



Jolimont Primary School Annual Report 2021



Principal's Message

Jolimont Primary School continued to thrive during 2021 - 'The Year to Flourish'.

It is with pleasure I present the 2021 Annual Report. We strive to be much more than just a strong academically performing school as we continue to respond to the needs of the 'whole child'. The health and wellbeing of our students and non-academic performance, citizenship, student leadership and community engagement play an important role in developing the whole child at our school.

In 2021, our student population grew to over 350 students. Measures undertaken to cater for this increase included: several new staff, a new transportable classroom, the restructuring of organisational teams, front office modifications and the appointment of a second Associate Principal.

The school continued to ensure a strong learning culture, with high expectations and clear accountability measures in place to drive the new School Business Plan 2021-2024. The Business Plan cycle saw the first year of the plan successfully meet targets amidst Covid interruptions. This year, we established a new leadership structure enabling staff to research, create and drive the priorities and objectives in the School Business Plan Priority Areas: STEM, Health & Well-being Sustainability, Inclusivity & Diversity, and Curriculum & Pedagogy.

The Business Plan strategies were constantly reviewed and monitored by staff teams and the School Board throughout the year. Staff ownership of the School Business Plan was evident through presentations of end of year data and 'Implementation Plan' summaries to the School Board. We continue to forge forward in sustaining continuous improvement concentrating on the School Focus Areas:

1. Student Learning, Achievement and Well-being
2. Inspired and Capable Staff
3. Enriched Community Partnerships.

The commitment to academic excellence through evidence-based inclusive practices and taking advantage of value adding external partnerships has earned Jolimont the rightful position of being a preferred school. Highlights include the appointment of a Science/Technology teacher for Year 1-6, the transformation of the Art Room into dual purpose Science Lab/Art Room and plans for a Library upgrade.

The Jolimont learning community actively responds to contemporary research and initiatives, evidenced by our commitment to the government's STEM (Science, Technology, Engineering & Maths) initiative through strategic employment, continuous development of staff, and our external partnerships.

Strong partnerships exist between the Board and P&C which enables consistent alignment with supporting school priorities and resources. We sincerely thank the members of the School Board for their robust governance, consultation processes and collaboration, and the Parents and Citizens Association for their ongoing success to sustain our strong and supportive community.

We will continue to build upon our accomplishments by striving to inspire a joy of learning, encouraging our children to succeed and providing an excellent education for the students in our care.

Barbara Iffla PRINCIPAL



School Board

The Board started the year by endorsing the new Business Plan 2021–2024. This ambitious plan builds on the school's high performance in core learning areas established in previous years. The plan challenges the school to add new richness and depth of learning for students with bold objectives across curriculum, information technology, STEM, sustainability, diversity, inclusion and well-being.

By year's end we learned of the substantial progress the school has made in these areas, while maintaining the very high level of student achievement in literacy and numeracy.

Over eight meetings, including our annual open meeting, the Board provided guidance on matters of strategic importance to the school leaders and monitored the school's performance.

2021 was also year of change and renewal for the Board. Our thanks go to retiring members:

- Parents: Ngaire McDiarmid, Patrick MacQuillan, Peta Thompson and David Lima.
- Community: Jane Loxton.
- Staff: Natalie Oddy, Heidi Gregson and Abbey Valentine.

Of equal magnitude has been an influx of new parent, staff and community members, bringing new ideas and keen to continue the school's proud tradition of a strong connection with its local community.

It has been a pleasure and privilege to serve the school for six years as chair and I am grateful that the Board will continue in the safe hands of incoming chair Claire Smith and Lyn Hogan (deputy chair).

Michael Hodgkins JPS BOARD CHAIR

2021 Board Members: Michael Hodgkins (Chair), Ngaire McDiarmid (Parent), Peta Thompson (Parent), Patrick MacQuillan (Parent), Lyn Hogan (Parent), David Lima (Parent), Claire Smith (Parent), Mark De'Pannone (Parent), Megan Waddell (Parent), Jane Loxton (Community), Stephanie Stroud (Community), Belinda Stobie (Community), Jodey Brockhurst (Community), Natalie Oddy (Staff), Rebecca Hartman (Staff), Abbey Valentine (Staff), Heidi Gregson (Staff), Carolyn Gribble (Staff).

Parent's & Citizen's

It is with great pleasure I present the P&C Report this year on behalf of our hard-working and highly engaged group of parent and community volunteers. With a slightly rocky start and extended holiday break, our community demonstrated its strength and 2021 turned out to be successful year for the Jolimont P&C.

Our enthusiastic school community 'flourished' and were able to safely organise many activities and events throughout the school year.

Following on from the pandemic in 2020, along with natural turnover, committee numbers began to dwindle in 2021. As a result, the P&C committee put in place strategies to encourage new parents and carers to join the P&C. Before long, our numbers had grown, bringing new life to our meetings. Even though COVID continued, we were fortunate to be able to hold our P&C meetings face-to-face with co-operation from the school and timed cleaning following each meeting.

FUNDRAISING

- Voluntary Contributions – an important contributor to be able to fund our school resources.
- Scholastic Book Fair – all proceeds raised enabled the school to purchase literacy items.
- Colour Run – our main fundraiser for the year, encouraging all to be active and have some fun.
- Wise Wine Drive – a well-received fundraiser this year.
- Dad's Group Bunnings Sausage Sizzle – was to cover the costs of The Fathering Group subscription fees.
- Scholastic Book Club fundraiser.
- Entertainment Book fundraiser.

CONTRIBUTIONS TO THE SCHOOL

- Literacy - \$8,500 for Kindy vocabulary and syllable resources, Diana Rigg picture books, Aboriginal guided readers plus other classroom resources.
- Numeracy - \$7,100 for Dr Paul Swan's Maths Class kits, MABs, teacher workbooks and more.
- STEM resources - \$6,430 for robot replacement parts, iPad/whiteboards and storage items.
- Early Childhood Play Equipment - \$25,800 for outdoor play and mud kitchens, teepee, playsets and climbing equipment, tables and water pump.

PARENTS & CITIZEN'S

The social calendar was brimming this year, with only one event having been cancelled due to the pandemic.

Social events in 2021 included:

- » Welcome Picnic - A chance for families new and old to come together with music and picnics under the beautiful trees near our fort playground.
- » Grandparents Day - morning/afternoon tea along with entertainment by Jolimont's Got Talent performers.
- » World Teachers Day - to thank the dedicated staff for their enormous efforts, in ensuring the smooth continuity of the school environment.
- » Dad's Group Events - activities designed to encourage dads to spend time with their children including the Dad and Kids Camp Out, Lifesaving Beach Day and Fire Station Visit.
- » National Ride2School Day - children enjoyed decorating their bikes for this popular annual event.
- » Joli Bush Dance - the school community came together to enjoy the talents of the Mucky Duck Bush Band.
- » Parent Night - was in the form of a Vegas Casino evening!
- » Last Day of School Face Painting - what a lovely way to finish the school year and bring our community together.

I would like to take this opportunity to say thanks to the staff and students for their acknowledgement of P&C Day. It was touching to come to school and be greeted with the amazing message of thanks to the P&C.

To end, I would like to acknowledge the efforts of the hard-working committee as without your dedication none of this would be possible. Thanks must also go to the numerous parent organisers and volunteers along with our community members, who gave their time to run events that made it an incredible year.



Lisa Stasev JPS P&C PRESIDENT



Business Plan 2021 - 2024

This was the first year implementing a staff and community business plan. The structure of the staff committee's reflected changes to the priority areas and has resulted in a distributed leadership model for all staff. Their collaboration, research and planning is evident further in the Business Plan.

Our vision is to 'inspire a joy of learning and instill the courage to succeed.'

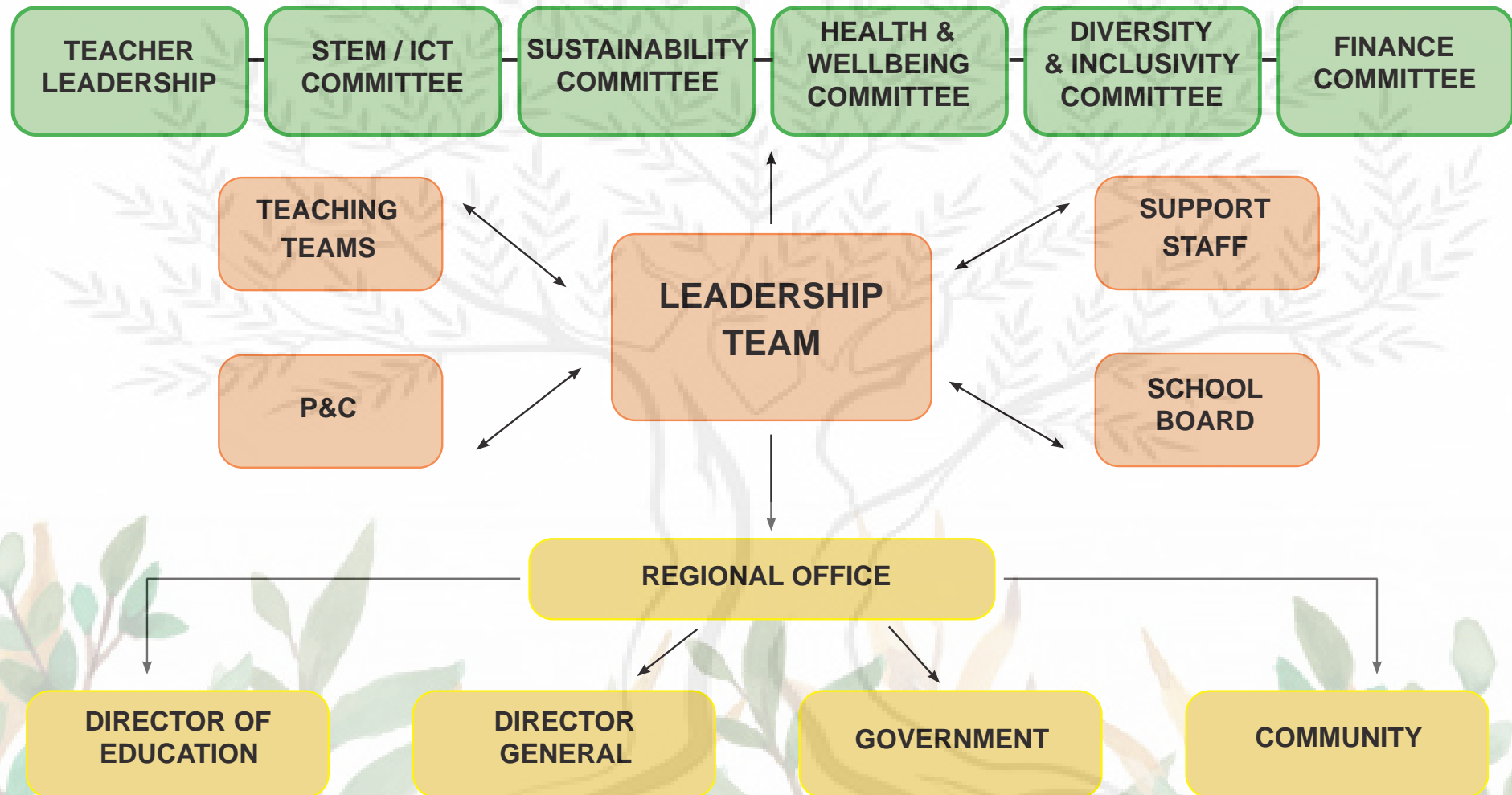
	Focus Area	Strategic Pillars				Our Success Will
	Student Learning, Achievement and Well-being	<ul style="list-style-type: none">Align whole school evidence-based approaches to drive individual student year on year progress in literacy and numeracy.Further build on a holistic approach to care of individual wellbeing.Augment flexible learning environments- indoor and outdoor that enhance teaching and learning.Create a culturally responsive school which promotes and embeds diversity and indigenous cultures.Promote student leadership and voice.				<ul style="list-style-type: none">Improve student literacy and numeracy progress and achievement.Ensure students are on track in the early years for continued success with early intervention.Enhance student health and well-being.Increase student participation in STEM.
	Inspired and Capable staff	<ul style="list-style-type: none">Core connected practices and pedagogies across the school.Continue to use integrated cross curriculum programs.Support continuous improvement through professional learning in line with Jolimont Primary School and Department of Education strategic directions.Strengthen and positively impact on staff well-being.Recognise, celebrate, support and promote teaching excellence and leadership.				<ul style="list-style-type: none">Enhance teacher practice positively impacting on student achievement.Reflect Department of Education initiatives and the school priority areas.
	Enriched Community Partnerships	<ul style="list-style-type: none">Enhance opportunities for our students through community partnerships and allied professionals that enhance the following areas:<ul style="list-style-type: none">STEM (Science, Technologies, Engineering, Maths)cultural responsiveness andsustainability.Continue to develop communication strategies which showcase, celebrate and inform the school community of school practices.Maintain high levels of collaboration in partnership with the school board and P&C, to enhance school life.Through a consultative approach drive site modifications for the best possible learning environment.				<ul style="list-style-type: none">Strengthen community partnerships.Promote inclusivity and diversity.Ensure future growth and site needs.
	The Department of Education aspiration is for every student to:					
	Unlock and fulfil their learning potential.	Be equipped with contemporary and emerging work capabilities.	Develop the personal and social attributes that form the basis for future wellbeing.	Achieve year on year growth in their learning throughout their schooling.	Be well prepared to take the step beyond primary school into high school.	

For further information about the implementation of our Business Plan 2021-2024 please refer to the Business Implementation Plan.

Address: 657 Hay Street, Jolimont WA 6014 Phone: 9205 5200 Website: jolimont.ps.wa.edu.au
email: jolimont.ps@education.wa.edu.au

Leadership Structure

Our school management reflects a structure, where leadership is required at different levels. Everyone in the organisation has a leadership role, is accountable, responsible and has the duty and opportunity to contribute to the overall direction of the school.



Jolimont Strategic Plan 2021 - 2024

2024



Inclusivity & Diversity

- A holistic approach to care of individual student wellbeing
- Flexible outdoor learning environments that enhance teaching and learning
- Creating a culturally responsive school which embeds diversity and indigenous cultures



Sustainability

- Develop a sustainable school - future oriented, protecting the environment, create ecological and socially conscious world.
- Build capacity for thinking and acting that empower students to design actions that lead to more equitable and sustainable future.
- Work with Department plans key aspects of Ecological Footprint and Social Handprint.



Curriculum & Pedagogy

- Provide high quality, evidence-based learning and wellbeing opportunities across the school
- Continue to build on individual student year-on-year progress and through evidence-based approaches
- Continue to embed rigorous use of data to drive teaching and learning at the individual student level
- Embed whole school approaches for connected practice to build collective teacher efficacy



Health & Wellbeing

- Further build on holistic approach to care of individual student wellbeing
- Strengthen and positively impact on staff well-being
- Recognise, celebrate, support and promote teaching excellence and leadership.



STEM

- Enhanced opportunities for our students through community partnerships and allied professional that enhance Science, Technologies, Engineering and Maths (STEM).
- Develop communication strategies which showcase, celebrate and inform the school community of the successes in STEM.
- Through a consultative approach, continue to modify learning environments to assist teaching of ICT.
- Promote student leadership and voice in the area of technologies.
- Support continuous improvement through professional learning in line with Jolimont Primary School and Department of Education strategic directions.



2021

'To inspire in our children a joy of learning and instil the courage to succeed as successful global citizens'

BUSINESS PLAN TARGETS

FOCUS AREA: STUDENT LEARNING, ACHIEVEMENT AND WELL-BEING

IDENTIFIED SCHOOL PRIORITIES

- Improve student literacy and numeracy progress and achievement.
- Ensure students are on track in early years for continued success and intervention.
- Enhance student health and well-being.
- Increase student participation in STEM.

NAPLAN

Target: student achievement at or above 'like schools' in years 3 and 6 across all areas assessed.

Improvement Strategies

- Targeted intervention program in Literacy in Years 1-3 with Sounds Write Program.
- All staff trained in MAI Maths Assessment Interview - a research-based framework of growth points that describe key staged in maths domains.
- Continuation and refinement of Letters and Sounds program in K to Year 2.
- Focus on case management approach for students at education risk.
- Continued implementation and refinement of Seven Steps for Writing whole school planner.
- Developed and implemented a school Grammar and Punctuation scope and sequence in line with Seven Steps and WA Curriculum.
- Increased decodable reading resources for all PP to Year 2 classrooms.

		Target Met in 2021
Year 3	Mathematics	
	Reading	
	Writing	
	Grammar & Punctuation	
	Spelling	
Year 5	Mathematics	
	Reading	
	Writing	
	Grammar & Punctuation	
	Spelling	

PAT

Target: Achieve above the national mean in Progressive Achievement Tests (PAT). Assessments in priority learning areas of reading, numeracy, spelling, grammar & punctuation and science are evident below.

We are exceptionally proud all our students achieved above the National Aust Mean across all areas in PAT.

READING

Year	JPS Mean	Aust Mean	Target Met in 2021
PP	79.63		
1	92.78		
2	109.59	100.5	
3	123.09	110.9	
4	131.44	119.0	
5	133.36	124.5	
6	136.96	128.8	

NUMERACY

Year	JPS Mean	Aust Mean	Target Met in 2021
PP	87.7		
1	106.88		
2	114.11	103.1	
3	124.76	110.3	
4	130.12	117.5	
5	137.63	122.2	
6	141.15	126.7	

SPELLING

Year	JPS Mean	Aust Mean	Target Met in 2021
3	111.73	96.6	
4	138.21	111.9	
5	138.45	124.3	
6	149.78	132	

GRAMMAR & PUNCTUATION

Year	JPS Mean	Aust Mean	Target Met in 2021
3	130.64	116.0	
4	134.33	123.0	
5	135.94	127.8	
6	140.84	130.8	

SCIENCE

Year	JPS Mean	Aust Mean	Target Met in 2021
3	111.73	96.6	
4	138.21	111.9	
5	138.45	124.3	
6	149.78	132.0	

STUDENT LEARNING, ACHIEVEMENT & WELL-BEING

EARLY YEARS

Children identified as below expected level in PP On-Entry assessments are at or above National Mean by Year 3.

Achieve the national benchmark in all 7 quality areas in the National Quality Standards (NQS) self-assessment and external reviews.

Target Met in 2021	
Numeracy	<input checked="" type="checkbox"/>
Reading	<input checked="" type="checkbox"/>

Target Met in 2021	
	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>

AUSTRALIAN EARLY DEVELOPMENT CENSUS

The Australian Early Development Census (AEDC) is a population based measure of how children have developed by the time they start school. It looks at five areas of early childhood development: physical health and well-being social competence, emotional maturity, language and cognitive skills (school-based), and communication skills and general knowledge.

The snap shot below, shows Jolimont student data from 2009 to 2021, with a steady positive incline for students considered 'on track' and a decrease in the number of students who fall into the 'at risk and vulnerable' categories.

We attribute our success across these areas to several factors including: the implementation of early childhood strategies targeting physical health, mental well-being whole school research-based pedagogical practices and strong parent-school partnerships. The early childhood staff were delighted with these outcomes.

Figure 2.1 – Physical health and wellbeing over time for your school.

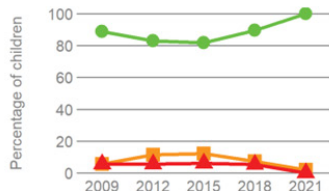


Figure 2.2 – Social competence over time for your school.

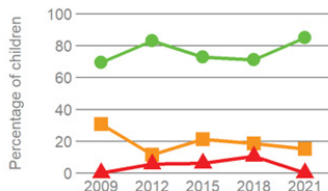


Figure 2.3 – Emotional maturity over time for your school.

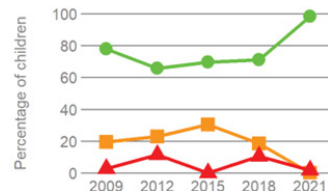


Figure 2.4 – Language and cognitive skills (school-based) over time for your school.

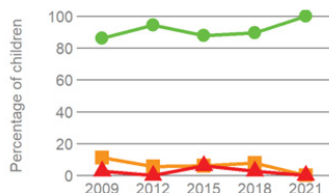
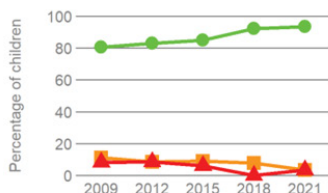
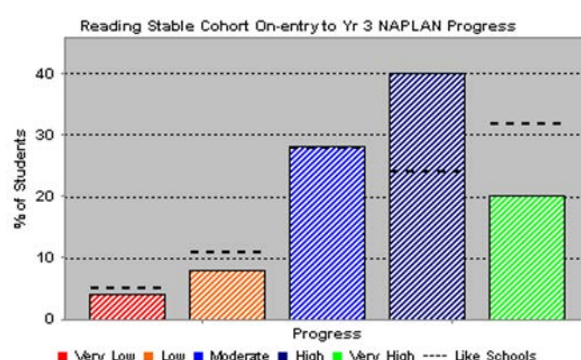
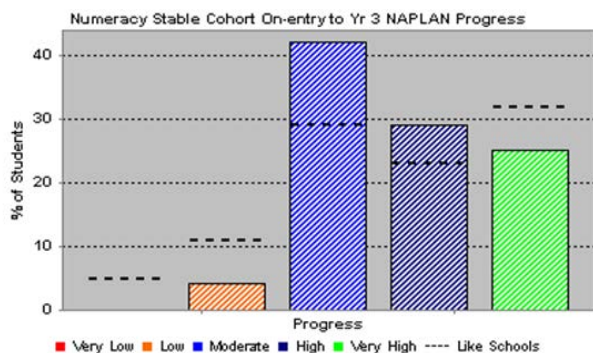


Figure 2.5 – Communication skills and general knowledge over time for your school.



● On track
■ At risk
▲ Vulnerable



FOCUS AREA: *INSPIRED AND CAPABLE STAFF*

IDENTIFIED SCHOOL PRIORITIES

- Enhance teacher practice positively impacting on student achievement.
- Reflect Department of Education initiatives and the school priority areas.

2021 ACTIONS

- Teacher leaders identified and attended Shenton Network Aspirant Leadership training.
- New staff leadership structure to support implementation of Business Plan.
- Maths assessment interview training for all staff.
- Identified staff attended Seven Steps for Writing Success, Letters and Sounds and Words Their Way training.
- Early Childhood teachers attended the National Australia Early Development Census online Conference.
- Well-being in Schools Australia professional development attended by Health and Well-being team.
- WA Mindful Education - all staff attended.
- Junior staff trained in the evidence-based writing program - Science for Reading.
- KAT (Kindy Assessment Tool) completed in Kindy.
- On-Entry Assessment completed in PP.
- Sounds Write Assessment Tool used for small group intervention strategy year 1-3.
- PAT - Reading, Spelling, Grammar & Punctuation, carried out and data tracked over time.
- School Psychologist when required with cases.
- Education Assistant support in class for students with additional needs.
- EAs assigned to all ECE classrooms.
- Differentiated Learning Plans completed for students requiring additional assistance.
- Updated SAER process for identification of, and assistance for, students with additional needs .
- Decodable readers (Dandelion Launchers) purchased and allocated to PP classrooms.
- Decodable readers purchased for students requiring more consolidation of phonics knowledge.
- Home oral retell program resources purchased to develop language rich retell strategies yr PP- 2.
- Resources for extension in Years 3 - 6, including Jacob's Ladder Reading Comprehension.
- Creation and implementation of Jolimont PS Grammar Scope and Sequence.



INCLUSIVITY & DIVERSITY

IDENTIFIED SCHOOL PRIORITIES

- A holistic approach to care of individual student well-being.
- Flexible outdoor learning environments that enhance teaching and learning.
- Creating a culturally responsive school which embeds diversity and indigenous cultures.



2021 ACTIONS

- Construct and implement Cultural Committee agenda and plan.
- Analyse Inclusive Education WA's document on Supporting a Student to Affirm or Transition Gender Identity at School to inform current Jolimont practice.
- Build whole school collective awareness of gender diversity and ensure staff are familiar with relevant processes and protocols.
- Complete Department of Education's Aboriginal Cultural Appreciation course.
- Create with students, a unique Acknowledgement of Country.
- Audited current school resources and recommended purchase list to the value of \$5000.
- Collated a list of gender diverse literature in collaboration with parent representative.
- Integrate culturally responsive learning and teaching and inclusive approaches across all classrooms.
- Faction mascot ideas process with whole school.
- Tear-drop flags and faction tents in time for Athletics Carnival.
- Committee members to attend online training and present information to staff.
- Djirilly Dreaming to deliver Noongar Educational Program to whole school across two days in preparation for NAIDOC Week.
- Committee to ensure all cultural and world events, festivals etc are included on school calendar.
- Research the cost of a Smoking Ceremony and/or Welcome to Country and present to committee.



2022 ACTIONS

- Complete 'Mascot Project' 22-23 during the launch of 'Reconciliation Week' 2023
- Committee choose 5-10 artworks and these children work with aboriginal artist to create logo for banner
- Look at and investigate RAP - reconciliation plan for JPS.



IMPLICATIONS/OUTCOMES FOR CHILDREN

Children will be able to:

- enhance/maintain health and well-being
- develop awareness of individual differences and consider these with their peers
- recognise the 'Acknowledgement of Country' is a valuable introduction to significant events
- respect the 'Acknowledgement of Country' as a way of showing appreciation for aboriginal peoples
- enhance their knowledge of the Noongar language
- accept, tolerate, appreciate and develop empathy for indigenous culture
- recognise and connect to flora and fauna in the local environment and noongar language
- develop a sense of belonging with the school history
- enhance their knowledge/understanding of indigenous culture during incursions/excursions
- connect with Uluru statement.

STEM

IDENTIFIED SCHOOL PRIORITIES

- Enhanced opportunities for our students through community partnerships and allied professional that enhance Science, Technologies, Engineering and Maths (STEM).
- Develop communication strategies which showcase, celebrate and inform the school community of the successes in STEM.
- Through a consultative approach, continue to modify learning environments to assist teaching of ICT.
- Promote student leadership and voice in the area of technologies.
- Support continuous improvement through professional learning in line with Jolimont Primary School and Department of Education strategic directions.



2021 ACTIONS

- Continue to be a part of the DREAM project on Connect.
- Digital Technologies leaders to be upskilled in roles and responsibilities.
- Provide professional development to staff in iPads and Robotics.
- Survey staff to determine if further robotics training is needed, along with apps usage.
- Specialist teachers to visit TDS technologies school and share ideas.
- Plan a new learning environment that includes a visible technologies wall.
- Obtain quotes and details of a new sound system for undercover area and purchase.
- Review ICT Skills Checklist in line with WA curriculum.
- Investigate school wide subscriptions – Air Server & Seesaw.
- iPromise statement to be reviewed.
- Upskill new IT committee members on Department policies and documents.
- Plan a new learning environment that includes a visible technologies wall.
- Create cyber safety and technologies videos for parents/ carers.
- Investigate further partnerships with organisations specialising in technologies.
- Arrange guest speakers to encourage productive partnerships with organisations and community.

2022 ACTIONS

- Students goal I promise statement.
- Design by digital leaders.
- Put on website.

IMPLICATIONS/OUTCOMES FOR CHILDREN

Children will be able to:

- work collaboratively to complete projects
- develop skills in advanced technology when setting up assemblies/iPads/choir and with challenges
- develop/enhance technology skills.
- use technology in the classroom to redefine learning and not substitute it through paper and pen
- apply technology skills during combined STEM and ART projects inspired by TDS
- engage in rich integrated learning
- observe environmental print set up in the library to support their vocabulary development
- develop 'skills for life' and the future
- communicate with other students, parents and teachers
- communicate safely online
- enhance knowledge of consistent language used in videos
- engage/participate in hands on extracurricular opportunities/activities which will stimulate interest in school/ community.



HEALTH & WELL-BEING - 'Being Our Best'

IDENTIFIED SCHOOL PRIORITIES:

- Further build on holistic approach to care of individual student well-being.
- Strengthen and positively impact on staff well-being.
- Recognise, celebrate, support and promote teaching.



2021 ACTIONS:

- Investigate well-being models and Social Emotional Learning Wellness programs and best practice for implementation of whole school program.
- Create a survey to assess the Social & Emotional and well-being needs of students at JPS and complete and analyse survey to inform Well-being Plan.
- Local Agreement developed for Roles and Responsibilities of new School Chaplain.
- Well-being Leaders Training PD presenter – Maria Hart.
- Whole school incursion (yoga) to support well-being.
- Well-being information in newsletter by chaplain.
- Mental Health Week Plan for whole-school mindful activity to be conducted throughout the week.
- Solutions Space – bench being supplied by Bunnings for peer support in the playground.
- Term 4 - Create a 2022 yearly plan with a term by term focus on key virtue of the year. 2021 Year to Flourish.



2022 ACTIONS

- Mindfulness activities from Mindful Education program implemented in every class.
- Year level discussions in collaboration meetings to determine activities to be implemented.
- Wednesday mini meeting whole school breathing techniques conducted.
- Staff meeting mindfulness activity to start sessions.
- Members of Well-being committee released from class to find/purchase visual displays of mindful techniques.
- All classes display mindfulness charts.

IMPLICATIONS/OUTCOMES FOR CHILDREN

Children will be able to:

- engage in a whole school social and emotional learning program which will best suit their needs
- explicitly learn and apply skills/strategies outlined in the program to support their emotional well-being
- receive equal opportunities to access the support of the School Chaplain
- access the support of the School Chaplain as defined by Roles and Responsibilities local agreement
- discuss the social and emotional learning program with parents and family members
- calm and relax their bodies when needed
- take themselves or others to the solution bench to calm, relax and self-regulate.



SUSTAINABILITY

IDENTIFIED SCHOOL PRIORITIES

- Develop a sustainable school - future oriented, protecting the environment, creating an ecological and socially conscious world.
- Build capacity for thinking and acting to empower students to design actions that lead to a more equitable and sustainable future.
- Work with Department plans key aspects of Ecological Footprint and Social Handprint.



2021 ACTIONS

- Sustainability Committee identify priority areas.
- Sustainability Student Leaders appointed.
- Begin Waste Wise Policy and apply for accreditation through Waste Wise and attend Waste Wise Schools PL.
- Incorporate Waste Wise into STEM/cross-curricular programs.
- Contact/visit schools with Sustainability Programs.
- Evaluate gaps in existing resources and source appropriately.
- Organise signage for bins through wastesorted.com.au.
- Join ReMida and use supplies in Pre-primary.
- Audit existing sustainability resources and programs.
- Commence classroom responsibility for area clean up - weekly roster.
- New plants for gardens.
- Paper recycling program throughout the school.
- School Chaplain to use garden for student support/well-being.
- Enquire re: incursion for The Worm Shed for Years 4-6 (four classes).
- Contact City of Subiaco to follow up grant \$5000 for regeneration and replanting on school grounds.
- Initiate Scheme I.D. for Containers for Change and engage school community.
- Organise and publicise Waste Free Mondays.
- Set up Community Sustainability Station in Senior Block: Containers for Change, Oral Care.
- Contact City of Subiaco Sustainability Officer to access any council programs/assistance/grants.

2022 ACTIONS

- Get/purchase 'Keep Australia Beautiful' bin stickers
- Reverse lunch.
- Reduce litter.
- Investigate Water-Wise.
- Become waste wise accredited.
- Set up 'Buddy Class Sustainability' projects.

IMPLICATIONS/OUTCOMES FOR CHILDREN

Children will be able to:

- develop leadership opportunities as 'Sustainability Leaders' responsible for:
 - Worm farm
 - Paper recycling
 - Battery recycling
 - Waste Free Mondays
 - Oral care recycling
- participate as a member of the 'Garden Club' with school gardener and Chaplain
- positively engage with peers, Chaplain and Sustainability and Care Councillors in the Bunnings Well-being project
- participate in the whole school City of Subiaco regeneration program along the school fence line
- plant trees and take care of them
- participate in the 'Containers for Change' program and develop responsibilities during the setting up and monitoring of it
- participate in 'Integrated Art Sustainability' project in the senior block
- enhance their knowledge of the importance of eating vegetables through participating in the growing of garden classroom
- plant and care for vegetables
- engage with new resources purchased for use in the garden.



CURRICULUM & PEDAGOGY

IDENTIFIED SCHOOL PRIORITIES

- Provide high quality, evidence-based learning and wellbeing opportunities across the school.
- Continue to build on individual student year-on-year progress and through evidence-based approaches.
- Continue to embed rigorous use of data to drive teaching and learning at the individual student level.
- Embed whole school approaches for connected practice to build collective teacher efficacy.



2021 ACTIONS

- Identify whole school priority areas to maintain whole school approaches to teaching and learning.
- Create Operational Plan to reflect areas of need with student achievement as focus areas.
- Organise termly writing genres in teaching teams and procedures for these.
- Teacher leaders to create sequence of teaching points for each genre.
- Research and purchase fiction and non-fiction quality texts to reinforce language features for upper years.
- Create rubrics for 3 text types for writing, in line with the School Curriculum and Standards Authority (SCSA), for Jolimont.
- Identify training and implement new Handwriting formation for Kindy to Year 2.
- Brightpath and Realtime Online Writing used to help moderation between classes and year levels.
- Staff to look at more Brightpath rulers to ensure student growth along the trajectory.
- Professional learning identified and staff to attend in-line with school priorities.

NATIONAL SCHOOLS OPINION SURVEY

Maintain an average satisfaction score of 4/5 or above on the Student, Staff and Parent National Schools Opinions Survey (NSOS)

Target Met
in 2021

	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>

JOLIMONT PRIMARY SCHOOL 2021 SURVEY RESULTS

Rating scale out of 5	2021	2021	2021
Domains: Parent, Students, Staff	Parents	Students	Staff
Teachers at this school expect my child to do his or her best	4.4	4.3	5.0
Teachers at this school provide my child with useful feedback	4.1	4.2	4.8
Teachers at this school treat my child fairly	4.3	4.3	4.7
This school is well maintained	4.4	4.4	4.4
My child feels safe at this school	4.6	4.4	4.7
I can talk to my child's teachers about my concerns	4.5	3.7	4.7
Student behaviour is well managed at this school	4.2	3.9	4.5
My child likes being at this school	4.6	4.4	4.6
This school looks for ways to improve	4.3	4.4	4.7
This school takes parents'/ student's/ staff opinions seriously	4.1	4.0	4.5
Teachers at this school motivate my child/me to learn	4.4	4.4	4.7
My child is making good progress at this school/interesting things	4.3	4.3	4.7
My child's learning needs are being met at this school	4.2	-	4.6
This school works with me to support my child's learning	4.2	-	4.7
I receive useful feedback about my work at this school	-	-	4.6
Staff are well supported at this school	-	-	4.6
This school has a strong relationship with the community	4.3	-	4.5
This school is well led	4.5	-	4.7
I am satisfied with the overall standard of education achieved at this school	4.4	-	4.7
I would recommend this school to others	4.5	-	4.8
My child's teachers are good teachers	4.5		4.8
Teachers at this school care about my child/me	4.5		4.9

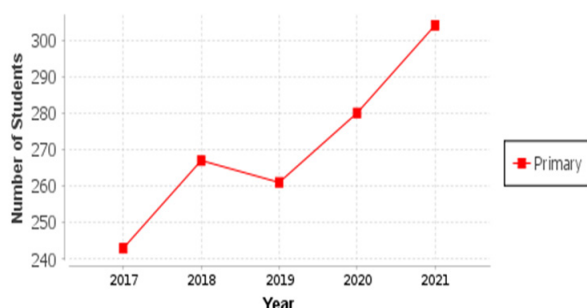
STUDENT NUMBERS AND ATTENDANCE

Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2019	94.4%	95.1%	92.7%	99.5%	89.8%	79.5%	94.5%	95.1%	91.6%
2020	93.2%	95.2%	93.2%	90.7%	90.2%	77.6%	93.2%	95.1%	91.9%
2021	94.5%	94.9%	92.4%	95%	85.7%	76.8%	94.5%	94.8%	91%

Attendance, even during a year of COVID continued to be higher than WA Public Schools.

Semester 2 Student Numbers



Student population continues to grow steadily due to the increasing residential infill and residential rezoning in the school catchment area. Planning and infrastructure, staffing, increased student transiency rates and increasing cultural diversity were considered throughout the year to ensure the smooth running of the school.

Destination Schools

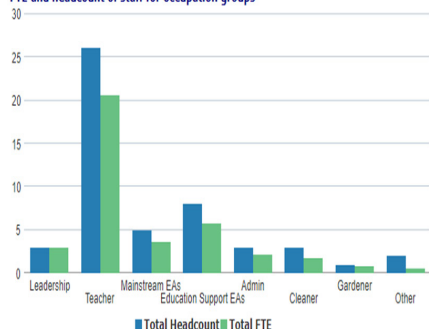
2021 school destinations of the 2020 student cohort

Year Level : Male: 19 Female: 28 Total: 47

Destination Schools	Male	Female	Total
4168 Shenton College	13	19	32
4213 Bob Hawke College	2		2
4042 Perth Modern School		2	2
4206 Fremantle College		1	1
4025 John Curtin College Of The Arts	1		1
1042 Methodist Ladies' College		1	1
4038 Mount Lawley Senior High School	1		1
1171 Scotch College	1		1
1122 St Hilda's Anglican Sch - Girls		1	1
1309 St Stephen's School		1	1

Shenton College is the largest feeder high school with the majority of students living in its local catchment.

FTE and headcount of staff for occupation groups



WORKFORCE COMPOSITION

With increasing student population, several staffing processes were undertaken to ensure the workforce planning was implemented successfully.

A second associate principal was appointed to the administration team, along with a School Chaplain, three new teachers, four new education assistants and a new gardener.

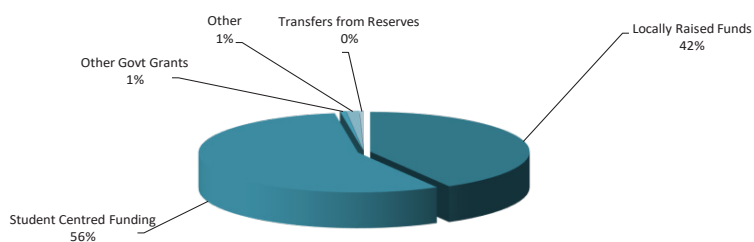
FINANCIAL SUMMARY



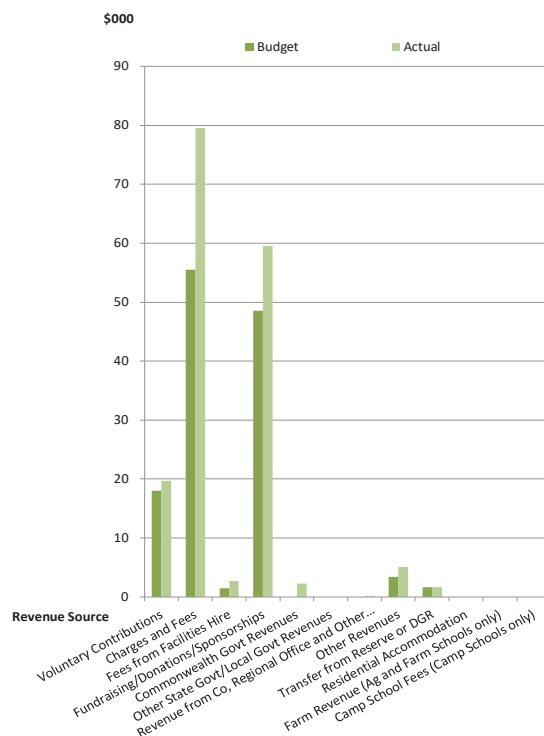
Jolimont Primary School Financial Summary as at 31 December 2021

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 18,030.00	\$ 19,665.00
2 Charges and Fees	\$ 55,545.00	\$ 79,583.98
3 Fees from Facilities Hire	\$ 1,500.00	\$ 2,681.81
4 Fundraising/Donations/Sponsorships	\$ 48,543.00	\$ 59,523.47
5 Commonwealth Govt Revenues	\$ -	\$ 2,221.10
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ 121.00
8 Other Revenues	\$ 3,405.00	\$ 5,046.48
9 Transfer from Reserve or DGR	\$ 1,654.54	\$ 1,654.54
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 128,677.54	\$ 170,497.38
Opening Balance	\$ 93,331.00	\$ 93,330.80
Student Centred Funding	\$ 165,000.00	\$ 215,875.26
Total Cash Funds Available	\$ 387,008.54	\$ 479,703.44
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 387,008.54	\$ 479,703.44

Current Year Actual Cash Sources

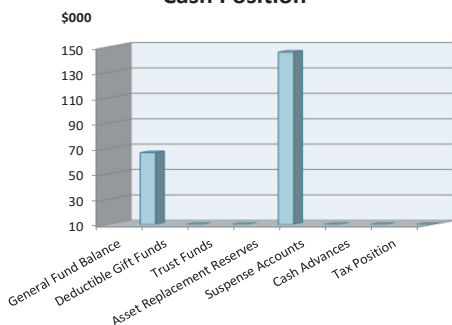


Locally Generated Revenue - Budget vs Actual

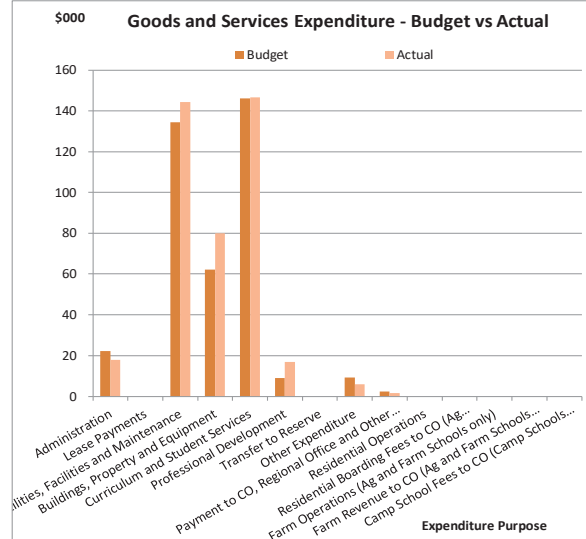


Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 22,200.00	\$ 17,955.33
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 134,370.00	\$ 144,226.08
4 Buildings, Property and Equipment	\$ 62,184.00	\$ 79,923.57
5 Curriculum and Student Services	\$ 146,106.20	\$ 146,496.65
6 Professional Development	\$ 9,000.00	\$ 16,956.36
7 Transfer to Reserve	\$ -	\$ -
8 Other Expenditure	\$ 9,300.00	\$ 5,985.55
9 Payment to CO, Regional Office and Other Schools	\$ 2,500.00	\$ 1,622.15
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	\$ 385,660.20	\$ 413,165.69
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 385,660.20	\$ 413,165.69
Cash Budget Variance	\$ 1,348.34	\$ -

Cash Position



Goods and Services Expenditure - Budget vs Actual



Cash Position as at:	
Bank Balance	\$ 217,150.02
Made up of:	
1 General Fund Balance	\$ 66,537.75
2 Deductible Gift Funds	\$ 4,983.86
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 145,710.60
5 Suspense Accounts	\$ 6,140.81
6 Cash Advances	\$ -
7 Tax Position	\$ (6,223.00)
Total Bank Balance	\$ 217,150.02