

Annual Report 2021



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



Code	Name	ICSEA	Decile	Year 3					Year 5				
				N	R	W	S	P&G	N	R	W	S	P&G
5518	Warriapendi Primary School	950	8	1.9	1.8	3.4	3.0	2.2	2.5	1.4	2.0	2.2	2.6

FANTASTIC NAPLAN RESULTS!

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Principal's Report

Ms Natasha Doyle, Principal

The 2021 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 the 2019-2021 Business Plan, to identify new priority areas, strategies and targets for the 2022-2024 Business Plan. The CROWN values; Confidence, Respect, Optimism, Willingness and Nobility are the guiding principle of our school culture and tone.

2021 was another successful and rewarding year for all students, staff and families at Warriapendi Primary School. Working closely with our community, and in particular our school board, we were recognised as the top state school in WA according to relative NAPLAN performance, achieving 10/10 Green NAPLANs, further enhancing our reputation as an exemplary school that is committed to 'Developing the whole child'.

Many of the successes highlighted in the 2021 Annual report are only possible because of the commitment, expertise and professionalism of all staff at Warriapendi Primary School.

My appreciation is extended to our families and wider community for their ongoing support, kindness and dedication to the betterment of our students.

Finally, I express my gratitude to the members of the school Board for their strong governance and Parents and Citizens Association for their continued support of the school executive team, staff and students. 2021 certainly embodied our mission of 'Academic and civic excellence built on a strong foundation of quality teaching, inspired by rich cultural diversity'.



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 2021, the Board consisted of 11 members drawn from the school executive (3), staff (1), Child and Parent Centre representatives (2), parents (4) and a representative from the Fogarty Foundation. Four meetings were held across the academic year.

Strategic Overview and Planning

At its May meeting, the Board reviewed and discussed the Public School Review Report. At its final meeting in November, the Board discussed the goals and strategies drafted in the school's Business Plan 2022-2024 with its focus on three priority areas: Excellence in Teaching & Learning, Developing the Whole Child and Partnering with families, Community and Agencies.

Review and Reporting

- Review and endorse Annual Report and Board Operational Plan
- Review and endorse Workforce Plan 2021
- Review and endorse Staff Development Days 2022
- Review and endorse Booklists 2022

Promotion of the School within the community

- Chair attended school assemblies and other public events
- All board members were enthusiastically involved in fundraising events, NAIDOC day, Harmony Day and Book Week
- Input into the school's website
- Review Tell Them from Me Survey findings (Parent)

Policy Reviews

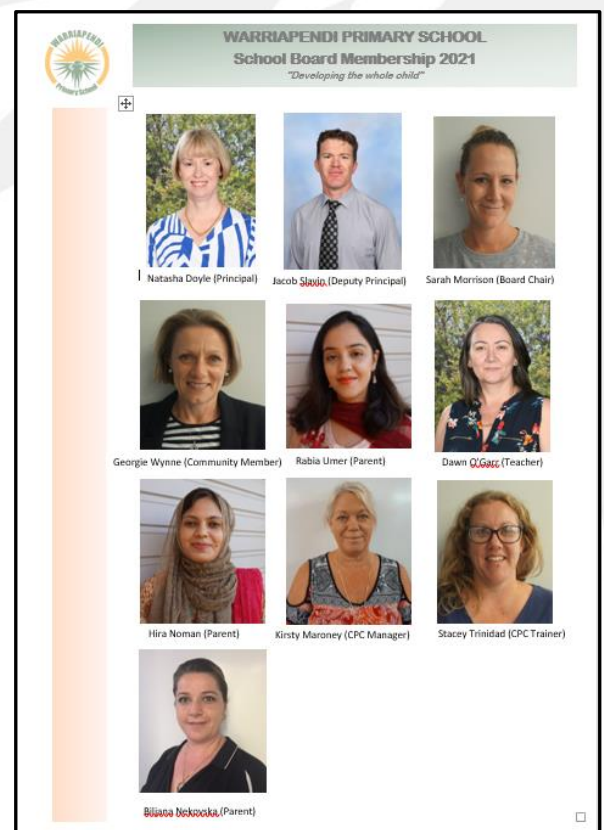
- Review and endorse the Attendance Policy 2021

Governance

- Review and endorse The Statement of Expectation 2021 – 2024
- 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



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 with School Banking
- 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 and are open to all parents.

In 2021, the P&C and parent volunteers have been responsible for the running and coordination of the following initiatives:

- A morning tea stall for parents and students at the Early Years sports day
- A pizza lunch and cake stall at the faction carnival
- A school disco
- Numerous raffles throughout the year to fundraise for the school

The P&C provided the sports department with new faction flags to be used during our Athletics Carnivals from all our fundraising in 2020 and this year has committed to supporting the music department with funding for their new trumpet program.

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



Pastoral Care

Mrs Penny Eddison

Warriapendi IPS employs a chaplain for two days a week through partnership with YouthCARE, WA's leading provider of pastoral care and values education programs. Chaplains assist in caring for the social, emotional, mental and spiritual wellbeing of students, families and staff within the public school community. The support the chaplain offers is open to all students and families within our multicultural school community, irrespective of faith or beliefs. This past year our chaplain has been involved in a range of activities:



One-to-One Pastoral Care

The chaplain is available to listen compassionately and confidentially to students requiring support, and to refer to extra help where necessary. The pastoral conversations our chaplain has often target issues including: self-identity and confidence, peer relationships and bullying, family relationships, grief and loss, low level mental health issues such as anxiety and depression, and parenting. This service is voluntary, and parent permission is required for students to receive on-going support.

EdConnect Coordination

Our chaplain coordinates the EdConnect program at our school. This program services communities through placing trained volunteers in schools to assist young people with academics, social wellbeing and emotional support. This past year we have had five fantastic EdConnect volunteers interacting with our students, sometimes mentoring one-to-one, and other times in a learning support role in a whole class context. Many students have been supported and enriched through the valuable work and care of the volunteers.



Breakfast Club

Our chaplain coordinates our Breakfast Club, which operates on a Thursday morning between 8.00am and 8.30am. Healthy breakfast options are served amid plenty of chit chat and positive social connections. The program is very popular; between forty and sixty students from pre-primary through to Year 6 attend on a weekly basis and enjoy the inclusive and friendly vibe. Often a number of parents and siblings enjoy interacting with us in this space as well. We are very grateful for the contributions of the Warriapendi Child and Parent Centre to this program; staff members Kirsty and Nicky kindly help to prepare and serve on a weekly basis.



Classroom Visits and Social-Emotional Programs

Our chaplain loves visiting classrooms just to hang out. These visits enable meaningful connections with students and staff. On other occasions she visits classes to facilitate structured social-emotional and mental health promotion programs such as Aussie Optimism and G.R.I.T. (Growth, Resilience, Integrity, Traction). These programs assist in building core competencies in students including, how to: identify and manage feelings, develop empathy, develop resilience and confidence, utilize coping skills, develop support networks, maintain positive friendships and solve social problems, and develop optimistic thinking skills. These program also align with and reinforce the CROWN values embedded at Warriapendi IPS.



Liaising for Pastoral Care Services

Our chaplain is a liaison between our school and other support services including: Warriapendi Child Parent Centre that sits adjacent to our school, Foodbank, Manna Kids, the Local Communities Coordinator, as well as local churches.

School Events and the Wider Community

Our chaplain enjoys attending school events such as: excursions, sports carnival, graduation events, assemblies and Harmony Day. These create great relational opportunities within the wider community. The Chaplain's Chat space in the school newsletter has been another meaningful point of connection with parents and the wider community.



Student Leadership

Mrs Dawn O’Garr

At Warriapendi Primary School we value student voice and student leadership. This year, our Head Students and Student Councillors have been excellent role models both in the classroom and out in the playground. They embrace our school C.R.O.W.N. values and encourage others to be the best they can be.

This year, our Head Students have addressed the student community daily with morning announcements. They keep us informed about the day to day activities within the school, they read birthday acknowledgements and encourage our students to support the Parents and Citizens in their many endeavours. The maturity and confidence that our Head Students have gained over the year is evident in their ability to address the School Board and visiting dignitaries.

Our Head Students and Student Councillors address the school assembly by reading and presenting the Student Merit Awards. They narrated and participated in our ANZAC Service. They have organised videos of special days, interviews with staff and students and informed the School Board of the activities around the school at the start of all School Board meetings. They have impressed everyone with their use of technology and their interview skills. During Term 4, 2021, they have been training and up-skilling Year 5 students to take on the mantle of reporter/videographer.

All senior students are encouraged to be school leaders and role models for the younger students. They participate in recess and lunch duty in the Early Years and Junior Primary playgrounds, where they use the Magic Coat and C.R.O.W.N. Values to engage the younger students in problem solving and teamwork skills.

Our Year 6 students have supported and promoted the endeavours of our school P&C with forming committees to advertise and promote their fundraising events. This included the very popular Meatball and Spaghetti lunch, Free Dress Day, Pyjama Day, Crazy Hair Day, Icy-pole sales and the very popular School Disco and Book Week sausage sizzle.

The senior class is responsible for collecting all recycling materials from around the school and deposited them in the correct bins. This includes juice boxes and drink bottles that go into the “Containers for Change” station.



2021 School Highlights

2021 has seen our school and in particular our students celebrate many exciting results, events and initiatives. The following are the highlights from the year:

School Review

Maxine Augustson (Director of School Review) and Linda Knox (Peer Reviewer) completed our three-year review. They conducted interviews with staff, students and community to validate the school's judgements in each of the six domains of the self-assessment to ensure that we are accountable for continuous performance. Warriapendi received outstanding feedback in each of the domains. This feedback will be used to set goals on the new Business Plan.

Business Plan 2022-2024

Staff and the School Board reviewed the school's priorities, targets and strategies in the 2019-2021 Business Plan. Based on this review, the new three-year Business Plan 2022-2024 has been drafted.

Rebranding

Thanks to Razoreye, we have a new modern logo that is consistently displayed on signs and documentation. Our new signage allows our school to stand out in the community. The new website by Sims Design is an easy one stop shop for all the information about our school. It is fantastic that it can be translated into families home language.



CROWN Values

The CROWN values are embedded in the Business Plan 2019-2021 and have been a focus this year. Students have been earning tickets and merit awards in recognition of displaying Confidence, Respect, Optimism, Willingness and Nobility in the classroom and playground. The student councillors presented videos highlighting the values to the Board. Di visited with her therapy dog, Monty. Our students had the opportunity to dance with the Star Factory to make the new Magic Coat theme song video.



Sporting Schools Grant

Grant funded projects included specialised coaching for years 1-6 in gymnastics, golf, rugby union and ten pin bowling.



Harmony Day

We celebrated diversity by sharing many multicultural activities. Students wore their traditional dress, shared a wonderful lunch of the traditional foods eaten by our many cultures in our school and completed a range of activities where students learnt about the different countries represented in our school. Our students learnt a range of folk dances that represent the life of people in certain countries.



NAIDOC Celebrations

The students celebrated National Aboriginal and Islander Day by participating in a range of activities being run by the staff and students from Balga SHS. Students watched and performed traditional dances, had their faces painted, learnt the Aboriginal name for animals, made damper and completed craft activities.



Warriapendi Spelling Bee Competition

As a result of the Swan West Network Spelling Bee being cancelled, we decided to hold our own competition. The best spellers from year 3/4 and Year 5/6 competed for the trophy in each age group. We were thrilled that it took 13 rounds of very challenging words to find a winner.



Book Week Celebrations

This year's book week activities were based on the theme 'Reading Oasis – A Cool Place to Discover Books'. Students participated in a poster competition, dressed up as their favourite book character, participated in rotational activities based on their teacher's favourite story book and were read the book council shortlisted books by the senior students. Thanks to the generosity of parents and community members purchasing books at the book fair, the school raised \$513.



Further Highlights for 2021

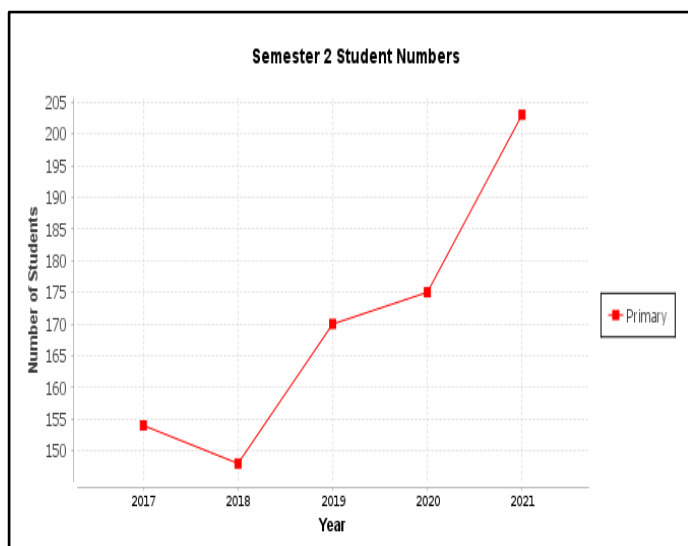
- Students continued to outperform 'like schools' in National Literacy and Numeracy assessments
- AEDC data collection
- Speech Pathologist working with staff and students
- Choir performed at the Massed Choir Festival
- ANZAC ceremony
- Parent information evenings
- Peer reading
- Sunday times wrote a feature article on how we are leading the way teaching reading
- Early Years Faction Carnival and morning tea
- Swimming lessons and Athletics carnivals
- Senior students Lightning Carnival
- Interschool carnival
- Book Fair fundraiser
- Art displayed at Girrawheen Senior High School art exhibition
- Students presented acrostic poems to celebrate World Teachers Day
- Good standing reward with Sunny the Origami master
- Students learnt about sustainability and how to care for the planet through recycling
- PCH/Kings Park excursion to learn about respiratory disease
- Earth Science, Camp Quality Puppet show and Indonesian Cultural Infusion Incursions
- Reconciliation event at Bina Park organised by Wadjak Northside and the City of Stirling
- Ruby May Singer/Songwriter from WAM ran workshops
- West Coast Eagles Harry Edwards and Jake Waterman ran footy clinics
- Rick the Rock and Brad from the West Coast Eagles taught the students about resilience and well-being
- Kindy transition and information meeting for new parents
- Food sensation incursion for Years 5 & 6
- Movie reward for students who reached 200 nights home reading or a gold Lexile certificate
- Directors, Leaders and Teachers visiting to watch explicit instruction



Enrolment Profile

In 2021, enrolments remained steady in Kindergarten, however, there were increased student enrolments at the school. 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 (EALD).

Due to increased enrolments there will be an additional classroom in 2022. An early Years demountable has been approved and will arrive in term 2, 2022.



Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(20)	42	30	27	27	24	29	24	223
Part Time	40								

	Kin	PPR	Pri	Sec	Total
Male	24	26	88		138
Female	16	16	73		105
Total	40	42	161		243

	Kin	PPR	Pri	Sec	Total
Aboriginal	3	6	12		21
Non-Aboriginal	37	36	149		222
Total	40	42	161		243

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public School	School	Like Schools	WA Public School	School	Like Schools	WA Public School
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%
2020	93.7%	91.6%	93.2%	84.5%	79.2%	77.6%	92.9%	90.2%	91.9%

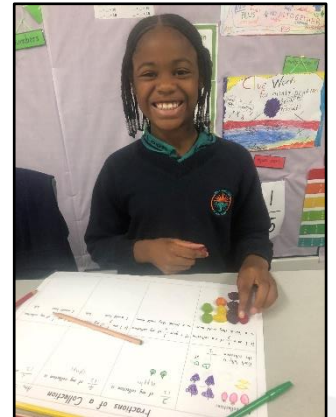
Business Plan Self - Assessment

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.

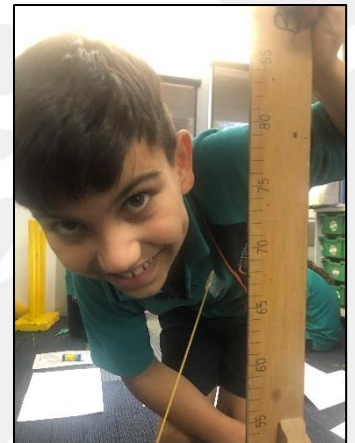
- 🎯 **Target 1** – All NAPLAN performance will be at or above WA schools
- 🎯 **Target 2** – Students to make more than average progress in On-Entry assessment each year.



➤ 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
<u>NAPLAN</u> 2021 Target 1 - All NAPLAN performance will be at or above WA schools			<ol style="list-style-type: none">40% of the timetable dedicated to Literacy blocks and cross-set reading.Implementation of Deslea Konza's Big 6 Strategies: Oral Language and early literacy experiences, Phonological Awareness, Letter Sound Knowledge (Phonics), Vocabulary, Fluency and Comprehension.Explicitly teach Phonological awareness, Phonemic Awareness, Phoneme/Grapheme correspondence, Letter Sound Knowledge and High Frequency Words.Teach systematic decoding skills in K-2 through the use of the Let's Decode Program. \$1500 (PL for new staff)Teach Phonological Awareness in 3-6 through 'Working out with Phonological Awareness' book.Guided Reading, explicit teaching of comprehension strategies and vocabulary in ability groupings through Cross-Set.Peer Reading program for identified students. (\$1450)Daily Reviews to increase vocabulary knowledge and to consolidate learning short term to long term in Reading, Writing and Spelling.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)Explicit teaching of sentence structure including grammar and punctuation and genres through Guided Writing K-6.Explicit teaching of spelling strategies in ability groups through Spelling Mastery. Year 1 to do PA (look at requirements to complete Spelling Mastery) simple digraphs sight words: friend, was, they, this, many, are, what Semester 1 and begin SM Book A Semester Two (\$750 text books)Integrate EALD strategies into daily planning <p>Cross-set writing to be trialled</p>
Reading	Year 3	Achieved (+13)	
	Year 5	Achieved (+21)	
Writing	Year 3	Achieved (+50)	
	Year 5	Achieved (+40)	
Spelling	Year 3	Achieved (+55)	
	Year 5	Achieved (+59)	
Grammar & Punctuation	Year 3	Achieved (+45)	
	Year 5	Achieved (+60)	
<u>ON – ENTRY</u> 2021 Target 2 - Students to make more than average progress in On-Entry assessment each year			
	Reading	Writing	
PP to Year 1	Not Achieved 90%	Not Achieved 42%	
Year 1 to Year 2	Not Achieved 38%	Not Achieved 61%	

Recommendations for 2020 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 provided by Data Hub to develop teacher's 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.
- 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 Madeline Hunter lesson design, connected language and pedagogies throughout the school such as Guided reading, Guided Writing and Grammar & Punctuation being explicitly taught.
- Continuation of streaming for spelling and reading across the school.
- New staff teaching middle years.
- Review the process of teaching reading in Pre-Primary to align with teaching in cross-set groups.

Business Plan Self - Assessment

Priority 1 Excellence in Teaching and Learning (cont.)

Mathematics

Mathematics Targets			Strategies
<u>NAPLAN</u> 2021 Target 1 - All NAPLAN performance will be at or above WA schools			<ol style="list-style-type: none">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 minute Daily Review including PRIME warm-up4. 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 (consistent in tandem classes – save in software) 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. CUBES for problem solving introduced with Newman’s Analysis and numberless word problems to identify target students and support multi-step word problems.10. 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.11. Full sentence answers to be required and focused on.12. Junior maths program to use graph paper to complete algorithms.
Numeracy	Year 3	Achieved (+13)	
	Year 5	Achieved (+37)	
<u>ON – ENTRY</u> 2021 Target 2 - Students to make more than average progress in On-Entry assessment each year			
PP to Year 1	Not Achieved 38%		
Year 1 to Year 2	Not Achieved 46%		

Recommendations for 2020 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;

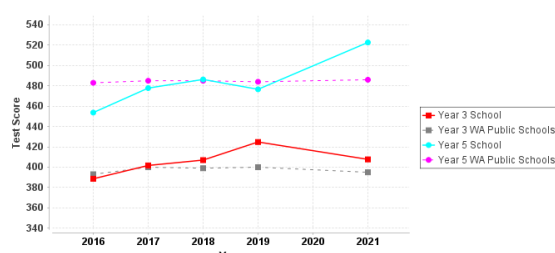
- Professional learning provided by Data Hub to develop teacher’s ability to analyse data and develop focus groups for intervention and growth from Years 3 to 5.
- Further Professional Learning on the explicit teaching of mathematical vocabulary, calculate strategies, numberless word problems and problem 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.
- Continuation of Madeline Hunter lesson design, connected language and pedagogies throughout the school such as calculate strategies and problem solving strategies being explicitly taught.
- Whole staff coaching on implementing Newman’s Analysis to identify student errors in mathematical word problems.

Business Plan Self - Assessment

Priority 1 Excellence in Teaching and Learning (cont.)

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

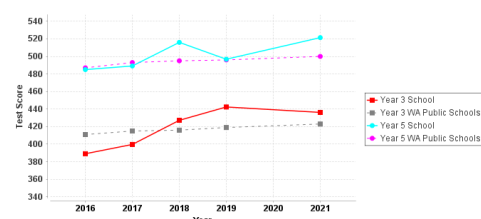
Average Numeracy Score



Year 3 Numeracy indicates a slight downward trend but still greater achievement than WA public schools.

Year 5 Numeracy results show excellent progress outperforming like schools and WA schools.

Average Reading Score

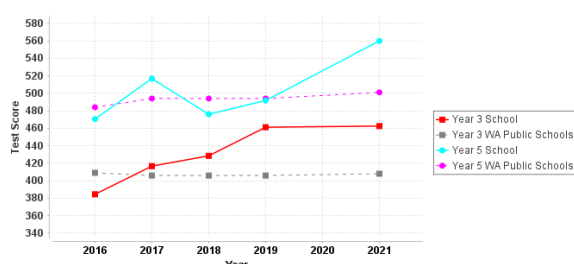


Year 3 Reading results indicate a slight downward trend but still greater achievement than WA public schools.

Year 5 results show good progress from when the test was sat by the same cohort in 2019.

Year 5 outperform like schools and WA schools.

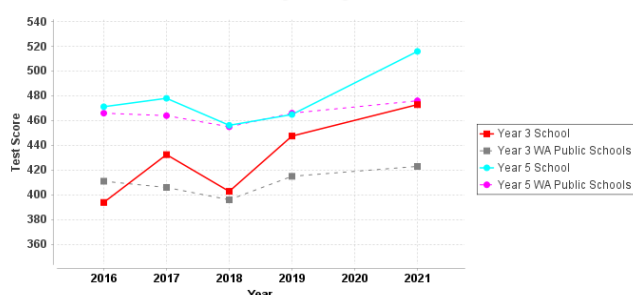
Average Spelling Score



Year 3 Spelling scores plateaued but are still far greater than WA schools.

Year 5 spelling results show excellent progress outperforming like schools and WA schools.

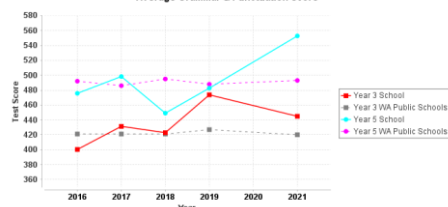
Average Writing Score



Year 3 Writing results show outstanding progress and achievement with their average almost matching the achievement of Year 5 WA schools.

Year 5 Writing results show outstanding progress and achievement outperforming like schools and WA schools.

Average Grammar & Punctuation Score



Year 3 Grammar and Punctuation results indicate a downward trend but still greater achievement than WA public schools.

Year 5 G & P results show outstanding progress and achievement outperforming like schools and WA schools.

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. **Achieved**

The school places a great emphasis on regular attendance with home visits conducted for students with lengthy absences or issues with regular attendance and close liaison with Community Support Agencies. This focus is reflected in the Business Plan target which states “the percentage of students who attend regularly (90%) will exceed WA public school attendance.” In 2020 we reached our attendance target with the percentage of students attending school regularly being higher than WA Public Schools. We have had an increased number of students who are identified as being at risk with their attendance which has resulted in an increase in the number of phone calls to parents, home visits being performed and interactions with the Department of Child Protection and Family Services to try and rectify the situation. This figure is also impacted by COVID 19 and families not being able to return from overseas. The school is consistent in our message to parents that travelling during any school term is ‘Unauthorised Leave’ and will be recorded on the student’s record. An Unauthorised Leave Form is now completed by parents and caregivers prior to the period of leave. This clearly states, that the leave will be recorded as ‘Unauthorised Leave’ on their child’s record and includes the expected date that they will return to school to assist with accurately completing the school census data.

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2018	75.2%	14.9%	8.1%	1.9%
2019	70.7%	19.0%	8.0%	2.3%
2020	82.8%	10.8%	3.2%	3.2%
Like Schools 2020	66.9%	20.1%	9.6%	3.4%
WA Public Schools	75.5%	15.7%	6.1%	2.7%

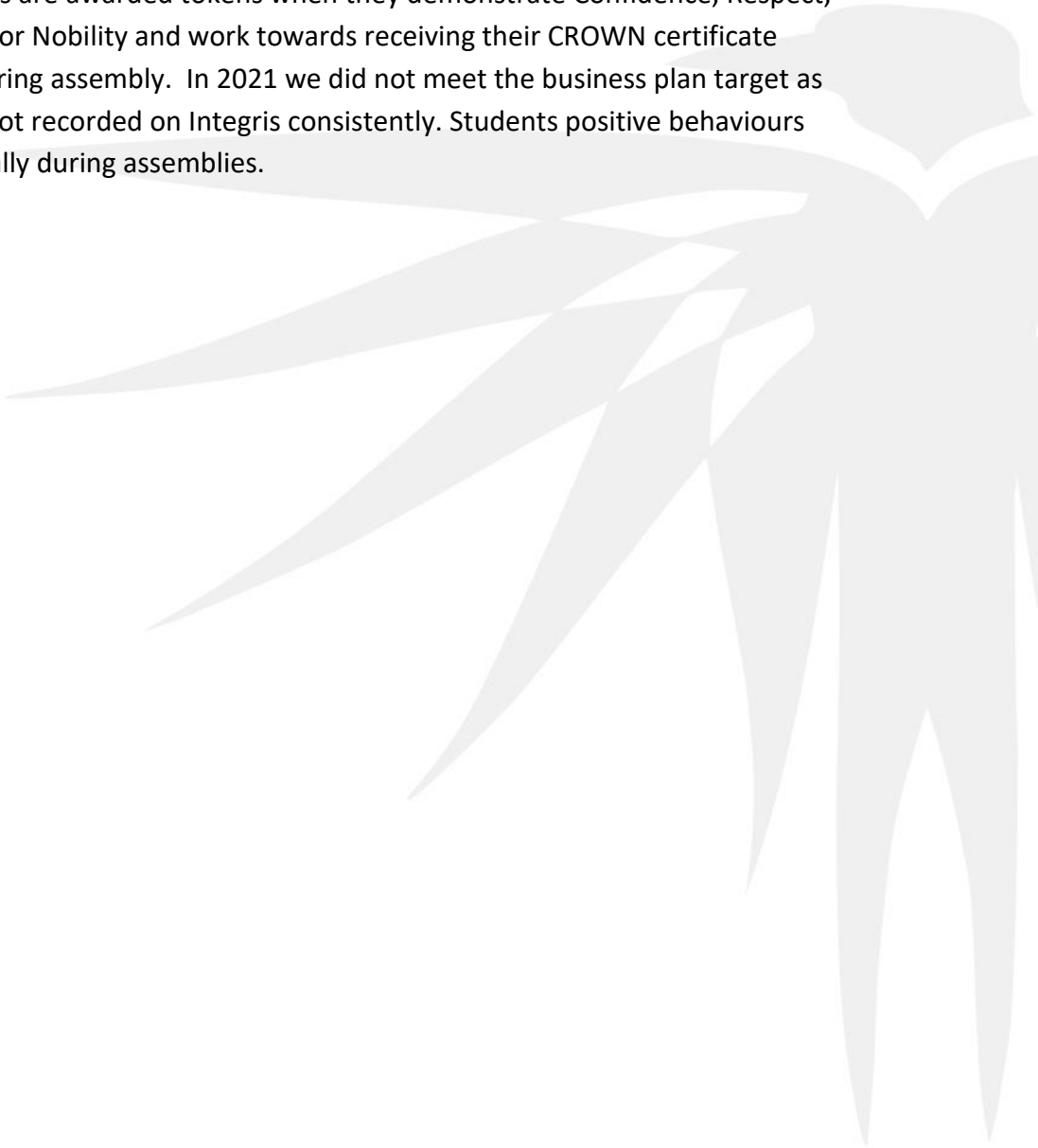
Business Plan Self - Assessment

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 their CROWN certificate which is recognised during assembly. In 2021 we did not meet the business plan target as positive entries were not recorded on Integris consistently. Students positive behaviours were recognised formally during assemblies.



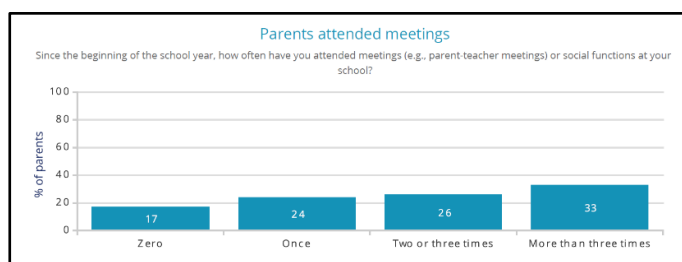
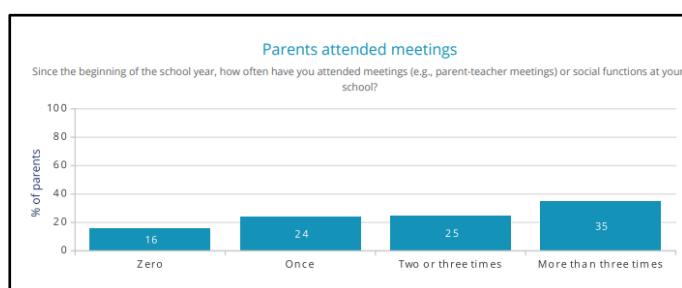
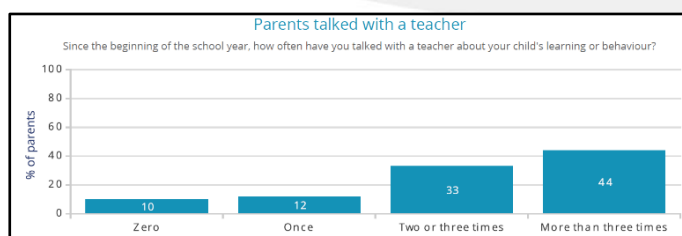
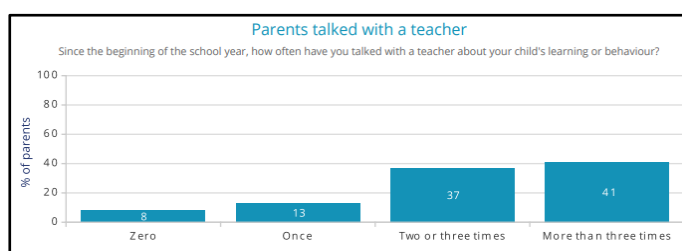
Business Plan Self - Assessment

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 2018 to 2019 to measure the following three targets identified in the Business Plan.

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

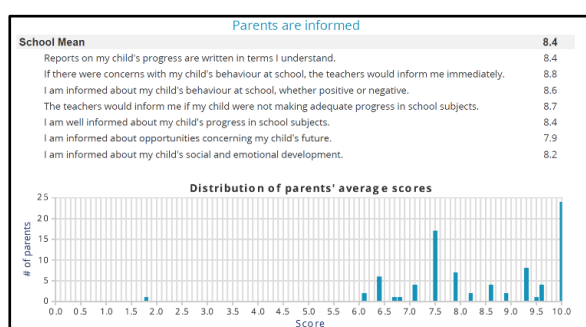
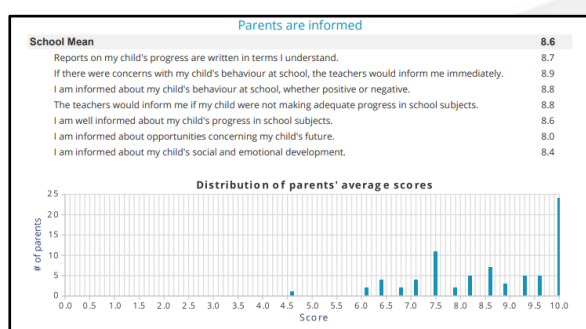
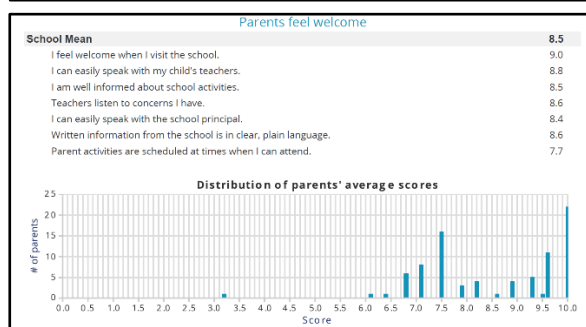
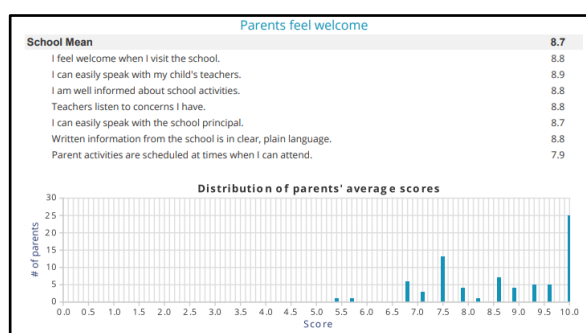


The results showed that 78% of people surveyed talked with a teacher two or more times in 2020 compared to 77% in 2021. 60% of people surveyed in 2020 attended two or more meetings compared with 59% in 2021. Whilst we did not meet our target, there was only a 1% decrease showing that parents remain confident to attend meetings and speak with the classroom teacher on a more regular basis. Events such as Harmony Day and Book Week continue to encourage parent participation in a non-threatening environment. 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. The information sessions provided at the start of the year and open night in third term have also contributed to parent participation remaining stable in 2021.

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 - Not Achieved

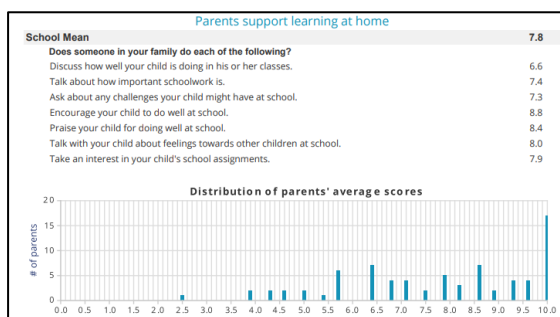


A similar trend of a slight drop was seen with parents feeling welcome and informed. The school mean of parents feeling welcome decreased from 8.7 in 2020 to 8.5 in 2021. This trend is the same for parents being informed which lowered from 8.6 in 2020 to 8.4 in 2021. In 2019 staff reviewed the Behaviour Management Policy. The revised policy provides teachers with opportunities to inform parents about their child’s positive and negative behaviours. In the past, notifications were not sent home for minor incidents. The new policy requires parents to sign and return the slip completed when their child is sent to Buddy Class ensuring that parents are kept up to date with their child’s behaviour. With a focus in the Business Plan of recognising positive behaviours, parents are informed when their child is receiving a CROWN values certificate. 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. The new initiatives in 2019 should result in our parents feeling more informed about their child’s learning.

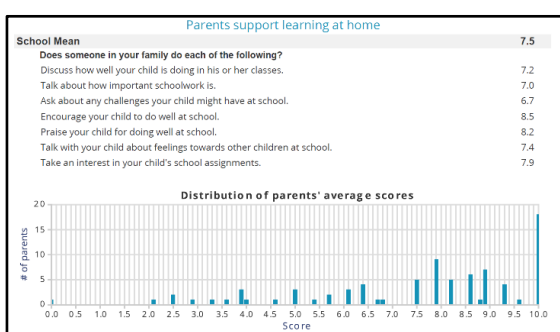
Business Plan Self - Assessment

Priority 3 – A Cohesive Community (cont.)

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



The mean score decreased from 7.8 in 2020 to 7.5 in 2021 for parents supporting learning at home. Students are able to access resources on connect that allow parents to support their child's learning through teacher generated resources.



Increased numbers at Parent Information sessions

Increased numbers at PPP sessions

Increased engagement at CPC



Child and Parent Centre

Kirsty Maroney and Nicky Todd

Kaya from Warriapendi Child and Parent Centre.

We have had a very successful Term 3 running our Growing Tree program for over 20 pre kindy children. During this time, we have encouraged their cognitive, gross motor, fine motor, self-help, independence, and literacy skills through indoor and outdoor play. Our young children have developed confidence and a positive rapport with our staff and their peers. Working on their communication skills and interest in learning, preparing them for Kindy 2022.



During September our Warriapendi CPC celebrated **R U OK?** with our families, offering a shared community lunch to talk and share their time and stories. We had many families attend with their

children and it was a lovely experience in a positive space.



Our playgroups have been very busy, our numbers are back up and running after COVID and many families are attending various sessions. We offer different playgroups within the community; Warriapendi Child and Parent Centre, WADJAK Aboriginal

Playgroup at CPC, Balga Primary School and North Balga School.

We have run several free courses throughout the Term from Wellbeing workshops, Intuitive Massage for Babies, Sing and Grow, Bringing up Great Kids, Heartbeat First Aid for parents, Toilet Training, Financial wellbeing and Routines and Attendance. Rich learning environments and positive parenting promote children's development and have a lasting effect on their mental health and wellbeing.

We have thoroughly enjoyed assisting with Breakfast Club and meeting many students in the morning, sharing great conversation whilst getting their tummies full of delicious pancakes and toasties.

We are very fortunate to have OZ Harvest donate fresh fruit, meat, and dry goods weekly to assist our families. We received a large donation from BONDS underwear that we were able to gift to our families and wider community groups.



Our School Holiday programs are a great success, we run many different programs for our families and children, dodging the variety in weather conditions. Many children and parents took part and enjoyed the programs on offer. We will have another free school holiday program on offer for the Christmas break.

We ran a soccer clinic, be a gardener for the day; potting sunflowers, messy play day, obstacle course, play cafes and open play days. Baby Messy Day involved lots of jelly, chai slime and spaghetti.



Our lovely staff were very fortunate to attend the Mercycare conference and show everyone the fabulous programs and services we provide.

We were very lucky to have Matt produce a dynamic video presentation of our centre and interactive talks from staff and parents on the programs we offer for all to watch.

Our lovely staff at Warriapendi Child and Parent Centre include Kirsty Maroney, Nicky Todd, Amy Ball and Amy Taylor.



We have been very fortunate to have some amazing students from Curtin University Rachel McCann, Highschool work experience student Kaydence Ryder and volunteer Ayesha to assist in supporting our families.

We offer our sincere thanks to our beautiful families who regularly attend our services and participate in our programs. We offer drop-in clinics and appointments for Child Health Nurse and Speech Pathology during our sessions and encourage families to utilise these services. We are also very fortunate to offer the Aboriginal Health Team every fortnight including a Doctor, OT, Speech and Child Health Nurse.

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

This year staff and students have had the opportunity to develop skills physically, socially and mentally. It has been a busy year with many sporting opportunities being provided to help our students grow and develop. The Junior classes have had a strong focus placed on their Gross Motor Skills while the Senior students have explored the different skills, tactics, roles and styles of fitness and sporting games.

Mrs Tanya Hartfield has taken all Physical Education classes throughout the year with the exception of a change in Semester 2 which saw an increase in lessons for one class (Room 5) and the collaboration with another class teacher for another class (Room 4.) This change also saw Mr Jacob Slavin taking the role of co-ordinating the Senior Morning Fitness Sessions on Tuesday mornings.

At the start of every term, all students in Yr 3-6 were asked to complete a 10 minute run around the oval. The number of laps were recorded, and the data collected. It was promising to see that out of 69 students, that recorded results in 2020, 69.5% of the students were able to beat or equal their personal best result from the previous year. Out of 110 students being monitored throughout 2021, 64.5% were able to equal or beat their personal best from the start to the end of the year. This highlights the wonderful work our staff are doing to provide opportunities for our students to improve their fitness. The students should also be congratulated on their efforts to improve their own fitness. These programs should be continued as we often see a decline in fitness over the summer holidays.

In Term 1, senior students were involved in a range of basketball activities. Middle school students were involved in modified basketball activities while junior school students were introduced to the expectations of classes in the outdoors, simple games to enhance outdoor listening skills and provide boundaries.

In Term 2, senior students moved to skills related to the Lightning Carnival that was to be held at the end of Term 2. Moving from Basketball in Term 1 to Netball and Football, students were encouraged to further develop their teamwork and game play skills. COVID caused concern for many schools in the area, but the Yr 5/6 Lightning Carnival was able to go ahead. North Balga hosted the carnival this year and our students enjoyed the day out. While we didn't win any of the sports (Netball, Soccer and AFL,) our Year 5 girls showed some strong competition in netball. Many comments were made from our supervising staff about the amazing behaviour demonstrated by our students. It was also a fantastic learning experience, as many students were introduced to the roles that were involved in sporting competitions both on and off the field. Our senior students also learnt about keeping games safe and fair for everyone.

During Term 2, middle school students were also given the opportunity to be introduced to some common winter sports, such as netball, football and soccer. While the Junior School had the benefit of Sporting School Funding which allowed students to participate in a number of wonderful gymnastics sessions supported by Northern Districts Gymnastics and coach Alisha. Students were challenged to balance on the spot and while moving, rotate their bodies, taught to land safely,

perform movements in the air and a range of other fantastic movement skills to challenge and extend our students.

In Term 3, all students were taught different levels of Athletics. Again funding through Sporting Schools, allowed students to learn from a Qualified Athletics Coach, who guide them to throw, run and jump with correct technique. Skills were then followed during class time and morning fitness sessions. We celebrated the end of term with the School Athletics Carnival. Field and Long Distance events were held during class time in week 9, with the main carnival held on Friday 17 September. This year, our staff stepped up to run the whole carnival. With COVID restrictions in place, external providers were not able to support the school with volunteers. However, the P&C were able to provide a pizza lunch and cake stall.

This year Weitj (Blue Emus) won the carnival quite convincingly with many Champions from our three different factions.



At the start of Term 4, Warriapendi hosted the Balga Cell Interschool Athletics Carnival. While we placed second in the carnival overall, we declared it a win as “Best of the Rest.” North Balga won again, but with a larger student population than the other four schools (Waddington PS, Balag PS, Boyare PS and Warriapendi PS), Warriapendi were happy with second place.

With the Athletics season finished, Senior students turned their attention to Ultimate Frisbee. A game that is self-umpired and requires a high level of good sportsmanship to be played fairly safely and correctly. A challenge for many of our competitive students as it placed them on a level playing field in terms of skill.

Middle school students were introduced to cricket and the different ways it can be played to allow everyone to be involved in all aspects. Again a challenge for our competitive students but an important time of growth for them mentally and socially.

The Junior School continued with some Gross Motor rotations with the focus moving more towards Object Control as they started to be introduced to activities involving tennis racquets and balls.

All our students have progress in some or many areas of their Physical Development. Whether it be fitness, skills, tactics, organisation, team work, sportsmanship or other roles in sport, the growth has been exciting.

With the help of external community clubs and organisations, our students have been presented with a range of different sports in and around our community. Special thanks to the West Coast Eagles, West Australian Football Commission and Subiaco Football Club, Rugby WA, Squash WA, Northern Districts Gymnastics, Ten Pin Bowling Australia (WA Branch), Golf WA, Athletics WA and Warwick Stadium. Special thanks also to the staff, students and parents involved in making this year a fantastic year for Physical Education at Warriapendi PS



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 artists and their experiences. Students will learn to respond and reflect on 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 Robert Indiana, and took inspiration from his 'Love Sculpture' to produce a Robert Indiana inspired 2021 artwork whilst learning about colour theory and lines.



During Term Two, students integrated their learning of Science through Art and produced some beautiful pieces of work. Year 2/3 created a 'Night and Day' artwork developing use of line, shape, pattern and colour. They also created a Pete Cromer inspired Australian Animal Collage on canvas using shape and colour. Year 3/4 created water colour paintings showing the use of colour, shape, patterns and shadow in artwork titled 'Me and My Shadow' and created a 'Shadow Sculpture' to reinforce what they learnt in Science. Year 4/5 and 5/6 used



their knowledge of line, shape and colour to create their own interpretation of 'The Great Wave' by Katsushika Hokusai.

Term 3 saw the Junior Primary Classes join the Warriapendi Art Program. The Junior classes focused on colour, lines and shapes to create Colour Wheel Creatures and then created some beautiful Speckled Fish using mixed media. The Senior classes theme for the term was underwater art. Year 2/3 and 3/4 used their knowledge of line and colour created Underwater Art and a diving Whale. Year 4/5 and 5/6 discussed the effect of plastics in the ocean on our precious ocean animals and created a collage showing what pollution does to them. As part of a whole school collaboration piece, we celebrated International Dot Day using the students' knowledge of colour, line and shape to make <p>mark and create 'The Dot'.



During term 4, the Year 6's focus was to create a show stopping piece for their graduation morning tea. Students created a Picasso Inspired portrait which they painted onto a canvas. Year 5's created an illusion by creating a foreshortening piece which makes an object seem smaller or larger depending on the viewpoint. Year 2/3 and 3/4 created camouflaged mini beasts and drew a dragon's eyes using their knowledge of line and colour. The Junior students incorporated literacy into their artwork, we read The Bad Tempered Ladybird, The Hungry Caterpillar and The Tiny Seed and completed artworks based on the stories.



Throughout semester one, the students have taken part in community-based art competitions. The Western Australian Football Commission asked students to 'Design A Jumper' for the 2021 Burley Sekem. The winning applicants showed a sense of school pride and identity with their designs. In term four, students from year 3 – 5 participated in a competition for the WA Massed Choir Festival. Students were asked to design a poster which could be used for the cover of the Teacher Songbook for the WA MCF. When Girrahween Senior High School asked if we wanted to showcase some of our student's artwork at the 2021 Annual Visual Arts Show I couldn't wait to show them how talented our students are. Some students from Room 3 and Room 9 were lucky enough to have to have their artwork chosen to represent the school. The event, opened by Meredith Hammat MLA, showcased visual artwork produced by secondary school students from years 7-12 in 2021 and featured selected work by year 5 and 6 students from neighbouring primary schools. The students chose to enter their Great Wave of Kanugawa pieces into the show. It was so lovely to see the student's artwork on display at the high school and I am very proud of their efforts and accomplishments.



School Specialist Programs

Science – Mrs K.Tough & Miss L.Heiden

Science provides opportunities for students to develop an understanding of important science processes and concepts. In science, students build on their knowledge of the world around them, but they are also equipped with the skill set to acknowledge their own questions and empower them to find the answer through creativity and critical thinking. The practices used to develop scientific knowledge, including, inquiry skills, measurement, statistics, scientific understanding, and literacy, contribute to the learning in all other areas of education and their daily applications in our lives. This is important to empower our children to make informed decisions about themselves, local, national, and global issues and to participate, if they so wish, in science-related careers.

Earth and Space Science

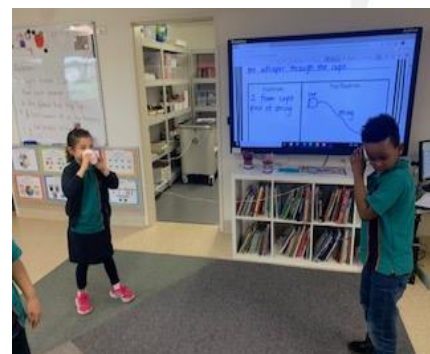
Term One saw students engaging in the Earth and Space Science. The Year 2's learnt about the Earth's resources such as water, trees and plants and how they are used in a variety of ways. Year 3's learnt about Earth's rotation on its axis and how it causes night and day; and how the sun makes shadows.



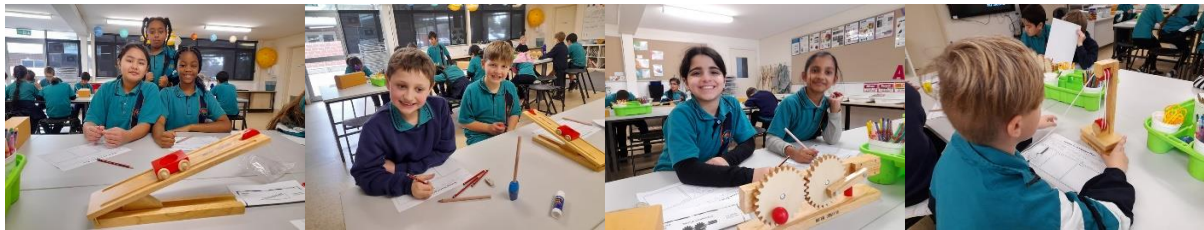
Year 4 students learnt about Earth's surface changes over time as a result of natural process and human activity such weathering and erosion. Year 5's has learnt about the planets in the solar system, how they orbit and rotate around the sun and how the sun effects the Earth. Year 6's learnt about sudden geological changes and how extreme weather events such as volcanic eruptions, droughts, floods can affect the Earth's surface.

Physical Science Term 3

Year 1 students learnt about how light and sound are produced.



Year 2 is concerned with learning about the basic push and pull forces that control our world such as gravity, magnetism, floating and sinking, friction and air resistance. This is a precursor to the knowledge that is then expanded on in much more detail in year 4 that goes on to include kinetic energy, potential energy and buoyancy. Year 4's participated in an experiment to discover the relationship between gravity, kinetic energy, aerodynamics and potential energy by holding a pendulum competition. Students had to design a pendulum that could swing for the longest amount of time. The winner used a longer cord, with a heavy weight (called a bob) with a smooth surface to keep theirs swinging for over 2 minutes. Here are the year 4's learning about the different ways potential energy and kinetic energy can work.



The year 3's learned about heat, how heat is transferred in different chemical states such as solids, liquids and gases. They also learned about heat safety, how heat is produced and insulators. Year 3's also engaged in an investigation to discover what kinds of colours absorb more heat by reading thermometers and collecting data in a simple table. Year 3's also had the opportunity to participate in a candle making activity to explore the relationship between heat, melting and the size of the object.



The year 5's learned about light, what it is and how it behaves under different circumstances including reflection, refraction, absorption. Students completed a shadow portrait to show how shadows are created and how they can be manipulated through angles and distance. They also learned about different kinds of surfaces such as opaque, transparent and translucent.

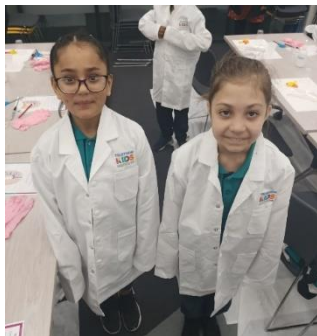
The year 6's learned about electricity and energy. Students investigated the difference between static electricity and circuits that used direct and alternating currents. Students then embarked on a project that explored how science and sustainable inventions could be used to solve real world problems. Students designed a sustainable machine that they thought would be able to solve an energy or environmental problem.



Science Week

Yet again, students at Warriapendi Primary School were lucky enough to participate in a free incursion Earth Science Western Australia to celebrate Science Week. Rooms 1, 2, 4 and 5 participated in some 'Sandpit Mining' where the students learned about how rocks formed through a story then got to write their own stories and make their own rock people. The Kindy – Year 1 students imagined they were miners and learned all about the safety equipment that miners wear and how big the dump trucks are. They then got to mine for diamonds or gold in the school mine (the sand pit!). Room 6 and 7 listened to the 'Story of a Rock' and were then asked to write their own story about how rocks are formed using their own special rock. They were then allowed to decorate their rock with glitter glue which caused lots of excitement! Room 8 and 9 looked at 'What's in a soil?'. They looked at different types of soil through a hand lens and looked at the properties of the soil. They compared the feel of the soils to different textures of sandpaper. Room 3 looked at 'Lava Viscosity' and investigated the viscosity of different types of substances. The students had to predict which substance had the lowest viscosity and which had the highest viscosity. Clag, honey and tomato sauce had a race against each other. The students thoroughly enjoyed the incursion.

Rooms 3, 7, 8 and 9 were lucky enough to attend an excursion to Perth Children's Hospital to learn all about lungs and respiratory diseases that can affect people and their everyday lives. The students were given the opportunity to build a set of lungs using two balloons, a cup and a straw. The idea of the experiment was to show how lungs move within your body. They also got to make slimy 'mucous' to investigate how this affects your breathing. The students had a tour of the laboratories where PHD Researchers do their research. They were told what the different types of machinery in the labs were called and what they were used for. They also spent some time in the Telethon Discovery Centre where they played games, learnt about the human body and what it does and used an X-Ray machine to look at the bones of a human.



School Specialist Programs

Music – Mr R.Christman

"Music is a more potent instrument than any other for education." Plato

Warriapendi Primary School **Music** runs every Wednesday. The program is centred on giving all students the opportunity to learn about and appreciate music, through listening, making, interpreting, performing, and looking into the long and rich history of music.

Primary music is an introduction into the big question, '*what is music*'? All people are innately musical. 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 about this through **studying, creating and performing**.

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

Activities and Events

Keyboard Lab

In a new initiative to teach instrumental music to whole classes, the Warriapendi Primary School music room was fitted out with several additional keyboards. The new instruments meant **every child** is given the opportunity to learn the fundamentals of keyboard playing whilst utilising their skills in understanding music theory. These activities quickly became popular with many students and these units will be focussed on again into 2022.

Choir

2021 saw the reintroduction of the Massed Choir Festival. Our special choir took part in learning 11 songs for this outstanding performance, which took place at the Perth Concert Hall in the final week of Term 3. I personally think this was the best choir we have assembled at Warriapendi Primary School. During the events rehearsals and performances, educators from other schools continuously commented on how strong our small but mighty choir were. The WPS Choir represented our school exceptionally well!



WPS and the Songroom Collaboration

Throughout term 2 and 3 selected students from Room 9 took part in lessons facilitated by the team at the Songroom. During these sessions, students were tasked with learning the Didgeridoo and singing songs of Australian Indigenous artists. I was overjoyed with the outcome of this project. In the middle of term 4, these students took part in a performance at the Octagon Theatre at the University of Western Australia where they showcased their work. Their performance was outstanding.

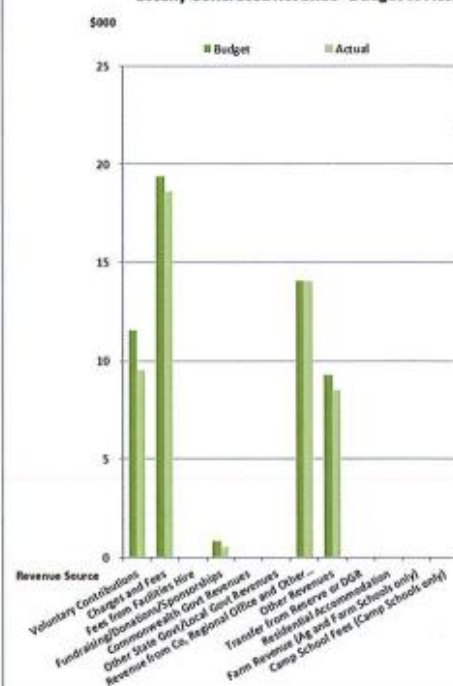


Financial Summary

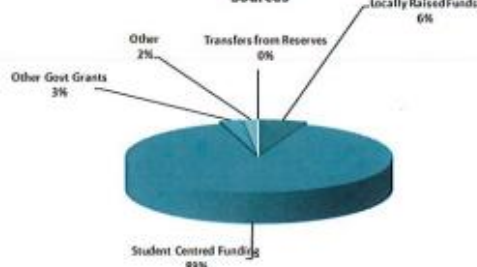
Warriapendi Primary School Financial Summary as at 31 December 2021

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 11,525.00	\$ 9,507.50
2 Charges and Fees	\$ 19,368.00	\$ 18,618.51
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 834.00	\$ 537.35
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ 14,044.00	\$ 14,043.92
8 Other Revenues	\$ 9,270.00	\$ 8,503.39
9 Transfer from Reserve or DGR	\$ -	\$ -
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 55,041.00	\$ 51,210.67
Opening Balance	\$ 57,225.00	\$ 57,224.64
Student Centred Funding	\$ 444,701.00	\$ 444,700.92
Total Cash Funds Available	\$ 556,967.00	\$ 553,136.23
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 556,967.00	\$ 553,136.23

Locally Generated Revenue - Budget vs Actual

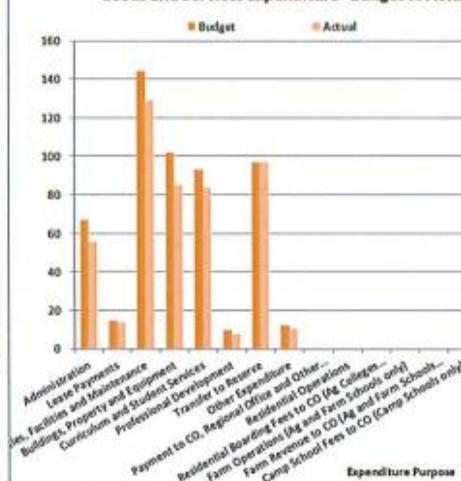


Current Year Actual Cash Sources

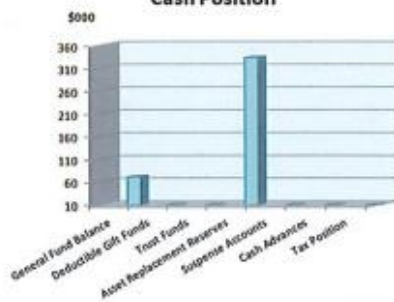


Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 66,836.00	\$ 55,708.87
2 Lease Payments	\$ 15,000.00	\$ 13,656.52
3 Utilities, Facilities and Maintenance	\$ 144,366.00	\$ 128,786.57
4 Buildings, Property and Equipment	\$ 101,826.00	\$ 84,930.28
5 Curriculum and Student Services	\$ 93,135.00	\$ 83,713.33
6 Professional Development	\$ 10,000.00	\$ 7,345.35
7 Transfer to Reserve	\$ 96,999.92	\$ 97,000.00
8 Other Expenditure	\$ 12,273.00	\$ 10,533.43
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	\$ 540,435.92	\$ 481,874.35
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 540,435.92	\$ 481,874.35
Cash Budget Variance	\$ 16,531.08	

Goods and Services Expenditure - Budget vs Actual



Cash Position



Cash Position as at:	
Bank Balance	\$ 402,849.80
Made up of:	
1 General Fund Balance	\$ 71,261.88
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 332,753.11
5 Suspense Accounts	\$ 934.81
6 Cash Advances	\$ -
7 Tax Position	\$ (2,100.00)
Total Bank Balance	\$ 402,849.80