



Mullaloo Heights Primary School

Independent Public School



Annual School Report 2020

Principal's Message

It is hard to talk about 2020 without reflecting upon the impact of Covid-19. The year started positively with students settling into their new classrooms and annual events, such as the Swimming Faction Carnival, Colour Explosion and Harmony Day celebrations all scheduled. Of course, our plans came to an abrupt halt in March as Western Australia commenced its lockdown. Over the last three weeks of Term 1, student attendance rapidly decreased and our staff began to prepare an approach to home learning that could run alongside school based learning for those students still at school. The resulting work was excellent with staff developing units of work that closely aligned to experiences the students would encounter in class. They provided appropriate manipulable materials, useful resources and clear teaching notes that parents could follow. Work was uploaded in manageable blocks onto Connect for parents to access and printed packs were available for families without internet access. Although this approach was short-lived, with all students returning to school early in Term 2, the quality and thoroughness of the work illustrated the professionalism and commitment of our staff to providing an excellent education for our students.



To describe the first half of the school year as unsettled is an understatement. Although the disruption to student attendance was relatively minor, changes to familiar routines, closed playgrounds and the absence of parents onsite had an impact on our community. As a staff, we provided continuous, relevant communication to parents and students to explain changes and reduce resulting anxiety. The parent community were extremely vocal in their appreciation of this, giving us their full support throughout this period. We also focused on the silver linings in this unusual year, giving students opportunities to reflect upon these and staff too. We realised that reduced whole school events resulted in less disruption to the teaching day and enabled staff to concentrate on teaching and learning. As 2020 marked the end of our current business plan, this was the perfect opportunity to critically review our practices, identifying those that had maximum impact on our students and those that didn't. This reflection has contributed to the thorough self assessment that is outlined in this report. Unlike previous years, NAPLAN data is not part of this review, but a range of other forms of feedback has been taken into account. This will stand us in good stead for our second Independent Public School Review which will take place at the end of 2021. It will also provide a good starting point for the development of our new business plan, 2021 –2023, which will be developed through collaboration between staff and the school board.



Caroline Booth
Principal

Of course, as 2020 progressed, school gradually began to resemble previous incarnations and opportunities to get together as a school community returned. Perhaps it was the absence of these earlier in the year that made us appreciate their reoccurrence so much in Term 4. I am sure that this gratitude will continue to be a feature of the coming school year. If nothing else, Covid-19 has taught us the importance of stopping regularly to appreciate the positives and enjoy the moment.

Business Plan Review

Strategic Directions

High Academic Performance in Literacy and Numeracy

STRATEGIES

Whole School Evidence Based Approaches to Teaching

MILESTONES ACHIEVED

During the cycle of our business plan (2018-20), we prioritised embedding excellent teaching practices consistently across the whole school. We used professional learning, collaborative planning and critical reflection to investigate evidence based approaches to teaching and effectively implement them in every classroom. Consequently, we have established a Mullaloo Heights approach to teaching and learning that has positively impacted on student achievement. Performance management, including clear and specific feedback, has provided opportunities to continually review and improve this, as well as providing accountability. Teaching approaches have been documented in our English and Maths policies and a number of non-negotiables have been established. The following programs and approaches are embedded in every teacher's practice allowing students' skills and knowledge to be built upon and expanded as they progress through school.

Talk For Writing: This program is the core of our literacy teaching, beginning in kindy and continuing through to Year 6. As a result, an oral exploration and investigation of texts is the starting point for all literacy teaching. Our students gain and expand their knowledge of vocabulary, grammar and text structure during this initial oral work and eventually, after targeted teaching and guidance from teachers, begin to apply this to reading comprehension and the construction of written texts. Explicit teaching of reading, writing and grammar using the Talk 4 Writing approaches is employed at varying degrees of complexity in each classroom according to student needs. Students understand the approach, apply the strategies effectively and are proud of the resulting work. Their feedback has indicated that they would like more opportunities to work on 'Invent' tasks, allowing more freedom to independently apply their skills in their writing. The teaching of non-fiction has been carefully aligned with Humanities and Social Sciences (HASS) content and skills. Students use information acquired through their application of research skills to devise non-fiction texts, thereby demonstrating learning in HASS.



High Academic Performance in Literacy and Numeracy

STRATEGIES

Whole School Evidence Based Approaches to Teaching

MILESTONES ACHIEVED

First Steps Reading: We incorporated First Steps strategies when working through Talk 4 Writing with students. During the 'reading as a reader' aspect of the program, teachers explicitly taught comprehension, decoding and analytical strategies, supporting students to understand a range of texts using First Steps approaches. The application of First Steps has improved comprehension and enabled students to apply their knowledge of text structure and language features to the construction of their own texts. We will continue to refine this practice.

Immersion in High Quality Literature: We resourced 'Literature Spines' for each phase group, comprising of good quality novels, poems and story collections. A number of challenging texts were added to expose students to complex and diverse vocabulary. Books from the Literature Spine were read to the students by teachers or used to supplement the Literacy Pro / Home Reading scheme. We also added story telling to our whole school weekly Line Ups to provide further exposure to literature. Stories, linked to particular values or themes, were read by the principal and oral texts presented by each class. This exposure to a rich literature further impacted on achievement.

Inference Training: Teachers continued to explicitly teach the skill of inferencing, equipping students with clear strategies for this. Informed by data from the TORCH standardised test, we expanded this training to target specific weakness, such as the ability to make inferences based on information spaced throughout the text. As a staff, we created a bank of resources to support teachers to explicitly model how to make these inferences and for students to apply the strategies taught. This resource was successful, but will continue to be trialled, expanded and reviewed. TORCH data continues to show good progress between testing in February and October after the students engage in this program. This is true for individual and year group average achievement.



High Academic Performance in Literacy and Numeracy

STRATEGIES

Whole School Evidence Based Approaches to Teaching

MILESTONES ACHIEVED

Spelling: An investigative approach to teaching spelling knowledge is embedded. Teachers provide structured opportunities for students to analyse patterns within words, identify consistencies and exceptions and use this information to devise spelling rules. The application of these to spelling new words allows students to test and continually refine their rules. 'Words Their Way,' is the program used to support this work in Year 3-6 classrooms. In 2020, teachers worked in phase teams to plan spelling sessions and ensure uniformity in teaching and expectations. In addition, cross-setting in phase teams was organised to address the wide range of abilities. Data collected for each year group to monitor progress between testing in February and November continued to indicate good progress for all students, including weaker spellers.

Phonics Teaching : Letters and Sounds was implemented in PP-Year 2 this year. All staff were trained and agreed a consistent approach to the delivery of this program. Data for student progress in reading and writing phonics will be collected using the Dibels assessment tool after being trialled with a small sample of students this year. Teachers will continue to reevaluate and refine Letters and Sounds for its continued application. Anecdotal evidence so far as also shown an impact on phonetic knowledge, with students independently pointing out real world examples of diagraphs in the real world when outside of the classroom.

Evidence Based Maths Teaching: Teacher collaboration focused on the consistent implementation of the ISTAR lesson format. Phase teams ensured all lessons began with a warm up activity, followed by the explicit teaching of a skill or concept, then opportunities for the students to practise and then apply this skill. Student voice was incorporated, with students using a variety of tools, such as exit slips, to review their learning at the end of each lesson or unit of work. Lessons were planned to enable students to build understanding of concepts by using a range of manipulable materials, specific tools and/or constructing diagrams before completing calculations.



High Academic Performance in Literacy and Numeracy

STRATEGIES

Whole School Evidence Based Approaches to Teaching

MILESTONES ACHIEVED

Evidence Based Maths Teaching (Cont.): Teachers explicitly taught vocabulary relevant to tasks and gradually created a 'scope and sequence' of appropriate language to support teaching of specific aspects of numeracy. This scope and sequence will continue to evolve as teachers review their planning, assessment and teaching. As part of this lesson framework, teachers ensured students were equipped with varied mental strategies which they could apply to calculations. Paul Swan milestones were trialled as a guide for this work after teacher leaders facilitated professional learning at the start of the year. The focus on comprehensively building student understanding has impacted on student progress as indicated by PAT Maths testing.



Problem Solving: The emphasis on explicitly teaching approaches to solving word problems continued in 2020. Students have benefited from the explicit teaching of this over time, with PAT data showing an increase in achievement by all year groups when solving problems involving both 1 and 2 steps. This has been maintained over a few years. Students are taught to use vocabulary knowledge to deconstruct each problem and select appropriate materials, diagrams, tools and mental strategies to solve it. Improved comprehension, due to the focus on teaching maths vocabulary, has also supported the increase the achievement of problem solving.

High Academic Performance in Literacy and Numeracy

STRATEGIES

Analyse Student Performance Data

MILESTONES ACHIEVED

During 2020, a variety of data was collected and analysed to inform teaching and learning, differentiate the curriculum and identify students at risk. The following whole school data was collected in February and October to identify trends in achievement and guide school planning:

- PAT Maths (Y1-6)
- TORCH Reading (Y3-6)
- Words Their Way (Y1-6)
- South Australian Spelling (Y1-6)
- On-entry: Reading, Writing, Speaking & Listening, Numeracy (PP)
- On-entry: Numeracy (Y1)

The information gained was used by classroom teachers to devise programmes specifically addressing their students' needs. Improvement was monitored by using ongoing assessment throughout the year, before retesting for end of year reporting. As a further support, a tool to track student achievement was used by teachers to monitor progress and identify any students making insufficient progress each year.

In addition, analysis of the results for each year group identified trends in achievement and particular strengths and weaknesses. This allowed us to evaluate the effectiveness of our teaching and learning programmes, plan for improvement and allocate resources appropriately.

Dibels assessment tool was used to assess achievement in phonemic awareness, reading fluency and comprehension with a small sample of students. This will be fully implemented in 2021 and used to track reading progress.

*Aspects of this data relating to our school targets can be viewed in the **Business Plan: Achievement Targets** section of this report.*

Due to Covid-19 restrictions, NAPLAN testing online was cancelled in 2020.



High Quality Teaching and Leadership

STRATEGIES

A structured approach to performance and development

Provision of professional learning that links to whole school priorities and evidence based practices.

Planned and purposeful collaboration

MILESTONES ACHIEVED

An explicit methodology for teaching at Mullaloo Heights was documented in our Maths and English policies. The ISTAR lesson structure was also applied in all learning areas. This whole school approach was fully implemented in each classroom. Performance management was one of the ways in which its success was reviewed and monitored. Staff set goals for personal improvement that also aligned with the strategic focus of the school. These were documented and evaluated throughout the year using a variety of tools:

- Student achievement data
- Classroom observation
- Contribution audit—an evaluation of each staff members contribution to whole school priorities
- Feedback through student voice
- Classroom planning and anecdotal evidence

Performance and development processes provided accountability and support for effective teaching. Written feedback was provided at the end of the performance management cycle.

A schedule for professional development, aligned to whole school priorities and individual improvement targets, was devised for the year. Staff meetings, staff development days (SDD) and collaborative DOTT were used to deliver professional learning, share good practices and review the impact of teaching. Much of this work was facilitated by school leaders and curriculum coordinators.

The giving of clear and specific feedback was a priority. Staff received professional learning on this and were given opportunities to give feedback to their peers after conducting classroom observations. Additional feedback about teaching and learning was gained by the literacy leader by interviewing students about Talk 4 Writing. This enabled us to assess the how consistently this program was being implemented and provide support accordingly.

External professional development related to school priorities was also accessed, ensuring all required staff were fully trained in Talk 4 Writing, Letters & Sounds, student tracking, Paul Swan numeracy milestones and classroom observation.

Our collaborative culture, critical reflection and feedback ensures whole school approaches are implemented and continually reviewed. Staff capacity continues to be built as a support for this.

High Quality Teaching and Leadership

STRATEGIES

A structured approach to distributed leadership

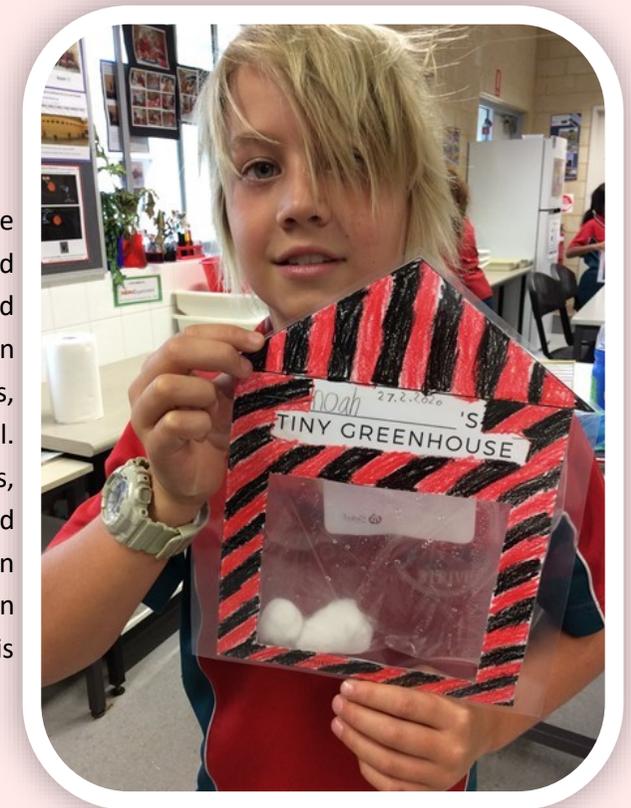
Build practices to ensure use of relevant data and the analysis and diagnosis of the impact of teaching

MILESTONES ACHIEVED

A distributed leadership model is now embedded with the following structures used:

- Our level 3 teachers are part of the school leadership team, along with the Principal and Deputy, and actively contribute to the school improvement agenda.
- Phase leaders lead collaborative planning. They liaise with the leadership team, giving feedback on the success of school programs and the support required.
- Senior teachers have clear roles and responsibilities linked to curriculum development. They promote good practice by sharing good teaching and compiling appropriate resources.
- Leadership development is supported through professional development, mentoring and opportunities to lead teams or curricular areas.
- Collaboration, professional development, mentoring and opportunities to observe good teaching in action also contribute to a culture of critical reflection and improved practice.

Performance data was used by teachers to plan appropriate programmes for students, taking into account strengths and weaknesses. This included the identification of students at risk and provision of modified programmes. Achievement data was recorded on the school's tracking tool and easily accessed by subsequent teachers, ensuring a seamless transition as students progressed through school. Individual progress between February and October testing in Maths, reading and spelling was analysed and individuals at risk noted. Cold and hot tasks in Talk 4 Writing provided specific information on strengths and weaknesses in student writing allowing teachers to plan targeted programs. The use of assessment data to inform teaching is embedded at Mullaloo Heights.



Engaged and Successful Students

STRATEGIES

Increase use of Information Communication Technologies (ICT) and Digital Technologies across all year groups and learning areas

Provide challenging, relevant and engaging learning activities with a focus on Science, Technology, Engineering and Maths (STEM)

Utilise inquiry approach to teaching Science, Humanities and Social Sciences (HASS) making cross curricular connections

MILESTONES ACHIEVED

A coach was appointed to work with teachers to implement Digital Technologies. The coach attended collaborative planning sessions to support the development of projects integrating Digital Technologies with other aspects of the curriculum. The coach then worked alongside each teacher in the classroom to support effective teaching approaches. Projects were varied and planned in response to an identified issue. For example, students designed, built and programmed multi purpose vehicles that could move across various terrains as part of their HASS work on Communities. Other projects involved students coding and transferring this to micro bits to create temperature gauges and fitbits, amongst other tools. The planning and teaching approaches were shared with colleagues during staff meetings and the student work was assessed and moderated in cross phase teams against the judging standards. This approach has enabled us to build units of work that effectively apply Digital Technologies skills within a range of relevant contexts. This coaching model will continue in 2021 to ensure staff and students' skills continue to evolve.

ICT (information communication technologies) general capabilities continued to be applied to teaching and learning where they enhanced the work. Students used Green Screen, Excel, QR codes and a number of presentation tools, such as Canva and Smore this year. Students are continuing to build a repertoire of skills and tools that they can use to support learning and achievement in all subject areas.

Our inquiry approach to HASS is firmly embedded in classroom practice. Where appropriate, HASS content is acquired as students thoroughly interrogate an inquiry question, *How has our community changed over time?*, for example. Relevant literature, both non-fiction and fiction, is used as a context to teach literacy skills following the Talk 4 Writing process. Research skills are also explicitly taught through this process. Application of these skills enable students to locate and evaluate pertinent information to answer their inquiry. Where appropriate, students used ICT tools to plan, record and organise their research – Padlet, Canva and Popplet are examples of tool used. Resulting information was presented in a number of formats, primarily as a written text which included the structure and language features explored during Talk 4 Writing, as well as appropriate HASS content. In addition, digital and other negotiated formats were used by students to present their learning. They enjoy and are fully engaged in this approach to HASS.



Supportive Inclusive Environment

STRATEGIES

Explicitly teach strategies that support positive well-being and student safety

Student Leadership protocols established

MILESTONES ACHIEVED

A number of strategies and programs were put in place to support student health and well-being.

- A whole school framework for teaching protective behaviours has been established, with teaching programs devised and appropriate resources allocated.
- A scope and sequence for the health curriculum was devised by a senior teacher, linking all aspects to particular resources and units of work. Cybersafety, protective behaviours, health and wellbeing were explicitly taught as a result.
- The school chaplain, in collaboration with teachers, led classroom activities exploring values, provided one-on-one sessions for students suffering with anxiety and facilitated programs to support the transition to high school.
- We organised girls and boys lunchtime clubs to promote social connections and good friendships.
- A proactive approach to the prevention of bullying was tackled through Friendly Schools Plus.
- Peer mediators were also trained in conflict resolution and worked with younger students to solve minor playtime issues. Environmental garden and library monitors also supported younger students during break times.



Redesign physical spaces to promote learning and social opportunities

A number of improvements to the school grounds were made this year

- Tern Cooking Room renovation was completed resulting in a purpose built kitchen for students and including flexible furniture to allow the room to be used for many purposes.
- Gull Reading Room was renovated with new flooring, an upgraded sink and new storage added to provide an additional work area for students.
- Toilets completely refurbished and modernised in Gull Block.
- A mural was designed by students in collaboration with artist, Peter Ryan, and painted in the Environmental Garden.
- Furniture in the Computer room was upgraded.



Supportive Inclusive Environment

STRATEGIES

Support students to increase ownership and accountability for learning

MILESTONES ACHIEVED

A number of strategies were employed to promote student voice.

- ‘Getting to know you’ surveys were disseminated to students and their parents at the start of the school year to give each teacher comprehensive information about each individual.
- Exit slips were used for students to reflect on learning at the end of a lesson.
- Negotiated rubrics were used by students in Year 3-6 to agree assessment criteria and self evaluate work.
- Student interviews about all aspects of Talk 4 Writing were conducted by the literacy leader with a selection of students from PP–Y6. Valuable information was collated, enabling us to fine tune this program and focus on aspects the students valued— more opportunities to use the ‘invent’ phase, for example. Feedback was applied to the literacy operational plan and also given to individual teachers to inform their teaching.
- Student councillors were elected and negotiated a number of roles to perform.



Meaningful Community Connections

STRATEGIES

Planned and proactive promotion of our school

MILESTONES ACHIEVED

Covid-19 curtailed some of our usual promotional activities, with social media and our digital newsletter becoming the main tools for publicising our work. The Early Childhood Open Day was replaced with a leaflet drop. Luckily, word of mouth ensured that the good work being done at Mullaloo Heights was shared in the local community, ensuring our early childhood enrolments were healthy.

Whole school events slowly returned later in the year, as outlined in the *Community Events* section.



Meaningful Community Connections

Message from Chair of the Board

STRATEGIES

Strong and Visible Board

MILESTONES ACHIEVED

Our Board continued to meet throughout the year and all board members fully participated in discussions to inform decisions which impact our school community. After saying farewell and thank you to a parent representative who has served on the Board for many years and made a very positive impact, we welcomed a new parent rep who took part in our induction process before attending meetings.

Members of the school community were welcomed to an annual general meeting where our class placement policy was reviewed and the results of a school uniform survey discussed. The latter resulted in a change to fabric of school shorts and the addition of a warmer jacket for winter months. The survey which led to the modification of these items came about after feedback was given to the Board by our parents reps. This is a good example of the Board listening to parent feedback and working with the school community to make improvements following consultation with parents.

The Board also took part in a thorough review of the current Business Plan and assessed the achievement of targets after studying school data. This review took place over a number of meetings to allow the Board to track progress, gather feedback and enabled a holistic view of business targets, measures and progress. The Board provided feedback and comment and supported the achievements of the school as well as exploring further work needed.

Finally, work towards the Business plan for 2021-2023 progressed—fully supported by the Board and all its members—ensuring ambitious, progressive and positive targets are in place to continue to provide a high quality educational environment. Board members had the great honour and pride in attending key events such as the Year 6 Graduation and end of year Book awards, where the opportunity to celebrate with pupils, parents and school staff members on the achievements and hard work of everyone was acknowledged.

Kelli Pickford
Chair of the Board



Community Events

Whole school events were rare during the first part of 2020 due to social distancing and health advice. In Term 3 some of our traditional events returned with limited adult spectators. Class assemblies were restored and the following events went ahead:

Sporting Events: The year began with our annual Swimming Faction Carnival. As always, this was well supported by our school community with many parent volunteers helping to run this event, both in the pool and out. Students (Y4-6) competed in a wide range of races for their faction with Albatross winning the overall event.

Unfortunately, after this great start, Covid-19 brought sporting fixtures to an abrupt end until Term 3 when the Faction Athletics Carnival was rescheduled. A combination of jumps, throws, races and team games on this day provided opportunities for athleticism, sportsmanship and fun. Once again, Albatross won the overall event. Top athletes from this competition represented our school at the Interschool Athletics Competition in Term 4. Hosted at Mullaloo Beach, our students performed very competitively, gaining fourth place overall, with a large number of individual students gaining places in their events.



Throughout the year, in addition to the physical education lessons and daily fitness, our students took part in number of sports clinics led by experts. Squash, netball, cricket, touch football and little athletics are some of the sports in which our students gained expert input.

Book Week: Although some events were modified to accommodate hygiene and social distancing guidelines, Book Week was a high profile celebration of reading. Students enthusiastically took part in a multi-age literature inspired tabloid, book-based writing competitions and shared their favourite stories with younger buddies. Mark Greenwood, Perth based author, visited and shared his tips for creating historical fiction and students dressed as their favourite book characters at our final assembly. The week was completed with a staff performance of 'Room on the Broom'. This was a fun –filled week, highly appreciated after a challenging year.

Community Events

Graduating Students: Our Year 6 students displayed resilience and patience when many of the privileges and events seen as a rite of passage for this year group were disrupted as a result of Covid-19. They were suitably rewarded this when postponed events finally took place in their final term at Mullaloo Heights.

Camp: Students spent 3 days at Fairbridge Residential Village in November. The students enjoyed interacting with their friends and teachers in a more relaxed setting, away from the demands of the classroom. Moreover, there was a fair bit of grit, resilience and determination displayed as they abseiled, climbed and canoed - even when they fell in. We suspect many returned home feeling quite proud of achieving a goal or overcoming a fear. As always, they were great ambassadors for our school, showing impeccable manners and behaviour

Graduation: The ceremony took place at school with parents watching our students reflect on their years at Mullaloo Heights. A selection of popular books were presented to the school by our outgoing head boy and girl as a parting gift. After a morning tea with family members, students celebrated at Latitude in Joondalup and enjoyed a pizza lunch.

Mullaloo Markets: The year 6 students organised a cake and toy stall for their younger peers as a fundraiser to subsidise the cost of graduation. Highly successful, the students were able to cover the cost of their graduation excursion and purchase a gift for the school library.



Day for Daniel: We marked Australia's largest day of action to raise awareness of child safety and protection by asking our students to wear red. In addition, teachers revisited messages previously taught during our protective behaviours lessons about child safety and, in particular, the ability to recognise and react to 'early warning signals'. Constable Care, a nationally registered harm prevention charity aligned with WA Police, paid a visit to help us communicate these important messages. They explored bullying and pro-social skills with our Year 3-6 students through an interactive theatre session called 'Frenemies', whilst our younger students watched the puppet show, 'Fun, Scary'. The latter examined safe and unsafe secrets, as well as differentiating between scary feelings that arise from fun and those that don't - 'bad scary'.

End of Year Fun Day: The year finished with the whole school taking part in a water filled morning of fun as a reward for their hard work throughout the year. There were many activities to try, including a giant Slip n' Slide, water pistol battles and an inflatable obstacle course. Our students tried them all and worked up quite an appetite. Luckily, the morning finished with a pizza lunch and icy pole organised by the P&C.

Colour Explosion: Rather a lot of colour was added to our annual Fun Day with the colour Explosion being rescheduled to take place in the afternoon. Teachers had great fun dousing the students in colourful powder as they ran laps to raise money for our school. The children emerged from the event tired, but brightly coloured.



Business Plan Review

Achievement Targets



PAT Maths and TORCH Reading Progress

Target: Annually, a least 80% of students will improve on the PAT Maths performance.

Achievement was compared between testing in February and October for each year group.

PAT Maths		
Year Group	Percentage of students improved	Target Achieved
2	85%	Yes
3	83%	No
4	82%	Yes
5	79%	Yes
6	87%	Yes
School Average	83%	Yes

Analysis

The PAT Maths target was achieved . All year groups made more than 80% progress, apart from year 5.

What do we need to do?

- Continue to focus on explicit teaching of operations by applying mental strategies. Also, ensure students have good automatic recall of times tables.
- As part of our whole school approach to problem solving, focus on comprehension of questions to ensure students have a good understanding of what is required. Continue to build the vocabulary scope & sequence.
- Identify high achievers and track through SAIS to ensure they are being extended. Review use of GEPs and IEPs to ensure they address the needs of low and high achievers.
- Implement problem solving strategies in teaching.

No target, but data on student progress is collected as an internal assessment of the effectiveness of our reading programme.

Achievement was compared between testing in February and October for students in Year 3—6, with the aim of at least 80% making progress.

TORCH Reading		
Year Group	Percentage of students improved	Target Achieved
3	96%	Yes
4	77%	No
5	82%	Yes
6	92%	No
School Average	87%	Yes

Analysis

Over 80% of students make progress on the TORCH. However, this is not true for all year groups. The year 4 students were slightly below.

What do we need to do?

- Continue to expose students to the new aspects of the inference training program. Ensure consistency in delivery across classrooms to avoid erratic achievement.
- Continue to provide professional learning on First Steps reading strategies. Document and agree our approaches to teaching reading.
- Continue to embed First Steps reading strategies and the inference training program into Talk 4 Writing.
- Continue focus on expansion of vocabulary through Talk 4 Writing to address weakness in comprehending information that has been reworded or rephrased.
- Implement new program relating to interpreting information spaced across the text.

On-Entry 2020: Comparison to Like Schools

Pre-primary Median Score

	2019		2020	
	Median Score		Median Score	
	Mullaloo Heights Primary School	Like Schools (similar ICSEA)	Mullaloo Heights Primary School	Like Schools (similar ICSEA)
Speaking and Listening	521	Not reported	535	Not reported
Reading	464	473	478	467
Writing	230	210	254	242
Numeracy	425	442	456	449

Year 1 Median Progress: Numeracy

***Target:** Annually, all Year 1 students will improve by 5 or more development points from On-entry Assessment module 1 (pre-primary) to Module 2 in Numeracy.*

	2020		2020	
	Median Score		Average Progress	
	MHPS	Like Schools	MHPS	Like Schools
Numeracy	500	529	75	87

PP Numeracy Score (Module 1)	2020	
	Average Progress PP-Y1	
	MHPS	State
301—350	111	105
351—400	74	92
401—450	78	78
451—500	67	70
501—550	98	59
551—600	0	44
601—650	14	2

What does the data show?

In 2019, our students' median score was lower than like-schools (those with enrolments from a similar socio-economic background) in all areas compared apart from writing. This means our students have a lower starting point for schooling than similar students.

In contrast, our pre-primaries' average score in 2020 was higher than similar students. In both years, median score for speaking and listening was significantly higher than all other tested areas.

Progress In Numeracy

Changes in the way progress is measured on this assessment make our on-entry target hard to assess in its current form. However, individual student progress can still be tracked and median progress can be compared to like schools.

When compared to like-schools, our students have made less progress in numeracy since testing in pre-primary. When individual performance is analysed, there are 4 students who have made limited progress.

Comparison to state averages are more favourable. Student achieving in the lowest and highest score ranges make better progress.

What do we need to do?

Class teachers to use diagnostic data to devise programs that address students' strengths and weaknesses.

Continue to focus on whole school priorities in Numeracy.

- explicit teaching of operations by applying mental strategies so that calculations are effortless.
- focus on automaticity of recall of number facts.
- explicitly teach approaches to problem solving.
- teach vocabulary to increase comprehensions skills.

Parent Opinion Survey Results 2020

Parents, staff and students were asked to rate our school against a number of criteria. The results are collated in the table.

There was an additional opportunity to support scores with comments. We looked for trends in these in a bid to gain further information to support our improvement agenda. The following common areas were identified:

Mullaloo Heights is great because of the:

- the community spirit
- inclusive environment in which all stakeholders are welcomed and involved (parents, staff & students)
- students are cared for and feel safe
- good teachers who provide a high level of education and go out of their way to support student needs
- strong leadership
- good communication, particularly through Covid
- many improvements to the physical environment

It would be even better if:

- there was consistency in behaviour management
- daily fitness was provided consistently across classes
- there was more focus on STEM projects

The feedback gained through the survey will be used to guide our new business plan (2021-2023).

Academic Standards	Student	Parent	Staff
Teachers at this school expect my child to do their best.	4.4	4.3	4.8
Teachers at this school provide me with useful feedback about me/my child.	4.3	3.9	4.3
Teachers motivate me/my child to learn/	4.4	4.0	4.4
I am/my child is making good progress at this school	n/a	4.1	n/a
My child's learning need are being met at this school	n/a	3.9	4.5
The school works with me to support my child's learning	n/a	3.9	4.5
My child's teachers are good teachers	4.2	4.4	4.8
I am satisfied with the overall standard of education achieved at this school	n/a	4.2	4.7
Pastoral Care	Student	Parent	Staff
I/my child feels safe at this school	4.0	4.4	4.7
Student behaviour is well-managed	3.9	3.8	4.4
I/my child likes being at school	3.9	4.4	4.7
Teachers care about my child /me	4.2	4.4	4.8
I/parents can talk to my (child's) teachers about my concerns	3.7	4.4	4.6
My teachers gives me opportunities to do interesting things	4.2	n/a	n/a
Teachers at this school treat students fairly	3.9	4.1	4.5
Leadership & Community	Student	Parent	Staff
The school takes parent/student/staff opinions seriously	4.0	3.9	4.4
The school has a strong relationship with the community	n/a	4.0	4.3
The school is well led	n/a	4.3	4.7
I would recommend this school to others	n/a	4.3	4.7
The school is well maintained	4.1	4.4	4.3
The school looks for ways to improve	4.2	4.1	4.6
I receive useful feedback about my work at this school	n/a	n/a	4.2
Staff are well supported at this school	n/a	n/a	4.5

SCHOOL PRIORITIES 2021

Strategic Direction	School Priority
<p>High academic performance in Literacy and Numeracy <i>Performance in Literacy and Numeracy is enhanced by high quality teaching informed by a rigorous analysis of data</i></p> <ul style="list-style-type: none"> • Evidence based approaches in Literacy and Numeracy embedded • Data informs planning and teaching 	<p>LITERACY</p> <p>Consolidate Talk 4 Writing. Ensure consistency across phases in implementation.</p> <p style="padding-left: 20px;">Apply understanding in writing via 'invent' tasks.</p> <p style="padding-left: 20px;">Provide feedback on writing using pink and green in Y3-6. Identify and implement strategies to give more specific feedback in Y1-2.</p> <p style="padding-left: 20px;">Continue integration of HASS with Talk 4 Writing.</p> <p style="padding-left: 20px;">Upload all Talk 4 Writing teaching programs onto shared drive.</p> <p>Full implementation of inference training (y3-6),.</p> <p>Full implementation of Letters and Sounds in K-2.</p> <p>Utilise Pie Corbett framework for teaching of grammar in each year group. Embed this in Talk 4 Writing and link to toolkit. Link to modelled writing.</p> <p>Continue to cross set for 'Words Their Way' in Y3-6 using agreed explicit teaching approaches.</p> <p>Identify specific students who require support (high and low achievers) in moving through student tracking.</p> <p style="padding-left: 20px;">Use school based data and teaching approaches to provide suitable teaching programs. Collaborate within phase teams to do this effectively.</p>
<p>High academic performance in Literacy and Numeracy <i>Performance in Literacy and Numeracy is enhanced by high quality teaching informed by a rigorous analysis of data</i></p> <ul style="list-style-type: none"> • Evidence based approaches in Literacy and Numeracy embedded • Data informs planning and teaching 	<p>MATHS</p> <p>Use whole school maths planners to plan for phase teams during collaborative DOTT.</p> <p>Ensure Early Childhood planners reflect Early Years Framework</p> <p>Paul Swan curriculum threads and First Steps approaches and resources used to design lessons.</p> <p>Mental strategies explicitly taught. Refer to Paul Swan Basic Facts Milestones & Whole School Mental Strategies Framework.</p> <p>Explicitly teach vocabulary for number referring to whole school scope and sequence. Review use, refine and add to term planner each term.</p> <p>Ensure consistency in lesson structure across phases - ISTAR. Use planners presented at SDD in January.</p> <p>Explicitly teach teaching problem solving via a weekly investigation.</p> <p>Common assessment tasks for problem solving devised and moderated in each phase.</p> <p>Identify specific students who require support (high and low achievers) in moving through student tracking.</p> <p style="padding-left: 20px;">Use school based data and teaching approaches to provide suitable teaching programs. Collaborate within phase teams to do this effectively.</p>

SCHOOL PRIORITIES 2021

Strategic Direction	School Priority
<p>High quality teaching and leadership <i>A culture of collaboration, critical reflection and feedback strengthens staff capacity in meeting the needs of our students</i></p>	<p>PERFORMANCE MANAGEMENT</p> <p>Performance Management processes linked to our explicit methodology for teaching Critical reflection and accountability established through Contribution Audit/ documented practices Clear, consistent & specific feedback given through a number of tools:</p> <ul style="list-style-type: none"> Classroom observation Setting and evaluation of goals Student voice Student interviews Collaborative planning Achievement data
<p>Engaged and Successful Students <i>The provision of a learning environment that promotes collaboration, creativity and critical thinking</i></p> <ul style="list-style-type: none"> • Digital Technologies and ICT General capabilities embedded. 	<p>DIGITAL TECHNOLOGIES & ICT</p> <p>Teach Cybersafety in all classes. Work with ICT coach to implement Digital Technologies scope and sequence in each class by trialling activities. Begin to compile repertoire of activities and resources with a view to expansion as teacher skills and knowledge increase. Explicitly teach Digital Technologies. Moderate student achievement in phase teams. Incorporate ICT capabilities into HASS integrated units. Teach coding using Digital Technologies Scope and Sequence as a reference Touch typing—3x weekly</p>
<p>Engaged and Successful Students <i>The provision of a learning environment that promotes collaboration, creativity and critical thinking</i></p> <ul style="list-style-type: none"> • Applying a multi-discipline approach to solve real world problems. 	<p>INTEGRATION</p> <p>HASS and Sciences taught through inquiry approach – Problems /questions generated and proposed processes and solutions devised. Digital Technologies solutions proposed Framework of inquiry and investigative skills guides activities. Negotiated rubrics for self-assessment student voice ICT general capabilities are applied where necessary</p>

SCHOOL PRIORITIES 2021

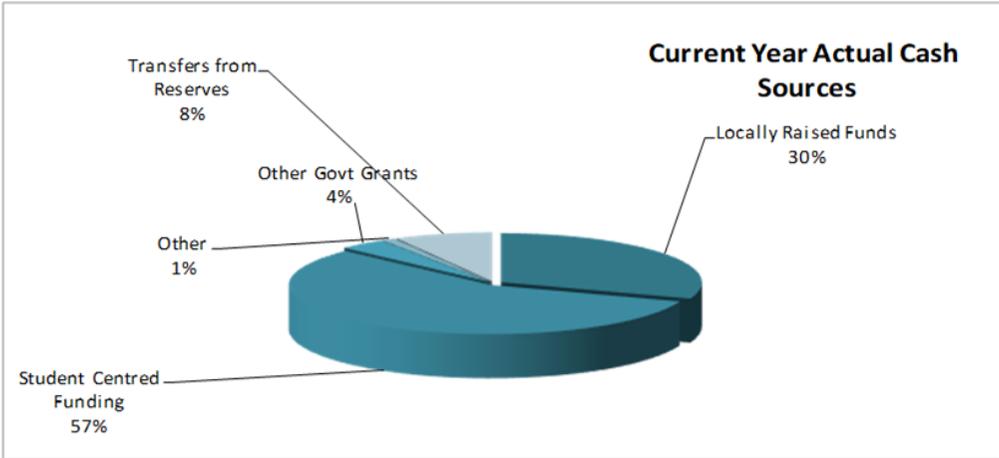
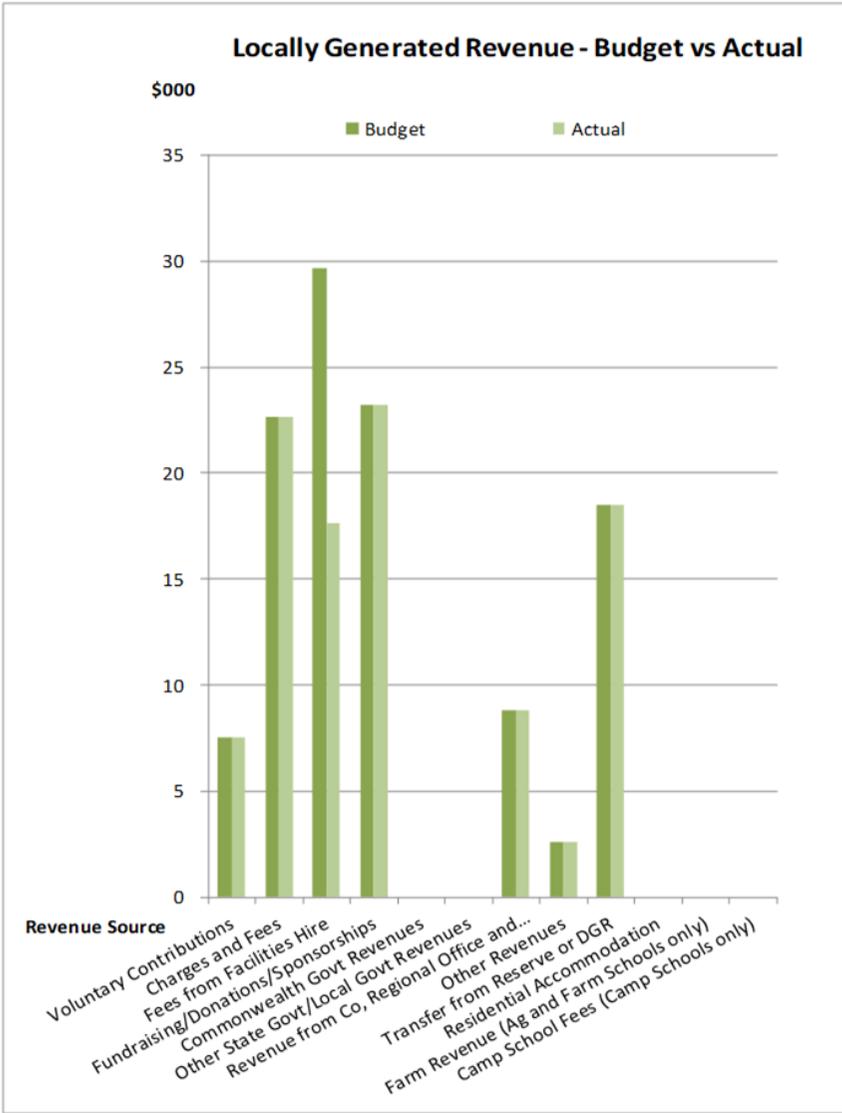
Strategic Direction	School Priority
<p>A safe, supportive and sustainable environment <i>An environment that promotes connection, mental health & well-being</i></p> <ul style="list-style-type: none"> Explicitly teach strategies that support positive well-being and student safety 	<p>PASTORAL CARE</p> <p>National Quality Standard continually reviewed and refined Planned & proactive approach to prevention of bullying Act, Commit, Belong Framework embedded Health and Wellbeing policy with resources allocated to student and staff wellbeing.</p>
<p>A safe, supportive and sustainable environment <i>An environment that promotes connection, mental health & well-being</i></p> <ul style="list-style-type: none"> Support students to increase ownership and accountability for learning 	<p>STUDENT VOICE</p> <p>Create 'Getting to Know You Survey' to give to all students in February 2020. Use information to inform planning. Implement end of unit reviews following integrated teaching units. Trial exit strategies and additional tools. Level 3 teachers carry out interviews with students to review Talk 4 Writing and Maths.</p>
<p>A safe, supportive and sustainable environment <i>An environment that promotes connection, mental health & well-being</i></p> <ul style="list-style-type: none"> Promote sustainability 	<p>SUSTAINABILITY</p> <p>Wastewise accreditation Sustainability/ environmental issues integrated into programs (inquiry teaching) Maintain the Recycling Hub</p>
<p>Meaningful Community Connections <i>Strong parents and community relationships support our students.</i></p>	<p>GOOD PARENT RELATIONSHIPS</p> <p>Establish good processes for parents communication— parents interviews, CONNECT/DOJO Active promotion of school through community events, social media and newsletter</p>



Financial Summary

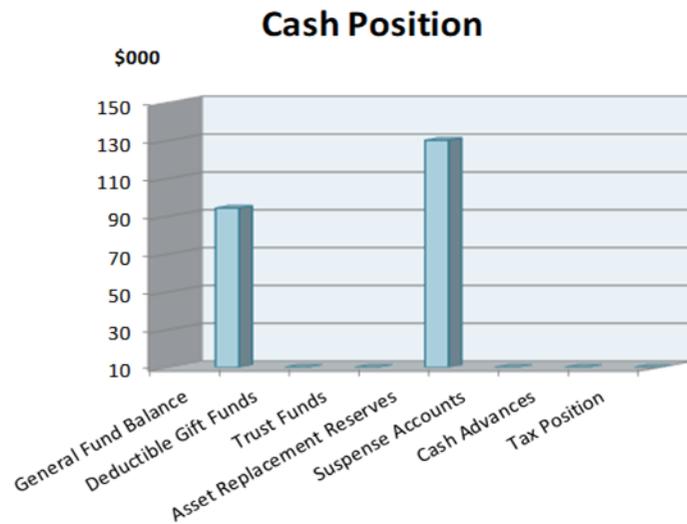
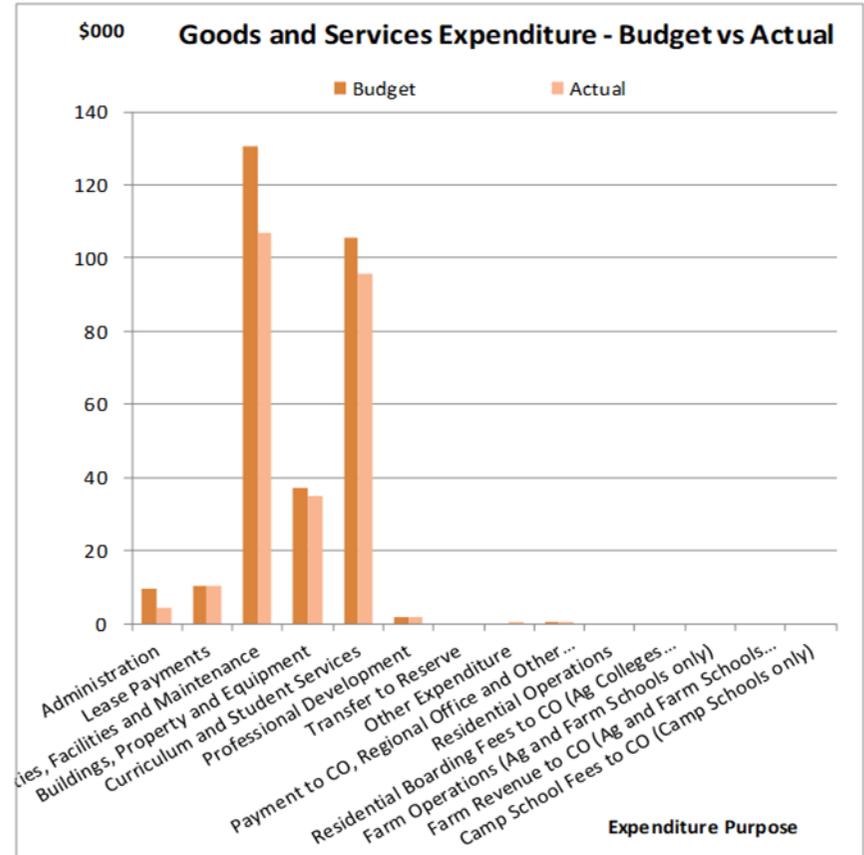
as at 31st December, 2020

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 7,500.00	\$ 7,500.00
2	Charges and Fees	\$ 22,646.00	\$ 22,645.80
3	Fees from Facilities Hire	\$ 29,682.00	\$ 17,636.40
4	Fundraising/Donations/Sponsorships	\$ 23,244.00	\$ 23,243.82
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 8,851.00	\$ 8,850.64
8	Other Revenues	\$ 2,558.00	\$ 2,559.49
9	Transfer from Reserve or DGR	\$ 18,468.00	\$ 18,468.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 112,949.00	\$ 100,904.15
Opening Balance		\$ 114,608.00	\$ 114,607.56
Student Centred Funding		\$ 132,383.13	\$ 132,383.13
Total Cash Funds Available		\$ 359,940.13	\$ 347,894.84
Total Salary Allocation		\$ -	\$ -
Total Funds Available		\$ 359,940.13	\$ 347,894.84



Financial Summary as at 31st December, 2020—part 2

	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 9,370.00	\$ 4,308.00
2	Lease Payments	\$ 10,300.00	\$ 10,292.60
3	Utilities, Facilities and Maintenance	\$ 130,330.00	\$ 106,716.35
4	Buildings, Property and Equipment	\$ 37,006.00	\$ 34,856.35
5	Curriculum and Student Services	\$ 105,514.13	\$ 95,829.76
6	Professional Development	\$ 1,529.00	\$ 1,529.09
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ -	\$ 0.49
9	Payment to CO, Regional Office and Other Schools	\$ 160.00	\$ 160.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 294,209.13	\$ 253,692.64
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 294,209.13	\$ 253,692.64
	Cash Budget Variance	\$ 65,731.00	



Cash Position as at:	
Bank Balance	\$ 222,986.22
Made up of:	-
1 General Fund Balance	\$ 94,202.20
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 130,063.47
5 Suspense Accounts	\$ (66.45)
6 Cash Advances	\$ -
7 Tax Position	\$ (1,213.00)
Total Bank Balance	\$ 222,986.22