Principal's Report
Report to the P&C – August 2016

Enrolments
- We continue to enrol students every week. However, there is an almost corresponding number of students leaving our school as parents search elsewhere for work. Our current enrolments are 961
- 64 Preps are enrolled for 2017 so far with forms coming in daily. 105 enrolment packs have been distributed so far

Professional Development
- Kylie and Alex H attended PD on the Global Schools Initiative for schools who received the Languages in Education grant.
- Jess, Leah, Belinda, Meera, Christine, Nick and Justin are attending the Numeracy Workshop with Rob Profitt-White. This is a whole of semester project and they will be working together on improving maths teaching and learning for another five days. Chris C and Sandi also attended for the first day which was held at our school

Staff News
- Teneale has gone on maternity leave for 12 months. Kellie Butterworth will be teaching Prep G for the rest of the year
- I have started the process for employing another DP for 2017 as we will be entitled to another position in the Leadership Team

Facilities, Grounds and Maintenance
- We continue to deal with defects on the new building. It generally takes about nine months for this to stop
- The grass is continuing to grow crazily throughout our unseasonal winter – very frustrating for Mark and Peter as they generally use winter to get on top of other things

Successful Events from the Last Few Weeks
- Nat Cook at Assembly and speaking with the Year 4-6 students. She also visited 1W and 5M who have embraced the superhero approach to learning dispositions
- Junior Sports Day
- Our visit from Sagami Women’s University Elementary School (our sister school)
- A visit from 6 teachers and leaders from Nundah SS. They were very impressed with our classrooms
- Coolum SHS and Sunshine Beach SHS transition programs. Year 6 students are being very well prepared by the high schools this year.
- Human Relationships Education for girls and boys in Year 6
- District Sports Day

Loose Change Challenge
Thank you to Lara and Kristy for this extremely well organised event. School staff really appreciated the low impact on them.

Student Resource Scheme
We present the Student Resource Scheme proposal for 2017 for approval. There are no changes from 2017.

Earth Smart Projects
Our Earth Smart Team have been working really hard on a number of initiatives in biodiversity and waste management. One area we would really like to move ahead on is reducing rubbish in lunch boxes – we have so many children now that no matter how many bins there are they are still full of paper and plastic waste. Nude Food Days have been really successful in reducing rubbish on the actual day and thankfully there are a few children throughout the school whose lunchboxes are rubbish free all the time.

We will be moving towards Nude Food Tuesdays for every week of the year. All classroom teachers will be talking with their students on this. There will be no general waste bins out on Tuesdays (only the compost bins) so any rubbish brought to school will need to go back in lunch boxes and taken home. Let's all work together to reduce the use of plastic and paper for lunches!

NAPLAN

We have already received some NAPLAN 2016 data. The individual student reports were sent out last week.

These tables show the percentage of students in each band for each of the tests this year. As well, for comparison purposes we have included the current Year 5s data from when they sat NAPLAN in Year 3 in 2014.

We have performed strongly again, across the board, with close to or greater than 50% of our Year 3 students in the Upper Two Bands in all areas. For our Year 5s this is slightly lower at around 30% of students in U2B, with the exception of Year 5 Writing which is 13% of students in U2B.

There are a growing number of students sitting in the middle two bands. 50–60% of our Year 5s and 30–40% of our Year 3s are in these middle two bands. We need to look closely at this group of students, to see what is holding them back from reaching greater heights.

### U2B Trends 2013-2016

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Writing</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>Increase</td>
<td>Steady</td>
<td>Steady</td>
<td>Steady</td>
<td>Increase</td>
</tr>
<tr>
<td>Year 5</td>
<td>Steady</td>
<td>Slight decline</td>
<td>Decline</td>
<td>Steady</td>
<td>Steady</td>
</tr>
</tbody>
</table>

In the **Reading tests**, again there was a greater emphasis on non-narrative texts – information, reviews, persuasive, recounts etc. Reading stamina is always an issue, as generally students had more correct answers in the first half of the test. There were two common texts between Year 3 and 5.

In the **Spelling tests** there were 7 common spelling words between Year 3 and 5. In 11-12 of the 25 questions the students first identify the error, then correct it. This is an area for focus and improvement (in all year levels) as significant numbers of students in both year levels identified the wrong word as being incorrect.

In the **Grammar and Punctuation tests** there were 8 common questions between Year 3 and 5. Verb tense, apostrophes of possession and contraction, comma usage for lists and phrases, general identification of parts of speech and pronoun referencing are areas for focus, in all year levels.

The **Writing test** has one less mark for paragraphing this year, as it was a Narrative task. Ideas, sentence structure and punctuation had a decline across both year levels, compared to the last few years. However, given that the task was narrative this year after many years of a persuasive task,
this may not necessarily be the most valid comparison. We have limited data from the last time it was a narrative task, so will have to wait for the state and national data to be released to check how we really performed.

In the **Numeracy tests**, there were 10 common questions between Year 3 and 5: 6 number and algebra; 3 measurement and geometry; and 1 chance and data question. The work that we continue to do in this area is evident. This is even more reason to keep doing the numeracy warmups, where students think and reason and analyse problems to work out where to start. Keep using the other strands (measurement and geometry, chance and data), as a way to enhance numeracy development. All of the measurement, data and chance questions, could easily be categorised as number and algebra questions too. This is why it’s important to for us to use these strands as vehicles to continue to develop student’s number understanding. 60% of questions on both tests were number and algebra, and the other 40% the remaining strands.

**NAPLAN Online**
The Department is moving towards NAPLAN Online in 2019 with a trial currently happening in Queensland schools now. The aim is for students to complete NAPLAN tests using a computer or another electronic device, such as a tablet. This is all the more reason to continue our move towards embedding digital technologies into the curriculum.

Some of the main benefits of students taking part in NAPLAN online include:

- Assessments will use a tailored test design. Students will answer an initial set of questions and then be directed to subsequent sets of questions based on the accuracy of their responses. Students with a high number of questions correct will be directed to more challenging questions. Students who have a lower level of accuracy in the initial set of questions will be directed to questions that are less challenging.
- Tailored testing will provide teachers and schools with more targeted and detailed information on their students’ performance on the tests.
- Use of a computer-based environment provides the opportunity to broaden the scope of the assessments.
- Delivery of assessments online will significantly reduce the time it takes to provide feedback to schools, students and parents.
- ACARA research into online assessment has shown that students have engaged well with computer-based tests.

As technology develops, ACARA aims to further refine the delivery of the tests to best use the available technology to provide increasingly sophisticated assessments.

**SMS Messages re unexplained absences**
347 messages sent in July at a cost of $24.29

**Financial Snapshot**
## School Financial Snapshot

**Peregian Springs State School (1712)**

**Period 201608 (Aug 2016)**
as at 8-Aug-2016 03:34 PM

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>What we own</td>
<td>$785,924.26</td>
</tr>
<tr>
<td>What others owe us</td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td>$101,552.48</td>
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<tr>
<td>Others</td>
<td>$26,787.43</td>
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<tr>
<td><strong>Sub total of what we own</strong></td>
<td><strong>$914,264.17</strong></td>
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<tr>
<td>LESS</td>
<td></td>
</tr>
<tr>
<td>What we owe others</td>
<td>$33,991.00</td>
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<tr>
<td>What we are committed to spend</td>
<td>$97,490.97</td>
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<tr>
<td>What funds we hold for other bodies</td>
<td>$185,831.45</td>
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<tr>
<td>(E.g. Student Council, Regional Office and Sports Boards)</td>
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<tr>
<td><strong>Sub total of what we owe</strong></td>
<td><strong>$317,313.42</strong></td>
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<tr>
<td><strong>We own more than we owe</strong></td>
<td><strong>$596,950.75</strong></td>
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<tr>
<td>Cost price of school assets</td>
<td>$1,125,968.38</td>
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<tr>
<td>Amounts held by the school in the current year for asset replacement and future projects</td>
<td>$170,055.00</td>
</tr>
</tbody>
</table>

**Reports attached**
- Balance Sheet Summary
- Cash Flow Management Report
- Budget Overview