Introduction
Throughout 2013, Scarborough Primary School (SPS) promoted optimum learning opportunities and aimed to empower our students to access the curriculum, have a positive attitude towards learning and be resilient to changes and challenges. We aimed to develop in our students a real commitment to life long learning so that they will become valued members of the wider community after their time at SPS. This report provides parents and members of the wider community with information about the events, activities and performance of Scarborough Primary School during the period January – December 2013. It also outlines the school’s successes and strengths and makes recommendations for future actions. It is envisaged that this report will be examined along with student reports, learning programs, newsletters and other school documents in order to gain maximum benefit and an overall perspective of the school’s performance.

School Enrolment Profile
The enrolment figures for Semester 1 2013 included 144 Primary students in total.

Staff Profile
The school has an experienced teaching staff and a graduate teacher. The teachers are supported by an experienced team of Education Assistants and other high quality School Support staff. All teaching staff met the professional requirements to teach in Western Australian schools. Additionally; all staff met DOE Professional Learning requirements during 2013.

SCHOOL CONTEXT
Scarborough Primary School is a small Level 4 school situated close to the coast, west of the city. With 144 students from Kindergarten to Year 7 from diverse backgrounds, and with a blend of over 30 different nationalities it promotes a culture of inclusivity.

The Kindergarten is only 200 metres from the main school and is a spacious, well equipped site leased from the City of Stirling. In 2014 the Kindergarten will be relocated to the main school site. The Primary School comprises a self contained building housing the administration block and seven classrooms, a free standing heritage listed building used as a classroom and a new BER funded library which was opened at the beginning of the school year in 2011. The library is located on the site where previous to 2008 The Japanese School in Perth stood for over 20 years.

VISION
Scarborough Primary School provides a safe and caring environment conducive to learning and promotes the belief that all children have a right to learn and develop to their full potential. We believe that every child matters every day and that all students can be high achievers. Staff will deliver a differentiated curriculum and cater for the needs of all students. Some of the programs which ran throughout 2013 are outlined below. The school has specialist teachers in the learning areas of Physical Education, Music, Visual Art, Instrumental Music and Languages (Japanese).

Attendance 2013
Attendance at Scarborough Primary was 94.5%. This is better than like schools.

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Scarborough PS</td>
</tr>
<tr>
<td>2011</td>
<td>94.1%</td>
</tr>
<tr>
<td>2012</td>
<td>94.4%</td>
</tr>
<tr>
<td>2013</td>
<td>94.6%</td>
</tr>
</tbody>
</table>

PARENT PARTICIPATION
The school actively promotes and encourages parent participation and involvement in the school. The School Council has had a strong and vital role including endorsing the School Plan and budget and setting strategic direction on a range of school issues. The School Council receives the Annual Report prepared by the Principal in Term One of each year and the Council endorsed the Budget after taking the opportunity to question the Principal to ensure that there is an alignment of the budget with school priorities.

Our P&C is a strong and supportive group in our school, whose fundraising contributions enhance the educational opportunities for our students. Parents from our school also manage and run the sale of school uniforms and the canteen. A strength of the school is the significant number of parents that support school and community events, open nights, carnivals and parent interviews.
STUDENT SERVICES
Scarborough has a number of key staff involved in delivering well structured and resourced student services activities. The Principal and Deputy Principal, as well as the class teachers, Visiting Teachers for students with disabilities, School Psychologist and other agencies combine to adopt a Case Management approach to effect improvement for students in this area. Through our case management approach we continually have a lot of contact with parents, where we keep them informed of our progress and where we promote and discuss how we can continue to foster a productive relationship.

Pastoral Care – Our Pastoral Care program involves:
- ‘You Can Do It’ values program
- Buzz program
- School Chaplaincy established in 2012
- Mentoring Program Baptist Church – for selected students
- Whole School BMIS Reward – every term

Community
The school has strong links with the community through a very successful mentoring program which has benefited students throughout the year. Volunteer mentors from the community work one-to-one with selected students to assist them with aspects of literacy and numeracy.

Active After School Communities has run very successful programs three days per week involving large groups of children before and after school such as surfing, volleyball, karate, gymnastics, dance and soccer and has been acknowledged in the district for its effectiveness and commitment.

The dedicated Scarborough Primary School P & C Association has continued to actively support the School through many fundraising activities, by being involved in all school events and by contributing to the School financially. The school has maintained links with the Japanese School in Perth by sharing athletic carnivals with them. School facilities are used out of school hours for tennis coaching and fitness.

Community Events 2013 included:
- Parents & Citizens’ Association
  - Spell-a-thon
  - Movie night
  - Lapathon
  - Welcome BBQ
- Active After School Communities Program – various sports
- ANZAC Commemoration
- Harmony Day
- Scholastic Book Fair

Parent Survey
Parents were surveyed online in 2013. Parent feedback indicates that Scarborough Primary School is well organised and runs smoothly and it encourages a sense of pride in achievement and a sense of self worth. Parent feedback also indicates that their children enjoy being at Scarborough Primary School and that teachers and students at this school care about each other. Parent feedback indicates also that our has clear goals and a positive school identity and that this school is a safe and secure place. 85% of respondents agree that this school has high standards of student behaviour although issues of bullying still require further ongoing attention. Most parents agree that the rules and consequences relating to discipline are well understood by both staff and students. 70% of parents also agree that the rules and consequences relating to discipline are enforced in a consistent manner. All parents surveyed agree that this school strives for high academic standards. The feedback from the surveyed parent group indicates overall a positive school environment.

The staff have been identified as approachable when talking about pupil progress and that information given to the community is helpful in regard to achievement levels. All parents indicated that they are satisfied with my child’s educational progress at this school. Another survey will be conducted in 2014.
Highlights of the 2013 Year

- Leaders Conference – Student Council 2013
- Minister for Police Liza Harvey visited our senior class
- Year 7 Graduation Ceremony
- Ern Halliday Outdoor Education Team Building Day – Years 6 and 7
- Edu Dance lessons culminating in a whole school concert
- Athletics Carnival combining Scarborough Primary School and The Japanese School in Perth.
- Cross Country
- Year 7 Graduation Ceremony
- Ern Halliday Outdoor Education Team Building Day – Years 6 and 7
- Edu Dance lessons culminating in a whole school concert
- Athletics Carnival combining Scarborough Primary School and The Japanese School in Perth.
- Cross Country
- World of Maths incursion
- Science Week – a fun week full of learning opportunities
- Choir participation in the West Coast Song Festival
- Book Fair
- Parent information session regarding the newly introduced Australian Curriculum
- Salvation Army ‘Christmas Tree and Food Drive’ for families in need
- Scarborough Baptist Church Quiz Night – fundraising event for Chaplaincy
- Spell-a-thon
- Lapathon
- P&C Movie Night
- Disco - a night of music, dance and games for students from Kindergarten to Year 7
- Active After School Communities Program
- Surf Carnival

School Performance Information

Individual student performance is communicated to parents in formal student reports, by Learning Journeys and through parent interviews. Parents of students in Year 3, 5 and 7 also receive the results of NAPLAN testing. Parent meetings are also held early in the year to set up routines and establish relationships with parents and carers.

Teacher Judgements

Teacher judgements will be supported through ongoing moderation and professional learning through the Australian Curriculum.

SCHOOL PRIORITIES

Scarborough Primary School priorities for 2013 were:

- Literacy
- Numeracy and
- Behaviour Management / Values Education
STUDENT PERFORMANCE SUMMARY
NAPLAN Analysis 2013 Year 3

Students performed Above both the WA an Australian school means in Reading, Writing and Grammar & Punctuation. They also performed above the WA mean in Numeracy and Spelling.

<table>
<thead>
<tr>
<th>NAPLAN Year 3 2013</th>
<th>Aust School Mean</th>
<th>All WA School Mean</th>
<th>Scarborough Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3 Numeracy</td>
<td>397</td>
<td>388</td>
<td>423</td>
</tr>
<tr>
<td>Year 3 Reading</td>
<td>419</td>
<td>406</td>
<td>423</td>
</tr>
<tr>
<td>Year 3 Spelling</td>
<td>411</td>
<td>400</td>
<td>408</td>
</tr>
<tr>
<td>Year 3 Grammar &amp; Punct</td>
<td>428</td>
<td>415</td>
<td>422</td>
</tr>
<tr>
<td>Year 3 Writing</td>
<td>428</td>
<td>415</td>
<td>422</td>
</tr>
</tbody>
</table>

NAPLAN Analysis 2013 Year 5

Students performed above both the WA mean and Australian mean in Reading, Writing and Grammar & Punctuation. Students performed below the WA and Australian mean in Numeracy and Spelling.

<table>
<thead>
<tr>
<th>NAPLAN Year 5 2013</th>
<th>Aust School Mean</th>
<th>All WA School Mean</th>
<th>Scarborough Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 5 Numeracy</td>
<td>486</td>
<td>478</td>
<td>477</td>
</tr>
<tr>
<td>Year 5 Reading</td>
<td>502</td>
<td>496</td>
<td>515</td>
</tr>
<tr>
<td>Year 5 Spelling</td>
<td>494</td>
<td>487</td>
<td>480</td>
</tr>
<tr>
<td>Year 5 Grammar &amp; Punct</td>
<td>501</td>
<td>495</td>
<td>507</td>
</tr>
<tr>
<td>Year 5 Writing</td>
<td>478</td>
<td>475</td>
<td>482</td>
</tr>
</tbody>
</table>

Comparative Performance Summary

<table>
<thead>
<tr>
<th></th>
<th>Year 3</th>
<th>Year 5</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>-1.8</td>
<td>-0.8</td>
<td>-0.5</td>
</tr>
<tr>
<td>Reading</td>
<td>0.3</td>
<td>-0.3</td>
<td>0.0</td>
</tr>
<tr>
<td>Writing</td>
<td>1.3</td>
<td>0.3</td>
<td>0.5</td>
</tr>
<tr>
<td>Spelling</td>
<td>-1.0</td>
<td>-1.0</td>
<td>-0.4</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>-0.8</td>
<td>-0.8</td>
<td>0.6</td>
</tr>
</tbody>
</table>

Above Expected - more than one standard deviation above the predicted school mean
Expected - within one standard deviation of the predicted school mean
Below Expected - more than one standard deviation below the predicted school mean
No data available or number of students is less than 6
NAPLAN - Like Schools Comparison

NAPLAN Like Schools Comparison 2013 – Year 3, 5 & 7

NUMERACY

READING

WRITING
Curriculum Implementation

1. English

Scarborough has continued to develop staff understandings of best practice in writing, reading and spelling with professional learning and operational plans that articulate strategies in order to facilitate and assist with the implementation of Australian Curriculum utilising First Steps in English.

Successful strategies/outcomes include:

- Implementation of best practice in Literacy teaching
  - Use of a structured and explicit approach to teaching
  - Adoption of whole school approaches including Literacy blocks
- Case-management plans to improve academic trajectories developed, implemented and monitored
- Professional learning to improve consistency of teacher judgements
- Provision of release time for collaboration and peer to peer coaching

Recommendations:

- Continue implementation of Phase 1 Australian Curriculum English
- Continue provision of professional learning opportunities through Reading and Writing
- Support staff to move towards reporting on student achievement in the Phase 1 Australian Curriculum English
  - Support staff through a peer mentor approach and classroom observations by line managers
  - Professional learning and use of whole school moderation to improve consistency of teacher judgements

2. Numeracy

Scarborough has continued to develop staff understandings of best practice in numeracy with professional learning and operational plans that articulate strategies in order to facilitate and assist with the implementation of Australian Curriculum utilising First Steps in Maths and the en Vision maths program.

Successful strategies/outcomes include:

- Implementation of best practice in Numeracy teaching
Supporting teachers through Professional Learning with strategies in order to facilitate and assist with the implementation of Australian Curriculum utilising First Steps in Mathematics.

- Professional learning through Primary Support with Chantelle Cook
- Case-management plans to improve academic trajectories developed, implemented and monitored
- Professional learning and use of whole school moderation to improve consistency of teacher judgements

**Recommendations:**
Implementation of best practice in Literacy teaching
- Use of a structured and explicit approach to teaching
- Adoption of whole school approaches including Numeracy blocks

- Case-management plans to improve academic trajectories developed, implemented and monitored
- Continue implementation of Phase 1 Australian Curriculum Mathematics
- Continue provision of whole school professional learning
- Support staff through planning and reporting on student achievement in the Phase 1 Australian Curriculum Mathematics

**STUDENT SEVICES (BMIS, VALUES, SAER)**
**Making a Difference – Value Adding**
Scarborough’s Student Services team aims to provide a sound, responsive and well structured support system for students. The Deputy Principal consults and liaises with the School Psychologist, the Visiting Teacher Disability Services, Chaplaincy, outside agencies, parents and teachers to address student needs. This ensures all students are able to access the curriculum. The administration team collaborates with teachers to promote inclusive practices for a diverse range of students, particularly those with disabilities or learning difficulties. Professional Learning in areas such as Dyslexia and Autism are provided for teachers and education assistants, as well as specialised resources and technology. A school chaplain was appointed for 2012 to support parents, staff and students as necessary. Alongside the classroom teachers and Students services team, the education assistants form an integral part of Student Services and all members of the team collaborate to provide the best outcomes for students.

**Successful student service based programs included:**
- Ongoing pastoral care
- Whole School Values program
- Whole School Approach and policy to Behaviour Management
- You Can Do It Education program
- BUZZ program
- Early identification of Students at Educational Risk
- Principal and Deputy Principal share the behaviour management in conjunction with class teachers
- Student Leaders model good behaviours and the dialogue for making good decisions at whole school assemblies
- Record positive and negative behaviours through Integris
- Admin rewarded positive behaviours and work by students visiting their offices and classrooms
- Whole school rewards the students doing the right thing by conducting a ‘reward day’ at the conclusion of every term

**Recommendations**
- Admin to continue to track students exhibiting repetitive challenging behaviours by communicating with parents.
- Maintain the contact with parents for negative and positive behaviours
LEARNING AREA REPORTS

KINDERGARTEN

Liz Petrou

Twenty one students attended Scarborough Kindergarten in 2013 over a five day fortnight. The attendance days were Monday, Tuesday and alternate Wednesdays. The staff consisted of one teacher Liz Petrou and one education assistants Sally Trifunoski.

During the course of the year there were a number of opportunities for parents and extended families to visit the kindergarten. At the beginning of the year individual parent interviews were held to determine the parents’ expectations of the year, identify the needs and interests of the students, help staff determine background information pertaining to each student and to provide the staff with the opportunity to promote the program being run at the centre. A parent help roster was initiated early in the year to enable parents to come to assist in implementing the program and to enable them to observe and interact with their child in the learning environment. At the end of term four we held our annual ‘Kindy Concert’ beginning with a family afternoon tea.

The timetable was structured to create literacy and numeracy blocks. Each block was introduced through an explicit mat session. The students then completed rotation activities and structured play activities which provided the opportunity for practice and to consolidate skills and concepts.

Throughout the year planning focused on integrated themes with a focus on literacy and numeracy. These themes included; Nursery Rhymes and Fairy Tales, Animals, Food, Sea and Pirates. Documents used in planning included the Early Years Learning Framework and Foundation level of the Australian Curriculum. The literacy focus was underpinned by the Education Departments ‘Words Sounds and Letters’ documentation. Literacy activities promoted the pre-requisites required for reading, writing, speaking and listening and included the concepts of word, syllables, onset and rime, rhyme, alliteration, letters and sounds. The students were provided with the opportunity to engage in many literacy activities including shared reading and writing, modelled reading and writing, listening activities, oral retell, role play, structured play, library visits, games and structured group activities.

During Term 2 we used the Screen of Communication Skills tool (SOCS) to assess the students' communication skills. The screening tool assessed semantic knowledge, comprehension, expressive language and articulation. The results were used to inform the teacher and parents of those students requiring a speech referral to a therapist and to assist with ability grouping and make teaching and learning adjustments. The Rainbows Assessment Tool was implemented in term four and was used to assess the students understanding of phonemic awareness and phonological skills. The skills assessed auditory discrimination, judgement, generation, blending, segmentation and deletion at a word, syllable, rhyme, rime and phoneme level.

Numeracy activities were also integrated and were programmed using the Early Years Framework and Foundation level of the Australian Curriculum as guidelines. The students were given the opportunity to explore number and algebra, measurement, data representation through whole class explicit teaching, games and structured group and individual activities.

At the commencement of numeracy lesson we conducted warm up sessions which consolidated aspects of numeracy already introduced and provided opportunity for the students to be exposed to and practice certain skills. e.g. subitizing, number and shape recognition etc.

Reporting of student progress was conducted through two formal reports and a portfolio of work samples which were sent home at the end of term two and four.

During 2013 the students went on excursion to Caversham Wildlife Park. This excursion was a culmination of the ‘Animals’ theme. The students were given the opportunity to observe and on some occasions interact with Australian animals.

Many of the funds during the year were used to purchase consumable items, cooking ingredients and to increase the general resources at the centre. A large amount of the budget was also used to purchase storage containers to assist in the removal to and storage of equipment and materials to the new onsite kindergarten which should be completed mid 2014.

PRE PRIMARY

Shannan Cousins

Twenty seven students attended Pre-Primary in 2013. The teaching staff consisted of two teachers Shannan Cousins and Liz Petrou, who provided DOTT for Shannan on a Thursday. There were also two teaching assistants, Jasmine Sekuloska and Sally Trifunovski.

The timetable was structured to create literacy and numeracy blocks. Each block was introduced with ‘warm ups’ that consolidated and revised concepts that had been previous taught. An explicit mat session was then presented and the students were provided the opportunity to practice and consolidate skills and concepts using the, ‘I Do, We Do, You Do’ model of learning .

During the year the literacy program was underpinned by the Foundation level of the Australian Curriculum and the Scarborough Planning Documents were used for programming. The students were provided with the opportunity to engage in many literacy activities including shared reading and writing, modelled reading and writing, guided reading, home reading , Jolly Phonics, listening activities, oral retell, library visits, games, structured group activities and independent activities.
The Numeracy program focused on the Envision Maths program introduced in the school. The Scarborough planning documents were once again used for programming learning experiences. The students were also given the opportunity to participate in Mathletics after school hours to consolidate their learning of concepts and skills taught at school.

Formal handwriting lessons in Victorian Cursive writing were introduced this year in Pre-Primary. The students were given the opportunity to complete two formal lessons each week.

During the year there were a number of formal assessments conducted in addition to teacher observations, anecdotal and checklist records. Early term one the On-entry Assessment was conducted in Literacy and Numeracy. The Rainbows Assessment Tool was implemented later in the year and was used to assess the students understanding of phonemic awareness and phonological skills. In term four the students reading ability was assessed using the P.M. Reading Assessment Tool.

Throughout the year the students were buddies with the year6/7 class and engaged in activities together on a regular basis.

**ENGLISH**

A number of whole school initiatives were implemented in English this year as a result of our school data collection.

Spelling has continued to be a whole school priority for 2013 with the emphasis being a whole school phonemic approach through the use of Sound Waves from Years 2-7, Jolly Grammar in Year 1 and Jolly Phonics in Pre-primary. Through the use of these resources, staff provided a comprehensive teaching approach to spelling that assists the students with gaining a deeper understanding of how words are structured and learning the key concepts needed to become highly literate. An explicit teaching approach to spelling was adopted with teachers incorporating daily review into lessons, an explicit teaching structure of “I Do, You Do and We Do”, and a philosophy of constantly checking for understanding and where needed, remediating or extending. A range of data collection strategies were used including Rainbow Assessment Task (RAT) for Kindergarten and Pre-primary, weekly tests on Sound Wave units, Words Their Way Assessments and NAPLAN.

Writing showed considerable improvement in 2013 however, it continued to be a whole school priority. Staff attended Professional Learning on writing Persuasive texts and completed a whole school moderation task using the NAPLAN marking guide. The staff used the explicit teaching approach and First Steps strategies to teach components of a variety of written genres, with particular attention to sentence structure, paragraph writing and vocabulary development. Staff implemented explicit teaching strategies to teach narrative texts in preparation for NAPLAN 2014 and continued using the PM Writing Series to teach genres.

Reading has made some progress in 2013 however it will need to be a priority area for 2014. Many new resources were purchased to assist with a whole school approach to reading. These included: Reading Comprehension Boxes for all year levels, Springboards in Comprehension from Years 1-6, Novel Study class sets for critical literacy in Years 4-7, additional PM readers for Year 1, and additional home readers for the junior school and Lexile readers for years 4-7. Staff incorporated explicit teaching approaches into reading lessons and continued to use Guided Reading and First Steps strategies to provide a comprehensive reading programme. A range of data collection strategies were used including Pre-primary on entry assessments, class profiling using Literacy Net (SAER only), Lexile records, Reading Box grading, NAPLAN and ACER Reading Comprehension assessments.

**MATHEMATICS**

In 2013, numeracy NAPLAN results saw the year 3, 5 & 7 cohorts achieved below like schools although longitudinally both Year 3 & 7 had reduced this margin. The Comparative Performance Summary indicated that the Yr 3 cohort performed at the expected level.

As a whole school, Scarborough Primary School staff analysed and interpreted our NAPLAN data, identifying areas of strength and areas requiring further student consolidation in 2014, incorporating these areas into our whole school Maths Plan. Staff participated in whole school numeracy moderation tasks on Number and Algebra and Measurement and Geometry.

During 2013 Scarborough Primary School focused on equipping the staff with the knowledge and skills necessary for the implementation of the Australian Curriculum into 2014. Teachers worked collaboratively to create whole school planning documents that implement the Australian Curriculum from foundation to year 7. Professional development was provided for teachers on looking at the changes with the new curriculum and how to incorporate these changes into the classroom. Scarborough Primary School has established a relationship with the Department of Education Literacy and Numeracy Support team, staff members completed action research professional learning on the Australian Curriculum in 2013, with the professional learning and relationship continuing in 2014.

Towards the end of 2012, the school purchased the Envision Maths program. This program is fully aligned to the Australian Curriculum and provides explicit teaching strategies on Number and Algebra, Measurement and Geometry and Statistics and Probability across each year level from foundation to Year 6. Envision incorporates the use of technology with interactive animations, use of concrete materials to reinforce concepts, easily differentiated tasks to enable students to consolidate, practise or extend knowledge and the Tools4Maths software that enables students to solve problems with ICT. Whole school professional development on how to plan, implement and assess using the Envision Maths program was provided by Pearson Education. As part of a quality assurance process staff members were provided with the opportunity to visit other schools and view the program in operation. This program will be implemented school wide, from pre-primary through to the senior classes.

In preparation for Year 7 transition to high school our Year 7 teacher has been working closely with Churchlands Senior High School. Professional learning was provided on required topics to be covered and student misconceptions for students entering into Year 8. In 2014 Year 7 students will be following the Pearson mathematics program that is utilised at the High School.
Once again the P & C has continued funding for the Mathletics program that is used throughout the school. Mathletics is a computer based program that students from kindergarten to year 7 are able to access from home or school. It offers excellent resources for teachers, while allowing students to have fun while completing maths.

TECHNOLOGY AND ENTERPRISE
Technology and Enterprise has been covered from Kindergarten through to Year 7. This learning area is integrated through other learning areas and topics being covered within the classrooms along with special school events such as ReMida incursion in the middle to upper primary, Book Week and holidays such as Christmas and Easter. Students in Year 1 through to Year 7 consistently use the school computer lab and are provided with opportunities to develop computer literacy skills and apply them in the classroom and their everyday life. This year the budget was spent on Technology and Enterprise on a range of new tools, glue guns and consumables for classes to use.

SOCIETY AND ENVIRONMENT DAWN JONES
The Society and Environment curriculum focus during 2013 included the strands Investigation, Communication and Participation; Culture and Resources. In addition students worked through aspects of Australian Curriculum History focusing primarily on the understanding of chronology and using and evaluating evidence. All students investigated the playing of games in different periods of history. This culminated in an afternoon where students could dress up in any clothes representing an era from the past. They were cross grouped and rotated around different areas of the school and participated in a range of games that they had learnt in class. By cross grouping the students, they were able to act as “experts” when playing the game that they had worked on in class and had to take the role of teacher and advisor of how to play the games.

In preparation for the ANZAC Day ceremony, all classes investigated the story of Simpson and his donkey and this was the theme for the ceremony and therefore gave more meaning and understanding of what the ANZAC ceremony was about. The P& C contributed funds to purchase sets of books that support the Australian Curriculum History and as they have been purchased in sets, can be used as non fiction text in Guided Reading activities.

Student Performance – WAMSE – Relative Assessment

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<thead>
<tr>
<th></th>
<th>Science</th>
<th>Society &amp; Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 5</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Year 7</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

1 above expected – more than one standard deviation above the predicted school mean
2 expected – within one standard deviation of the predicted school mean
3 below expected – more than one standard deviation below the predicted school mean
No data available or number of students is less than 6

JAPANESE LANGUAGE

The Japanese program in 2013 involved students in years 3 to 7. The learning program focused on three main learning outcomes1. Listening, reading and responding 2. Viewing, reading and responding and 3. Writing Students learnt high frequency, fundamental vocabulary and question and answer patterns and were encouraged to create their own personal vocabulary based on their responses. Reading and writing of hiragana, katakana and kanji is used in all grades at varying levels. In the younger grades songs with mnemonic devices were used to enhance retention of new and unfamiliar language. A variety of culturally enriching activities including sumie (ink brush painting), shodo (Japanese calligraphy writing), origami, creation of computer generated animation, Michio teaches Japanese language software and power point have been used to complement the language program. Computers in our lab also allow students to write in Japanese script. Continued initiatives in 2013 included the use of Language Discovery. This is an interactive computer program that allows children at Scarborough Primary School and students of similar age in Schools in Japan to participate in an email and cultural exchange throughout the year. As a part of the Churchlands High School Asian Hub students in years 6 and 7 were offered the opportunity to participate in an after school Asian Hub at Churchlands Senior High School that gave students an opportunity for Japanese language extension classes after school.

Mark McGuffin
MUSIC

Jolanda Speelman

The music program has continued to develop through 2013 and become a significant part of the Arts learning area at Scarborough Primary School. The program continues to create a positive performance profile within the school and the wider community.

The 2013 music program consisted of teaching students from Years 1 to 7 a variety of music concepts and exposing them to a range of musical experiences. The basic elements of music - Rhythm, Melody, Harmony, Form and Expression, are incorporated in my teaching strategies in a variety of enjoyable and interesting lessons, games and songs.

Community songs have been a positive and enjoyable element of music and increased the performance profile in the school and the community. This year all our students participated in a nation-wide song event called ‘Music, Count Us In’. This event encourages unity through singing and promotes music education in schools.

The School Choir is a successful group of music students from years 5 to 7. This year they participated in school performances and combined community events, such as ANZAC Day Ceremony, Music Assemblies and the outstanding West Coast Song Fest, which involved 1500 primary school students singing together as a combined choir.

Scarborough Primary School encourages instrumental tuition and facilitates the School of Instrumental Music program. A small group of talented students from years 5 to 7 have demonstrated skill and dedication to learning the trumpet or trombone.

PHYSICAL EDUCATION

Bronwyn Nelles

Physical Education classes

Physical Education classes were conducted by a Physical Education specialist who was on campus for 1 day per week. The program consisted of activities inline the K -10 Physical Education Overview:

- Years 1 - 3 - Skills for Physical Activity ( Fundamental Movement skills )
- Years 4 - 7 - Skills for Physical Activity, Interpersonal Skills.

Most games and skilled activities were run for a three week period. The following community organizations complemented the Physical Education program throughout the year. All these incursion were offered to the school free of charge and were highly successful and recommended.

- Modcrosse Association Yr 1-7
- Scarborough Tennis Club Clinic Yr 1-7
- Claremont Football Club Yr 1-7
- WACA Cricket clinic Yr 1-7

School Events

All organisation material for the following events is located on the S drive, Curriculum, Physical Education.

Swimming Carnival - held at Claremont Pool term 1 for Years 4 -7. Program included swimming and novelty events. Emphasis being “have a go” and working together as a team. Enjoyable day and great parent support in helping to run the carnival.

Interschool Cricket Day – held at Charles Riley Reserve conducted by the Development Officer from the WACCA. All year 6/7 students attended and parents and staff from SPS transported students to the event. Modified cricket games were played.

Winter Interschool Sport - held during term 2 in conjunction with other schools in the Ocean Net group. Scarborough PS Year 6/7 students played in a netball and soccer team. All students participated. Parents transported students all games. Parents also helped with the umpiring and coaching of matches.

Lightning Carnival - Scarborough entered a netball team and soccer team consisting only of Year 6/7 class. All students participated. Parents transported netball students to and from the carnival.

School Cross Country - held second Friday of Term 3 at Deanmore Square, Scarborough, Pre Primary – Year 7 participated. It was a tremendous school effort with all students trying their hardest and running most of the course. There was a lot of parent support for this event in helping to run the carnival and in offering encouragement for the runners. SPS team Interschool team was selected from the results of the School Cross Country. A cost was imposed by the City of Stirling for the hire of Deanmore Square.

District Cross Country - this event is run by SPS each year at Butlers Reserve, Scarborough. 9 local schools participated. An inflatable finish line from the Department of Sport and Recreation was use for the day. Organization for this event started mid way through term 2. A cost was imposed by the City of Stirling for the hire of Butlers Reserve. Scarborough P&C hosted a cafe carnival to provide food and drinks for the afternoon.

Interm Swimming Lessons - Held at Claremont Aquatic Centre for all PP - Yr7 students. The lessons went well with only a couple of students who did not take part.

Faction Carnival - held in conjunction with Japanese School in Perth. The format of the carnival was tabloid format to maximize the participation of
all students. Students participated in their faction year groups and rotated through the stations. JSP organized separate Championship awards. The Australian and the Japanese National Anthems were played at the beginning of the carnival. Students from Scarborough PS made bookmarks for the students at JSP as a gift. The JSP students were divided into the 3 factions but Scarborough teachers need more assistance in the bays with the organization of the students into their events. The day was a tremendous success and both schools decided the format should be repeated for 2014. Carnival was held 2 weeks before the Interschool carnival to allow for team selection and organization/training.

Interschool Athletics Carnival - team of about 50 students attended. Team was selected from the results of the Faction Carnival. The Year 1 stayed for the whole afternoon and colouring pictures and activities were taken for them to do after their events had finished. Students need to wear white shirts in 2014 as several school wear green school shirts.

Edudance – was offered to all students K – 7. The students enjoy the dance sessions conducted by a qualified dance instructor. The program concluded with a dance production for the parents.

Morning Fitness – was conducted twice a week to help the students improve their fitness and in preparation for the Cross Country events and the Faction Carnival. Teachers took their classes out to the oval and students recorded the number of laps they completed. Certificates were presented to students for reach milestones.

Sports Equipment – a sports card system was introduced whereby students could borrow sports equipment at lunchtime and recess. This was run by the student councillors.

Budget

<table>
<thead>
<tr>
<th>Budget Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swimming Carnival</td>
<td>$73.60</td>
</tr>
<tr>
<td>District Cross Country</td>
<td>$376.00</td>
</tr>
<tr>
<td>School Cross Country</td>
<td>$50.00</td>
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<tr>
<td>Faction Carnival</td>
<td>$35.00</td>
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<tr>
<td>Interschool Athletics</td>
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<td>Stock replacement</td>
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<td>Storage container</td>
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<tr>
<td>Bunting</td>
<td>$165.00</td>
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<tr>
<td><strong>Total</strong></td>
<td>$1648.00</td>
</tr>
</tbody>
</table>

SCIENCE

The Science Curriculum focus during 2013 included Investigating Scientifically, Biological Sciences and Chemical Sciences. To develop the appropriate concepts and skills within these areas the school uses a valuable resource called Primary Connections. Primary Connections is fully aligned with the Australian curriculum, endorses small cooperative learning teams and strategies that align with current pedagogy. Primary Connections is the main guiding resource used at Scarborough Primary school. It provides a structured, developmentally appropriate, sequenced method to deliver valuable learning experiences to the children. Science is often integrated with other curriculum areas as there is a heavy Literacy and Mathematic component. It provides valuable real-life experiences for students to apply concepts and skills developed through these learning areas.

The biological sciences sub-strand is concerned with understanding living things. The key concepts developed within this sub-strand are that: a diverse range of living things have evolved on Earth over hundreds of millions of years; living things are interdependent and interact with each other and their environment; and the form and features of living things are related to the functions that their body systems perform. Through this sub-strand, students investigate living things, including animals, plants, and micro-organisms, and their interdependence and interactions within ecosystems. They explore their life cycles, body systems, structural adaptations and behaviours, how these features aid survival, and how their characteristics are inherited from one generation to the next. Students are introduced to the cell as the basic unit of life and the processes that are central to its function.

The physical sciences sub-strand is concerned with understanding the nature of forces and motion, and matter and energy. The two key concepts developed within this sub-strand are that: forces affect the behaviour of objects; and that energy can be transferred and transformed from one form to another. Through this sub-strand students gain an understanding of how an object’s motion (direction, speed and acceleration) is influenced by a range of contact and non-contact forces such as friction, magnetism, gravity and electrostatic forces. They develop an understanding of the concept of energy and how energy transfer is associated with phenomena involving motion, heat, sound, light and electricity. They appreciate that concepts of force, motion, matter and energy apply to systems ranging in scale from atoms to the universe itself.

The budget this year was spent on purchasing more consumables to top up the resource boxes. In addition a database was developed to collate all science equipment and charted to enable teachers to locate individual resources contained within each resource box. Also purchased were 4 electric stoves to support the Chemical Science component of the curriculum and provide further opportunities for hands on development for the students. The Resource boxes were moved to the Art room to provide a more suitable working space required for Science investigations. The Art room has access to bench space, water and the Science resource boxes.

Anita Codling attended Primary Connections professional development. Following attending Professional development she prepared a summary of learning outcomes and experiences. The Professional development provided a springboard of ideas as to how to implement the Australian curriculum and also key foci and science understandings for Primary science teaching and what students should know by the time they leave Primary school.
Also during the year the teachers undertook a whole school moderation task. The common task was used to assess the students attainment of concepts and skills across the year levels and provided valuable assessment report for teachers. Further funding was used to plan activities for a Science afternoon. The students were organised into multi-age groups from Pre-Primary to Year 3 and Year 4 to 7. This worked well as activities planned were more appropriate to the age levels. The students were involved in participating in 6 science activities across the science strands. Teachers discussed the science learning from each activity and students were involved in recording their learning in a ‘What I now know’ book. The students enthusiasm and level of engagement throughout the activities was a highlight of the afternoon. All the students took home a ‘goodie bag’ of their science toys to enable them to share their experiences with family and friends.

**VISUAL ART**

In 2013 the students worked with a wide range of art media continuing to build on sequential and developmental stages of art learning. The art programme continued to allow students to work on specific art skills relevant to their year level and to support where relevant themes being taught in classrooms. Students from Pre-primary to Year 7 went to Cottesloe Beach to experience the Sculpture by the Sea exhibition. They followed up the visit by creating sculptures of their own. The year 6/7 students entered a competition sponsored by Rotary working on the theme of peace. Art work was created to enhance events within the school such as the ANZAC ceremony, Book Week and the Year 7 students created autobiographical artworks for their Graduation Assembly. The budget was spent on consumables, tools and resources.

Dawn Jones
## Scarborough Primary School
### Financial Summary as at 31 December 2013

#### Revenue - Cash

<table>
<thead>
<tr>
<th>Revenue Source</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voluntary Contributions</td>
<td>$5,860.00</td>
<td>$5,860.00</td>
</tr>
<tr>
<td>Charges and Fees</td>
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<tr>
<td>Government Allowances</td>
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<tr>
<td>P&amp;C Contributions</td>
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<tr>
<td>DoE Grants</td>
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<tr>
<td>Other State Govt Grants</td>
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<td>$8,644.00</td>
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<tr>
<td>Commonwealth Govt Grants</td>
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<tr>
<td>Trading Activities</td>
<td>$3,459.00</td>
<td>$3,457.77</td>
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<tr>
<td>Internal Transfers</td>
<td>$22,518.79</td>
<td>$22,029.75</td>
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<tr>
<td>Total</td>
<td>$172,596.27</td>
<td>$172,594.15</td>
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</table>

**Opening Balance**: $15,616.06

**Total Funds Available**: $215,616.06

#### Revenue Source

- Locally Generated Revenue: 28%
- DoE Grants: 50%
- Other Govt Grants: 5%
- Other: 2%
- Transfers: 15%

#### Expenditure - Budget vs Actual

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>$12,775.00</td>
<td>$12,775.00</td>
</tr>
<tr>
<td>Leases</td>
<td>$48,491.00</td>
<td>$29,926.60</td>
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<tr>
<td>Repairs/Maintenance/Grounds</td>
<td>$11,836.00</td>
<td>$9,703.77</td>
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<tr>
<td>Building Fabric and Infrastructure</td>
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<td>$2,790.00</td>
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<tr>
<td>Assets and Reserve</td>
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<td>Education Services</td>
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<td>$65,680.00</td>
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<tr>
<td>Other Specific Programs</td>
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<td>$2,124.96</td>
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<tr>
<td>Trading Activities</td>
<td>$491.00</td>
<td>$490.91</td>
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<tr>
<td>Salary Pool Payments to Central Office</td>
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<td>$5,593.19</td>
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<tr>
<td>Other</td>
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<tr>
<td>Total</td>
<td>$206,543.58</td>
<td>$179,652.69</td>
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</table>

**Expenditure - Budget vs Actual**

<table>
<thead>
<tr>
<th>Expenditure Purpose</th>
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<th>Actual</th>
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<td>$179,652.69</td>
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#### Cash Position

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<thead>
<tr>
<th>Cash Position as at:</th>
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<tr>
<td>Bank Balance</td>
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<td>Made up of:</td>
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<tr>
<td>General Fund Balance</td>
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<tr>
<td>Deductible Gift Funds</td>
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<td>Trust Funds</td>
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<td>Reserves</td>
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<td>Suspense Accounts</td>
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<td>Cash Advances</td>
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<td>Tax Position</td>
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<tr>
<td>Total Bank Balance</td>
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