COOINDA PRIMARY SCHOOL

Excellence through

Courtesy…..Pride…..Sincerity

ANNUAL REPORT 2019/2020

*C*ourteous   *P*roud   *S*incere

Our school provides a rich program of outcomes based learning, strongly supported by additional opportunities that add value to our students and contribute to their social and emotional learning and wellbeing.

All teaching, learning and social aspects of our program are underpinned by our school code of conduct.

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PRINCIPAL'S OVERVIEW

The 2019 / 2020 school years demonstrated the remarkable tenacity and flexibility of our community to manage through a world pandemic. In 2020 we worked through many challenges, much uncertainty and a raft of new guidelines. Foremost in our thinking as a school was the welfare of our students and the need to ensure learning was supported, albeit in a range of different ways. Our community supported the school and took on the many changes needed. The "can do" spirit consistently flourished. At the conclusion of 2020 we remain at prepared for a "new normal".

Many activities and events were missing from the 2020 calendar but with the ingenuity of staff we saw the emergence of a variety of new opportunities. We hope to see the return of many things but also the continuation of some of these new opportunities.

As part of our three-year strategic planning phase and using a blend of 2019 and 2020 data, we have continued to focus on increasing the number of students performing at the higher levels of achievement and building the amount of *progress* students make during the course of a school year. We have demonstrated a range in the degree of success, resulting in some significant re-evaluation of the Operational directions of the school.

Performance results

In 2019 results we saw the Year 3 cohort continue to make improvement in attaining stronger performances in the higher bands of Literacy and Numeracy and indeed exceed the target set in Literacy. Our Year 5 cohort although not quite achieving the target, demonstrated progress towards achieving it. The Writing achievement level was hampered by the technical challenges associated with Naplan Online and if these results are excluded, the Literacy result shows almost a doubling in performance from 2018. The trend for Numeracy however, remained static.

An ongoing focus is the importance of a strong start to learning in the first years of formal schooling. Due to changes in our assessment process, we are now capturing more information that monitors ongoing student progression into their primary years. These new measures will improve our planning and provide increased levels of support to students starting schooling underneath optimal levels. Our capacity to case manage students from Early Childhood into Primary will be strengthened by these changes.

Progress results

The progress made in increasing the number of Year 3 students making satisfactory or good progress from Pre Primary Literacy to Year 3 levels in 2019 has seen a marginal improvement in the trend line in both Literacy and Numeracy. However, the change in trend is not significant nor acceptable. Our Year 5 cohort was again unable to demonstrate a reduction in the number of students making low progress in either Literacy or Numeracy and in fact demonstrates a significant rise in the number of students making low or very low progress.

Due to changes in the representation of the On-entry Scale Score Range it is not possible to compare results from previous years. However, there are reduced numbers of students at educational risk.

Overall our students showed a decline in the level of improved performance and progress. Additionally, there continues to be a declining trend in the improvement in student's work ethic as reported through Summative Student Report data.

We continue to place value and importance on ensuring teacher judgements about student achievement are consistent across our school. The achievement of a strong alignment between teacher allocated grades and NAPLAN predicted grades has not been evidenced. Neither has the spread of grades across year levels demonstrated a reflection from like schools. This will be a major focus moving forward.

Attendance data

During 2019 our whole school data included two young students at significant risk due to ongoing non-attendance. A intensive tracking system operated as they moved into 2020, with a positive improvement demonstrated. In 2019 we ran our first Attendance Panel in an effort to re-engage another student at severe risk , with limited success. In 2020 we saw three students already at risk due to poor attendance join our school. The impact of COVID 19 was significant on these already vulnerable students and the school worked across agencies to re-establish engagement with the families.

Specialist learning Program for Students with Autism Spectrum Disorder (ASD)

The Specialist Learning Program for Autism trialled a new ecology with a blended SLP and mainstream classroom working together. This approach was highly successful with student modelling and social reinforcement being natural components that supported greatly increased engagement, participation and academic growth for these students. Personalised Learning Plans have also been successfully implemented with some aspects being on hold due to COVID-19, for example, parent meetings. The database being used to track student progress was very well received by staff and consequently there has been greater use of Evidence Based Programs in an attempt to further accelerate the students learning. Direct Instruction programs have been purchased in response to the increased staff knowledge of the Response to Intervention/Multi-tiered System of Support philosophy which should contribute to better acceleration of student academic progress as we move into 2021. These programs also provide on-going data collection and analysis as fundamental components of delivering the programs with fidelity, areas requiring focus in 2021. Across the school community there is a greater understanding of the challenges associated with Autism and evidence-based practises to support students.

How this Annual Report has been set out

- *We have reflected on both 2019 and 2020.*

- *The Business Plan targets are the key focus of this report, and reflect 2019 and 2020.*

- *The index provides a guide through the various sections of the report.*

- *The glossary at the end of the Report is designed to assist parents and community in understanding some of the educational jargon within the Report..*

Anne Fletcher

School Board Report 2019/2020

The Cooinda IPS Board is a forum to make decisions and contribute to the improvement of the school and its community. Decisions are focused on improving whole school strategies to enable all students to reach their potential.

The Board is guided by Cooinda's mission statements of:
· Successful students are global citizens who are literate, numerate and creative, with the social capacity to plan for their future.
· Effective teachers are reflective, organised, collaborative and inspirational, knowledgeable about current educational trends and supportive of their colleagues and students.
· Good schools are safe and welcoming, having clear and consistent expectations of all stakeholders and strong relationships with the wider community through regular and meaningful communication and sound partnership.

Cooinda IPS School Board is required to be made up of Parents, Teachers and Community members on a voluntary basis. The Board's role is to ensure that all targets are met for educational standards, business and strategic planning is in line with daily practice, budgets are met, behaviour and dress standard policies are current and the future direction of the School is set. We are grateful to all the members that make up the Board for their commitment to the strategic vision we all have for our children's education.

The Board's focus over the last two years has included:
· Revision and endorsement of the school budget.
· Revision and endorsement of key school policies, including Behaviour Management and the school Dress Code.
· A review of board membership and appointment of two new parent members.
· Presentation of the school board training modules by individual board members.
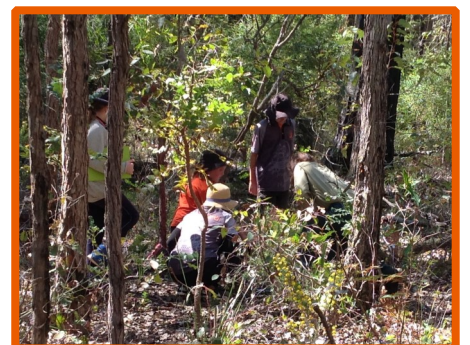· Support for the school during the COVID-19 restrictions.

Whilst we are certainly fortunate to be in Western Australia, 2020 was a challenging year for everyone. I would like to acknowledge the amazing efforts of the Cooinda staff and the leadership team for navigating the school and its students through an unprecedented amount of change. Despite all the concern and uncertainty that this year has brought, the dedicated teaching staff, auxiliary staff and office staff have continued to show up and work hard to ensure Cooinda students get the best possible education.

I would like to acknowledge the contribution of the school community – parents, carers and relatives have had to deal with isolation, home schooling, constantly changing rules and requirements and of course guiding our children through what was an extraordinary and often difficult year.

The Cooinda P & C deserve special recognition for their ongoing commitment. These hard-working parents and community members have put in a huge amount of work to improve our school and have adapted fundraisers and other activities to meet the changing guidelines in 2020.

Lastly, I would like to acknowledge all the Cooinda students and the remarkable adaptability and resilience that they demonstrated in 2020.
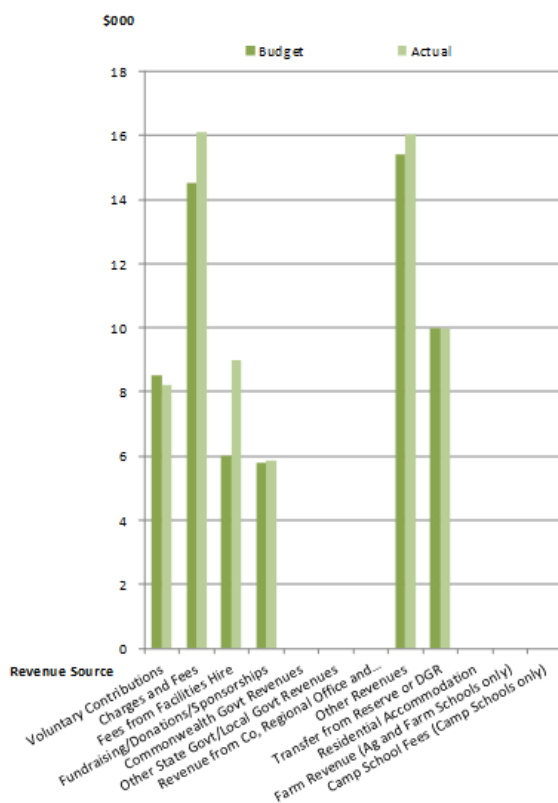
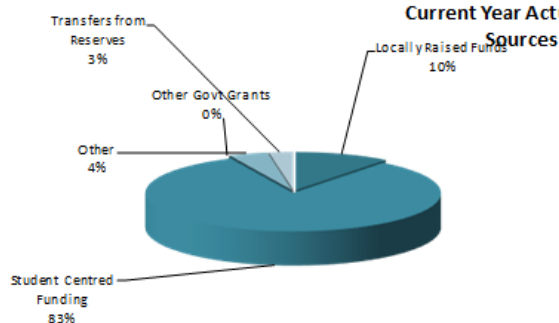Maya Hogarth
School Board Chair

Cooinda Primary School

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	$ 8,500.00	$ 8,238.00
2	Charges and Fees	$ 14,523.00	$ 16,115.00
3	Fees from Facilities Hire	$ 6,000.00	$ 9,000.00
4	Fundraising/Donations/Sponsorships	$ 5,795.00	$ 5,848.75
5	Commonwealth Govt Revenues	$ -	$ -
6	Other State Govt/Local Govt Revenues	$ -	$ -
7	Revenue from Co, Regional Office and Other Schools	$ -	$ -
8	Other Revenues	$ 15,409.00	$ 16,046.82
9	Transfer from Reserve or DGR	$ 10,000.00	$ 10,000.00
10	Residential Accommodation	$ -	$ -
11	Farm Revenue (Ag and Farm Schools only)	$ -	$ -
12	Camp School Fees (Camp Schools only)	$ -	$ -
	Total Locally Raised Funds	$ 60,227.00	$ 65,248.57
	Opening Balance	$ 116,616.00	$ 116,615.62
	Student Centred Funding	$ 304,065.00	$ 310,343.56
	Total Cash Funds Available	$ 480,908.00	$ 492,207.75
	Total Salary Allocation	$ -	$ -
	Total Funds Available	$ 480,908.00	$ 492,207.75

Current Year Actual Cash Sources

Contingencies Revenue - Budget vs Actual

	Expenditure	Budget	Actual
1	Administration	$ 25,725.00	$ 26,583.80
2	Lease Payments	$ 7,000.00	$ 5,685.04
3	Utilities, Facilities and Maintenance	$ 226,558.00	$ 220,069.05
4	Buildings, Property and Equipment	$ 32,103.00	$ 31,826.07
5	Curriculum and Student Services	$ 167,517.00	$ 163,478.06
6	Professional Development	$ 14,408.00	$ 14,028.26
7	Transfer to Reserve	$ -	$ -
8	Other Expenditure	$ 1,210.00	$ 1,600.56
9	Payment to CO, Regional Office and Other Schools	$ -	$ -
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	$ 474,521.00	$ 463,270.84
	Total Forecast Salary Expenditure	$ -	$ -
	Total Expenditure	$ 474,521.00	$ 463,270.84
	Cash Budget Variance	$ 6,387.00	

Contingencies Expenditure - Budget vs Actual

Cash Position

Cash Position as at:		
Bank Balance	$	45,528.84
Made up of:	$	-
1 General Fund Balance	$	28,936.91
2 Deductible Gift Funds	$	-
3 Trust Funds	$	-
4 Asset Replacement Reserves	$	20,441.65
5 Suspense Accounts	$	4,687.82
6 Cash Advances	$	-
7 Tax Position	-$	8,537.54
Total Bank Balance	$	45,528.84

Targets

set in

Business Plan

2018—2020

1. Attendance	1.1 1.2	**By the end of 2020 students demonstrate regular attendance in K-1 as compared to like schools.** **In 2019/2020 maintain the trajectory in which all year levels have regular attendance levels higher than like schools.**

Target	2020 Overall Attendance Data	Progress towards achieving target.
1.1 By the end of 2020 students demonstrate **regular** attendance in K-1 as compared to like schools.	**Semester 1, 2020** K—Attendance Rate 90.3% —K-22 Students at Regular Attendance 67% PP- Attendance Rate 90.9% —PP-35 Students at Regular Attendance 63% Y1 Attendance Rate 89.4% —Y1-28 Students at Regular Attendance 71% **Proportion of K-1 students with Regular Attendance in Semester 1, 2020 (estimate excluding 2020, Term 1 Weeks 7 to 10):** 67% (COVID-19)	In 2019 our Overall Attendance declined in Pre Primary, due to a couple of students that were flagging as severe non-attenders. We worked closely with the families when they reached Yr 1 in 2020 in the early stages of the year and saw the attendance of these students significantly decline (as reflected in Yr 1 2020 results). Both students identify as aboriginal and have been flagged as students at academic risk with Individual Education and Attendance Plans.
1.2 By 2019/2020 maintain the trajectory in which all year levels have regular attendance levels higher than like schools	**Overall proportion of compulsory year level students with Regular Attendance in Semester 1, 2020 (estimate excluding 2020, Term 1 Weeks 7-10):** 67.2% (WAPS Not Loaded) ATTENDANCE matters	At the beginning of 2020 we had 9 students flagging on the SARS as Severe Non-attendance—2 in the SLP program and 7 in mainstream. All of these students were closely monitored on the CPS attendance Plan. Three students who were new to the school, entered with severe attendance concerns. In 2019 and 2020 we were compelled to take significant action with 3 of our students flagging as Severe Non—Attendance. One of which resulted in our first AAP (Term 4,2019). Significant attendance concerns became more evident following the COVID-19 period in Term 1, in which we worked closely with the Engagement & Participation officers at Regional Office and CPFS.

Focus for 2021

- Initiate early intervention for attendance, with a particular focus on students with moderate attendance and students entering Year 1.
- Improve the percentage of students with regular attendance to 80%.
- Communication with parents in the first few weeks of school who have children with Severe Non-Attendance
- Linking in outside agencies and our student services team to support families having difficulty with getting children to school.

2. Student Achievement	2.1 2.2 2.3 2.4	Annually maintain the percentage of Year 3 students achieving in Bands 5 and 6 in Literacy NAPLAN testing at 30% each year. By 2020 increase the percentage of Year 3 students achieving in Bands 5 and 6 in Numeracy NAPLAN testing by 5% to 30%. By 2020 increase the percentage of Year 5 students achieving in Bands 7 and 8 in Literacy, writing on NAPLAN testing and Numeracy NAPLAN testing by 5% to 30%. By 2020 any child starting year 1 below the On Entry point of 1.0 in the specified assessment areas will have an Engagement and Support Plan.

Target	2019 result	Progress towards achieving target 2019	2020 Result	Progress towards achieving target 2020
2.1 Annually maintain the percentage of Year 3 students achieving in Bands 5 and 6 in Literacy NAPLAN testing at 30% each year.	S – 28%, G 40%, W 34%, R 36% 34% in Bands 5 and 5 overall literacy	Exceeded target by 4%.	NA *NAPLAN not available due to COVID 19*	NA
2.2 By 2020 increase the percentage of Year 3 students achieving in Bands 5 and 6 in Numeracy NAPLAN testing by 5% to 30%.	30% in Bands 5 and 6	Achieved target and maintained from 2018.	NA	NA
2.3 By 2020 increase the percentage of Year 5 students achieving in Bands 7 and 8 in Literacy, writing on NAPLAN testing and Numeracy NAPLAN testing by 5% to 30%.	Writing 12% at Bands 7 and 8. 23% at Bands 7 and 8 overall literacies, including Writing (S 23%, G 25%, R 34%) 27%, excluding Writing. Numeracy 10% in Bands 7 and 8	When considering the Writing data need to take account of the break down in the online process experienced across the State. Significant growth towards target in Literacy. No significant change in Numeracy result.	NA	NA
2.4 By 2020 any child starting Year 1 below a Reading performance level of 380 and Numeracy performance level of 350 will have an Engagement and Support Plan.	In 2019 17% started below on areas tested.	Not all teachers ticked "completed" so some data was not available. Only some aspects of On Entry were completed in Year 1. However, there is a significant decrease between 2018 and 2019 below the entry level. All students below the expected entry level for our school were case managed through performance management and the feedback at the end of 2019 was that they had all made significant progress and achieved 90% of their critical skills.	In 2020, 51% of students were below the ICSEA Decile level for Reading, 29% for Writing and 51% for Numeracy.	Due to changes in the representation of the On-entry Scale Score Range it is not possible to compare results from previous years. However, there are reduced numbers of students at educational risk.

2. Student Achievement (Continued)	2.1 2.2 2.3 2.4	Annually maintain the percentage of Year 3 students achieving in Bands 5 and 6 in Literacy NAPLAN testing at 30% each year. By 2020 increase the percentage of Year 3 students achieving in Bands 5 and 6 in Numeracy NAPLAN testing by 5% to 30%. By 2020 increase the percentage of Year 5 students achieving in Bands 7 and 8 in Literacy, writing on NAPLAN testing and Numeracy NAPLAN testing by 5% to 30%. By 2020 any child starting year 1 below the On Entry point of 1.0 in the specified assessment areas will have an Engagement and Support Plan.

Student Achievement Focus for 2021

- Planning and assessing in a manner that increases rigour for all students. Performance Management and class walk-throughs show some movement towards more rigorous planning and assessing for individualised targets. This will continue to be a focus in 2020 with teachers working together in cohorts and teams and discussing student achievement, moderation of student work for accuracy and individual performance management will drive this target.
- Review of assessment tools – Continue use PAT R and PAT M assessment to more directly track individual student progress across a school year.
- Continue Year level cohort targets in reading, writing and mathematics based on data collected in Term 1. This will continue to be monitored going forward to ensure that students who are not meeting the target are on an ESP to monitor and increase their progress.
- Use Critical Skills tracking system across all year levels.
- Students in PP performing below a Reading performance level of 380 and Numeracy performance level of 350 will have an Engagement and Support Plan, and will be tracked through Year 1 and 2.
- KAT Testing in Kindy to support early intervention strategies.

3. Student Progress	3.1 3.2	To annually decrease the percentage of Year 3 students making low or very low progress from On Entry to NAPLAN in Literacy (Reading) from 44% to 20% and Numeracy from 33% to 20% by 2020. To annually decrease the percentage of Year 5 students making low or very low progress in NAPLAN Literacy (Reading) from 28% to 10% and Numeracy from 13% to 10% by 2020.

Target	2018 result	2019 result	2020 result	Progress towards achieving target
3.1 To annually decrease the percentage of Year 3 students making low or very low progress from On Entry to NAPLAN in Literacy (Reading) from 44% to 20% and Numeracy from 33% to 20% by 2019.	Low and very low progress Reading 41% Low and very low progress Numeracy 31%	Low and very low progress Reading 37% Low and very low progress Numeracy 30%	NA	2019 Reading trend demonstrates 4 % reduction in number of poor progress Maths show a slight reduction of 1%.
3.2 To annually decrease the percentage of Year 5 students making low or very low progress in NAPLAN Literacy (Reading) from 28% to 10% and Numeracy from 13% to 10% by 2019.	Low or very low progress Literacy (Reading) – 29.4% Low or very low progress Numeracy – 41.2%	Low or very low progress Literacy (Reading) – 47% Low or very low progress Numeracy – 43%	NA	2019 Not achieved - significant increase in percentage making low or very low progress. Not achieved – marginal percentage increase .

- No data available for 2020.

Student Progress Focus for 2021

- To track individual and small group student progress across the school and use this to more specifically plan for differentiation in teaching practices. Specific focus on

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4. Work Ethic	**4.1**	**To annually increase the percentage by 5% of students consistently demonstrating interpersonal and intrapersonal skills as indicated through the Attitudes, Behaviour, Effort (ABE) on the Student Report information.**	

Target	2018 Result	2019 Result	2020 Result	Progress towards achieving target.
4.1 To annually increase the percentage by 5% of students consistently demonstrating interpersonal and intrapersonal skills as indicated through Attitudes, Behaviour, Effort (ABE) on Student Summative Reports	Did not achieve the target. Semester 2, 2017 – 47.0% Semester 2,2018 – 47.02%	Did not achieve the target Semester 2, 2018 – 47.02% Semester 2,2019 – 48.0%	Did not achieve the target Semester 2, 2019 – 48.0% Semester 2,2020 – 42.14%	Accuracy of judgements. Is there a greater focus by teachers which is more accurate than previous years.

	P	1	2	3	4	5	6	Whole school
S1 2018	17.8	24.2	43.4	60.4	41.8	69.9	75.6	47.58%
S2 2018	18.0	23.4	40.9	54.9	48.0	72.6	71.4	47.02%
S1 2019	24	26	29	47	58	49	67	43%
S2 2019	42	40	37	54	50	49	65	48%
S1 2020	27.4	29	21.3	32	44.9	49.7	49.8	36.24%
S2 2020	35.4	38.5	33.9	32	49.9	49.9	55.4	42.14%

Work Ethic Focus 2020
- *Support for teachers in creating learning environments that improve behaviour and engagement of students.*
- Greater focus on what is effective teaching practices in this area.

5. Teacher Judgements	5.1 5.2	By 2020 the distribution of A to E grades across all learning areas will reflect the distribution of like schools in both Semesters. By the end of 2021 the misalignment between grades and NAPLAN will be no more than 10% above or below.

Target	2019	Progress towards achieving target.
5.1 By 2021 the distribution of A to E grades across all learning areas will reflect the distribution of like schools in both semesters.	Overall the Schools Performance Monitoring indicated no alignment. When looking at each Yr level and specific learning areas there were only 4 cases of alignment.	When looking at specific year levels the result demonstrates that teachers predominantly grade students at a 'C' grade, suggesting that students aren't given the opportunity to show learning at a higher level. This is also represented in Target 5.2 – percentage of students graded below NAPLAN.
5.2 By the end of 2021 the misalignment between grades and NAPLAN will be no more than 10% above or below.	Average misalignment (Year 3 and Year 5) – 33%	Average misalignment has reduced. The accepted level of misalignment was not achieved.

- Data for 2020 not available.

Misalignment defined as the number of teacher judgement grades given in Semester 1 that differ from NAPLAN predicted grade, excluding grades on the borderline. Calculations collected from SAIS and EARS.

Teacher Judgements Focus for 2021

- This will remain the key focal point for our school as we re-establish the alignment of teacher judgement against appropriate judging standards with a view to seeing Grade allocations reflected within the 10% variation against those predicted by NAPLAN scores.

PIC·COLLAGE

6. Effective Leadership	6.1	Through 2021 maintain phases of learning teams through a sustainable, robust and distributive leadership structure that includes School Leadership Group, Manager of Corporate Services and Education Assistant leaders.
	6.2	
	6.3	Annually lead a culture of analysis in which staff routinely diagnoses the impact of their teaching where evidence drives the improvement of teaching practices
		Over 2020/2021 develop and embed a pedagogical framework of agreed understandings and attributes of effective teaching practices at Cooinda PS.

Target	2019 /2020 Result	Progress towards achieving target.
6.1 Through 2021 maintain phases of learning teams through a sustainable, robust and distributive leadership structures that includes School Leadership Group, Manager of Corporate Services and Education Assistant leaders.	Leadership structure maintained and embedded. Senior Teachers have been placed on the Leadership Team and the Curriculum Teams to provide stability and to maximise the skill and expertise they bring to the school. Ongoing challenges around attendance at meetings as well as the blurred clarity around the role of the leader and the purpose of leadership meetings have continued to be problematic. 2020 Result Cohort groups and smaller teams of teachers worked successfully to ensure continuance of curriculum delivery during difficult times. Emphasis of teams remained on ensuring the day to day work of the school was achieved. Semester 2 saw connections slowly increase as new ways of working became familiar.	As this is a constantly developing process each year has added understanding. Ongoing challenge of balancing operational and strategic focus remains unresolved. Distributive leadership model achieved in format while the focus and purpose of the roles and structures need to more clearly defined. The Curriculum Teams have not been effective. The impact of COVID 19 pandemic significantly impacted the capacity to achieve the planned outcome. However, the capacity of all staff to forge and extend partnerships with each other, and beyond the school, was highlighted.
6.2 Annually lead a culture of analysis in which staff routinely diagnoses the impact of their teaching where evidence drives the improvement of teaching practices.	Performance management processes have had a direct conversation around demonstrated student achievement and teacher practice. Team meetings have demonstrated some engagement with conversation around improving teaching through analysis of student data. A new student assessment policy and process was developed by a teacher team and trialled across the year.	All PM meetings have been given this focus – emphasis has been around teacher judgements and links to NAPLAN, like schools and spread of grades. Some moderation has been actioned. EA meetings also focused on routinely gathering data and using it for planning. Random selection of 3 lots of minutes from each team analysed to differentiate agenda items as operational or student/ teaching focused. J – 18%, S – 33%, DOTT – 44%, EL – 40% Overall – 33% focused on students or teaching. Remainder focused on operational matters. Assessment team continue to build and modify the process. PAT testing introduced for years2-6 with cohort targets developed by teachers.
6.3 Over 2020/2021 develop and embed a pedagogical framework of agreed understandings and attributes of effective teaching practices at Cooinda PS.	A rubric of critical skills associated with each year level developed and agreed to by teachers.	Critical skills list trialled by teachers in 2019. Baseline data collected at the end of 2020.

6. Effective Leadership (Continued)	6.1	Through 2021 maintain phases of learning teams through a sustainable, robust and distributive leadership structure that includes School Leadership Group, Manager of Corporate Services and Education Assistant leaders.
	6.2	Annually lead a culture of analysis in which staff routinely diagnoses the impact of their teaching where evidence drives the improvement of teaching practices
	6.3	Over 2020/2021 develop and embed a pedagogical framework of agreed understandings and attributes of effective teaching practices at Cooinda PS.

Effective Leadership Focus for 2021

- Selection process for a new Deputy Principal to be conducted and, as a consequence, a re-evaluation of strengths undertaken to build capacity and tap into leadership strengths.
- Maximise the skill and expertise Senior Teachers bring to the school, with a focus on teaching learning and assessment. The Senior Teachers are asked draw on their experience and knowledge as individuals and contribute to developing school planning and self-reflection. A key focus will be the 2021 School Review.
- Increase focus on tracking individual students. The alignment of Performance Management (PM) processes around student progress and differentiation in planning and teaching. (linked to Business Plan). The restructured PM process will use self-reflection and student work to track growth and development.
- Refocus agenda of Professional Learning and other teacher meetings towards teaching and learning as a priority, simultaneously ensuring the necessary operational information is shared in a different way.
- Build and review the Critical Skills list with feedback from current student data. Leadership Team to support across the school around achieving the target and building knowledge and understanding of effective evidence -based teaching strategies.

7. High Quality Teaching	**7.1**	**Use student and peer feedback to annually assess the impact of evidence based instructional teaching strategies on student learning and progress.**
	7.2	**In 2020-2021 increase consistency of practices among teachers through collaboration, agreed curriculum scope and sequences, and classroom observation**
	7.3	**To annually focus on STEM in early years, particularly mathematics, creative problem solving and coding skills.**

Target	2019 Result	Progress towards achieving target.	2020 Result	Progress towards achieving target.
7.1 Use student and peer feedback to regularly assess the impact of evidence based instructional teaching strategies on student learning and progress.	No Educator Impact tool. Ongoing PM process developed at school level to meet targets through team and individual management. Processes included individual and collaborative meetings with line managers to set targets for feedback with particular focus on student progress and TALA's.	PM included regular class walk throughs and conversations with a focus on student achievement, progress, and TALA's. Teachers were required to select three students they had identified as being below, at, and above the expected year level. Using peer feedback to guide their judgement and moderation to achieve agreed targets.	This was challenging to achieve in such a fractured year.	
7.2 In 2020-2021 increase consistency of practices among teachers through collaboration, agreed curriculum scope and sequences, and classroom observation	Classroom teachers worked in collaborative year level groups to start by developing a scope and sequence for expected minimum standards at each year level in Literacy and Numeracy	Teachers worked collaboratively with a colleague of their choice to do classroom observations and feedback following VLT strategies with a focus on follow up/feedback and student understanding. Teachers planned together in their year levels with a focus on planning for individual students using the expected outcome as a guide. Students who were not meeting expected targets were targetted with an ESP (Education support plan).	This was challenging to achieve in such a fractured year. Data collected at the end of the year is planned to support 2021 progress with such as Critical Skills.	Not achieved, but some foundations have been established.
7.3 To annually focus on STEM in early years, particularly mathematics, creative problem solving and coding skills.	Integration of STEM across curriculum areas, especially in classrooms. Pockets of progress across school in use of STEM focus. 3D Makers Project delivered and use of 3D modelling app and printers expanding, Additional support in the ECE through DOTT provision with a STEM focus under the direction of the Science teacher.	STEM professional learning presented to all staff by Science teacher. STEM boxes and resource kits available to all year levels through classroom teachers. Established a Tinkering Trolley. Low staff engagement in STEM way of planning and working.	A team of six teachers collaborated on a project to upskill themselves, in STEAM areas with a view to mentoring colleagues in 2021.	A range of workshops made available to staff on STEM tools, technologies and opportunities for integration into classroom teaching and learning programs. Lead Technology team successfully completed PL and trial of new programs. Presented to staff. Selected a colleague to mentor in 2021.

7. High Quality Teaching (Continued)	7.1	Use student and peer feedback to annually assess the impact of evidence based instructional teaching strategies on student learning and progress.
	7.2	In 2020-2021 increase consistency of practices among teachers through collaboration, agreed curriculum scope and sequences, and classroom observation
	7.3	To annually focus on STEM in early years, particularly mathematics, creative problem solving and coding skills.

High Quality Teaching Focus for 2021

- Raise level of engagement with Student Voice around teaching practices through Performance Management.
- Embed understanding of link between data and evidence based interventions, along the RTI model.
- Teacher judgements more reflective and closely aligned with student achievement as indicated through NAPLAN.
- Renewed focus on the strategies around Learning Intentions and Success Criteria in all lessons – Effective Lesson Design to actively engage students.
- Peer observation and feedback along with self-reflective strategies are still key targets in making progress towards meeting the agreed minimum standards in our Cooinda developed scope and sequence in Maths and English.
- STEAM team to mentor a colleague using the learning of 2020. Dedicated technology room and increased role of Technical Support resource in 2020.

8. Strong Governance and Support	**8.1**	*By 2020 maintain and evolve school induction processes for staff new to teaching and new to the school through the Staff Information file and induction process.*
	8.2 **8.3**	*From 2020 continue to develop a strong process for continuous self-reflection and improvement, utilising the School Self-Reflection Audit Tool.* *By 2020 ensure strong processes and embed current policy around asset and resource management, workforce planning and school self-review.*
	8.4	*By 2020 we will have successfully implemented NAPLAN online testing by ensuring adequate student, teacher and technical capability.*
	8.5	*By 2021 the Aboriginal Cultural Framework and the National Quality Standards are embedded in school operational planning.*

Target	2019 Result	2020 Result	Progress towards achieving target.
8.1 By 2020 maintain and evolve school induction process for staff new to teaching and new to the school through the Staff Information file and induction process.	Target achieved. Updated Staff Information File. Mentoring with established staff member. PL session offered around key focus areas	Target achieved	Staff Information File updated annually and a session for all staff reserved to go through the file on the first SDD of each new academic year. New staff to school and educational roles are paired with experienced mentor.
8.2 From 2020 continue to develop a strong process for continuous self-reflection and improvement, utilising the School Self-Reflection Audit Tool.	Target NOT achieved Self-reflection suggested we need to take on this process in incremental stages with greater staff involvement.	School Review suspended. Limited engagement with ESAT tool. Self-assessment using ESAT only beginning but required for 2021 Review.	Progress stalled.
8.3 By 2020 ensure strong processes and embed current policy around asset and resource management, workforce planning and school self-review.	Not achieved as yet to be embedded.	Asset and resource management is partially embedded.	Progress is ongoing.
8.4 By 2020 we will have successfully implemented NAPLAN online testing by ensuring adequate student, teacher and technical capability.	Implementation Target Achieved. Technical capacity a challenge across system. Teacher and student capability development ongoing.	NAPLAN not implemented in 2020.	
8.5 By 2021 the Aboriginal Cultural Framework and the National Quality Standards are embedded in school operational planning.	Aboriginal Cultural Framework not fully achieved but now embedded in Operational Planning documents. NQS Target achieved.	Staff PL Troy Bennell Identified in individual teachers PM during 2019 New resource from Nelson Publishing. Collaborate with Shire and Indigenous artists to create mural. Purchase Noongar Perth Choir book. Additional members to join team. Process introduced in team meetings with reserved time slot on agenda. Process introduced and trialled for all staff to contribute.	Significant progress has been made with active team involvement. Developing projects with strong cultural impact Ie: Brockman Park Walk Trail Excursion

8. Strong Governance and Support (Continued)	8.1	By 2020 maintain and evolve school induction processes for staff new to teaching and new to the school through the Staff Information file and induction process.
	8.2 8.3	From 2020 continue to develop a strong process for continuous self-reflection and improvement, utilising the School Self-Reflection Audit Tool. By 2020 ensure strong processes and embed current policy around asset and resource management, workforce planning and school self-review.
	8.4	By 2020 we will have successfully implemented NAPLAN online testing by ensuring adequate student, teacher and technical capability.
	8.5	By 2021 the Aboriginal Cultural Framework and the National Quality Standards are embedded in school operational planning.

Strong Governance Focus for 2021

- Staff Information File to be annually updated and reformatted as appropriate. *Survey staff for effectiveness; Feedback on success on Mentoring actions.*
- Proposal to be shared through Leadership Team with next steps identified to upskill and include staff in the process.
- Ongoing review and development.
- Increase focus on ensuring student technical capability is strengthened.
- Aboriginal Cultural Framework - Stronger evidence of transfer from planning to implementation in classroom. NQS – making process digital, accountability for all to contribute

Student and Parent Survey 2020

Analysis

Parent Surveys

In 2020 we surveyed the parent community through the National online survey as well as a school based survey. Response rate from parents for the National survey was less than 2%,. Given this low level of response is understandable given the challenges we all faced during 2020. The low rate also made the result invalid and unreliable.

The school based survey had a response rate of 18%. As a school we were interested to have feedback around our focus on building strong mental health and the impact of COVID in relation to schooling. We also asked about how students were managing in secondary school after being at our school.

One of the more distinguishing features of the results was the strong response around the effective use of the school Facebook page as a means of communication. We were also pleased to hear most families were aware of the Act Belong Commit initiative. In regards to the impact of COVID, the increased communication established with families, and sustained after we returned to school was a clear strength.

Student Surveys

A random groups of students were selected to participate in this survey across Years 3-6. Overall, the students indicated a positive view of the school, the teachers and their learning. However , the range of responses tended to be between a *neither agree nor disagree response* and an *agree response*. The range of responses covered a narrow range (3.4 to 4.3) suggesting the students don't have a strong sense either way.

Targets

- Maintain high level of communication with families through the introduction of CONNECT.
- Better engagement with community to ensure a sense that parents opinions being heard.
- Refocus on student engagement in ways they see as interesting.
- Empower personal excellence in all areas.
- Ensure learning intentions and success criteria is visible to all students.

If you would like further information on these survey, please contact the school.

GLOSSARY :

ABC	Act Belong Commit	**NAPLAN**	National Assessment Program Literacy and Numeracy
AIEO	Aboriginal & Islander Education Officer	**NCCD**	Nationally Consistent Collection of Data
AITSL	Australian Institute for Teaching and School Leadership	**NQS**	National Quality Standards
		PE	Physical Education
ASD	Autism Spectrum Disorder	**PL**	Professional Learning
BYOD	Bring your own device	**SAIS**	Student Achievement Information System
DOTT	Duties other than teaching	**SCASA**	School Curriculum & Standards Authority
DSF	Dyslexia SPELD Foundation	**SDD**	School Development Day
EA	Education Assistant	**SEN**	Special Education Needs
EAL/D	English as an Additional Language or Dialect	**SENAT**	Special Education Needs Assessment Tool
ECE	Early Childhood Education	**SEDA**	Sports Education Development Australia
FTE	Full time equivalent	**SLP**	Specialist Learning Program for Students with ASD
IEP	Individualised Education Program	**SMART**	Specific, Measurable, Achievable, Relevant and Timely
IPS	Independent Public School	**SSNP**	Student Support Network Program
K & PP	Kindy and Pre Primary	**STEAM**	Science, Technology, Engineering, Arts and Mathematics
KM	Kids Matter		
LBOTE	Language background other than English	**TORCH TEST**	Test of Reading Comprehension
LOTE	Language other than English	**TR**	Teacher Reference
LSC	Learning Support Coordinator	**VLT**	Visible Learning Team
LWOP	Leave Without Pay	**WALT**	We are learning to
MHC	Mental Health Coordinator	**WILF**	What I'm looking for
MSSD	More Support for Students with Disability	**YCDI**	You Can Do It

ACT BELONG COMMIT is a comprehensive health promotion campaign that encourages individuals to take action to protect and promote their own mental wellbeing and encourages organisations that provide mentally healthy activities to promote participation in those activities.

INDIA & INDONESIA BRIDGE (Building Relationships through Intercultural Dialogue and Growing Engagement)
The Australia–Asia BRIDGE School Partnerships Project connects Australian teachers, students and school communities with their counterparts across Asia.

- BRIDGE is a teacher professional learning program that builds teachers' Asia capability through school partnerships to:
- develop intercultural understanding
- improve Asian language skills (if applicable)
- enhance information communication technology (ICT) skills
- establish sustainable school partnerships and a community of learner

KIDSMATTER   KidsMatter is a mental health and wellbeing initiative for primary schools and early childhood education and care services – like preschools, kindergartens and day care centres. It's not a program, but a framework that helps staff, parents and carers to work together to create settings that better support children's social and emotional wellbeing needs.

KIDS TEACHING KIDS The Kids Teaching Kids Program promotes positive wellbeing and helps build resilience in young people. It raises awareness and drives action on local and global environmental issues, bringing communities together to solve common challenges and help the next generation of leaders who will take collective responsibility for our future.

NSW SUPER 6 AND VOICES WRITING TRAITS   Reading and Writing strategies to support learning.

TORCH TEST Tracking tool to judge progress in Reading Comprehension.