

WANNEROO PRIMARY SCHOOL ANNUAL REPORT 2021



WANNEROO PRIMARY SCHOOL – OUR VISION

The Wanneroo Primary School community will be highly regarded for creating an inclusive learning environment where students are supported to achieve and successes are celebrated.



Dear Parents, Caregivers and Community Members

Wanneroo Primary School is pleased to present the 2021 Annual Report. The Annual Report provides parents and members of the wider community with information about Wanneroo Primary School, its learning programs and the performance of our students throughout the school year.

The report highlights our school's strengths and achievements, and also identifies areas for improvement. It also contains additional information as required to meet Federal Reporting Requirements.

Due to the impact of the 2020 COVID-19 pandemic, schools were not required to submit a report for that year. Consequently, throughout this report you may find the occasional reference to school operations in 2020 to provide some context for 2021.

I encourage all parents to make time to read this report to gain an overall perspective of the educational programs and outcomes achieved during 2021.

TERRI REID



Principal

Wanneroo Primary School | Independent Public School
15 Shaw Road, WA 6065 | PH: 9306 0500

SCHOOL OVERVIEW

Wanneroo Primary School is an Independent Public School situated in the North Metropolitan Education District. The school caters to 450 students from Kindergarten to Year 6 and has a long and positive history with its local surrounds, being established in 1899.

In 2005 the Wanneroo Primary and Wanneroo Junior Primary schools amalgamated and the current school was constructed. The new school building is set in secure and attractive grounds, with well-appointed facilities complete with air conditioned buildings.

At Wanneroo PS the leadership focus is on providing an environment where students are supported to achieve and successes are celebrated.

There is a focus on implementing whole school approaches based on research of best practice, including contemporary teaching, learning and assessment strategies that are relevant for the context of Wanneroo Primary.

A particular strength of the school is its professional staff, whose collaborative approach is recognised and valued by the community.

The agreed values of Respect, Integrity, Safety and Engagement (RISE) are embedded across the school community. Here at Wanneroo PS, we all strive to 'RISE for Excellence'.

To ensure a close and effective working relationship is developed between the school and home, the involvement of parents at Wanneroo PS is crucial. Parents are encouraged to be involved in the school in a range of ways including helping in classrooms to support the learning, or through membership on the School Board or on the P&C. As an Independent Public School, Wanneroo Primary is well placed to continue to build on its proud heritage and tradition of 'Growing Together'.

SCHOOL WORKFORCE

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

	No	Time	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	3	2.0	0
Total Administration Staff	4	3.0	0
Teaching Staff			
Other Teaching Staff	27	22.6	0
Total Teaching Staff	27	22.6	0
School Support Staff			
Clerical / Administrative	4	2.2	0
Gardening / Maintenance	1	0.7	0
Other Allied Professionals	13	8.3	0
Total School Support Staff	18	11.2	0
Total	49	36.8	0

STUDENT NUMBERS

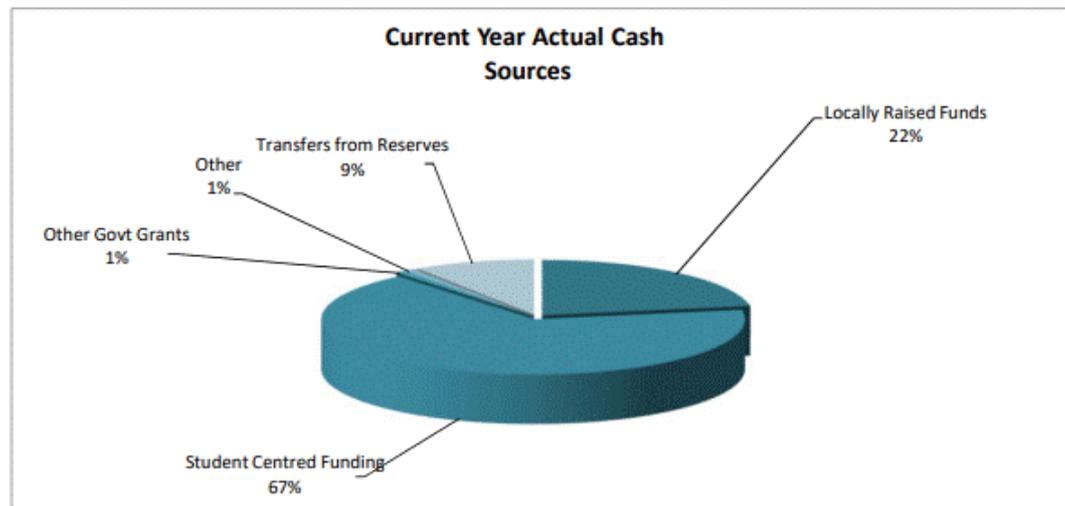
ENROLMENT				
2021	KINDY	PRE-PRIMARY	PRIMARY	TOTAL
Male	28	28	191	247
Female	26	24	148	198
Total	54	52	339	445

ATTENDANCE				
2021	REGULAR	AT RISK		
		Low	Moderate	Severe
WPS	63.1%	27.3%	8.1%	1.5%
Like Schools	66.2%	22.7%	9.2%	1.9%

It is important to note that COVID-19 impacted attendance right across the state.

SCHOOL INCOME

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 12,460.00	\$ 12,520.00
2	Charges and Fees	\$ 50,478.00	\$ 50,206.77
3	Fees from Facilities Hire	\$ 54,545.00	\$ 54,545.44
4	Fundraising/Donations/Sponsorships	\$ 12,820.00	\$ 13,181.10
5	Commonwealth Govt Revenues	\$ 2,230.00	\$ 2,230.34
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 2,065.00	\$ 2,064.64
8	Other Revenues	\$ 5,345.00	\$ 5,384.26
9	Transfer from Reserve or DGR	\$ 54,582.00	\$ 54,582.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 194,525.00	\$ 194,714.55
	Opening Balance	\$ 103,675.00	\$ 103,675.17
	Student Centred Funding	\$ 390,670.00	\$ 390,669.56
	Total Cash Funds Available	\$ 688,870.00	\$ 689,059.28
	Total Salary Allocation	\$ 4,381,992.00	\$ 4,381,992.00
	Total Funds Available	\$ 5,070,862.00	\$ 5,071,051.28



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 34,658.00	\$ 29,462.92
2	Lease Payments	\$ 3,237.00	\$ 3,237.20
3	Utilities, Facilities and Maintenance	\$ 154,342.00	\$ 129,823.57
4	Buildings, Property and Equipment	\$ 163,458.00	\$ 100,294.74
5	Curriculum and Student Services	\$ 128,773.00	\$ 123,752.47
6	Professional Development	\$ 13,279.00	\$ 12,530.38
7	Transfer to Reserve	\$ 41,720.00	\$ 41,720.00
8	Other Expenditure	\$ 7,297.00	\$ 6,581.46
9	Payment to CO, Regional Office and Other Schools	\$ 10.00	\$ 10.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 546,774.00	\$ 447,412.74
	Total Forecast Salary Expenditure	\$ 4,229,913.00	\$ 4,229,913.00
	Total Expenditure	\$ 4,776,687.00	\$ 4,677,325.74
	Cash Budget Variance	\$ 142,096.00	

At Wanneroo PS, we endeavour at all times to manage resources – physical and human – in a targeted manner to ensure learning opportunities and outcomes are maximised for all students. Systems and practices comply with the Funding Agreement for Schools.

How are we going?

Domain Foci	Rating	Domain Foci	Rating
Financial Management	As Expected	Asset & Replacement Plans	As Expected
Resource Management	As Expected	Targeted Initiatives	As Expected
Budget Planning	As Expected	Workforce Planning	As Expected
Evidence suggests overall performance is: <u>AS EXPECTED.</u>			

How Do We Know?

Finance Management

- A Finance Committee oversees all decision-making relating to expenditure of the schools funding and allocation of the school's resources to ensure student performance is maximized. Thorough reports are prepared for each meeting and training is provided to all new members on how to read the reports.
- The Committee is comprised of school staff (including 1 from each PHASE area with the responsibility to report back to their PHASE) and a parent representative. Meetings are in Week 4 of every term, and again in Week 10 if needed.
- Terms of Reference have been established, along with a Code of Conduct. Agendas and Minutes are kept and circulated. Decisions are linked to school priorities listed in the Business Plan and Operational Plans, with a clear and defensible link between school budgeting and plans for raising standards and attainment for all students.
- The School Board has an active role in reviewing the school's financial data and ensuring it aligns with the school's priorities. For example:
 - Behaviour Management was a priority in 2020 – all staff funded through salaries to participate in training – small groups of 12 staff at a time for 2 x half days – on site – with action research.
- A well-informed and balanced budget is set each year and includes short and longer term planning for workforce and reserves to ensure expenditure does not exceed budget.
- Detailed replacement schedules have been planned and are budgeted for annually. Examples of significant schedules include:

Furniture:	Student & staff replacements.
ICT:	Devices, Servers, WAPS, Interactive Touch Screens, IWBs, Photocopiers
Grounds & Facilities:	Shade, Fencing, Nature Play.
Buildings:	Air Conditioners, Admin & Staffroom Upgrade (scheduled for 2021).

Resourcing Schedule – One Line Budget (OLB)

- The school manages the OLB resource to ensure the school is well staffed to meet the needs of its students and so that the school is able to purchase the resources required for students to access the curriculum.
- The school manages the OLB resource to ensure a carryover of funding to build up school reserve accounts in areas of need. Once in a healthy position reserve accounts are accessed to address identified needs:
 - (i) Grounds Shade Structures have been installed in all open areas across the school.
 - (ii) Maintenance Painting cycle for toilet areas & downpipes across whole school.
 - (iii) Technology Robotics equipment built up for 1 set per teaching block.
WAPS replaced over January holidays of 2021.

School Audits

- The school's financial, human and physical resource management has been audited by the Audit and Risk Management Branch of the Department of Education. The school has maintained excellent processes for accurate management.
- Funding is used for students in the year it is provided. This is reflected in the school bank balance and carry forward amounts, and in the end of year OLB report.

SCHOOL SELF REVIEW – MEASURING PERFORMANCE

- As an Independent Public School WPS is expected to meet agreed commitments as outlined in:
 - The Department of Education’s ‘Strategic Directions 2020 – 2024’;
 - The School Business Plan – a document drawn up to provide strategic direction for the school; and
 - The Public School Review Self Assessment Tool.
- The table below displays how Wanneroo PS has aligned the six ‘Improvement Drivers’ of The Strategic Directions 2020-2024 document and the six key ‘Domains’ from the Public School Review Self-Assessment Tool with the key Focus Areas of the 2020-2023 Wanneroo PS Business Plan.

<u>2020 – 2023 WPS Business Plan</u> <u>Focus Areas</u>	<u>Public School Review</u> <u>Domains</u>
<u>FOCUS 1:</u> SUCCESS FOR ALL STUDENTS	<u>DOMAIN 6:</u> Student ACHIEVEMENT & PROGRESS
<u>2020-2024 Strategic Directions - Improvement Driver 1:</u> Provide every student with a pathway to a successful future.	
<u>FOCUS 2:</u> HIGH QUALITY TEACHING	<u>DOMAIN 5:</u> Teacher Quality
<u>2020-2024 Strategic Directions - Improvement Driver 2:</u> Strengthen support for teaching and learning excellence in every classroom.	
<u>FOCUS 3:</u> EFFECTIVE LEADERSHIP	<u>DOMAIN 3:</u> LEADERSHIP <u>DOMAIN 4:</u> USE OF RESOURCES
<u>2020-2024 Strategic Directions - Improvement Driver 3:</u> Build the capability of our principals, our teachers and our allied professionals.	
<u>FOCUS 4:</u> BUILDING COMMUNITY	<u>DOMAIN 1:</u> RELATIONSHIPS/PARTNERSHIPS
<u>2020-2024 Strategic Directions - Improvement Driver 5:</u> Partner with families, communities and agencies to support the educational engagement of every student.	
<u>FOCUS 5:</u> A CONTEMPORARY LEARNING & WORKING ENVIRONMENT THAT IS SAFE AND SUPPORTIVE	<u>DOMAIN 2:</u> LEARNING ENVIRONMENT
<u>2020-2024 Strategic Directions - Improvement Driver 4:</u> Support increased school autonomy within a connected and unified public school system.	
<u>2020-2024 Strategic Directions - Improvement Driver 6:</u> Use evidence to drive decision-making at all levels of the system.	

SUCCESS FOR ALL STUDENTS

Wanneroo Primary School is committed to thoroughly interrogating systemic data to make informed judgements on student progress. Judgements about student achievement and progress are also made through school based assessments, daily observations, common assessment tasks, formative and summative assessments, collaboration meetings and professional knowledge. Data is measured against the endorsed targets in both the Operational and Business Plans. Wanneroo Primary School recognises individual learning needs and is inclusive of all students. The implementation of appropriate strategies is carefully planned and resourced by the school to enable specific intervention for individual students, groups and cohorts. A cycle of assessment, planning and evaluation at a school, phase, class and individual level, using system data and teacher judgement is used to set targets for student progress and achievement, and to plan for ongoing improvement.

How are we going?

Domain Foci	Rating	Domain Foci	Rating
Planning For Improvement	As Expected	Student Attainment	As Expected
Data Is Used	As Expected	Grade Allocation Alignment	As Expected
Data Aligns With Like Schools	As Expected (Cohort Impacts)		
Evidence suggests overall performance is: <u>AS EXPECTED.</u>			

How do we know?

Data Analysis

- Extensive interrogation of data from NAPLAN, ACER-PAT (Literacy, Numeracy, Social & Emotional), Literacy Pro (STRIVE) and On-Entry testing is undertaken by all teaching staff and is used to inform Operational Plans and phase, year and class level planning, allowing for whole school ownership and collective responsibility.
- An embedded culture of collaborative planning exists at Wanneroo PS where student progress and achievement are examined and discussed, as an integral part of team meetings. Collaboration meetings allow teachers to plan and design formative and summative assessment tasks and select a range of evidence that will inform judgements over time. Teachers work closely together to ensure that grading judgements are fair and valid. This moderation allows teachers to justify why a grade is given to an individual student.
- Strengths and weaknesses in student achievement and progress are identified when analysing all data, and this is used when designing all learning programs for our students.

What are we doing to improve?

- Refine and continue to develop the ability of staff to articulate and clearly communicate findings about student progress when analysing student data.
- Keep searching and working at identifying strategies/programs that work for our students and that make a difference to their learning.
- Continue to refine and grow different whole school programs in the school where evidence is that they are having a positive impact on the progress and achievement of students. (E.g., STRIVE – JOLLY PHONICS – T4Write)

HIGH QUALITY TEACHING

WPS staff regularly engage in critical reflection and analysis of their practice to ensure a quality education is provided for all their students. This reflection aims to ensure that teaching strategies chosen align with the learning objectives of each lesson, which in turn align with the learning needs of the students in their class.

How are we going?

Domain Foci	Rating	Domain Foci	Rating
Shared Beliefs	As Expected	Evidence Based Practice	As Expected
Staff Collaboration	More Than Expected	Assessment & Reporting	As Expected
Alignment With WA Curriculum	As Expected	Professional Learning	As Expected
Differentiation	More Than Expected		
Evidence suggests overall performance is: <u>AS EXPECTED.</u>			

How do we know?

Shared Beliefs/Pedagogy

- Whole school planning occurs for English, Mathematics, Science, Health, HASS, Music, Indonesian, Physical Education, Aboriginal Education, Talented & Gifted (SPARKLES), ICT, English as an Additional Language/Dialect (EALD), Students At Educational Risk (SAER), Well-Being, Positive Behaviour (RISE), Attendance & Retention. These plans reside in the Operational Plan.
- Whole School Approach documents for Sound Teaching, Coaching and Mentoring, as well as Cooperative Learning also reside in the Operational Plan.
- At the start of every year, before students are on site, staff review expectations for a whole range of processes and procedures. Discussion is encouraged, consensus sought, and modifications made where necessary to ensure a shared understanding and practice.

Staff Collaboration

- An embedded culture of collaborative planning exists at school, phase and year level. Year level collaborative planning teams are considered a strength in the school – meeting weekly to forward plan. This collaborative time ensures consistency in planning, teaching and learning and assessment, as well as the opportunity to work as a team for students at risk – planning for student well-being, enrichment or intervention.

Alignment with WA Curriculum

- The WA School's Curriculum Standards Authority and Kindergarten Guidelines are used in all learning areas.
- All staff professional learning has a brief to build capacity of staff to implement the WA Curriculum.

Differentiation

- Students at risk (high and low) are targeted in the operational plan. It is expected the learning will be differentiated for the identified students, with an IEP for students who are below the National Standard.
- Teachers implement research based practices such as: Cooperative Learning; Instructional Concepts, Strategies, Tactics & Skills; Gradual Release Model; Explicit Teaching and Critical & Creative Thinking to assist in differentiation of the curriculum.

Evidence Based Practice

- Current research informs classroom pedagogy. E.g. Visual Timetables and 'posting' are used in all classrooms; WALT & WILF, plenary sessions and use of manipulatives are all expected in lesson planning.
- Line of Inquiry - Spelling:
 - Data up to and including 2019 repeatedly showed the school performing at or below like schools in NAPLAN Year 3 & 5 Spelling tests.
 - Words Their Way had been taught from Yrs 3-6 in the school for the 7 preceding years but there had been no obvious positive impact on student data in any year. The school examined teaching fidelity to the program and in 2017/18 adjustments were made.
 - At the end of 2019, with no improvement again being made in the NAPLAN data, it was decided to withdraw from Words Their Way from 2020 onwards. As well, in response to the data, a structured synthetic phonics program - Jolly Phonics – was introduced to K-2 students. We had looked at research showing that systematic synthetic phonics is an essential and effective method for developing students' reading and spelling proficiency.
 - 2020 saw teachers review commercial programs to support spelling.
 - In 2021 we committed to the Sound Waves program. Implementation has begun and we are monitoring data for a positive impact.

Professional Learning

- The schools Professional Learning Plan for classroom staff (teaching and non-teaching) is developed through needs identified from priorities in the Business and Operational Plans.
- Individual staff may engage in PL outside of the school plan if the PL has been identified through the performance management process, or if it has been identified as essential to their role.
- Line of inquiry – Behaviour Management – Impact of PL on School Processes:
 - 2020-2023 Business Plan – Under Inclusivity - "Continue the school's implementation of the RISE Framework. Review behaviour management practices in the school to ensure they align with the RISE Framework so that all students can access the curriculum."
 - In 2020 all classroom staff revisited engaged in 2 x 3 hour modules on Behaviour Management from SSEN: Behaviour. These modules were linked to some action research.
 - Key message: Look for the function of the behaviour. (Functional Behaviour Analysis)
 - Staff revisited their beliefs about behaviour management and drew up a new document to guide their practice. School behaviour processes and procedures were reviewed and rewritten, as were school matrixes. (New documents include *Expected Behaviours*, *Behaviour Matrixes*, *an Antecedent Behaviour Hierarchy (ABI)*, and *a new Referral Process and Procedures*.)

What are we doing to improve?

- Continue to ensure research of best practice drives curriculum improvement.
- Continue to build a culture of commitment to a whole school approach to curriculum improvement.
- All recruited staff to have a commitment to a whole school approach, are collaborative, implement differentiated approaches for students at risk, are nurturing, bring additional knowledge and expertise in priority areas and are innovative with the curriculum.
- Implement a well-structured induction program to ensure new staff are aware of the school's ethos and approach to the curriculum.
- Explore how to move from 'Surface' learning to 'Deep' learning, where students can transfer knowledge/skills /understandings taught.

LEADERSHIP

At Wanneroo PS the leadership focus is on realising our vision of being a school that offers an educational experience that has at its heart a contemporary instructional approach - one that reflects current models of best practice and where students are supported to achieve and successes are celebrated. Where we are all, 'Growing Together'. A distributed leadership model has been implemented with curriculum leaders and phase of school leaders to ensure sustainability.

How Are We Going?

Domain Foci	Rating	Domain Foci	Rating
Clear Vision/Priorities	As Expected	SCSA Alignment	AS Expected
Evidence Based planning	As Expected	Opportunities to Lead	As Expected
Change Management	As Expected	Support to Staff	AS Expected

Evidence suggests overall performance is: **AS EXPECTED.**

How Do We Know?

Strategic Directions

The Wanneroo Primary School Business Plan is comprised of six key focus areas. Our plan was drawn up at the end of 2019 ready for 2020, just before the Department's Strategic Directions 2020-2024 document was produced. Our school focus areas align well with the Departments plan.

School Improvement

We try to keep it simple at WPS. Three key questions drive our self-review in most things, from organisational issues to whole school programs:

- (i) What's working well?
- (ii) Even better if...?
- (iii) Where to next?

Developing Self. Developing Others.

- The opportunity for leadership is available for all staff with a nomination process for phase of schooling leaders, curriculum leadership and pastoral care.
- Staff who volunteer for leadership in curriculum areas are provided with training to build their expertise in the area with an expectation the expertise will be shared with their colleagues at a phase or school level and through whole school planning.
- Staff are continually encouraged to take on leadership roles in the school.
- Distributed leadership with well-defined roles and responsibilities is embedded across the school, enabling sustainability in the direction of the school.
- Staff nominate and accept leadership opportunities as members of the SPARKS Team (School Performance and Review Knowledge Sharing) and in phases of schooling through IGNITE (Implementing, growing, nurturing, innovative team environment).

What Are We Doing To Improve?

- Continue to provide opportunities for distributed leadership.
- Continue using the WA Future Leaders Framework to identify and develop aspirant leaders.
- Continue to refine leadership reflection tools.
- Continue to refine the alignment between strategic, operational and classroom planning.

BUILDING COMMUNITY

We believe relationships are key to the success of our school - relationships with our students and their families, making sure they feel welcome and valued, and relationships with each other. Our school motto – ‘Growing Together’ – sums it up beautifully for us. Open and transparent two-way communication is a key component of building and maintaining these relationships, and we are always reflecting on how to be more collaborative with our communication, so that it is authentic partnerships that we are building.

How are we going?

Domain Foci	Rating	Domain Foci	Rating
Professional Collaboration	As Expected	School Board	As Expected
Respectful Collaboration	As Expected	Community Partnerships	As Expected
Communication	More Than Expected	Local Community	As Expected
Satisfaction Feedback Is Sought	As Expected		
Evidence suggests overall performance is: <u>AS EXPECTED.</u>			

Professional Collaboration - Staff

- An embedded culture of collaborative planning exists at school, phase and year level. An online planning tool (PLANBOOK) is used across the school, by both teachers and Education Assistants, to collaborate and ensure consistency between classes and year levels. PLANBOOK allows staff to share the workload, which was especially important during the 2020-2021 COVID-19 lockdown phases.
- During collaboration, staff prioritise respect, professionalism and understanding in order to provide the best learning opportunities for all students. If relational challenges occur, staff are able to form a consensus and implement strategies to ensure that the best outcome for students is achieved.
- The high level of collaboration within the school, and the high quality of relationships, was evident during the COVID-19 lockdown phases in 2020 and 2021. Staff were able to quickly and effectively switch from classroom collaboration to video calls over Teams without significant disruptions to the learning programs, and to ensure that all students were catered for regardless of their technological capabilities.

Positive, Caring and Respectful Relationships – Parents

- Positive, Caring and Respectful Relationships has in the past always been an identified strength of WPS, recognised in surveys and commented on by visitors to the school. There is a well embedded ethos of care.
- Parent-Teacher collaboration is prioritised – 2 x School Development Days are dedicated to meeting with parents to discuss their child. This ensures a minimum of 2 face-face meetings with parents a year. Prioritising these days’ highlights for the community the value we as a school staff place on parent-teacher relationships. Research shows the child benefits when they know everyone is working together, so we make the commitment to sequester the 2 days for communication/relationship building, which is endorsed by the School Board.
 - Term 1 Week 4 – ‘Getting to Know You/Tell Me About Your Child’. (Teacher/Parent)
 - Term 3 Week 2 – ‘What Do We All Need To Do To Progress Further?’ (Teacher/Parent/Student)
- Matrixes of expected behaviours for students, staff and parents have been created by a committee and copies are sent to parents and families to encourage the building of positive relationships.
- The Parents and Citizens association is very active within the school and highly thought of. Staff support their activities through attendance at their functions.

Communication

- Ongoing and open communication between WPS and its community is conducted through meetings, digital technologies, social media and phone calls. (SMS, email, SeeSaw & School Star Apps, Facebook and a school webpage are all used to communicate effectively with parents.)
- Classroom level communication between staff and families allows for regular contact that is relevant to the students learning program. The majority of parents in our community have seen an improved level of communication in recent years through the use of Seesaw. This app allows families to receive messages, notifications, reminders, photos and updates about their child. It also allows teachers to alleviate some parent stress or anxiety. E.g. Sending a photo of their child who was upset but has settled into class. The school has set a 'Gold Standard' which outlines what formal communication parents can expect through SeeSaw. E.g. A fortnightly class update letter with information on the learning program as well as photos.

School Board

- The School Board has actively sought business/community membership – with the Mayor for Wanneroo and the local Member for the Legislative Assembly as sitting members.
- The School Board engages in relevant policy formation – policy reviews have included Sun Smart, Dress Code, Good Standing, Canberra Camp and Emergency Management.
- The School Board surveys the school community to gauge their thoughts prior to important decision making. Past 2 years – Communication, Dress Code, Parent Teacher Meetings, Parent Satisfaction.
- The School Board has an active role in reviewing school performance through school data, the Annual Report and satisfaction levels of parents.

Local Community Partnerships

- WPS seeks to support local businesses and community organisations wherever possible. E.g. RSL/Police/Shire staff at Dawn Anzac Service.
- School excursions are targeted to raise an awareness of the history surrounding our school by visiting local museums for cultural and historical exhibitions and historical locations. (Buckingham House, Cockman House, Wanneroo War Memorial, Wanneroo Shire Buildings).

What are we doing to improve?

- Maintain collaborative planning structures in the school – continue to look at using these to transition more to professional learning communities, where peer mentoring through observation and feedback occurs. Identified in Business Plan.
- Maintain and continue to improve on communication tools/strategies in the school so that authentic partnerships are built.
- Continue to seek parent/community input in decision making with surveys on key issues for the school.
- Continue with parent/community membership on school committees - Finance, PBS, Sustainability.
- 'Team Deadly' to pursue indigenous student and parent membership and to continue to meet to implement their plan for improvement.
- PATHS social and emotional learning program to be embedded.
- Friendly Schools Bullying program to be consolidated.