The Annual Report for Warriapendi Primary School (IPS) provides parents and the wider community with information about our school programs and curriculum, staff and students. The Report highlights the strengths of our school and our students and also sets out targets for improvement.

The Report is made up of three sections;
Section One
School Features
This section provides a wide variety of information about the school, our students, staff, policies and curriculum. Operational matters, such as community use of school facilities and school finances, are also found in this section.

Section Two
Student and School Achievement Information
This section of the Report provides information about the academic achievement of our students across various learning areas. Information about the students’ socio-emotional growth, behaviour and attitudes may also be included.

Section Three
School and Student Improvement Processes 2013
This section of the report identifies the priorities for improvement in 2013 and the actions we will take to support student learning.

Janine Bersan
Principal

Section One
School Features
The School
Warriapendi is a public school that opened in 1970 and is located in Balga. The school’s enrolment is drawn from a diversity of backgrounds with Indigenous students making up some 9% and African students some 40%.

The school’s focus is on Literacy and Numeracy whilst offering specialist programs in Music, Visual Art, Indonesian, Science & Physical Education.

School Vision
Our vision is to develop a passion for learning in a safe and respectful community at Warriapendi PS.

Our motto “To Look, To Seek, To Find” is underpinned by the values of confidence, organisation, persistence, resilience and getting along.

In working together to achieve our vision, we seek to ensure that the following outcomes are achieved for all students:

• Effective literacy skills,
• Effective numeracy skills,
• An understanding of their historical, social, cultural and environmental context,
• An understanding of the natural world and scientific principles,
• The capacity to utilise technology,
• A concern for and confidence to participate in the creative and practical arts,
• Learning skills in a LOTE and an understanding of other cultures,
• A concern for and an understanding of how to achieve personal health and well-being,
• Self-motivation and confidence in their approach to learning and the ability to work independently and collaboratively; and recognise that everyone has the right to feel valued and be safe, and, in this regard, understand their rights and obligations and behave responsibly.

Curriculum Vision
The explicit delivery of key knowledge, skills and attitudes, described in the Curriculum Framework, will be central to the curriculum delivery process.

• The Whole School Approach to each learning area will include reference to the expectations of the Australian Curriculum.
• Teachers engage with and utilise the practices and strategies described in the Whole School Approach documents.
• Teachers deliver learning programs that use whole school strategies and planning processes that address
individual student needs, provide small group learning experiences and explicit whole class instruction.

- The school teaching staff utilise processes to identify children at risk and respond to their needs.
- Teaching strategies will support the use of open-ended tasks, collaborative learning strategies and digital technologies.
- Teachers will plan collaboratively, share expertise, mentor and coach colleagues.
- Teachers will work as individuals and in teams.
- Teachers assess student achievement using the tools documented in the Assessment Policy and tests identified in the Management Information System.

- The school curriculum will address the pastoral needs of students including values education, multi-age interaction, social skills programs embedded in the curriculum, support for the social and emotional development of students and the Chaplaincy program.
- Quality parent communication will be characterised by:
  - a communication at the commencement of the year regarding school information, class policies and procedures,
  - reporting student performance regularly referencing the ‘C’ grade descriptors and/or national Year level standards,
  - reporting children’s social development and work habits,
  - conducting a Parent Open Night once per year, and
- Opportunities for interviews as requested.

**Staff Profile**

In addition to the Principal, Warriapendi PS has sixteen teaching staff, one instrumental teacher and some seventeen non-teaching staff which includes Education Assistants, clerical staff, a gardener and two chaplains.

The school has two deputy principals sharing 1.0 FTE and a 0.5 teaching load for one of them. The other deputy principal works 0.5. Each of these staff leads a focus area and along with the Principal, leads Literacy & Numeracy across the school amongst many other areas of leadership.

Specialist staff at the school provide programs in Physical Education, Indonesian, Visual Art and Music. Some staff have roles in EAL/D support, language support and extension programs.

Teaching staff in full-time roles make up some 47% with more than half part-time equivalents. The vast majority of non-teaching staff hold part-time positions.

All teaching staff are appropriately registered with the Western Australian College of Teaching and have appropriate teaching qualifications. Selected staff have further qualifications in areas such as early childhood, computing and library. The staff bring considerable experience and a wide range of talents and abilities to our school and its students, including areas such as Students at Educational Risk, Library Research, Inquiry Learning, Art, Music and Information Technology. Further areas of expertise include Pastoral Care, Perceptual Motor Programs, Science and History.

The administration needs of the school are supported by a full-time Registrar, a part-time School Officer and a part-time Library Officer.

The school, with the support of Youth Care, employs two School Chaplains over four days a week to support the pastoral needs of the students. In 2014, the school has committed in the order of $10 000 to maintain this chaplaincy time based on the findings/support of staff and the P & C.

The school employs approximately 7 Education Assistants who support teachers in our early childhood and junior primary programs predominantly. Some ethnic aide time is used to support our large numbers of African students whilst an AIEO works part-time to support the learning of our indigenous students. Five students with high-needs receive individual allocations of Schools Plus time. These arrangements are likely to continue in 2014.

Our grounds are managed by a school gardener who is employed three and a half days per week. The school has a Head Cleaner and three part-time cleaning staff who manage the cleaning of our facilities.

**Teacher Professional Development**

All teaching staff at Warriapendi Primary School are expected to engage in regular professional development to ensure their practice is contemporary and effective.

In 2013, all teaching staff participated in professional learning opportunities on the school site and outside the school environment.

Staff participated in various areas of professional learning including: -

- PALL Literacy
- LFNL (Numeracy)
- You Can Do It
- Early Years Learning Framework
Enrolments for the school continue to be relatively steady but trending downward. There are presently 94 boys and 107 girls, representing 48% boys and 52% girls. The school has an 8% population of Aboriginal or Torres Strait Islander enrolments, representing some 25 students.

Some 45% of students come from a language background other than English. The number of children from a language background other than English continues to be strong and in keeping with the suburb profile. There is a continuing trend to enrol students from outside the school’s traditional boundaries. This year, the school enrolled 27 new students at the beginning of 2014. New enrolments don’t currently complete an enrolment survey to ensure their child’s positive transition into the school environment but this is a focus for 2014 so a summary of the data can indicate how many parents feel their child was made welcome in our community.

It was noted at the end of 2013 that a formal parent welcome pack did not exist at the school and this has been addressed ready for the start of the 2014 school year.

Some 98 students have left the school during the school year. Again, an exit survey process does not currently exist and this will commence 2014 to better monitor why students exit the school. Generally, our families moved schools due to work or a change of address.

The graphs show a slight increase in student attendance in the severe category. This suggests that a number of students already in moderate, deteriorated into severe the longer the year went. New strategies, programs and responses have been developed into 2014 to target this group and all others as needed.

<table>
<thead>
<tr>
<th>School Enrolment Profile</th>
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<tbody>
<tr>
<td>2009</td>
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<tr>
<td>2010</td>
</tr>
<tr>
<td>2011</td>
</tr>
<tr>
<td>2012</td>
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<tr>
<td>2013</td>
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</tbody>
</table>

Student Attendance Data 2013 Attendance Rates

The following graphs/tables show data for the year broken into semester 1 and 2.
Overall, the school’s attendance is equal to like schools but shows a trend downward since 2011 and 2012 of around 2%. More significantly, aboriginal attendance dropped away markedly from previous years. We look forward to some of our new initiatives in 2014 to address this statistic.

**School Priorities**

The school’s priority areas, as indicated in the 2013-2015 Business Plan, are Literacy, Numeracy, Pastoral Care, ICT and Partnerships.

These areas require detailed operational plans which specify targets and actions to achieve desired outcomes. Currently, operational planning is being developed for Partnerships, Pastoral Care and ICT. Due to leadership transiency, these plans require finalisation.

**Student Welfare**

As detailed in the Pastoral care plan, student welfare is a major area of focus at our school. We employ two chaplains who engage with groups and individuals at point of need. The chaplains also work with class teachers and administration to support students and families.

**Supporting Student Learning**

The school has a range of strategies in place to support student learning.

All aboriginal students and those under DCP care will have written education plans in 2014. This was identified at the end of 2013 as an area needing attention.

Students at Educational Risk (SAER) outside of those two groups will also have a documented Individual Education Plan (IEP). These students are largely identified as those below the National Minimum Standard (NMS), students with special needs that require specific support and English as an Additional...
Language or Dialect (EALD) students. Special needs students are supported through the provision of education assistants via funding from Schools Plus Resourcing.

All students at risk of not achieving their potential are tracked via whole school tracking system on the staff intranet. This is managed by Ms Natasha Doyle.

In supporting all other students, Literacy blocks were maintained across 2013 and cross-setting was used to determine groupings. The deputy principal/English specialist taught the intervention group and class teachers took other groups. Lessons were focused on students’ needs and catered for students at an appropriate level. This structure also supported our more capable students and allowed us to extend them. NAPLAN data supports the intervention as evidenced in Section 2.

A similar approach is planned for numeracy support in 2014 once FTE is finalised and staff capacity has been built.

**Parent Participation**

The parent community support the work of the school as evidenced by feedback from the school community survey of 2013. Whilst responses were limited in number, they were positive in their view. This survey will be electronic in 2014 to widen its reach.

A small but loyal band of parents drive the P & C Assoc’n and have worked hard to rebuild the fiscal position of the assoc’n after a significant loss in 2013. As at 2014, funds are on the correct side of the balance sheet.

The school board is a strong, proactive group that has undergone some rebuilding at the end of 2013.

Current membership is as follows:

Dean Evensen, LIVE church
David Boothman, Former Stirling Mayor
Janine Freeman, MLA - Balga
Janine Bersan, Principal
Natasha Doyle, Deputy Principal
Dawn O’Garr, Y6/7 teacher
Di Stewart, Education Assistant
Charlotte Potter, Y1/2 teacher
Anne Lowagie, MercyCare
Trina Tylee, Parent
Larissa Thompson, Parent
Maria Meredith, Parent
Hans Van Fondern, Parent

The school hosts a Child & Parent Centre in our meeting room whilst permanent premises are being refurbished. Mercy Care coordinate activities for 0 – 4 children and their parents in this space.

The business plan sets out an agenda for increasing parent/family involvement across 2014/2015.

**School Facilities: Use and Development**

The school’s facilities are in excellent shape overall. The ICT wireless network has been completed and now allows the integration of mobile technology across the school. Further work to “future proof” classrooms will be completed in Term 1, 2014. Apple TV’s will be added in 2014 to allow greater connectivity and instructional depth.

The school’s facilities aren’t hired out to any community groups currently but this is an area flagged for review as there is potential to generate revenue moving forward.

**School Financial Data**

<table>
<thead>
<tr>
<th>Year</th>
<th>School Revenue</th>
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</thead>
<tbody>
<tr>
<td>2013</td>
<td>$548,584.92</td>
</tr>
<tr>
<td>2012</td>
<td>$541,252.99</td>
</tr>
<tr>
<td>2011</td>
<td>$482,686.70</td>
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</tbody>
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The 2013 revenue was generated from a number of sources including:

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Voluntary Contributions</td>
<td>$4,428.50</td>
</tr>
<tr>
<td>Charges and Fees</td>
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</tr>
<tr>
<td>Government Allowances</td>
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</tr>
<tr>
<td>P&amp;C Contributions</td>
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</tr>
<tr>
<td>Fundraising/Donations/Sponsorships</td>
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<tr>
<td>DoE Grants</td>
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</tr>
<tr>
<td>Other State Govt Grants</td>
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</tr>
<tr>
<td>Commonwealth Govt Grants</td>
<td>$-</td>
</tr>
<tr>
<td>Trading Activities</td>
<td>$-</td>
</tr>
<tr>
<td>Other</td>
<td>$85,861.59 (NP)</td>
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<tr>
<td>Internal Transfers</td>
<td>$143,314.20</td>
</tr>
<tr>
<td>Total Funds Available</td>
<td>$548,584.92</td>
</tr>
</tbody>
</table>
Voluntary Contributions

The Voluntary Contribution for 2013 was set at:

K/P child - $15, Y1 – 7 child $ 30.00

This contribution is still well below the $60.00 per child allowable under the Education Act. The same amount was ratified by the School Board for 2014.

School Self-Evaluation Process

Our school is not only committed to improving the achievements of our students, we are strongly committed to improving all aspects of the schooling process. With this in mind, the school has embarked on a rigorous self-evaluation process. The school gathers information and reviews our performance in five key areas:

1. Teaching
2. Learning Environment
3. Relationships
4. Leadership
5. Resources

Responses to these surveys are analysed, returned to staff for reflection and tabled at planning meetings later in the year.

School Highlights 2013

Improved Maths Leadership in the school was a highlight with the Numeracy for Leaders professional learning resulting in an improved focus for Maths within the school. The addition of a comprehensive Australian Curriculum to follow, support from the leadership team, improved Math resources per classroom, whole school Math language developed through Maths dictionaries, Maths posters and trajectories allowed us to raise the focus of Maths in the whole school and with the staff by developing a "this is what Maths looks like at Warriapendi" operational plan.

A focus on Australian Curriculum Science via a specialist Science Teacher and Program was successful and an opportunity to build capacity in staff. This teacher has departed at end of year so Science will be taught at classroom level in 2014.

Attendance at the Swan West network conference, at Crown Resort, was a resounding success with all teaching staff attending.

The re-establishment of the school website for the community to connect with the school was completed and continues to attract attention, both locally and internationally, and contribute positively to enrolments.

The establishment of a staff intranet has seen an improvement in access to policy documents and templates and thus greater efficiency. We are moving further away from paper policy documents and reviewing as we do so.

Attaining Sun Smart status was an important step in improving the safety of our playground environment. To achieve this, the school subsidised the purchase of SPF50+ bucket hats and promoted the concept in the school community. By the end of the year we had two thirds of all students wearing the appropriate Sun Smart hat. This will remain a priority over 2014.

The completion of the new junior playground was well received by our junior students who use this area on a daily basis. The limestone border has been completed as a replacement for the old wooden beam border.

We continued to build strong partnerships with our neighbours, Gladys Newton, with our lower primary students, and allowing them access to our assemblies and special events.

The whole school activity Suitcase Circus, was a wonderful opportunity for our students to build confidence, cooperative skills, language development, hand-eye coordination and self-esteem. It culminated in a whole school concert which attracted a large parent audience. Staff has agreed to rotate these types of events every 2/3 years to maintain interest.
Edu-Dance has been selected as the 2014 activity of choice.

The addition of new mentors for selected students was welcomed warmly. The mentors play a significant role with a number of our students who require and benefit from the more intensive 1:1 interaction they can provide.

The acquisition of an additional chaplain was a valuable asset. Both chaplains performed important work for us over the year ranging from 1:1 support for students dealing with difficult experiences, home-school dialogue to support improved outcomes for students and specific classroom support in the area of health education. This has been strongly supported by staff and parents for 2014.

Teachers sought and arranged a rich array of excursions to provide our students with diverse experiences that supported classroom learning. The list of destinations included:

- Bunnings (T & E) Y1
- AQWA/ Beach – The Ocean K/ PP
- Landsdale Farm – K/ PP
- Scitech – K/ PP
- Perth Zoo – Y1
- Swimming lessons – Balga Pool

**MUSIC**

Music programs again featured strongly with the West Coast songfest a highlight and a trip to Karrinyup Shopping Centre to sing Xmas carols a resounding success. Choir remains a popular extra-curricular activity.

The school, in partnership with the P & C, ran three discos across the year. These were a hit with students and generated some valuable income for the P & C.

**Behaviour Management**

The behaviour of our students continued to grow over 2013, both at school and on excursions. Teachers manage students effectively and with empathy for the individual. Use of buddy classes and early contact with parents are key elements of their management. Suspension data supports this growth with rates decreasing overall.

**Students at Educational Risk**

Cross setting was used effectively to create smaller instructional groups focused on need. Teachers used literacy blocks and cross setting to deliver interventions as required for all students. Students at risk had an appropriate IEP (Individual Education Plan) which was reviewed regularly via case management. The identification of students at risk remains via teacher assessment/ monitoring and through the IEP process we are able to “build” over time a history of interventions for each child. The quality of this history is an area of review for 2014 as teacher reflection has indicated room for improvement.

**HEALTH & PHYSICAL EDUCATION**

**Values / Social Skills**

The “You Can Do It” program was the mainstay of classroom health programs over 2013. In collaboration with the Child & Parent Centre in 2014, involvement with Kidsmatter Primary has been planned. This will give the school an ability to audit the Social & Emotional Learning environment at the school and plan for action moving forward. An Action team has been identified for 2014.

**LOTE**

Indonesian was offered to students from Year 3 to Year 5. Planning for 2014 is focused on delivering lessons to all students from Year 1 to 7.

**Visual Arts**

All students Year 1 to 7 participated in Visual Art lessons. The quality of work produced was high and much has been displayed around the school, and in reception, where the public can view it.

**TECHNOLOGY & ENTERPRISE**

Continual opportunities are provided for students to focus on both the process and the product. Children are taught to recycle through the innovative use of recycled materials in T&E and the schools continuing membership at Remida. Bunnings excursions embellished this theme with the construction of various household objects.

**Partnership Programs**

This school in partnership with Edith Cowan University, continued its partnership of a Speech Therapy program for our identified K-3 students.
In 2013 the Speech Therapist was again assisted by two undergraduate students. This program helped support the children who were not receiving any speech therapy support out of school. In 2014 the program will continue.

The school has a current partnership with the Commonwealth Government - The National Partnership program which has enabled us to employ additional teaching time and additional Education Assistant time. The extra school staff is assisting students in the areas of Literacy and Numeracy. In 2014 this partnership concludes at the end of semester 1.

Warriapendi Child & Parent Centre Project 2013/14

Delays in the tender process saw this group continuing to operate from the “Meeting Room” for all of 2013. Building will commence early 2014 with an expected completion date of end of September.

The 0 – 4 program coordinated by CPC has again been popular and well received. Presented by Mrs Heather Rao, this an effective introduction to the beginnings of school life and a great opportunity for parents to network and support each other.

Section Two

Performance of the Year 5 cohort shows significant gains in all areas since 2011. The performance in Literacy is the strongest data when compared to like schools. Writing is of particular note as the greatest growth area for this cohort. There were 12 students in the stable cohort whose growth outstripped like schools average growth and also WA/ Australian average growth. This is a strong endorsement of programs and interventions between 2011 and 2013.

As a single cohort, the progress wasn’t as strong with the average growth trending more towards like schools and in the case of Grammar & Punctuation, well below. The stable cohort data reaffirms that students that remain in our system between NAPLAN assessments, are “grown” at or better than like schools.
The progress of Year 7 students from 2011 to 2013 was also significant. There were 14 students in our stable cohort who demonstrated superior growth to all categories of schools. Writing was the highest achieving area, remaining strong from 2 years earlier and still managing better than average growth. The largest growth areas, however, were Numeracy & Spelling. Analysis of programs and strategies over the last two years will be critical to determining the success factors here. Grammar & Punctuation and Reading showed solid growth and achievement all round.

Numeracy development at Warriapendi has been significant across 2013/14 and the data suggests an immediate impact has occurred which we would expect to plateau out over time. New initiatives tend to have an initially large impact which then eases over the life of the program/initiative.
NUMERACY

Numeracy data is strong compared to like schools and trends are reasonably consistent with the exception of 2012’s Year 3 cohort. This group have been tracked across the 2 year “window” to monitor their growth ahead of 2014. This score was the exception in an otherwise consistent result in Year 3 over a 5-year period. Whilst the Year 5 achievement is slightly below like schools, their growth to that point is considerable. We would expect by 2015, as Year 7’s, that they would be equal or exceeding the like school average achievement levels.

READING

Reading performance is pleasing overall with Year 3’s entry result requiring further examination. On Entry
data will yield an indication of this cohort’s relative capabilities. Again, whilst the Year 5 average is marginally behind the like school data, the growth to this point indicates value is being added to these students. Year 7 data remains consistent and strong.

**WRITING**

Writing performance is well above that of like schools with results being some of the highest scores ever attained at Warriapendi over a 5-year period. The Year 3 cohort of 2012 data remains an area of need.

**SPELLING**

Spelling shows a trend to be consistently higher than like schools and these are pleasing results. With the exception of 2012 Y3 performance, which is a cohort statistic, the school’s spelling data is an area of strength. With the consolidation of a whole school approach to spelling and the retention of Soundwaves Spelling as a text, the school is well placed to maintain these results.

**GRAMMAR & PUNCTUATION**

Year 3 and Year 7 data are strong whereas the Year 5 cohort overall lacked the growth of like schools. Our stable cohort performed at a higher level in this time. This would suggest that newer enrolments to the school have not yet had the time to benefit from the programs that the stable cohort have.

In Numeracy there are 6 students below the NMS with a further 22 students at NMS. These figures are highest in Year 5. In general, these figures are more favourable than like schools. There are no children below NMS in Year 3. At the higher band levels, there is an under-representation of students across all years. A long-term target should be to increase representation in the top 20%. Currently our “normal” curve is closer to 10-70-20 than 20-60-20.

Closer examination of the diagnostic data will yield items that require greater focus. This should be a focus for the commencement of 2014 so that teachers can respond to the data promptly. A review of assessment policy across the school will also confirm that we have the right tools in place to track progress against these outcomes and more broadly, against the proficiency bands.
Actual performance in Reading shows 43% of Y3s at or below NMS, 27% of Y5s and 30% of Y7s. This represents 23 children. Again there is scope for higher numbers in the top 20%, especially in Year 5. Year 7 had 21% in the top bands. Year 3 is the concern area with a significant number in the bottom 20%, compared to like schools.

Closer examination of On Entry data from PP to establish priority areas may be needed. Also, tracking Reading performance between PP and Year 3 via On Entry in Year 1 and 2 is an agreed focus for 2014. This will provide the longitudinal picture we need, to follow progress.

In Spelling, more than 25% of Year 3 and 7 students are at or below NMS. This represents 12 students. A target for Y3 would be to increase the number of students in bands 4, 5, 6 from Band 3 or lower. At Y5 level our numbers are concentrated at the middle-low performance level and whilst the at-risk figures compare favourably to like schools, we are lacking in students achieving at the higher levels. Our Y7 data is destanced at the top and bottom bands with 30% achieving at bands 8 and 9 but also 37% at or below NMS. The data strongly suggests a need for whole school approaches that focus on key literacy targets (The Big 6) supported by strong individual programs that both extend and scaffold where needed.

Writing performance is very strong in comparison to like schools. Year 3 data suggests a strong cohort/performance position with almost half the group achieving at bands 5 and 6. Year 5 data is also strong at the top end with most of the cohort at band 5. This is a target group to move higher up the scale over time and strengthen their skills between 5 and 7. Two students are below NMS and these require crosschecking ensuring the appropriate plans are in place. In Year 7 two more students are also below NMS. Overall, the Year 7 performance was strongest at the higher bands.

Grammar & Punctuation data, as stated before, shows growth at both Y5 and Y7 with Y5 being more pronounced. Growth data alone can be deceiving and upon closer analysis the achievement data is of concern in Year 5 and 7. Ten students in Y5 and eight in Y7 are at or below NMS. Growth confirms they are tracking positively and need more time to continue to grow. These cohorts will be at secondary school in two years but programs should focus clearly on growing them above the NMS in that period. Year 3 data is very positive. Again, whole school approaches should be explicit about the teaching of G&P as the data does not compare favourably with the school’s writing data.
The summary position is a very healthy statistic for WPS. The above expected performance of 2011 Y3 students in Writing and 2011 Y5 students in Numeracy and Writing was maintained over the two year period with green lights this year. That is a difficult feat to achieve and shows consistency and quality teaching are at the forefront. Our stable cohorts, under any measure are very strong performers, often outperforming state averages. Y3 Writing for 2013 was a very strong entry result at +1.6 with Spelling and Grammar & Punctuation just behind at +0.6 and +0.8.

Areas to watch closely and address are Y3 Reading at -0.6, Y5 Numeracy that has declined from +0.5 in 2011 to -0.7 in 2013. That being said, the stable cohort performed very strongly in this time. The most significant drop in performance was Y3 to Y5 G & P from 2011 +1.3 to 2013 -0.4. The stable cohort was very strong in moving 130 naplans, but as a class, they were much less strong.

Points of note are that in 2014 (current year 4 students) we have our poorest results for some time from 2012 (Year 3) coming to fruition as Year 5 students. We will look closely at growth as well as achievement with this group. The data places them significantly behind like schools in all areas other than Writing. The Y5 data from 2012 is the opposite to Y3 but with no less interest in 2014 as we monitor progress from 2012 with 3 very strong results and two other solid results looking to be maintained. Data from 2013 should be able to inform as to progress to date with these cohorts.

Our current assessment policy provides appropriate snapshots of performance between the Naplan schedules to monitor how effective interventions are.

### Science

2013 data is of concern in Year 5 and is likely to be cohort related given that a similar result has occurred in S & E. This is a significant transition issue however, with this group moving to high school at the end of 2014. This also culminates with the move back to classroom teaching from specialist program coverage in 2013. Aspects of Energy & Change were relatively low performing and require follow up whilst Life/Living & Earth/Beyond were better performing areas than like schools.

Growth in the 2014 Year 7 cohort will be of interest as they were high achievers in 2012 (Y5). This will provide data as to the efficacy of our classroom programs, post specialist.

### Society & Environment

The Year 5 cohort (2011) maintained expected performance in 2013 as Year 7s, although dropping from above expected performance over the 2 years.

2013 Year 5s had only 11% at or above the test standard which mirrors the decline since 2011. This matches the period where History (Australian Curriculum) came on board and there is enough evidence from discussions with staff to suggest that
this is most likely a post-implementation dip scenario. Once teachers get further clarity on S & E content we would expect to see greater consistency in results. That said, items that our students performed poorly on were:

- Identifies the relevance of an historical source.
- Interprets information presented in a photograph.
- Interprets information presented on a map.

Planning and Applying/ Communicating Findings were this group’s lowest performing areas whilst Conducting was relatively stronger. Time, Continuity & Change was an area of content needing improvement.

Year 7 data for S & E was impressive with a quarter of our students in the top 20%. This maintained the group’s standing from 2011 when they similarly had 24% in the top 20%. This represents relative growth.

Identification of information from a photograph was an area of weakness whilst performance in the Culture strand was a strength.

<table>
<thead>
<tr>
<th>State</th>
<th>Year 7 Society &amp; Environment</th>
<th>Like Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top 20%</td>
<td>0 %</td>
<td>17 %</td>
</tr>
<tr>
<td>Middle 60%</td>
<td>48 %</td>
<td>72 %</td>
</tr>
<tr>
<td>Bottom 20%</td>
<td>52 %</td>
<td>10 %</td>
</tr>
</tbody>
</table>

To address **Literacy** in the coming years, our school will:

- Maintain a commitment to the Whole School Approaches, including:
  - Develop curriculum leaders in English.
  - Build capacity of teachers to teach English.
  - Adopt a Whole-school approach to Guided Reading and Spelling.
  - Continue to develop teacher knowledge of Australian Curriculum English.
  - Teachers work collaboratively to develop sequential learning programs and scope and sequence from K-7.
  - Utilise the AIEO to support literacy development in Aboriginal students.
  - Utilise the NAPLAN planners to support the delivery of English programs.
  - Use group work, differentiated curriculum, individual planning and withdrawal programs to support the best management of students at educational risk.
  - All teaching staff to engage in data driven classroom and operational plans.
  - Collaborative sessions each term with the literacy leaders to plan and develop effective literacy programs.
  - Implement the Big 6 Strategies from the PALL Project.
  - All Aboriginal students to have a documented education plan.

To address **Mathematics** on the coming years, our school will:

- Develop curriculum leaders in Maths.
- Build capacity of teachers to teach Maths in the context of Numeracy blocks.
- Continue to develop teacher knowledge of Australian Curriculum Maths.
- Teachers work collaboratively to develop sequential learning programs consistent with LfNL training.
- Utilise the AIEO to support numeracy development in Aboriginal students.
- Collaborative sessions each term with the maths leaders to plan and develop effective maths programs.
- All Aboriginal students to have a documented education plan.
- Support teaching staff to implement classroom pedagogy consistent with the Whole School Approach to Mathematics including Gradual Release, interactive

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**Section Three**

**School & Student Improvement Processes 2013**

Every three years, the School Board, in conjunction with the school staff, develop a Business Plan that outlines the key targets for improvement and the strategies which support addressing the targets. A summary of these strategies is outlined below.
learning, reflective plenary sessions and the use of differentiated group work.

- All teaching staff and collaborative teams to engage in data driven class and operational plans.
- Utilise the NAPLAN Numeracy planner to support the delivery of Mathematics programs.

To address improvements to the school’s **Safe & Caring Learning Environment**, we will:

- Audit the Mental and Emotional Health programs and policies of the school through the Kids Matter Program.
- Maintain and grow programs to identify and skill students that are socially and emotionally at risk.
- Maintain the classroom program, You Can Do It, that explicitly teaches intrapersonal and self-management skills.
- Maintain effective mental and emotional health programs and strategies including the Buddy Program.
- Maintain the school based Chaplaincy program.
- All staff to complete Classroom Management Strategies Professional Learning by 2016.
- Review the Whole School Approach to Behaviour Management.
- Monitor and review student attendance data twice every term.
- Case manage students with an attendance below 80%.
- Acknowledge students who achieve 100% attendance each term.
- Enhance the entrance to the school with improved signage including an LED sign to market the school to the wider community.
- Build staff knowledge of professional learning communities through appropriately targeted learning opportunities.
- Provide opportunities for staff to coach, mentor and model professional practice for their colleagues.
- Build the leadership capacity of the staff through the provision of appropriate professional learning opportunities.
- Support staff collaboration through the provision of shared DOTT, after school meetings and clearly communicated team meeting agendas.
- Enhance the structures to manage the performance of Educations Assistants through a group performance management process with a member of the executive team and a clearly defined professional learning program.

Copies of the School’s Business Plan, Operational Plans and policy documents are available from the school office and/ or the school website.