

2020

# Annual Report

DISCOVER \ LEARN / GROW



**Wandering**  
PRIMARY SCHOOL



*‘Committed to individual student  
learning and success’*



wandering-primary-school

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Principal: Jenn Dunn

MCS: Kerry Congdon

## ***Our Values***

*Learning:* All students can learn.

*Excellence:* High expectations of students and staff.

*Equity:* Recognise different academic levels and needs of students. Scaffold the learning to support and nurture.

*Care:* Relationships are based on trust, mutual respect and acceptance.

*Integrity:* Act with integrity, responsibility and transparency.

*Respect:* Treat everyone fairly and with respect.

## ***Our Intentions***

Quality teaching occurring and individual differences catered for.

Learning environments that are supportive, orderly and stimulating.

Strong relationships between school, home and the wider community.



## ***Our Story***

Wandering Primary School has a friendly energy. The caring and nurturing school community supports the students to discover, learn and grow. Our school is placed in a natural bushland setting that the community, school and students cherish and embrace.

The school is the strong, resilient heart of the wider community. The green hills of bushland area circle the school as the wider community surrounds and supports the school, enabling it to stay strong.

From this strong base of community and school support, students thrive and flourish as they prepare for their journey through life.

Our school colours represent all that we stand for. The dark blue represents strength, stability and professionalism. The bright green represents the vibrancy and positive energy that flows in and around the school from the community and environment. The grey represents quiet confidence and reliability of the school. The teal green represents the students that are engaged and inspired to learn.

***Wandering Primary is a small school  
within a community with a big heart.***



## ***Principal's Message***

Welcome to our school. I am privileged to be the Principal of Wandering Primary School. Our small and nurturing environment will be supportive and caring for your child's educational, social and emotional needs.

Our school community work together to ensure that the children that attend our school are engaged and excited by learning. This is achieved by our high quality professional staff that insure your child's educational needs are met in a stimulating orderly environment.

Wandering Primary School is a caring, friendly and positive school. Our staff are committed to individual student learning and success. Our environment is orderly, cooperative, and engaging. Every student at Wandering Primary School is given the opportunity to learn and the support to achieve.

Our vision is that every student finds a lifelong love of learning.

Our aim is that every teacher implements a quality teaching and learning program that caters for individual education needs and differences.

### ***Our Distinctive School***

#### ***Small School***

Personal attention  
Close relationships  
Teach at point of need  
Learning individualized

#### ***High Levels of Pastoral Care***

Positive behaviour support  
Individual care  
Family relationships  
Cater to individual needs

#### ***High Standards***

Positive behaviour  
Strong values  
Academic rigor  
Extra-curriculum opportunities

#### ***Experienced Staff***

Permanent and committed  
Compassionate and collaborative  
Professional  
Research based

#### ***Natural Environment***

Nature play  
Vegetable garden  
Fruit trees  
Natural bushland  
Environmental concern



## **Introduction**

It is with great pleasure that I present the Wandering Primary School community with the 2020 Annual School Report. 2020 has been a very busy and productive year for both students and staff with many successes and highlights.

This report provides information in a general summary form about how the school has performed over the past year. It provides information about academic performance, attendance, school programs and general information about the school. This report should also be read in the context of other information issued by the school, namely student reports, School Review Report, newsletters, School Council and P&C minutes.

## **Programs**

A comprehensive learning program is provided for children from K-6, based on the Western Australian Curriculum. The Arts, English, Mathematics, Science, Humanities, Social Sciences, Technology, Health and Physical Education are taught with an emphasis on literacy and numeracy. Our junior class is taught with a hands on, play based inquiry learning programs where children explore and discover together. The senior class work collaboratively in small groups and whole class to achieve to a high standard while supporting others.

The school plan has been developed by the school community to align with the following documents: Classroom First, Perspectives on Exemplary School Practice, High Performance - High Care, National School Survey results, and Driving School Improvement by Macklin and Zbar. The teaching and learning programs in the classroom are linked to the Wandering School Plan.

## **Staffing Profile**

<b><i>Staff 2020</i></b>	<b><i>Numbers</i></b>	<b><i>FTE</i></b>
<b><i>Administration Staff</i></b>		
Principal	1	1.0
<b><i>Teaching Staff</i></b>		
Teachers	3	2.0
<b><i>School Support Staff</i></b>		
Education Assistants	2	0.80
Administrative/Clerical	3	1.02
Gardening	1	0.50
Cleaning	1	0.38

## **Professional Learning**

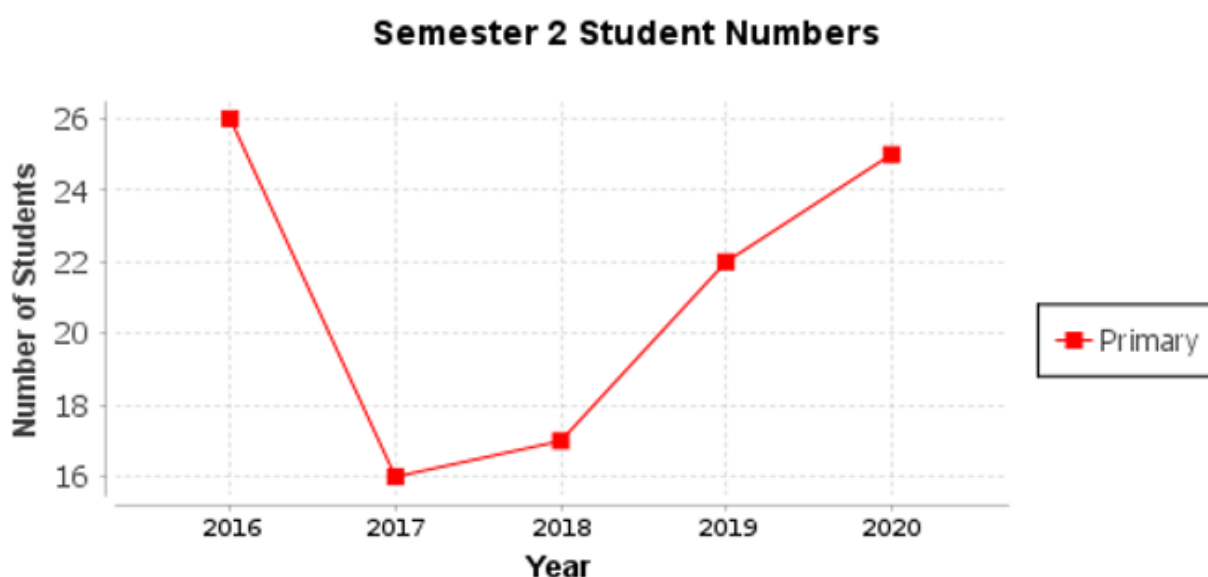
Staff took part in various professional learning opportunities in 2020 to support the school priorities and structures.

- Caught in the Crossfire
- NCCD
- Online Third Party Services
- Leading Whole School Assessment
- National Quality Standards Professional Learning
- Child Protection and Abuse Prevention
- Record Keeping
- Using content in Connect Classes
- Preparing for Distance learning
- Talk for Writing – Master Class

## Student Numbers (as at 2020 Semester 2)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(4)	4	4	3	5	2	3	4	29
Part Time	6								

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



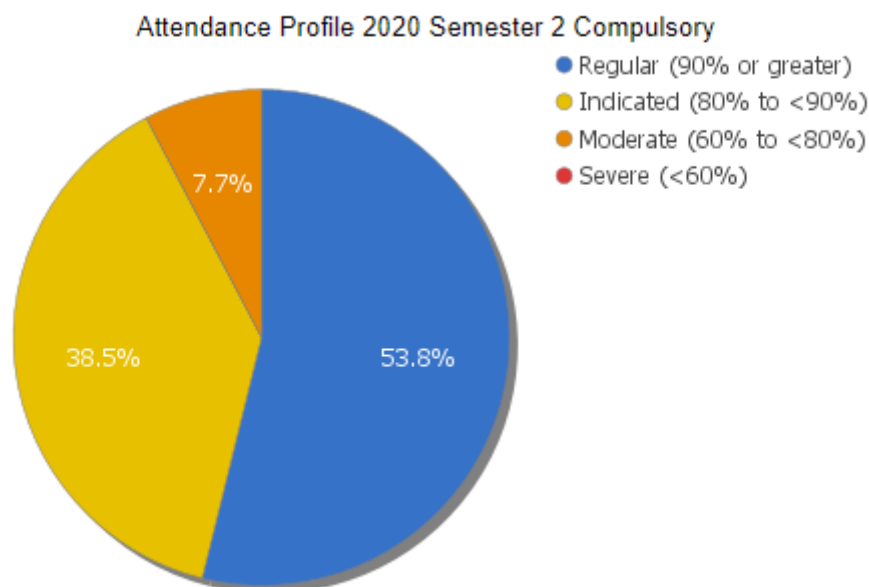
Student enrolments at Wandering Primary School fluctuate, the average transiency rate is 30% per year. Being a rural primary school, an hour from Perth, families move to the area for a life style change but may not remain. There are long standing farming families that have attended the school in the past. The majority of families at Wandering Primary School in 2020 work as farm managers or for local mining companies. The schools ICSEA has changed every year for the last 6 years due to family demographics and the transiency rates. The ICSEA in 2014 was 1059 (2) in 2020 it is 953 (8). With forward projections based on young families in the Shire of Wandering we believe our enrolments will remain similar to previous years.

There will be 32 students enrolling at the beginning of 2021 with five Kindergarten students and seven Pre-primary students.

## Student Attendance

During 2020 the attendance rate was lower than previous years due to Covid 19.

### Semester 2



The above data indicates that during Semester 2 2020, 38.5% of students had an indicated risk of not achieving their full learning potential due to not attending school regularly and 53.8% had a regular attendance rate.

### Year Group Breakdown

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
PPR	83.8%	1	2	1		82%	18%
Y01	90.9%	3	1			100%	0%
Y02	93.0%	2	1			56%	44%
Y03	86.8%	3	2	1		77%	23%
Y04	94.3%	2				73%	27%
Y05	88.5%	1	2			97%	3%
Y06	92.1%	2	2			79%	21%

### Longitudinal Attendance Report

Attendance	2018 S1	2018 S2	2019 S1	2019 S2	2020 S1	2020 S2
Rate	93.8%	89.0%	90.6%	92.6%	N/A	89.3%
Regular	89.5%	31.6%	69.6%	90.9%	N/A	53.8%
Authorised Absence	57.7%	56.5%	65.3%	65.8%	N/A	82.2%
Unauthorised Absence	42.3%	43.5%	34.7%	34.2%	N/A	17.8%

The longitudinal attendance report indicates there was been less unauthorised absence than in previous years but more authorised absence. The attendance rate was lower in 2020 in comparison to previous years due to Covid.

## Covid

Due to Covid in 2020 our attendance rate was lower. Many children who had a cold or sniffel where asked to stay home. Many families chose to keep their children home.

## Student Behaviour

### **POSITIVE BEHAVIOUR SUPPORT (PBS)**

#### **Purpose Statement**

Our purpose is to implement a whole school Positive Behaviour Support process which is shared by everyone. It is our intention to develop social skills, reduce unproductive behaviour and achieve higher educational outcomes for all students using a common language. This will develop a caring environment where relationships are based on trust, mutual respect, and acceptance with the aim to further develop strong relationships between school, home and the wider community of Wandering.

#### **Rationale**

Student behaviours impact their learning and the learning of others. Western Australian Positive Behaviour Support (WA PBS) recognises the importance of creating classrooms with high academic engagement, supporting an integrated approach to behaviour, learning and teaching.

Wandering Primary School Community firmly supports the right of both staff and students to work and learn without being impeded by disruptive behaviour. To achieve this, staff will adopt a consistent approach to manage disruptive behaviour.

The purpose of this document is to ensure that all students can take advantage of and benefit from the teaching and learning programs at Wandering Primary School through the implementation of WA PBS.

### **Wandering Primary School Expectations**

Our code of conduct was reviewed and accepted as the schools expectations. See below and on next page:

At Wandering we will:

1. Treat ourselves and others with respect and courtesy so that everyone feels safe and valued.
2. Treat our environment with respect.
3. Respect the rules of our school and the staff that implement them.
4. Care for ourselves and each other in a positive way to overcome difficulties
5. Strive to do our personal best and learn from our mistakes.

### **Our Values**

- Show Respect - Look after the feelings and rights of others
- Show Integrity - Be honest and do what is right.
- Show Care – Look after others and our environment.

**CHILDREN SEEK TO BELONG**  
*(maladaptive behaviour is purposeful)*

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Teachers should have a respectful relationship with the students. The classroom is to be organized and calm. The teaching program is to be engaging, clear, and supportive.

Staff are required to explicitly teach the required positive behaviour and make sure they see and acknowledge the positive behaviour. Staff are to use the positive behaviour language. For negative behaviour, the staff are to acknowledge the positive behaviour close by or remind the student of the positive behaviour required by the school and redirect the student.

### **Staffing**

During 2020 Miss Chin won the permanent position as early childhood teacher. Mrs Presser has continued her maternity leave and Mrs Lowrie was the senior teacher. During 2020 Mrs Young resigned from teaching. Mrs Bailey, Mrs Muller, Mr Price, Mrs Demeza, Mrs Lazenby and Mrs Dunn were here.

### **School Priorities**

- 1. Quality teaching and learning**
- 2. Engaging learning environment**
- 3. Partnerships with families and Community**

These three priorities are the corner stone of our school culture. Every learning area of the curriculum can be accommodated by the above priorities. Student achievement and improvement realised on good teaching, good relationships with families and an environment that is positive and encouraging to learning. Wandering PS staff will continue to improve in these three priorities through professional learning, collegial conversations and performance management.

### **Student Academic Achievement**

Due to low student numbers I am unable to give specific information related to assessment data.

- On Entry - all students scored average academic ability.
- NAPLAN - Due to Covid there was no NAPLAN testing in 2020.

### **Whole School Data**

- Brightpath
  - Students are tested against the Brightpath writing ruler each term. The whole school data records the Term 1 results against Term 4 results. During 2020 39% of our students moved a grade in writing during the year. The remaining 61% made improvement but did not move a grade. No students stayed the same.
- Progress Achievement Tests (PAT)
  - Each year WPS uses PAT testing in Mathematics, Reading, Punctuation and Grammar in Term 1 and Term 4.
  - The results from 2020 indicate:
    - Mathematics 57% improved a stanine, 26% improved within the stanine.
    - Punctuation and Grammar 60% improved a stanine, 40% improved within the stanine.



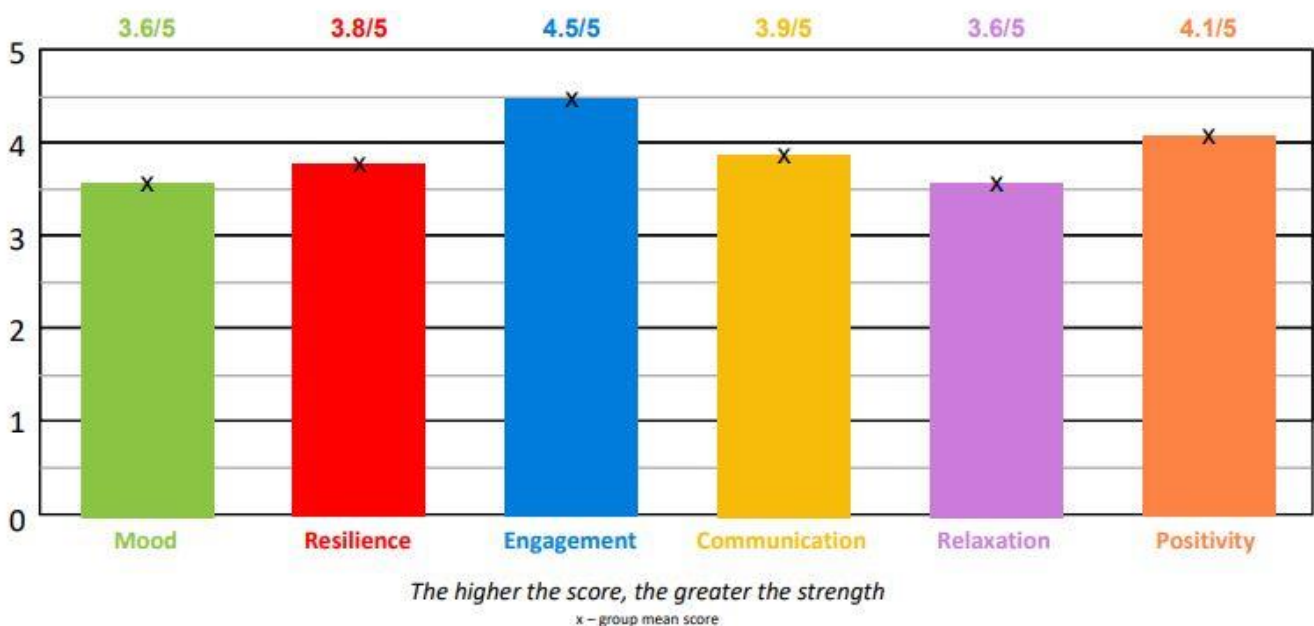
- Reading 72% improved a stanine, 33% improved within the stanine

The data above indicates the students have continued to improve in the above areas during 2020. In 2021 WPS will continue to use whole school data to monitor the students' progress.

### **Six-Star Survey**

The Six-Star Student Wellbeing Survey was designed to gain an overall gauge of a student population or subgroups of a student population in six general areas of wellbeing. Proactively measuring and monitoring the well-being of students may be important for their overall wellbeing. Students with high levels of well-being may be more motivated and display greater levels of engagement compared to students with low wellbeing. Higher wellbeing may also be associated with fewer mental, emotional, and behavioural concerns. The six categories that define the Six-Star Student Wellbeing Survey are: mood, resilience, school engagement, communication, positivity, and relaxation.

The results for 2020 are below:



The above data indicate the following:

- 89% of the students feel they are engaged in learning at WPS.
- 55% feel positive about learning at WPS.
- 57% feel there is good communication at WPS.
- 45% feel they are resilient
- 35% feel they can control their mood
- 34% feel relaxed.

The above results indicate that WPS will need to focus on helping student to learn relaxation techniques and strategies for controlling moods.

**Yr. 6 Destinations in 2020**

There were four Yr.6 students in 2020 graduating. All four students enrolled at Boddington District High School.

**Wandering School Survey 2020**

There was no school survey conducted during 2020 due to Covid.

**Wandering Primary Financial Report**

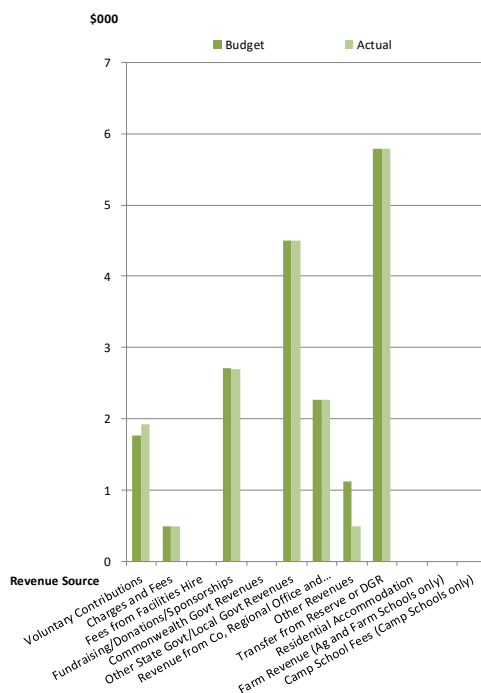
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## Wandering Primary School

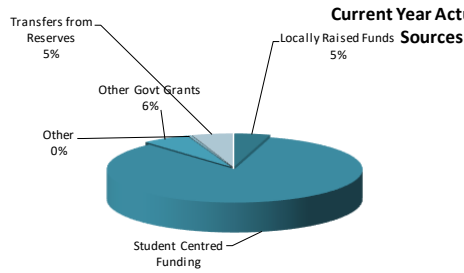
### Financial Summary as at 1 April 2021

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 1,767.00	\$ 1,921.50
2 Charges and Fees	\$ 494.00	\$ 494.40
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 2,713.00	\$ 2,698.00
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 4,506.00	\$ 4,505.55
7 Revenue from Co, Regional Office and Other Schools	\$ 2,266.00	\$ 2,266.04
8 Other Revenues	\$ 1,127.00	\$ 484.17
9 Transfer from Reserve or DGR	\$ 5,796.00	\$ 5,796.00
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>\$ 18,669.00</b>	<b>\$ 18,165.66</b>
<b>Opening Balance</b>	<b>\$ 72,397.00</b>	<b>\$ 72,397.24</b>
<b>Student Centred Funding</b>	<b>\$ 93,778.00</b>	<b>\$ 94,063.80</b>
<b>Total Cash Funds Available</b>	<b>\$ 184,844.00</b>	<b>\$ 184,626.70</b>
<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Funds Available</b>	<b>\$ 184,844.00</b>	<b>\$ 184,626.70</b>

**Locally Generated Revenue - Budget vs Actual**

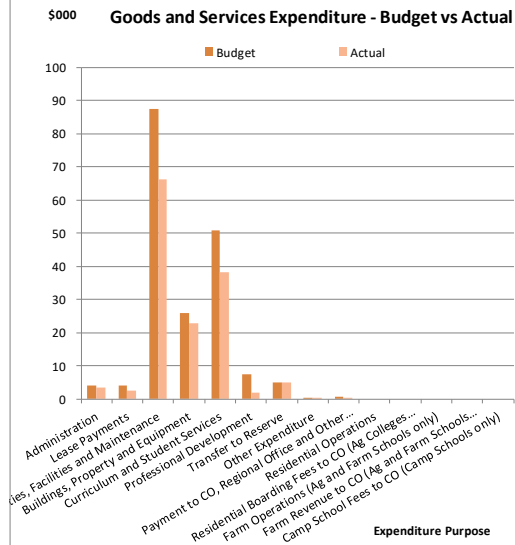


**Current Year Actual Cash Sources**

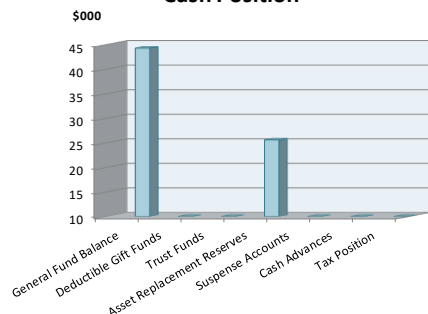


Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 3,860.00	\$ 3,306.08
2 Lease Payments	\$ 4,000.00	\$ 2,369.12
3 Utilities, Facilities and Maintenance	\$ 87,471.00	\$ 66,240.21
4 Buildings, Property and Equipment	\$ 25,920.00	\$ 22,673.37
5 Curriculum and Student Services	\$ 50,710.00	\$ 38,298.98
6 Professional Development	\$ 7,238.00	\$ 1,985.16
7 Transfer to Reserve	\$ 5,000.00	\$ 5,000.00
8 Other Expenditure	\$ 10.00	\$ 224.69
9 Payment to CO, Regional Office and Other Schools	\$ 500.00	\$ 253.51
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>\$ 184,709.00</b>	<b>\$ 140,351.12</b>
<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Expenditure</b>	<b>\$ 184,709.00</b>	<b>\$ 140,351.12</b>
<b>Cash Budget Variance</b>	<b>\$ 135.00</b>	

**Goods and Services Expenditure - Budget vs Actual**



**Cash Position**



<b>Cash Position as at:</b>	
<b>Bank Balance</b>	<b>\$ 69,123.94</b>
Made up of:	
1 General Fund Balance	\$ 44,275.58
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 25,591.01
5 Suspense Accounts	\$ 620.35
6 Cash Advances	\$ -
7 Tax Position	\$ (1,363.00)
<b>Total Bank Balance</b>	<b>\$ 69,123.94</b>

## 2020 Highlights

Many activities were cancelled in 2020 due to Covid

- Chaplin joined our staff – Welcome William White Wandering School Chaplin
- Interschool, Swimming Carnival
- GRIP leadership
- Book Fair and Book Parade
- Interschool Athletics Carnival
- Magpie Educational Talk
- Kindy Orientation
- Inflatables Fun
- Swimming Lessons
- Wandering Quiz Night
- Picasso Cow
- Calf visit





