INTRODUCTION
I am very pleased to present the 2013 Annual Report which aims to provide information about the school’s performance over the past year with highlights, strengths and achievements.

At Embleton Primary School we strive to support and develop enthusiastic students who have a love of learning. As a collaborative team, the teaching and support staff work with dedication to support the students to reach their potential - socially, emotionally and academically and to embrace and adapt to a changing world.

Wendy Gallagher
PRINCIPAL

OUR SCHOOL

Our History
Embleton opened in 1961 as a school to accommodate a large number of children. At that time there were large amounts of land unoccupied but as the area grew with housing, so too did the school and in the late 60’s the school registered an enrolment of over 1000 students. Later, as schools were built around the area, the numbers of students reduced to make Embleton a small family like environment as it is today with 180 students. The commercial area grew around the school giving rise to the Morley Galleria and the commercial area surrounding it. Currently the area is going through a period of urban renewal and the school celebrates the rich diversity of culture this brings.

School Profile
Embleton turned 52 years old this year and has maintained the original building structure. However, there have been many upgrades and improvements since 1961. This includes the completion of a purpose built Pre-Primary and Kindergarten. A wonderful resource is the state of the art library built on the East side of the building. In 2011 the school received a Schools Innovations Grant for a plan to beautify the cement quadrangle by inserting gardens, visual barriers to demarcate play areas, large play equipment and an amphitheatre. Although this project is a work in progress, the playground looks far more inviting and child friendly. In 2011, the Department of Education re-roofed the school adding huge aesthetic value to the schools appearance, and ensuring the plaster ceilings were maintained from water damage. As time passed the need for technology has intensified and the school has an extensive instructional lab with a enough free standing computers to serve a whole class. All classrooms have 7 terminals in each, and the school has now started introducing I-pad technology by way of a portable collection of I-pads which are loaded with educational programs suitable for use by all children.

Classroom Allocation
As Embleton is a small school most classes are composite based. Each class is fully accommodated for group work or individual work as each classroom has a double space

Configuration for each classroom were:
Year One/Two - Ms Robinson;
Year Two/Three - Mr Baldwin;
Year Three/Four—Mrs Taylor/Mrs Mavros ( returned from maternity leave in October) replacement teacher Ms Champion the Deputy Principal.
Year Five/Six—Ms Claire Sas;
Year Six/Seven Mr Rob Guy;
Phys Ed, Health and Mental Well-being-Mr Chris Scott;
LOTE – Ms Carla Casilli;
Visual Arts – Ms Claire Sas.

Student Profile
Our school is like a very big family. All children know each other and all teachers know the students. The school currently has an enrolment of 18% Aboriginal children and 34% English as a Second Language students. The school has a very inclusive environment with children from 30 nations, and children speaking many different languages. The school is very fortunate to have an English as a Second Language teacher for two days a week and an Aboriginal and Torres Strait Islander Education Officer for two days a week. In 2003 a business plan to share local area resources became a reality and Embleton hosted one class of Durham Road students called the Swan Ed Program. Over the years this has grown to four classes and provides an inclusive program for the high functioning Special Needs children from Durham Road. In total the school currently hosts 44 Durham Road children. All children play together and work in classrooms together with very positive outcomes for all children.
Teacher Profile

The school employs teachers in the specialist capacity of LOTE (Italian) and Physical Education. These were considered important programs as Physical Education provides programs aimed at the development of self-esteem and self-worth. The LOTE program provides the children with practice at learning the skills of speaking another language. All teachers working at Embleton have consistently attended training sessions to renew their teaching skills and we have learning area leaders who are trained to work with their colleagues and introduce new teaching strategies. The school is extremely fortunate to have a team of very committed and dedicated staff who have worked together to create whole school plans to aid consistency throughout the school and improve academic results.

Our Community

We aim to ensure our students and parents feel welcome and have a strong sense of belonging to the school. We value the contribution our students make and the involvement of parents. When children start Kindergarten, their education becomes a partnership between our school and home. The Embleton Primary School logo includes the motto “Live and Learn”. By working harmoniously, we hope to build a foundation of learning which can be developed year after year.

Parents and Community Members have continued to assist with classroom activities, excursions, gardening, sporting teams and carnivals, uniforms and fundraising. Members of the P&C have volunteered their time in many events and have had representation on the School Council. This year, the school has received fantastic support from volunteers in the School Volunteers Program.

School Ethos and Purpose

Embleton Primary School has an ethos of working together, caring for others, developing positive community involvement, taking pride in our achievements and maximising educational opportunities for all children.

To encourage the children of Embleton Primary School to develop the knowledge, understanding, skills and attitudes relevant to individual needs, thereby enabling them to fulfil their potential and successfully continue their education.

We believe that:

All children and young people are capable of learning.

Students learn in different ways and learning programs need to reflect this.

Teachers and parents are critical factors in a child's learning success.

Teaching needs to foster students taking responsibility for their own learning and setting challenging yet realistic goals for improvement.

Effective pedagogy is purposeful, challenging and connected to a student's experience, stage of development and background and style of learning.

Learning programs need to reflect students' ability. They need to be culturally and developmentally appropriate and have real-life application.

Students should have the opportunity to observe and practise and teach other students the actual processes, products, skills and values, which are expected of them.

The mental, physical health and well-being of students and all staff is a priority.

Students need opportunities to engage in higher order thinking and reflection about learning.

The core-shared values in practice are the important foundation for all learning and teaching.

Learning happens best when student-teacher relationships are based on mutual trust and respect.

Learning occurs where student, home and school have a common goal, interact positively and are mutually supportive.
STUDENT LEARNING
The academic results at Embleton have been making steady improvement over the past three years. The school collects data about student achievement from a number of sources. Below is an indication of how our students performed in Literacy, Numeracy and Science during 2013.

Literacy
In 2013 we were still receiving funding from the ILNNP (Literacy and Numeracy National Project). This enabled us to purchase much needed resources to ensure we can cater for reading across all grades.

Each class ran a Literacy block with guided reading as a focus. All children throughout school were encouraged to pursue home reading.

Spelling is still based on ability groups and this approach has produced some pleasing results in the NAPLAN tests. In the early years the focus on Phonemic Awareness has been a priority. These Phonemic Awareness skills are vital to ensure phonic and spelling skills continue to develop.

We have developed a whole school approach to Literacy and we are continuing to review our data as a team to modify and improve our planning to maintain high levels of achievement with reading, grammar, spelling and writing.

In 2013 the Year 3 NAPLAN results showed satisfactory results, but only 6% of cohort was in Band 5. No children reached Band 6, to receive excellent. 50% of our cohort were in Band 4 and these children will be included in Target Planning for intentional and planned teaching with focus areas in 2014 to improve their performance.

In Year 5 we have improved by having 24% of our cohort in the top two bands. 33% of the children are at required level, but will be targeted to improve their achievement in 2014. We only had 5% of children in the bottom bands, compared to 32% in 2012.

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<tbody>
<tr>
<td>6</td>
<td>15%</td>
<td>0%</td>
<td>0%</td>
<td>16%</td>
<td>8%</td>
<td>13%</td>
<td>20%</td>
<td>19%</td>
<td>21%</td>
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<td>5</td>
<td>15%</td>
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<td>6%</td>
<td>13%</td>
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<td>4</td>
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<td>41%</td>
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<td>17%</td>
<td>19%</td>
<td>26%</td>
<td>20%</td>
<td>19%</td>
<td>24%</td>
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<tr>
<td>3</td>
<td>30%</td>
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<td>24%</td>
<td>22%</td>
<td>21%</td>
<td>21%</td>
<td>17%</td>
<td>19%</td>
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<td>2</td>
<td>10%</td>
<td>47%</td>
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<td>21%</td>
<td>23%</td>
<td>17%</td>
<td>16%</td>
<td>15%</td>
<td>15%</td>
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<tr>
<td>1</td>
<td>5%</td>
<td>0%</td>
<td>6%</td>
<td>9%</td>
<td>13%</td>
<td>9%</td>
<td>8%</td>
<td>8%</td>
<td>6%</td>
</tr>
</tbody>
</table>

The Year 7 NAPLAN results showed a general improvement from Band 6 into Bands 7 and 8 by 17%. We had 0% of children in Band 4 as opposed to 18% in 2012. This improvement is impressive.

Overall as a whole school, we continue to improve in our Reading, Spelling and Writing results. The areas we need to continue to focus on in 2014 are Comprehension, Vocabulary and in Writing Paragraphs. Vocabulary development has become a huge focus in consideration of the high percentage of children who are learning English as their second language.
These Year 3 spelling results reveal a very steady trend line within the range of expected or above expected results. We have seen this trend since we have been ability grouping the students. This has given a huge amount of support for students speaking languages other than English and assists with vocabulary development.

These Year 7 results give us a longitudinal view of spelling progress in the school. The trend line show we are one standard deviation above the expected progress. It is clear that this trend of improvement is a result of professional development of teacher's, whole school planning and emphasis on vocabulary development, and ability groups aimed at curriculum differentiation and targeting activities at the individual child's level.

Embleton enrolments of children speaking English as a Second Language have increased over the past three years. In 2011 we had 29% of the child enrolments learning English, and in 2013 we have 33%. Whilst this percentage has grown, the staffing formula has made way to a point 06 EALD teacher for student assistance.

Even though in Year three the trend line indicated a downward movement, it is still within the expected performance range. Part of this downward trend is anticipated due to a large proportion of children with late acquisition of language in the early years, and a large proportion of children learning to speak and write English using the conventions, spelling, punctuation and grammar, with effective and explicit teaching strategies across the school,
Numeracy

During 2013 our school continued to be part of the Literacy and Numeracy Partnership Project. As part of this project we were able to have a Maths Specialist one day per week. By week 6 of Term One, classes broke up into Numeracy groups 4 days of the week from 10.50am til 12.00pm. Students were each provided with a “Maths Plus” workbook in their numeracy groups. Teachers used this as their main resource for the teaching of maths throughout the year. Warm up games and activities, Mathletics and First Steps supplemented their planning for each group.

NAPLAN results in 2013 showed a great deal of value added. Our 2013 Year 3 results showed that 69% of children received Satisfactory results or above, 31% of children tested achieved in the top 2 Bands. Strengths were identified in the area of symmetry as well as 2D and 3D shapes, areas to work on were rotation of shapes and fractions. Target plans were drawn up for individual students to teach and revise those concepts where help is needed.

<table>
<thead>
<tr>
<th>Year 3 Proficiency Bands</th>
<th>School</th>
<th>Like School</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>5%</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>5</td>
<td>21%</td>
<td>6%</td>
<td>25%</td>
</tr>
<tr>
<td>4</td>
<td>26%</td>
<td>18%</td>
<td>25%</td>
</tr>
<tr>
<td>3</td>
<td>16%</td>
<td>29%</td>
<td>13%</td>
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<tr>
<td>2</td>
<td>26%</td>
<td>35%</td>
<td>25%</td>
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<tr>
<td>1</td>
<td>5%</td>
<td>6%</td>
<td>6%</td>
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</tbody>
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A large emphasis throughout the school has been problem solving. The students in every class are given a daily problem and explanations of possible ways to solve the problems are discussed. Mental maths games are also a daily focus.

Our 2013 Year 5 results showed that 71% of children tested in 2011 Year 5 NAPLAN tests received moderate to very high progress in their results. 21% of these students received Very High progress moving from Band 5 to 8, Band 5 to 7 and Band 6 to 8. 20% of the children tested achieved in the top 2 bands in comparison to 0% in the top 2 Bands in Year 5 2011. Particular strength was shown through a variety of decimal questions and noted weaknesses were identifying change in a money problem and reading temperature. Specific Target plans were created for reteaching these areas.
In 2013 teachers implemented the Whole School Science Plan which is aligned to the National Curriculum for Science. Opportunities arose for staff, including the science leader to engage in inter school dialogue on this learning area with other schools in the region thanks to STAWA organised initiatives.

2013 also saw the organisation of a school waste wise committee, teacher participation in recycling Professional Development with the EMRC, excursions to the Waste Management site at Red Hill and Men of the Trees in Guildford.

As science has become an area of focus, teachers integrate science into other subject areas and are very carefully focussed on planning specific skill development through their science lessons.

<table>
<thead>
<tr>
<th>Year 5 Science</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top 20%</td>
<td>18%</td>
<td>11%</td>
</tr>
<tr>
<td>Middle 60%</td>
<td>59%</td>
<td>79%</td>
</tr>
<tr>
<td>Bottom 20%</td>
<td>24%</td>
<td>11%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 7 Science</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top 20%</td>
<td>8%</td>
<td>26%</td>
</tr>
<tr>
<td>Middle 60%</td>
<td>69%</td>
<td>53%</td>
</tr>
<tr>
<td>Bottom 20%</td>
<td>23%</td>
<td>21%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science - Investigating</th>
<th>Year 5</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top 20%</td>
<td>26%</td>
<td>5%</td>
</tr>
<tr>
<td>Middle 60%</td>
<td>58%</td>
<td>74%</td>
</tr>
<tr>
<td>Bottom 20%</td>
<td>16%</td>
<td>21%</td>
</tr>
</tbody>
</table>

These are graphed results of the WAMSE data for the past 2 years. It is pleasing to note in Year 5 a 20% movement up from the bottom to the expected achievement range. The Year 7 data shows a healthy shift with less students in the bottom percentage and a boost of 18% more students in the higher than expected range. This boost is a result of whole school emphasis with science and a whole school project on sustainability.

Italian, together with its dialects, is one of the most widely spoken of the community languages found in Australia. Students at Embleton Primary have the opportunity to study Italian in Years 1-7.

The Italian course is designed to equip students with the skills to function within an increasingly global society, a culturally and linguistically diverse local community and to provide the foundation for life-long language learning.

Learning a second language offers students the potential to communicate in the target language, enhance their intellectual and social development and improve their understanding of their own language and culture.

The principal focus areas of language learning are:
- listening and responding
- viewing, reading and responding
- writing and speaking

Students learn to effectively communicate in Italian through a variety of experiences including, sport, music, dance, art, role-plays, online learning, games, competitions, cuisine, media, travel, fashion which make Italian classes dynamic and fun.

In 2013 Embleton ran a Visual Arts program encompassing all year levels and many different medias.

Opportunities for skill development were given to all the children through practice with drawing, painting, weaving, collage and construction of models.

This extended to the scarecrow making for the Perth Garden Show, entries to City of Bayswater competitions, and displays in the art room and around the school.

The students valued their time in the art room working towards finishing projects and displayed them proudly around their classroom and school.
Information Communication Technology (ICT)

Building on the skills and knowledge students have developed in ICT over the years has remained a strong focus during 2013. With greater exposure and access to computers in the classrooms and a computer centre, students now have the privilege to work individually during instructional sessions. Ten new workstations were purchased to accommodate a class of up to thirty students. Additional data points were installed in order to maintain high speed Internet access. An upgrade to new switches and patch panels on our school network was necessary due to the increase in technology resources and online traffic used on the school network pushing it to capacity.

Classrooms are now equipped with the maximum number of computers for student use as possible. It has been exciting to provide our Kindy with four donated computers.

Providing classes with still digital/video cameras has been of significant advantage to students’ development in confidence and skill within the learning technologies.

In accordance with the school’s Strategic Plan, ten new iPads were purchased in 2013. These iPads will at first be used for small groups eg. to assist ESL students with reading or vocabulary extension applications. In order to support this new initiative in the future, a Wi-fi network will be explored to sustain further information technology devices.

Back, the food bank initiative (our compliments to our AIEO for running a fabulous program), Kids Matter, and Active After School. These programs have enabled the school to promote a healthy lifestyle both physically and mentally.

Embleton’s Physical Education program focuses on child participation and enjoyment across all physical education areas. We strive to refine personal and social skills to promote positive interactions with others and participate in regular and varied Physical Education experiences. We are committed to the Fundamental Movement skills program for our PP students to develop balance, muscle and skill development.

The seniors practice skills needed for sport games such as Volley Ball, T-Ball, Soccer, Australian Rules Football, Netball, Cross Country and many more. Swimming instruction is a must for Australian children. Children at Embleton are all encouraged to take swimming lessons and to follow up, a very successful Swimming Carnival was conducted at the Bayswater Waves facility.

Our school has historically produced some very successful sport people and we endeavour to continue this trend with promoting sportsmanship and team work.

Physical Education and Health

Using Health Education, Embleton strives to educate students and assist them in making informed decisions relating their own health and safety and that of others. As students learn they will develop and refine personal and social skills to promote positive interactions with others, develop resilience and manage their own life choices. Our students have benefitted from programs such as Aussie Optimism, Bounce
Staff survey

A Department of Education survey was circulated to all staff at the school. The feedback was very positive in fact the staff stated the one aspect they liked about the school is that it is a diverse and multicultural work environment and a small school where teachers get to know all the students, their needs, personalities and family backgrounds. Staff feel that the work environment is friendly and very supportive. Many staff stated that the Professional Culture of the school has vastly improved over the past 3 years, and the support from the Administration team has really contributed to the school improvement. Staff commented that the Admin team need to be commended on their professional leadership and guidance. Staff feel as if capacity has been built among the teachers and the students are nurtured and cared for.

Early Childhood Education

Embleton Primary School understands the high priority given to the early grades in fact the ECE teachers have had intensive Performance Management and Professional Development to increase and build the capacity of teachers to establish solid curriculum and whole child care of our young students.

A survey of the progress made in On-Entry and the AEDI data collected in Pre Primary 3 years ago, suggested that a program aimed at transition to Kindy would assist with familiarising children with the school, give them a preliminary opportunity to practice learning and working in the Kindy environment and set up some social relationships and play dates prior to attending Kindy. It also assisted in allowing parents time to attend parenting courses and get to know each other.

As a result of this data, the Embleton Early Learning Kindy (the Embleton ELK program) was formed where 3 year old children come to school one day a week to experience the kinds of activities, songs, games and play they will be participating in when the finally begin to attend Kindergarten.

This has clearly been a successful program with the outcomes being:

- Children are relaxed and happy to attend Kindy at the beginning of the year and clearly looking forward to their school experience as opposed to the children who did not attend the ELK program.
- Children have already made friendship circles and know some of the other children in their class who they can play with.
- Children are comfortable with the environment the toilets, drink arrangement and play equipment.
- Children are comfortable knowing that their parents have been part of the ELK Program and like and support the school and the education process.
- Parental participation in the program was 100%.
Enrolment Profile

In 2013 the enrolments of students was fairly static at 176 students including the children from the Kindergarten, but the enrolment numbers for Embleton have been increasing steadily. Students attending Embleton Primary School come from Embleton and the surrounding Morley area.

Many of the students are here for a short while and the school has a high percentage of students who move to other schools. This means that collecting a longitudinal view of our data is very difficult due to the high transition of students.

ATTENDANCE

The Department of Education information on student attendance shows that in 2013, our attendance rate was lower than in the two years prior to 2013.

On analysis of the data, there are two areas that cause us concern;
1. The number of unauthorised absences (i.e. unexplained).
2. Students with consistent late attendances which is disruptive not only to their learning, but the learning of others.

Continued communication with our families and students is believed to be the key to reducing the frequency and total of both areas of concern. Staff also need to be very diligent in following up attendance concerns promptly.

Student attendance continues to be compromised by families taking holidays during the terms rather than during term breaks. Our newsletter will continue to be the vehicle used to reinforce the important message about regular attendance.

<table>
<thead>
<tr>
<th>Attendance Category</th>
<th>Regular</th>
<th>Indicated</th>
<th>Moderate</th>
<th>Severe</th>
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<tr>
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<td>90.0%</td>
<td>13.3%</td>
<td>5.0%</td>
<td>1.6%</td>
</tr>
<tr>
<td>2012</td>
<td>82.2%</td>
<td>12.9%</td>
<td>2.4%</td>
<td>2.4%</td>
</tr>
<tr>
<td>2013</td>
<td>73.9%</td>
<td>12.4%</td>
<td>10.5%</td>
<td>3.1%</td>
</tr>
<tr>
<td>WA Public Schools 2013</td>
<td>77.0%</td>
<td>16.0%</td>
<td>6.0%</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

Programs Offered

In 2013 Embleton Primary School offered its students the following specialist programs –

- Italian Years 2 - 7
- Physical Education Years PP-7
- Jets – an extension program for years 1-3
- PEAC – an extension program from years 4-7
- Embleton Early Learning Kindy Program (3 yr Old program)
- Breakfast Club
- Reading School Club
- JFSC Music program of Instrumental Learning
- Active After School Program
- Sustainability Program

In addition students were provided with opportunities to participate in athletics carnivals, sporting clinics, excursions, incursions, cross country running and lightning carnivals both at the school and interschool level.

Students at Educational Risk

Embleton Primary carefully monitors students with learning needs. Each child has a special learning or behaviour plan drawn up which is inclusive of parent support. Target plans are drawn up for children needing support in specific areas, and extra assistance is provided to those students requiring it.

Durham Road School

For the past eleven years Embleton Primary School has worked intensively with Durham Road to place their high functioning Special Needs students.

This program between the two schools has been so successful with the ongoing support of Durham Road with human and educational resources that the students enjoy a total inclusion into all the mainstream areas of the school where they can be involved to reach their full potential. The Embleton staff are very skilled at involving these children where ever possible. There is approximately 40 children from Durham Road enjoying an Inclusive Program at Embleton catering from Pre-Primary to Year 6/7.
Embleton Primary School
Financial Summary as at December 2013

### Revenue - Cash

<table>
<thead>
<tr>
<th>Description</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Voluntary Contributions</td>
<td>$3,444.00</td>
<td>$3,444.09</td>
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<tr>
<td>2. Charges and Fees</td>
<td>$10,699.00</td>
<td>$15,778.60</td>
</tr>
<tr>
<td>3. Government Allowances</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>4. P&amp;E Contributions</td>
<td>$94.00</td>
<td>$94.47</td>
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<tr>
<td>5. Fundraising/Donations/Sponsorships</td>
<td>$792.00</td>
<td>$843.00</td>
</tr>
<tr>
<td>6. DoE Grants</td>
<td>$107,791.00</td>
<td>$107,541.21</td>
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<tr>
<td>7. Other State Govt Grants</td>
<td>$1,290.00</td>
<td>$1,290.00</td>
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<tr>
<td>8. Commonwealth Govt Grants</td>
<td>$8,278.40</td>
<td>$8,278.10</td>
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<tr>
<td>9. Trading Activities</td>
<td>$ -</td>
<td>$ -</td>
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<tr>
<td>10. Other</td>
<td>$116,497.19</td>
<td>$116,922.28</td>
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<tr>
<td>Internal Transfers</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$320,015.59</td>
<td>$320,150.75</td>
</tr>
</tbody>
</table>

**Opening Balance** $71,175.00

**Total Funds Available** $406,220.59

### Current Year Actual Revenue Sources

- Donations: 56%
- Voluntary Contributions: 33%
- Other: 11%

### Expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Administration</td>
<td>$106,440.42</td>
<td>$105,271.71</td>
</tr>
<tr>
<td>2. Leases</td>
<td>$ -</td>
<td>$ -</td>
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<tr>
<td>3. Utilities</td>
<td>$67,716.00</td>
<td>$55,272.60</td>
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<td>4. Repairs/Maintenance/Grounds</td>
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<td>$16,127.68</td>
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<td>5. Building Fabric and Infrastructure</td>
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<td>$9,605.00</td>
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<tr>
<td>6. Assets and Resources</td>
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<td>$24,044.84</td>
</tr>
<tr>
<td>7. Education Services</td>
<td>$47,372.98</td>
<td>$39,998.78</td>
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<tr>
<td>8. Other Specific Programs</td>
<td>$50,886.03</td>
<td>$21,780.81</td>
</tr>
<tr>
<td>9. Trading Activities</td>
<td>$ -</td>
<td>$ -</td>
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<tr>
<td>10. Salary Pool Payments to Central Office</td>
<td>$31,440.00</td>
<td>$2,560.00</td>
</tr>
<tr>
<td>11. Other</td>
<td>$4,294.00</td>
<td>$4,964.61</td>
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<tr>
<td>12. Transfers to Reserves</td>
<td>$10,500.00</td>
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<tr>
<td><strong>Total</strong></td>
<td>$393,076.15</td>
<td>$290,384.80</td>
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### Cash Position

<table>
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<tr>
<th>Description</th>
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<tbody>
<tr>
<td>Bank Balance</td>
<td>$138,574.26</td>
</tr>
<tr>
<td><strong>Total Bank Balance</strong></td>
<td>$138,574.26</td>
</tr>
</tbody>
</table>
2013 Highlights

Maths

Another highlight during the year was our Whole School Maths Day. During Term 2 we ran an entire morning of Maths activities of different kinds. Children were broken into Junior and Senior teams. Each team was a multi-age group with children from different classes forming each team. Teachers prepared an activity each covering all of the different areas of Maths and groups rotated through these activities through the course of the morning. Very positive feedback was received from both staff and students.

Science

Scientist and Superheroes Day during Science Week

Highlights for the year included trips to SciTech; visits from Science Alive and weekly scientific investigations in class on a range of topics. We also had a Scientist and Superheroes Day during Science Week to raise money for Cancer Awareness which was very successful.

Easter Bonnet Parade

On 28 April 2013, the Pre-Primary children designed Easter Bonnets with their parents at home. Every one paraded their hats and every one enjoyed the creativity.

All the children were excited to see the range of hats made by their friends. The parade was a vivid splash of colour and excitement.

Kindy Morning Tea

On Thursday the 25 July 2013 the Kindy parents enjoyed a lovely morning sitting in the classroom with their child looking at their child's Kindy Portfolio. The children enjoyed describing the activities in their portfolio and reflecting on the various activities displayed. The viewing session was followed by morning tea for all.

Year 3/4 Pen pals

The year 3/4 class regularly wrote via letters and e-mails to a class of children at Upper Swan Primary School. This wonderful program culminated when our students went to Upper Swan to meet their Pen pals and enjoy a sports game and lunch together.
**Fathers Day Bunnings Workshop**

On Wednesday 4 September, 2013 the Kindy and Pre-Primary Dad’s joined with their children to take part in some wooden craft. They all had fun gluing and painting the various wooden craft designs and the children enjoyed presenting their Dad’s with their completed Father’s Day gift.

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**The Music Man**

The Music Man visited Embleton Primary School and the Kindy and Pre-Primary students had a very interactive morning learning about and using the very interesting musical instruments that had all been made from recycled materials. The fun session concluded with the “Music Man conducting the Embleton Orchestra! This all happened on Thursday the 21 November 2013.

**There were many other highlights:**
- The swimming carnival in first term
- The sports carnival in Third Term
- Naidoc Day and the wall of hands
- Harmony Day and a celebration of the many different cultures at our school
- School Development Day –Term Two when the staff went to bring back living evidence of our town history and made visual presentations for the children to enjoy our local history
- Interschool Sporting events and the opportunity to exercise our strong team spirit and sportsmanship.
- The Inclusion Program and the enjoyment of the many successes the Durham Road children have enjoyed through being part of our school.
- Anzac Day including people from the Local home for the aged, and a representative from the local newspapers.
- Graduation which included a farewell by all staff and an introduction by the Principal of John Forrest Senior School, and a representative from Lockridge Senior High School.
- Yirra Yakin visited the school to present a production including Aboriginal culture.
- Further development of the Breakfast café where children come to enjoy social conversations and enjoy breakfast
- Reading club was formed to operate before school with older children helping their younger peers with reading English (for those who speak other languages and are learning English) This also promotes conversational English.
- Further strengthening of our P&C and their involvement and empowerment in the school
- The creation of a new School Council group and a very interested group of supportive parents.
- The insertion of our new playground named the “Gladasourus” because he is so glad to bring joy to our children. This playground was a combined effort between Durham Road School and Embleton Primary School. This playground was officially opened with a ribbon opening cutting ceremony.
- Positive Parenting program was presented by Education Department staff for interested...