WARRIAPENDI PRIMARY SCHOOL

"Developing the whole child"

Annual Report 2020

"Academic and civic excellence built on a strong foundation of quality teaching, inspired by rich cultural diversity."

CELEBRATING 1970-2020 50 YEARS

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Principal's Report

Ms Natasha Doyle, Principal

The 2020 Annual Report provides a summary of our school's performance over the past year. It provides details of student performance in academic and non-academic areas and outlines the progress made in implementing key strategies and the extent to which we achieved the performance targets outlined in the 2019-2021 Business Plan.

As an independent Public School, Warriapendi Primary School is committed to implementing and achieving the requirements of our 2019-2021 Delivery and Performance Agreement. This document is a signed agreement between the school board, the school and the Department of Education.

Throughout the year the staff, board and members of the parent community worked in partnership to review our progress towards achieving the targets in the 2019-2021 Business Plan. Our students continue to be recognised for displaying the CROWN values; Confidence, Respect, Optimism, Willingness and Nobility as we continue to strive to achieve our vision of "Developing the Whole Child".

2020 has been a unique year with mixed emotions, starting with the worry and uncertainty of the COVID-19 pandemic and ending with the joy that the 50th anniversary celebrations brought to past and present members of the Warriapendi community.

They say that it is only in crisis that we see the true strength of people. The Warriapendi community showed its true strength when they banded together to support the emotional and educational needs of our students during the COVID-19 restrictions. Everyone became experts in the use of technology to facilitate distance education. For the first time since 2008, NAPLAN testing for Years 3 and 5 students was cancelled. Whilst we cannot demonstrate our success in NAPLAN, our whole school data collection demonstrates the success of our fantastic programs and the reason why leaders come to Warriapendi PS to emulate what we do.

The easing of restrictions meant that we could celebrate fifty years of public education at Warriapendi PS. It was heart-warming to hear all the stories of past principals, teachers and students dating back to 1970. The common message from everyone that has been part of this community is that it is an outstanding school with wonderful memories.

Many of the successes highlighted in the 2020 Annual Report are only possible because of the commitment, expertise and professionalism of all staff at Warriapendi Primary School.

My appreciation is extended to the staff, school Board, P&C, our families and wider community for their ongoing commitment and support of our students.

School Board Report

Mrs Sarah Morrison, Chair

The primary aim of the Board is to provide strategic guidance and monitoring of the school's performance. In 2020, the Board consisted of 10 members drawn from the school executive (3), staff (1), Child and Parent Centre representatives (2), parents (3) and a representative from the Fogarty Foundation. Four meetings were held across the academic year.

Strategic Overview and Planning

Throughout the year, the Board reviewed the school's progress towards achieving the goals and strategies outlined in the Business Plan 2019-2021 with its focus on three priority areas: Excellence in Teaching & Learning, Developing Student Engagement and Wellbeing and Creating a Cohesive Community.

Review and Reporting

- Review and endorse Annual Report and Board Operational Plan
- Review and endorse Workforce Plan 2020
- Review and endorse the Staff Development Days 2021

Promotion of the School within the community

- Chair attended school assemblies and other public events
- All board members were enthusiastically involved in fundraising events, Book Week and 50th Birthday celebrations
- Review Board survey results
- Review Tell Them from Me Survey findings (Parent)
- Review National School Opinion Survey (Parent)

Policy Reviews

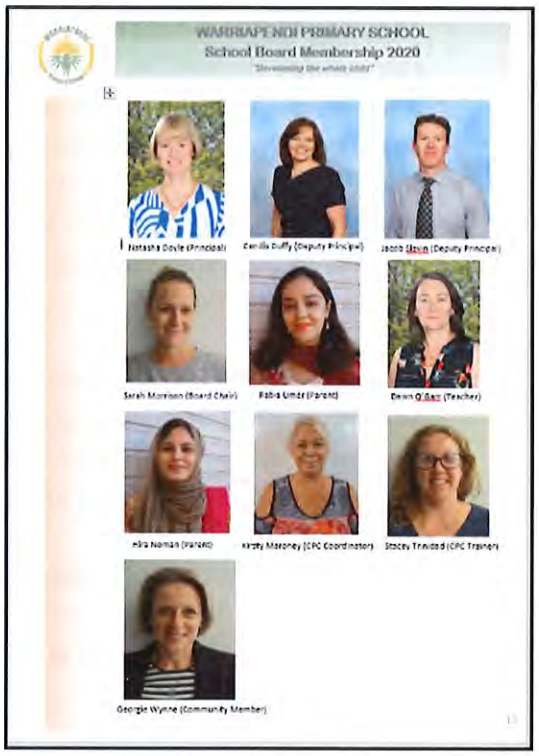
- Assessment Reporting Schedule 2019 - 2021
- Behaviour Management Policy
- Mobile Phone Policy 2020
- Class Placement Guidelines
- Adopt Gate Drop Off/Pick Up
- Trial School Waste/Recycling
- Review School Uniform

Governance

- Reviewed and endorsed the Terms of Reference

Financial

- Monitoring school financial performance against the budget at each meeting
- Providing ongoing guidance to the P&C regarding spending priorities
- Review and endorse school fees and charges
- Review funding agreement for schools 2020



Parents & Citizens Association

Miss Joanne Millett, President

Parent Involvement is encouraged and is essential in the successful day to day operations of our school. Parents offer their support and assistance in many ways including;

- Assistance in classrooms
- Assisting in fundraising
- Assistance changing Home Readers
- Assistance with School Banking
- Assistance with Breakfast Club
- P&C Involvement
- School Board Involvement

Warriapendi Primary School is fortunate to have significant community involvement. Parents are invited to become involved in P&C activities which support school operations, teachers and students whilst encouraging a strong sense of community.

The P&C are a group of motivated and innovative community members who work in collaboration with the school to improve educational outcomes for our students.

P&C meetings are held each term after the assembly and are open to all parents.

In 2020, the P&C and parent volunteers have been responsible for the running and coordination of the following initiatives:

- Silly sock day
- A morning tea stall for parents and students at the early years sports day
- A pizza lunch and cake stall at the faction carnival
- Father's Day raffle
- A sausage sizzle dinner at the book fair/open afternoon
- Fairy bread and lunch time ice-cream sales
- Movie and popcorn lunch time event

The P&C provided the school with funds for the graduation pens, graduation excursion and the Faction banners on display in the undercover area.

Thank you to everyone who attended the P&C meetings and assisted with fundraising events throughout the year.

Pastoral Care

Mrs Penny Eddison

Warriapendi in partnership with YouthCARE, WA's leading provider of pastoral care and values education programs, employs a chaplain for two days a week. In accordance with YouthCARE's vision and values, the chaplain assists in caring for the social, emotional, mental and spiritual wellbeing of students, families and staff within the public school community.

Liaising for Pastoral Care Services

Warriapendi value their connections with various support groups and agencies including: Child Parent Centre, Manna Kids, the Local Communities Coordinator, as well as local churches. These connections enable access to various types of support for families in our community. For example, we have received generous donations from: Share the Dignity, a charity with a focus on supporting women in crisis; along with Manna Kids and FoodBank, which both provide food for the operation of our Breakfast Club and school lunches where necessary. Next year we look forward to support from Eat Up WA, who will supply ready-made sandwiches that will either be used for school lunches, or for our Breakfast Club.

EdConnect Coordination

EdConnect is a fantastic program that services school communities through placing trained volunteers in local schools to assist young people with academic, social wellbeing and emotional support. EdConnect volunteers offer classroom support and one-to-one mentoring. This past year Warriapendi have appreciated the support of six wonderful volunteers. We recognize and thank the EdConnect volunteers, and various other volunteers who contribute to our school throughout the year, at an annual Appreciation Morning Tea, hosted by the chaplain.

One-to-One Pastoral Care Conversations

Throughout the year, many significant one-to-one conversations take place between the chaplain and students, staff and parents. These pastoral conversations target issues including: family relationships, peer relationships and bullying, grief and loss, low level mental health, self-identity, and parenting. Staff may also refer students due to: concerns about students' welfare, classroom behaviour and academic performance.

Breakfast Club

Breakfast Club operates between 8.00am and 8.30am on a Wednesday morning, and is well-attended by 25-30 students on a weekly basis. Healthy breakfast options are served amid

plenty of chit chat and positive social connections. Often fruit is also made available to students during break times, and packed lunches are on standby for occasions where there is need.

Social-Emotional Programs

The chaplain regularly visits classrooms for rapport-building with students and informal support to staff. In 2019, the chaplain introduced the Aussie Optimism programs within Warriapendi, and continued this into 2020. Aussie Optimism is a health promotion program for children that takes a positive psychology approach. It assists in building core competencies in students including, how to: identify and manage feelings, develop empathy, utilize coping skills, develop support networks, make and maintain friendships and solve social problems, and develop optimistic thinking skills. These program also align with and reinforce the CROWN values embedded at Warriapendi.

School Events and the Wider Community

School events such as: excursions, sports carnival, graduation events, assemblies and Harmony Day, create great relational opportunities within the wider community. The Chaplain's Chat space in the school newsletter is another point of connection with parents and the wider community.

Student Leadership

Mrs Dawn O'Garr

Whilst 2020 has been challenging both academically and socially for all students, the Year 6 leaders have risen to that challenge and led the school well. While COVID-19 halted many of the fun activities planned for the year, the student leaders developed skills in other areas.

This year, the Head Students and Student Councillors have spoken with confidence during morning announcements, read merit certificates at assemblies, greeted guest visitors to our school, represented our school at the official opening of Bina Park and were extraordinary in reading out the chronological history of our school during the 50th Anniversary Assembly celebrations.

During the learning-from-home period, the senior class kept in touch with each other and their teacher through emails and the use of Webex conferences. The students sent Math challenges to each other and have continued to do so throughout the year.

The Student Councillors have impressed everyone with their improved use of technology to film, interview and capture snap-shots of life at Warriapendi Primary School which they then present at School Board meetings.

Our senior students continue to assist the junior students in the playground. Over the year, the students are rostered on in pairs to the Pre-Primary and Junior playgrounds at recess and lunch breaks where they engage with the junior students and assist them in turn taking, playing games and assisting with any friendship issues that may arise. The senior students use the Magic Coat Treasure Map of Friendship to help the younger students' problem solve their friendship issues.

This year the student leaders participated in the Halogen Youth Leadership Conference, Dianella Secondary College Science Quest, Food Sensations for Schools, Harmony Day activities at school, The Blanket Activity and The Deadly Arts workshops for cultural and Indigenous studies, Sports Carnivals and Interschool Athletics, Choir activities as well as the promoting and organising the highly anticipated Pyjama Day at Warriapendi.

2020 School Highlights

In Semester One, many of the whole school events such as the Harmony Day Market Stall and ANZAC day did not occur due to the COVID-19 restrictions that prevented parents from coming on to school grounds and the inability to hold large group gatherings. Students learning from home, enabled some much-needed painting to occur inside the Block 2 classrooms. Once it was deemed safe to resume activities in Semester Two, our students and family members were able to take part in a variety of events and initiatives. The following are the highlights from the year:

Student Council Elections

After listening to speeches presented by the Year 6 students who nominated themselves for a leadership position, the Australian Electoral Commission ran the voting process for students from Years 3-6 to choose their student council for 2020. These students along with the head students and faction captains attended the Halogen National Young Leaders Day. Di Wilcox worked with our leaders on ways that they can support younger students deal with friendship and playground issues.

CROWN Values

The CROWN values are embedded in the Business Plan 2019-2021 and continue to be a focus in 2020. Di Wilcox presented a workshop to all students on the CROWN values. After a workshop with Di, the senior students earnt their CROWN leader badge enabling them to assist students in the playground with any friendship issues using the Treasure Map from the Magic Coat program. Students have been earning tickets and merit awards in recognition of displaying Confidence, Respect, Optimism, Willingness and Nobility in the classroom and playground.

Song Room

Mr Christman and the Year 5 students worked in partnership with the Song Room/Deadly Arts teaching artists to choreograph a school song that they performed at the Octagon theatre. The Year 6 class completed a mural outside the art room representing the Aboriginal Kambarang (wildflower) season in October/November. This was a fantastic opportunity for our students to increase their self-esteem and build school engagement.

Bina Parkland

The City of Stirling were seeking nominations from schools and community groups to re-name Princess Wallington Reserve. Warriapendi's suggestion of the Nyoongar name 'Bina' meaning light of the morning was the chosen winner. We were very grateful for our prize of two Balga Bushes and a cultural experience for our years 3&4 students at the newly developed park.

Harmony Day

Diversity was celebrated by students wearing orange or dressing in an outfit from their home country. Classes participated in a range of activities such as reading multicultural stories, completing craft activities, singing songs and listening to family members speak about their culture.

50th Birthday Celebrations

50 years of public education at Warriapendi PS was celebrated on the 19th August 2020. Past principals, teachers and students were invited to a special afternoon tea that took them on a journey down memory lane before they shared heartfelt stories about Warriapendi through the decades at a special assembly run by Year 6. The afternoon finished with a visit from the animal farm, some African drumming, badge making and a sausage sizzle thanks to our wonderful P&C and the Child and Parent Centre.

Book Week Celebrations

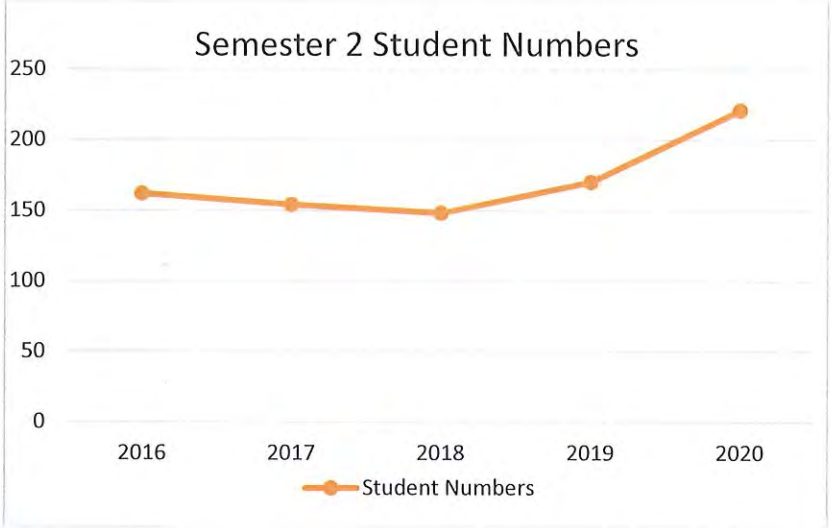
This year's book week activities were based on the theme 'Arctic Adventure'. Students participated in a poster competition, dressed up as their favourite book character and participated in workshops run by the author of 'Fish Jam', Kylie Howarth. Janine Freeman dressed up as a superhero and read her favourite story to the Kindergarten students.

Further Highlights for 2020

- Peer reading
- Grant funded projects included specialised coaching for years 1-6 in Gymnastics
- Parent Information evening and open night.
- Year 6 participated in a Science Quest at Dianella Secondary College
- Years 5&6 learnt about the history of the Aboriginal people by taking part in the 'Blanket Activity'
- Cyber Safety talks for Years 3-6
- Reconciliation activities to understand shared histories and cultures
- Staff, students and parents completed the National Opinion Survey
- Pyjama day raising funds for graduation
- Di Wilcox videoed students describing their favourite magic coat character
- Early years faction carnival and morning tea
- Book fair fundraiser
- Athletics carnival and swimming lessons
- Constable Care incursion
- Choir participated in the telethon filming at Langley Park and sang on the steps of the Concert Hall
- Scitech incursion for years 2-6 to celebrate Earth Science Day
- PCH hospital incursion for years 5&6
- Magic Coat Excursion for PP-2 students
- Interschool carnival
- Annual Spelling Bee competition
- Kindy transition and information meeting for new parents
- Band performance incursion
- Food sensation incursion for Years 5 &6
- PCH/Kings Park excursion for Years 3&4
- School leaders visiting to watch explicit instruction
- Movie reward for students reaching 100 nights reading and a gold Lexile certificate

Enrolment Profile

In 2020, student numbers continued to increase throughout the school. Kindergarten places filled quickly and a waitlist for placement in the program was established. Approximately 60% of our students have been identified as having a first language or dialect other than English and require additional support to assist them to develop proficiency in English (EAL/D).



Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(20)	34	28	21	19	30	22	21	195
Part Time	39								

	Kin	PPR	Pri	Sec	Total
Male	25	26	73		124
Female	14	8	68		90
Total	39	34	141		214

	Kin	PPR	Pri	Sec	Total
Aboriginal	5		16		21
Non-Aboriginal	34	34	125		193
Total	39	34	141		214

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2017	93.8%	92.9%	93.8%	75.1%	81.9%	81.2%	92.1%	91.8%	92.7%
2018	93.5%	92.7%	93.7%	88%	83.8%	80.8%	92.8%	91.7%	92.6%
2019	91.6%	91.4%	92.7%	85.5%	82.7%	79.5%	90.9%	90.4%	91.6%

Business Plan Self Assessment Overview

The following priorities and targets have been set in the 2019-2021 Business Plan;

➢ Priority 1 – Excellence in Teaching and Learning

Our staff display excellence in teaching by employing strong content knowledge and effective strategies that engage our students in learning, experimenting and achieving to their full potential.

- **Target 1** – All NAPLAN performance will be at or above WA schools
- **Target 2** – Students to make more than average progress in On-Entry assessment each year.

➢ Priority 2 – Student Engagement and Wellbeing

We are dedicated and committed to developing the whole child by providing a safe and caring environment which recognises values and builds student wellbeing, independence, resilience and leadership qualities.

- **Target 3** – The percentage of students who attend regularly (90%) to exceed WA Public School attendance.
- **Target 4** – To increase the number of positive entries recorded on SIS by 30%.

➢ Priority 3 – A Cohesive Community

We actively cultivate positive and respectful relationships among students, teachers and parents, supporting them to take active roles in the school and their child's education.

- **Target 5** – Parent event attendance improves each year.
- **Target 6** – Increase in parents feeling welcome in school and informed about their child's learning.
- **Target 7** – Increase in parents supporting learning at home.

Business Plan Self - Assessment

Priority 1 – Excellence in Teaching and Learning

English

English Targets	Strategies
NAPLAN 2020 **Target 1 - All NAPLAN performance will be at or above WA schools** Due to COVID, NAPLAN testing was cancelled and we are unable to report on this target. **ON – ENTRY** 2020 **Target 2 - Students to make more than average progress in On-Entry assessment each year** Only reading and writing assessed **PP to Year 1** – Not Achieved 55% **Year 1 to Year 2** – Not Achieved 36%	1. 40% of the timetable dedicated to Literacy blocks and cross-set reading. 2. Implementation of the PALL Project Big 6 Strategies: Oral Language and early literacy experiences, Phonological Awareness, Letter Sound Knowledge (Phonics), Vocabulary, Fluency and Comprehension. 3. Explicitly teach Phonological awareness, Phonemic Awareness, Phoneme/Grapheme correspondence, Letter Sound Knowledge and High Frequency Words. 4. Teach systematic decoding skills in K-2 through the use of the Let's Decode Program. $1500 (PL for new staff) 5. Teach Phonological Awareness in 3-6 through 'Working out with Phonological Awareness' book. 6. Guided Reading, explicit teaching of comprehension strategies and vocabulary in ability groupings through Cross-Set. 7. Peer Reading program for identified students. ($1450) 8. Daily Reviews to increase vocabulary knowledge 9. Home reading program linked to rewards and certificates "Reading is Out of This World" run by EA's before school. Lexile for fluent readers (400 and above) in years 3-6. ($1500) 10. Explicit teaching of sentence structure including grammar and punctuation and genres through Guided Writing. 11. Explicit teaching of spelling strategies in ability groups through Spelling Mastery. ($750 text books) 12. Integrate EALD strategies into daily planning

Recommendations for 2021 to further align student performance with our School Plan targets and to increase progress from Year 3 to 5 in NAPLAN, staff identified the following key strategies to be implemented;

- Impact Coach to work with staff to ensure continuation of Madeline Hunter lesson design, connected language and pedagogies in Guided Reading, Guided Writing and Grammar and Punctuation lessons.
- Professional learning provided by Data Hub to develop teachers' ability to analyse data and develop focus groups for intervention and growth from Years 3 to 5.
- Further Professional Learning on the explicit teaching of sentences structure, Narrative and Persuasive text types.
- Scope and Sequence lessons to integrate Science and HASS background knowledge into writing lessons.
- Small group and 1:1 teacher moderation sessions utilising Brightpath resources to ensure consistency in grading judgements across the school.
- Continuation and development of Peer reading intervention program to include vocabulary, fluency, expression, sight words, focus sounds and comprehension.
- Peer observation and coaching cycles to target effective teaching strategies.
- Continuation of streaming for spelling and reading across the school.

Business Plan Self - Assessment

Priority 1 Excellence in Teaching and Learning (cont.)

Mathematics

<table>
<tr><th>Mathematics Targets</th><th>Strategies</th></tr>
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NAPLAN

2020

Target 1 - All NAPLAN performance will be at or above WA schools

Due to COVID, NAPLAN testing was cancelled and we are unable to report on this target.

ON – ENTRY

2020

Target 2 - Students to make more than average progress in On-Entry assessment each year

PP – Year 1	Not Achieved 11%
Year 1 – Year 2	No Comparison

Due to the changes to the Numeracy assessments, performance prior to 2019 are reported in development points and progression over time cannot be reported. The Year 1 students completed their On Entry at the end of 2018 with a different scoring system.

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1. Implementation of the LNFL Big 5 Strategies: counting, additive thinking, multiplicative thinking, place value & mathematical literacies.
2. Explicitly teach basic number facts and problem solving strategies through 10 min daily calculate and Daily Reviews, following the Warriapendi Calculate scope & sequence.
3. Consistent Maths block structure implemented and timetables daily across the school, utilising Madeline Hunter, 10 min calculate daily and differentiation.
4. Common Mathematical language used across the school, following the Warriapendi Mathematical language scope & sequence.
5. Teachers and students to collaboratively create Maths Walls (with student contribution), which are regularly referred to throughout the lesson and focus on vocabulary and key concepts. Teachers to implement student journals and dictionaries to support this.
6. Daily Reviews using TAPPLE and the Engagement Norms to consolidate key concepts taught.
7. Students Mathematical knowledge to be consolidated through the use of Digital Technologies.
8. RUCSAC model for problem solving introduced with Newman's Analysis and numberless word problems to identify target students and support multi-step word problems.
9. Weekly Maths problem solving activities to be emailed to class teachers at the beginning of the week with prizes given out each week for Maths Quizzes.
10. Full sentence answers to be required and focused on.
11. Junior maths program to use graph paper to complete algorithms.

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Recommendations for 2021 to further align student performance with our School Plan targets and to increase progress from Year 3 to 5 in NAPLAN, staff identified the following key strategies to be implemented;

- Professional learning to ensure consistent implementation of Prime Mathematics PP-6.
- Impact Coach to work with staff to ensure continuation of Madeline Hunter lesson design, connected language and pedagogies and consistency in delivery of Daily Reviews and Prime Maths.
- Professional learning provided by Data Hub to develop teachers' ability to analyse data and develop focus groups for intervention and growth from Years 3 to 5.
- To ensure the explicit teaching of Mathematics vocabulary, calculate strategies and word problems are aligned with Prime Mathematics.
- Use CUBES to explicitly teach problem solving strategies.
- Small group and 1:1 teacher moderation sessions to ensure consistency in grading judgements across the school.
- Peer observation and coaching cycles to target effective teaching strategies.

Business Plan Self - Assessment

Priority 1 Excellence in Teaching and Learning (cont.)

Target 1 – All NAPLAN performance will be at or above WA schools

Due to NAPLAN assessments being cancelled in 2020 due to COVID, we have no data to determine if this goal was achieved. Instead, we are able to demonstrate the progress of our students through our PAT and Brightpath assessments that are also conducted on an annual basis.

PROGRESSIVE ACHIEVEMENT TESTS (PAT)

Reading		Maths	
Year 3 National Score 110.9	Year 5 National score 124.5	Year 3 National score 110.9	Year 5 National score 122.7
35% above	41% above	35% above	23% above
10% on track	14% on track	25% on track	27% on track
55% below	45% below	40% below	50% below

To meet or exceed the National score (average of all schools who completed PAT testing across Australia) is extremely aspirational, however, on average nearly half of our students managed to do this which is outstanding and proves that our cross-set reading and whole school Envision program is having a positive impact on the results of our students in Reading and Maths.

BRIGHTPATH

BrightPath writing data for the 2019-2020 stable cohort in narrative and persuasive text has increased by 10% in 12 months for year 4 2020 students and 15% in 12 months for year 6 2020 students.

With over 70% of the 2020 year 4 class working significantly above (B/A grade, band 5/6) the National Minimum Standard in 2019, there is little surprise that they made only 10% growth. Another contributing factor, the introduction of typing, clearly lead to a decline in student results. Despite these barriers, this growth is most likely the result of the new writing cross-set program across years 3-5 as well as the introduction of explicit writing instruction throughout the entire school.

Year 6 growth was incredibly high considering their NAPLAN results for 2019 were bordering on the National Minimum Standard with 0% of the cohort working significantly above. This is almost definitely the result of introducing typing as the medium for work as the class had very little, if any, instruction or practise with using computers to write. Over the coming years, with teachers monitoring student typing speeds (words per minute) along with encouraging students to submit their writing samples online for grading, this unexpected, yet foreseeable, obstacle will be avoided.

With current staff receiving professional development in both Narrative and Persuasive writing assessment from accredited markers, writing should be an area of growth at Warriapendi over the next four years. This will be more evident as differentiated writing instruction is carried out across a larger range of classrooms allowing for more targeted teaching and feedback to occur.

Business Plan Self - Assessment

Priority 2 – Student Engagement and Wellbeing

Target 3 – The percentage of students who attend regularly (90%) to exceed WA Public School attendance. Not Achieved

Attendance during the first Semester of the 2020 school year was significantly impacted with the challenges and restrictions associated with the COVID-19 global pandemic. In Week 8 of Term 1, student attendance dropped from 70% at the start of the week to 30% by Friday. Second term began with significantly reduced numbers of students due to the uncertainty of COVID-19. 103 students (52%) returned to school on day 1 of the term. This increased to 180 (91%) in Week 4 following the announcement, by the government, that it was compulsory for all students to return to school.

The Super Starters Program is a new initiative for 2020 which targets students with an attendance rate between 70-90%. The program rewards students who come to school every day of the week and has run for a 5-week block during Terms 3 and 4. Of the 29 participants in the program in Term 3, 21 students improved their attendance rate and 13 achieved an attendance rate of greater than 90%.

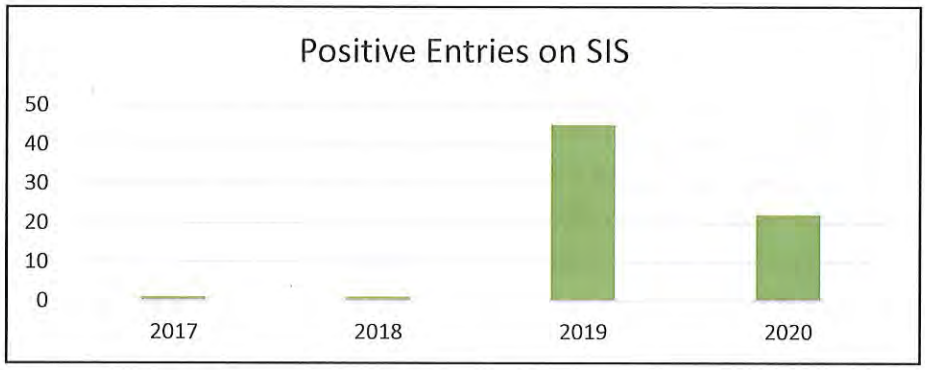
The school continues to place a great emphasis on regular attendance with phone calls to parents to follow-up on absences and home visits conducted for students with lengthy absences or issues with regular attendance. At the height of the COVID-19 pandemic, regular communication was maintained with all families at the school regarding the health and well-being of our students and a register was maintained which recorded possible dates when they could be expected to return to face-to-face teaching.

Our Business Plan target is to achieve the percentage of students who attend regularly (90%) equal or exceed WA public schools. The results indicate that we had over 90% of our students attend regularly however we were just below our target (0.7%) of equalling or exceeding WA public schools. These rates were impacted with the number of students taking extended leave to visit family overseas in 2019. It is anticipated that the ongoing world-wide travel restrictions, this year, will have a positive impact on attendance rates throughout 2020 as families are unable to travel internationally.

Business Plan Self - Assessment

Priority 2 – Student Engagement and Wellbeing (cont.)

Target 4 – To increase the number of positive entries recorded on SIS by 30%. Not Achieved



At Warriapendi Primary School we maintain a consistent school approach to behaviour management and intervention. Through the Behaviour Management Policy, we aim to create a physically and emotionally safe school environment where the rights and responsibilities of everyone are recognised and respected through the establishment of a set of rules that protects the rights of all individuals and are applied consistently and fairly.

The school's vision and CROWN values have been embedded in the culture of our school and are promoted through our common values language. Students are supported to constantly grow to achieve their potential, by working towards and understanding our school values. Students are awarded tokens when they demonstrate Confidence, Respect, Optimism, Willingness or Nobility and work towards receiving a Bronze, Silver and Gold certificate (see table below) in each of the CROWN values. Whilst we did not achieve our Business Plan Target, this is not indicative of the positive rewards being issued this year and is purely a reflection of the rewards not being entered into the SIS database.

Tokens required to achieve a certificate
Junior (Year 1 - 2): 5 tokens Middle (Year 3 - 4): 7 tokens Upper: (Year 5 - 6): 10 tokens

In 2020, 114 CROWN certificates were issued to students for excellent positive behaviours.

	Confidence	Respect	Optimism	Willingness	Nobility
Junior	20	6	2	6	0
Middle	13	9	3	18	6
Upper	5	15	0	11	0

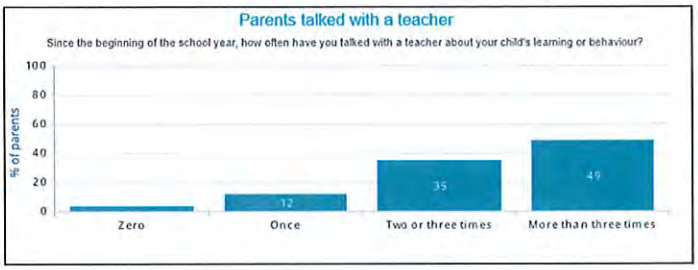
Business Plan Self - Assessment

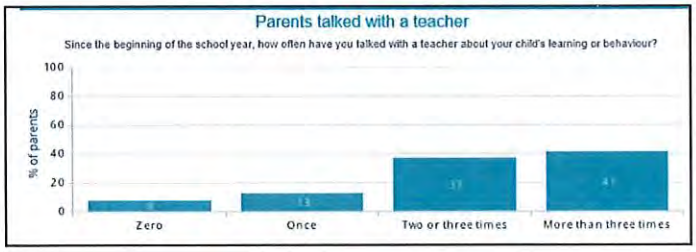
Priority 3 – A Cohesive Community

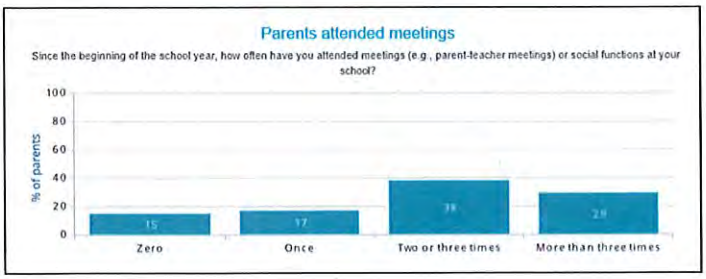
Warriapendi PS values our parents as partners. We seek ways to work with our local community to expand sustainable partnerships and community engagement for the betterment of our students.

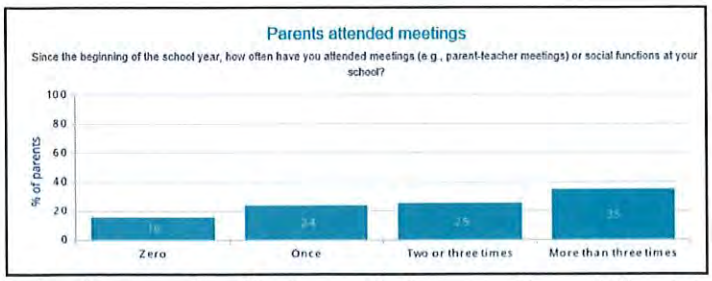
The 'Tell Them from Me (TTFM)' survey provided reliable evidence to measure student engagement and wellbeing. We captured the voice of students, parents and teachers to identify strengths and areas for improvement. Staff compared the results from 2019 to 2020 to measure the following three targets identified in the Business Plan.

Target 5 – Parent event attendance improves each year – Not Achieved







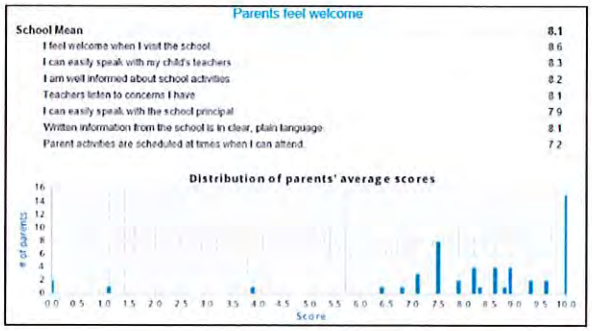


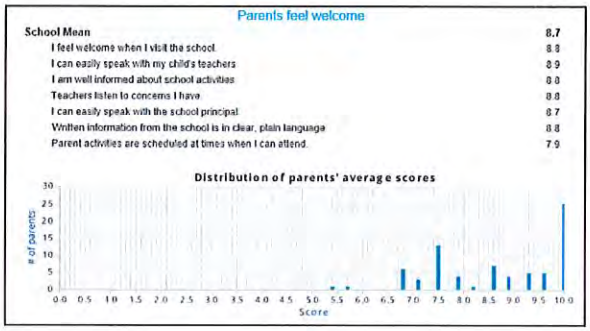
The results showed that 86% of people surveyed talked with a teacher two or more times in 2019 compared to 78% in 2020. 67% of people surveyed in 2019 attended two or more meetings compared with 60% in 2020. It is not surprising that the results are lower this year due to COVID-19 restricting parents from coming on school sight. The results do show that parents are still attending meetings and speaking to their child's teacher. The gate drop off has allowed teachers and parents to have contact on a daily basis and to share important information regularly. Whilst most of the whole school events were cancelled this year, the 50th birthday celebrations combined with Book Week was well attended and a fantastic opportunity for parents and community members to develop relationships with staff in a non-threatening way. The PPP program and discussion groups offered throughout the year have provided parents with opportunities to work alongside the school to better manage their own child's behaviour and reflect on their parenting skills. Attendance at the information sessions provided at the start of the year and open night in third term were well attended.

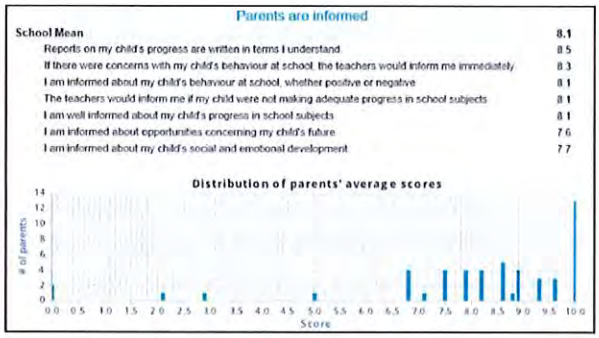
Business Plan Self - Assessment

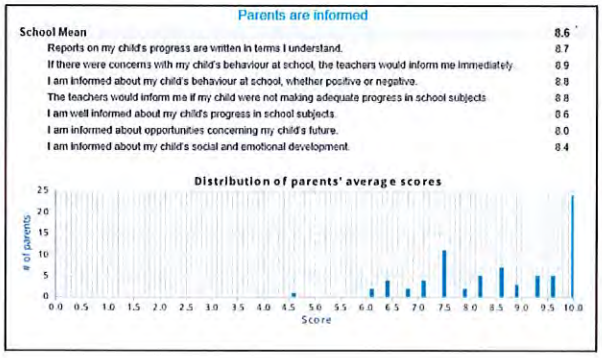
Priority 3 – A Cohesive Community (cont.)

Target 6 – Increase in parents feeling welcome in school and informed about their child's learning - Achieved









Whilst less parents indicated that they speak to teachers and attend less meetings, the school mean of parents feeling welcome increased from 8.1 in 2019 to 8.7 in 2020. This trend is the same for parents being informed which increased from 8.1 in 2019 to 8.6 in 2020. These results are positive and a testament to the hard work of teachers to communicate with parents via phone calls and emails during the COVID-19 shut downs. Whilst parents have been restricted to come onto school site, teachers have committed to communicating with parents at the end of the day at the gate and through regular phone calls. Administration greeting families in the morning at the gate, has resulted in more students arriving on time and has allowed relationships with families to be developed. With a focus in the Business Plan of recognising positive behaviours, parents are informed when their child is receiving a CROWN values certificate. The CROWN values are fully embedded into the culture of the school. Students with Good Standing have been rewarded through activities such as extra play at Bina Parkland and ten pin bowling. These reward days encourage the students to monitor their behaviour so that they can attend. Parents are provided opportunities to discuss their child's progress in Term 2 and Term 4 when they receive their report. Parents continue to be invited to have a meeting to discuss IEP's that are written.

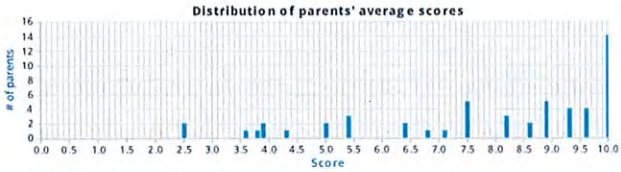
Business Plan Self - Assessment

Priority 3 – A Cohesive Community (cont.)

Target 7 – Increase in parents supporting learning at home – Not Achieved

Parents support learning at home

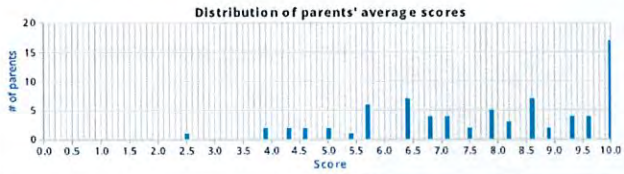
School Mean	**7.9**
Does someone in your family do each of the following?	
Discuss how well your child is doing in his or her classes.	7.0
Talk about how important schoolwork is.	7.5
Ask about any challenges your child might have at school.	7.3
Encourage your child to do well at school.	8.6
Praise your child for doing well at school.	8.5
Talk with your child about feelings towards other children at school.	8.0
Take an interest in your child's school assignments.	8.3



Parents Support Learning at Home

Parents support learning at home

School Mean	**7.8**
Does someone in your family do each of the following?	
Discuss how well your child is doing in his or her classes.	6.6
Talk about how important schoolwork is.	7.4
Ask about any challenges your child might have at school.	7.3
Encourage your child to do well at school.	8.8
Praise your child for doing well at school.	8.4
Talk with your child about feelings towards other children at school.	8.0
Take an interest in your child's school assignments.	7.9



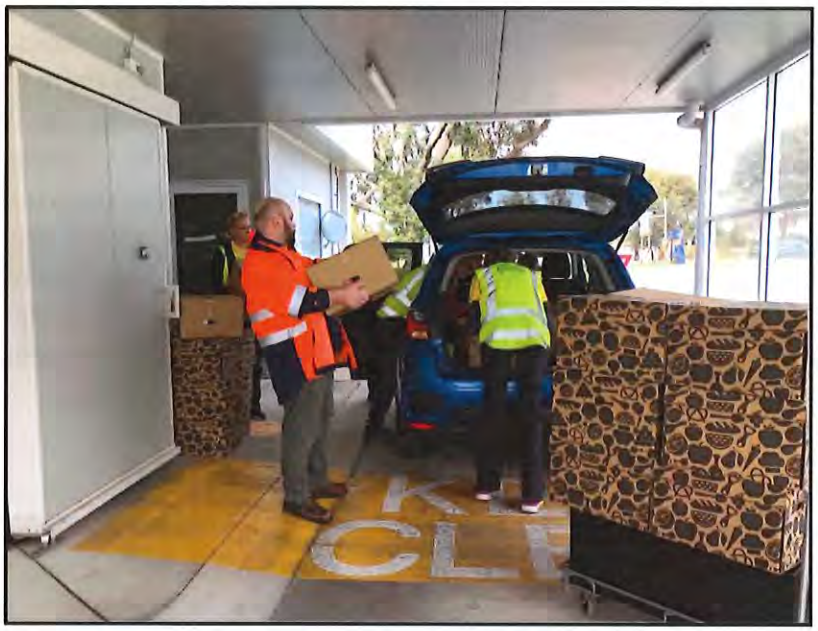
The mean score decreased from 7.9 in 2019 to 7.8 in 2020 for parents supporting learning at home. Whilst it is only a small drop, it is surprising considering parents were challenged to do home schooling this year and have been required to support home learning more than ever. During COVID, parents were supplied resources on CONNECT as well as home packages that were provided. Teachers regularly speak with parents and provide resources on connect that allow them to support their child's learning. It is fantastic to see an increase in numbers of parents at the Kindergarten Information session, PPP sessions and parents utilising the Child and Parent Centre. Each of these opportunities provide parents with the necessary skills to support their child's learning at home.

Child and Parent Centre Warriapendi

Kirsty Maroney

Welcome back ☺ well what a year we have all had, with the unexpected COVID 19 effecting us all in some way. While our delivery of programs and service to our wider community had to change, we were still able to keep connected to all our regular playgroup families. This involved staff calling parents to see how they were and if needed, offer any extra support or referral to other services they may have required. Our playgroups were via a weekly YouTube channel online. Sing and grow was also offered to our families via Zoom and this proved very popular.

The Child and Parent Centre also made up and delivered 80 resource /activity packs each week to families that included arts and crafts, reading books, colouring activities, homemade playdough and donations of toys.



We were also very fortunate to receive donations form Oz Harvest including fresh fruit, vegetables and dry goods that were delivered to some of our more vulnerable families on a weekly basis. These donations are still ongoing every week and have been a great help to our parents and the wider community.

Playgroups are slowly getting back to normal. We have now increased our sessions at Balga Primary School to twice a week on Monday and Thursday's with a designated room just for the playgroup and this has made things much easier with more space. North Balga Playgroup is still running once a week.

This Term we have lots of free programs on offer including: - Bringing up Great kids, Heartbeat First Aid, Wellbeing and Financial workshops, Protective Behaviours and Circle of Security run by our Parent Trainer, Triple P Programs run by the school's psychologist, Food Sensations, 123 Magic coaching, Solid Start, Toilet Training through our Health Nurse and our Transition

to Kindy program "Growing Tree" which has been so popular that we are running 2 sessions for fourth term.

Staff have been very busy supporting all our familes. The picture to the right includes our Early Learning Teacher Jacqui, Julie, Kirsty and students Caitlin and Brittany from Curtin completing their Social Work placement with the Child and Parent Centre.

The Child and Parent Centre also supported Warriapendi Primary School celebrating their 50th Anniversay by way of providing African Drumming (Akwabba), badgemaking, Cuddly Farm Animals and a cook for the sausage sizzle run by the P & C.

We would like to also thank all our families that have attended our Child and Parent Centre this year and to remind parents that all our programs are free. The Child Health Nurse and Speech Pathologist are able to see children by appointment and often participate in playgroup sessions where they get to speak to parents/carers about how they can help their children develop and grow.

For more information about the Warriapendi Child and Parent Centre and how we are supporting children's development, wellbeing and learning please contact us on 6151 1980.

School Specialist Programs

Physical Education – Mrs T.Hartfield

While the year became very difficult to plan and organise, as a school we provided as many school and interschool opportunities as possible.

A new fitness testing program was implemented, with all students in Yr 3-6 being tested with a 10 minute run (to test aerobic fitness) and a tricep stretch (to test upper body flexibility). A personal fitness card was made for each student, to record the data over a long term period. At the start of term 4, students were tested for the final time this year. Our school results were fantastic, with 63% of students in Yr 3-6 equalling or improving their personal bests. This is a fantastic result for our school considering the unsettled nature of the year. Of the 94 students tested, 24% had results that were worse than their personal bests and 8% were absent at the time of testing. There is still work to be done.

Term 1, found students learning the skills, team work, positioning and tactics required to be involved in basketball and netball. While the actual program was not completed due to the shortened year, students did get a taste of the sports and what is involved.

During Term 1, we were able to win a Sporting Schools Grant. This money was used to develop the Fundamental Movement skills of our Junior students. Gabe from Northern Districts Gymnastics Club, came to the school with some equipment and guided our junior students through a school-based gymnastics program.

When lockdown began, students were given balloons or tennis balls to take home. They were encouraged to do movement activities with these pieces of equipment. Obstacle courses were drawn on the footpaths out the front of the school to encourage families to go for walks and to take on the challenge. Sight words were also placed along the fences to encourage students to jump and read at the same time.

When our students returned from holidays to take on Term 2, cleaning and distancing were a major concern. While taking these into consideration, it was noted that the fitness levels of students had dropped dramatically. Orienteering and fitness work were programmed so that students could challenge themselves without compromising the safety of themselves and others. Orienteering was one of the activities students were challenged with, which required fitness, teamwork, communication and map reading. For some, this was a highlight.

Physical Education lessons then moved on to Athletic Training in Term 3. Again students were able to challenge themselves without compromising safety. As the term went on, team games were introduced and the School Athletics Carnival was held. We had a wonderful

turn out from parents, as restrictions eased and our community was bursting to support our staff and students once more.

On Wednesday all students participated in the throws, jumps and long distance events. On Friday the remainder of the events, short distance and team games were held. Yonga, our Red Roos, had another win this year. Congratulations to all those who were involved, to those who won medals for Champion Boy and Champion Girl and to those who achieved better results than in previous years. A special thank you to Bob and Barnaby who always support the Phys. Ed Department and to North Metro Tafe for the extra support this year.

Once the carnival was over, we then finished the term with two weeks of Swimming Lessons at Balga Pool. Staff and students walked to and from the pool every day. Swimming lessons were organised very well and we looked forward to helping our students develop their skills and experience in water.

Funding from Sporting Schools Australia was also granted to help develop our athletics program. This year, we have chosen to redevelop and relocate the Long Jump Pit. The over grown pit, was flattened and a new hole has been dug behind the northern AFL goals on the oval. Further work is yet to be completed.

Unfortunately for our Senior students, the Term 2 Lightning Carnival was cancelled this year. However, we did manage to train for and send a team to the Term 4 Interschool Athletics Carnival. Our team received many ribbons and we had a number of students receive medals for Runner Up Champions, as well as Layla Burke-Mann who was the Yr 4 Champion Girl.

In Term 4, senior students have been working on their Cricket and t-ball skills and tactics. With many interruptions to the term, the program was not able to be completed to its full potential. Students learnt a lot and had an opportunity to see how their new skills could be used in traditional Indigenous Games, which were introduced during NAIDOC week.

Our final term, also saw our final grant from Sporting Schools Australia. The grant was used to run a 4 week program through Ten Pin Bowling Australia. Coach Moira Mathie was sent to the school for three weeks to work and coach our Yr 2-6 students. In week 9, all Yr 1-6 students (with Good Standing) were given the opportunity to enjoy a game of Ten Pin Bowling at Super

Bowl Warwick. Students behaved beautifully and were very excited to put their new skills into action. They danced in excitement for themselves and their classmates as they bowled with fantastic technique and skill. Special thanks to Moira and Mia, who made this program run so smoothly. It was able to give our Yr 2-6 students an extra period of sport each week.

Throughout the year, support has come from different parts of our community. Tennis West, North Beach Tennis Club and Sorrento Tennis Club, provided tennis balls during COVID. Mirrabooka Squash Club also provided us with Inflatable courts and a coach to help us learn more about the sport.

School Specialist Programs

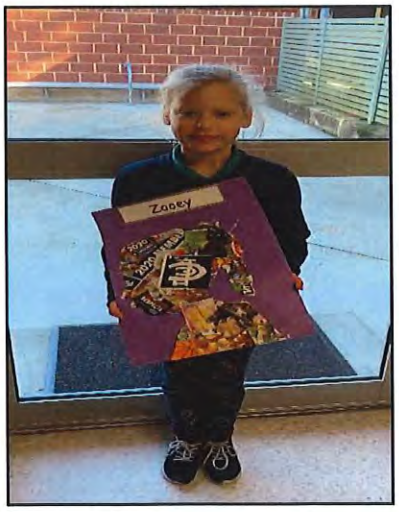
Visual Arts – Mrs K.Tough

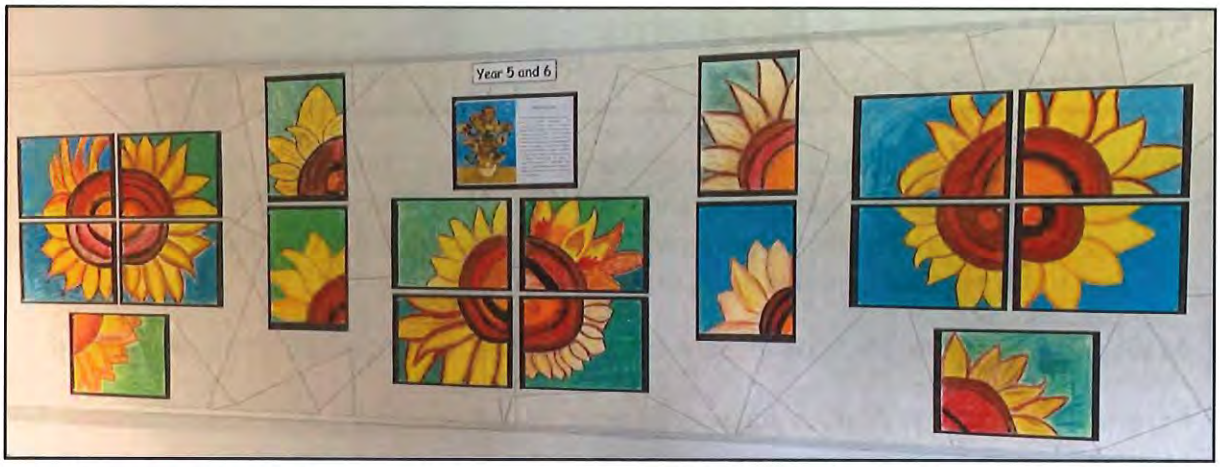
Students make visual artworks in different forms to express their ideas, observations and imagination, using various techniques and processes. They plan and make artworks that are inspired by their experiences. Students will learn to describe the influences of artworks from different cultures, times and places on their art making.

At Warriapendi Primary School, Visual Art is vital to the development of the whole child.

In Term One, students studied the work of artist Wassily Kadinksy, and took inspiration from his Circles artwork to produce a Kadinsky inspired Valentines artwork whilst learning about colour theory, lines and repetition of shapes.

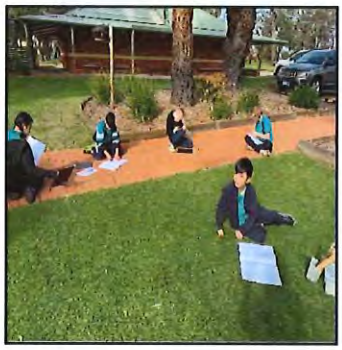
During Term Two, students completed a Self-Identity Collage. Together, using light and shadows, we traced around the student's portrait. The students looked through magazines and newspapers to find items represented them. They took their items and glued them onto their portraits to create their Self-Identity Collage.





Term Three saw the students study the artist Vincent Van Gogh. His sunflower artwork inspired the students to create part of a sunflower which was then joined with three other parts of a sunflower to create one big beautiful sunflower.

As part of the 50th Anniversary Celebration, students drew different areas of the school to put in the time capsule. We looked at how the buildings have changed since the school opened and how they may change in another 50 years time. To conclude the 50th Anniversary Celebrations, in Term Four the whole school produced a mosaic mural using coasters and markers. Each student was asked to create a drawing which represented them, their family or their culture.



Throughout semester two, the students have taken in many community based art competitions. The Western Australian Football Commission asked students to 'Design A Jumper' for the 2020Burley Sekem. The winning applicants showed a sense of school pride and identity with their designs. Students also created a piece of art celebrating the history, culture and achievements of Aboriginal & Torres Strait Islander peoples. Students explore the theme of NAIDOC Week 2020: "Always Was, Always Will Be". Supporting a P&C initiative to raise funds for the school, students were asked to design a stick for the 'Containers for Change' bin that we have on our school grounds.

School Specialist Programs

Science – Mrs K.Tough

The Australian Curriculum aims to ensure that students develop an interest in science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live. Such skills are vital to the development of the whole child. The Science Operational Plan – 2020, implemented the four content strands: Chemical Science, Earth and Space Science, Biological Science and Physical Science.

Chemical Science

The Year 3's learnt about solids, liquids and gases. In particular, how solids change to liquids through the process of melting (adding heat), and how liquids change to solids through the process of freezing (removing heat). The Year 4's learnt about natural and processed materials. They studied the properties of materials and how these properties determine what that type of material should be used for. For example, the elasticity, water absorption, keeping cool and keeping warm.

The Year 5's and 6's learnt about solids, liquids and gases in a bit more detail. They studied the common properties of these and how the properties compare to each other. The Year 5's conducted experiments to find out which liquids stack on each other and whether solids can flow from one container to another and the Year 6's conducted experiments to find out which substances are reversible and irreversible, what happens to the dough of a biscuit when you bake it and if burning is a reversible or irreversible change.

Biological Science

The Year 3's learnt about living and non-living things. They studied how plants and animals are different and how they can be grouped into different categories. They also learnt about dinosaurs and how they lived. The year 4's studied life cycles of plants and animals and how the environment can affect those life cycles.

The Year 5's studied living things in more detail by looking at the structural features of plants and animals. They also looked at how plants and animals have adapted to suit their environment. The Year 6's learnt about different types of soils and why it is important. They

also learnt about different types of biomes around the world, what types of animals and plants live there and what they need to do to survive in each biome.

Science Week

In term 3, we celebrated Science Week and the students were lucky enough to participate in free incursions from Earth Science Western Australia and Perth Children's Hospital Research (PCH).

Earth Science Western Australia visited Warriapendi for Earth Science Day. The year 2's and 3's looked at fossils, how they were formed and what they are which linked into Biological Science. They created their own fossil by taking a fossil, making an imprint into a plasticine mould and then adding plaster of Paris to the mould. Once the clay was dry they peeled off the plasticine and their fossil was made. The year 4-6's looked at lime, what it was made from, what it is used for and why farmers use it when growing crops. They did an experiment with vinegar, a lime tablet and three different types of stone to see which one contained lime. They looked at the effects of the vinegar on the rocks to determine which one was limestone.

A researcher from PCH came and spoke to the Year 5 and 6's about what kind of jobs you can have when you have an interest in science. She does research at PCH to do with viruses and how we can stop viruses from spreading. The students played a game showing how quickly viruses can spread so it is important that we keep our bodies healthy and safe. It also showed how good germs can work together to overcome the viruses.

Year 3 and 4 were lucky enough to participate in an excursion to PCH in Term 4. The students visited the Discovery Centre where they learned about health and research through fun and engaging games, they had the chance to view a real-life working lab and then extracted DNA from strawberries.

School Specialist Programs

Music – Mr R.Christman

"In the olden days, everybody sang. You were expected to **sing** as well as talk. It was a mark of the cultured man to **sing**." *Leonard Bernstein*

The specialist music program is centred on giving every student the opportunity to learn about and appreciate music, through listening, making, interpreting, performing, and looking at music's rich history.

Primary music is an introduction into the big question, '*what is music*'? All people are innately musical and therefore this question is an important one because ultimately it gives insight into the human experience '*Who are we*'? All students at our school learn answers to this through studying, creating and performing music in their class. These three processes are closely interrelated.

Students learn about the basics that are, pitch, rhythm, form, tempo, instrumentation, timbre and notation. Practical activities are mostly favoured over written activities because music is a performance art that must be felt as much as it is thought about. Games are also common in the music classroom at Warriapendi Primary School. Musical games give children opportunities to use some of the same skills a musician will use when performing a song or writing a piece. Using games ensures students remain engaged and happy to learn.

Although 2020 hasn't been an ideal year for performances due to the COVID restrictions in place, we still managed to get involved in the following;

Choir

The WPS Choir were involved in a filming for Telethon 2020 at Langley Park. This event saw over a dozen school's choirs converge at the park to sing 'Times Like These' and perform movements. The footage was used as a part of a feature video.

This can be viewed here - https://www.youtube.com/watch?v=BsPI6dJpN10

In November, the choir attended a Sing Day at the front of the Perth Concert Hall. During the day students took part in a singalong with many other choirs. The day was really enjoyable, and these students did themselves proud.

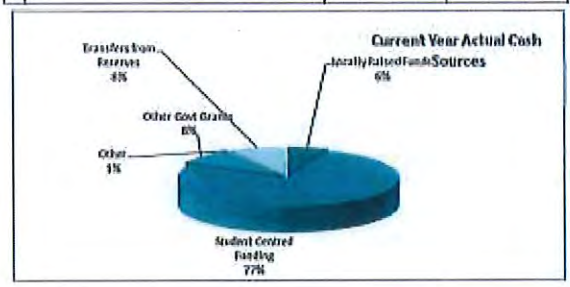
WPS and the Songroom Collaboration

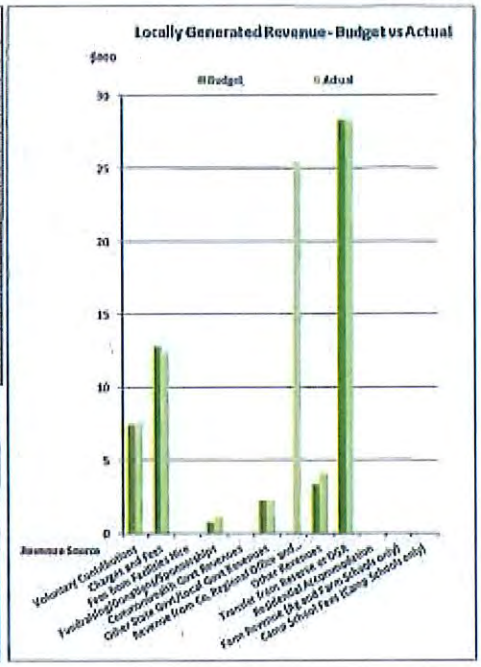
Throughout term 3 and 4 selected students from year 5 and 6 took part in a song writing project facilitated by the wonderful team at the Songroom. During these sessions, students were tasked with creating a Welcome to Country song. They made an absolute hit! In early December the students performed the song at the prestigious Octagon Theatre at the University of Western Australia. It will be sung regularly at assemblies at Warriapendi Primary School.

Financial Summary

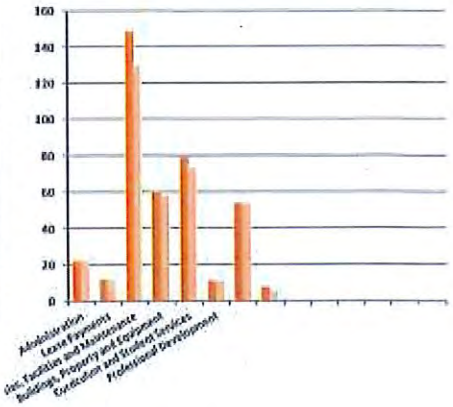
Warriapendi Primary School
Financial Summary as at
31 December 2020

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	$ 7,631.00	$ 7,580.00
2	Charges and Fees	$ 12,788.00	$ 17,385.05
3	Fees from Facilities Hire	$ -	$ -
4	Fundraising/Donations/Sponsorships	$ 747.00	$ 1,056.95
5	Commonwealth Govt Revenues	$ -	$ -
6	Other State Govt/Local Govt Revenues	$ 2,200.00	$ 2,200.00
7	Revenue from Co, Regional Office and Other Schools	$ -	$ 25,196.13
8	Other Revenues	$ 3,342.00	$ 6,062.37
9	Transfer from Reserve or DGR	$ 28,194.00	$ 28,194.00
10	Residential Accommodation	$ -	$ -
11	Farm Revenue (Ag and Farm Schools only)	$ -	$ -
12	Camp School Fees (Camp Schools only)	$ -	$ -
	Total Locally Raised Funds	$ 54,812.00	$ 80,934.50
	Opening Balance	$ 69,455.00	$ 69,455.10
	Student Centred Funding	$ 271,063.73	$ 271,063.73
	Total Cash Funds Available	$ 395,330.73	$ 421,453.33
	Total Salary Allocation	$ -	$ -
	Total Funds Available	$ 395,330.73	$ 421,453.33





	Expenditure - Cash and Salary	Budget	Actual
1	Administration	$ 21,910.00	$ 22,184.18
2	Lease Payments	$ 11,573.00	$ 11,572.98
3	Utilities, Facilities and Maintenance	$ 143,872.59	$ 130,031.48
4	Buildings, Property and Equipment	$ 60,267.00	$ 57,578.80
5	Curriculum and Student Services	$ 78,566.76	$ 73,314.50
6	Professional Development	$ 10,700.85	$ 10,753.67
7	Transfer to Reserve	$ 53,750.00	$ 53,750.00
8	Other Expenditure	$ 7,237.00	$ 5,029.13
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)	$ -	$ -
	Total Goods and Services Expenditure	$ 392,877.00	$ 364,223.69
	Total Forecast Salary Expenditure	$ -	$ -
	Total Expenditure	$ 392,877.00	$ 364,223.69
	Cash Budget Variance	$ 2,453.73	



	Cash Position as at:	
	Bank Balance	$ 291,930.70
	Made up of:	$ -
1	General Fund Balance	$ 57,224.64
2	Deductible Gift Funds	$ -
3	Trust Funds	$ -
4	Asset Replacement Reserves	$ 233,753.11
5	Suspense Accounts	$ 178.95
6	Cash Advances	$ -
7	Tax Position	$ (1,226.00)
	Total Bank Balance	$ 291,930.70

Endorsement

N. Doyle
Principal

Chairperson

KIRSTY MARONEY
Member

K. A Maroney
Member

Dawn O'Garr
Member

Member

HIRA NOMAN
Member

Member

BILJANA NECOVSKA
Member

Member

Georgie Wynne
Member

Member

Rabia Umer
Member

Member

Member

Member