



School Report 2021

Woodlands Primary School



School Overview

Welcome to Woodlands Primary School, catering for students from Kindergarten to Year 6.

Woodlands Primary School's mission is: "The Woodlands Primary School community strives to provide a world of opportunity for its students through the power of learning." We strive for student excellence, both academic and non-academic, in our focus on developing the whole child.

Our specialist programs include Science, Music, Art, Japanese and Physical Education. Students participate in a range of school-based, interschool and community-based events in sport, instrumental music and choir.

The IMMS music program offers students the opportunity to learn a variety of instruments including violin, viola, cello and trumpet. Out-of-hours guitar and piano classes are also offered by private tutors on the school site.

Our Positive Behaviour Support program aims to develop in the students the four school values of Belonging, Respect, Humanity and Possibilities. We believe that when Humanity, Belonging and Respect are embedded in a child's behaviour, it will open infinite Possibilities as students embrace the challenges of the future.

Established in 1964, Woodlands Primary School is situated in an established suburb with an abundance of native old growth trees. The school serves as a community hub and is used after school hours by local families who enjoy the many contemporary playgrounds and basketball and netball courts. An onsite out of hours childcare centre offers parents the convenience and peace of mind that their child is being well looked after in a safe and caring environment.

Principal's Report

I would like to thank the staff, students, parents and community for making the 2021 school year a positive and productive one. This report reflects the current school performance, important events and milestones achieved as we look to improve in the future.

- **2021 Public School Review**

The school had its review in Term one this year. Staff, students, parents, and community members contributed to the school's self-assessment and participated in the one-day validation process with Public School Reviewers.

The school received many commendations for its effectiveness including:

- the PBS values program;
- Kagan Cooperative Learning program;
- positive relationships between parents; staff and students;
- strong unified leadership team;
- capable financial management leading to the delivery of quality educational programs;
- committed teaching staff and
- systematic collection of student achievement and progress data

Recommendations for improvement include:

- Build on the Aboriginal Cultural Standards Framework and continue to expand the community's cultural understandings of the local context.

- Review the current processes for supporting students at educational risk to advance a team approach that combines the expertise of teachers, the chaplain and the school psychologist.
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- Investigate contemporary approaches to engage and extend highly capable students.
- Continue to embed a reflective culture at the individual teacher, learning area and whole-school levels, and use school performance evidence to inform planned intentions.
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- Continue to embed a reflective culture at the individual teacher, learning area and whole-school levels, and use school performance evidence to inform planned intentions.
- Strengthen the collaborative relationship between the Principal and manager corporate services.
- Ensure there is understanding of the role of the Finance Committee in resource allocation decision making.
- Implement the newly developed financial management handbook to build staff knowledge and understanding of school resourcing, management practices and support for cost centre managers.

The next school review will be in three years, in 2024.

- **New Board Members for 2022**

Two new School Board Parent Representatives have been welcomed to the Board. Michelle Edwards (PP & Year 2) and Helen Mc Shane (Kindy & Year 2). We are delighted to welcome Michelle and Helen to the School Board!

- **P&C**

President Randal Adamson left Woodlands Primary School after many years of service to the school. P&C Parent Reps Coordinator, Rachel Thompson, left the school after many years of active work with the community. Both Randal and Rachel were presented with gifts from the school in appreciation of their dedication and service.

- **Change to School Hours and Timetable**

In 2022, the school will change its hours and timetable. This decision has been made in consultation with staff and the School Board. The P&C has been informed. The reasons are:

- Move core instructional time (literacy and numeracy) to the morning to maximise lesson effectiveness when students are most receptive.
- Ease traffic congestion and improve Kiss n Drop traffic flow in the afternoon by finishing earlier and by increasing the time between Woodlands PS and Churchlands SHS finish times.
- The longer break is in the morning when it is cooler.
- Crunch and sip breaks will be in class. Students can have a water bottle and fruit and vegetables at their desks. Break time will vary between classes and will be responsive to student needs.
- We will also activate the school sirens for school breaks and the end of the day. This should assist with all students being dismissed on time and arriving at the Kiss n Drop in a timely manner.

- Total 310 instructional minutes as required.

8:30	Classrooms open; students go into class to prepare
8:50	Instructional time begins
8:50-10:00	Block 1 – Literacy
10:00-11:00	Block 2 – Literacy
11:00-11:40	Break 1
11:40-12:40	Block 3 – Numeracy
12:40-1:40	Block 4 – Integrated curriculum
1:40-2:00	Lunch
2:00-3:00	Block 5 - Integrated curriculum
3:00	Dismissal

- **Retirements**

Congratulations to our fab four retirees, Meredith Webb, Jenny Russell, Wendy Murray and Heather Whitehead. Between them, they have been teaching more than 160 years. That's quite an accomplishment. We appreciate all you have done for the children you have taught at Woodlands and over your careers. Thank you!



- **Waangkininy**

In Term 2 2021, on non-assembly weeks, the school commenced internal values-based assemblies at the start of the day. Waangkininy is a Noongar word meaning talking. At assembly students sit in the middle of the undercover area with adults (elders) in a circle around them. Starting with the Acknowledgement of Country, adults share with students the expectations for the week and pass on important messages. Students sing Aboriginal songs and learn about Aboriginal culture.



Laura O'Hara, Principal

School Board Report

The School Board is very proud of its work for Woodlands Primary School in 2021. We welcomed the new Principal, Laura O'Hara, and Parent Representative, Daile Cross, to the Board.

Some of the Board's actions and achievements in 2021 include:

- Actively engaging in the Public School Review. I would like to thank everyone for their contribution with this, leadership, teachers and Board members. The Board and P&C representatives attended the workshop meeting, reviewed the documents and attended the panel discussion on the day of the validation visit. It was time consuming but without your contributions, the school would not have received such a good outcome.
- The Board updated its Terms of Reference this year to align with the Department's revised version. We endorsed the Principal's recommendation for clarification of the School Board and P&C roles. We all appreciated the Department's guidance on this.
- At the start of the year, the school leadership ran an election and Daile was successfully elected. Daile has been a fantastic addition to the team, putting a focus on communication.
- Parking and road safety were a major focus of the Board this year. Our community representative, Reuchlin Teo, has worked closely with intergovernmental agencies to review and take action on the traffic congestion, parking and Kiss n Drop concerns. Reuchlin's public service experience is very valuable to the Board and school community. Reuchlin continues to be a huge contributor to our Board, and I thank him for his continued support to our school.
- We have explored appointing an additional community representative to the Board. We are looking for a community member who has skills in an area of school priority and will add value to the skills of the current School Board. This search will continue next year.
- Three Board members, Annabel Pizzata, Laura and I, met with our newly elected Local Member of Parliament Christine Tonkin and have established a working relationship with her. Christine has subsequently been very involved at the school attending fundraising events and offering her support. This includes funding to install a third flagpole to fly the Torres Strait Islander Flag, donating new flags to the school, making a donation to the Room 17 Restaurant project and contributing a graduation prize.
- Teacher contributions to the Board were very much appreciated. We would like to thank in particular Ali Collins for her work on the Board. Ali's amazing work on the Maths Committee is noted and appreciated.
Also I wanted to acknowledge Gemma Roberts and Genevieve Fitzpatrick for their work on the NAIDOC Project and winning the grant. The Maths and Aboriginal curriculum were identified by the Board 2 years ago as needing to be progressed at the school and we cannot thank the teachers enough for this. The foundations for this work has been laid and can continue to be developed next year.
- Daile, Laura and I met and established a relationship with the new Churchlands SHS Principal. The Board feels it is important to maintain close working relationships with our local high school to ensure a smooth transition for our students.
- One of the roles of the Board is to provide input into strategic planning at the school. Examples of strategic planning include a review of the Business Plan priority areas such as an enhanced focus on the curriculum, monitoring and responding to student wellbeing and reviewing and approving contributions and charges schedules to better meet the student and school needs. Also as we transition from a year which has not really been effected by COVID into a year which potentially will be effected. We have worked with the leadership to introduce strategies around this so that education of

the children is maintained. The Board also approves changes to the school uniform, which happened this year. The Board endorsed the Annual Report and school development days and noted the school budget.

- The Board participated in the consultation process on Nature Play with Griffin Longley. Thank you to all of you for attending that meeting and providing feedback and discussion points.
- The school leadership realigned Board and P&C meeting dates to provide more timely communication between the two bodies. The Board meetings will be held each term in weeks 3 and 7 followed by P&C meetings in weeks 4 and 8. This will ensure that information from the Board is distributed to the P&C in a timely manner. Thank you to those Board members who actively participate in the P&C and attend meetings. This is very much appreciated and necessary that we continue to grow our link between the two bodies.
- Vice-Chair Sacha Burbridge and I will finish our three-year terms this year. Also, at this point, I would like to thank Sacha for her valued input across the education spectrum. Having an independent teacher involved on the Board has proved so valuable.
- We would like to welcome Helen Mc Shane and Michelle Edwards to the Board as parent representatives, starting their three-year terms in 2022. Congratulations on your appointment and we wish you well for your term on the Board.
- Finally, a thank you to Genevieve Fitzpatrick for being our ex-officio officer and producing such excellent minutes. On behalf of the Board, I would like to make you aware that we are very appreciative of your excellent and accurate work.

The School Board looks forward to 2022 and will continue to work closely with our expert leadership team Laura O'Hara, Sarah McCormick and Marisa Phoebe to ensure a successful year for our wonderful school.

Cheryl Gambrill

School Board Chairman



English – Marc Drayton, English Curriculum Leader

Each year, the school staff analyse the school's progress against targets set in the school's Business Plan. Here are the reflections on the 2021 school year.


- **Year 1 Reading On-entry assessment**

Target: On-entry reading assessment data will show greater than 12% of students at or above 575 on the On-entry assessment scale. *Target achieved:* 15% of students are at or above 575 on the On-entry assessment scale.

- **Years 2-6 Report Grades**

Target: For a majority of year levels from Year 2 to 6, a similar or greater percentage of students will record high (B grade) or excellent (A grade) achievement in relation to the year level standard when compared to Like schools. (Similar meaning within 3% of Like schools.)

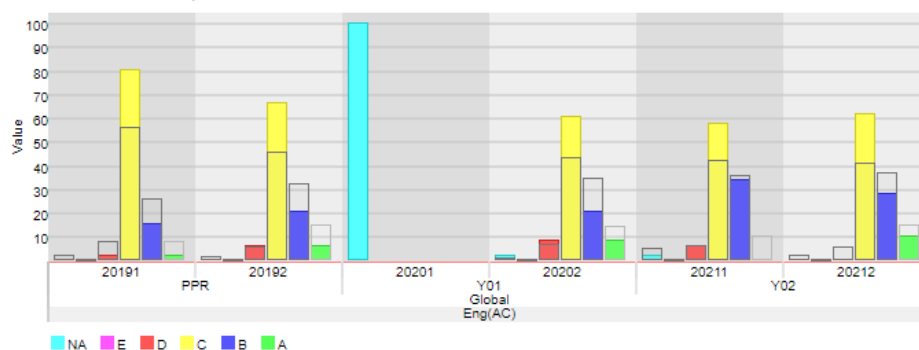
Year 2 Target not achieved

Cohort: WOODLANDS PRIMARY SCHOOL Year 3 (2022) Reporting Period: Semester 1, 2019 to Semester 2, 2021 


Learning Area Grade Distribution - English (AC) (Global)

Results compared to Like School including data from other schools

2020 Semester 1 comparison data is unavailable because of COVID-19.



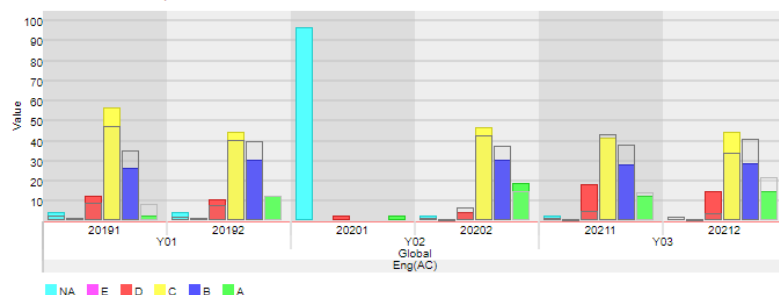
Year 3 Target not achieved

Cohort: WOODLANDS PRIMARY SCHOOL Year 4 (2022) Reporting Period: Semester 1, 2019 to Semester 2, 2021 

Learning Area Grade Distribution - English (AC) (Global)

Results compared to Like School including data from other schools

2020 Semester 1 comparison data is unavailable because of COVID-19.



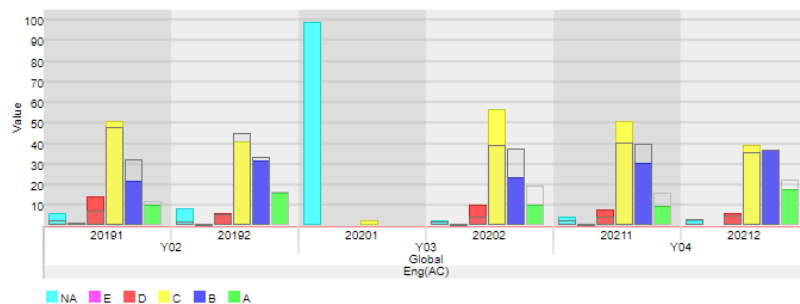
Year 4 Target not achieved

Cohort: WOODLANDS PRIMARY SCHOOL Year 5 (2022) Reporting Period: Semester 1, 2019 to Semester 2, 2021

Learning Area Grade Distribution - English (AC) (Global)

Results compared to Like School including data from other schools

2020 Semester 1 comparison data is unavailable because of COVID-19.



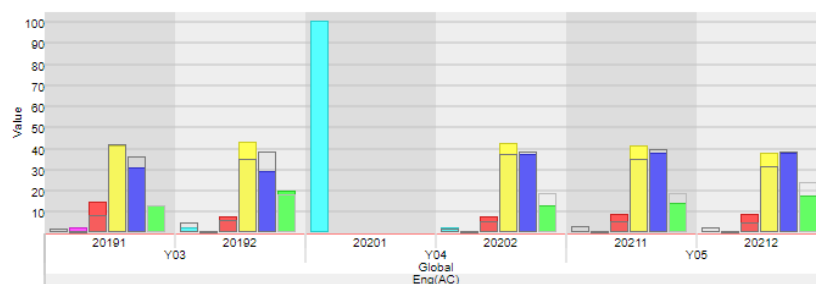
Year 5 Target not achieved

Cohort: WOODLANDS PRIMARY SCHOOL Year 6 (2022) Reporting Period: Semester 1, 2019 to Semester 2, 2021

Learning Area Grade Distribution - English (AC) (Global)

Results compared to Like School including data from other schools

2020 Semester 1 comparison data is unavailable because of COVID-19.



Year 6

• Year 3 Reading

Increase the percentage of students achieving Proficiency Band 5 or above in NAPLAN Reading, within 3% of Like schools. **Target not achieved:** percentage of students achieving Proficiency Band or above was significantly below Like schools.

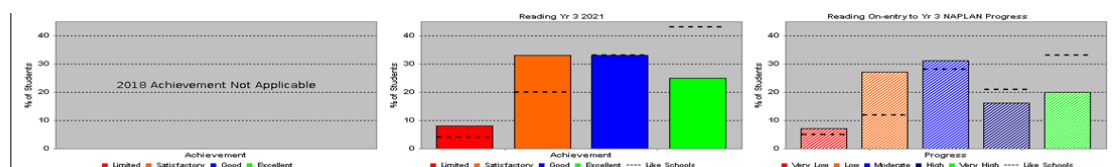
• Year 3 Writing

Increase the percentage of students achieving Proficiency Band 5 or above in NAPLAN Writing, within 5% of Like schools. **Target not achieved:** percentage of students achieving Proficiency Band or above was significantly below Like schools.

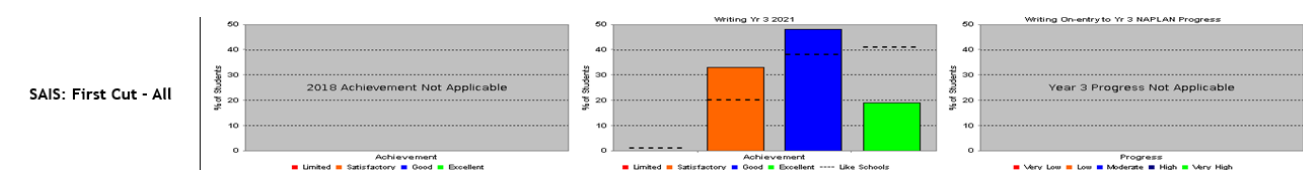
- **Target:** In the NAPLAN Reading and Writing First Cut data that highlights Year 3 to Year 5 progress, there will be a greater number of students than “expected” in the combined high and very high progress categories compared to Like schools.

Reading – Not Achieved

SAIS: First Cut - All

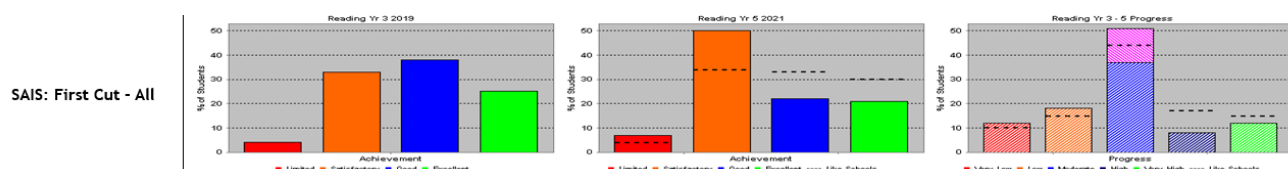


Writing – Not available



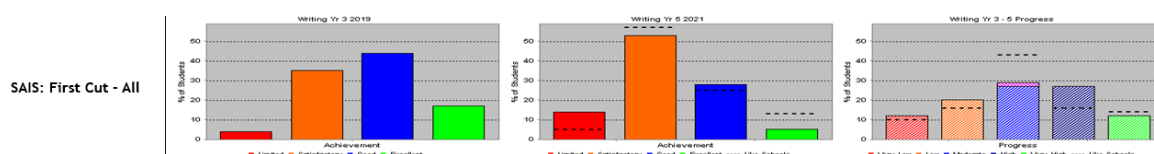
• Year 5 Reading

Target not achieved: 12% of students making better progress in the combined high and very high progress categories in Like schools than Year 5 students at Woodlands Primary.



• Year 5 Writing

Target achieved for writing: 10% of students making better progress in the combined high and very high progress categories than Like schools.



Due to the P & C's significant financial contribution, the school was able to purchase high-quality literature for the students in the upper years to supplement guided reading and cooperative reading and phonics texts that align with the phases in the Letters and Sounds framework to support the teaching and learning of reading and spelling in Year 1 and Year 2.

Mathematics – Stacey Brown and Holly Miles, Maths Curriculum Leaders

This year the Mathematics committee has met regularly and facilitated staff meetings in order to develop whole-school approaches to Maths and improve school data. The forefront focus of the Maths committee this year has been to investigate and trial different whole-school Mathematics programs with the aim to implement one in 2022. With collegial advice from like schools, input and feedback from our own staff and endorsement from the school board, the Maths committee has selected iMaths as a whole-school approach for 2022. iMaths will be used as the foundation for our whole-school Maths program, while still incorporating current approaches and best practice in Mathematics teaching.

Year 2 & 4 Maths Evening

The Maths committee and year level teachers facilitated two Maths evenings in Years 2 and 4. The evenings aimed to showcase best practise in Maths and provide an opportunity for parents to experience the Western Australian Mathematics curriculum in action. The success of the evenings was evident in the attendance of students and families and the feedback provided by parents. It was lovely to see so many families enjoying the hands-on Maths activities. These events align with our Business Plan principles by being student focused and building strong community partnerships.

Mathematics Targets

- Year 1 On-entry assessment: On-entry mathematics assessment data will show greater than 12% of students at or above 575 on the On-entry assessment scale. *Target not achieved*: 0% of students achieved 575 or greater.

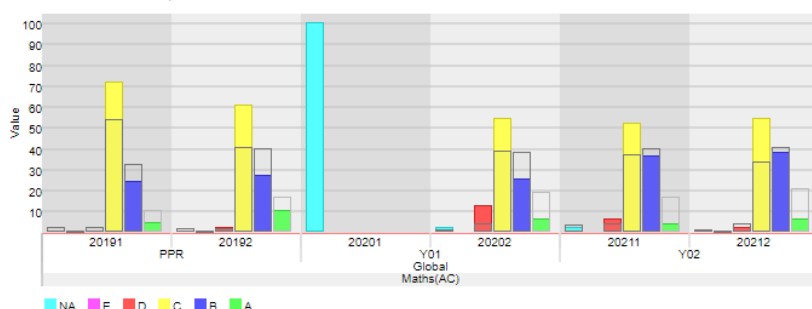
Years 2-6 Report Grades: For a majority of year levels from Year 2 to 6, a similar or greater percentage of students will record high (B grade) or excellent (A grade) achievement in relation to the year level standard, within 3% of Like schools.

Cohort: WOODLANDS PRIMARY SCHOOL Year 3 (2022) Reporting Period: Semester 1, 2019 to Semester 2, 2021

Learning Area Grade Distribution - Mathematics (AC) (Global)

Results compared to Like School including data from other schools

2020 Semester 1 comparison data is unavailable because of COVID-19.



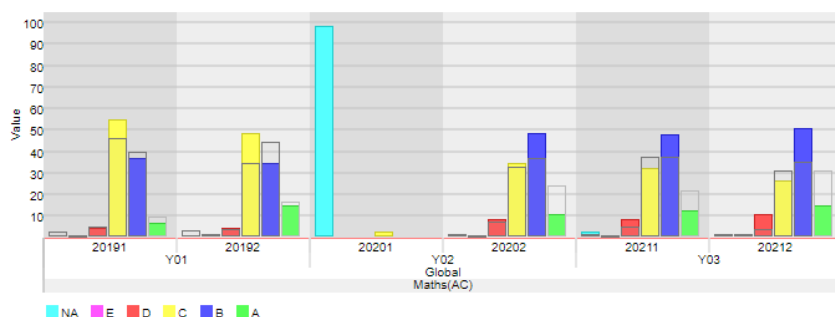
Year 2 Target not achieved

Cohort: WOODLANDS PRIMARY SCHOOL Year 4 (2022) Reporting Period: Semester 1, 2019 to Semester 2, 2021

Learning Area Grade Distribution - Mathematics (AC) (Global)

Results compared to Like School including data from other schools

2020 Semester 1 comparison data is unavailable because of COVID-19.



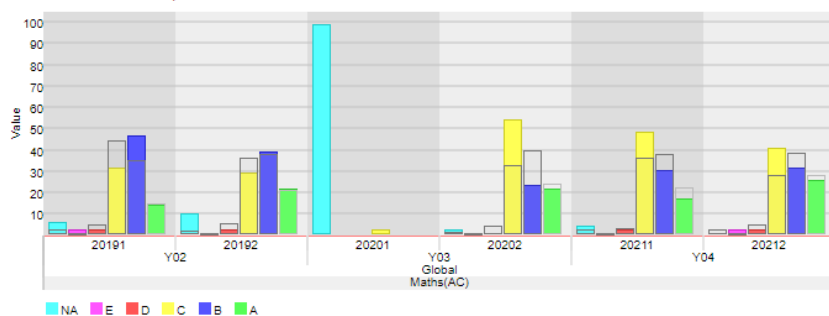
Year 3 Target achieved in B grade, not achieved in A grade.

Cohort: WOODLANDS PRIMARY SCHOOL Year 5 (2022) Reporting Period: Semester 1, 2019 to Semester 2, 2021

Learning Area Grade Distribution - Mathematics (AC) (Global)

Results compared to Like School including data from other schools

2020 Semester 1 comparison data is unavailable because of COVID-19.



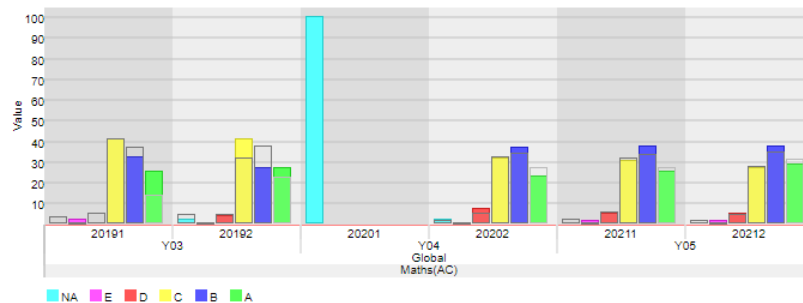
Year 4 Target not achieved.

Cohort: WOODLANDS PRIMARY SCHOOL Year 6 (2022) Reporting Period: Semester 1, 2019 to Semester 2, 2021

Learning Area Grade Distribution - Mathematics (AC) (Global)

Results compared to Like School including data from other schools

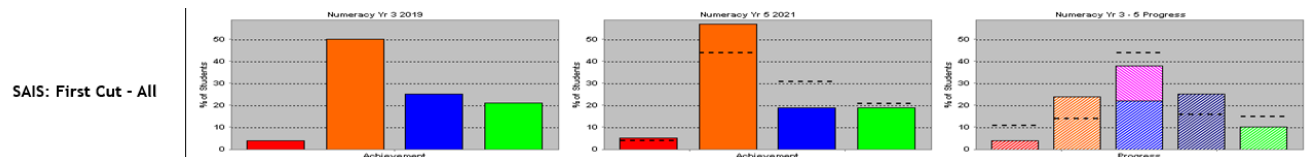
2020 Semester 1 comparison data is unavailable because of COVID-19.



Year 5 Target achieved in B grade, not achieved in A grade.

Year 3: Increase the percentage of Year 3 students achieving Proficiency Band 5 or above in NAPLAN numeracy, within 5% of Like schools. **Target not achieved:** 2021-14/51 (27%) achieved at Band 5 or higher, 2019 – 26/60 (43%) achieved Band 5 or higher

Year 5: In the NAPLAN Numeracy First Cut data that highlights Year 3 to Year 5 progress, there will be a greater number of students than “expected” in the combined high and very high progress categories compared to Like schools. **Target not achieved.**



Science

STAWA Science Talent Search Competition

In 2021 we had 11 students enter the STAWA Science Talent Search Competition which resulted in 10 winners. Our students additionally won Runner Up Primary Science Student of the Year and the Primary Science Communication Award. Woodlands Primary School also won Primary Science School of the Year for the quality of student entries into the Science Talent Search Competition.



STEAM Project at Jackadder Lake this week for National Science Week PP-Year 6

For National Science Week we won a \$500 National Science Week Grant to showcase Aboriginal Scientific knowledge of the flora and fauna at Jackadder Lake, which linked to our school priority of Aboriginal Cultural Standards Framework. For Science Week our students created an educative and interactive experience of the flora and fauna of our local area for our community and visitors. The students created QR coded signs that transported users to student made interactive digital media showcasing their digital and research skills. Our students educated visitors to Jackadder Lake of the significant contribution of Aboriginal knowledge to our Scientific understanding of our local flora and fauna.

STEAM Projects

Our Pre-Primary students and Dr Ruchira Somaweera, investigated and created new solutions for our school's frog pond. Students redesigned the frog pond using their understanding of the needs of living things.



Rehan Somaweera, a Year 5 student, became one of Australia's youngest authors of a scientific paper about his discovery of a nuclear-follower behaviour between a brown spotted wrasse and an octopus at a local Perth reef.

Heal Country Project

Our Year 4 classes kicked off a wonderful program this year centred around the NAIDOC week theme of “Heal Country – Walk the same path, connect through different stories”.

Award winning artist Deborah Bonar started working with the students on an art project where, students were to create artwork on black canvas shoes that was inspired by Deborah's art that celebrated aboriginal art and told a story.

Following these sessions with Deb, students wore their newly painted shoes on an excursion to Kings Park, where they ‘walked the same path’. They explored the Noongar seasonal calendar and learnt how ecological knowledge and traditional care for country can help create a sustainable future for all.

Following on from that, the Year 3's & 4's also worked with the Koorlong Aboriginal Choir to learn a song in Noongar, and the Year 4's attended a Science workshop with Dr Ru Somaweera and Rhys Paddick, Aboriginal Educator.

This multi pronged approach was designed to immerse our Year 4 students in a rich cultural experience, covering Art, local knowledge, Science, Geography, History and English. We are looking forward to continuing this ongoing partnership with these wonderful, diverse educators teaching our students in the years to come!

Mrs. Martin continued her work with Mount Hawthorn PS as part of the Innovative Schools Project mentoring 6 schools in the process of implementing STEAM which will be presented at the 2021 Resources Technology Showcase.

In 2021 some of our Year 3 – 6 students had the opportunity to attend the Inter-school Keen2STEAM competition, which was held at Churchlands Primary School within the Churchlands Network.

The selection process was rigorous, assessing the students' knowledge of plants, coding, cane toads, our schools STEAM design process and the students interpersonal skills. 28 students were selected based on their results including 4 students as reserves.

Students showed wonderful tenacity and team work against other competitive primary schools. Below are some student accounts of the day, which gives you an insight into some of the wonderful activities our students were involved in. Thank you to Yuki and Georgina in Year 5 for their accounts.

By Yuki Year 5

At the inter-school competition, we learnt about The Global Goals for Sustainable Development focusing on Life on Land. We learnt about cane toads and water.

Firstly, we had a specialist lecture by Dr Bruce Webber, Principal Research Scientist who works with the CSIRO Ecosystem Change Ecology Team about cane toads. Then our STEAM Challenge was revealed.

Our STEAM Challenge was to create a cane toad trap to capture cane toads at any stage of their life cycle. My team researched how to eradicate cane toads. We learnt that the best way to eradicate the cane toads is using salt which will make them unconscious for a day, soon they will PERISH! We also researched about cane toads breeding sites, longevity and food sources. We came up with a plan to make a cage to capture adult cane toads.

In the afternoon, Dr Webber taught us about Australia's precipitation. The specialist told us that in 2030 there will be only 2% precipitation in Australia, so we will have to use a lot more energy to desalinate ocean water as well as pumping more ground water.

Through the day, I learnt lots from the CSIRO Scientist, Dr Webber, with my team. It was a very inspirational day. I really appreciate that I had this opportunity to participate in the Keen2STEAM Competition.

By Georgina Year 5

Being invited to go to Churchlands Primary School to do the Steam competition was very exciting! We got to meet a real scientist who talked about the 'Sustainable Developments Goals'. It's about 17 ways to save the world hopefully before 2030. We got to number 15 'Life on Land'.

We were given inspirational ideas by watching a video about another scientist who talked about cane toad traps and guess what we had to make? A cane toad trap! I hope you all already know what a cane toad is (a poisonous toad that has spread around Australia and who eats whatever can fit into its mouth.) All of the teams got given multiple choices of materials. All of our creations were just prototypes so not actual materials that you would use to make a real trap just cardboard, masking tape, etc, etc. My team made a pretty cool trap called 'The Cane Toad Killer!' It will be placed in a cane toad breeding site so that all of the babies and mums are killed. The trap would start out as a small entry way at the top that will have cane toad food on it so the cane toad(s) find it attractive. Once they walk through the energy of all the weight of the toad(s) will make a string pull down and the toad(s) will drop. As they start falling, my team stuck egg cartons on the sides that have really sharp pointy metal pins coming out of the egg carton. Their skin will hopefully shred and bleed. They will drop on a spinning disk (made out of cardboard), onto the sides that have sharp spinning fans that will cut them up! If they are still alive after all of that (very unlikely) there is salt at the bottom of the trap that can make cane toads unconscious for a few days or more! All of the teams were given about 2 and a half hours to do their trap.

I had the chance to say how our trap worked when it came to presenting our work. We came 3rd in tie with the other Woodlands team! In conclusion it was a very fun experience and I loved working with my team.

Science Assessment

Woodlands PS continued working with the Science Specialist Moderating Network along with Deanmore PS, Gwelup PS, Newborough PS and Mt Hawthorn PS in moderating assessment tasks. Brightpath Science assessment was investigated as an assessment tool as it utilises the WA Curriculum rather than Australian Curriculum like the PAT test. Most schools in the Science Specialist Moderating Network will be trialling the Brightpath Science Assessment.

Our first PAT Science testing was conducted for Years 3-6 firstly in May and then in November. Data analysis of the student results will be undertaken to determine focus areas for Science.

ICRAR Scientist STEAM Partnership Program 2021

Woodlands Primary School entered an exciting partnership with the International Centre for Radio Astronomy (ICRAR), through Professor Kevin Vinsen, a talented Radio Astrologer and scientist. Professor Kevin Vinsen assisted with the extension and advanced skill development of our high performing students in Mathematics and Science. This aligned with our 2021 School Review recommendation, *“Investigate contemporary approaches to engage and extend highly capable students.”* Students have participated in weekly STEM sessions covering topics such as, *“Who I am and what is the SKA?”*, the Cosmic Computer, building a Piper gaming system, Scientific Process, Special Relativity and Quantum Physics.



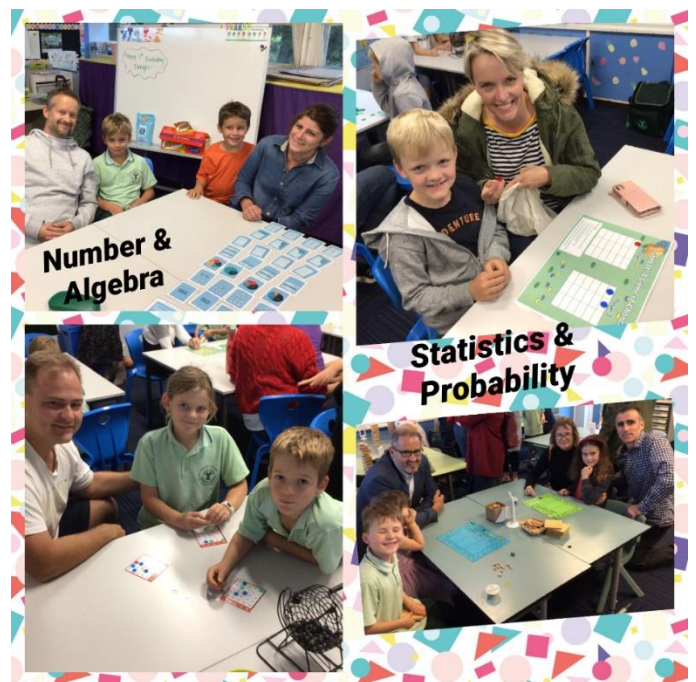
ICT

The BYO iPad Program and Seesaw has become vital in continuing learning programs for our students in the unprecedented times of COVID.

The Teacher Digital Coaches has been expanded to 6 teachers and they have been supporting their teams on their specific individual goals to integrating Digital Technologies throughout the school in their classrooms. They have become 'Teacher Digital Experts' imparting their knowledge with their colleagues in individual coaching sessions and in Professional Development Sessions including developing Task Cards for teacher and student reference.

The Student Digital Leaders program has been expanded to include Year 2- 6 students to coach teachers and students in classrooms using Digital Technologies.

CoderDojo numbers have increased with a steady cohort of 42 students attending weekly. Minecraft Education has become popular for students to collaborate in creating new worlds together. CoderDojo ninjas are also becoming proficient at coding the Dash and Sphero robots.



Numero club

Throughout the year, a lunchtime Numero club for students Year 1-6 in the library was facilitated by Mr Damien Harbison. This provided opportunities for students to engage and develop their basic facts skills, fluency and recall in a safe and fun environment.

HaSS 2021:

This year the staff engaged in several professional learning sessions with Gemma Roberts (HaSS curriculum leader) and David Todd (HaSS Team member). The focus of these sessions was using a high-quality text (mentor text) to promote cross curriculum links between HaSS and English, oral language, creating real life experiences for our students and promoting inquiry.

At the end of last year, the HaSS team pre booked excursions and incursions for the entire school based on staff feedback. This was well received and students were able to experience the curriculum in a hands on manner to further their own learning. This program was successful and will be continued into 2022.

The HaSS team researched and purchased several mentor texts to support programs in all year levels. These cover many topics including Aboriginal and Torres Strait Islander culture and histories.

This year also saw the founding of the Churchlands HaSS Network where local government school were invited to attend to share programs, moderate and allow Woodlands to showcase the work they are doing in this area. These were well received by staff and network colleagues.

In a more informal professional learning setting, staff were invited to participate in a session with Koorlong Choir. Staff engaged in a session learning songs in Noongar language and were able to hear stories from the members on their perspective of the stolen generation. This was a very moving session. Staff have requested that another session is booked in for 2022.



City of Stirling Mayor Irwin - HaSS

PE Annual Report 2021

The 2021 Physical Education Curriculum at Woodlands Primary School offered students an experiential curriculum that was contemporary, relevant, challenging, enjoyable and physically active.

In Year K-2, Fundamental Movement Skills was the focus through explicit teaching and inclusive games to enhance the experiences. The FMS basics were taught and developed as the fundamentals of future sports learning.

In Year 3-4 our students were taught sports related skills through a variety of different sports and activities. The students were also guided on inclusion of others in all activities. The students were taught how to recognise the consequences of personal and team actions and responding appropriately to ensure fair participation for all.

In Year 5-6 our students further developed and extended previously learned skills through a variety of sports. Our students were guided further into game sense understandings and sports specific skill acquisition.

In 2021 WPS continued its close relationship with local clubs through coaching clinic's and facilities usage. These clubs were Wembley Magpies Baseball Club, Marist Newman Cricket Club, Squash WA, Royal Life Saving Swimming Club and Churchlands SHS.

Selected Interschool Athletics 400m and 800m runners were invited to Hale School Oval for a training master class with two members of our school community-Melissa Forsyth and Donna MacFarlane, ex elite middle distance runners.

Wednesday morning Running Club continued for the duration of Term 2 as extra preparation for the cross country season.

Friday Senior Sport-Year 4-6 Students develop skills for a variety of team sports.

Woodlands PS was able to access Sporting Schools Funding across all 4 terms in 2021, This enabled expert coaching clinics for our students, Teacher Professional Learning and the purchase of related equipment. The sports funded in 2021 as below;

Term 1 Swimming and Judo

Term 2 Tennis and Soccer

Term 3 Softball and Rugby League

Term 4 Ultimate Frisbee and Badminton

Woodlands PS was also awarded the \$5000.00 Club Connect Grant. This enabled 36 of our students from Yr 1-6 to attend clinics at the Wembley Downs Tennis Club for the duration of Term 4.

Woodlands PS has again been awarded the Club Connect Grant for use in Term 1, 2022. This will be used again in conjunction with the Wembley Downs TC.

Major Events on the 2021 PE Year Planner.

Term 1-Faction Swimming Carnival at CSHS and Interschool Swimming at HBF Stadium. Monday and Wednesday after school swimming training at CSHS pool offered free to all our students Year 4-6.

Term 2-Faction Cross Country at Teakwood Oval, Interschool Cross Country at City Beach Oval and Eagles Cup Interschool Sports at various schools (Netball, Soccer and AFL).

Term 3-Faction Athletics, including Jumps and Throws Day at WPS and Interschool Athletics at Bob Hawke HS

Term 4-Interschool Cricket at WPS.

Throughout 2020 our students displayed the school values when competing in Faction and Interschool Carnivals, attending extracurricular sport clinics and when coached by outside sport specialists. Some of the highlights of 2021 were Netball and Soccer winning the Eagles Cup Competition. Eve and Grace placing 1st and 2nd in Year 4 Girls Interschool Cross Country and Woodlands PS placing second in the Interschool Athletics Carnival.





VISUAL ART 2021 REPORT:

Semester 1 included Pre- Primary, Year 1, Year 5 and Year 6 in the Visual Art program.

The students enjoyed some higher art benches with higher stools this year and Kagan grouping assisted with taking turns on these in a rotation of set weeks.

Students expressed they felt like 'real artists' when having their turn on the high benches. All student artists are encouraged to stand if they desire when art making.

Gallery walks were conducted at every opportunity, often halfway through the making process to enable feedback to student artists in the studio. This year, students were asked to explain why they liked particular piece/s of art, rather than just acknowledging it was a 'good job so far'. This enabled the students to respond to art other than their own or that of known artists and offer some detailed feedback which can be used to complete a set piece of work. The seniors were particularly interested in viewing and responding to local art, global art news and historical art, particularly viewing and making 'Exquisite Corpses'. This was a parlour game of the 1920s where many artists or writers created one drawing or written contribution with a reveal at the end. Students became aware that it was a technique adopted by artists of the Surrealist movement to create collaborative art as well as one of Mexican artist, Frida Kahlo's favourite games. The 2021 NAIDOC poster was a special one this year, with students interested in the colours used by a Gubbi Gubbi artist, Maggi- Jean Douglas.

Visual Art also included cultural art at the appropriate festival time in the year. Students were able to acknowledge other cultures such as making Chinese New Year Lanterns, Chinese New Year dragons, drawing an ox for the Year of the Ox. (The art of Diwali, the Indian festival in November was also viewed and responded to in Semester 2).

The 'Sculpture by the Sea' exhibition in Cottesloe in March, allowed students to access the sculptures online, as well as view the amazing Time lapse video of the exhibition highlights, which inspired them to create their own sculptures.

Assistance with class Assembly items with individual artwork or class murals were exciting for students. eg; Yr 2 'The Koala who Could'. It is usual for art work after an assembly exhibit, to be displayed in either the relevant classroom or office. 'Bah Humbug' end of year production sketches for backdrops began mid year with the Year 5 & 6s. There were several lunchtime meetings to share ideas and come up with the definite plans for each scene with Senior students. The involved students decided simple backdrops were the key as they could switch them easily with stage props for the different scenes. Painting and completions continued throughout semester 2 with 3D additions on these painted scenes added on.

Semester 2 included Pre- Primary, Year 2, Year 3 and Year 4 which meant that extra classes were able to be involved in Specialist Art in the Studio. Years 3 & 4 submitted drawing entries to councillor Christine Tonkin's card competition. The ten finalists were judged by Science Specialist Lynette Martin and Visual Art Specialist Nicky Zissiadis. It is the PP and Yr 2 students turn to enter the Bunnings Christmas Wreath Competition, using recyclable materials and these classes are in the process of this.

Learning Journey evening showcased students original Artwork on display in their classroom as well as either online on Book Creator or Keynote. This is where students photographed a selected piece of art to photograph, upload on their iPad and respond to their own work. In 2021, PPs had a modified version of Book Creator, with their original artwork attached to their response. This was shared with parents. Therefore, transitioning to fully online from Yr 2 and on.

Our 2021 Arts Assembly included all of the Semester 2 classes working collaboratively on a year level mural for the Arts Assembly theme of 'Together'.

Eg; PPs produced a printed Rainbow Mural, Year 2s produced a printed Hand Mural, Year 3s produced a Foot Mural and Year 4s produced an Olympic Motto mural in both the Latin and translated version. Following both the Junior and Senior Arts Assemblies, classes were taken to the assembly area exhibition for responding to the artworks of their own year level and other year levels. Questions were printed at the bottom of each blurb near each display which were basis for answers and further discussion on art. It was discussed that this is how a real gallery displays art for all viewers.

Semester 2 is concluding with two pieces of clay made by each student to further develop their clay making skills. The first piece is based on a sea theme and second piece is based on Christmas. Students are wrapping both bisque fired and glaze fired pieces to gift to a family member.



Music

Students at Woodlands Primary School had a variety of music opportunities in addition to their weekly music specialist classes. Highlights from 2021 included:

- Senior Choir performed in the Massed Choir Festival at the prestigious the Perth Concert Hall.
- Junior Choir performed in Australia's largest children's choir festival, One Big Voice Festival at RAC Arena.
- Koorlong Choir visited our school to perform and work with the Junior Choir.
- Whole school learnt to sing together in Noongar language for Waangkaniny assemblies.
- Senior and Junior Choirs, with IMSS String Ensemble performed at special music assemblies.
- Bah Humbug, Christmas pantomime was performed by Junior and Senior Choir students for the community.
- Whole school Jump Jam routine was performed at Faction Athletics Carnival.

The well-subscribed IMSS scholarship program welcomed a number of new students into the following places; 8 violin, 4 viola, 3 cello, 5 clarinet and 5 brass.



String Ensemble

Bah Humbug! Production



Student Numbers and Characteristics

Student Numbers as at Semester 2 2021

Primary	Kin	PPR	Y03	Y04	Y05	Y06	Total
Full Time	(23)	50	51	62	60	57	418
Part Time	46						

	Kin	PPR	PP	Total
Male	19	28	170	217
Female	27	22	175	224
Total	46	50	345	441

	Kin	PPR	PP	Total
Aboriginal				
Non-Aboriginal	46	50	345	441
Total	46	50	345	441

Student Attendance

Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2019	95.6%	94.3%	92.7%	null%	null%	null%	95.6%	94.2%	91.6%
2020	95.8%	94.9%	93.2%	null%	null%	null%	95.8%	94.8%	91.9%
2021	95.8%	94.6%	92.4%	null%	null%	null%	95.8%	94.5%	91%

Student attendance rates have consistently been higher than Like Schools and WA Public Schools over a three-year period.

Student Achievement and Progress

NAPLAN Comparative Performance for Year 3

Year 3	Performance					Students				
	2016	2017	2018	2019	2021	2016	2017	2018	2019	2021
Numeracy	-1.4	0.3	-1.5	-0.8	-1.8	47	72	62	56	49
Reading	-0.9	-0.3	-1.3	-0.8	-1.1	47	72	62	56	48
Writing	-0.6	-0.7	-1.3	-1.1	-0.7	47	71	61	56	48
Spelling	-0.7	-0.9	-1.0	-0.9	-1.0	47	71	62	56	48
Grammar & Punctuation	-1.6	-0.5	-1.5	-0.5	-1.6	47	71	62	56	48

1	Above Expected - more than one standard deviation above the predicted school
2	Expected - within one standard deviation of the predicted school mean
3	Below Expected - more than one standard deviation below the predicted school mean
	If blank, then no data available or number of students is less than 6

NAPLAN Comparative Performance for Year 5

Year 5	Performance					Students				
	2016	2017	2018	2019	2021	2016	2017	2018	2019	2021
Numeracy	1.2	-1.4	1.4	0.1	-0.3	46	63	41	74	58
Reading	0.4	-0.9	1.1	0.1	-1.0	46	63	41	74	58
Writing	-0.5	-0.6	0.1	-0.2	-0.7	46	63	41	74	58
Spelling	-0.2	-0.9	0.2	-0.1	-0.0	46	63	41	75	57
Grammar & Punctuation	0.5	-1.5	-0.1	-0.4	-0.3	46	63	41	75	57

1	Above Expected - more than one standard deviation above the predicted school
2	Expected - within one standard deviation of the predicted school mean
3	Below Expected - more than one standard deviation below the predicted school mean
	If blank, then no data available or number of students is less than 6

Analysis

Long term NAPLAN student achievement data indicates that students are performing below expected levels, in some cases significantly below expectations.

This is the evidence the school has used to identify priority focus areas of Maths, Reading and Spelling. A combination of teacher professional learning, collaborative planning for consistency, in-class coaching and the use of common resources across the school are some of strategies the school is using to improve student results.

School Income by Funding Source



Department of Education

Operational-Dec 2021

Operational One Line Budget Statement

Issued on 8 July 2022

School: Woodlands Primary School School Year: Dec 2021 (Verified Dec Cash)

Region: North Metropolitan Region Aria: 0
Distance to Perth (km): 8.14

One Line Budget – Dec 2021

Carry Forward (Cash):	\$	24,788
Carry Forward (Salary):	\$	77,823
INCOME		
Student-Centred Funding:	\$	3,924,190
Transfers and Adjustments:	\$	-31,142
Locally Raised Funds:	\$	244,369
Total Funds:	\$	<u>4,240,028</u>
EXPENDITURE		
Salaries:	\$	3,715,080
Goods and Services (Cash):	\$	365,427
Total Expenditure:	\$	<u>4,080,487</u>
Variance:	\$	159,542

Income

	Sum
Carry Forward (Cash)	\$24,788.05
Carry Forward (Salary)	\$77,822.72
Student-Centred Funding	\$3,924,190.28
Per Student	\$3,316,824.00
School and Student Characteristics	\$378,805.44
Disability Adjustments	\$13,755.13
Targeted Initiatives	\$156,517.73
Operational Response Allocation	\$56,187.98
Regional Allocation	\$2,100.00
Transition Adjustment	\$.00
Transfers and Adjustments	\$-31,141.56
School Transfers – Salary	\$-119,238.47



School Transfers - Cash	\$88,096.91
Department Adjustments	\$.00
Locally Raised Funds (Revenue)	\$244,368.96
Voluntary Contributions	\$22,703.34
Charges and Fees	\$84,864.75
Fees from Facilities Hire	\$26,000.00
Fundraising/Donations/Sponsorships	\$47,309.60
Commonwealth Govt Revenues	\$.00
Other State Govt/Local Govt Revenues	\$28,184.20
Revenue from CO, Regional Office and Other schools	\$4,035.37
Other Revenues	\$6,271.70
Transfer from Reserve or DGR	\$25,000.00
Residential Accommodation	\$.00
Farm Revenue (Ag and Farm Schools only)	\$.00
Camp School Fees (Camp Schools only)	\$.00
Total	\$4,240,028.45

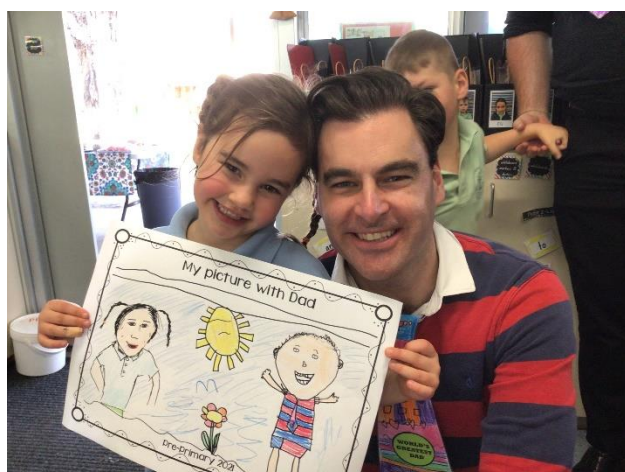
Expenditure

	Sum
Salaries	\$3,715,059.79
Appointed Staff	\$3,715,059.79
New Appointments	\$.00
Casual Payments	\$.00
Other Salary Expenditure	\$.00
Goods and Services (Cash Expenditure)	\$365,426.96
Administration	\$19,223.54
Lease Payments	\$.00
Utilities, Facilities and Maintenance	\$100,918.82
Buildings, Property and Equipment	\$37,903.00
Curriculum and Student Services	\$198,285.85
Professional Development	\$4,178.50
Transfer to Reserve	\$.00
Other Expenditure	\$3,955.00
Payment to CO, Regional Office and Other schools	\$962.25
Residential Operations	\$.00
Residential Boarding Fees to CO (Ag Colleges only)	\$.00
Farm Operations (Ag and Farm Schools only)	\$.00
Farm Revenue to CO (Ag and Farm Schools only)	\$.00
Camp School Fees to CO (Camp Schools only)	\$.00
Total	\$4,080,486.75

Chess Tournament



Father's Day



Room 17 Restaurant



Book Week

