



2020

Annual School Report

From the Principal

It is with great pleasure that I present the 2020 Annual Report for Jandakot Primary School. 2020 was a very different year for our school with the unprecedented COVID-19 pandemic having impact across all facets of school life.

It is evident throughout the school that staff continued to provide a balanced curriculum, maintaining a whole school focus on changing classroom practice and pedagogy so that higher standards and higher expectations are embedded into the day to day approach, in every classroom and in all that we do.

The School Board remained active in 2020, continuing to work tirelessly to focus upon the rebranding and updating of the school uniform. The Board was also integral in reviewing our processes and practises for our successful School Review. I would like to thank all members of the Board for their continued support and their valuable feedback on the direction and operations of our school.

The P&C have again been a fantastic source of support. The P&C continued to meet via Zoom during Covid-19 restrictions and work alongside the school restrictions in an effort to keep providing funding to the school which has been used in providing additional resources for our students.

Finally, I thank the staff. I really appreciated the commitment and passion they demonstrated in tumultuous times and creating a positive environment, whilst we navigated our way around this once in a lifetime pandemic.

Margaret Gold, Principal
January 2021



From the School Board

As Chair, I would like to thank my fellow School Board representatives, Parent Members Kasey Boardman, Katie Gresley, Claire Hamilton and Kendal Speijers, along with Staff representatives, Lucy Alborno, Judy Miller and Chris Warren as well as Brenda Munro and Margaret Gold for their commitment and undertakings on the Board.

Jandakot Primary was not without its challenges in 2020. It shaped many in our school community profoundly. I would like to thank all the staff, our teachers, education support staff, the office and cleaning team for all their endeavours and accomplishments in keeping our students engaged in learning, connected to their school community and safe in the process. It's also provided insights into patience, resilience and the importance of remaining calm.

Along with the ramifications of COVID-19, we also had continuing impacts of vandalism that occurred in late 2019. That remediation work was still being completed until the end of Semester 1 and impacted on various classrooms yet handled with good grace by all concerned. The duplication of Hammond Road, a project that has been a long time in the planning, has started to impact on our school grounds and will cause further disruption however we will see some positive outcomes from it.

Our major change for Jandakot Primary School driven by the Board in 2020 has been the rebranding of our school logo and uniform, which has been greatly accepted by the school community. The Board was very keen to ensure that the new school logo reflected and incorporated the school's long history in the area, from the unique school design, our aeronautical links, our indigenous name Jandakot being "Whistling Eagles" but was also representative of our future focus and vision for excellence, for all our students achieving their personal best by "Flying High, Seek Success".

Jandakot Primary School continues to be a caring, community focused school producing students well equipped to take on the challenges of our ever-changing world.

Nicole Boak
School Board Chair

SCHOOL PROFILE

Catering for over 500 students, Jandakot Primary School is an Independent Public School which enjoys a unique and personal link between all components of the school community. The school is renowned for its friendliness, caring attitudes and traditional values where the interests and needs of the students come first and foremost. Preparing students for a dynamic and ever changing world is our responsibility. Our motto of Fly High Seek Success captures our vision to create challenging and enriching learning programs fully supported by students, staff and parents.

Relationships are a key priority at our school. Parents and extended family are keen participants at events and often visit the school to celebrate successes and join in. Friendly relationships and honest communication between staff, students and parents is highly valued.

From an early start, the development of oral language, motor/movement skills and social skills are an emphasis. With this as our basis, students move forward with support and individually targeted challenges. To prepare students for a society which is increasingly technological, we have a focus on the use of devices in the classroom to fully support and extend the classroom learning program. As a result, our students are engaged and use their ICT skills in a purposeful and relevant manner.

Our specialist programs provide children with the opportunities to grow in a range of subjects including physical education, music, Italian (LOTE), digital technologies and science. Physical fitness and health is encouraged with children participating in some form of daily physical activity. Our physical education program is enjoyed by all children and each child makes personal gains of which they feel proud. Our Year 3 to 6 school choir is held in high esteem due to their superb performances at a variety of venues. Year 5 and 6 students are eligible to study musical instruments via the Instrumental Music School Program. Year 1 to 6 students enjoy an excellent Italian language program where the emphasis is on speaking, reading and understanding the language.

The school environment is clean, green and well maintained. We have wide open spaces and covered areas providing shelter for students. We have purpose specialist rooms encompassing science, LOTE and music. Our ECE area has great play areas for student providing a balance of activities. Our oval is well maintained and has a bush setting for students to participate nature play activities during recess and lunch.



OUR VISION

FLY HIGH SEEK SUCCESS

We aim to challenge and extend all students; academically, socially, emotionally, physically and creatively while catering for the individual child

KEY FOCUS AREAS

Successful Students

High Quality Teaching

Positive Learning Environment



SCHOOL STAFF

We are a school where children are at the forefront of everything we do. We value the whole child and believe children have a voice that should be heard. We believe in the importance of addressing both the academic needs and social emotional well-being of our students. We actively involve our community and believe strong home and school partnerships lead to improved student learning.

We are staffed by a community of professionals. The majority of staff members hold permanent status; so the staffing profile remains relatively stable with a few changes occurring due to promotions and retirements. We value and respect the diversity of skills and knowledge we each bring to the school. We challenge and support each other to be effective educators who impact positively on the lives of all students within our school.

Staff members apply for management/leadership positions. In addition to this, staff are encouraged to provide leadership in accordance with their experience and expertise. In 2020, three staff members successfully applied and performed leadership roles within the Cockburn Central Education Network.

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

ENROLMENT PROFILE

Student Numbers (as at 2020 Semester 2)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(32)	65	66	56	69	62	69	60	479
Part Time	64								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

	Kin	PPR	Pri	Sec	Total
Male	37	33	183		253
Female	27	32	199		258
Total	64	65	382		511

	Kin	PPR	Pri	Sec	Total
Aboriginal	1	3	24		28
Non-Aboriginal	63	62	358		483
Total	64	65	382		511

ATTENDANCE

The 2020 attendance rates are not available for publication as they were adversely affected by the COVID-19 pandemic and are not comparable to previous years.



DESTINATION SCHOOLS

Destination Schools	Male	Female	Total
4184 Atwell College	4	13	17
1432 Emmanuel Catholic College	4	9	13
4210 Hammond Park Secondary College	5	6	11
4206 Fremantle College	1	2	3
4048 Rossmoyne Senior High School	3		3
4025 John Curtin College Of The Arts		2	2
1396 Kennedy Baptist College	1	1	2
4113 Lynwood Senior High School	2		2
4034 Melville Senior High School		2	2
4002 Applecross Senior High School	1		1
1063 Christian Brothers' College	1		1
1465 Court Grammar School	1		1
1405 Divine Mercy College	1		1
4029 Kent Street Senior High School	1		1
4143 Leeming Senior High School		1	1
1368 Seton Catholic College		1	1

ENGLISH

We continued to implement a combination of whole school programs, structured intervention and events. Three-year group specific Literacy Blocks aligning with iSTAR pedagogical approach (Kindergarten, Pre-primary–Year 2 and Years 3–6) and a K-6 Writing Scope and Sequence incorporating Brightpath, were created in regular consultation with the teaching staff, and are now embedded school wide.

Comprehension was an area of focus. All teaching staff attended online professional learning on the comprehension program CARS and STARS, to ensure the program was being taught with fidelity, creating optimal learning opportunities for our students. The committee designed two age group (Pre-primary–Year 2 and Year 3-6) specific home reading 'Read Every Day' folders, containing sample reading questions/prompts to develop and extend comprehension. Additionally, the online reading program Reading Eggs/Eggspress was purchased for all students from Kindergarten to Year 2 to access at school and at home. We trialled PAT-R, an online reading/comprehension assessment. The results attained allow baseline data to be collated and student progress to be judged against.

Identified students in Year 3 participated in MultiLit three times a week. This increased student progress in reading accuracy, fluency, comprehension and spelling.

MATHEMATICS

Due to COVID-19, there were no meetings scheduled in 2020. As a result, a comprehensive school based Mathematics Policy was developed. The lesson outline (Maths Block) is based on the explicit teaching iSTAR pedagogy and lesson delivery strategies. This was implemented and presented to the staff for a collegial discussion and amendment in each year group. The importance of warm ups/daily reviews and the development of mental calculation skills, was noted and we created the Mental Calculation Strategies Planner for the teachers to follow on a daily basis.

Every maths lesson is based on teaching and revising the concepts and terms. The necessity of the development of everyday maths language has been reflected in the Mathematical Language Scope and Sequence for each year level. This Scope and Sequence is for teachers to access. A library of maths-based literature for Number and Algebra, Measurement and Geometry and Statistics and Probability was purchased from the Top Ten Mathematics Resources online supplier, and accessioned into the library for staff to use. Many outdated resources were updated and replaced. The Resource Room was decluttered, a new borrowing system and labelling were created.

We were a trial school for Brightpath Online Maths Assessment and are now planning to expand the use of this online assessment tool in 2021. Staff were invited to participate in professional learning sessions we can administer summative and formative assessments through this platform.

BUSINESS PLAN TARGET

Each year all PP to Year 3 children will progress a minimum of 3 PM Benchmark levels.

	OVERALL % WHO MET THE TARGET
PRE-PRIMARY 62 students	52% 32 students
YEAR 1 65 students	89% 58 students
YEAR 2 55 students	100% 55 students
YEAR 3 69 students	97% 67 students

BUSINESS PLAN TARGET

K-3 students will progress towards phase 6 of Letters and Sounds with all Year 3 students achieving this.

	Percentage % of students working in each phase						
	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Beyond
K	50	42	8				
P	1	27	59	8	5		
1		28	16	34	17	5	
2				7	48	37	16
3					3	56	41

BUSINESS PLAN TARGET

Each year 3-6 students maintain or improve their level on standardised assessment—PAT MATHS.

% of students exhibiting progress from previous year.

	%		%		%
Year 1	N/A	Year 2	90%	Year 3	64%
	%		%		%
Year 4	77%	Year 5	73%	Year 6	89%

PHYSICAL EDUCATION AND SPORT



2020 saw the continual enthusiasm, participation and commitment from the students during fitness, physical education and sport sessions even though COVID-19 had an impact. This also led to reduced events we could participate in, within the CCEN network.

Year 1 to 6 students attended a two week block of swimming lessons, with the Year 5/6 lessons taking place at Coogee Beach and the Years 1 to 4 lessons at the City of Cockburn recreation facility (Aquatic Recreation Centre).



Unfortunately, the number of carnivals, clinics and exposure to outside competitions and expertise coaching was limited due to the COVID-19 restrictions.



Given this, we still managed to run a virtual Faction Cross Country, have a soccer clinic for the whole school, conduct an intra house winter competition, a league tag competition, a whole school faction athletics day

and send a team to the Interschool Athletics competition. We ran an after-school sport program for students who were interested - Tae Kwon Do for our senior students and Cricket for our junior students.

We still managed to produce a wonderful result in the interschool athletics:

- 2nd Interschool Athletics Overall Shield
- 3rd Interschool Athletics Team Game Shield
- 6 Individual Interschool Athletics medallion winners

School shield results:

- Overall Perpetual Shield Gold Faction
- Cross Country Shield Red Faction
- Athletics Shield Gold Faction

2020 proved to be the year of differences, and our Jandakot PS community embraced it and achieved the most out of what was offered.



TECHNOLOGIES (Digi Tech)



Digital Technologies was a new specialist area in 2020 with a focus on building our students' capacity to problem solve through digital platforms. The program gave students various opportunities to learn and apply their critical and creative thinking skills to design digital solutions.

Students engaged in a series of mini challenges throughout the year with various robots to build on their coding and debugging skills. Students also used a variety of coding and robotics apps to further consolidate their learning. Finally, all students participated in an integrated project towards the end of the year, applying their knowledge to code a robot to deliver a narrative they developed within small groups. This enabled students to combine all aspects of their digital technologies learning to produce a unique final piece of work to share with their peers. The engagement of students during their weekly sessions was very encouraging.

TECHNOLOGIES (PROJECT)

In order to address the Business Plan's aim of developing critical and creative thinking skills for students, we successfully applied to be a participant in the STEM Enterprise Project for 2020. As a result, our school has gained access to proven methods to develop STEM approaches as well as connecting with other schools throughout the state who are leaders in the field.

In Semester One all students researched, designed and constructed playgrounds that met specific criteria. This served as an excellent introduction to STEM education as teachers incorporated content from Health and HASS into the challenges. In Semester Two, teachers incorporated the LAUNCH cycle into their block or year level projects. Across the year levels, students constructed houses for the three little pigs, created various sandwich toppings and built international space farms, to name a few design briefs. The end of year review highlighted the staff's interest in accessing greater professional learning in STEM related approaches. In addition, a set area to store and organise materials was viewed as a priority. Both areas are priorities for 2021.



HASS (Humanities and Social Sciences)

Many aspects of the Business Plan were achieved in 2020.

A schedule for teaching HASS across all year levels, PP-6, was created. Teachers' input was used to create the schedule. This schedule will be implemented in the 2021 school year.

The HASS committee agreed on a set of significant dates and multicultural events to celebrate across the calendar year. These are Harmony Day, ANZAC Day, Remembrance Day, National Reconciliation Week and/or NAIDOC Week.

The largest undertaking was the development of the resource register. This proved to be a much larger task than anticipated, and as such, was not completed. The aim is to have the register completed by the conclusion of Term 1, 2021.

Due to interruptions because of Covid-19, common assessment tasks for History and Geography across each year level, were not completed. This will remain a focus in 2021.

SCIENCE

A dedicated science specialist program continued in 2020, including extended learning opportunities and experiences for students.

Due to COVID-19, the standardised science assessment (PAT Science) for all Years 3-6 was not administered.

Science Club was set up at lunch time for students interested in taking part in extra fun learning. Year 6 students were elected as Science Club Leaders and with the guidance from the science specialist, were responsible for developing and delivering age appropriate STEM based activities. Different year groups were invited each week and the sessions were very well attended.



Students from PP-Year 6 enjoyed an afternoon of rotational activities to celebrate Science Week. Classroom teachers planned hands on experiences linked to the theme "Deep Blue: innovations for the future of our oceans". Unfortunately

due to COVID-19 restrictions, students were unable to participate in the Cockburn Central Education Network (CCEN) Science Expo because of its cancellation. However, the school still held the science week challenges which were completed at home with the help of family members and presented to their peers during science.

Active involvement and strong networking ties were established with all science specialists in our local professional learning community (CCEN). The specialists were able to engage professionally through regular gatherings in science rooms at different schools. This enabled the specialists to support each other and share ideas and resources related to science.

LOTE

What a crazy year 2020 turned out to be! Firstly, what a wonderful surprise to be given a classroom for Italian! It was so exciting to decorate the Italian room with posters, charts and Italian bunting! The excited faces of all students when they walked in was something very special and I feel grateful for being able to have a little place where students can be immersed in the Italian language and culture.

Italian lessons (PP-6) are structured, sequential and explicit whilst making it as fun as possible! The language program is supported by ongoing specific assessments and data. Students are clearly aware of the expectations for achieving learning grades. Content is scaffolded and prior knowledge built upon. Programs are continually examined and adjusted based on student results.

Students participated in a number of exciting activities, including creating their own Italian fashion parade complete with runway and microphone. Students were able to create, write and perform their own scripts on a variety of topics. Ordering food in an Italian restaurant and participating in the annual Bocce tournament were also highlights.

My favourite was the 'Gelato Day' in term four where all students were able to order their favourite flavoured ice cream. Yum!

The ARTS

MUSIC

Students from PP-Year 6 participated in 50 minutes of music lesson once per week adhering to the WA SCASA Arts Scope and Sequence. We worked on developing aural skills by exploring the elements of music, including: · rhythm (sound, silence; long, short; steady beat) · tempo (fast, slow) · pitch (high, low; pitch direction; distinguish between speaking and singing voice) · dynamics (loud, soft) · form (same, different; echo patterns) · timbre (exploration of sounds produced on percussion instruments) to create music.

A deliberate focus on ICT skills across all learning groups promoted the demonstration of skills and understanding using a variety of medium, such as writing, drawing, playing games, dancing and movement. The Music Room has experimented with moving to a paperless, online curriculum delivery using the TUNELARK app and digital work submissions.

Students in Years 4-6 had the opportunity to participate in the JPS Choir however, performances and gatherings, were limited due to COVID-19 regulations.

Students participate in the IMSS Program (Total 30 places) in Brass, Guitar and Clarinet with some joining the Atwell Area Concert Band touring local primary schools.

VISUAL ARTS

Visual Arts is an integral part of the Arts curriculum. Throughout 2020 visual arts displays adorned the office area and highlighted works from students that reflected the exploration of different art styles, techniques and visual communication. Similarly classrooms and wet areas were a displayed student work. Due to Covid-19 it was disappointing that this couldn't be showcased to a wider audience.



2020 School Review—Public Accountability

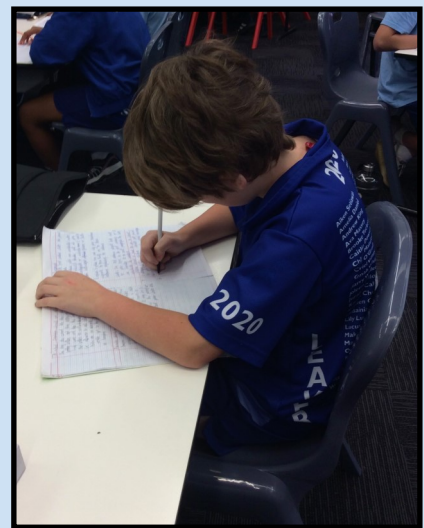
All Western Australian public schools are reviewed every three years by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General that a school is operating effectively and delivering high quality education to its students. The review acknowledges the achievements of the school and gives feedback to support the principal and staff with their improvement planning. The principal provides the review team with a self-assessment of the school's performance based on evidence gathered by the principal and staff. Information validated by the review team is considered before and during the school visit. This forms the basis for the school review report. The report is provided to the principal, the chair of the school board/council and the Regional Executive Director.

The school's performance rating is:



Effective

The school demonstrates effective practice in creating the conditions required for student success.



School self-assessment validation

The principal submitted a comprehensive and rigorous school self-assessment. The following aspects are confirmed:

- A culture of self-assessment is evident through ongoing and regular cycles of data collection and analysis.
- Appointed six months ago, the principal has engaged staff through an audit of current practice, procedures and data, in order to inform and drive the next cycle of strategic planning.
- An open, transparent and honest self-assessment was submitted, highlighting key areas of strength and the planning intentions of the school.
- Staff and community engaged actively in discussions throughout the validation visit, providing further information to support the school's self-assessment.

Highlights



100 Days of School



School Discos



Science Week



Lakeland Specialist
Music Band



Wear Your Colours Day



Harmony Day

Simultaneous Storytime



Year 6
Camp



Outdoor
Classroom
Day



STEM activities

Colour Run



Excursions



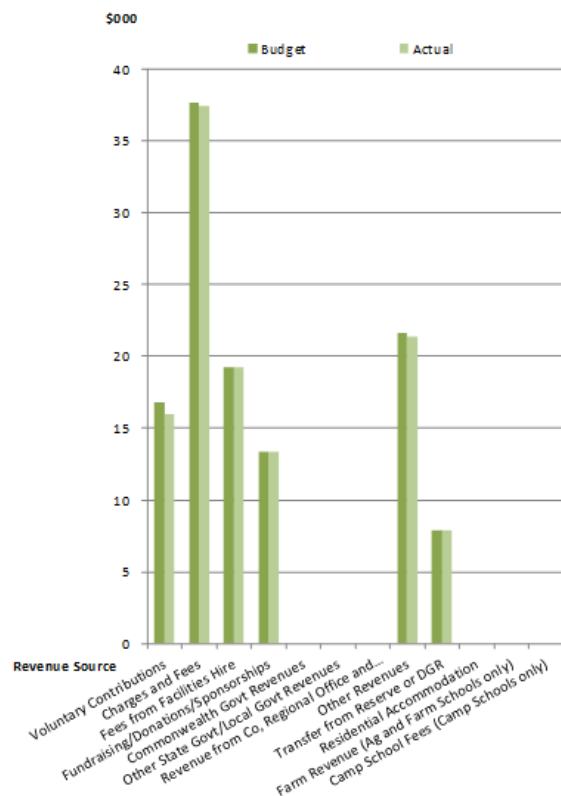
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Jandakot Primary School

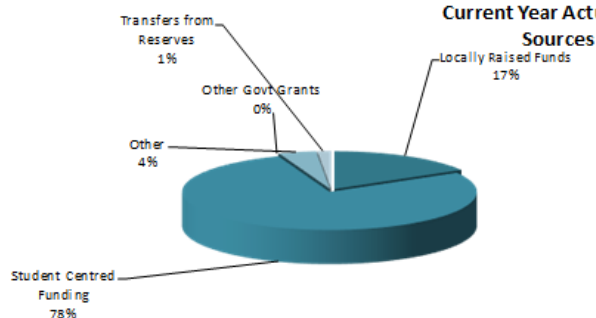
Financial Summary as at
31 December 2020

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 16,800.00	\$ 15,998.55
2	Charges and Fees	\$ 37,669.00	\$ 37,434.70
3	Fees from Facilities Hire	\$ 19,237.00	\$ 19,237.26
4	Fundraising/Donations/Sponsorships	\$ 13,364.00	\$ 13,364.00
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 21,655.88	\$ 21,411.42
9	Transfer from Reserve or DGR	\$ 7,898.00	\$ 7,898.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 116,623.88	\$ 115,343.93
	Opening Balance	\$ 104,029.42	\$ 104,029.42
	Student Centred Funding	\$ 403,443.00	\$ 403,443.47
	Total Cash Funds Available	\$ 624,096.30	\$ 622,816.82
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 624,096.30	\$ 622,816.82

Locally Generated Revenue - Budget vs Actual

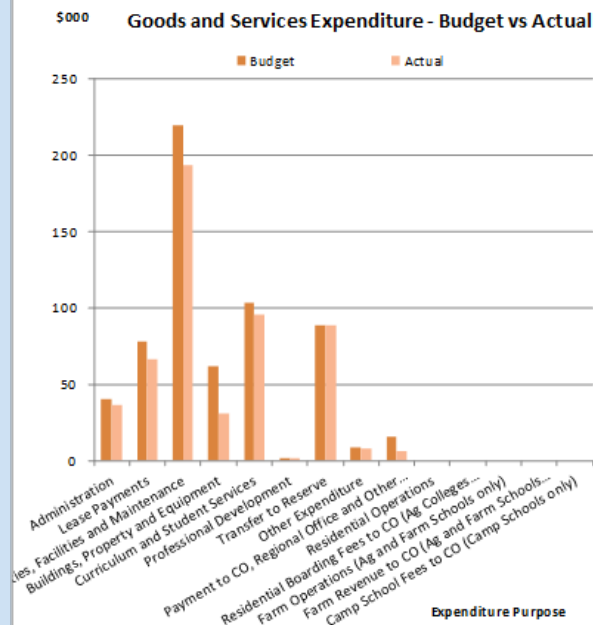


Current Year Actual Cash Sources

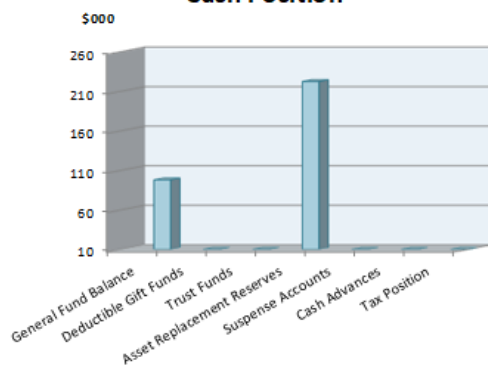


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 39,856.88	\$ 36,208.16
2	Lease Payments	\$ 78,045.00	\$ 66,016.15
3	Utilities, Facilities and Maintenance	\$ 219,085.12	\$ 193,039.90
4	Buildings, Property and Equipment	\$ 61,172.00	\$ 30,399.60
5	Curriculum and Student Services	\$ 103,082.00	\$ 95,300.83
6	Professional Development	\$ 1,422.00	\$ 1,422.69
7	Transfer to Reserve	\$ 88,335.00	\$ 88,335.00
8	Other Expenditure	\$ 8,447.00	\$ 8,056.13
9	Payment to CO, Regional Office and Other Schools	\$ 15,169.00	\$ 6,055.00
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	\$ 614,614.00	\$ 524,833.46
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 614,614.00	\$ 524,833.46
	Cash Budget Variance	\$ 9,482.30	

Goods and Services Expenditure - Budget vs Actual



Cash Position



Cash Position as at:	
Bank Balance	\$ 317,988.98
Made up of:	
1 General Fund Balance	\$ 97,983.36
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 222,403.50
5 Suspense Accounts	\$ (779.88)
6 Cash Advances	\$ -
7 Tax Position	\$ (1,618.00)
Total Bank Balance	\$ 317,988.98