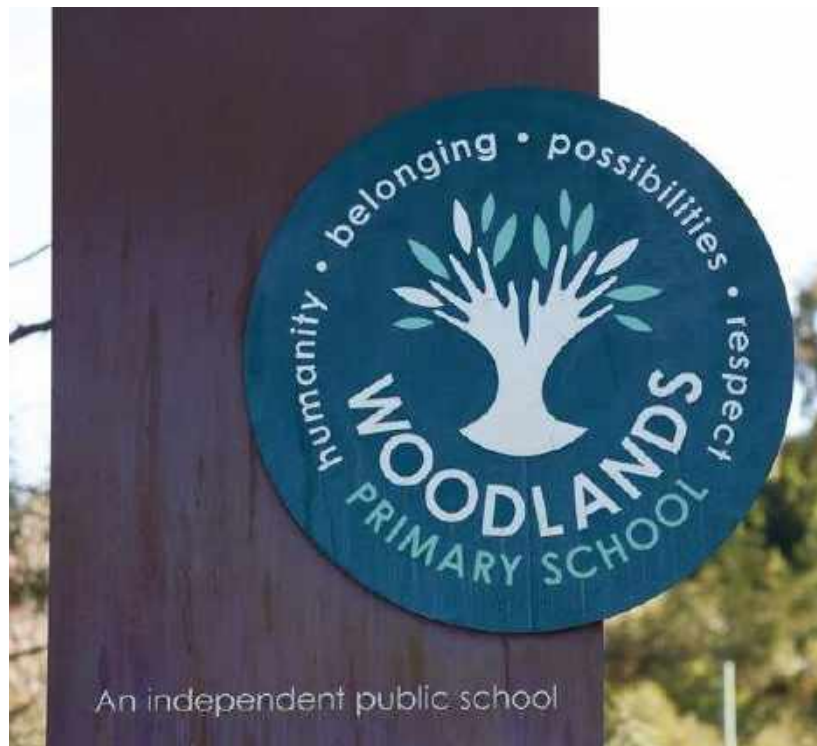




WOODLANDS PRIMARY SCHOOL

Annual School Report 2019



WOODLANDS PRIMARY SCHOOL

Principal's Report

The expansion of the Bring Your Own iPad program from Year 2 in 2018 into Year 3 and the Japanese Program from Year 3 in 2018 into Year 4, were the two major curriculum initiatives for 2019. These initiatives form part of the school's commitment to delivering the depth, breadth and quality of curriculum to our students required to provide, *"A world of opportunity through the power of learning."*

Our school commenced its' final year of implementing the 2017 – 2019 Business Plan working towards;

- Our vision, *"A world of opportunity through the power of learning;"* and
- Ensuring that all students, staff and families exhibit, and are committed to our four values;
Respect, Belonging, Humanity and Possibilities.

The School Business Plan 2017 - 2019 outlined how the vision and values were to be developed and embedded into practice through the four Key Focus Areas (KFAs):

- Maximizing educational achievements and opportunities for all;
- Improving emotional intelligence;
- Strengthening the partnership between home, school and the community; and
- Recognising high quality teaching and staff commitment.

As part of planning for school improvement in 2019, Operational Plans were developed to action the Business Plan strategies. These operational plans ensured all staff had a clear, common understanding of what it was we wanted to achieve and how we would go about achieving it. The school's self-assessment processes ensured that Operational Plans were monitored throughout 2019. Data collected during the monitoring and review processes was used to enable staff to:

- Develop the 2020-2022 Business Plan together with the 2020 Operational Plans; and
- Identify the progress being made toward achieving the Business Plan targets and milestones.

This School Report indicates improved performance against the majority of Business Plan targets and milestones, School Operational Plans and System measures. Improved academic achievement, as indicated by the increased percentage of Woodlands students achieving A and B Grades, is one such pleasing statistic. (see the *"Other Learning Area Data related to KFA 1"* section of this report for details). The NAPLAN assessment data for Year 5 and Year 7, tracking past students attending Government Schools, is at or better than expected levels, with Year 3 data continuing to indicate the need for further consolidation in the Early Years.

Enhanced parent participation and involvement continued to be a positive feature of the school, with high parent attendance at many school events. Term 1 Reporting to Parent Interviews and the Term 3 Learning Journey Evening, along with other community events such as School Assemblies and the Christmas Carols were very popular. Various parent committees, the P and C, the Class Parent Representatives together with the School Board provided valuable input and support to the school, resulting in additional learning opportunities and facilities for our students. The Head Girl, Gabrielle, Head Boy, Tyler, the Student Councilors, Faction Captains and Vice-captains and the Buzz Rangers provided strong examples of student leadership and commitment to promoting and demonstrating the school values.

This report provides a summary of our school's performance, with a special focus on the Business Plan, noteworthy achievements, the key events of 2019 and recommendations for 2020 school planning. The education of our children requires the work of many. This annual report enables us to share our goals, explore challenges and most importantly, to celebrate our joint successes with you, our valued school community.

Regards
Gavin Power



Congratulations to Gabrielle and Tyler for their leadership as head girl and head boy; and the Student Council for their wonderful work in 2019.



Student Council 2019.

School Board Report

The role of the School Board is an advisory one. Our purpose is to enhance the education and well-being of the students by contributing to the direction and promotion of the school, representing the interests of staff, parents and members of the community.

2019 saw a changing of the guard on the Board, I took over as Chair, expertly supported by Vice Chair, Sacha Burbridge. Going forward into 2020 Monique Wesley remains on the School Board as a Parent Representative and Reuchlin Teo continues as our valued Community Representative, we thank them both for their continued commitment. Paul Bailey left the Board at the end of 2019, having contributed greatly over the years in many areas including marketing, website, design and communication. Having long standing members providing their input into the functioning of the school is invaluable to provide consistency, knowledge and expertise. Annabel Pizzata has replaced Paul Bailey and Rachel McMahon has replaced Rachel Thompson as the P&C representative. The 2019 School Representatives were Marisa Phoebe, Ali Collins and Gavin Power. The Board encourages all community members to take an interest in how the school is performing and get involved in its success.

Being a Board Member provides us with an insight into the amount of work the school governance staff, assisted by the teachers, put into maintaining the high standards throughout the school, not only in teaching but also the running of the school and its grounds, whilst also finding time to push forward with operational plans, general school business and new exciting projects to maintain and grow the professional excellence displayed on a daily basis.

The key achievements in 2019 were:

- monitoring the roll out of the Year 2 and Year 3 BYO iPad Program and endorsing the expansion of the program to cover Year 2 to Year 6 for 2020;
- endorsing the Communication Policy and Protocols for Dealing with Enquiries, Concerns and Complaints and the Good Standing Policy. Both clarify standards expected of staff, parents and students, expectations of behaviour and a vital clarification of procedures;
- developing the consultation process involving students, parents and staff and the timeline for the development of the 2020-2022 Business Plan, which was completed ready to be sent to a graphic designer in January;
- overseeing the review of the existing Business Plan, which included reviewing student and school performance data against the School Planning Key Performance measures; and
- assisting with decisions regarding general maintenance projects of the buildings and grounds, and also discussed and agreed investment into improvements both small and some bigger projects.

The Board would like to take this opportunity to thank our teachers and school staff for their continued commitment to the Woodlands School community, their dedication makes Woodlands the great school it is. In closing, and endorsing this report, as we enter 2020 and its new evolving challenges we have no doubt that Woodlands Primary School will face this with continued professionalism and teaching excellence.

Cheryl Gambrill, School Board Chair

Grounds Improvements

The School Board, P&C and school; collaborated to facilitate the following improvements

- Several new Woodlandian artworks on classroom doors greeted the Year 1,2 and 4 students on Day 1, 2019.
- Pine bollards and 3 chained gates were installed as part of improved security, around the oval in January.
- A new 2.4m Garrison fence and storeroom were installed in the Term 2 holidays to make the Room 12,13,14 undercover area secure.
- New pre-primary tricycles and a bike track was painted outside the Kindergarten Rooms, increasing the play area available to Pre Primary students.
- The toilet improvement project began in semester 2, with new lighting, new hand towel dispensers, new doors and painting all completed before the end of 2019.
- A flora and fauna mural with links to the school's faction facing the southern school entrance on Teakwood Avenue was completed in Term 4 with student input and involvement.



Progress toward achieving our Business Plan Targets and Milestones

The 2017-2019 Business Plan, contained Target and Milestone statements that were included as key indicators of the successful implementation of the Plan. Targets related specifically to students and milestones relate to staff, parents, policies or processes.

Key Focus Area (KFA) 1.

Maximizing educational achievements and opportunities for all

English

English Target 1. *The Year 1 On-entry assessment data will maintain the percentage of students achieving highly (at or above the Year 2 standard of 1.5 PP) when compared to the percentage of students achieving highly (at or above the Year 1 standard of 1.0 PP) when tested as Pre-primary students.*

On-entry Data.

Target achieved in 2018, however, judgements could not be made against this target in 2019, due to changes in the test scoring.

English Target 2. *Increase the percentage of Year 2, 4 and 6 students achieving high or excellent (Grade B or A) in relation to the year level standard for reading and writing to be equal to Like schools, with a similar percentage of students with excellent achievement (A grade) as Like schools. (Similar meaning within 3%).*

Semester 2 2019 Data.

	Percentage of students receiving an A or B Grades for Reading		Percentage of students receiving an A or B Grade for Writing	
	Woodlands	Like school	Woodlands	Like school
Year 2	53%	53%	43%	43%
Year 4	50%	58%	39%	48%
Year 6	86%	63%	74%	54%

	Percentage of students receiving an A Grade for Reading		Percentage of students receiving an A Grade for Writing	
	Woodlands	Like school	Woodlands	Like school
Year 2	16%	20%	13%	13%
Year 4	10%	25%	8%	17%
Year 6	55%	30%	37%	30%

All aspects of this target were achieved in Year 6. Three target aspects were achieved in Year 2. In Year 4 none of the aspects were achieved. Overall 7 of 12 aspects were achieved, not quite many as 2018, however over the life of the Business Plan we have seen an increase the % of Woodlands students achieving high or excellent achievement in relation to the year level standard.

Note. Like schools are a collection of schools that have a similar Index of Community Socio-Educational Advantage (ICSEA).

English Target 3. *Year 3 Reading: Increase the percentage of students achieving in proficiency bands 5 and above in NAPLAN reading to within 5% of Like schools.*

Target not achieved. In the 2019 NAPLAN Reading Assessment, 64% of Woodlands students achieved in proficiency bands 5 and above compared to 73% of Like school students. This target was achieved in 2018.

English Target 4. *Year 3 Writing: Increase the percentage of students achieving in proficiency bands 5 and above in NAPLAN writing to be equal to Like schools.*

Target not achieved. In the 2019 NAPLAN Writing Assessment 62% of Woodlands students achieved in proficiency bands 5 and above, which was an 11% increase, however continued to be less than the 75% of Like school students.

English Target 5. *Year 5: In NAPLAN reading and writing there will be a better than expected number of students in the high and very high Year 3 to Year 5 progress categories of First Cut.*

Target partially achieved. In the 2019 NAPLAN Reading Assessment, the Woodlands PS mean was 15 points higher than 2018, however only 25% of Woodlands students achieved high or very high progress compared to 30% of Like school students.

In the 2019 NAPLAN Writing Assessment, the Woodlands PS mean improved by 22 points compared to 2018 and 36% of Woodlands students achieved high or very high progress compared to 30% of Like school students.

Summary

In total there were 16 aspects to the 4 English targets, of which 8 were achieved. The Year 4 students not achieving any of their targets had a big impact on this result.

Additional NAPLAN Data

Over the life of the Business Plan (2017-2019) the Year 5 and 7 Reading and Writing means have improved.



Recommendations for continued improvement.

- Consolidate the Letters and Sounds Phonics Program K to Year 2 aimed at improving Spelling and Writing in the Early Years
- Introduce the Spelling Menu a strategy that outlines highly effective approaches for promoting good spelling in Year 3 to 6
- Embed a balanced approach to reading, continue our guided reading focus and exposing students to a variety of texts.
- Classes to be explicitly taught Tier 2 and Tier 3 vocabulary to promote the development of a large vocabulary to foster creativity when composing.
- Teach writing using 3.3.10.3.6 model with greater focus on authorial elements and provision of feedback to students.
- Explicit Teaching using the Gradual Release of Responsibility model and clearly articulating what is needed to be successful (Learning Intent and Success Criteria)
- Continued focus on the literacy block structure and effective lesson design.
- Look at appropriate strategies to support increasing number of LBOTE students.

- Audit texts to assist with shared reading including advising staff of suitable mentor texts and texts that are suitable for developing students' ability to infer and think critically.
- Look at gender based strategies and materials, for example use alternative scaffolds, authentic writing tasks and incorporate ICT for boys.
- Continue collaborative planning, professional support and coaching to use system and other data to identify specific skills that require focus.
- Ensure a detailed handover of student achievement information between teachers.

Mathematics

Mathematics Target 1. *The Year 1 On-entry assessment data will maintain the percentage of students achieving highly (at or above the Year 2 standard of 1.5 DP) when compared to the percentage of students achieving highly (at or above the Year 1 standard of 1.0 DP) when tested as Pre-primary students.*

On-entry Data

Target achieved in 2018, however, judgements could not be made against this target in 2019, due to changes in the test scoring.

Mathematics Target 2. *Increase the percentage of Year 2, 4 and 6 students achieving high or excellent in relation to the year level standard to be equal to Like schools, with a similar percentage of students achieving an A grade as Like schools. (Similar meaning within 3%)*

Semester 2 2019 Data

Five of six targets achieved, with the exception being the percentage of Year 4 students achieving an A grade.

	Percentage of students receiving an A or B Grades for Mathematics		Percentage of students receiving an A Grade for Mathematics	
	Woodlands	Like school	Woodlands	Like school
Year 2	68%	57%	22%	20%
Year 4	64%	58%	12%	24%
Year 6	77%	64%	33%	31%

Mathematics Target 3. *Increase the percentage of Year 3 students achieving in proficiency bands 5 and above in NAPLAN numeracy to within 5% of Like schools.*

NAPLAN Data.

Target not achieved. In the 2019 NAPLAN Numeracy Assessment, 46% of Woodlands students achieved in proficiency bands 5 and above, which was a 9% increase on 2018, however less than the 61% of Like school students.

Mathematics Target 4. *Year 5: In NAPLAN numeracy, maintain the better than expected number of students in the high and very high Year 3 to Year 5 progress categories of First Cut.*

NAPLAN Data.

Target not achieved. While our 2019 NAPLAN Numeracy Assessment mean was the same as Like schools, only 20% of Woodlands students achieved high or very high progress compared to 30% of Like school students.

Summary

In total there were 8 aspects to the 4 Mathematics targets, of which 5 aspects were achieved, less than the 7 aspects that were achieved in 2018.

Recommendations for continued improvement.

- Implement the Woodlands PS mental computations skills scope and sequence. Increase staff awareness
- of the need to explicitly teach mental computational skills and how to maximize the card game Numero
- Review resources and teaching strategies in PP to Year 2, with a continued emphasis on the use of manipulatives.
- Increase the focus on problem solving, higher order thinking and proficiency strands in PP to Year 2.
- Mathematics vocabulary to be a focus in all Year levels.
- Continue to promote the importance of maths to parents
- More student centred approach (interactive games) and applying skills in an engaging way (STEAM projects)
- Continue to focus on lesson design, the setting of achievable targets for students and differentiated instruction (open ended, multiple step tasks).
- Identify strategies to maximize Girl's progress from P to Year 3; Year 3 to Year 5.
- Promote a positive attitude to mathematics.



Milestone 1. *ACARA General Capabilities and the cross curricular priorities of sustainability and Aboriginal and Torres Strait Islander(ATSI) cultures are evident in class learning programs.*

Findings.

The school won the 2019 MRC School Battery Recycling Program award, collecting a grand total of 302 kg of batteries, the largest amount in the state. The Sustainability Plan was developed and implemented, focusing on developing a whole school collective responsibility approach. This meant that all year levels took ownership of a specific sustainability project. Students were involved in paper recycling, the worm farm to use fruit and vegetable scraps, compost bins, collecting batteries, mobile phone and oral hygiene products together with participating in the Nude Food initiative to reduce packaging and litter.

All classes incorporated ATSI Cultures across a range of learning areas throughout 2019. The school successfully applied for a Department of Aboriginal Affairs Partnership, Acceptance, Learning and Sharing (PALS) Grants, enabling all students to attend an **Aboriginal Science and Technology hands on workshop presented by Phil Green**. This project and class programs contributed greatly to an increased knowledge and appreciation of Aboriginal and Torres Strait Islander (ATSI) Culture.

Recommendations for continued improvement.

- A Sustainability Committee be maintained to oversee the development and implementation of the Sustainability Plan.
- Each class teacher to commit to implementing relevant aspects of the plan with their year level.
- Implement the Greenbatch recycling program.
- Continue to involve students in learning activities that promote ATSI culture.



Milestone 2. *Improve student, parent and staff ratings for the digital technologies questions in the 2018 National School Opinion Survey (NSOS) when compared to 2016 data.*

Findings and NSOS Data.

At several forums, the Year 4 to 6 class parent representatives on behalf of the parents requested the school accelerate the BYO iPad implementation timeline to incorporate students from Year 4 to 6.

The parent survey indicated an increased approval rating for Digital Technologies, from 61% (2016) to 63% (2018), with the Staff survey indicating 87% approval in 2018 up from 62% in 2016. The student survey approval rating for this area interestingly enough, fell from 80% (2016) to 70% in 2018.

Recommendations for continued improvement.

- The BYO iPad program to be expanded to incorporate Year 4 to 6, making it a Year 2 to Year 6 Program in 2020.
- Continue the focus on building staff capacity by facilitating PL opportunities such as Teachers Can Code modules, Cybercafés, School Visits, external courses and onsite coaching.
- Ensure the ICT Committee has representation from all phases of schooling.

Other Learning Area data related to KFA 1.

Science

The % of Science grades given for SEM 2 Year 1 to Year 6					
	A	B	C	D	E
Woodlands 2017	14%	42%	41%	2%	0%
Woodlands 2018	14%	45%	35%	5%	0%
Woodlands 2019	13%	49%	35%	2%	1%
Like Schools 2019	12%	39%	45%	3%	1%

In Science, 62% of Woodlands Students achieved above their year level standard (receiving an A or B grade) in 2019 compared to 51% of Like School students, a 3% increase when compared to Woodlands 2018 results. Over the life of the 2017-2019 Business Plan there has been a 6% increase in the percentage of students achieving above their year level standard (receiving an A or B grade)

Students showed a great deal of interest in participating in the STAWA Science Talent Search, with eleven students choosing to give up their own time to enter, and resulting in one student winning an award.



Recommendations for continued improvement.

- Science to continue as a specialist program with more cross-curricular science coaching to support classroom teachers to incorporate Science, Technology, Engineering, Arts and Mathematics (STEAM) learning opportunities in their planning.
- Programs to focus on developing Science Inquiry Skills through the inclusion of more authentic, hands on learning.
- Increased Technology and STEAM thinking embedded in Science programs.
- Continued focus on higher order thinking skills.

Humanities and Social Sciences (HaSS)

The % of HaSS grades given for SEM 2 PP to Year 6					
	A	B	C	D	E
Woodlands 2017	14%	42%	41%	2%	0%
Woodlands 2018	14%	38%	45%	3%	0%
Woodlands 2019	18%	38%	40%	3%	0%
Like Schools 2019	13%	37%	45%	4%	0%

In HaSS, 56% of Woodlands Students achieved above their year level standard (receiving an A or B grade) compared to 50% of Like Schools, with a 4% increase in the A grades given in Semester 2, 2019.

Recommendations for continued improvement.

- HaSS to be given greater focus through integration with English.
- More work to be undertaken moderating work samples using judging standard tools and WA Achievement Standard documents.
- Locate other local schools to undertake moderation activities.
- Apply a balanced approach to ensure all sub-strands are taught in each year level with the appropriate emphasis.

Heath and Physical Education (H & PE)

The % of H & PE grades given for SEM 2 PP to Year 6					
	A	B	C	D	E
Woodlands 2017	13%	32%	54%	1%	0%
Woodlands 2018	15%	40%	43%	2%	0%
Woodlands 2019	14%	38%	48%	0%	0%
Like Schools 2019	13%	37%	48%	2%	0%

In Heath and Physical Education, 52% of Woodlands Pre-primary to Year 6 Students achieved above their year level standard (received an A or B grade) compared to 50% of Like School students. Over the life of the Business Plan we saw a 7% increase in the number of students achieving above their year level standard.

All students displayed the school values when competing in Faction and Interschool Carnivals, with Netball and Football winning their respective competitions. Our Workforce Management Plan objective to have one Phys Ed Teacher, was achieved. Mr Courtney Jones took on the fulltime role in 2019 teaching Phys Ed students from Year 1 – Year 6. This improved the continuity of skill development across year levels and facilitated the smooth coordination of a number of school and interschool carnivals.

Recommendations for continued improvement.



- Continue to have Physical Education (Phys Ed) specialist Mr Jones work with Year 2 to Year 6.
- Employ Phys Ed specialist for Pre-primary and Year 1 to focus on Fundamental Movement Skills (FMS) to allow for targeted skills development from Year 2 onwards.
- Access sport clinics to expose students to a variety of sports and to encourage student to join local community sport clubs
- Promote participation in school sporting events and teams



Technology

The % of Technology grades given for SEM 2 PP to Year 6					
	A	B	C	D	E
Woodlands 2017	4%	42%	53%	1%	0%
Woodlands 2018	13%	43%	41%	2%	0%
Woodlands 2019	10%	45%	43%	1%	0%
Like Schools 2019	9%	37%	49%	2%	0%

In Technology, 55% of Woodlands Pre Primary to Year 6 Students achieved above their year level standard (receiving an A or B grade) compared to 46% of Like School students. In Year 2 and 3, (the two year levels involved in the BYO iPad program) it was significantly higher achievement level with 63% of students working above the expected standard for their year level.

Over the life of the Business Plan there was an increased percentage of students achieving above their year level standard, with 55% of student in 2019 and 56% of students in 2018 compared to 46% in 2017.



The BYO iPad Program data and school data indicated that the Year 2 and Year 3 students developed ICT skills well in advance of their grade expectations. School data showed very low incidents of parent identified concerns including loss, breakage, screen time, security and general classroom management, which indicated the school BYO iPad Management Procedures were highly effective. At several forums, the Year 4 to 6 class parent representatives on behalf of the parents requested the school consider expanding the BYO iPad implementation timeline to allow the Year 4 to 6 students to access the program. As a result of reviewing the data, the ICT Committee and School Board approved the expansion of the BYO iPad program to include Year 2 to Year 6 in 2020.

Mrs L Martin was recognised for her knowledge and commitment to Digital Technologies by being invited to work with Mount Hawthorn PS as part of the Innovative Schools Project.



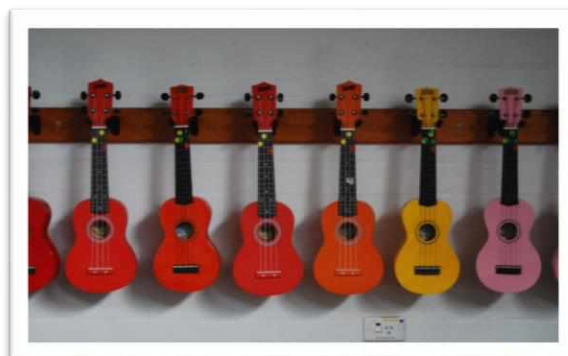
Recommendations for continued improvement.

- BYO iPad program to be implemented in Year 2 to Year 6 in 2020.
- Continue the focus on building staff capacity through Professional Learning including; Teachers Can Code modules, Cybercafés, School Visits, External courses and onsite coaching.
- Ensure the ICT Committee has representation from all phases of schooling.

The Arts – Music and Visual Arts

The Arts - Music

The % of The Arts grades given for SEM 2 PP to Year 6					
	A	B	C	D	E
Woodlands 2017	12%	41%	46%	0%	1%
Woodlands 2018	18%	44%	37%	1%	0%
Woodlands 2019	14%	42%	43%	1%	0%
Like Schools 2019	9%	35%	53%	1%	0%



In The Arts 56% of Woodlands Pre-primary to Year 6 Students achieved above their year level standard (receiving an A or B grade) compared to 44% of Like School students. In 2019, there were more students receiving A grades and B grades compared to Woodlands PS 2017. It can be seen from the table above, that there was a slight 2% decline in the number of students achieving above their year level standard (receiving an A or B grade) compared to 2018.

The school received a great deal of positive feedback regarding the quality of our junior choir and senior choir performances at assemblies, Massed Choir and Parklands Villas. As impressive was the performance of our School of Instrumental Music Students (IMSS) ensemble performances at assemblies, graduation and Christmas Carols.



Recommendations for continued improvement.

- Continue our specialist program to nurture music in all students.
- Integration of Media Arts and Digital Technologies in Music with BYOD iPad by employing SAMR model to engage student higher order thinking skills.
- Identify students in the early years who demonstrate musical potential and plan pathways for these students.
- Increased instrumental access for students through sequenced age appropriate in class instrumental tuition:
- Focus on Responding strand of Music to increase overall learning area grade distribution.
- Maximise community performance opportunities for IMSS students, Junior Choir and Senior Choir.

The Arts – Visual Arts

Recommendations for continued improvement



- Specialist to liaise with staff teaching their own Visual Art to pass on relevant information relating to Curriculum content.
- Integration of Visual Arts across other learning areas by classroom teachers.
- Enhance the reliability and validity of grade allocation in Visual Arts by moderating student visual arts work samples led by the specialist teacher.
- Provide opportunity for students to respond to own and others Art works through school displays where possible along with incursions.

Special Features of the Learning Program

In-term Swimming

Students from Pre Primary to Year 6 were involved in swimming lessons throughout 2018. The Pre-primary to Year 4 swimming lessons were held at Bold Park Aquatic Centre in early in Term 4. The Year 5 and 6 students participated in beach swimming lessons at Mullaloo Beach throughout Weeks 9 and 10, Term 4.

Primary Extension and Challenge

Primary Extension and Challenge (PEAC) is a part-time program for public school children in Years 5 and 6. Students are tested in Year 4 and if selected, are invited to participate in a range of innovative and challenging programs offered in a variety of ways. Woodlands PS had six PEAC students, four Year 5's and two Year 6's, attend PEAC programs during school hours. PEAC programs offer children:

- The opportunity to socially interact with other gifted and talented students.
- An intellectually rigorous and challenging program to develop higher order process skills.
- The opportunity to work on open-ended tasks to develop in-depth investigation skills.

School of Instrumental Music

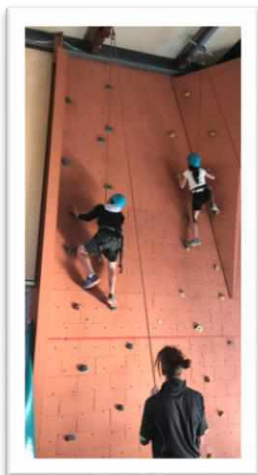
Specialist instrumental music programs were made available with a range of musical instruments being offered to selected students. Students were chosen based on a set criterion, which included a music aptitude test. The programs offered in 2019 were:

Piano	Intake ceased in 2017.
Clarinet	Year 5 intake each year (5 students)
Brass	Year 5 intake each year (5 students)
Violin	Year 3 intake each year (8 students)
Viola	Year 4 intake each year (4 students)
Cello	Year 4 intake each year (3 students)
Ensemble	String ensemble class - one morning per week. (For violin, viola and cello students who have been learning their instrument for a minimum of one year.)

Year 6 Camp

The Year 6 Camp, held at Fairbridge, offered students the opportunity to develop new skills, interact closely with their peers and experience different learning environments.

The camp was held in Term 2 for four days with several parent volunteers in attendance. Camps are extra-curricular activities and are subject to review annually.



Support Services

The Student Services Deputy, Pamela Hyde, coordinated a range of support services including the School Psychologist and School Chaplain.

The School Psychologist assisted in the improvement of learning outcomes for students by providing specialist consultations in the areas of counselling, education psychology and policy development. The School Psychologist was available one day per week throughout the year (Tuesdays). Parent enquiries regarding this service were initiated through the student's classroom teacher.

A School Chaplain visited Woodlands Primary School two days a week in Term Four. The Chaplain supported the BUZ Ranger program and under the guidance of the Student Services Deputy, provided support to students and families.

KFA 2. Improving emotional intelligence

Milestone 1. *Students, staff and parents know the four school values and what they mean.*



Data.

Every 18 months to two years an independent, external department officer administers the Positive Behaviour Support (PBS) SET assessment by interviewing staff and students. In 2018, 100% of those interviewed could identify and describe the schools four values.

The PBS expo was very well received by parents as they joined our students in a range of activities that demonstrated how the school develops our school values in the students.

Milestone 2. *A systematic series of PBS lessons and an incentive scheme are implemented across the whole school.*

Data.

In the SET interviews there was 100% attainment on the questions related to PBS lessons and the incentive scheme in 2018, which was a 50% increase on 2016.

Milestone 3. *The PBS SET data shows continued improvement as compared to 2014 SET data.*

Data.

The overall Implementation Average has increased from 46% to 81%. (See table below)

	Expectations defined	Expectations taught	Reward system	Violations system	Decision making	Management	Implementation average
2014	25%	0%	66%	62%	0%	68.8%	46%
2016	75%	100%	50%	50%	62%	93%	75%
2018	100%	100%	100%	50%	87%	81%	81%

Milestone 4. *Parents, students and staff feel the school is a safe environment for students and are satisfied with the management of student behaviour.*

Data.

The National Schools Survey (NSOS) ratings for the questions related to

- student safety at school increased from 4.0 in 2016 to 4.3 in 2018 on the parent survey and for staff from 4.3 in 2016 to 4.4 in 2018. The student survey showed a decrease from 4.3 in 2016 to 4.2 in 2018.
- management of student behaviour increased on all three surveys. The parent ratings improved from 3.5 in 2016 to 3.6 in 2018, the staff ratings improved from 3.6 in 2016 to 4.2 in 2018 and the student ratings improved from 3.7 in 2016 to 3.8 in 2018.

Note. The NSOS ratings are on a 5 points scale with 5 being the highest rating.

The Attendance Data Summary 2017-2019 below shows Woodlands Primary School's attendance is consistently better than Like schools, with 1.3% greater attendance than Like schools for the second year in a row.

In 2019, there were significantly less students in the moderate or severe at risk due to attendance, compared to both Like school and all WA Public Schools. There was an increase in the moderate at risk category compared to 2018.

	School	Like Schools	WA Public Schools
2017	96.1%	95.4%	93.8%
2018	96.5%	95.2%	93.7%
2019	95.6%	94.3%	92.7%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2017	92.7%	5.8%	1.0%	0.5%
2018	91.7%	8.3%	0.0%	0.0%
2019	91.8%	7.0%	1.2%	0.0%
Like Schools 2019	83.1%	13.4%	2.8%	0.6%
WA Public Schools	73.0%	19.0%	6.0%	2.0%

Attendance can be a good indicator of how safe students feel and whether they are engaged while at school.

Milestone 5. *All staff will undertake protective behaviours professional learning.*

Data.

New staff and those who were yet to complete the protective behaviours training were followed up in 2019. The school continued working on implementing the Department of Education's Mental Health Initiative. This initiative promotes student wellbeing and provides opportunities for students to develop mental health knowledge, skills and competencies.

Recommendation for continued improvement.

- KFA 2 title Emotional Intelligence, to be changed to Student Wellbeing in the new 2020-2022 Business Plan to broaden the focus.
- Embed and promote the Good Standing policy, including publicising the % of students maintaining Good Standing at the end of each term, with regular communication and reminders to staff and parents.
- Continue the PBS *Teach, Demonstrate and Show Desired Behaviours* approach.
- Develop a more consistent approach to parent communication keeping them informed of both positive and negative student behaviours across classes.
- Monitor incidents of bullying and use a no blame approach to managing bullying. Implement a targeted Bully Free program in Semester 1.
- Foster student voice and leadership through the Student Council, BUZ Rangers and other school and class leadership roles.
- Establish and monitor support and information systems, including the use of Integr8 for identifying trends and tracking student behaviour.



KFA 3. Strengthening the partnership between home, school and the community

Milestone 1. *The 2018 National Schools Online Survey (NSOS) Parent survey show improved ratings for the items that scored below 80% approval in the 2016 NSOS Parent survey.*

Data.

There were 11 questions that scored below 80% in 2016, of these

- Nine questions achieved improved ratings.
 - Questions 2 (66% to 80%);
 - Question 3 (77% to 83%);
 - Question 11 (76% to 89%);
 - Question 12 (70% to 78%);
 - Question 13 (67% to 71%);
 - Question 16 (59% to 69%);
 - Question 17 (70% to 76%);
 - Question 18 (73% to 81%)
 - Dig Tech (61% to 63%)
- One question's ratings remained the same.
 - Question 9 (74% to 74%)



Across all 20 Parent Survey rating questions, 17 received increased ratings, 1 remained the same when compared to 2016 and 2 questions were asked for the first time in 2018.

Milestone 2. *New website developed and maintained as the central focus for school communication.*

Data.

The National School Online Survey (NSOS) indicated that 87% of parent respondents agreed they were well informed compared to 75% in 2016. Of the parent respondents, 34% rated the calendar of events and 18% rated the parent reminders section as the most useful feature of the School's Website.

Milestone 3. *A process is established for all stakeholders to contribute ideas for grounds improvements and evidence of regular planned and documented enhancements.*

Findings.

The National Schools Online Survey (NSOS) contained a question on grounds improvements. The data from this question was collated and shared with the Grounds Committee and the School Board in November 2018. The website contains information about the Grounds Committee, the planned projects, the completed projects and a link to make suggestions.

Milestone 4. *Communication, Concerns and Complaints Management Policy developed and endorsed by the School Board.*

Data.

The NSOS parent survey had a question, “This school takes parent opinions seriously”, which was the lowest ranked item in 2018 with a rating of 3.5, which was only a slight increase on the 3.4 rating in 2016.

Recommendation for continued improvement.

- Consolidate and embed the Communication Policy with staff and community.
- Coordinate educational workshops with the PowerPoints being made available on the web.
- Include an iPad App focus for parents, students and staff on Website and in newsletter.
- Develop a format to showcase what is happening and student work, a Wall of Fame. Possible modes include website, connect or notice board.
- Promote the work of parent committees including the Grounds Committee.
- Maintain the school website as the focus of school communication.



KFA 4. Recognising high quality teaching and staff commitment.

Milestones 1. *The parent and student survey continues to show high ratings for staff being committed, approachable and skilled professionals on the 2018 NSOS compared to 2016 data.*

Data.

NSOS (National Schools Online Survey) parent ratings increased for all questions related to teaching and learning in 2018 compared to 2016, with the 3 top ratings related to the quality of teachers.

In the NSOS students top 4 ratings were for questions related to the teachers, Question 1 (4.6); 13 (4.5); 11 & 14(4.4). There was a decline in ratings for Question 3 (4.2 -4.1) “*Teachers at this school treat students fairly*”; and Question 6 (4.1 -3.9) “*I can talk to my teachers about my concerns*”.

Milestones 2. *All staff are engaged in performance management processes.*

Findings.

All non-teaching staff (except Special Needs EAs) had performance management (PM) plans in place with Amanda Wright. All Special Needs assistants had PM plans in place with P Hyde. All teaching staff had plans in place, monitored by G Power. P Hyde and M Phoebe

Milestones 3. *A performance and development culture is evidenced as teachers focus on continuous improvement through self-reflection using the AITSL Professional Standards, systematic peer observation and collaborative processes.*

Data and Findings.

For the NSOS Staff Survey question regarding “sufficient professional learning opportunities for staff”, 76% of staff gave a positive rating, 17% neither agree/disagree and 8% disagreed. In the same NSOS Staff Survey for the question, “Professional learning opportunities facilitated by the school are valuable,” 46% strongly agreed. 42% agreed, 8% neither agree/disagree and 4% disagreed.

Professional Learning Teams (PLT) class observations on lesson design were conducted in Term 2 and Term 3. Kagan Cooperative Learning continued to be a feature of the school with new teaching staff attending Kagan Cooperative learning modules during the school holiday periods throughout 2019. This was supported by 2 teachers providing in class Kagan Coaching in 2019.

Milestones 4. *Peer coaching processes are in place for core learning areas including English, Mathematics and Science.*

Findings.

M Phoebe continued as an English Coach (deputy role); Mrs L Martin as a Science/STEAM Coach (0.1 FTE.) and D Rees and J Ricciardone Kagan Coaches.

Woodlands PS, in conjunction with several other Network schools, was accepted into the first state trial of the WA Future Leaders Framework, which supports schools to identify, develop and support future leaders. This Framework was used to identify:

- Mrs D Rees, Mrs S Brown and Mrs L Martin to participate in the Churchlands Network School Leaders Aspirant program.
- Miss A Collins, Mrs H Arnold and Mr M Drayton to participate in the two year Churchlands Network Teacher Leaders Aspirant Program commencing in Semester 2, 2019.

Recommendation for continued improvement.

- Continue coaching in English, STEAM and Kagan Cooperative Learning.
- Further develop the PLT peer observation processes with a focus on key Operational Planning strategies to maintain high quality teaching.
- Teachers to implement strategies to ensure feedback on student progress is shared with parents including conducting individual teacher parent meetings as needed, continuing reporting interviews in Term 1 and holding a Learning Journey night at the end of Term 3.
- Educate parents on key classroom strategies and why they are used, eg Guided Reading, PBS.
- Complete the Expression of Interest to be part of the phase 2 WA Future Leaders Framework.
- Nominate high performing staff for the WA Teaching Awards.

Celebrating Success

There were many wonderful highlights in 2019 including but not limited to the following:

- The implementation of the BYO iPad across Year 2 and Year 3 program and Japanese Languages into Year 3 and Year 4, demonstrating our school's commitment to developing students with the skills to thrive in the 21 century.
- Science continued to be a recognised strength with many students performing well in Science Competitions.
- The PBS expo that through a range of activities illustrated the different ways the school values are taught and demonstrated to parents and students.
- The Term 1 Parent Interviews and the Learning Journey evening proved to be very popular with staff and parents, offering all who participated a positive insight into students' learning.
- The senior and junior choir performed well for a range of different audiences, and Interschool Sports teams continued to represent our school with pride, displaying the school values and winning the Interschool Football.
- The P&C organised a successful Colour Run that was thoroughly enjoyed by the participating students, staff and parents. The Grounds Committee, P and C and School Board worked together to commission Mel McVee to paint a flora and fauna mural at the Early Childhood Entrance off Teakwood Ave.

Other successes included

KFA 1. Maximizing educational achievements and opportunities for all.



- School and Interschool Swimming, Cross Country and Athletics Carnivals
- Special Music Assemblies
- Junior and Senior Choir performance, including the Senior Choir's performing in the Massed Choir at Perth Concert Hall
- Strong performances in the Speak Up Public Speaking Competition
- All three girl teams performing well in the final St Mary's
- STEAMing Ahead competition
- Year 3 students were visited by students from Kaho High School, in Fukuoka Prefecture, Japan

- Sculptures by the Sea Year and Year 2 excursion
- Book Week
- Excursions including the Hale School Pantomime, WA Symphony Orchestra and Parliament House.
- Ride and Walk to School Days





KFA 2. Strengthening the partnership between home, school and the community.

- Parents presentations in classes
- Parent Meet & Greet
- P&C Christmas Carols
- Parent Workshops e.g. PBS
- Special Weeks – eg. Bookweek,
- School Banking
- Online delivery of student reports
- P and C social events, including Ladies Night Out, Derby Day, Dads Campout
- P and C Fundraising, including the Quiz Night

KFA 3. Improving emotional intelligence.

- Year 6 Camp
- BUZ Ranger Peer Mediators
- Class Assemblies
- ANZAC Ceremony
- Salvation Army fundraiser
- Year 6 Graduation
- The PBS Incentives program, especially the golden ticket.
- PBS Parent Information Session
- The student council conducting the W Factor to showcase student's talents

KFA 4. Recognising high quality teaching and staff commitment.

- Hosting several Network Aspirants Program workshops
- Three staff participating in the Network Teacher Leaders Aspirant program and two staff participating in the Network Aspirant School Leaders program
- Staff mentoring numerous University students on practicum
- The peer classroom observations utilizing the Professional Learning Teams approach
- Teachers visiting our school to observe the Letters and Sounds program in action.
- The majority of staff from Years 2 to 6 observing at other BYO iPad schools in preparation for the expansion of the program in 2020.



Finance and Resources.

Human Resources.

Staff salaries accounted for 90% of the school's expenditure. This table shows the number of Fulltime Equivalents (FTE) and the Headcount (number of actual people) for each category of employee at Woodlands PS in 2019. The teaching staff made up 59% of the Woodlands workforce.

Occupation Group	Active Headcount	Active FTE	Inactive Headcount	Inactive FTE	Total Headcount	Total FTE
Leadership	3	2.7	0	0.0	3	2.7
Teacher	27	22.0	3	2.8	30	24.8
Mainstream EAs	9	4.3	1	0.6	10	4.9
Education Support EAs	7	4.1	0	0.0	7	4.1
Admin	3	2.2	0	0.0	3	2.2
Cleaner	3	1.7	0	0.0	3	1.7
Gardener	1	0.8	0	0.0	1	0.8
Other	2	0.8	0	0.0	2	0.8
Grand Total	55	38.5	4	3.4	59	41.9

As of March	All Staff	Teaching Staff	School Support Staff	Males	Females
24-Mar-2016	47.6	45.6	50.0	43.8	48.3
23-Mar-2017	47.7	45.2	50.8	46.3	48.0
22-Mar-2018	46.4	42.8	51.7	48.0	46.1
21-Mar-2019	47.6	43.7	52.5	49.0	47.4

The average age of the Woodlands PS teaching staff has decreased from 45.6 years to 43.7 years between 2016 to 2019, reaching the lowest average of 42.8 in 2018. In the same time the average age of school support staff has increased from 50 years to 52.5 years.

Year	Leave with evidence	Leave without evidence	Unpaid Leave	Average Sick/Family Carer's leave per Teaching Staff FTE
2016	216.5	113.3	0.0	13.2
2017	138.0	114.8	7.0	9.8
2018	77.8	86.7	0.0	5.8
2019	142.0	88.0	0.0	8.2

One pleasing trend has been the reduction in the number of sick and personal leave days being taken by teachers over the last four years, with 2019 being the second lowest.

Funding.

Government Schools are funded via a one-line budget, which means the breakdown of the expenditure is a school level decision. The Student Centre Funding Model (SCFM) is used to determine the level of funding, based on the student enrolment on February 14 and some other specific school factors. Our SCFM allocation was \$ 3 867 171.00

The table below shows our recent enrolment trends.

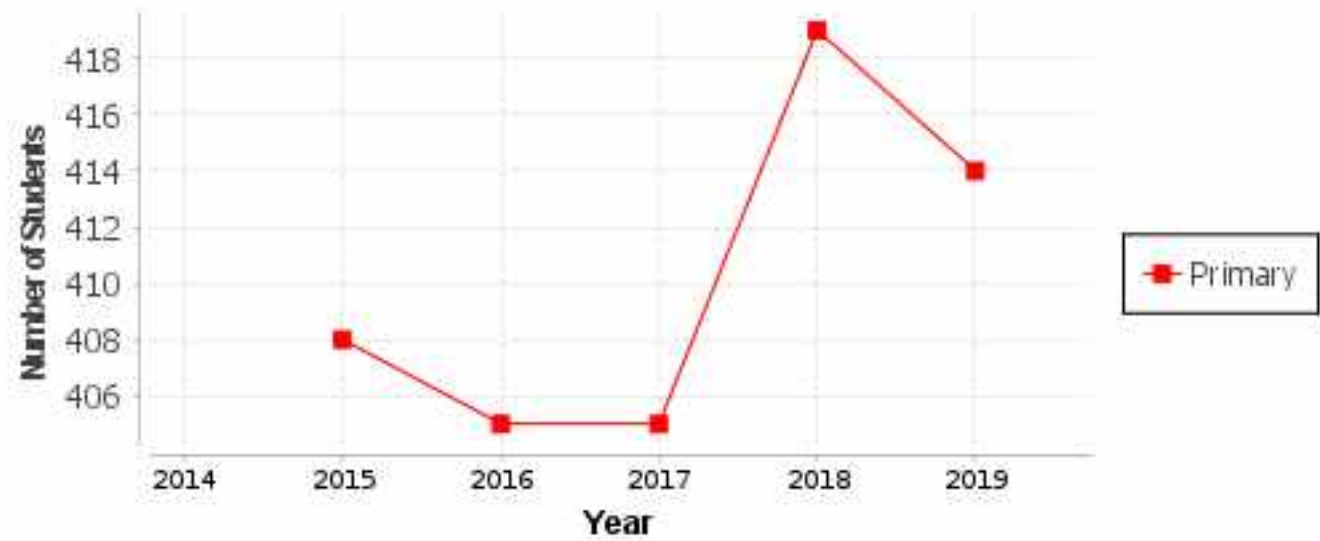
Enrolment.

Semester 1

	2015	2016	2017	2018	2019
Primary (Excluding Kin)	406	407	407	419	409
Total	406	407	407	419	409

Trends

Semester 2 Student Numbers



Income and Expenditure Overview 2019.

	Salary	Cash	Totals
Opening Balance, Carried forward from 2018	\$ 79 825	\$ 106 188.00.00	\$186 013.00
Reserves carried forward		\$85 828.00	\$85 828.00
Student Centered funding 2019	\$ 3 867 171.00		
School transfers (salary to cash)	-\$ 167 780.00	\$ 167 780.00	
Locally raised funds 2019		\$ 283 466.00	
Total	\$ 3 779 216.00	\$ 643 262.00	\$4 422 478.00
2019 spend	- \$3 683 340.00	- \$ 441 097.00	-\$4 124 437.00
Surplus carried forward to 2020	\$ 95 876.00	\$ 84 265 .00	\$180 141.00
Reserves carried forward 2020		\$117 900.00	\$117 900.00

Expenditure Breakdown.

Expenditure - Cash	Budget	Actual
Administration	\$ 29 200.00	\$ 24 396.00
Utilities, Facilities and Maintenance	\$ 132 050.00	\$88 886.00
Building, Property and Equipment	\$ 52 000.00	\$47 984.00
Curriculum and Students Services	\$ 122 355.00	\$116 059.00
Professional Development	\$ 14 753.00	\$ 16 906.00
Transfer to Reserves	\$ 35 770.00	\$ 35 770.00
Other Expenditure	\$121 964 .00	\$ 109 863 .00
Payment to CO, Regional Office and other schools	\$ 856.00	\$ 1 233.00
Total Goods and Services Expenditure	\$508 948.00	\$ 441 097.00

Appendix 1. NAPLAN Data Overview.

Achievement data.

The percentage of students in each NAPLAN Proficiency Band.

Band	NAPLAN	Numeracy							
		Year 3				Year 5			
		2018		2019		2018		2019	
		Sch	Like	Sch	Like	Sch	Like	Sch	Like
10	686 & Above								
9	634 - 685								
8	582 - 633					20%	20%	22%	22%
7	530 - 581					32%	28%	27%	27%
6	478 - 529	8%	30%	16%	33%	24%	30%	30%	30%
5	426 - 477	29%	31%	30%	31%	24%	17%	15%	18%
4	374 - 425	37%	24%	36%	21%	0%	4%	7%	2%
3	322 - 373	19%	11%	14%	11%	0%	1%	0%	1%
2	270 - 321	6%	3%	4%	3%				
1	Up to 269	0%	1%	0%	1%				

Band	NAPLAN Score Range	Writing							
		Year 3				Year 5			
		2018		2019		2018		2019	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					5%	8%	8%	10%
7	530 - 581					12%	14%	23%	22%
6	478 - 529	7%	16%	16%	29%	37%	36%	30%	35%
5	426 - 477	44%	46%	46%	46%	46%	34%	30%	26%
4	374 - 425	23%	22%	27%	19%	0%	5%	5%	6%
3	322 - 373	21%	12%	7%	4%	0%	3%	4%	1%
2	270 - 321	3%	2%	2%	1%				
1	Up to 269	2%	1%	2%	0%				

Band	NAPLAN Score Range	Reading							
		Year 3				Year 5			
		2018		2019		2018		2019	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					37%	30%	27%	28%
7	530 - 581					29%	27%	35%	31%
6	478 - 529	16%	43%	32%	46%	15%	23%	23%	24%
5	426 - 477	52%	28%	32%	27%	10%	13%	11%	13%
4	374 - 425	15%	17%	20%	14%	10%	5%	3%	3%
3	322 - 373	11%	7%	14%	8%	0%	2%	1%	1%
2	270 - 321	3%	3%	2%	4%				
1	Up to 269	3%	2%	0%	0%				

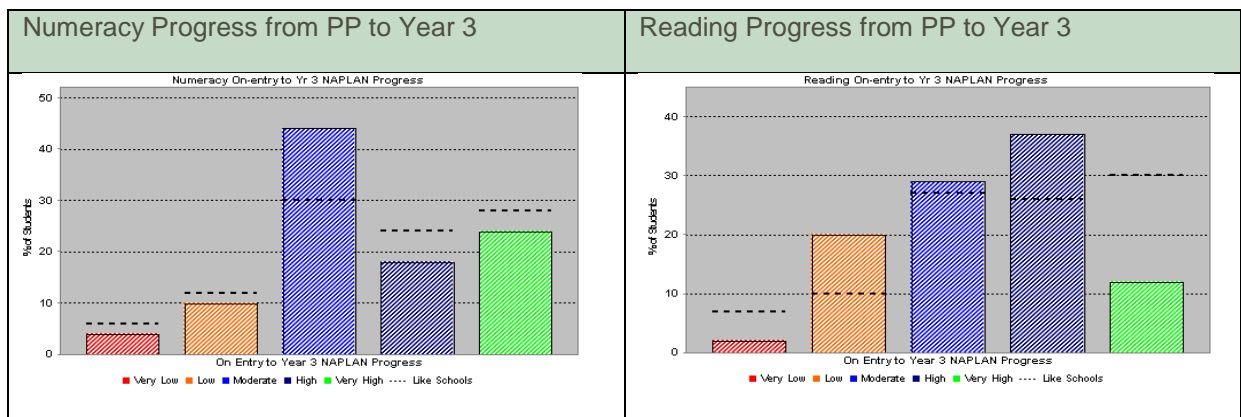
The Year 3 NAPLAN data indicates that while we usually have the same or more students above the National Minimum Standard (bands 3 to 6) compared to Like Schools, in recent years the school has typically had a lower percentage of students in band 5 and 6. It is pleasing to report that there was an improvement in 2019 in the percentage of students in band 5 and 6 compared to 2018. Early Childhood teachers will continue to identify teaching strategies that will stretch our students' abilities and increase the percentage of students in these higher bands.

The Year 5 NAPLAN Proficiency Bands 2018 and 2019 data indicate the same or slightly more Woodlands PS students achieved in bands 7 and above when compared to Like schools. It is worth noting that the Writing achievement was not as strong as Reading and Numeracy.

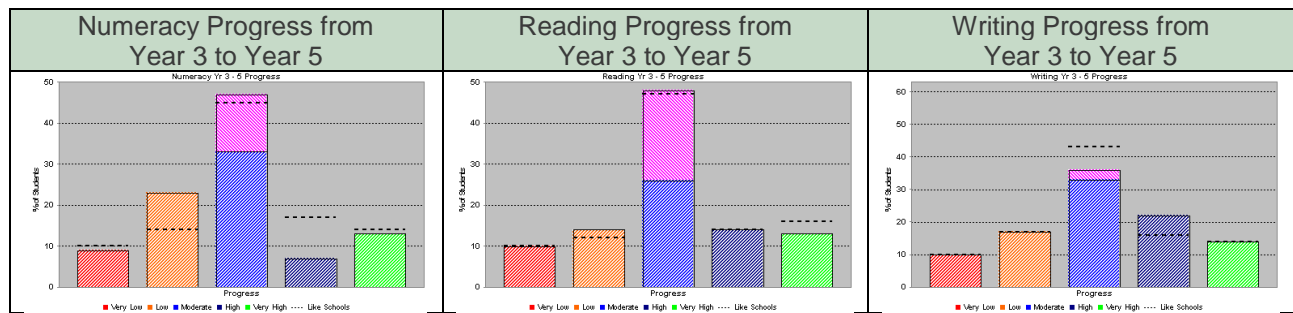
NAPLAN Progress data.

The Key to interpreting the Progress graphs.

- The dotted line across the bars indicate Like school/expected progress.
- The coloured bars represent the 5 categories of progress; red –very low, orange –low, blue –expected, dark blue-high and green-very high.



The graphs above indicate that for both Numeracy and Reading approximately 80% of students made expected or better than expected progress from Pre-primary to Year 3, however approximately 10% less students achieved high or very high when compared to Like Schools. In Reading there were 10% more students achieving below expected progress when compared to Like Schools. Early Childhood Teachers will continue to focus on differentiation to ensure progress is maximised.



The Year 3 to Year 5 Numeracy progress graph indicates that our progress profile was not as good as Like Schools, with 9% more students showing Low progress compared with Like Schools. The Woodlands Reading Progress profile is consistent with Like Schools. For the second year in a row, the Woodlands Writing Progress profile was slightly better than Like Schools, with more students in the High to Very High progress category when compared to Like Schools.