

WANNEROO PRIMARY SCHOOL

ANNUAL REPORT

2016





Dear Parents, Caregivers and Community Members

Wanneroo Primary School is pleased to present the 2016 Annual Report. The Annual Report provides parents and members of the wider community with information about Wanneroo Primary School, its learning programs and the performance of our students throughout the school year. The report highlights our school's strengths and achievements, and also identifies areas for improvement. It also contains additional information as required to meet Federal Reporting Requirements.

I encourage all parents to make time to read this report to gain an overall perspective of the educational programs and outcomes achieved during 2016.

Kind regards,
Terri Reid Principal

HIGHLIGHTS

There were many highlights for 2016 but significant ones for our school were:

1. The introduction of **INDONESIAN** as a language to be taught across Years 3-6;
2. The introduction of the daily fitness program **JUMP JAM** across all year levels K-6;
3. The introduction of **RISE (Respect, Integrity, Safety, Engagement)** – including related positive behaviour matrixes for students, staff and parents and faction reward tokens that led to faction discos, sausage sizzles, free play and of course..... the introduction of **WANNEROO WATERWORLD!**
4. The adoption of '**SUNNY**' as the school RISE mascot;
5. An invitation to become a 'trial school' for **NAPLAN ONLINE TESTING**;
6. The expansion of before and after school **GROWTH GROUPS** offered to all students – Choir, Skipping, Board Games, Lego, Robotics, Jump Jam, Basketball, Running, Rainbows and Breakfast Club;
7. The introduction of **BEACH SWIMMING** lessons for Years 5-6 students;
8. The second year of **CANBERRA CAMP** for Year 6 students – it looks like a new tradition has begun for our school!
9. The expansion and growth of the school's **STRIVE** reading program;
10. The ongoing installation of **INTERACTIVE WHITEBOARDS** and **LCD SCREENS** into all classrooms;
11. A new school principal; and
12. The school's second **INDEPENDENT PUBLIC SCHOOL REVIEW**.

WANNEROO PRIMARY SCHOOL – OUR VISION

The Wanneroo Primary School community will be highly regarded for its strong partnerships creating an inclusive learning environment where students are supported to achieve and successes are celebrated.

YEAR 6 CANBERRA CAMP



RISE — Respect-Integrity — Safety - Engagement



INDEPENDENT PUBLIC SCHOOL REVIEW

- As an Independent Public School WPS is expected to meet agreed commitments as outlined in its:
 1. Delivery & Performance Agreement (DPA) – a document negotiated between the school and the Director General of Education in Western Australia at the start of each three year cycle as an IPS; and in its
 2. School Business Plan – a document drawn up to provide strategic direction for the school in addressing the DPA over the three years.
- 2016 was the final year of implementation for the Wanneroo Primary 2014 – 2016 School Business Plan and DPA. Consequently the school did a major self-review to see to what extent we had achieved what we set out to achieve 3 years ago. As well, two independent reviewers from the Department of Education Services (DES) visited the school for two days to validate the self-review the school had done. The reviewers' job was to be fully aware of the targets we had set ourselves and to follow lines of inquiry based on the data we had collected. The agenda for both days involved the reviewers talking to staff about the teaching and learning programs at Wanneroo PS, visiting classrooms to see the learning programs in action and then meeting with a range of parents and students to determine the impact of the programs. It was a very busy two days and a great opportunity for all at WPS to showcase what we do, why we do it and what we achieve for our students.
- There are eight responsibilities listed under 'Roles & Responsibilities' in the school's DPA. The table below displays how we have aligned these responsibilities **with the six key areas of the 2014 -16 Wanneroo PS Business Plan:**

<u>Delivery Performance Agreement</u>		<u>2014 – 2016 Business Plan Focus Areas</u>
<u>Roles & Responsibilities</u>		
Responsibility 1:	Teaching & Learning	Excellence in Teaching (Aim: The staff has a shared understanding of the school vision and goals to deliver teaching and learning programs collaboratively and to ensure a consistent approach with a strong focus on sound teaching.)
Responsibility 2:	Student Performance Monitoring	Achieving Academic Excellence (Aim: To prepare students for living and working in the 21 st century incorporating rigorous, relevant and innovative instruction to ensure high levels of student achievement and a fostering of an enthusiasm for learning.)
Responsibility 3:	Resourcing & Support	Resources (Aim: Resources in the one line budget are deployed to optimise school improvement.)
Responsibility 4:	Program Delivery	A Safe and Caring Learning Environment (Aim: A safe and orderly learning environment is provided in which students are welcomed and included, catering for their individual needs with the nurturing and caring support of peers, staff and the local community.)
Responsibility 5:	Compliance	Leadership (Aim: Leadership across the school community is fundamental to sustained school improvement. The school is perceived as a leader of innovative school practice.)
Responsibility 6:	System Requirements	
Responsibility 7:	Business Plan	Engaged Partnerships (Aim: Positive partnerships are created through ongoing communication leading to meaningful engagement with students, staff and parents which extends to the development of partnerships with other schools, universities and local businesses.)
Responsibility 8:	School Board	

SUMMARY OF THE SCHOOL'S IMPLEMENTATION OF THE BUSINESS PLAN 2014 – 2016

Please find following a summary of the school's conclusions on our implementation of the 2014 – 2016 School Business Plan in relation to the first 4 responsibilities.. The summary is presented in tables with a table for each of the focus areas of the Business Plan relevant to the appropriate responsibility of the DPA.

Delivery and Performance Agreement

Business Plan Focus:

Broad Strategies/Milestones From the Business Plan

Responsibility 1: Teaching & Learning

Excellence in Teaching

What We Have Achieved and How We Will Sustain It

Implementation of the Australian Curriculum

- 1.1 Staff have developed the knowledge and expertise to consolidate the implementation of Phase 1 of the Australian Curriculum and commenced implementation of Phase 2.
- 1.2 The WA Schools' Curriculum and Standards Authority and Kindergarten Guidelines are implemented.

Whole School Approach

- 1.3 Whole school operational planning is aligned with the Australian Curriculum and the Early Years Learning Framework.
- 1.4 The WPS Australian Curriculum planning documents are consistently implemented across K – 6.
- 1.5 A cycle of assessment, planning and evaluation at a school, phase, class and individual level using system data and teacher judgement is used to set targets and plan for improvement.

Curriculum Delivery & Assessment

- 1.6 Technology is used effectively to enhance teaching, learning and assessment.

Implementation of the Australian Curriculum (AC)

- The AC is implemented in all mandated areas. The WA School's Curriculum Standards Authority and Kindergarten Guidelines are used in all other learning areas. The National Quality Standard (NQS) has now been adopted as a reflective tool for K-2.
- All staff professional learning has a brief to build capacity of staff to implement the AC.
- Support staff have been appointed with a brief to ensure whole school plans aligned with the AC are implemented consistently across the school.

Whole School Approach

- Whole school planning has been implemented for English, Mathematics, Science, HASS, the National Quality Standard, Aboriginal Education, Gifted and Talented (SPARKLES), ICT, EAL, Music, Indonesian and Physical Education.
- An embedded culture of collaborative planning is now at school, phase and year level. Common DOTT time is provided weekly for year level planning. Staff also meet in phases twice a term – these are called IGNITE Meetings.

Curriculum Delivery and Assessment - ICT

- Interactive whiteboards or LCD Plasmas are in every room, including specialist areas. Laptops (120) Ipads (80) are used extensively as part of the learning program.
- School resources (SFSA) are provided to ensure there is a technician available 1 day a week to provide technical support.
- Robotics classes are offered to all students as a GROWTH group before school throughout the year and as part of the 1-6 SPARKLES extension program.
- Staff members with well-developed skills have been recruited to support their colleagues, resulting in a growth in confidence and staff volunteering for and being accepted into the 2016-17 NAPLAN Online Trial Program. I-clubs are run after school by staff for staff.
- Staff use the DoE Connect site to access approved digital teaching resources & to collaborate & communicate with colleagues at WPS.

- 1.7 Differentiated approaches to curriculum development and delivery are implemented to cater for students with different learning styles, enrichment and those at academic, social, emotional and physical risk.

Since the introduction of STRIVE the school has seen the following increase in books signed out of the library:

2013	6 991 books
2014	19 769 books
2015	24 150 books
2016	25 989 books

- Differentiated approaches to curriculum delivery are implemented in all classrooms to cater for students with different learning needs, for enrichment and for those at academic, social, emotional and physical risk.
- Students at risk (high and low) are targeted in the operational plan. It is expected the learning will be differentiated for the identified students, with an IEP for students who are below the National Standard.
- Teachers implement research based practices such as: Cooperative Learning; Instructional Concepts, Strategies, Tactics & Skills; GRM; Explicit Teaching and Critical & Creative Thinking to assist in differentiation of the curriculum.
- System assessment tools are used effectively by staff to inform planning for differentiation.
- Intensive support is provided for special needs students in a low stimulus area including life skills & relationships.
- Enrichment is provided for identified Yr 1-6 students through the SPARKLES program.

Curriculum Delivery and Assessment - Literacy & Numeracy

- Increased the expectations and outcomes of students in Literacy and Numeracy in the early years – chn moving upwards from the KAT to PAT Testing.
- Implemented Guided Reading and Words Their Way as key whole school strategies.
- Introduced the STRIVE Home Reading Program for all students across the school.
- Introduced the Fitzroy Readers Home Reading Program from P-6 for at risk students.
- Purchased contemporary literacy and numeracy resources to support the teaching of English and Mathematics.
- Purchased cross curricula resources linked to Science and History.
- Released staff to develop year level planning documents for a consistent approach to the implementation of the AC in English and Mathematics across K-6.

Accountability

- 1.8 A culture is established where staff actively share knowledge and expertise within the school and across schools and networks.
- 1.9 Staff are accountable for school performance and actively self reflect to identify areas for personal growth and professional learning.

Accountability

- The performance management process is directly linked to the Business Plan and Operational Plan. All teaching and non-teaching staff are expected to self-reflect against the targets in the Business Plan and the teaching staff self-reflect against the AITSL Professional Standards for Teachers.

Delivery & Performance Agreement: Business Plan Focus:

- When setting up our Business Plan for 2014 – 2016 the school used NAPLAN Literacy and Numeracy data as the basis for setting most of our targets in the area of 'Achieving Academic Excellence'.
- In our self-reflection against the 2014 – 2016 Business Plan we have determined that some of our targets are unsatisfactory in determining Student Performance. To that end the school has been investigating a range of assessment tools outside of NAPLAN and report grades that will give good feedback on school performance against other/like schools. These will be used from 2017 onwards.

Responsibility 2: Student Performance Achieving Academic Excellence

TARGET 1

Academic performance in literacy is equal to or greater than the achievement levels of statistically similar schools nationally in all aspects of NAPLAN testing. (Green below indicates where we have met the target.)

Year 3

READING

- There has been a steady trend upwards in the WPS Yr 3 Reading scores.
- The results indicate that the STRIVE and Fitzroy Reader programs we have initiated across the school are gaining traction and are beginning to have a positive impact on student results. This assumption will be confirmed if these results can be maintained and improved upon in future years.
- It is fair to consider the school as **MET** the goal in this area.

Yr 3	Average Reading Score	
	WPS	Like Schools
2014	384	403
2015	399	406
2016	401	412

WRITING

- Whilst we didn't attain our goal in Yr 3 writing for 2015 it is pleasing to see it was achieved in both 2014 & 2016.
- Overall we feel that achievement against the target for Yr 3 Writing can be considered as being **MET**.

Yr 3	Average Writing Score	
	WPS	Like Schools
2014	397	389
2015	376	401
2016	410	413

SPELLING

- 2014 was a 'stellar' year for WPS.
- We had hoped for similar results in following years given 'Words Their Way' has been operating in the school for several years now.
- However in 2015 WTW was deemed as not meeting the needs of the early years and a synthetic phonics program was introduced. A comprehensive review will be conducted early 2017 to determine the effectiveness of it's implementation right across the early year levels and to determine where we will need to go from there.
- Whilst the target can be considered as being MET in this area, we would have like to have maintained the momentum of 2014.

Yr 3	Average Spelling Score	
	WPS	Like Schools
2014	400	399
2015	370	397
2016	394	408

GRAMMAR & PUNCTUATION

- Results have increased steadily over the past three years and indicate that the whole school program that has been introduced is making a difference for our students.
- Achievement against this target for Yr 3 Punctuation & Grammar can be considered as **MET!**

Yr 3	Average G&P Score	
	WPS	Like Schools
2014	403	407
2015	410	414
2016	402	418

TARGET 1

Academic performance in literacy is equal to or greater than the achievement levels of statistically similar schools nationally in all aspects of NAPLAN testing.

Year 5

READING

- Reading results for the past three years have definitely met this target.
- The results indicate that the STRIVE and Fitzroy Reader programs we have initiated across the school are gaining traction and are beginning to have a positive impact on student results.
- It is fair to consider the school as having **MET** the target in this area.

Yr 5	Average Reading Score	
	WPS	Like Schools
2014	484	467
2015	466	468
2016	511	471

WRITING

- The results have consistently been above those of like schools.
- Overall we feel that achievement against the target for Yr 5 Writing can be considered as definitely being **MET**.

Yr5	Average Writing Score	
	WPS	Like Schools
2014	475	442
2015	462	459
2016	485	454

SPELLING

- As mentioned on the previous page 2014 was a 'stellar' year for WPS, in both Yr 3 and Yr 5 NAPLAN Spelling tests. However, as for Yr 3, we would have liked to maintain this momentum given the investment of time in introducing the whole school program of Words their Way.
- The school needs to determine what has changed - if the WTW program is being implemented as effectively as in the beginning years. If not, it will need to have a major whole school focus to do so. If it is being consistently implemented but still gaining no traction then the school will need to consider other options.
- In this area we believe the target is **NOT YET MET**.

Yr 5	Average Spelling Score	
	WPS	Like Schools
2014	495	470
2015	475	481
2016	471	472

GRAMMAR & PUNCTUATION

- Results have consistently been above those of like schools and indicate that the whole school program that has been introduced is making a real difference for our students.
- Achievement against this target for Yr 5 Punctuation & Grammar can be considered as **DEFINITELY MET!**

Yr 5	Average Punctuation & Grammar Score	
	WPS	Like Schools
2014	484	470
2015	487	476
2016	508	474

TARGET 2

Academic performance in numeracy is equal to or greater than the achievement levels of statistically similar schools nationally in all aspects of NAPLAN testing.

Year 3 & 5

NUMERACY – Year 3

- Aside from 2014 the school remains below like schools.
- The spike in results for 2014 could be attributed to the fact that Maths was a focus in that year for K-4 with the introduction of the new Stepping Stones resource.
- The program needs a major review to determine if it is being implemented consistently right across all year levels. If not, it will need to have a major whole school focus to do so.

Yr 3	Average Numeracy Score	
	WPS	Like Schools
2014	383	389
2015	374	381
2016	364	390

NUMERACY – Year 5

- It is fair to consider the school as having **MET** the target in this area. (2 points difference in 2015 is considered being equal to like schools.)
- It will be interesting to note if these results can be pushed out further in the future as we further embed the Stepping Stones resource now being used in Years 1-4.

Yr 5	Average Numeracy Score	
	WPS	Like Schools
2014	467	473
2015	469	477
2016	497	478

TARGET 2 YEAR 3 NUMERACY OVERALL RATING: NOT MET.
YEAR 5 NUMERACY OVERALL RATING: MET.

TARGET 3

The percentage of students achieving a C grade or greater in **SCIENCE** inquiry skills is equal to or greater than the achievement of statistically similar schools.

TARGET 4

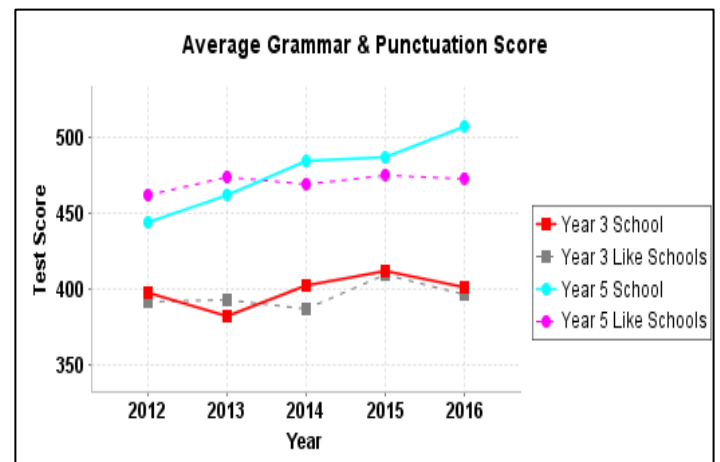
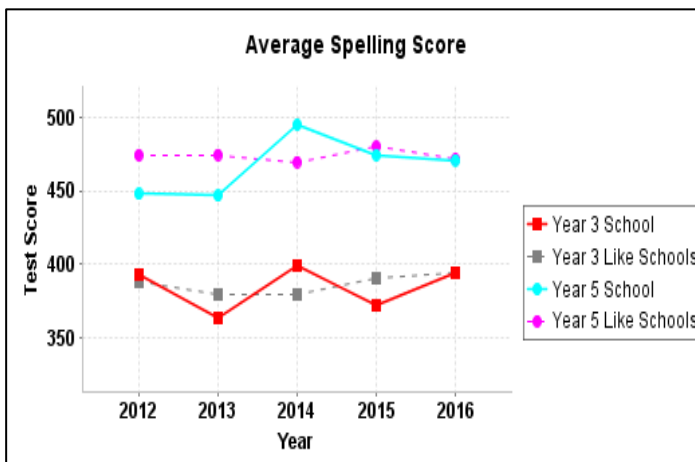
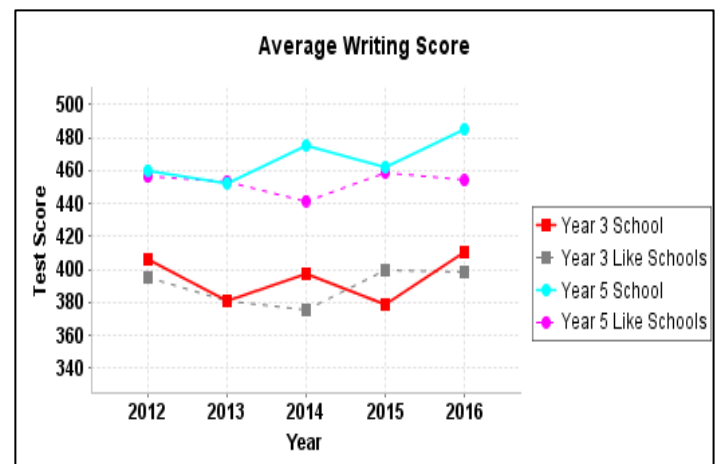
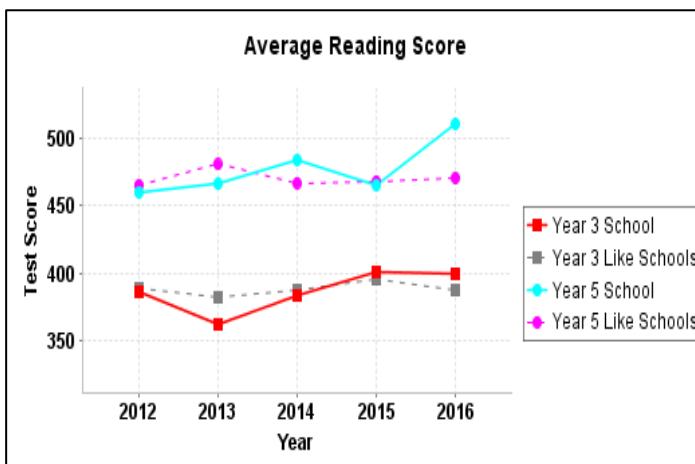
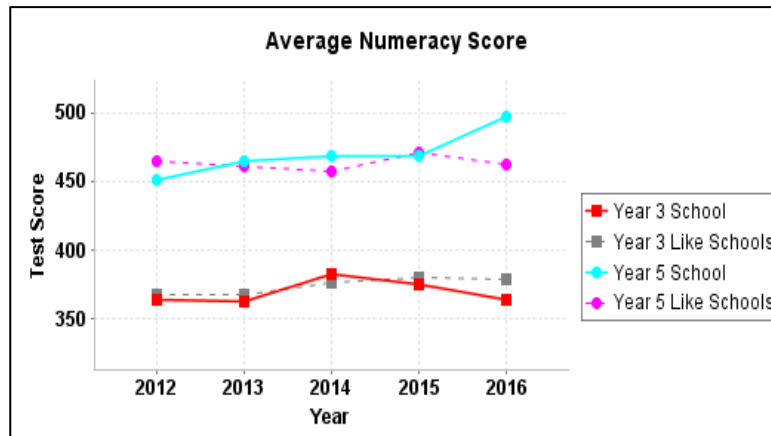
The percentage of students achieving a C grade or greater in **HISTORY** is equal to or greater than the achievement levels of statistically similar schools.

Please Note:

- It *is* possible to use the DoE Student Achievement Information System (SAIS) tool to build graphs to demonstrate the distribution of grades across each year level in **Science Inquiry Skills**, and compare them to the distribution of grades in like schools across WA. It is not possible to do so for **History**.
- Examination of these targets though leaves us to believe that they are not appropriate targets to use to measure student performance in these areas, as the grade allocation is dependent on teacher judgment against school based criteria.
- Consequently Wanneroo PS has investigated other tools to measure student performance in both Science and History and from 2016 students will sit the ACER PAT tests in these areas, allowing us to use a standardized tool to measure performance against like schools.

TARGET 5

The longitudinal achievement in all five elements of Years 3 and 5 NAPLAN is improved and sustained.



Green indicates where the 3 year target has been met.

	<u>Numeracy</u>	<u>Reading</u>	<u>Writing</u>	<u>Spelling</u>	<u>G & P</u>
YEAR 3		✓	✓	✓	✓
YEAR 5	✓	✓	✓		✓

TARGET 5

OVERALL RATING:

MET TARGETS IN MAJORITY OF AREAS

**Delivery & Performance Agreement:
Business Plan Focus:
Broad Strategies/Milestones From the Business
Plan**

**Responsibility 3 – Resourcing & Support
Resources
What We Have Achieved and How We Will Sustain It**

Resourcing Schedule - One Line Budget

- 3.1 Resources are deployed in the One Line Budget to maximise student performance.
- 3.2 Screen based technology is provided to enhance the learning program. (See Responsibility 1 – Milestone 1.8)
- 3.3 Staff access relevant and contemporary web based resources. (See Responsibility 1 – Milestone 1.8)
- 3.4 Staff facilitators are trained to provide ongoing professional learning to enable sustained curriculum improvement. (See Responsibility 1 – 1.1 – PL Learning Plans)
- 3.5 The sustainability of physical, human and financial resources is understood and actioned.

Workforce Management

- 3.6 Workforce planning meets future staffing levels including staff leave, retirement or loss of professional expertise.
- 3.7 School branding enhances the image of the school.

Resourcing Schedule – One Line Budget

- The school has over the past three years managed the OLB resource to ensure a carryover of funding to build up school reserve accounts. Reserve accounts are now in a very healthy position, and will enable the school to do some major works to address identified needs.
- The OLB has enabled the school to employ additional EAs to support students at risk with their learning programs.
- The OLB has enabled the school to maintain a Literacy Support Teacher to support teachers with their implementation of the AC for the past three years.
- Flexibility through the OLB has also enabled the school to employ an IT technician one day a week to support staff in their integration of IT into teaching and learning programs.

Finance Committee

A Finance Committee oversees all decision-making relating to expenditure of the schools funding and allocation of the school's resources to ensure student performance is maximized.

Workforce Management

- Staff capacity is continuously focused towards excellence in teaching through provision of, and engagement in, quality and relevant professional learning opportunities.
- All teaching staff work within the new 'Professional Standards for Teachers in Western Australia', which are based on the National Professional Standards for Teachers, approved by the MCEECDYA in February 2011, to inform the development of professional learning goals from self reflection and self assessment.
- Recruited and appointed two graduate teachers to reduce the average age of staff. Both are permanently attached to the school.
- Five teachers have been identified as Level 3 aspirants and will be supported over the next 2 years to submit applications.
- When the DoE Italian immersion program was withdrawn the school re-profiled the language taught to Indonesian to utilize expertise from within existing staffing.

Workforce Management – Where to Next?

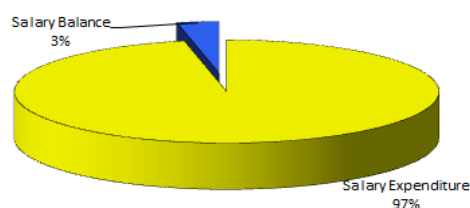
- Increase the number of male staff through recruitment.
- Develop the capacity of identified staff to successfully gain Level 3 teacher status.
- Plan for leadership succession by continuing to expand distrusted leadership.

SCHOOL FINANCES

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 15,035.00	\$ 14,781.65
2	Charges and Fees	\$ 73,730.00	\$ 68,637.80
3	Fees from Facilities Hire	\$ 32,364.00	\$ 32,363.64
4	Fundraising/Donations/Sponsorships	\$ 31,822.00	\$ 32,062.51
5	Commonwealth Govt Revenues	\$ 7,200.00	\$ 7,200.00
6	Other State Govt/Local Govt Revenues	\$ 13,550.00	\$ 13,550.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 13,391.00	\$ 13,588.20
9	Transfer from Reserve or DGR	\$ 210,014.00	\$ 210,014.11
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 397,106.00	\$ 392,197.91
	Opening Balance	\$ 32,571.00	\$ 32,570.72
	Student Centred Funding	\$ 321,151.00	\$ 321,151.22
	Total Cash Funds Available	\$ 750,828.00	\$ 745,919.85
	Total Salary Allocation	\$ 4,220,213.00	\$ 4,220,213.00
	Total Funds Available	\$ 4,971,041.00	\$ 4,966,132.85

	Expenditure	Budget	Actual
1	Administration	\$ 30,797.00	\$ 26,483.82
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 158,547.00	\$ 144,467.37
4	Buildings, Property and Equipment	\$ 218,707.00	\$ 215,719.47
5	Curriculum and Student Services	\$ 166,350.00	\$ 159,129.22
6	Professional Development	\$ 16,083.00	\$ 16,082.26
7	Transfer to Reserve	\$ 124,427.00	\$ 124,427.00
8	Other Expenditure	\$ 16,102.00	\$ 14,833.36
9	Payment to CO, Regional Office and Other Schools	\$ 5,344.00	\$ 995.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 736,357.00	\$ 702,137.50
	Total Forecast Salary Expenditure	\$ 4,085,740.00	\$ 4,085,740.00
	Total Expenditure	\$ 4,822,097.00	\$ 4,787,877.50
	Cash Budget Variance	\$ 14,471.00	

2016 Expenditure



The Western Australian Department of Education requires schools to expend 97% of the budget allocated for the year in the year that the students attracted the funding. For 2016 Wanneroo PS achieved that target.

**Delivery & Performance Agreement:
Business Plan Focus:
Broad Strategies/Milestones From the Business
Plan**

- 4.1 Positive Behaviour initiative is embedded across the school community.
- 4.2 Bullying policy is embedded and consistently applied.
- 4.3 Virtues are embedded with a clear expectation they will be consistently applied across the school community including students, staff and parents.
- 4.4 Safe, effective and responsible use of social media is promoted in the school community and action taken when necessary.
- 4.5 Wellbeing of students, staff and the school community is monitored and supported.
- 4.6 Mental health of school community members is monitored in conjunction with the school psychologist.
- 4.7 Increased community awareness to make healthy lifestyle choices.

**Responsibility 4 – Program Delivery
A Safe & Caring Learning Environment
What We Have Achieved and How We Will Sustain It**

Behaviour Management

- All staff engaged in the Positive Behaviours training.
- Positive Behaviour Matrixes (to RISE) for students, staff and parents were developed.
- RISE for Excellence (**R**espect, **I**ntegrity, **S**afety, **E**ngagement) embedded in the school.
- Short videos developed by staff for students to demonstrate RISE attributes – a little bit of fun for the students whilst also developing IT skills in staff.
- Comprehensive and regular analysis of playground behaviour is provided to staff and Well Being Committee for targeted improvement of behaviour in the playground.
- Frequent access to external agencies including to better support students.
- Consistent approach with high expectations of classroom and playground behaviour, including strong consequences for misbehaviour for relief and specialist teachers, which has been an identified area of concern in the past.
- IBP's implemented for students at risk in consultation with the At Risk coordinators, Admin and when required external agencies.
- Allocation of EAs to students with extreme behaviour issues and in at risk areas.
- Implementation of Growth Groups for students before, during and after school, creating a positive approach to schooling.

Pastoral Care

- A chaplain is appointed by the school and is accessed by students, staff and parents.
- The Rainbows program has been implemented over a number of years.
- A Breakfast Club operates twice a week for students at risk. (Foodbank)
- The AIEO has built excellent relationships with Indigenous Students and their families.

Well Being

- A Well Being Committee meets twice a term with representatives from both teaching and non-teaching staff.
- The school is an official Crunch and Sip school.
- GROWTH Groups operate before and after school to develop the wellbeing of students. Staff are to be commended for volunteering their own time to run these groups.

Positive, Caring and Respectful Relationships

- Positive, Caring and Respectful Relationships is an identified strength of Wanneroo PS which is recognised in surveys and commented on by visitors to the school. There is a well embedded ethos of care.

An [IPS REVIEW FINDINGS REPORT](#) was compiled by the reviewers after their visit and released to the school at the end of the 2016 school year. The full report is compiled of 19 pages and can be found on the school website. We include below key statements made in the conclusion of the report. The school was commended in nine areas and received comment on two areas to focus for improvement. These are included below as well.

CONCLUSION

Wanneroo Primary school is achieving its vision of being highly regarded for its strong partnerships in creating an inclusive environment where each student is supported to develop fully as an individual and where achievement and successes are celebrated. The strategic intent of the Business Plan is being implemented by committed staff, an informed and supportive School Board and involved parents. The pursuit of academic excellence is being addressed through rigorous, relevant and innovative instruction by highly professional and caring staff. The staff has demonstrated strong links between the Business Plan, school operational planning and self-review processes in meeting the responsibilities and accountabilities of the DPA.

COMMENDATIONS

The following areas are commended:

- The successful implementation of the innovative evidenced-based program which is motivating and encouraging students' sustained independent reading and providing on-line assessment data on students' reading and comprehension;
- Embedding the rise for excellence initiative across the school community;
- The before- and after-school growth group initiative;
- The lunch scheduling initiative;
- The cohesive, collaborative and positive culture of staff;
- Open, two-way communication between parents and staff to engage parents in their children's education and the life of the school;
- Processes that encourage continuous improvement are embedded in the school culture;
- The leadership team for the distinctive distributed leadership structure of the school; and
- The Wanneroo curriculum documents contributing to whole-school, phase-of-schooling, team- and class-teacher planning reflective of the Western Australian Curriculum.

AREAS FOR IMPROVEMENT

The following areas for improvement are identified:

- In the next Annual Report, the results of assessments and progress against milestones are listed in relation to the relevant targets of the Business Plan; and
- The Terms of Reference of the Board are revisited and changes considered to avoid potential instability caused by the expiry of all members at the same time every three years.

It is important to note that the areas for improvement listed above were also identified by school staff and the School Board as the areas to move forwards on in our next Business Plan cycle.

SCHOOL PROFILE

STUDENT NUMBERS	Kin	PPR	Pri	Total
Male	27	30	188	245
Female	21	33	174	228
Total	48	63	362	473

YEAR 6 Destination Schools	Male	Female	Total
Wanneroo Secondary College	22	20	42
Christ Church Grammar School	1		1
Joseph Banks Secondary College	4	1	5
Greenwood College		2	2
Mater Dei College	2		2
Tranby College		2	2
Woodvale Secondary College	1	1	2
Ashdale Secondary College	1		1
Duncraig Senior High School	1		1
Prendiville Catholic College		1	1
	TOTAL		59

STAFFING	No	FTE	ATSI No
Administration Staff			
Principals	1	1.0	0
Deputy Principals	2	2.0	0
Total Administration Staff	3	3.0	0

Teaching Staff			
Level 3 Teachers	1	1.0	0
Other Teaching Staff	29	22.8	0
Total Teaching Staff	30	23.8	0

School Support Staff			
Clerical / Administrative	5	2.5	0
Gardening	1	0.7	0
Instructional	1	0.4	1
Other Non-Teaching Staff	16	10.6	1
Total School Support Staff	23	14.3	2
Total	56	41	2

Student numbers have remained stable since the loss of Year 7 students to secondary schools. We anticipate numbers to be similar for 2017.

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the Public Register of Teachers of the Teacher Registration Board of Western Australia.

ATTENDANCE	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2014	92.6%	92.0%	93.2%	84.9%	86.2%	80.4%	92.2%	91.7%	92.1%
2015	93.6%	93.5%	93.8%	87.5%	87.1%	81.2%	93.3%	93.1%	92.7%
2016	93.9%	93.3%	93.7%	80.2%	87.0%	80.7%	93.1%	92.9%	92.6%

School attendance rates continue to remain level with, if not better, than the state average attendance rates, and are similar to "Like Schools" and District. Aboriginal attendance rates were down to like schools this year due to two families taking extended leave to travel north for funerals.

A LETTER FROM THE BOARD CHAIR

What a productive year 2016 has been for Wanneroo Primary School! It is my privilege to outline for you some of the key responsibilities attended to by your School Board throughout the year.

The Wanneroo Primary School Board continually reviews academic and administrative performance data to ensure the School meets its *Business Plan* targets and that it sustains compliance with the *Delivery and Performance Agreement*.

The Board also monitors and provides support for the continuing governance, improvement, and community engagement of the school. To best enable this, the Board consists of 3 x administration staff, 3 x teaching staff, 4 x parent representatives, and 1 x community member on 3-year tenures, as well as an annually elected P&C parent representative.

In 2016 your School Board convened on eight occasions, including an annual Open Meeting which welcomes all parents to attend and be heard.

The Board was also actively involved in the school's Independent Primary School (IPS) review, the results of which were highly commendable.

Some other duties fulfilled by the Board during 2016 include:

- Recruited and welcomed a new school Principal.
- Recruited and welcomed a community member to the Board.
- Reviewed and endorsed the *2015 Annual School Report* for parents and the community.
- Reviewed and endorsed the *2016 Delivery and Performance Agreement*.
- Assessed *My School* data against the targets in the *2014-2016 Business Plan* and explored necessary adjustments in terms of strategic and operational planning.
- Reviewed National Assessment Program for Literacy and Numeracy (NAPLAN) results and compared with previous years to analyse ongoing school performance.
- Prepared, attended, and provided all required information for the 2016 IPS Review, including detailed meetings with the reviewers.
- Reviewed and amended new terms of reference for the Board.
- Undertook school budget training to enable further understanding and analysis of Student Centred Funding and One Line Budget data.
- Acknowledged the *Funding Agreement for Schools 2016*.
- Reviewed and endorsed the 2016 Cash and Salaries budgets.
- Monitored the use of school finances in terms of operation and planning.
- Reviewed the School's 2016 Audit and commended the Manager Corporate Services and the Administration team on achieving the outcome status of "Good".
- Reviewed and endorsed the *Workforce Management Plan*.
- Endorsed the Kindergarten structure and teaching days for 2017.
- Reviewed and accepted the *Principal's Report* at each Board meeting.
- Reviewed and accepted the *Manager Corporate Services' Report* at each Board meeting.
- Commenced updating school uniform design and policy.

- Assessed candidates and endorsed a new supplier for the school uniform, examining price, quality, supply conditions, and parent-friendly purchasing options.
- Assessed candidates and endorsed a provider of Outside School Hours Care services on school grounds.
- Endorsed the supplier of Personal Items List.
- Endorsed School Development Days with consideration to community needs.
- Endorsed the Voluntary Contribution Charges.
- Endorsed holding an Anzac Dawn Service with amended school hours.
- Reviewed and endorsed the distribution of the Positive Behaviour Matrices for Parents, Staff, and Students.
- Analysed the results of the *2015 School Satisfaction Surveys* completed by Parents, Staff, and Students.

The most significant outcomes of 2016 for WPS, which I would expressly like to draw your attention to, are our NAPLAN results and our IPS Review findings.

Our NAPLAN Student Gain compares the results of the 2016 Year 5 cohort with their results from Year 3 in 2014 - and it is outstanding! I strongly urge you to examine this Student Gain data on the *My School* website to see how dramatically the school has improved its performance in the last 2 years.

Our IPS Review presented an opportunity for WPS to be assessed against all other independent schools and the findings were again outstanding with the school receiving a total 9 points of commendation!

As you can see, through continual analysis of performance and revision of operational strategies, the WPS Board strongly supports the School as it strives to achieve its School Vision of *“creating an inclusive learning environment where students are supported to achieve and successes are celebrated”*.


Sincerely,

Melissa Warden
WPS Board Chair
3 April 2017

Principal and Chair of the School Board



Amanda Kelley, Principal



Melissa Warden, School Board Chairperson