Wembley Downs Primary School
An Independent Public School

This report provides the Wembley Downs Primary School Community with a broad outline of the school’s operations and achievements during 2015. The information provided is by no means exhaustive and greater detail can be sought through discussion with the school administrative team.

Annual Report 2015

Message from the Board Chair

Welcome to the first Annual Report for Wembley Downs Primary School (WDPS) as an Independent Public School. The 2015 year was extremely busy for the School Board as we developed a cohesive Business Plan so that our strategic initiatives are both measurable and achievable. I would like to acknowledge the massive time and effort put in by our community and parents through participating in the weekend workshop and the never ending document tracking changes. I would also like to thank the entire WDPS Staff for the many hours over and above their normal teaching duties which they put into developing the initiatives.

Our Business Plan forms the basis of the Delivery Performance Agreement (DPA) between our school and the Department of Education and will be evaluated during 2017.

We have launched our new webpage and introduced the communications app Tiqbiz to allow for streamlining of messages between parents and school. The new school uniform is available and is receiving a positive response.

2016 will also be a busy year for the School Board as we undertake the program of matching the evaluation of student achievements to the Business Plan and ensure we are heading in the right direction. I hope that everyone enjoys the learning challenges throughout the year and has a positive experience at WDPS.

Our School

Our school enjoys wonderful community support and involvement, with many parents being actively involved in activities and the education of their children. Our grounds are characterised by the number of large trees providing both shade and a basis for imaginative play. The original 1950s buildings provide an enclosed, secure feeling whilst our newer facilities, including a covered assembly area, Early Childhood Centres and Arts/Science block, assist in the delivery of comprehensive education programs.

A new Wi-Fi network allows students to pursue independent learning activities, utilising the mobile computing resources available in all classrooms. Our library complements the Information and Learning Technology program and our Art/Science and Music rooms provide students with the facilities to enhance great educational outcomes.

Enrolment during 2015 was 410 from Kindergarten to Year 6. The school has a blend of teachers with varied experience and diverse expertise. We have specialist teaching in the areas of; Music, Library/Technology, Phys Ed, Japanese Language and Science. An instrumental music program- facilitated by the School of Instrumental Music- included options for Years 3 - 6 for strings, brass and piano. Students participated in, and performed publicly, within a number of school ensemble groups.

There is an active Parents and Citizens' Association developing social networks and sub-committees managing the uniform shop and canteen. A School Board oversees our planning processes and enables community members to have meaningful input into programs and direction.

School assessments, combined with data gathered from State and National testing programs, indicate that student achievement is above the Australian average. Students at Educational Risk (SAER) are catered for through both remedial and academic extension programs under the supervision of our Learning Support Coordinator. Student Councillors and House Captain roles help students gain valuable leadership skills and act as the advocates for the student body.
**School Priorities 2015**

Our priorities for 2015 were informed by a number of factors. The Department of Education’s Plan for Public Schools 2012 - 2015 outlined key Objectives and Values which are vital to the success of schools and which guide our strategic planning. Secondly, the Director General’s Classrooms First Strategy which charges us to “let teachers get back to teaching” to ensure every student is successful in their educational endeavours. Thirdly, the Focus 2015 “Directions for Schools” document, which necessitated a focus on: literacy and numeracy instruction, student attendance at school, and an emphasis on high quality teaching.

The most important factor to inform our school priorities are the needs of the students themselves. Data gathered from the 2014 NAPLAN indicated that our students’ achievements in Literacy and Numeracy, although favourably comparable with State averages in Maths, Writing and Reading, were still below the performance of students from similar schools.

Another factor in our Improvement Program for 2015 was to address the final 4 findings from the 2012 Expert Review Group (ERG) Report. The 2014 ERG review of our progress saw the school had met the requirements of 5 of the 9 findings but we still needed to satisfy the ERG on the following 4 findings:

3. **Strategic and operational planning lacks clarity and collaboration, leading to a lack of adequate ownership by staff.** Shared understandings, connectedness, target setting and monitoring are not evident. Operational follow through, to link plans with classroom practice and create coherent K-7 pathways, is ineffective.

4. **School self-assessment processes are ineffective.** There is little indication of a sound evidence base for improvement targets or alignment between school planning and effective teaching and assessment practices in particular phases of schooling.

5. **Staff frustration has resulted from ineffective communication processes.** Inadequate attention to how messages are received and a failure to monitor subsequent actions have been contributing factors. Formal and informal feedback links, to ensure that teachers are aware of their strengths and areas requiring development, are inadequate.

6. **Relationships between leaders and school staff are not professionally supportive.** Some staff do not demonstrate a willingness to work collaboratively to improve student learning.

Following a review by the ERG in March 2015, the Director General was informed that “Wembley Downs Primary School has met expectations regarding improvement in relation to all findings.” Staff are to be congratulated on all their work in ensuring the effectiveness of the Improvement Plan.

**Strategic Plan 2015 - 2017**

A major focus of the 2015 school year was the development of a Strategic Plan. The plan was developed with teaching staff, parent representatives and the School Board to help reinvigorate our vision and strategic direction for the future. Our focus is for every child to be the best they possibly can. Through fostering a passion for lifelong learning, the members of the WDPS Community will work together to build a stronger academic and social culture that allows each child to meet the challenges and opportunities that the future holds.

We have identified a number of integrated priorities for 2015 - 2017, including:

- Developing a comprehensive Communication Policy that guides and informs school practice.
- Forging stronger, sustainable partnerships with WDPS parents and community.
- Managing the future needs for school buildings, grounds management and other facilities in response to increasing enrolments.
- Strengthening experiential and nature-based learning opportunities.

Over the next two years our focus will be to embed our integrated priorities to ensure we maintain a high level of community involvement in student learning and excellence in teaching as changes occur.
<table>
<thead>
<tr>
<th>Target</th>
<th>Achieved</th>
<th>Analysis</th>
<th>Action</th>
</tr>
</thead>
</table>
| **NAPLAN**  
Increase student achievement in all NAPLAN assessments to where performance is at or above our Like School. | No | In 2015 we had a greater percentage of our students than Like Schools in the top Achievement Band in all NAPLAN Assessments except for Year 3 Writing. | In 2016 we will initiate an alternative approach to Writing, beginning in Year 3 with a greater focus upon oral language before writing. |
| **NAPLAN**  
Across all NAPLAN testing areas an average of 30% of combined students will perform in the top 20% of all Australian students. | No | We had greater than 30% of our Year 3 students achieve in the top 20% of all Australian students in all assessments except Spelling where 25% of our students were in the top 20%. We had greater than 30% of our Year 5 students achieve in the top 20% of all Australian students in all assessments except Writing where 28% of our students were in the top 20%. | Continue with our phonics based approach to the teaching of Spelling. Increased focus on the teaching of persuasive texts, particularly in term 1. |
| **NAPLAN**  
In subject areas and cohorts currently tracking below our 30% benchmark, there will be an increase of 5% in the number of students in the top 20% by 2017. | N/A | This long-term target will be assessed in 2018 and will focus upon Year 3 Spelling and Year 5 Writing (2015). | |
| **ACER PAT**  
In both PAT Comprehension and PAT Maths, we aim to have an improvement of 2/3 points against the median scaled scores achieved in 2015. | N/A | This long-term target will be assessed in 2018. In 2015 our median scaled scores were: | With only one assessment completed, the results are influenced by the strengths/weaknesses of each particular cohort of students. This effect will decrease over time. |
| **On-Entry Testing**  
Reading: students will maintain a cohort average of 0.4 VELS. | Yes | The cohort average for 2015 was 0.65 VELS. | Maintain current pedagogical focus in kindergarten. |
| **On-Entry Testing**  
Writing: students will maintain a cohort average of 0.1 VELS. | Yes | The cohort average for 2015 was 0.19 VELS. | Maintain current pedagogical focus in kindergarten. |
| **On-Entry Testing**  
Numeracy: students will maintain a cohort average of 1.1 VELS. | Yes | The cohort average for 2015 was 1.15 VELS. | Maintain current pedagogical focus in kindergarten. |
| **ICAS**  
An increase in voluntary participation rates of 20% by 2017. | N/A | As 2015 was our first year of ICAS, we are yet to have a point of comparison for improvement. In 2015 we had 101 nominations across 5 assessments. | Continue encouraging students to participate in ICAS. |
| **ICAS**  
An increase in the number of students achieving Credit, Merit and Distinction Awards. | N/A | As 2015 was our first year of ICAS, we are yet to have a point of comparison for improvement. | Continue encouraging students to participate in ICAS. |
| Maintain high levels of attendance at 95% and above. | Yes | Attendance rate for 2015 was 95.2%. | Continue with current strategies. |
Strategic Initiatives

The formulation of our Strategic Plan included the development of five Strategic Initiatives. The Initiatives set direction for our teaching and learning interventions.

Student Excellence

WDPS fosters students’ learning with programs to address their needs. Our aim is for all students to reach their full potential.

1. Foster a sense of curiosity and life-long learning.

- Preprimary Nature Play activities on the school banks under the supervision of staff and parents.
- Artist in Residence Program: Students from all years participated in a series of cartooning workshops.
- Scientist in Residence Program with Dr Tabitha Yngstrom
- Year 6 students participated in a series of sailing workshops at Royal Freshwater Bay Yacht Club.
- Year 5 and 6 school camp program.
- Cluster Extension Program for Year 5 students with Kapinara Primary: Kodu Programming and Kitchen Science
- Year 5 students from the 5/6 class computer programming using LOGO.
- WA Dive Talent Identification Program conducted with students from Years 4 – 6.
- Chess Program.

2. Strive for personal excellence

NAPLAN

During the 2015 school year our students from Years 3 and 5 participated in the National Assessment Program in Literacy and Numeracy (NAPLAN). The data from this assessment enables the progress of students to be compared on a national level. The table below reports on the average scores in each assessment at WDPS, and compares those scores to students from schools with similar socio-economic backgrounds and the State average.

<table>
<thead>
<tr>
<th>NAPLAN 2015</th>
<th>Numeracy</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Group</td>
<td>3 5</td>
<td>3 5</td>
<td>3 5</td>
<td>3 5</td>
<td>3 5</td>
</tr>
<tr>
<td>WDPS</td>
<td>436 534</td>
<td>473 537</td>
<td>459 499</td>
<td>436 531</td>
<td>472 536</td>
</tr>
<tr>
<td>Like Schools</td>
<td>430 527</td>
<td>458 531</td>
<td>442 504</td>
<td>436 527</td>
<td>475 546</td>
</tr>
<tr>
<td>State</td>
<td>387 481</td>
<td>407 483</td>
<td>404 465</td>
<td>398 487</td>
<td>419 489</td>
</tr>
</tbody>
</table>

The school has set a target of: *An increase in the percentage of students achieving in the top NAPLAN Bands to a level in comparison to Like-Schools.* WDPS performed above the State for all assessments and our results compare favourably with our like-schools.

The graphs below represent the achievement of WDPS students, and those of Like Schools, in the top two Achievement Bands during the past two years. Students’ achievement in NAPLAN is reported in a series of six Bands. For Year 3, those Bands are 1 to 6. Students achieving in bottom two Bands, 1 and 2, are deemed to be below the National Minimum Level. Students in Bands 3 and 4 are At Level whilst those in Bands 5 and 6 are deemed to be Above Level. For students in Year 5, the six Bands are from 3 to 8.

Our Achievement Targets have been set to ensure a greater percentage of our students achieve in the top Bands.

As is evidenced by the tables below, the performance of our students, in comparison to those in Like-Schools, was stronger in 2015 than in 2014. It is interesting to note the decline in the percentage of high performing students in Spelling in Year 5, both within our school and Like-Schools.
Our challenge for 2016 is to ensure the percentage of students achieving in these top Bands in Year 3, 2014, is maintained or improved when they are assessed in 2016 as Year 5s.

### Proportion of Year 3 and 5 students achieving above national benchmarks in literacy and numeracy:

<table>
<thead>
<tr>
<th>Year</th>
<th>Numeracy</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>92%</td>
<td>89%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
</tr>
<tr>
<td>2014</td>
<td>88%</td>
<td>82%</td>
<td>87%</td>
<td>97%</td>
<td>94%</td>
</tr>
<tr>
<td>2015</td>
<td>98%</td>
<td>90%</td>
<td>90%</td>
<td>95%</td>
<td>94%</td>
</tr>
</tbody>
</table>

WDPS has a high proportion of students achieving above the National Minimum Standard in NAPLAN and it is pleasing to note the declining trend of recent years appears to have ceased. The 2015 assessment saw more students achieve above the benchmark in all assessment except Year 5 Grammar and Punctuation.

### Value Adding

The graphs below represent the progress made by WDPS students from Years 3 to 5 in the NAPLAN of 2013/2015.
(Like Schools are represented by the black dashed line. Pink areas indicate students with Excellent Achievement on both assessments, so “progress” as such is not evident.)

**Numeracy Year 3 - 5 Progress 2013 / 2015**

**Reading Year 3 - 5 Progress 2013 / 2015**
Our students have shown a greater improvement in their Reading and Writing than in Numeracy. This becomes even more evident when the cohort is divided into boys and girls, with the girls making little progress in Numeracy over the two years. This data has resulted in a renewed focus upon the teaching of Mathematics.

**Australian Council of Educational Research Progressive Achievement Tests (ACER PAT)**
Students from Years 1 – 6 took part in ACER PAT assessments in both Reading Comprehension and Mathematics. These assessments compare the performance of our students against a normed Australian group of students in the same year group.

**ACER PAT Comprehension:** Across the school our students performed above the normed group in Reading Comprehension. The only exception to this was with our Year 1 cohort who struggled with the mechanics of an online assessment.

**ACER PAT Mathematics:** Our students’ performance in Maths was not as strong as Reading Comprehension, with the median score for all groups being below the normed group.

**Teacher Judgments – Grade Allocation**
Teachers’ judgments of student achievement are moderated against the Department of Education A – E Exemplars. Comparisons between the allocation of grades at WDPS and our Like-Schools show that from Preprimary to Year 3 our students’ grades are similar to their peers. The Year 4 cohort achieved grades below that of the Like-Schools whilst the Year 5 and 6 groups were above the Like-School students.

**Teacher Judgments – Attitude, Behaviour and Effort (ABE)**
Data from end of semester reports last year reveals very diverse outcomes in teachers’ judgments regarding the behavior of students. For students from Years 3 to 6, the areas that teachers felt were of greatest concern were:

- Works to the best of his/her ability
• Shows courtesy and respect for the rights of others
• Cooperates productively and builds positive relationships with others

For students from Years Preprimary to 2, the areas that teachers felt were of greatest concern were:
• Displays independence
• Makes positive choices with confidence
• Reflects on and talks about own learning

What was quiet evident from the data was significant inconsistency in the understanding and use of the descriptors; Consistently, Often, Sometimes and Seldom. WDPS teachers will need to come to a common understanding of each of terms and how they will be applied to the students’ Attitude, Behaviour and Effort.

Learning Area Reports

English: 2015 saw Literacy continue as a major learning focus across the school. Two of our teachers were released from class duties to attend coaching sessions on the implementation of the Australian Curriculum, English. They then used their expertise to work with our teachers on a variety of new strategies. This collaborative approach to the implementation of the curriculum will be continued during 2016.

The school also contracted the Dyslexia SPELD Foundation to deliver professional development for staff in the teaching of Vocabulary. The SoundWaves program is still being used across the school, establishing a consistent approach to Synthetic Phonics from Pre-Primary to Year 6.

Mathematics: During the 2015 school year, the focus of numeracy interventions was aligned with the school’s Literacy and Numeracy Partnership Plan. The Maths Committee oversaw the upgrade of learning resources across the school and classes from Pre Primary to Year 6 continued the Envision Maths Program, focussed upon content from the National Curriculum. The school renewed its investment in the Mathletics online learning program, financed through a generous donation from the Parent and Citizens Association, and this was used across the school, both in classes and as a homework strategy.

Although our students performed well in NAPLAN in Mathematics, some students showed little progress from Year 3 to Year 5; particularly girls. 2016 will see a renewed focus on the structure of Maths lessons and a move away from Envision. The coaching approach being used in English will be applied to Maths in 2016 and coordinated planning practices will be implemented across the school.

Science: The 2015 school year saw the implementation of a Science specialist teacher for the students in Years 1 and 2. Mrs Evans initiated a very “hands-on” program to enthuse the junior students about scientific investigation. Through the generosity of the Parent and Citizens Association, we were also able to implement a Scientist in Residence Program. Dr Tabitha Yngstrom worked with students from Preprimary to Year 6 on a number of activities. Students investigated the properties of matter, conducted simple chemical experiments and took part in the programming of LEGO robots.

Our Year 6 students took part in the International Competition and School Assessment (ICAS) Science in 2015. The table below indicates that the performance of our Year 6 students was below that of Australian students. It should be noted that ICAS is a competition and those schools that participate, tend to enter only their best students whilst we enter all year 6 students.

<table>
<thead>
<tr>
<th></th>
<th>Average Score 2014</th>
<th>Average Score 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>WDPS</td>
<td>17.7</td>
<td>15.4</td>
</tr>
<tr>
<td>Australia</td>
<td>21.8</td>
<td>20.7</td>
</tr>
</tbody>
</table>
**Humanities and Social Sciences (HASS):** The 2015 school year saw the inclusion of Geography in the HASS program. We were also successful in securing a PALS Reconciliation Grant to help fund an Aboriginal dance incursion as part of our program to explore Aboriginal culture. An incursion by the Royal Agricultural Society gave students “hands on” experience with some farm animals and helped them to understand the difference in lifestyle between country and city Australia.

**Arts:** The Music program provided classroom music for Preprimary to Year 6. In addition, the Scholarship Program provided instrumental tuition on strings, guitar, brass and piano, with students honing their ensemble skills in the choir, string orchestra and a number of smaller ensembles. Students were given performance opportunities throughout the year to play at assemblies and provided entertainment at the Luita Street Fair in October, where both the choir and the string orchestra performed. The annual Starlight Concert was held at the end of Term 3, consisting of all of the SIM students performing, as well as the choir and orchestra.

2015 also saw the students participate in an Artist in Residence Program with students from Preprimary to Year 6 participating in a series of cartooning workshops. During Term 2 our students also took part in the EduDance Program. Students were taught a Jazz Hip Hop routine that they then performed to staff, students and parents.

**Physical Education:** In 2015 WDPS students experienced a wide variety of sports before, during and after school. Many opportunities were presented that catered to varying levels of sporting ability. Basketball, Rugby and Athletics coaches were funded through the Sporting Schools program to provide introductory experiences to a vast majority of students. We performed well in our Interschool Swimming and Athletics carnivals while for the first time we introduced individual awards at our school faction carnivals. Our students also participated in the In-term swimming program in term 4.

**LOTE:** The Japanese program in 2015 involved students in Years 3 to 6. The learning program focused on three main learning outcomes:-
1. Listening, reading and responding
2. Viewing, reading and responding
3. Writing.

Students learnt high frequency, fundamental vocabulary and question and answer patterns and were encouraged to create their own personal vocabulary based on their responses. Reading and writing of hiragana, katakana and kanji is used in all years at varying levels. In the younger years songs with mnemonic devices were used to enhance retention of new and unfamiliar language.

**Library:** The library proved to be a hub of activity throughout the year. Children consistently enjoyed borrowing books from a wide selection, which has been built up and updated regularly. Classes also used the computer bank to research, present stories and use the maths program Mathletics. Middle and upper grades were involved in the Australian History Challenge through which children learnt about the convicts on the First Fleet and how life has changed in Australia over the years. The highlight for most was Book Week, where children enjoyed storytelling, a book quiz and the Dress As Your Favourite Character Day, which was well supported by both students and staff.
**Technology And Enterprise:** The whole-school technology challenges for 2015 combined elements of the Design Process, Visual Arts and Information Communication Technologies. The first focus was on the creation of an Easter hat. Students from Preprimary to Year 6 took part in the event which culminated in an Easter Hat Parade.

During Terms 2 and 3 the students participated in a challenge entitled, “Design an iPad App”. Students worked through a series of structured learning activities culminating in the design of an app. The best designs were showcased in a lunch time presentation, with winners being awarded tickets to Scitech.

**Kindergarten:** WDPS Kindergarten is following the Kindergarten Curriculum Guidelines developed by SCASA. These guidelines build upon the Early Years Learning Framework (EYLF) which is the mandatory framework for Kindergarten in Western Australia. The document provides a guide on the elements to be taught in the following learning and development areas: Identity, Connecting and Contributing, Wellbeing, Communicating, Learning and Thinking. Kindergarten children are active learners, therefore our curriculum is designed to provide the opportunity for each child to explore, investigate and predict through the delivery of an integrated play-based learning environment.

3. **Implement differentiated curriculum.**
   - Implementation of the MultiLit Program, from Years 2 – 6, to support students with reading difficulties.
   - Learning Support Coordinator, 1½ days per week, to support teachers to cater for Students at Educational Risk (SAER).

4. **Provide leadership opportunities**
   - Year 6 Student Councillor program gave all senior students an opportunity to be a Councillor
   - Faction Leader positions allowed students to develop organisational and leadership skills
   - Classroom responsibility programs allow all students to take on role of responsibility within their rooms.
   - Scholarship music students were given an opportunity to be Music Captains.

5. **Cater for children’s physical, social and emotional well-being**
   - Faction athletics carnival for students K – 6.
   - Swimming carnival for students 4 – 6.
   - In-term swimming lessons for students PP – 6.
   - EduDance Program for students PP - 6.
   - Awareness and fundraising opportunities: cancer research, epilepsy, sudden infant death syndrome, etc.
   - GoodGuys and GirlPower Programs to help Year 4 students develop resilience
   - Protective Behaviours seminar to assist parents and teachers to support children to remain safe.
   - Maggie Dent seminar for parents and teachers to assist with the development of children’s self-esteem and resilience.
   - Before school sporting activities: Running Club, tennis coaching.
   - After school sporting activities: Jollette Gymnastics, Grasshopper Soccer, netball, basketball.
Student Engagement

Attendance

<table>
<thead>
<tr>
<th>Year</th>
<th>Non-Aboriginal</th>
<th>Aboriginal</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Like Schools</td>
<td>WA Public Schools</td>
</tr>
<tr>
<td>2013</td>
<td>95.5%</td>
<td>94.9%</td>
<td>93.7%</td>
</tr>
<tr>
<td>2014</td>
<td>94.9%</td>
<td>94.5%</td>
<td>93.2%</td>
</tr>
<tr>
<td>2015</td>
<td>95.2%</td>
<td>94.9%</td>
<td>93.8%</td>
</tr>
</tbody>
</table>

Our attendance rate of 95.2% in 2015 meets our Strategic Plan Target of 95% or greater attendance.

Behaviour

In 2015 WDPS processed 13 suspensions for a total of 17 school days.

Positive Behaviour Supports (PBS)

PBS is a set of behaviour expectations, defined by the community, to guide the behaviour of everyone in our school: staff, students, parents and community members.

A Behaviour Expectation Matrix, formulated by the school community, articulates what these expectations look like in everyday school life and Positive Behaviour Tokens are used to reinforce students who display the desired behaviours. Data collated on the types of behaviour that teachers are acknowledging facilitates the setting of behaviour targets.

PBS places a major focus on prevention and the following key elements help to create a safe, positive and productive learning environment:

- Clearly defined and taught behaviour expectations.
- Consistent and frequent acknowledgment of appropriate behaviour.
- Constructively and specifically addressing problem behaviour.
- Effective use of behaviour data to assess and inform decision-making.
**Student Destinations**

At the conclusion of 2015 our students from Year 6 transitioned to high school. Students from WDPS have begun their high school journeys at more than 10 different schools. Many of our students were recipients of placements in Academic Extension Programs or Music Enrichment Programs.

<table>
<thead>
<tr>
<th>Destination</th>
<th>Churchlands SHS</th>
<th>Other SHS</th>
<th>Government SHS</th>
<th>Private SHS</th>
<th>Interstate SHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students</td>
<td>35</td>
<td>3</td>
<td>16</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

**Effective Teaching**

WDPS teachers will continue to use the Australian Institute for Teaching and Leadership Standards to strive for excellence in their practice.

During 2015 our staff participated in a number of professional learning opportunities to enhance their practice and improve learning opportunities for students.

- **Leading Effective Numeracy Instruction**: Three staff attended this four day learning program. This has led to a new approach to Maths lessons, a whole school planning procedure and an in-class coaching/support program for teachers.

- **Instructional Strategies for Engagement**: A three day program that assisted teachers in strategies to engage more students in meaningful learning experiences. The program included a “coaching” element where staff were observed and given feedback on their classroom practice. This led some staff to explore the impacts of “mind set” on students’ classroom performance.

- **Best Performance NAPLAN Analysis**: Selected staff gained expertise in the analysis of NAPLAN results and the implementation of targeted interventions based upon student performance.

- **Classroom Management Strategies (CMS)**: Two teachers and all education assistants attended sessions to help them develop greater skills in the managing of classroom routines and student behaviour. We plan to have more staff trained in 2016.

- **Teaching Vocabulary**: The Dyslexia SPELD Foundation presented a seminar to all teachers on strategies to enhance the teaching of vocabulary.

- **MultiLit**: This professional learning opportunity, supported through Parents and Citizens Association funding, has allowed us to implement literacy intervention strategies for selected students from Years 2 – 6. This initiative also saw the school employ a fulltime education assistant to facilitate the program.

- **National Quality Standards (NQS) in Early Childhood Education**: Several staff attended sessions on the NQS document and how to address its implications.

- **Preprimary Reporting and the Australian Early Development Census (AEDC)**: 2015 saw the inclusion of Pre-primary in the Department’s reporting template. Teachers attended training on this implication and how information from the AEDC may impact upon their judgements.

- **Peer Coaching**: Selected staff gained expertise in “coaching conversations” and how this assists teachers to reflect upon, and refine, lesson design.

- **Talk to Write**: Selected teachers gained expertise in using oral language and movement to support writing.
Shared Leadership

To foster a culture where staff, students and parents share responsibility and are accountable for problem solving, learning and collaboration.

Our 2015 – 2017 Plan emphasises the need for fostering a culture of shared responsibility for the school’s programs and a collective responsibility for the welfare of all students. We achieved progress towards this goal in 2015 through the following actions.

- **Strategic Plan**: Development of a Strategic Plan through collaboration between staff, parents, School Board and students. The resulting plan sets the direction for our improvement agenda.
- **Building Staff Capacity**: Professional learning opportunities are being made available to staff to increase their skills and knowledge, enable them to take on leadership roles and impart their expertise with peers.
- **Curriculum Leadership**: Teaching staff are encouraged to take responsibility for the planning, implementation and evaluation of curriculum initiatives.
- **Collaborative Planning**: The provision of common non-teaching time has allowed teachers to plan collaboratively and moderate expectations of learning outcome.

Enhanced Communication

We will use open, clear and timely communication to inform and engage members of the community during the students’ learning journey.

The Expert Review Group’s report on our school was critical of the school’s communication processes, both internally and with the wider community. We have been implementing a series of changes to make improvements in this area. The communications initiatives implemented in 2015 were:

- **Website Redesign**
  Our website was overhauled in 2015 and “mobile device” enabled. Updated content reflects our new IPS status and the inclusion of a photo gallery facilitates the publication of images from school events.
- **Tiqbiz**
  The school has subscribed to the Tiqbiz phone app. The app links to our website and reminds parents of upcoming events. It also has a facility through which parents can enter an absence and allows the school to send messages to specific year groups or individual parents.
- **Newsletter Update**
  2015 saw the newsletter redesigned.
- **Merit Awards**
  The implementation of our new Merit Awards has enabled us to articulate the reasons for which students are being awarded. This was not the case under the previous Bronze, Silver, Gold system. Feedback from parents and students indicates the new program is more meaningful and has shortened assembly times allowing for more classroom instruction time.

Community Partnerships “It takes a village to raise a child”

We will engage with members of the community and support all relationships to enhance students’ learning.

WDPS also seeks to add value to the educational outcomes of our students through the implementation of a wide variety of additional programs. Some of these are administered by the school whilst others have been implemented by our supportive community.

- **Uniform Committee**: Through consultation with the community, designed and implemented a new uniform.
- **Scientist in Residence Program**
• Artist in Residence Program
• Rainbows: To support students dealing with grief and hardship.
• Sporting Schools Program: A federally funded physical education program run during 2015 both in, and after, school.
• EduDance: Dance and movement program that culminated in Term 2 performance.
• In-term swimming lessons
• Chess Club: Students meet weekly in the library under the tutelage of Mr Jack South.
• Science Bites: Science Bites is a “hands-on” science investigation program run by Dr Tabitha Yngstrom. Several groups, from Year 1 to Year 6, meet either before school or during lunchtime.
• Netball: A group of very supportive parents manage and coach a number of teams in the Saturday morning competition at the Matthews Centre.
• Sailing: Students from Year 6 participated in a Learn to Sail program at Royal Freshwater Bay Yacht Club.
• Grasshopper Soccer: An introduction to soccer program.
• Jollettes Gymnastics: After school fundamental movement and gymnastics program.

Community Satisfaction
A survey of parents was held during Term 4 of 2014. The rate of return for the survey was disappointing with only 64 responses from 300+ families. With less than a third of families responding, and nearly half of those being from only two year levels, the results cannot be seen as truly representative of our community.

The majority of responses to the survey were positive, but not overwhelmingly so.

The items that saw between 10% and 14% of respondents give a negative response were:
• Teachers at this school provide my child with useful feedback about his or her school work.
• Teachers at this school motivate my child to learn.
• My child’s learning needs are being met at this school.
• I am satisfied with the overall standard of education achieved at this school.
• This school assists with the development of my child’s personal and social skills.
• The rules and consequences relating to discipline are well understood and enforced in a consistent manner.
• This school is well maintained.

20% of respondents gave a negative response to:
• This school assists my child with the development of understandings and skills that he/she will need beyond school.
• At this school, my child’s interests and talents are being developed.

These negative responses indicate that the school is not projecting a unified image that the community judges as a whole. It is hoped that the launching of our new “brand” through our move to IPS and the development of our Business Plan will enable us to align the vision and re-focus staff on the need to promote our efforts and to improve student learning, in a positive light. The survey will be repeated in 2016.
# Wembley Downs Primary School

## Financial Summary as at 31 December 2015

### Revenue - Cash

<table>
<thead>
<tr>
<th></th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$19,488.00</td>
<td>$21,925.00</td>
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<tr>
<td>2</td>
<td>$97,890.00</td>
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<tr>
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<tr>
<td>7</td>
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<tr>
<td>8</td>
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<tr>
<td>9</td>
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<tr>
<td>10</td>
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<tr>
<td>11</td>
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<td>$29,000.00</td>
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<tr>
<td><strong>Total</strong></td>
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### Expenses

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<tr>
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<tr>
<td>6</td>
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<tr>
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<tr>
<td>8</td>
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<tr>
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<tr>
<td><strong>Total</strong></td>
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</table>

### Income and Expenditure

<table>
<thead>
<tr>
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<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>$506,190.00</td>
<td>$512,686.04</td>
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</tbody>
</table>

### Revenue Source

- **Locally Generated**: 38%
- **DoE Grants**: 0%
- **Other Govt Grants**: 2%
- **Other**: 54%
- **Transfers**: 6%

### Expenditure Source

- **Salary Pool Payments to Central Office**: $181,385.10
- **Repairs/Maintenance/Grounds**: $37,310.00
- **Education Services**: $181,385.10
- **Other Specific Programs**: $23,723.00
- **Utilities**: $21,805.00
- **Leases**: $16,580.00
- **Trading Activities**: $23,723.00
- **Other**: $34,449.00
- **Administration**: $34,449.00

### Cash Position

<table>
<thead>
<tr>
<th></th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### Notes

- **Local l y Gen**: $179,401.14
- **DoE Grants**: -
- **Other Govt**: $7,104.96