

2020

SERPENTINE PRIMARY  
ANNUAL SCHOOL REPORT



*Ensuring all students  
achieve academic success, to  
enable better life outcomes.*

## MORAL PURPOSE

At Serpentine Primary School we are dedicated to *ensuring all students achieve academic success, to enable better life outcomes*. Together we will demonstrate Respect, Responsibility, Perseverance, and Aspire to the constant improvement of ourselves and our community.



### Our Values

The school community promotes 4 values that have been identified as underpinning everything we do as a school and as individuals. Staff ensure students not only understand them but are provided with opportunities to display them. They are:

**RESPECT** – We are respectful when we value or regard the worth of people or things and treat them with consideration, care and concern.

**RESPONSIBILITY** – We are responsible when we are accountable for our actions at school and in the community.

**PERSEVERANCE** – We persevere by learning how to work through challenges to achieve our goals.

**ASPIRE** – We aspire to be successful learners, confident individuals and active citizens.

# Moral Purpose



**ENSURING ALL STUDENTS  
ACHIEVE ACADEMIC SUCCESS,  
TO ENABLE BETTER LIFE OUTCOMES**

### 3 IMPERITIVES OF STUDENT ENGAGEMENT

- Students are safe, have trust, respect and feel valued
- Students have work at their level
- Students have friends at school

### 4 PILLARS OF SCHOOL WIDE PEDAGOGY

- Teacher directed learning
- Explicit, Direct Instruction
- Moving student's knowledge from short-term to long-term memory
- Positive teacher - student relationships

### 6 GIVENS

- Strong Relationships
- Effective, Immediate Feedback
- High Expectations
- Positive Classroom Tone
- Appealing Classroom Displays
- Excellent Presentation

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## From The Principal

2020 has been a remarkable year of disruption, changed and significant achievement at Serpentine Primary School. Commencing the school year in February, no one foresaw the disruption to teaching and learning that would take place at the end of Term 1 – in the space of a few days our community pivoted to remote learning. Classes were delivered online or via work packages as the majority of students worked from home. Far luckier than many other places in Australia and around the world, our school returned to face-to-face classes and ‘normal’ operations relatively quickly. Although this experience provided its challenges, it also delivered its own lessons, including:

- The potential for effective delivery of teaching by alternative means.
- The incredible resilience of both staff and students in adapting quickly to change.
- How much we take for granted the valuable interpersonal relationships that a school community offers.
- The strength of our school values in demanding times – these should always be the guide by which we make decisions.
- How individuals respond to situations differently – acknowledgement of this should always feature in our planning.



With 2020 now behind us we can, despite unprecedented interruptions, look back with satisfaction at our achievements. The evolution of Seesaw, and the way it is used has been a major focus and we now have nearly 100% parent engagement. Moving forward it is hoped that Seesaw will directly increase engagement between parents, students and staff by providing improved communication while GradeXpert will streamline administrative procedures for all stakeholders. It will also change the way parents can engage with their child’s learning journey through primary school.

During 2020 the school conducted a number of confidential experience surveys of all parents, staff and year 6 students using the Tell Them from Me and National School Opinion surveys. Our staff also completed an Organisation Health survey (OHI) to help analyse the health of our school culture. These surveys reflect our willingness to monitor, review and improve what we do at the school and the information is most important for the schools operational and strategic planning as well as tracking our performance and satisfaction levels.

In 2021 the school will participate in the school review process conducted by the Department of Education. This comprehensive review against the 6 domains requires submission of significant documents, evidence and a validation visit to assess our performance and self-assessment procedures. School staff have been working hard to prepare for this and it will be the first external review for the school in the past five years.

## Our Annual Report

The 2020 Serpentine Primary School Annual Report articulates and demonstrates the dynamic nature of our school, our commitment to excellence and our relentless pursuit of achieving our best. It demonstrates our achievements for the 2019/2020 school years (there was no annual report in 2019 due to the impact of COVID) and highlights an ongoing commitment to enhancing the educational outcomes for all of our students.

This year our annual report has a new look, designed to reflect the Electronic School Assessment Tool (ESAT). As with previous years, the report contains student achievement data, stakeholder feedback, analysis of identified trends and focus areas for 2021. The report is prepared for the School Board and wider school community and is submitted to the Department of Education for publication on Schools Online, as part of the agreed accountability process. Our school acknowledges and thanks all members of the community for their contributions to our school and students and in particular to this report.

## Our School

Situated 25 km south of Armadale, just off the South Western Highway, Serpentine has a mixture of people including traditional farming families, newer families on hobby farm sized blocks and families living in town. Relocating from the original site in the 1950s Serpentine Primary School has grown into a medium size Primary School catering for the needs of the Serpentine Township and the surrounding areas of Karnet, Keysbrook, Hopeland and Mardella. The school has a distinct rural feel with spacious grounds and tree lined fences.

### Our Students

In 2020 Serpentine Primary School had an enrolment of 188 students from Kindergarten to Year 6. Of those 188 students approximately 4% were indigenous and 3% were from a language background other than English. The school had an ICSEA of value of 986 and an ICSEA percentile of 39%.

Distribution of Socio-Educational Advantage (SEA)



Percentages are rounded and may not add to 100

### Our Staff

Serpentine Primary School boasts a passionate and dedicated staff all committed to our school's moral purpose. In 2020 the staff at Serpentine Primary School comprised of a Principal, Associate Principal, 12 classroom teachers, a Specialist Arts, Physical Education, STEM and Science Teacher, a Learning Support Coordinator, Manager Corporate Services, School Officer, 5 Education Assistants, a Library Officer, 3 Cleaners and a Gardener. In addition, the school also employed a school wellbeing officer (through the National Chaplaincy program) and a Be You team leader to support the school's pastoral care and student leadership programs.

Our committed staff form a collaborative, proactive team and bring a range of skills that benefit all students. We have a focus on high expectations and high standards, which has seen our students continually improve in every measured criterion in NAPLAN testing since 2016. Our dedicated teachers strive for high standards and enthusiastically share exemplary teaching practices, ideas and resources. Furthermore, we are aware of the critical importance of knowing how learning occurs and the conditions required for optimal learning to take place.

Our leadership team regularly seek out professional learning that will maintain excellence and drive innovation. During 2020 all teachers continued to engage in targeted professional learning to support the school's Explicit Teaching agenda. This includes workshops, visits to high

performing primary schools to observe classroom practice and participation in teacher development programs such as Teach Well and Fogarty. Our teachers also meet formally and informally through the provision of common DOTT time & team meetings to discuss best practice and provide feedback on classroom performance. The school is also part of the Byford Schools Cluster and South-East Corridor Network who work together to improve outcomes for all schools and improve system performance.

### ***Our Community***

Serpentine Primary School benefits from a strong parent and community support base. There is a strong participative and consultative approach to school decision-making and our parents, School Board and Parents & Citizens (P&C) play active and important roles in our school.

The School Board provides community perspectives on a range of issues through elected parents and seconded community representatives. Our School Board has input into school direction and is influential in school accountability and self-assessment processes. The school is strongly supported by an active Parents & Citizens Association who provide ongoing assistance to families by organising a range of fundraising activities and operating the school canteen and uniform shop.

### ***Our curriculum***

Our curriculum has been designed to reflect our commitment to implementing evidence based approaches and our desire to balance innovation and current research in a manner which reflects our strong rural flavour steeped in history. We place a strong emphasis on the key curriculum areas and all children receive a balanced education based on the West Australian Curriculum and the Kindergarten Curriculum Guidelines. We use explicit teaching in all areas of the curriculum, and offer opportunities for children to explore and reach their potential in individual ways. Students have access to a range of specialist teachers in Physical Education, The Arts & Science/STEM providing a balanced and well-rounded curriculum. In addition, students are afforded the opportunity to participate in a range of programs including Choir, Clubs, Enterprise Projects, School Talent Show/Musical and Student Leadership.

In addition, the school operates a Be You team (comprising staff, parents and community members) to provide guidance in the areas of student wellbeing, social/emotional learning and community engagement. Both our Be You team leader and school welfare officer were involved in coordinating and delivering a range of programs targeting social and emotional development and providing support and guidance to the staff and students experiencing difficulty.



## Our Self-Assessment

Successful students are at the core of our school improvement, with both academic and social and emotional standards the central focus. All operations at Serpentine PS are ultimately evaluated in relation to their impact on student achievement and progress. The key to our school improvement initiative can be effectively summarized in one word: accountability. Accountability is the glue that ties commitment to results and is necessary at all levels within the school. The structures and mechanisms in place within the school to ensure a high level of accountability are what will determine its overall effectiveness and its capacity to implement school improvement initiatives and change agendas.

At Serpentine Primary School we have implemented a clear set of protocols and initiatives to ensure a high level of accountability throughout the school as part of our school self-assessment process, which include:

- Collecting parent, staff, student and community feedback via a range of mechanisms.
- Employing a holistic model for transforming school leadership– known as the ‘School Transformation Framework’ to ensure we have both the ‘big picture’ and the detail.
- Utilising sophisticated strategic planning using tools such as Strategic Directions Document.
- Systematic collection and analysis of student progress and achievement data.
- Inclusion of a broad array of targets encompassing all learning areas, years of schooling and dimensions of student learning (achievement, progress and engagement) to build a whole of school improvement culture.
- Annual presentation to our School Board of school achievement data and regularly reporting to the board on progress towards each of our targets with supporting data and evidence.
- Ensuring transparency by publishing school performance data in newsletters, on our website and in our annual report.

Using these tools, we make judgments about where we are at on our improvement journey, set goals and design strategies for development, and monitor and demonstrate progress over time. In addition, the school will use the Department’s Electronic School Assessment Tool to self-assess against the following six domains: Teaching Quality, Learning Environment, Leadership, Relationships and Partnerships, Use of Resources & Student Achievement and Progress. We will host a Director (Public School Accountability) and a peer reviewer for a validation visit in 2021. The report from this review will be published on our school website and will be used to inform future planning.

## Relationships and Partnerships

At Serpentine PS we believe that genuine parent engagement exists when there is a meaningful relationship between parents and teachers with the shared goal of maximizing learning outcomes for students. In 2020, Serpentine PS commenced work on a Relationships & Partnerships policy to formalize our approach which will be implemented in 2021. We see five elements necessary for developing and maintaining effective relationships and partnerships with key stakeholders.



*Graphic courtesy of Queensland Department of Education*

### **Communication**

At Serpentine PS we believe that effective communication between schools, parents, students and the community forms the foundation for developing and maintaining partnerships. To have a significant impact on student outcomes, communication needs to be focused on student learning and wellbeing. In 2020, Serpentine PS achieved the following outcomes:

- Established consistent expectations for how teachers communicate with parents to support student learning/wellbeing and increased parent engagement on Seesaw to nearly 100%.
- Engaged with families who have recently enrolled and established opportunities for parents to meet their child's teacher/s early in the school year via classroom information sessions.
- Held parent interviews twice to communicate student progress and encouraged parents to share knowledge, aspirations and concerns with their child's teachers.
- Provided reports of student progress/achievement relative to class mean and benchmarks.
- Organized school open night to allow families and community members to tour the school, promote students' work and experience how the school operates.
- Regularly sent home positive examples of students' work via Seesaw and promoted good news and activities through newsletters, social media and local media.

### **Partnerships with Parents**

Serpentine PS believe that quality partnerships require a reciprocal commitment from staff and parents to work together to improve student learning and wellbeing. Learning is not limited to the classroom and effective partnerships can raise parents' awareness of their ability to improve their children's learning and wellbeing. In 2020, Serpentine PS achieved the following outcomes:

- Established a clear process for parents to provide feedback to the school about what is working well, along with suggestions for improvements.
- Collected and analysed feedback from parent and teacher surveys such as TTFM and National School Opinion Survey.
- Involved students and parents in the development of individual curriculum, behaviour and/or personalized learning plans.

### **Community Collaboration**

At Serpentine PS we understand that our school does not exist in isolation – it is the central hub of our community and should leverage our position to work together with other community members, for the benefit of all. Effective collaboration provides opportunities to develop a better understanding of their broader community and to build strong relationships within our local context. In 2020, we achieved the following outcomes:

- Involved successful past students in events such as transition breakfast, student leadership, award ceremonies and graduation.
- Ensured community representation on School Board, Be You committee and PBS team.

- Maintained strong relationships with local secondary school and participated in transition program for Year 5 and 6 students.
- Continued to maintain relationships with community organizations (including Mens' Shed, local church and SJ Shire), evidenced by involvement in school programs and events.
- Built on relationships with local childcare to engage students in Kindy transition program.

### **Decision Marking**

Parent and community involvement in school decision-making encourages greater ownership and ensures local needs are reflected. Decisions about student needs should involve effective consultation and collaboration with stakeholders and open and transparent communication at all stages of the process. Reciprocal trust and ownership of decisions assists in successful implementation. Serpentine PS achieved the following outcomes in 2020:

- Included teachers in the school improvement and decision making processes through Fogarty workshops, school development days and staff meetings.
- Shared evidence-based research with the board to support informed decision-making.
- Built capacity of the board to ensure an active role in preparing and reviewing new 2021 - 2023 business plan and strategic directions document and reviewing student achievement data and school feedback.
- Engaged School Board and P&C in the review and development of school policies including school uniform and relationships and partnerships policies.
- Achieved parent/community representation on PBS team & Be You committee to align the behaviour expectations to community expectations and build a shared understanding.

### **School Culture**

At Serpentine PS we believe that nurturing a culture that respects and values difference amongst the whole school community is vital in supporting the inclusive engagement of all families. In 2020 we continued to focus our efforts on building a thriving culture where there is collective, shared responsibility for maximising the potential of all. School leadership teams constantly focus on developing skills and strategies to influence school culture. In 2020 Serpentine PS achieved the following outcomes in respect to school culture:

- Leadership team and teachers were visible to parents and students, for example, at school pick-up and drop-off times, in community areas of the school, at school events.
- Utilised a coaching model for achieving systematic progress and as a framework for the development and review of staff performance.
- Formally recognised the contributions that volunteers make to the school (for example, thank you letters and invitations to school events)

### **Focus for 2021**

- Consider every aspect of communication including the design of physical spaces in the school (especially the school office), signage and the processes used by staff to make parents and community members feel welcome and valued.
- Develop a School Readiness Program and offer specific workshops for future prospective parents who require more tailored and individual assistance.
- Conduct parent workshops, information sessions or webinars on commonly asked queries, for example, how to help children read, coding/robotics, transitioning to secondary school.
- Build networks that have the potential for long-term sustainability, for example: — establish a community integrated early childhood services hub, including Child and Family Centres.
- Develop the capability of student leaders so they can participate effectively in decision-making and encourage student participation in school committees e.g. PBS.
- Develop an Aboriginal Education Framework to ensure the school is more culturally responsible and takes a more strategic approach to cross-curricular perspectives.
- Continue to sustain momentum on health by further strengthening practices that are below median on our OHI through interventions and additional management practices.

## Organisation Health Index

All staff are engaged in completing the Organisation Health Index (OHI) survey which applies analytical rigour to evaluating school culture and health management. This quantitative diagnostic has empowered us, as school leaders, to analyse the impact of school practices and culture on performance and create an implementation roadmap to improve it. The graphics below represent an overview of key school culture data from this survey:

## Serpentine Primary School outcome profile comparison: 2018 vs 2020

Percentage of respondents who selected 'agree' or 'strongly agree'

**Benchmark:** ■ Top Decile ■ Top Quartile ■ Second Quartile ■ Third Quartile ■ Bottom Quartile  
**Comparison:** ● Positive quartile or top decile change ● No quartile change ● Negative quartile change

2018 survey outcome profile<sup>1</sup>



2020 survey outcome profile<sup>1</sup>



## Practice profile with quartile movement change: 2018 vs 2020

Percentage of respondents who selected 'often' or 'almost always'

**Benchmark:** ■ Top Decile ■ Top Quartile ■ Second Quartile ■ Third Quartile ■ Bottom Quartile  
**Comparison:** ● Positive quartile or top decile change ● No quartile change ● Negative quartile change



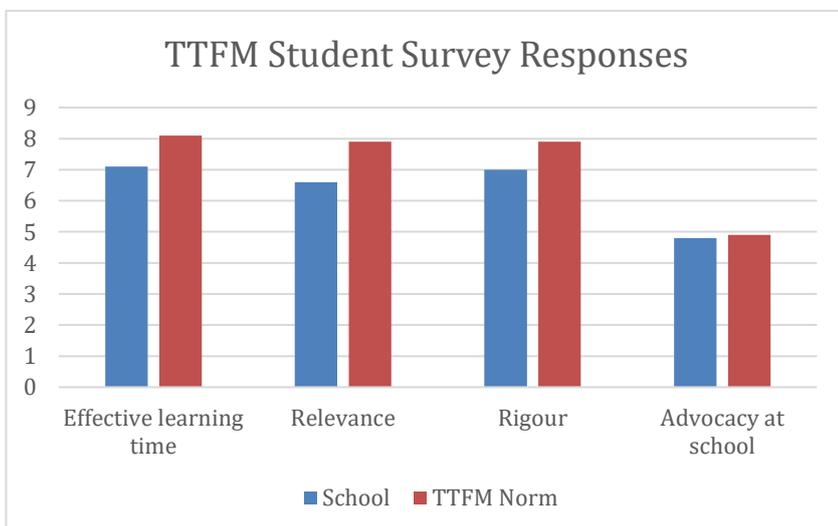
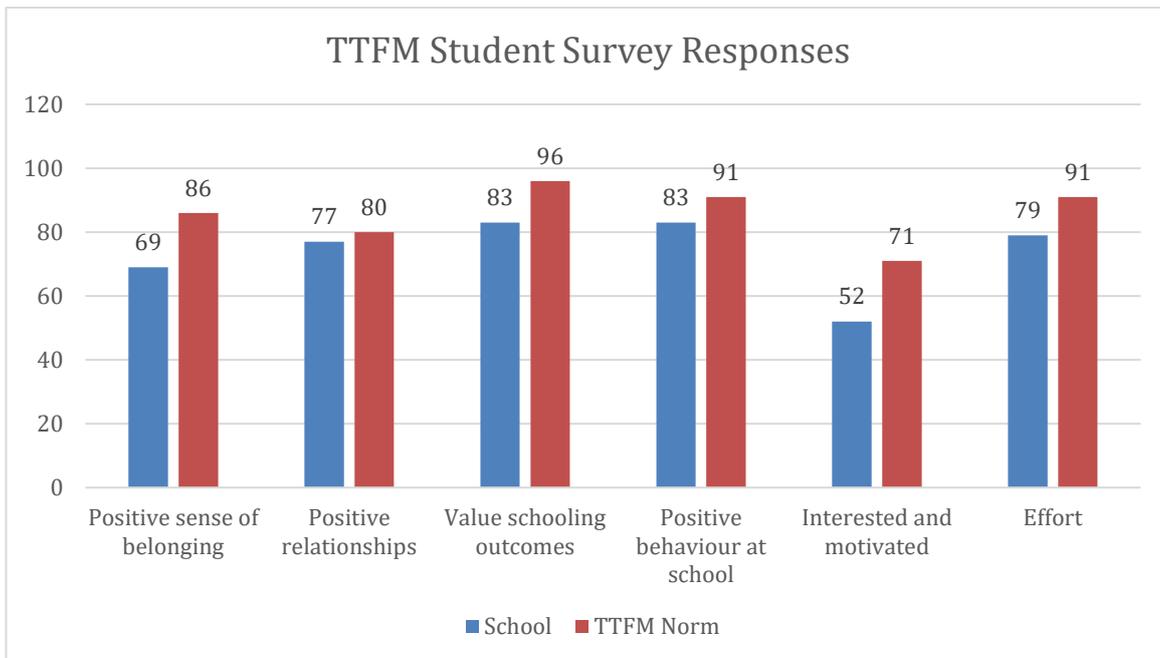
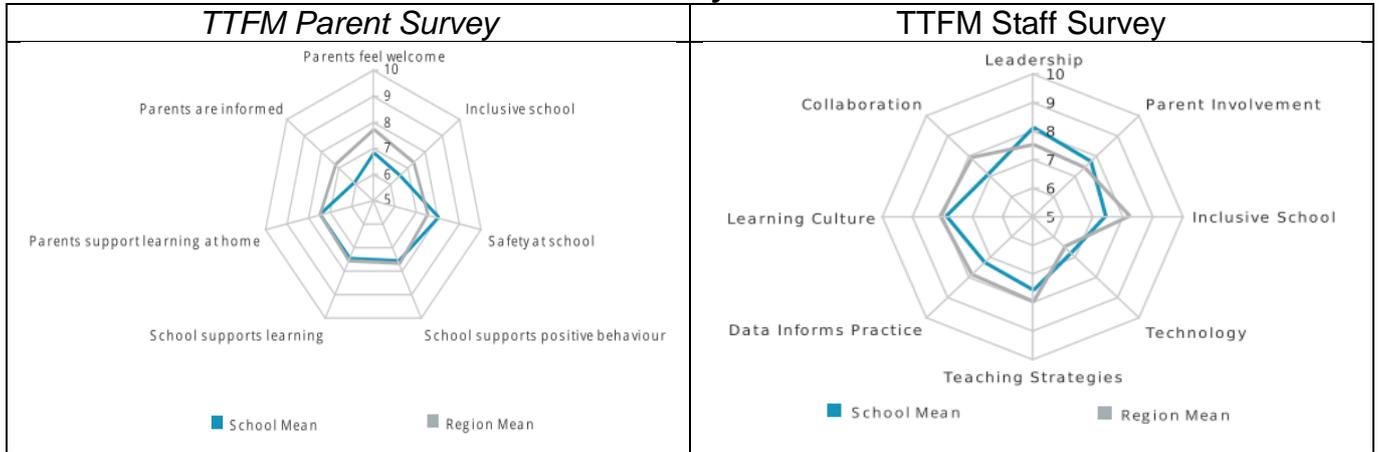
## Summary of Key Findings from OHI

- Serpentine Primary School has a second quartile health with an overall score of 71.
- The overall score has increased by 11 points from 2018, taking it from third quartile to the second quartile.
- Outcome profile with 7 out of 9 outcomes above global median.
- Practice profile with 25 out of 37 management practices in the top quartile.
- Scored in the top quartile in three out of the four power practices: personal ownership, strategic clarity, role clarity and competitive insights.
- Scored in either the top quartile or top decile in 9 out of 10 of our priority practices.

### Staff, student, parent & community feedback

Serpentine PS uses a range of measures to collect and analyse feedback from its key stakeholders. These tools allow us to get the information we need to make evidence-based school planning decisions with confidence about critical topics such as student engagement, mental health, school safety and inclusivity, and many others. Below is a summary of data and key findings from the Tell Them From Me (TTFM) and National School Opinion (NSO) surveys conducted in 2020.

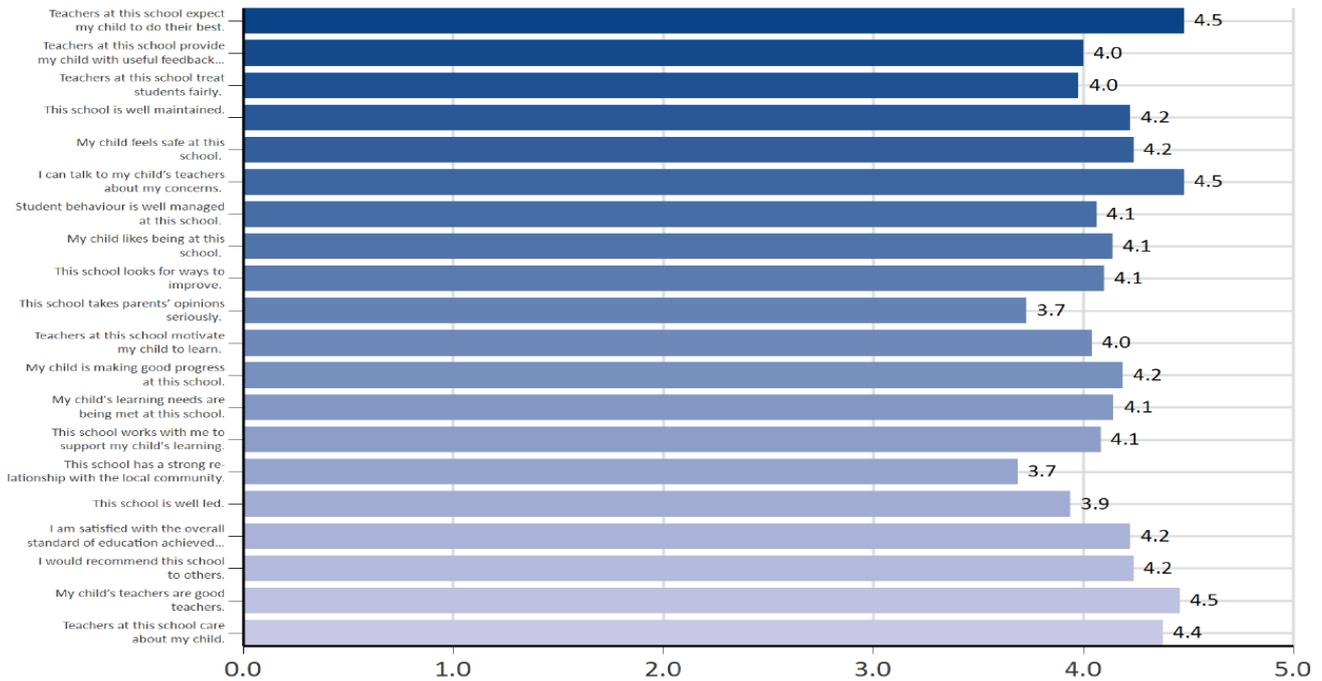
### TTFM Survey Results



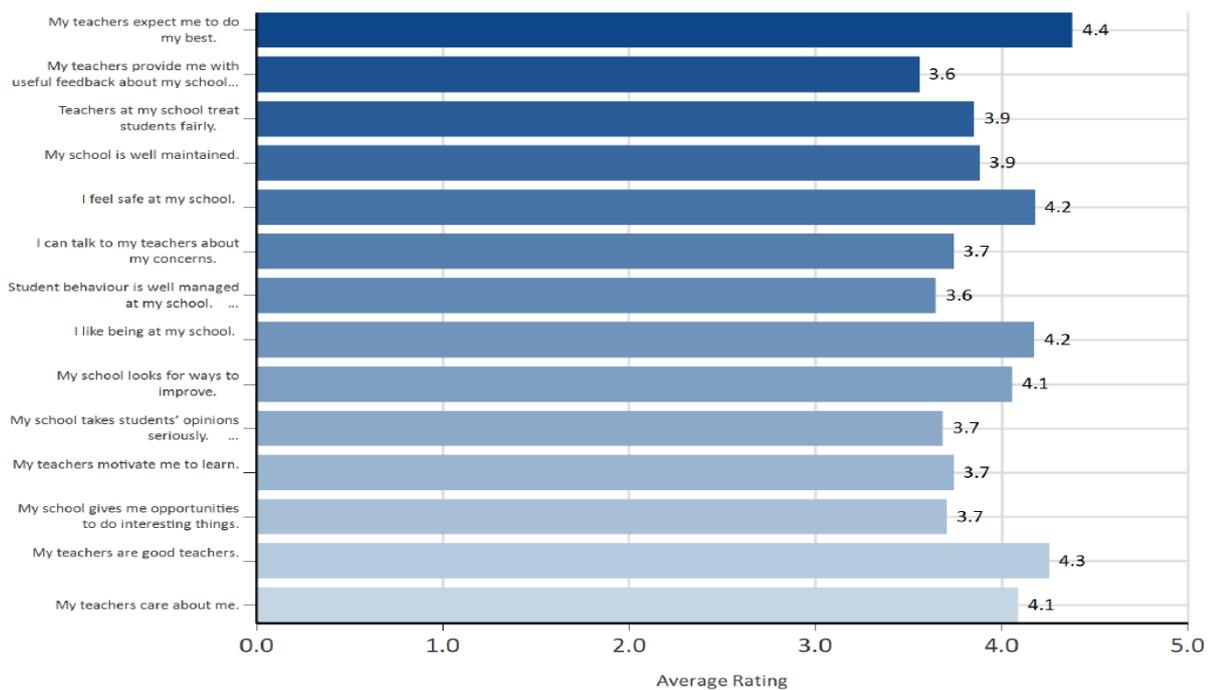
## National School Opinion Data

In a biannual department survey designed to collect data from stakeholders that schools can use to improve school performance.

### Parent Survey



### Student Survey



### Summary of Key Findings

- School performed above or as expected in 4 of the 7 areas on the TTFM parent survey and 6 of the 8 areas on the TTFM staff survey.
- On both the TTFM parent survey and staff survey, school results significantly below the norm in the area of Inclusive School.
- On the TTFM parent survey, school results significantly below the norm in the area of Parents Are Informed and Parents Are Welcome.
- On the TTFM staff survey, school results significantly below the norm in the area of Collaboration.
- School results below the TTFM norm in all areas on the student survey and significantly below in the areas of Effort and Interest and Motivation.



**7,515**

**pieces of work  
added by students**

including **21 hours** of  
video and voice recordings  
that document learning  
and student progress at  
your school!



**696 Student Portfolios in 57 Classes**

**33**

**teachers are  
using Seesaw to:**

- Differentiate instruction
- Perform assessments
- Build 21st Century skills
- Keep families engaged

**244 families**

in the loop about their  
child's learning

**17,572  
visits**

by families to  
student  
portfolios

**2,312  
comments**

on student work

**Take student-driven learning to the next level  
with Seesaw for Schools!**

## **School Board Report**



Well, what a year 2020 has been, firstly let's address the elephant in the classroom...COVID-19. In early March, the novel Coronavirus really started to take hold both, around the world and here in Australia and with it began a great time of uncertainty and challenge for all, that still continues to this day, therefore a truly heartfelt thank you must go out to; our students, parents and staff for all the extra effort that has gone into making 2020 a successful school year.

Despite the anxiety 2020 has brought, one positive has really shone through and that is our children are able to be much more resilient and independent than we sometimes give them credit for and as parents we should strongly nurture these virtues within our children. Something that I once read comes to mind when considering this *"A mother's job is to teach her children not to need her anymore, the hardest part of this job is accepting success."*

This year the board has also updated the Serpentine Primary School uniform policy ready for the start of the 2021 school year. The updated policy is to ensure that our school uniform is worn with pride and respected within our community. The School Board has also had to make the hard decision that from the start of 2021, Turner will no longer exist as a faction. This is due to the difficulty in maintaining four factions in a small school. Because our school colour is red the obvious choice was for Turner to be decommissioned.

As 2020 comes to an end so does our official involvement in the Fogarty EDvance program. Fogarty is one of the best professional development programs available for educational organisations. It has provided Serpentine Primary School with invaluable leadership tools and resources as well as a network of schools to work with it. The Fogarty program has also enabled precise refinement of our Explicit Instruction model and along with student results from the past three years, validated our school's investment in this model.

Although the official involvement only goes for 3 years the idea is to give the organisational leaders within the school, the knowledge and resources to continue educating others and utilizing the framework to ensure continued school success into the future. Along with participating in Fogarty EDvance all of our teachers have now completed the Teach Well professional development program. Studies have shown that children with high performing teachers can learn four times as much as children with low performing teachers. Thereby providing our teachers with the most up to date, evidence based development courses is paramount to whole school consistency and ultimately student's improved academic outcomes. This has been proven as the second cohort of the Teach Well program has shown over a year's progress in three months with students more engaged in their learning.

As you can see it's been an extremely busy year and everyone is looking forward to the holiday break. We look forward to seeing everyone back and refreshed in 2021 for another great year.

**Amber Sparks**  
**School Board President**

# Be You Report



## 2020 Team Members

Team Leader	Jen Blomfield
Principal	Kendall Lange
LSC	Melissa Fletcher
Wellbeing Officer	Nick Jensen
Team Members	Lynn Barnes, Wendy Meyers, Lisa Kelly, Noelle Di Lena



A somewhat different year saw the SPS Be You Action Team direct energies along two fronts in an effort to maintain connections between the various stakeholders of the school community and support staff as they negotiated the uncharted territory of online learning. This included:

- telephoning families to maintain connection.
- checking in regularly with any families facing additional challenges.
- sending out updates, information, strategies and ideas to families to help support positive mental health and wellbeing during lockdown. The provision of authentic evidence based reliable information.
- conducting PD for staff with a focus on maintaining mental health and wellbeing.
- acknowledging staff throughout the year and marking significant celebrations such as Easter, Mother's Day and Father's Day. Small tokens of appreciation were made throughout the year seeking to acknowledge staff contributions and contribute to building positive mental health and wellbeing of all.

Disruptions throughout the year meant changes to our events calendar and limited opportunities to gather together. We did however manage to include some of our regular events, including:

- **Year 5 Leadership Breakfast** - a breakfast shared with staff and students followed by the presentation of speeches and the voting process to select the school leaders for 2021.
- **Year 6 Transition Breakfast** – breakfast session with staff and representatives from Byford Secondary College looking at transition to secondary school, the changes that brings and what students can do to make the transition process positive and successful.
- **Open Afternoon** – supporting the school with a sausage sizzle and having students reflect on learning and construct an Achievement tree where they recorded goals they had met.

The journey of growing a mentally healthy generation continues. As well as those events we began a number of initiatives with a focus on supporting mental health and wellbeing:

- **Wellbeing Check in Posters** - aimed at Parents and Staff within the school community.
- **RUOK day Posters** – posters put up to help start the conversations and spend those few minutes checking in with those we know or suspect may be having a tough time.

Be You continues to empower teachers in detecting and supporting students and their families experiencing mental health issues by:

- supporting development of mental health skills and knowledge.
- providing guidance on how to implement a whole learning community approach to understanding mental health and wellbeing.
- offering a range of online, evidence-based tools and resources aimed at improving the skills and knowledge of educators to foster and support mental health and wellbeing.

In keeping with the above services the Be You Action Team engaged in professional learning opportunities offered by Be You and other agencies, including:

- **Staff Mental Health and Wellbeing** webinar – June/July
- **Be You and PBS** webinar – Aug /Sept
- **Be You & PBS** Busselton Senior High School Webinar

We continue to be driven by the Serpentine Primary School Mental Health and Wellbeing Strategic Plan whose purpose is to provide continuity and direction for the Action Team by:

- applying a mental health and wellbeing lens or perspective to work already being carried out in the school across a wide range of areas.
- continuing to foster collaborative relationships within the school community.
- providing information on mental health and wellbeing to the school community.
- supporting staff with tools and strategies to identify and support students and families experiencing mental health issues.
- implementing strategies and events to promote mental health awareness and wellbeing.

The Be You content framework in conjunction with the strategic plan continues to guide the work we do and provide the structure for professional learning, information and action to implement a whole learning community approach to mental health and wellbeing.

#### **Goals and Considerations for 2021:**

- **Building the Be You Team** – ensure representatives from the community on the team.
- **Formalising the Be You Team** – maintaining representation and define roles and responsibilities to ensure distribution of tasks and maintain implementation plans and foci regardless of any changes to team members.
- **Implementation of the Be You Events Calendar** – with the possible of Harmony Week and WA Week events.
- **Formalising of Relationships and Partnerships Document** – document to show the integration of different frameworks, initiatives and programs within the school.
- **Developing partnerships** – continue to develop partnerships with community groups and allied health professionals that support the development of a Kindy Readiness Program.
- **Revisit the Strategic Plan** – it's time to revisit this and make sure we are in line with the school direction and incorporate any other areas that Be You impacts.
- **Supporting Staff Wellbeing** – continue to support staff wellbeing with reminders and ongoing information – staff meetings and PD days.
- **Work at implementing the Parent Information Page / Parent Page on the school Webpage** – to provide information, services and agencies in the area to support parents to support their children and themselves.
- **Be You survey** – to check our goals, set priorities and progress.
- **Be You PD** – to use survey information to set the priority for Professional Development.
- **Cyber safety** – update and revisit the Cyber safety information presented in 2018.
- **Fathering Project** – development of a Dad's group that meet regularly with the idea of providing space and time for Dads to get together for social activities.

The work continues.

**Jen Blomfield**  
**Be You Action Team Leader**

## **P&C Report**

The Serpentine Primary School Parents & Citizens Association was established for the purpose of supporting our school for the benefit of all of our students. Our Committee currently comprises parents and guardians of children attending the school. We aim to add to the success of our school by assisting with access to the best teaching and learning resources available and ensuring that parents are both informed and have a voice.

Serpentine Primary School P & C had an interrupted but interesting year in 2020. While some of our usual fundraising activities had to be put on hold or cancelled due to Covid-19, we still had many highlights throughout the year including a Father's Day stall, cake stalls and our Colour Fun Run.

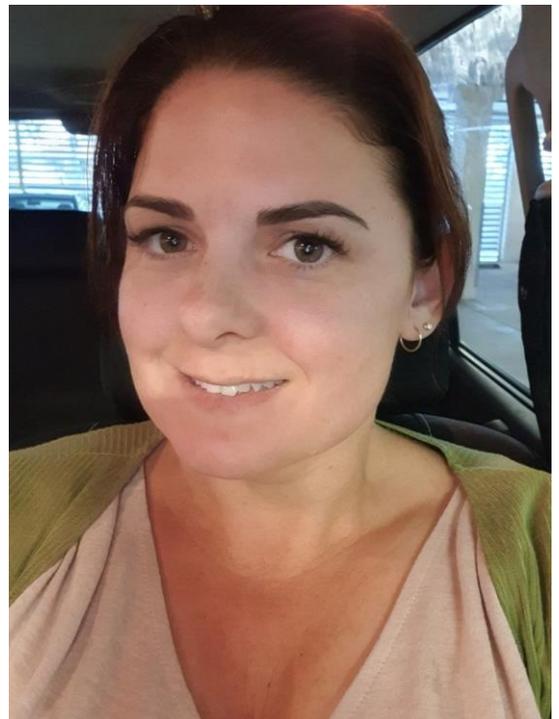
In 2020, P&C members decided to select a long term fundraising goal. After discussions with the school community and members of the playground committee, the P&C voted unanimously to allocate the majority of future funding to the development and construction of a new adventure playground. This is an exciting initiative and we hope many families will support our fundraising efforts.

In addition to the adventure playground, we did also allocate funds to the school musical "The Jungle Book" and the Year 6 graduation.

<b>Event</b>	<b>Expenditure</b>
The Jungle Book production	1,203.19
Graduation Bears	343.85
Year 6 Graduation Disco	296.90
<b>TOTAL</b>	<b>\$1,843.94</b>

2020 was a remarkable year but it is fair to say we are looking forward to an exciting but slightly more "normal" year in 2021.

**Noelle Di Lena**  
**P&C President**



# Learning Environment

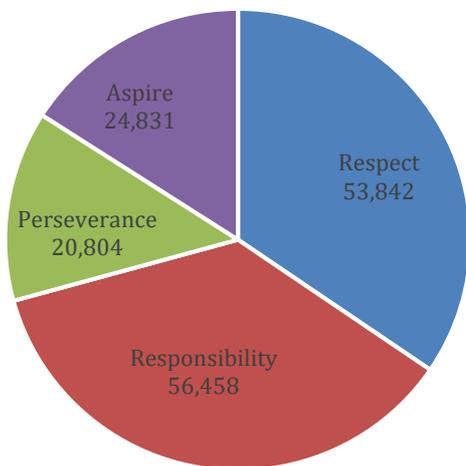
At Serpentine Primary School we work hard to deliver a safe and orderly learning environment. Improving student academic and behaviour outcomes is about ensuring all students have access to the most effective and accurately implemented approaches. We use the PBS framework to ensure a proactive whole school approach tailored to the school's ever changing context using the PBS Framework, with the aim to:

- Support improvement in academic outcomes.
- Raise the positive public profile of the school amongst parents and community.
- Ensure that everyone is consistently managing behaviour – both positive and negative.
- Improve the way behaviour is taught and managed.
- Increase teaching time and the positive feeling tone (climate) of the school and classrooms.

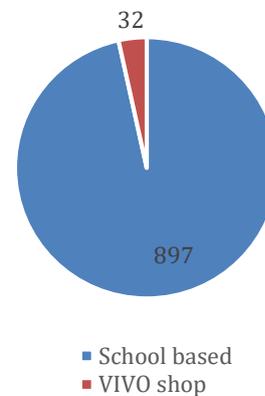
## Positive Behaviour Support (PBS)

Using PBS, we are able to collect key data on student behaviour using GradeXpert and Vivo. In 2020 a total of **155,935 Vivos** were awarded to students, **929 purchases** were made through the Vivo shop and **113 students** achieved a new Vivo level. The graph below shows a summary of this and other key data.

VIVOS awarded by behaviour



VIVO Rewards



### Most popular school based rewards

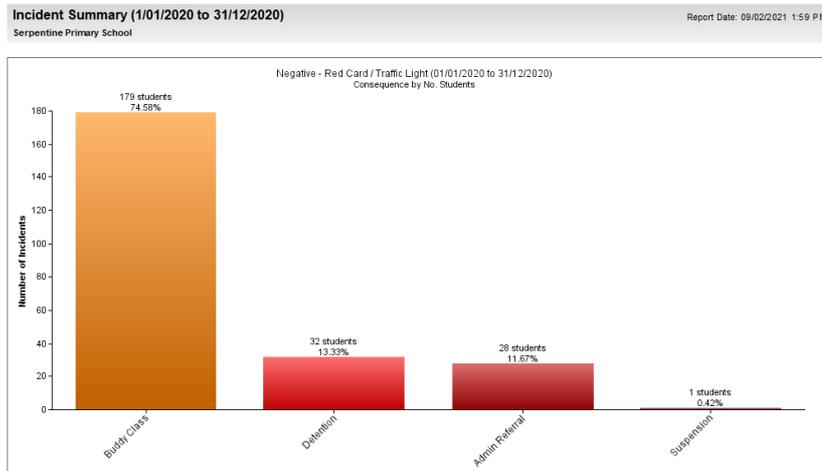
- Interactive whiteboard (276)
- Choice of class seat for a day (123)
- Kindy prize box (114)
- Choice of class seat for a week (76)
- iPad time (40)

Number of students who achieved VIVO levels in 2020	
Star	37
Champion	19
Idol	57

*N.B. 2020 data has been effected by student absences due to COVID and remote learning.*

## GradeXpert Behaviour Data

In 2020, a total of 704 behavioural incidents were recorded consisting of 463 orange cards and 241 red cards. The graph below shows a breakdown of the consequence applied to all students who were issued a red card.



## School wide Evaluation Task (SET)

In 2020, the school commissioned an external review of PBS operations via a School Evaluation Task by Statewide Services. This review provided the following recommendations:

- PBS to look at our schedule of lessons that are based on the behaviour matrix and linking PBS lessons to the school calendar and considering social resources available.
- Engage students in the PBS decision making process by forming a student committee.
- Ensure all new staff and team members receive appropriate training and complete the component training or refresher courses.
- Continue to use PBS to improve student behaviour and engagement through the use of OMPUA, PBS guidelines, TIC and school data.

## Student Leadership

In 2020, our student leadership team engaged in the following activities:

- Participated in the GRIP student leadership program.
- Visited parliament house as guests of our local MP.
- Identified the Diabetes Foundation as our school charity and organized student events.
- Participated in the development and selection on future student leaders.
- Provided feedback on school policy development including uniform and behaviour.
- Hosted a number of dignitaries including WA Premier and local MP's.

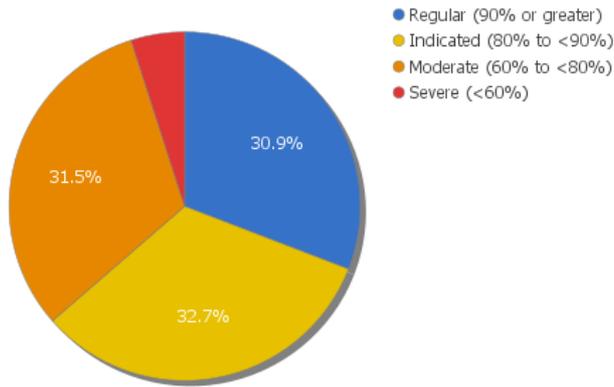
## Students at Education Risk

At Serpentine PS we believe that every student can be a high achiever given the right support and conditions. In 2020, this included:

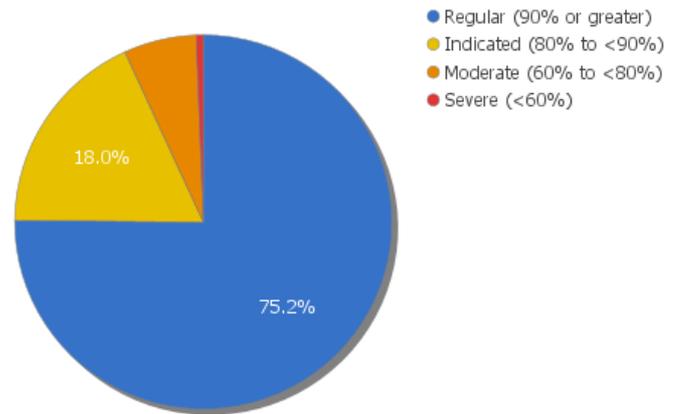
- Delivering high quality education programs differentiated to meet individual learning needs.
- Provision of appropriate intervention strategies (such as the Multi-Lit programs) for children requiring additional help, including remediation and extension.
- Monitored student achievement data for improvement and to identify at-risk students.
- Use of a Learning Support Coordinator to oversee a case management approach for any student requiring additional support including attendance, engagement, behaviour, social and emotional challenges.
- Use of school chaplain and school psychologist to assist students and families experiencing learning or social/emotional difficulties.
- Teachers engaging with parents in the creation of individual education plans to support student learning.

## Attendance

Attendance Profile 2020 Semester 1 Compulsory



Attendance Profile 2020 Semester 2 Compulsory



### 2020 - Semester 1 Collection (Finished for this Year/Semester)

Term View (Optional):  ▾

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
KIN	79.8%	9	6	7	2	82%	18%
PPR	84.1%	6	12	2	1	81%	19%
Y01	85.2%	9	3	6		80%	20%
Y02	81.9%	8	11	9	2	72%	28%
Y03	79.6%	2	9	6	2	66%	34%
Y04	81.2%	8	6	14		69%	31%
Y05	80.1%	5	8	7	2	61%	39%
Y06	86.0%	12	4	7	1	73%	27%
<b>Compulsory</b>	<b>82.5%</b>	<b>50</b>	<b>53</b>	<b>51</b>	<b>8</b>	<b>71%</b>	<b>29%</b>

### 2020 - Semester 2 Collection (Finished for this Year/Semester)

Term View (Optional):  ▾

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
KIN	91.2%	16	6	1	1	85%	15%
PPR	93.6%	21	1	1		61%	40%
Y01	93.5%	16	1	1		59%	42%
Y02	92.5%	23	5	1		68%	32%
Y03	91.3%	14	5	1		66%	35%
Y04	92.5%	19	8		1	61%	39%
Y05	90.0%	13	4	4		34%	66%
Y06	93.2%	15	5	2		70%	30%
<b>Compulsory</b>	<b>92.4%</b>	<b>121</b>	<b>29</b>	<b>10</b>	<b>1</b>	<b>59%</b>	<b>41%</b>

## Summary of achievement

- Maintained a PBS team who regularly reviewed data to inform whole school behaviour management approaches and provide feedback to teachers.
- Four expected behaviours were actively taught and linked to active/current reward system.
- Implemented goal setting for students to improve students' capacity to aspire.
- Student leaders raised \$1847.90 for our school charity – Type 1 Diabetes Family Centre – by organising and running a number of school events.
- Introduced Mini-Lit for students who have been identified as at-risk.

## Focus for 2021

- Develop PBS student team to inform whole school planning with respect to behaviour management.
- Further develop and expand our student leadership program to include younger students and better inform school decision making.
- Implement mechanism to provide feedback to teachers from students on their classroom practice.
- Ensure 100% of staff and students are able to state the expected behaviours.
- Review our SAER guidelines for identifying students at risk and include criteria in school handbook.
- Ensure greater consistency in collection of data regarding behavioural incidents (red/orange cards and good standing).
- Introduce lesson observations with a PBS focus to provide teacher feedback and greater insight into its use within the classroom and consistency in application.
- Increase the number of Vivos allocated to students for achieving individual learning goals.



## **Leadership**

At Serpentine PS we view effective school leadership as a key element of our school improvement process. In 2020 this involved three elements:

- Strategic approach to whole school planning process driven by our Fogarty EDvance team.
- Effective and targeted professional learning.
- Development of individuals through our performance development process.

### ***Fogarty EDvance School Improvement Program***

In 2020, our school leadership team successfully completed The Fogarty EDvance School Improvement Program, a 3-year leadership development program focused on building the capacity of our leadership team to make informed evidence-based decisions, strategically plan and ultimately, improve student outcomes. Completion of the program made a significant contribution to our school improvement journey and led to development in a number of key areas, including:

- Developing a shared vision behind a unifying moral purpose.
- Enhanced strategic planning & change management processes.
- Providing a holistic model for transforming school leadership (known as the 'School Transformation Framework') to ensure we have both the 'big picture' and the detail.
- Utilising tested research to inform school decision making and select education programs.
- Developing distributed leadership by engaging staff in workshops and strategic planning.
- Focus on school-wide improvement and ensuring consistency across the school.
- Development of High Quality Teaching Matrix (based on the AITSL Standards) to articulate behaviours observable at varying level of proficiency for each core learning program.
- Improved performance development processes and introduction of a coaching model to further develop the capacity of individual teachers and identify expert teachers in different learning areas and acknowledge and celebrate them for their skillset.
- Improved student progress and achievement outcomes.

### ***Professional Learning***

In 2020, staff professional learning included a focus on the following:

- *Remote learning programs to students*
- *Teach-Well*
- *Talk4Writing*
- *Mini-Lit & Initial Lit*
- *LETRS*
- *Brightpath*
- *Language leadership*
- *Critical Reading*

### ***Performance Development***

At Serpentine PS all staff are involved in an annual performance development process. In 2020, as a result of interruptions due to COVID this process was extended to run over 2 years. Our performance development process involves the following:

- Termly goal setting and review meetings.
- Regular coaching sessions involving performance review using High Quality Teaching Matrix and video self-reflections.
- Regular classroom observations.
- End of Year review meetings to analyse teacher performance and value adding.
- 360-degree Educator Impact for school leaders.

### ***Focus for 2021***

- Development of new staff induction process and booklet.
- Continue use Fogarty EDvance leadership and planning tools to enhance school improvement and self-assessment processes.
- Further develop effective distributed leadership structures by engaging lead teachers in coaching process.
- Use the Transformation Framework to transition towards becoming a 'great school'.

## **Use of Resources**

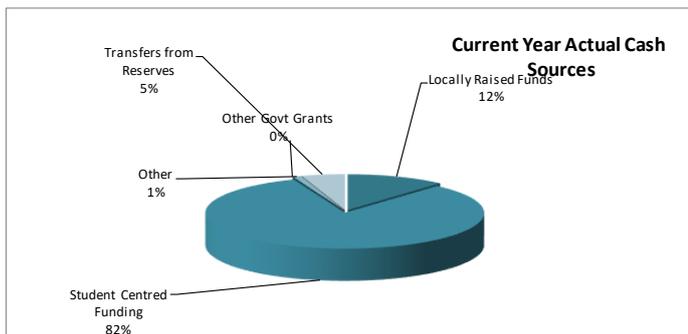
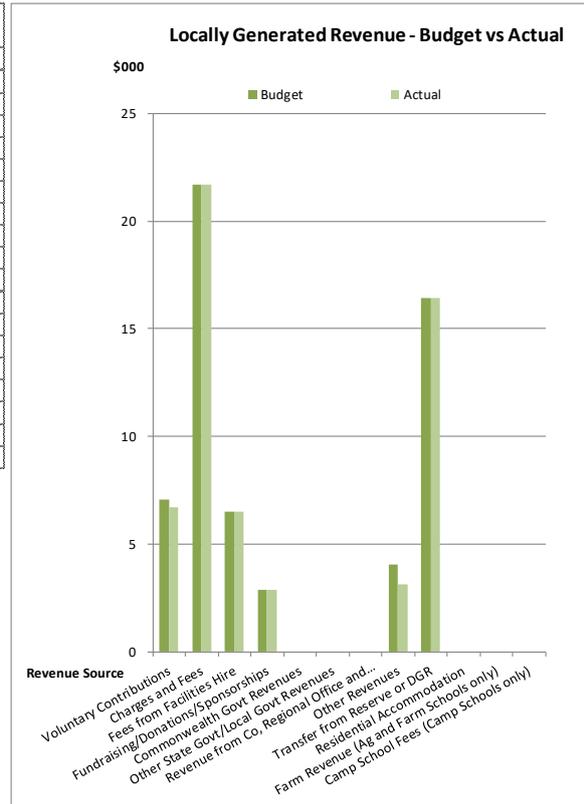
At Serpentine PS we endeavour to ensure all financial management practices are implemented in accordance with Departmental requirements and school priorities. In 2020, we achieved the following outcomes:

- Provided School Board members training in how to read and understand financial documents.
- School Board involved in the creation and approval of school financial documents including comparative budget and contributions and charges.
- Major expenditure items supported effective implementation of school priorities e.g. purchase of decodable readers, Mini-Lit and Initial Lit.
- Employed Be You Team Leader to support students social and emotional wellbeing and address issues of parents and community engagement.
- Employed a Learning Support Coordinator to oversee case management approach and ensure disability funding for students is spent effectively to raise achievement standards.
- Investment directed towards building staff capacity through initiatives such as Fogarty EDvance, Teach Well and Language Leadership.
- Maintained a school finance committee who met termly to review expenditure and make decision regarding school budgets.
- Successfully applied for funding under the National Chaplaincy program and employed a school wellbeing officer to support students.
- Ensured all Kindergarten students had access to over 15hrs of schooling per week under the Universal Access initiative.
- Provided additional funding in early childhood through building staff capacity, intervention programs and building partnerships.
- Provided adequate funding for behaviour and engagement to effectively implement PBS, including Vivo, Reflective Behaviours and associated rewards.
- Purchase of GradeXpert and standardised testing to assist teachers to accurately assess and report on student progress and learning.

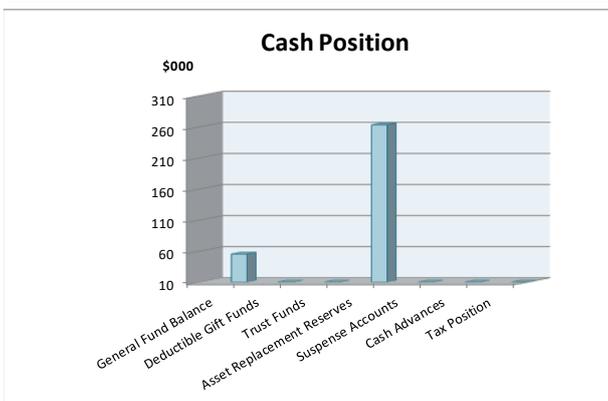
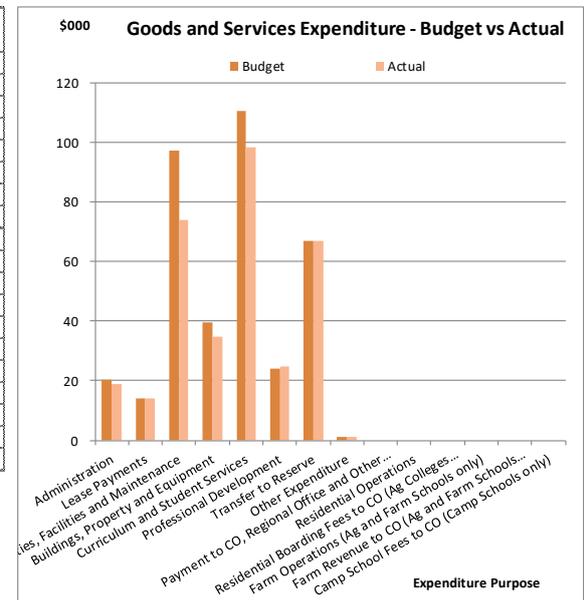
### ***Focus for 2021***

- Improve student outcomes by continually improving and developing our teachers' capacity, achieved by targeted professional development that is aligned with new priorities.
- Refine the School Procedures Manual.
- Improve aboriginal students' education by developing teacher capacity and intervention programs and to enhance the understanding of the aboriginal culture to other students.

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 7,068.00	\$ 6,691.00
2 Charges and Fees	\$ 21,720.00	\$ 21,720.72
3 Fees from Facilities Hire	\$ 6,500.00	\$ 6,500.00
4 Fundraising/Donations/Sponsorships	\$ 2,867.00	\$ 2,867.24
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 4,070.00	\$ 3,120.15
9 Transfer from Reserve or DGR	\$ 16,416.00	\$ 16,416.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>	<b>\$ 58,641.00</b>	<b>\$ 57,315.11</b>
<b>Opening Balance</b>	<b>\$ 60,601.00</b>	<b>\$ 60,600.89</b>
<b>Student Centred Funding</b>	<b>\$ 269,642.00</b>	<b>\$ 269,525.87</b>
<b>Total Cash Funds Available</b>	<b>\$ 388,884.00</b>	<b>\$ 387,441.87</b>
<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Funds Available</b>	<b>\$ 388,884.00</b>	<b>\$ 387,441.87</b>



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 20,140.00	\$ 18,938.32
2 Lease Payments	\$ 14,000.00	\$ 13,856.48
3 Utilities, Facilities and Maintenance	\$ 97,066.00	\$ 74,015.55
4 Buildings, Property and Equipment	\$ 39,402.00	\$ 34,634.53
5 Curriculum and Student Services	\$ 110,414.83	\$ 98,288.85
6 Professional Development	\$ 24,162.00	\$ 24,881.02
7 Transfer to Reserve	\$ 66,660.00	\$ 66,660.00
8 Other Expenditure	\$ 1,217.00	\$ 1,014.23
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)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>	<b>\$ 373,061.83</b>	<b>\$ 332,288.98</b>
<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Expenditure</b>	<b>\$ 373,061.83</b>	<b>\$ 332,288.98</b>
<b>Cash Budget Variance</b>	<b>\$ 15,822.17</b>	



Cash Position as at:	
Bank Balance	\$ 316,245.72
Made up of:	\$ -
1 General Fund Balance	\$ 55,152.89
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 263,013.48
5 Suspense Accounts	\$ 1,971.35
6 Cash Advances	\$ -
7 Tax Position	\$ (3,892.00)
<b>Total Bank Balance</b>	<b>\$ 316,245.72</b>

## Teaching Quality

At Serpentine PS we believe that to be effective beliefs about teaching need to be universally accepted and understood in order to achieve consistency. Our whole-school approaches to teaching and learning are based on research, and understanding the experience of all stakeholders in our school and community. In 2020 teachers used a whole school pedagogical approach based on the Explicit Instruction Model (John Fleming and Dr John Hollingsworth). The approach has many facets – at its core is a philosophy that ‘every child matters every day’ and that ‘all students can be high achievers’. From a teaching perspective the main strategies involve the following:

- Intensive teaching of synthetic phonics.
- A gradual release program structure.
- Daily warm-up or consolidation sessions.
- The use of evidence based whole school programs.
- Prescriptive and coordinated fine-grained curriculums in literary and numeracy.
- Use of engagement norms and TAPPLE.



In 2020, we managed to achieve the following outcomes:

- Implemented morning expectations PowerPoint across the school.
- All teachers used GradeXpert data effectively to inform planning and accurately report on student achievement and progress.
- All teachers involved in Brightpath Writing moderation with improved consistency in teacher marking.
- All teachers received regular feedback about their classroom practice using our High Quality Teaching Matrix which is based on the AITSL Australian Professional Standards for Teachers (the Standards).
- All classroom teachers completed the Teach Well program and demonstrated improved outcomes as a result.

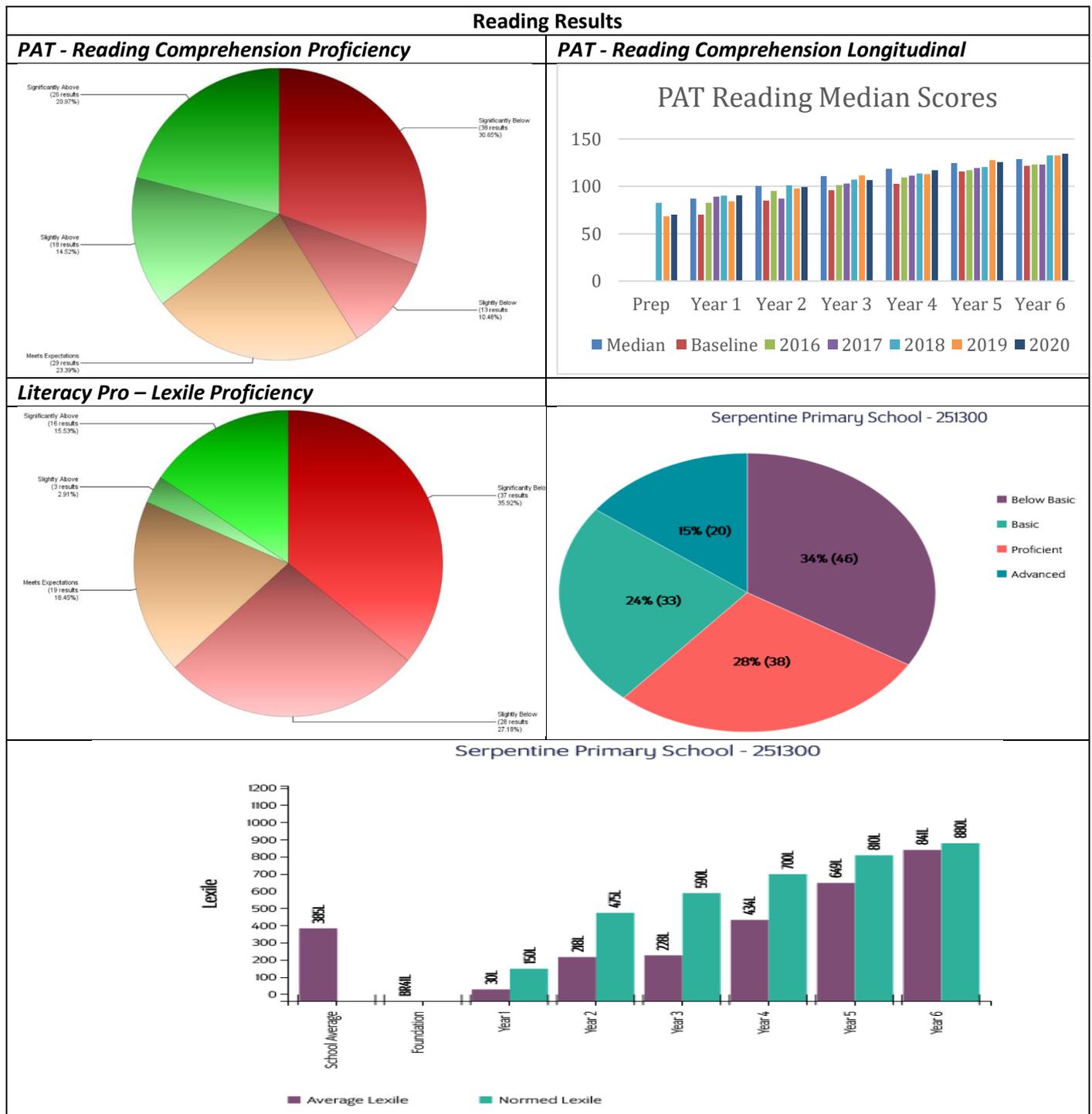
### **Focus for 2021**

- Introduce Initial Lit into Pre-Primary with the view to a rollout over the next two years.
- Develop and implement an evidence based reading program from K – Year 6, using the Science of Reading materials as a guide.
- Ensure new teaching staff complete the Teach Well program.
- Develop an evidence based writing program which draws upon teachers’ Teach Well, Talk 4 Writing and Explicit Direct Instruction training and knowledge.
- Improve systems for celebrating and acknowledging high performing staff.
- Formalize our plans to ensure ICT is further embedded in the curriculum and to improve students’ digital literacy.



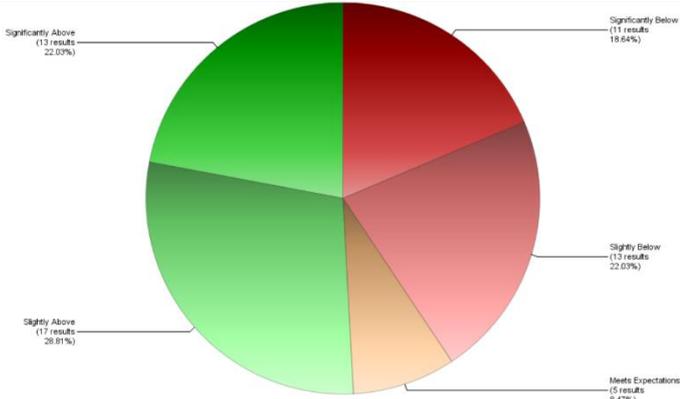
# Student Achievement & Progress

It is impossible to accurately measure the impact that COVID and the interruption to student learning had on student progress and achievement this year. COVID protocols meant that NAPLAN testing was not conducted and the data is therefore unavailable to inform future planning and accountability processes. The tables below reflect a selection of school-based assessment data, including Progressive Achievement Testing (PAT), that have been used to measure student and school progress. COVID protocols meant that Student Progress Maps could not be prepared and distributed in Terms 2 & 3, but additional parent/teacher interviews were conducted in Term 4 so progress maps could be individually presented and explained to parents to effectively communicate student progress and achievement.

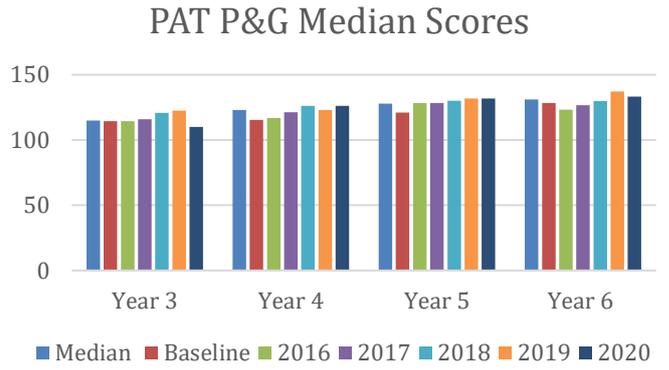


## Writing Results

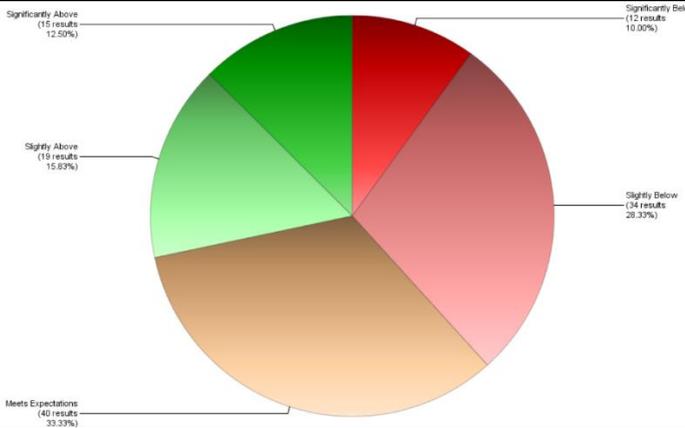
### PAT Grammar & Punctuation Profile



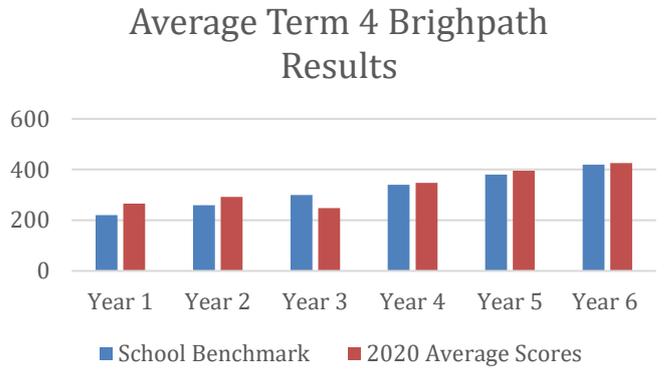
### PAT - Grammar & Punctuation Longitudinal



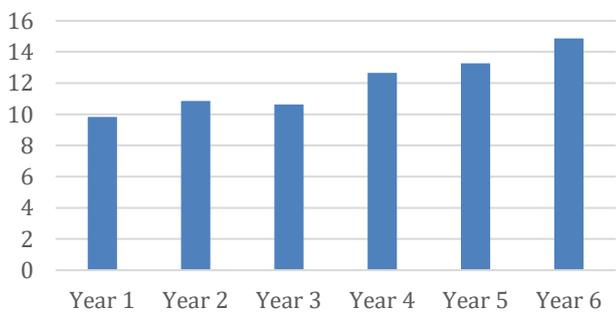
### Writing Brightpath T4 Profile



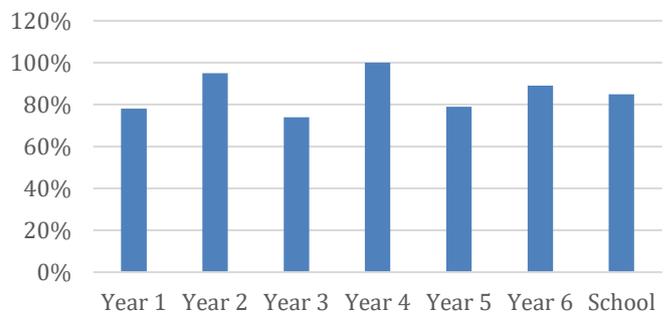
### Writing Brightpath T4 Median Scores



### SA Spelling Test – Average Spelling Age

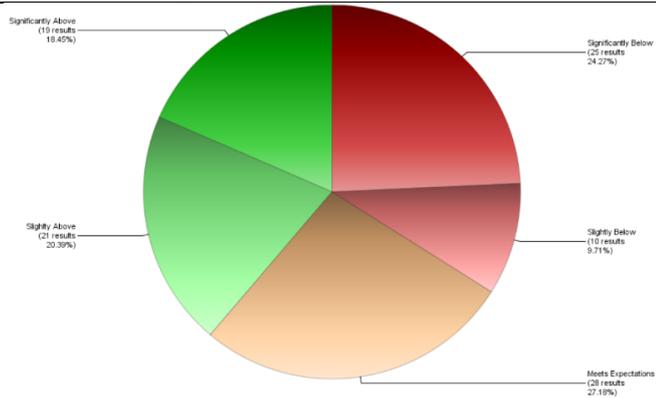


### SA Spelling Test - % students with spelling age above chronological age.

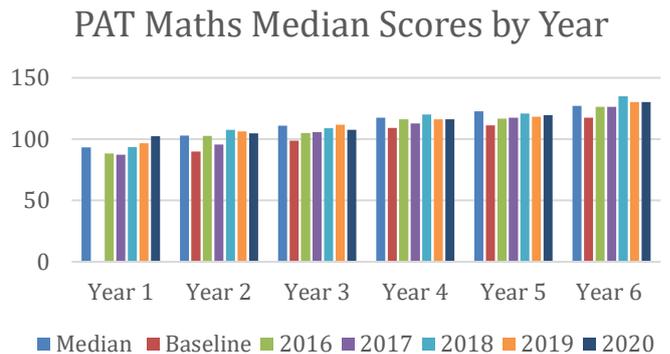


## Mathematics Results

### PAT Maths Profile



### PAT Maths Longitudinal



### **Summary of Key Findings**

- Average PAT scores were above the median in years 1, 2, 5 & 6 and students' results improved from the previous year in PP, Year 1, 2, 4 & 6.
- 57% of students achieved below the expected level on their Literacy Pro Lexile assessment and the average scores for every level were below the normed Lexile for their year.
- All year level averages (with the exception of Year 3) were above the school benchmark in their Brightpath moderation tasks.
- 37% of students in Years 1 – 6 achieved below the expected level in their T4 Brightpath moderation task.
- PAT Punctuation & Grammar Scores for each year level (except year 3) were above the median scores for that year.
- Average spelling age for each year level was significantly above the average chronological age and 85% of students achieved spelling ages above their chronological age.
- Average PAT math scores were below the median scores in Year 3 -5 and declined or remained the same for every level except Year 1.

### **Focus for 2021**

- Increase the reading abilities of Pre-Primary students through the introduction of Initial Lit.
- Increase the % of students above National Minimum Standard in NAPLAN in all test areas to over 85%.
- Increase % of students achieving in top 20% in NAPLAN to over 15%.
- Increase average school stanine in all PAT tests to above 5.0.
- Increase % of students meeting expectations in PAT tests to over 70%.
- Increase % of students achieving significantly above standards in PAT tests to over 25%.
- Introduce DIBELS and CUBED reading assessment to provide a more accurate profile of students' reading abilities, particularly in the early years.
- Introduce Diagnostic spelling, orthographic choice testing and PAT Spelling test to provide greater insight into student spelling abilities.
- Average school scores for each year level are above the school benchmark in Brightpath writing assessment.
- Trial PAT Writing Assessment in upper primary and send off writing samples to Brightpath to validate teacher judgements on assessment tasks.
- Increase the % of students meeting expectations in Brightpath to 75%.
- Introduce standardized testing in Science for students in Year 4-6.

## Targets & Key Performance Indicators

In 2020 we reached the end of our 3 year planning cycle. The table below represents our progress towards the targets identified in our Strategic Directions Document in 2018. Our Strategic Directions Document can be found on our website.

### High Academic Achievement

Objectives	Metric used to measure progress	Baseline Performance 2017/2018	2020 Final Target	Final Performance
1.1	<b>NAPLAN</b> <i>N.B. NAPLAN not conducted in 2020 due to COVID.</i>	<b>% of students above National Minimum Standard: Overall 80%</b> (Reading 86%, Writing 82%, Spelling 78%, Grammar 77%, Numeracy 78%)  <b>Difference between school and like school average scores: Overall -27</b> (Reading -22, Writing -37, Spelling -27, Grammar -20, Numeracy -29)	100% of students to be above National Minimum Standard in all areas of NAPLAN  Year 3 & 5 above state in all areas	<b>% of students above National Minimum Standard: Overall 81%</b> (Reading 82%, Writing 76%, Spelling 83%, Grammar 80%, Numeracy 82%)  <b>Difference between school and like school average scores: Overall -8</b> (Reading -25, Writing -21, Spelling +10, Grammar -17, Numeracy -27)
1.2	<b>PAT</b>	<b>Average stanine score: Overall 4.3</b> (Reading 3.5, G&P 4.25, Maths 5.18)  <b>% of students achieve Stanine 5: Overall 65%</b> (Reading 60%, G&P 70%, Maths 64%)	Average School Stanine in all Progressive Achievement Tests (PAT) 6.00  80% of students to achieve Stanine 5 or above in all PAT.	<b>Average stanine score: Overall 5.3</b> (Reading 4.8, G&P 5.4, Maths 5.5)  <b>% of students achieve Stanine 5: Overall 65%</b> (Reading 65%, G&P 65%, Maths 66%)
1.3	<b>Accountability Checklist - Matrix</b>	N/A 2018 first year of implementation	100% staff confident	<b>Not used in 2020 due to COVID.</b>
1.4	<b>Accountability Checklist - Data</b>	N/A 2018 first year of implementation	100% using approach	<b>Not used in 2020 due to COVID.</b>
1.5	<b>High Quality Teaching Matrix</b>	N/A 2018 first year of implementation	Literacy + Numeracy Warm up -100% at 2nd Level, 30% at 3rd Level, 20% at 4th Level	Literacy + Numeracy Warm up 100% at 2nd Level, 62.5% at 3rd Level, 37.5% at 4th Level

## Culture

Objectives	Metric used to measure progress	Baseline Performance 2017/2018	2020 Final Target	Final Performance
2.1	High Quality Teaching Matrix	N/A T4 2018 first period of implementation	All teachers to achieve Level 3 proficiency in multiple areas.  All teachers to achieve Level 4 proficiency in at least one area.	All teachers achieved Level 3 proficiency in multiple areas.
				87.5% of teachers achieved Level 4 proficiency in at least one area.
2.2	GradeXpert Data	N/A T4 2018 first period of data collection	95% of student achievement data entered on time	<b>100% of Term 4 progress map data entered on time</b>
2.3	DOE National School Opinion Surveys	At this school teachers make a conscious effort to coordinate their teaching with instruction in other classrooms and at other year levels. <b>87%</b> At this school teachers talk with one another about instruction. <b>90.0%</b> Teachers respect other teachers who take the lead in school improvement efforts. <b>91.3%</b> Teachers at this school respect those colleagues who have a specific expertise <b>87.0%</b>	100% of staff agree or strongly agree to each of the selected items on the annual staff survey.	At this school teachers' make a conscious effort to coordinate their teaching with instruction in other classrooms and at other year levels. <b>94%</b> At this school teachers talk with one another about instruction. <b>94%</b> Teachers respect other teachers who take the lead in school improvement efforts. <b>87%</b> Teachers at this school respect those colleagues who have a specific expertise <b>87%</b>
2.4	OHI	<b>OHI Overall Health 60</b>  Power Practice Scores - Role Clarity second quartile (62), Personal Ownership third quartile (54), Competitive Insights (89) Strategic Clarity top quartile (76)  Priority Practice Scores - Rewards & Recognition (18), Open & Trusting (49), Student Focus (51), Personal Ownership (54)	<b>OHI Overall Health above 70</b>  Achieve top quartile in each of the four power practices.  Achieve second quartile in each of the priority practices.	<b>OHI Overall Health 71</b>  <b>3 out of 4 power practices in top quartile</b> (Strategic Clarity & Competitive Insights top decile, Role Clarity top quartile, Personal Ownership second quartile)  <b>3 out of 4 priority practice in second quartile</b> (Student Focus & Rewards and Recognition top quartile, Personal Ownership second quartile, Open & Trusting third quartile).
	TTFM Surveys	<b>TTFM Student Survey Average</b> <ul style="list-style-type: none"> <li>Positive sense of belonging 71%,</li> <li>Positive homework behaviours 39%</li> <li>Value schooling outcomes 80%</li> <li>Interested and motivated 62%</li> </ul>	<b>TTFM – Above TTFM Norm</b> in identified areas from the Student Survey.	<b>TTFM Student Survey Average</b> <ul style="list-style-type: none"> <li>Positive sense of belonging 69%,</li> <li>Positive homework behaviours 43%</li> <li>Value schooling outcomes 83%</li> <li>Interested and motivated 52%</li> </ul>

## Community

Objectives	Metric used to measure progress	Baseline Performance 2017/2018	2020 Final Target	Final Performance
3.1	School event attendance	One opportunity for parents and guardians to engage with student learning (open night)  66% of students represented at school Open Night and Parent/Teacher Interviews	Minimum of 4 specific opportunities created for parents and guardians to engage with student learning  100% of students represented at Open Night and Interviews	4 opportunities created for parents and guardians to engage with student learning (open night, interviews, open classrooms)  95
3.2	Parent survey, positive feedback, Facebook activity	<p><b>TTFM Parent</b></p> <ul style="list-style-type: none"> <li>Parents Feel Welcome 6.8</li> <li>Parents Are Informed 6.0</li> <li>Inclusive school 6.3</li> </ul> <p>Positive Feedback Hands introduced 2018</p>	<p>TTFM Parent -All identified areas above TTFM norm and above 8.0</p> <p>100 Positive Feedback Hands introduced 2018</p>	<p><b>TTFM Parent</b></p> <ul style="list-style-type: none"> <li>Parents Feel Welcome 6.8</li> <li>Parents Are Informed 6.3</li> <li>Inclusive school 6.5</li> </ul> <p>85 Positive Feedback Hands</p>
3.3	Seesaw	No student posts 54% parent engagement	Average 3 post per student/week 95% parent engagement	Average 1 post per student/week 100% parent engagement

**Green** = Target Achieved

**Yellow** = Target not achieved but progress demonstrated

**Red** = Target not achieved and no progress demonstrated

Highlights of 2020



**ROTTNEEST CAMP**



**FOOTY COLOURS DAY**



**TORTURE THE PRINCIPAL**



**FACTION CROSS COUNTRY**



**WINTER LIGHTNING CARNIVAL**



**NAIDOC DAY**



**BOOK WEEK**



**FACTION ATHLETICS CARNIVAL**



**P&C COLOUR RUN**



**JUNGLE BOOK**