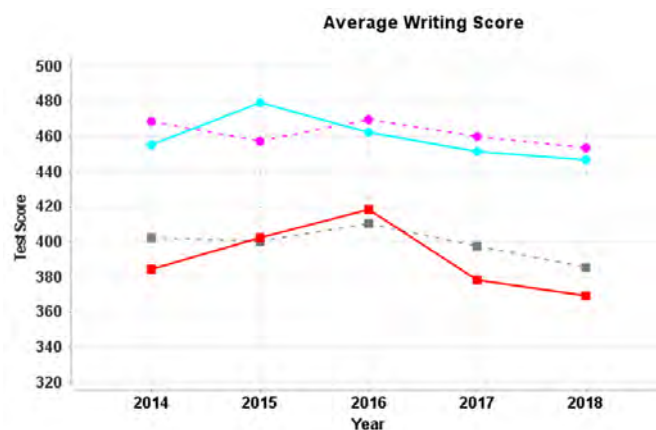
Year	Year 3		Year 5	
	School	Like Schools	School	Like Schools
2014	377	402	485	486
2015	383	396	482	471
2016	395	404	489	487
2017	383	406	483	486
2018	381	403	491	492



Writing

The graphs below provide a longitudinal summary of our students' performance in Writing against like schools. Persuasive writing skills were a strong focus for all students. Students were given a greater opportunity to write daily with an emphasis on the use of frameworks to aid in writing. Year 3's and 5's dropped, which will be monitored through ACER assessments to arrest the slide that is matching the 'like schools' trend.

Year	Year 3		Year 5	
	School	Like Schools	School	Like Schools
2014	385	402	455	469
2015	402	400	479	457
2016	419	410	462	470
2017	378	398	452	460
2018	369	386	447	454

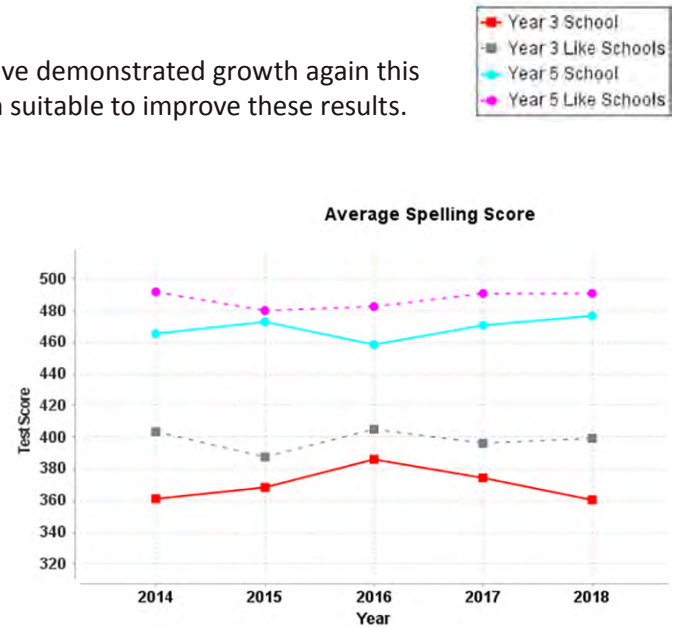




Spelling

Results in Spelling are not as positive in Year 3. Year 5's have demonstrated growth again this year. The school will need to seek a whole school program suitable to improve these results.

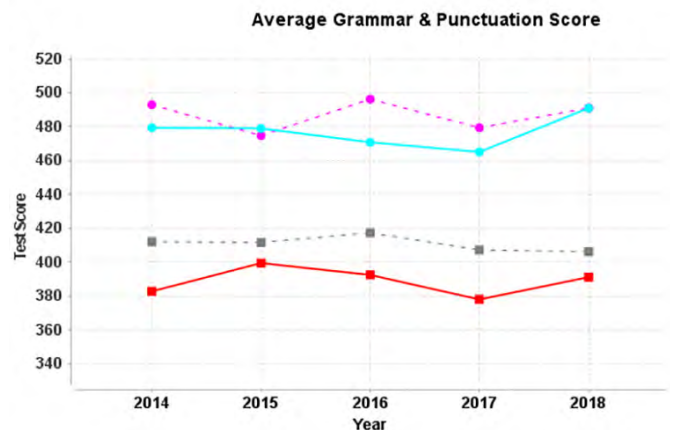
Year	Year 3		Year 5	
	School	Like Schools	School	Like Schools
2014	361	404	466	492
2015	368	388	473	480
2016	386	405	459	483
2017	374	396	471	491
2018	361	399	477	491



Grammar and Punctuation

Results are pleasing in regards to improvement. The work carried out in class using Jolly Grammar has had a positive impact in the classes. The Year 5's now match like schools, the Year 3's have seen positive growth in 2018.

Year	Year 3		Year 5	
	School	Like Schools	School	Like Schools
2014	383	412	480	493
2015	400	412	479	475
2016	393	417	471	496
2017	378	407	465	480
2018	391	406	491	491



6. Annual Report 2018



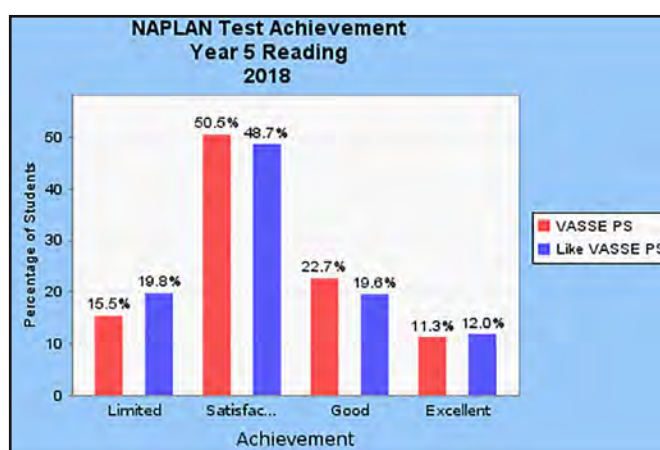
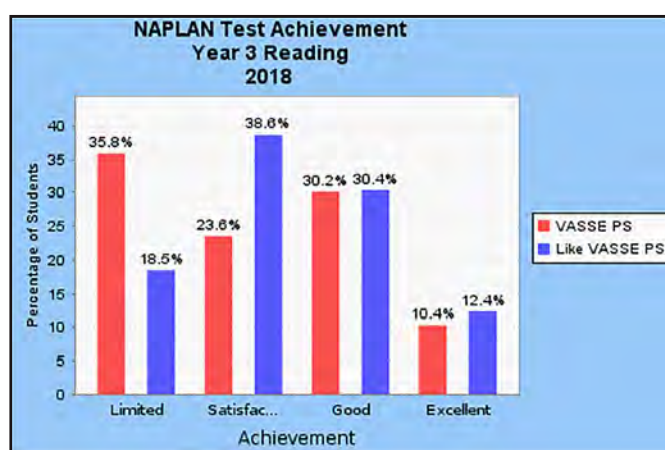
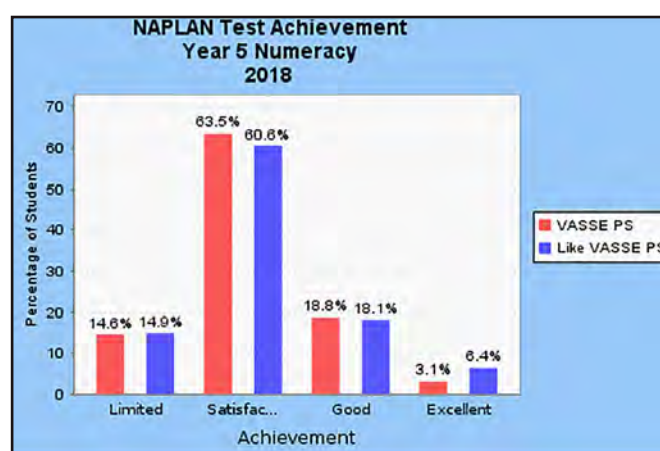
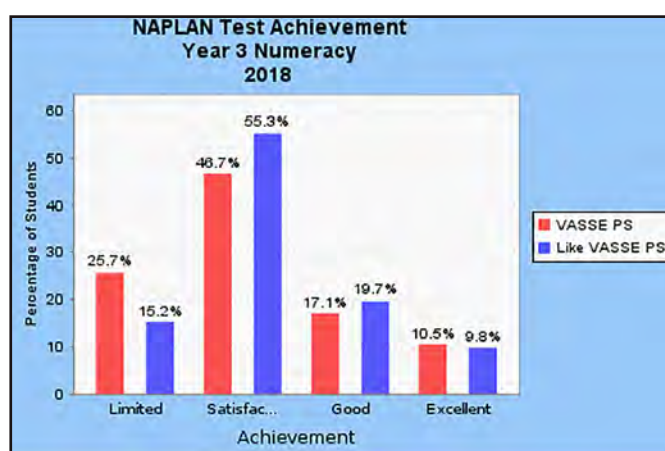
'Preparing for the future'

Teacher Judgements

Whilst NAPLAN Assessments are a reliable source for evaluating student performance, they are also crucial in validating teachers' professional judgements over the course of the year. As such, it is equally important to highlight the grades given to our students in Reading and Numeracy in Semester Reports and here we have compared them against Like Schools.

Grades/NAPLAN—your child's grades are described as:

- A / Excellent** The student demonstrates excellent achievement of what is expected for this year level.
- B / Good** The student demonstrates high achievement of what is expected for this year level.
- C / Satisfactory** The student demonstrates satisfactory achievement of what is expected for this year level.
- D / Limited** The student demonstrates limited achievement of what is expected for this year level.
- E / Limited** The student demonstrates very low achievement of what is expected for this year level.





ACER Assessment 2018

Vasse Primary utilises ACER assessments in the areas of Math and English to monitor student's achievements in these areas. Assessments are performed in Term 1 and Term 4 by the students online.

The data in Term 1 is analysed by teachers in their year groups where they isolate areas of weakness and also identifying target students who have the potential to make positive gains. Year level targets are then also set. These targets and the students are monitored throughout the year.

The assessments are delivered again in Term 4 and the data is scrutinised. Teachers look at the Year level target and the target students. The four diagrams show the median scores in Term 1 and then in Term 4. In 2018 every Year level demonstrated positive growth and above, or close to the National Median score.

SNAPSHOT OF ENTIRE Vasse Primary School - Maths			
Year	Vasse Median	Normed Median	Difference
1	-	93.2	
2	99.9	103	+w3.1
3	100.4	110.9	+10.5
4	111.9	117.4	+5.5
5	115.6	122.7	+7.1
6	125.5	127	+1.5

Term 1, 2018

SNAPSHOT OF ENTIRE Vasse Primary School - Maths				
Year	Vasse Median	Normed Median	Difference	Growth
1				
2	106.2	103.0	+3.2	+6.3
3	110.3	110.9	-0.6	+10.1
4	118.8	117.4	+1.4	+7.1
5	122.2	122.7	-0.5	+6.6
6	130.1	127.0	+3.1	+4.6

Term 4, 2018

SNAPSHOT OF ENTIRE Vasse Primary School - Reading Comprehension			
Year	Vasse Median	Normed Median	Difference
1	-	87.1	
2	82.8	100.5	+17.7
3	97.7	110.9	+13.2
4	113	118.7	+5.7
5	117.1	124.5	+7.4
6	124.4	129	+4.6

Term 1, 2018

SNAPSHOT OF ENTIRE Vasse Primary School - Reading Comprehension				
Year	Vasse Median	Normed Median	Difference	Growth
1				
2	99.4	100.5	-1.1	+16.7
3	112.7	110.9	+1.8	+15.0
4	119.1	118.7	+0.4	+6.1
5	124	124.5	-0.5	+6.9
6	129.7	128.8	+0.9	+5.3

Term 4, 2018



Vasse Art Award

The Vasse Art Award (VAA) was hailed as another successful fundraising event for the Vasse Primary School P&C. The Award, held biennially, now features on the Margaret River Open Studios agenda, and has entrenched itself in the Vasse community calendar.

The VAA committee work tirelessly to ensure the awards are of a high standard and professionally run. We are extremely grateful for the support we receive from the Busselton community in particular Vasse Development and Bendigo Bank.



STEM

In 2018 Vasse Primary School was selected as a Teacher Development School (TDS) in Digital Technologies. This also incorporated the integration of STEM (Science, Technology, Engineering, Maths) as a part of the Inquiry learning model.

We have a number of staff who have passionately lead the capacity building of STEM associated learning in the school. We have teachers who provide demonstration lessons and workshops for staff. In 2018 we had 127 educators visit the school for Digi school workshops and 60 visitors for Walker study tour. Part of our approach is to empower teachers to embrace skill sets that will enable integration of STEM in their classrooms. 3D printing has become more integrated in classroom activities as has the use of cloud based design tools and collaboration tools across the majority of classrooms.

In our Early Year classrooms we have embraced the Walker Learning Approach, which provides opportunities for Kindergarten to Year 2 students the opportunity to flexibly investigate various areas of the classroom using structured play. These areas are specifically set up to engage student curiosity and capacity to demonstrate concept knowledge and understandings in an explorative manner. One area that has seen students deepen their understanding of things and how they work, is the Tinkering Table. This area usually has a collection of machines and electronic devices that the early childhood students take apart and explore. The exposure to these experiences is providing a solid base to develop STEM related inquiry skills.



Vasse Primary teachers believe strongly in developing and providing opportunities for students to develop a rich understanding of how the world works, from tinkering exploration, creating and coding their own musical instruments (a Year 6 project that evolved from writing poems to creating songs that were accompanied by instruments designed using Makey Makeys and Scratch coding), to understanding the biological develop of plants in our school vegetable garden (all Year 3 students participate in the Kitchen Garden project for the full year, during this time they have the opportunity to monitor plant growth, manage the local environment and collect and analyse data on animals populating the area).

Vasse teachers work hard to make STEM and associated concepts an integral part of their practise and in turn an integral part of the way student reflect their own learning experience. In 2018 we were selected as finalist for the 2018 Governor's School STEM Award. This was a terrific achievement and affirmation for the staff and students.





2018 World Record Holders-

“VASSE PRIMARY SCHOOL SMASHES GUINNESS WORLD RECORD TO INSPIRE STUDENT LITERACY”

In 2018 Vasse Primary School became the proud title holders of a Guinness World Record for the ‘Largest gathering of people dressed as Dr. Seuss characters’. 890 students, teachers and community members dressed up to celebrate a love of reading and to inspire students to appreciate the timeless stories of Dr. Seuss. The record was a creative way to motivate students to read and create a sense of belonging for every child. The previous record was held by Heron Pond Elementary School, USA who on the 22nd February 2018 achieved 686 characters.

High school media students from Cape Naturaliste College were on hand to film news and current affairs stories as evidence of the record. Witnesses included Libby Mettam MLA and Mark Gillett, Principal of Cape Naturaliste College. Characters were counted through the entrance by Busselton Police Officers. All documentation was sent off to the Guinness World Record officials for verification. Characters on the day had to remain assembled for 5 minutes and upon achieving this the entire group performed ‘Green Eggs and Ham’ lead by music teacher, Karen Bigwood.



Certificate of Participation

Awarded to:

You are **OFFICIALLY AMAZING!**

The largest gathering of people dressed as Dr Seuss Characters is 890 and was achieved by Vasse Primary School, on school grounds at 17 Kaloorup Road, Vasse Western Australia (AUSTRALIA), on 24 July 2018.

Thank you for participating in our successful Guinness World Record attempt. We did it! Vasse Primary School is an Official Guinness World Record Holder.

Highlights 2018

- 100 Days of Maths
- Vasse Art Award
- World Record attempt
- Parent/Teacher Bogan Bingo night fundraiser
- Official opening of the new administration block
- Year 6 Camp
- Teacher Development School in STEM
- State Finalist in Governors WA STEM Awards
- Sports Carnivals
- Margaret River Readers Writers Festival
- Swimming Lessons
- Music Incursions
- Dress Up Days
- PBS Reward Days
- Poetry Cup
- Mr. K's Reading Challenge
- Pre Primary Sleepover
- Breakfast Club
- Chaplain program
- Mentor Program
- Ray Village/Novacare visits
- Waterslide Day
- Commencement of Indonesian as a second language
- Online NAPLAN
- Successful National Quality Standard audit
- ECU Student Teacher Intern Program
- School Discos
- Host of Community Messy Mud Play
- Arts Day

Parent Comments

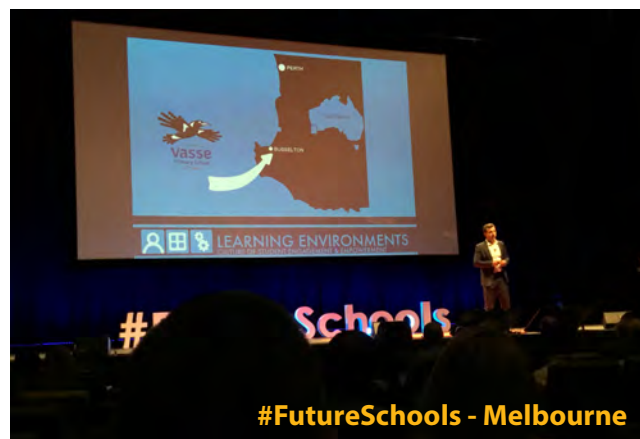
"The atmosphere of the school is welcoming, inclusive and reflects the pedagogy of every child has the right to belong, learn, grow and achieve. The staff, teaching and non-teaching, put more than the standard school hours into creating warm, welcoming classrooms which optimise a Kathy Walker methodology and child-centred, active learning."

"The children's needs, strengths and interests are at the centre of the programs, interactions and room and outdoor set ups."

"We also love Vasse's focus on the Arts and creating a well rounded student learning environment. The school grounds and gardens are also another stand out feature of Vasse. Then there is the Walker early learning program, coding clubs, the list goes on."

"I really like the 'song of the week' section at assembly, as well as how they are learning a bit of sign language and noongar. It all adds to the inclusive feel"

"So much to love about our school! Vasse Primary School."

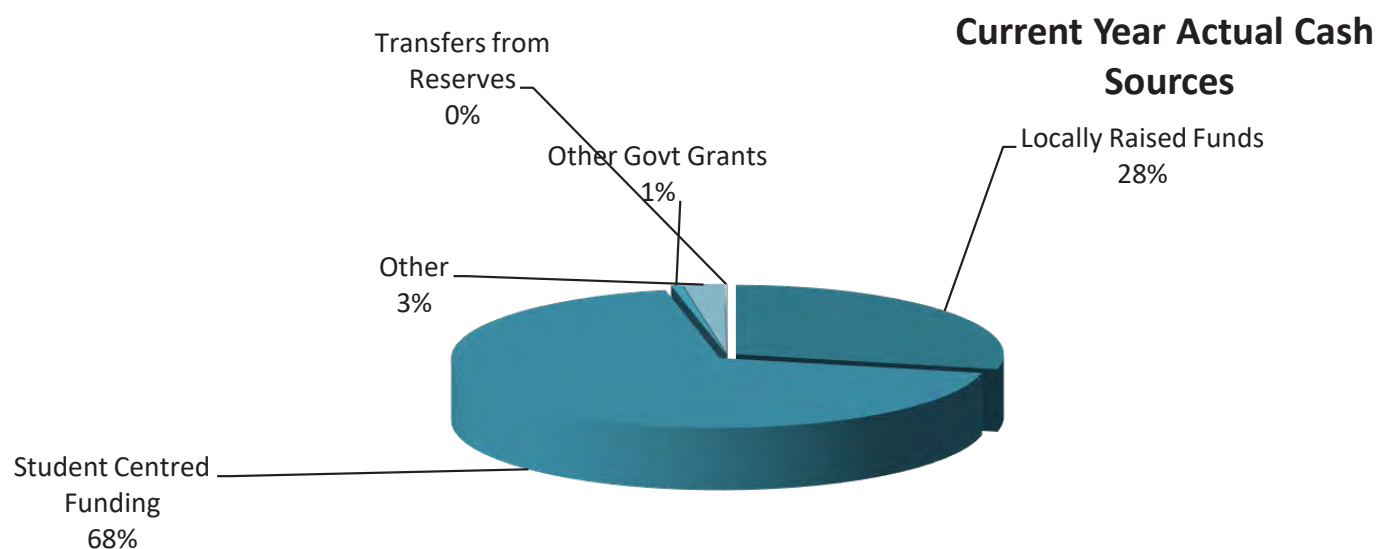




Vasse Primary School

Financial Summary as at
December 31, 2018

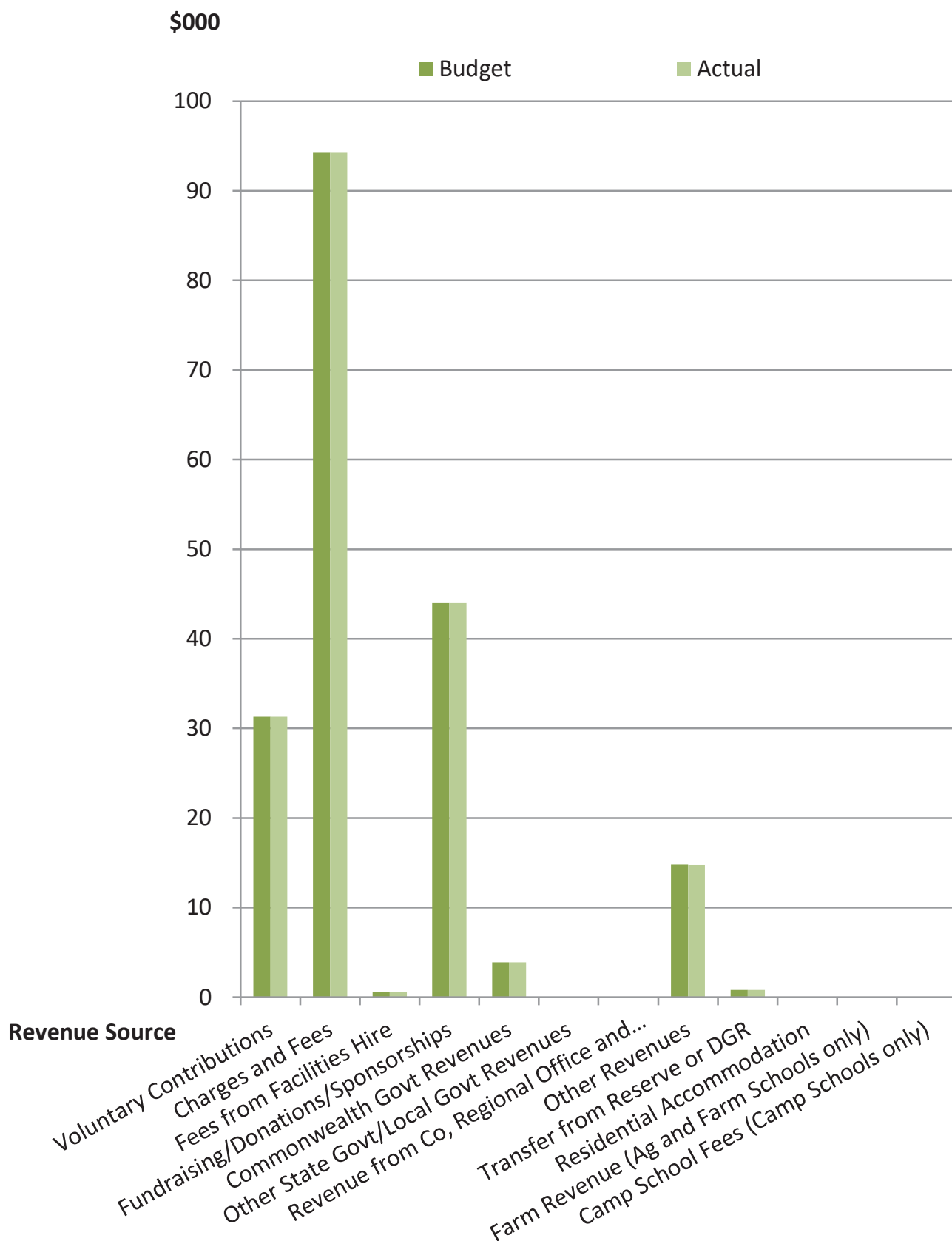
	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 31,320.00	\$ 31,319.60
2	Charges and Fees	\$ 94,229.00	\$ 94,229.34
3	Fees from Facilities Hire	\$ 591.00	\$ 590.90
4	Fundraising/Donations/Sponsorships	\$ 43,982.00	\$ 43,982.06
5	Commonwealth Govt Revenues	\$ 3,912.00	\$ 3,912.02
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 14,770.00	\$ 14,769.38
9	Transfer from Reserve or DGR	\$ 812.00	\$ 812.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 189,616.00	\$ 189,615.30
	Opening Balance	\$ 106,898.75	\$ 106,898.75
	Student Centred Funding	\$ 408,431.00	\$ 408,430.68
	Total Cash Funds Available	\$ 704,945.75	\$ 704,944.73
	Total Salary Allocation	\$ 6,281,741.00	\$ 6,281,741.00
	Total Funds Available	\$ 6,986,686.75	\$ 6,986,685.73



Vasse Primary School

Financial Summary as at
December 31, 2018

Locally Generated Revenue - Budget vs Actual



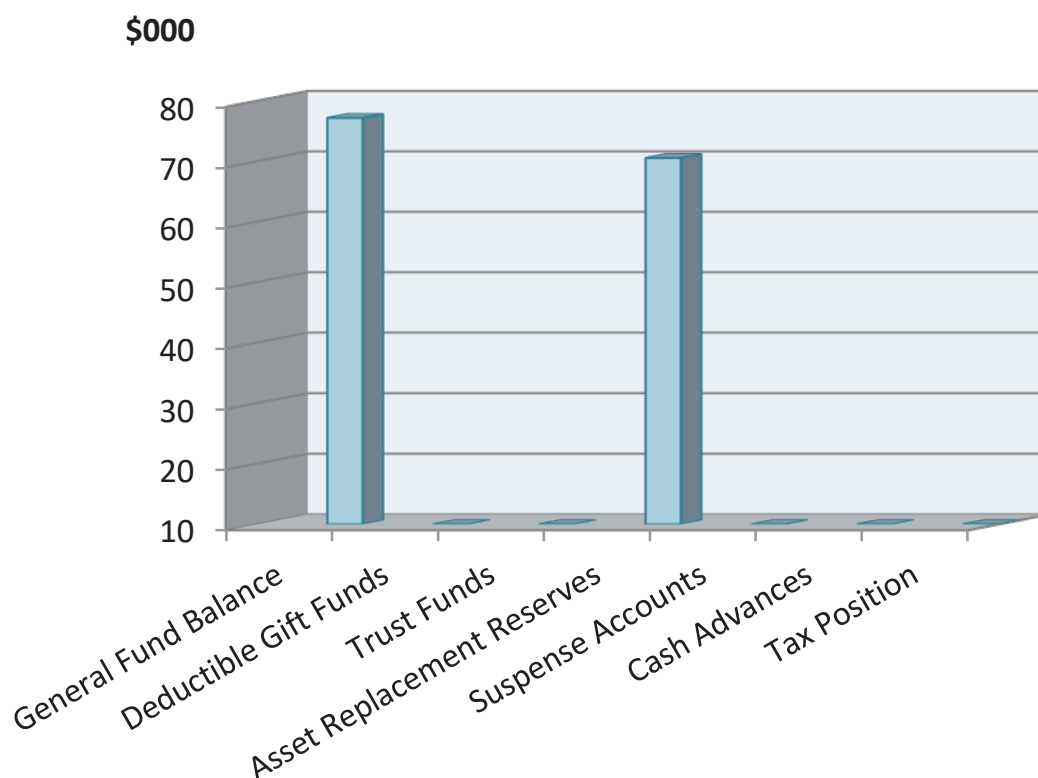


Vasse Primary School

Financial Summary as at
December 31, 2018

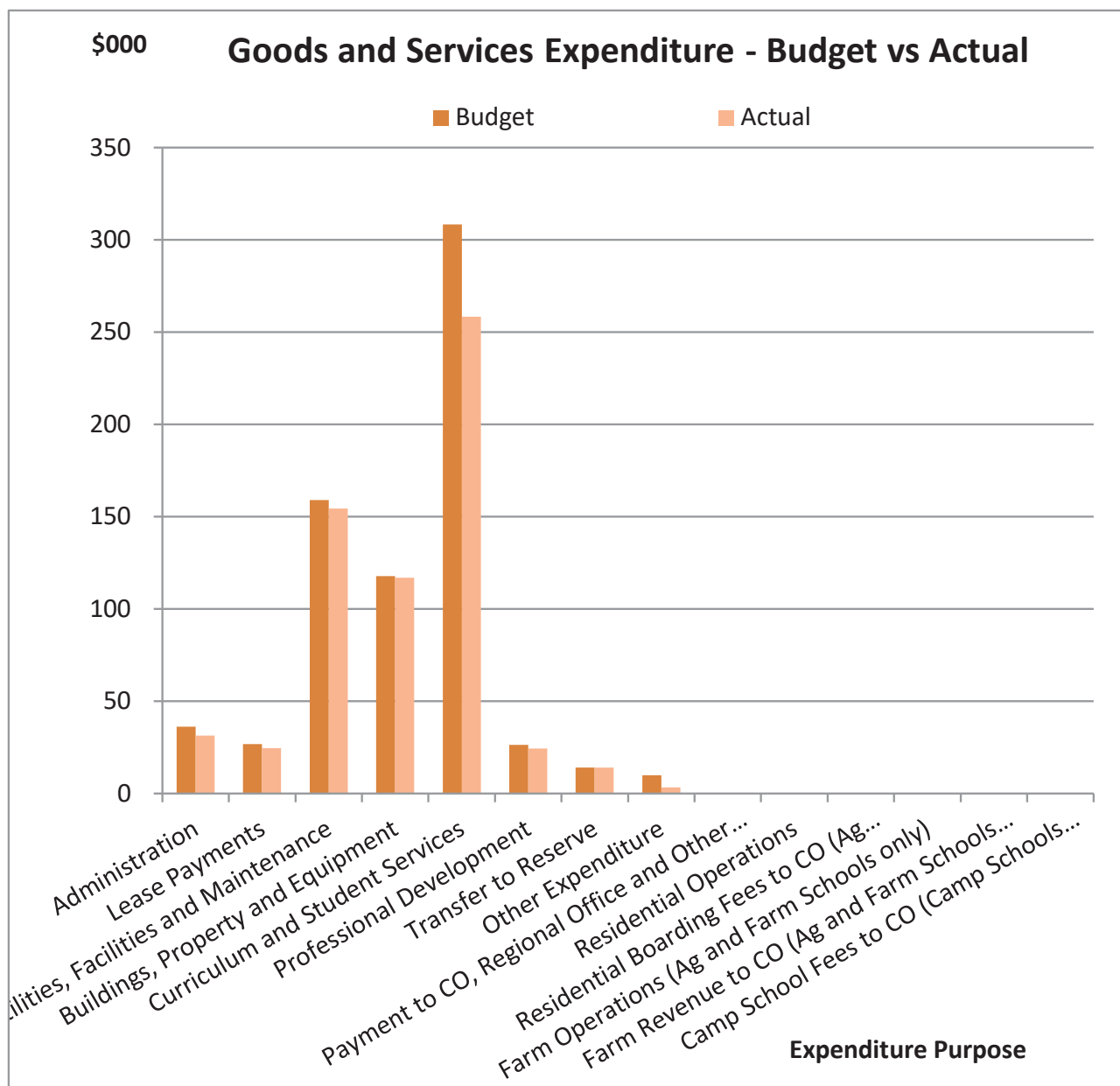
	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 36,250.00	\$ 31,487.14
2	Lease Payments	\$ 26,800.00	\$ 24,684.41
3	Utilities, Facilities and Maintenance	\$ 159,088.00	\$ 154,413.25
4	Buildings, Property and Equipment	\$ 117,725.00	\$ 116,896.37
5	Curriculum and Student Services	\$ 308,453.00	\$ 258,269.84
6	Professional Development	\$ 26,249.00	\$ 24,348.30
7	Transfer to Reserve	\$ 14,000.00	\$ 14,000.00
8	Other Expenditure	\$ 9,972.00	\$ 3,380.05
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ 277.40
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	\$ 698,537.00	\$ 627,756.76
	Total Forecast Salary Expenditure	\$ 6,146,644.00	\$ 6,146,644.00
	Total Expenditure	\$ 6,845,181.00	\$ 6,774,400.76
	Cash Budget Variance	\$ 6,408.75	

Cash Position

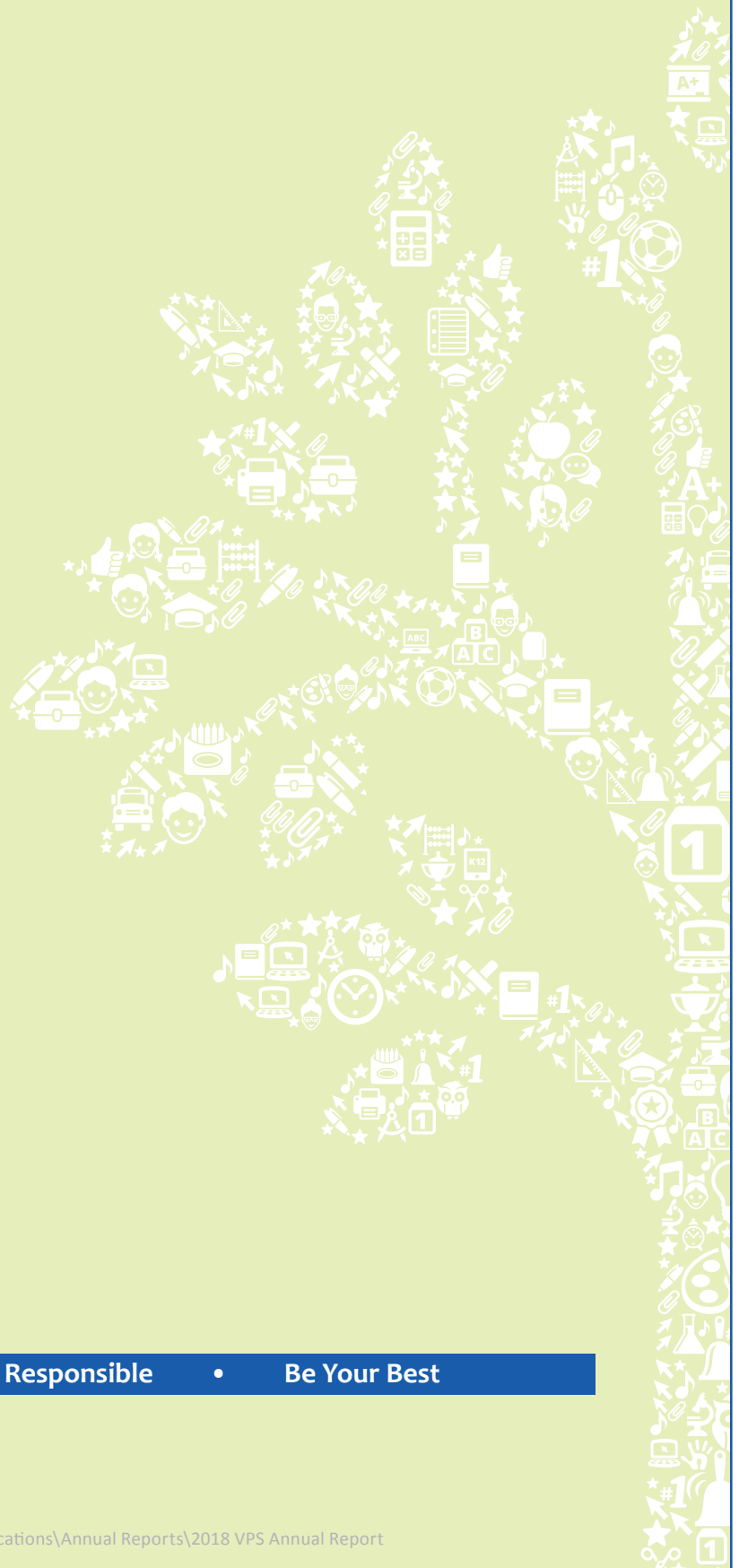


Vasse Primary School

Financial Summary as at
December 31, 2018



Cash Position as at:		
Bank Balance	\$	140,456.28
Made up of:	\$	-
1 General Fund Balance	\$	77,187.97
2 Deductible Gift Funds	\$	-
3 Trust Funds	\$	-
4 Asset Replacement Reserves	\$	70,546.88
5 Suspense Accounts	-\$	5,615.57
6 Cash Advances	\$	-
7 Tax Position	-\$	1,663.00
Total Bank Balance	\$	140,456.28



Be Respectful



Be Responsible



Be Your Best