



# EAST KENWICK PRIMARY SCHOOL

*an Independent Public School*



***'Learners Today, Leaders Tomorrow'***



## ANNUAL REPORT

### 2020

# THE 2020 SCHOOL YEAR IN REVIEW

Dear Parents, Carers and School Community Members,

2020 was a year of uncertainty with the COVID19 Pandemic and saw multiple disruptions for our school and community. The way in which our staff and community supported one another and the school was commendable and much appreciated.

Although COVID19 was a disruption, it did not impact on the development of our new business plan in collaboration with the School Board and Staff. In committees, Staff led the review of the 2020 operational plans and formulation of the 2021 operational plans and endorsed a whole school vision statement. Our distributed leadership structure has ensured that 2021 has a clear vision and focus leading to our school review in 2021.

All staff acknowledged the necessity of developing a Reconciliation Action Plan to complement our business plan, which has seen some positive strategies being implemented in our school for the benefit of our Aboriginal population, which stands at 17%.

Our business plan focuses on supporting the 'whole' child with social and emotional wellbeing using the 'Zones of Regulation' and the explicit teaching of self-regulation. The monitoring of attendance and academic outcomes is at the forefront of our focus, ensuring that we are using contemporary, evidence-based research to inform our teaching and learning. Our repurposed STEM building and committee continues to enrich students' lives and improve critical thinking and problem solving skills.

Our staff are now competent practitioners in the use of data collection and analysis. Our whole staff approach and professional learning in the area since 2018 has ensured careful selection of resources and a targeted, individualised approach to learning. Staff are to be commended on their commitment to data driven practices, gap analysis and targeted planning for outcomes. Collaborative planning, and Phase of Learning (POL) practices in the ECE has seen pleasing results across the learning areas.

The school refurbishment continued in 2020 with new carpets in classrooms and the 1980's concertina doors removed and upgraded in the middle and upper blocks. The Nature Playground was finally completed this year after multiple 'false starts' dating back to 2017. The unutilised space that now houses our Nature Playground is a sight to behold and a much loved play area by the Year 2's.

It is with pride that I present the 2020 school annual report, which also contains 2019 annual report information, as a 2019 annual report was not published due to COVID19.



Nicole Anderson  
Principal 2020





# OPERATIONAL PLAN TARGET(S)

## Student Leadership

As a school we continue to maintain a high percentage of students who aspire to be leaders in some capacity. We always strive for 75% of students to engage in the selection process. This year we had 80% of our students aspiring to be leaders.

Student voice is a key component of what we do here at EKPS and our main forums are through student surveys, disciplined dialogue, voting on key issues, student council and faction captains.

Students have to nominate themselves for a position on the student council or faction council, independently prepare a speech and deliver it to their peers, a vote ensues and students are elected.

The student council have regular meetings with the Principal and brainstorm areas for improvement, coordinate key roles (jobs) and lead the way in fundraising for key events through the year, including Year 6 Leadership Camp and Graduation.

We live our motto daily through—'Learning Today, Leading Tomorrow' and this is explicitly taught to all our Students in the classroom.

**Student Councillors/Faction Captains**



**Yr 6 Leadership Camp**

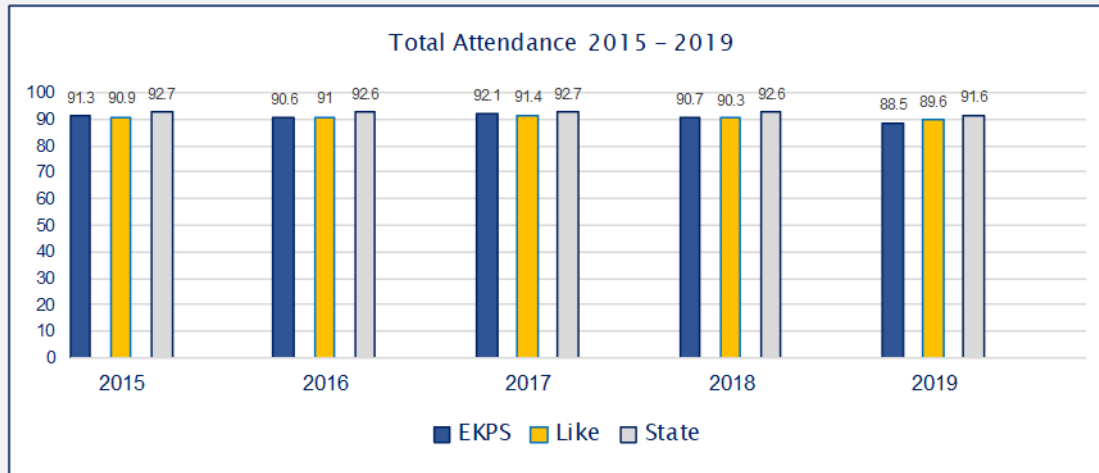


# OPERATIONAL PLAN TARGET(S)

## Conditions for Learning

### STUDENT ATTENDANCE

Attendance Rates Compared to State and Like Schools 2015 – 2019



YEAR	Non-Aboriginal Attendance			Aboriginal Attendance			Total Attendance		
	EKPS	Like	State	EKPS	Like	State	EKPS	Like	State
2015	92.6	92.3	93.8	84.3	84.4	81.2	91.3	90.9	92.7
2016	91.9	92.1	93.7	83.8	84.3	80.7	90.6	91	92.6
2017	93.2	92.9	93.8	86.1	83.3	81.2	92.1	91.4	92.7
2018	92.5	92.4	93.7	82.9	81.5	80.8	90.7	90.3	92.6
2019	89.9	91	92.7	81.8	80.8	79.5	88.5	89.6	91.6

During 2019, attendance continued to be one of our main priorities. The targeted outcomes include: Improve the engagement in schooling of our Aboriginal students and increase attendance of our kindergarten and pre-primary children close to the state average of 93%.

There has been a slight drop (1.8%) with the overall attendance rate between 2017-2019, however, this is also the case for like schools and the state average.

The 2019 EKPS data exceeded like and state schools in Aboriginal attendance. It is pleasing to note that this has occurred three years in a row from 2017-2019.

A continual focus for the school will be to increase attendance of our kindergarten and pre-primary students closer to the state average. In 2019, our rate overall was 88.5% for the two year levels.

Due to the COVID pandemic, the rates for 2020 are not provided.



# OPERATIONAL PLAN TARGET(S)

## Conditions for Learning

### STUDENT ENGAGEMENT

Suspensions 2015 – 2020

YEAR	Girls	Boys	ATSI	ESL	Students	Suspensions	Total Days
2015	15	0	7	1	15	32	60
2016	8	0	5	1	8	11	28
2017	0	0	0	0	0	0	0
2018	0	6	2	0	6	23	33
2019	3	9	6	0	12	20	30
2020	2	6	4	0	8	22	29

Suspension rates show a decrease of the number of students being suspended from 2018, with a slight increase in the number of suspensions. We had three students that were 'repeat offenders' and they were referred to services for support. The suspended students were 'senior' students.

Social Emotional Learning is a key component of our new School Business Plan and this coupled with emotional coaching and 1,2,3 Magic ,will be strategies we will continue to employ to encourage positive student engagement.

Term 1		Term2		Term 3		Term 4	
Gold	White	Gold	White	Gold	White	Gold	White
1983	K-2 18 3-6 28  46  (47 in 2019)	1003	K-2 12 3-6 63  75  (50 in 2019)	986	K-2 28 3-6 40  68  (16 in 2019)	1537	K-2 44 3-6 54  98  (30 in 2019)
43:1 ratio (covid figures)			13:1 ratio		15:1 ratio		16:1 ratio
Total: 5 509 Gold Slips for 2020 - 19:1 ratio							

Our weekly gold slip draw, faction cards, honour certificates and end of term draw continue to ensure that our ratio of good vs undesirable behaviour is above and beyond the recommended 5:1 ratio for positive and negative feedback.

Our student engagement is measured through the ratio of positive (gold slips) to negative (white slips) feedback and the number of suspensions. Our ratio for 2020 was 19:1.



# OPERATIONAL PLAN TARGET(S)

## Teaching and Learning

### 2020 EARLY CHILDHOOD TESTING - PRE-PRIMARY & YEAR 1

2020 PAT Early Years	PAT R Mid Foundation PP Cohort (Term 3)	PAT M Mid Year 1 (Term 3)	PAT R Mid Year 1 (Term 3)
Cohort Mean (Scale Score)	69.4	98.24	84.27
Datahub Mean * (Scale Score)	73.5	95.5	78.5

2020 Pre-Primary Cohort	On Entry Numeracy Mod 1	On Entry Reading Mod 1	On Entry Speaking & Listening Mod 1	On Entry Writing Mod 1
Cohort Mean (Scale Score)	392.9	425.9	442.8	188.3
Progression Point Equivalent	0.8	0.2	0.4	-

2020 was our first year of PAT Testing and provided valuable information for Teachers who used the information to create targeted learning plans. The Pre-Primary students in both PAT and ON ENTRY certainly outlined areas of success and areas for development/focus.

The PAT testing is compared against fifty other schools that use the Datahub system and these schools vary in demography and size. The Pre-Primary cohort is slightly below (4.1 scale scores) in the Early Years PAT reading testing compared to other Datahub schools. The Year 1 cohort is above in both Mathematics (2.74 scale scores) and Reading (5.77 scale scores), which is pleasing.

#### **ON-ENTRY TARGETS 2020: READING**

60 % of Pre-Primary Students to achieve at or above the state average progression scale 425 -449 (0.2 -0.3)

\*achieved 58% in 2019

\*achieved 49% in 2020

#### **ON-ENTRY TARGETS 2020: WRITING**

55% of Pre-Primary Students to achieve at or above the state average progression scale 200-224

\*achieved 52% in 2019

\*achieved 37 % in 2020

#### **ON-ENTRY TARGETS 2020: SPEAKING & LISTENING**

50 % of Pre-Primary Students to achieve at or above the state average progression scale 450 -474 (0.5)

\*achieved 52% in 2019

\*achieved 53% in 2020

#### **ON-ENTRY TARGETS 2020: NUMERACY**

60% of Pre-Primary Students to achieve at or above the state progression scale 350-374

\*achieved 77% in 2019

\*achieved 71% in 2020

The results early in 2020 precipitated the necessity of engaging in the Language Leadership Program from Term 1, which has been developed through the Language Development Centre and the implementation of Talk 4 Writing in the Early Years. All staff have received training in Talk 4 Writing and we have three language leaders. These are key strategies for the ECE and will continue in 2021 alongside PLD Diana Rigg and Top Ten Maths to drive the learning in Numeracy.

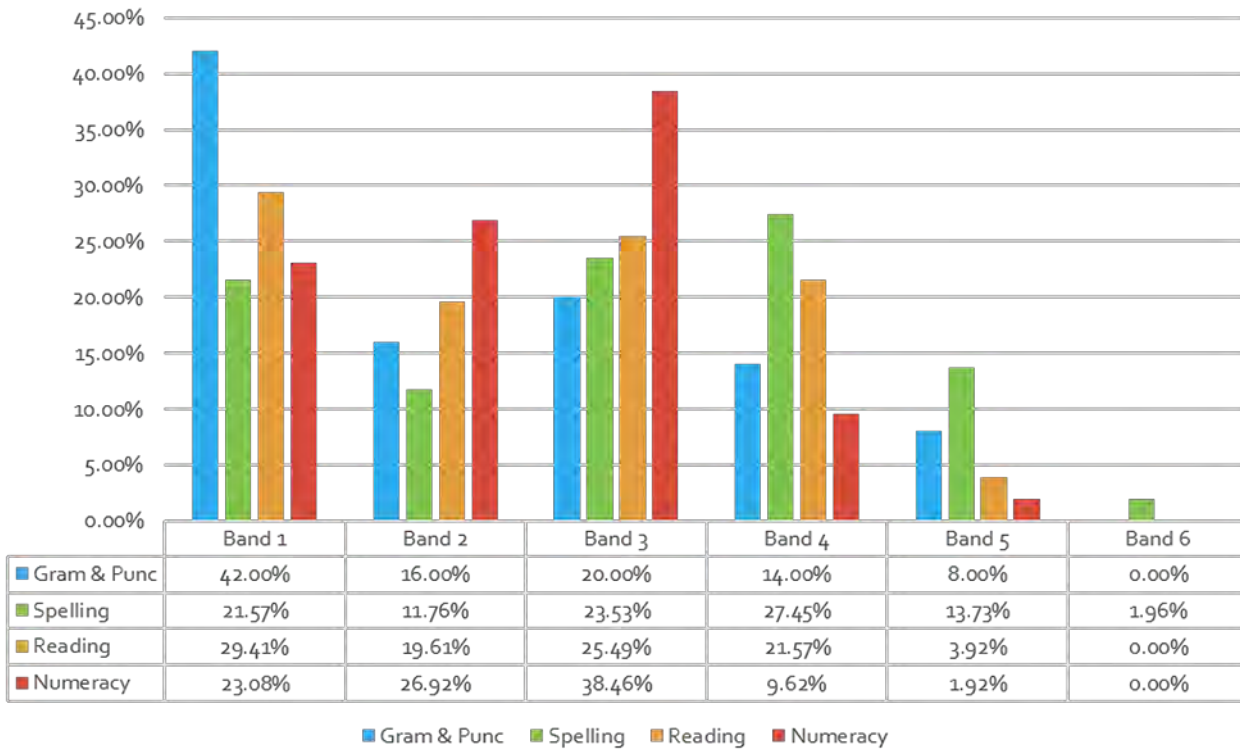


# OPERATIONAL PLAN TARGET(S)

## Teaching and Learning

### 2020 —YEAR 2 'OFF YEARS' NAPLAN TESTING

Band Distribution



The Year 2 cohort engaged in four 'Practise' Year 3 NAPLAN tests with the graph above illustrating the spread of students over the six bands. The data shows that a focus in Grammar and Punctuation is a necessity for the Early Childhood (PP-2) in 2021 and a clear focus for the same cohort in 2021 for Year 3 with 48% of students below the NMS.

Planning in Grammar and Punctuation began in 2020 to support the Year 2 students.

Results in Spelling (78.43% at or above NMS), Reading (70.59% at or above NMS), and Numeracy are pleasing with (76.92% at or above NMS).





# OPERATIONAL PLAN TARGET(S)

## Teaching and Learning

### 2019 (YEAR 2) 'OFF YEARS NAPLAN TESTING' - 2020 (YEAR 3) ALTERNATE NAPLAN TESTING

2019 – 2020 NAPLAN *	Numeracy	Spelling	Gram & Punc	Reading
Average NAPLAN score progress (East Kenwick PS)	62	85	48	76
Effect Size (expected average is 0.4)	0.78	1.38	0.46	0.74

An average effect size of 0.4 is expected between our annual NAPLAN test, either administered by us internally or externally (Year 3,5,7 &9) as a National Assessment Program. External NAPLAN was cancelled in 2020 but NAPLAN alternate assessments were provided to students based on 2017 NAPLAN paper tests and were administered by staff. We were pleased with the results - particularly in Spelling, Numeracy and Reading where we received well above our expected effect size. Grammar and Punctuation is a Year 4 focus for 2021.

### 2019 (YEAR 3) 'NAPLAN TESTING' - 2020 (YEAR 4) 'OFF YEARS NAPLAN TESTING' COHORT

2019 – 2020 NAPLAN *	Numeracy	Spelling	Gram & Punc	Reading
Average NAPLAN score progress (East Kenwick PS)	57	61	15 (value loss)	29 (value loss)
Effect Size (expected average is 0.4)	0.96	0.78	0.17	0.42

An average effect size of 0.4 is expected between our annual NAPLAN test, either administered by us internally or externally (Year 3,5,7 &9) as a National Assessment Program. External NAPLAN was cancelled in 2020 but NAPLAN alternate assessments were provided to students based on 2017 NAPLAN paper tests and were administered by staff. We were pleased with our Numeracy and Spelling results showing well above results in our effect size. Grammar and Punctuation is a focus for 2021 for the Year 5's, alongside Reading, which had a value loss.





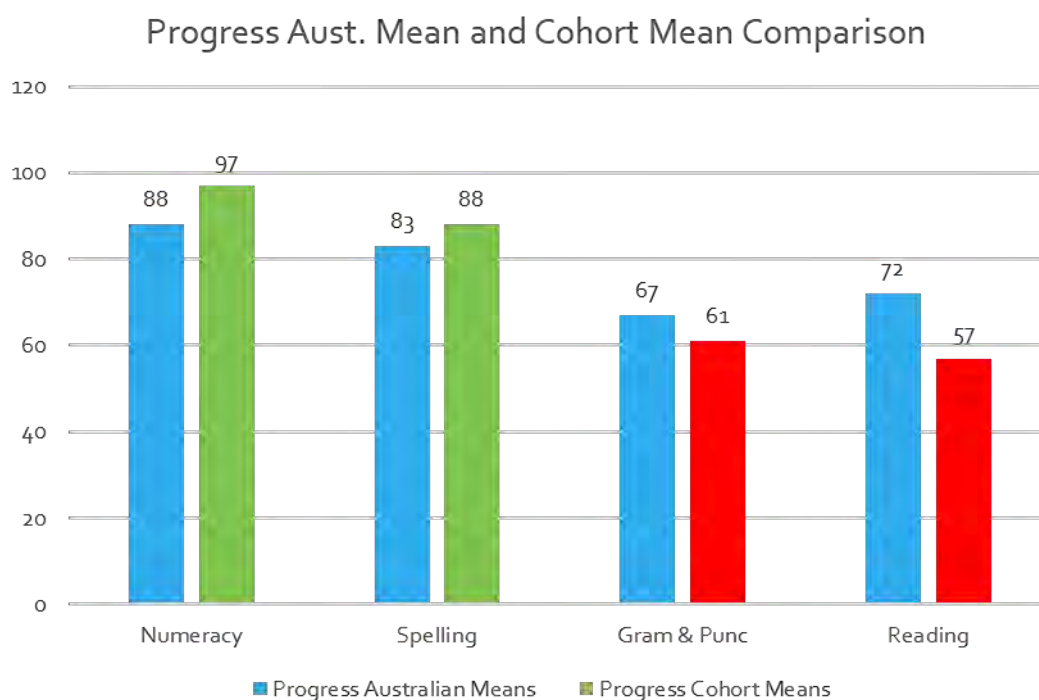
# OPERATIONAL PLAN TARGET(S)

## Teaching and Learning

### 2018 (YEAR 3) NAPLAN TESTING - 2020 (YEAR 5) ALTERNATE NAPLAN TESTING

2018 – 2020 NAPLAN (Year 3 – Year 5)	Numeracy	Spelling	Grammar & Punctuation	Reading
Average NAPLAN score progress (East Kenwick PS)	97	88	61	57
Effect Size (expected average is 0.8)	1.78	1.09	0.65	0.73

An average effect size of 0.8 is expected biannually between NAPLAN tests, either administered by us internally or externally (Year 3,5,7 &9) as a National Assessment Program. External NAPLAN was cancelled in 2020 but NAPLAN alternate assessments were provided to students based on 2017 NAPLAN paper tests and were administered by staff. We were pleased with our Numeracy and Spelling results, which rendered well above expected effect sizes.

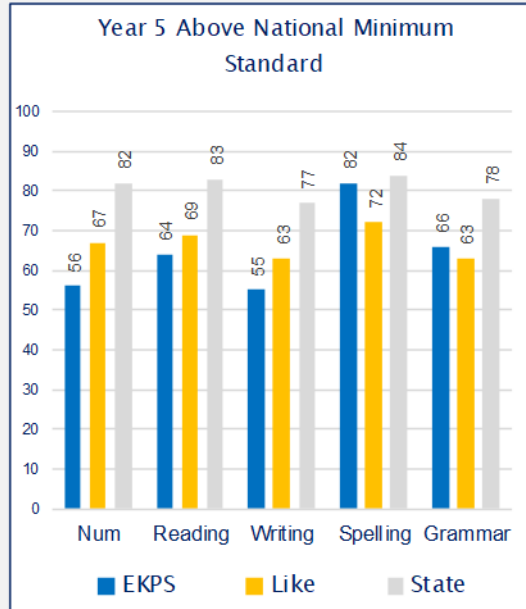
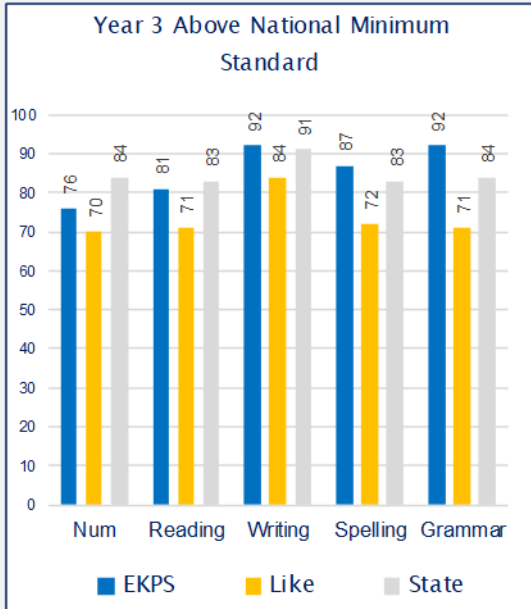


# OPERATIONAL PLAN TARGET(S)

## Teaching and Learning

### 2019 ENGLISH & MATHEMATICS

Students Above the National Minimum Standard (NMS) – NAPLAN 2019



Year 3 Above National Minimum Standard

	EKPS	Like	State
Numeracy	76	70	84
Reading	81	71	83
Writing	92	84	91
Spelling	87	72	83
Grammar	92	71	84

Year 5 Above National Minimum Standard

	EKPS	Like	State
Numeracy	56	67	82
Reading	64	69	83
Writing	55	63	77
Spelling	82	72	84
Grammar	66	63	78

**Year 3 data** indicates that we are above 'like' schools in all areas and 'above' state in Writing, Spelling (green) and Grammar.

We exceeded our Year 3 operational targets in all learning areas.

**Year 5 data** indicates that we are below 'like' schools in Numeracy, Reading and Writing and 'above' in Spelling (green).

However, we achieved our operational targets in Grammar by 10%, Reading by 12%, Writing by 16% and Spelling by 6% .



# OPERATIONAL PLAN TARGET(S)

## Teaching and Learning

### ENGLISH - Grammar and Spelling

Average NAPLAN Grammar Scores (Yr 3 & Yr 5)



Y5 EKPS 462 448 439 451 439 458 443

Y5 LIKE 460 450 448 460 442 465 451

Y3 EKPS 322 345 408 403 386 403 413

Y3 LIKE 373 360 366 388 381 376 387

Average NAPLAN Spelling Scores (Yr 3 & Yr 5)



Y5 EKPS 482 461 470 452 473 495 484

Y5 LIKE 463 462 460 459 460 476 466

Y3 EKPS 344 357 411 404 382 417 413

Y3 LIKE 370 372 359 379 383 373 374

Grammar and Punctuation and Spelling for 2019 shows that our Year 3 cohort achieved better than like schools. The Year 5 data shows that our cohort was slightly below like schools in Grammar and Punctuation, however, the Spelling results were above like schools.

Explicit teaching in Grammar and Punctuation continues to be a focus area across the whole school. Direct Instruction Spelling was used as an intervention strategy for target groups from Year 2-5. Promoting Literacy Development (PLD) is used from K-2.

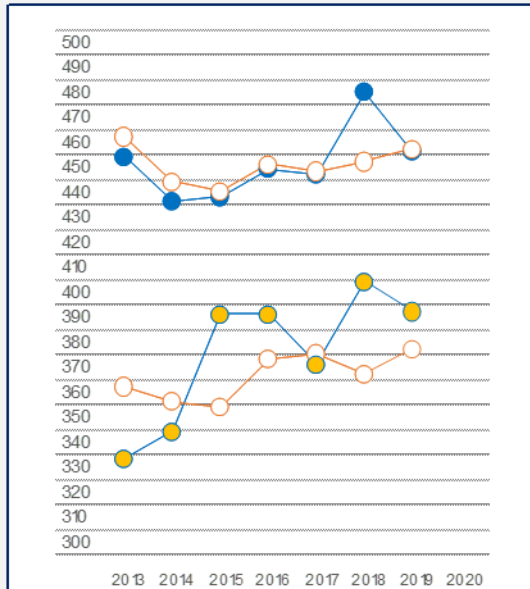


# OPERATIONAL PLAN TARGET(S)

## Teaching and Learning

### ENGLISH – Reading and Writing

Average NAPLAN Reading Scores (Yr 3 & Yr 5)



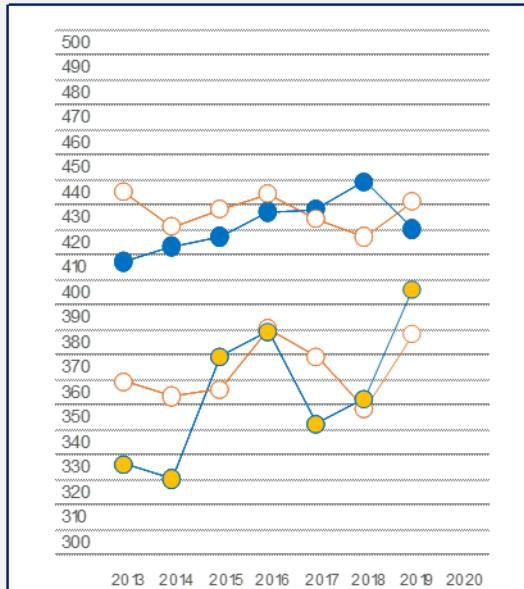
Y5 EKPS 459 441 443 454 452 485 461

Y5 LIKE 467 449 445 456 453 457 462

Y3 EKPS 338 349 396 396 376 409 397

Y3 LIKE 367 361 359 378 380 372 382

Average NAPLAN Writing Scores (Yr 3 & Yr 5)



Y5 EKPS 417 423 427 437 438 449 430

Y5 LIKE 445 431 438 444 434 427 441

Y3 EKPS 336 330 379 389 352 362 406

Y3 LIKE 369 363 366 390 379 358 388

The Reading and Writing data for 2019 shows our Year 3 cohort is above like schools. The Year 5 data for Reading is slightly below like schools and our Writing results show a decline and sit below like schools.

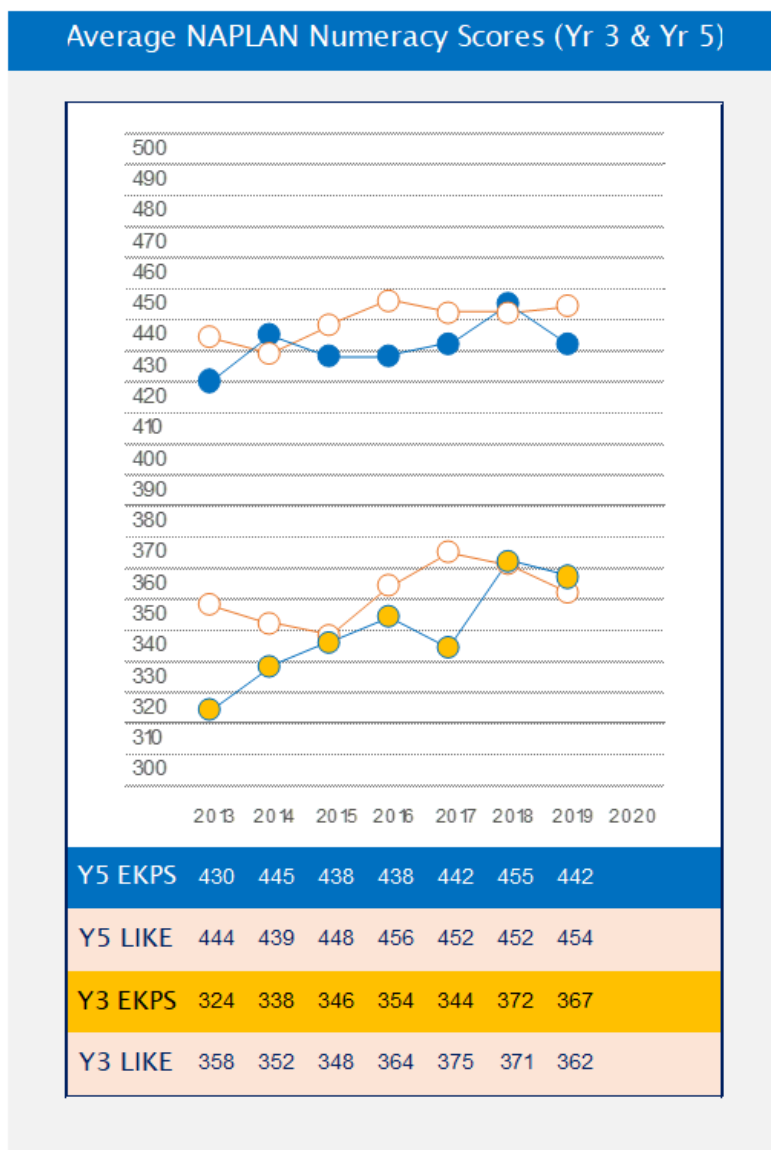
Writing is a whole school focus with implementation of Talk4Writing in the early childhood and Seven Steps for Writing Success in the Years 3-6.



# OPERATIONAL PLAN TARGET(S)

## Teaching and Learning

### NUMERACY



Our Year 3 cohort has achieved above like schools in the 2019 Numeracy data. The Year 5 data is just below like schools. The Year 3 overall results shows a positive trend since 2013.

The school continues to develop a whole school Numeracy approach targeting basic facts, problem solving and vocabulary development.

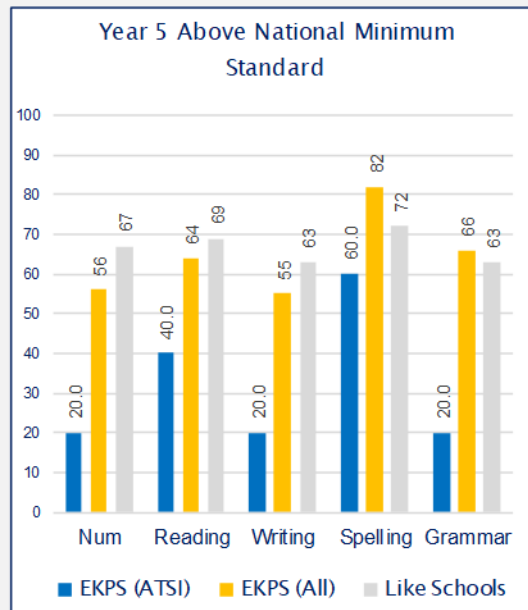
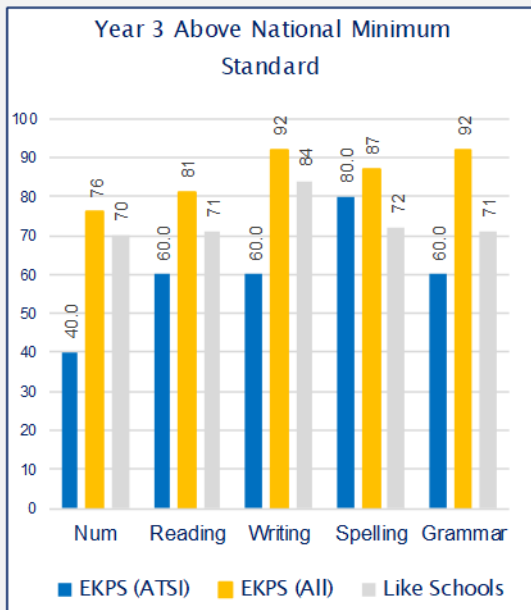




# OPERATIONAL PLAN TARGET(S)

## Aboriginal Student Engagement

Aboriginal Students Above the NMS – NAPLAN 2019



**Year 3 Above National Minimum Standard (%)**

	EKPS ATSI	EKPS All	Like Schools
Numeracy	40.0	76	70
Reading	60.0	81	71
Writing	60.0	92	84
Spelling	80.0	87	72
Grammar	60.0	92	71

**Year 5 Above National Minimum Standard (%)**

	EKPS ATSI	EKPS All	Like Schools
Numeracy	20.0	56	67
Reading	40.0	64	69
Writing	20.0	55	63
Spelling	60.0	82	72
Grammar	20.0	66	63

### Closing the Gap

The results for our like schools does not show the performance of Aboriginal students, however, is a good comparison to demonstrate the performance gap.

Our Year 3 Aboriginal cohort shows they were below in all areas apart from Spelling which they were above like schools. Numeracy has the greatest gap and will continue to be a focus.

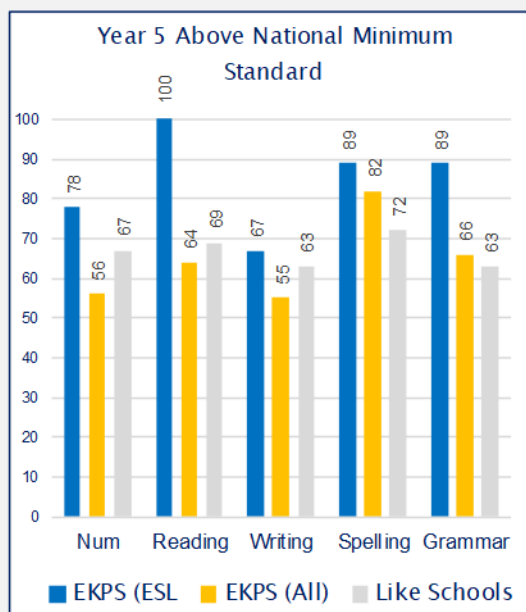
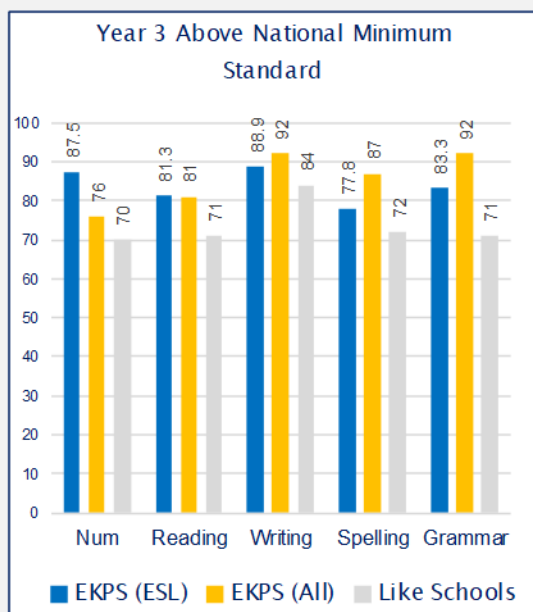
The Year 5 Aboriginal students were below in all areas. Spelling shows an improvement of closing the gap compared to previous years. Three areas of focus are Numeracy, Writing and Grammar.



# OPERATIONAL PLAN TARGET(S)

## English as a Second Language (ESL) Students

English as a Second Language – Students Above the NMS – NAPLAN 2019



**Year 3 Above National Minimum Standard (%)**

	EKPS ESL	EKPS All	Like Schools
Numeracy	87.5	76	70
Reading	81.3	81	71
Writing	88.9	92	84
Spelling	77.8	87	72
Grammar	83.3	92	71

**Year 5 Above National Minimum Standard (%)**

	EKPS ESL	EKPS All	Like Schools
Numeracy	77.8	56	67
Reading	100	64	69
Writing	66.7	55	63
Spelling	88.9	82	72
Grammar	88.9	66	63

Our Year 3 EAL/D students have achieved well above like schools in all areas, especially in Numeracy.

Our Year 5 EAL/D cohort also achieved above like schools across all areas, with a notable result in Reading.



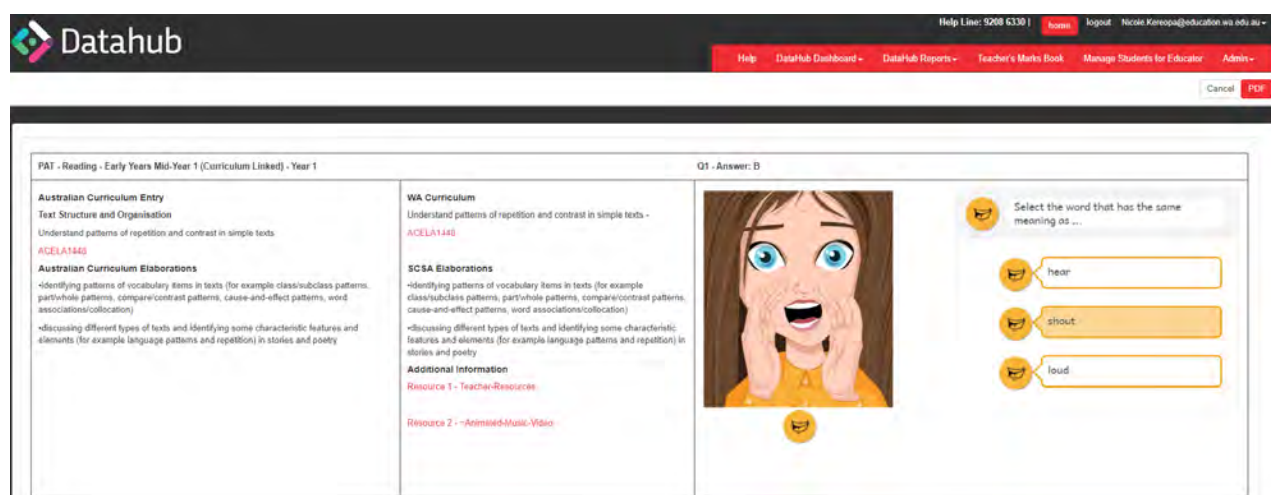
## FOCUS AREA 1

### USING EVIDENCE TO DRIVE DECISION-MAKING

At East Kenwick Primary School we are committed to using data and evidence to ensure decisions are made in the best interests of our students and their outcomes. We use Best Performance to support all staff to identify gaps, trends and areas of celebration.

All of our collected data is stored in a Datahub, which allows staff to create Individual Education Plans, which are specific to a classroom and a students needs.

Our staff are data literate and have been provided ongoing support from our external data coach and our internal teacher coaches.



## FOCUS AREA 2

### BUILD THE CAPABILITY OF OUR LEADERS, TEACHERS AND OUR ALLIED PROFESSIONALS

We are determined to deliver high quality education for our students through the development of workforce plans, to attract, develop and retain high quality staff. In 2020 we were able to attract two high quality graduate staff members in the Early childhood and retain them for 2021-this has ensured the continuity of programs, particularly in PLD and Talk4Writing.

A priority for our school in this Business Plan cycle(2020-2023) are the outcomes for our Aboriginal students and the development of a Reconciliation Action Plan, which has been successful with the creation of a working group committee through the Narragunnawali Organisation. As a staff we have completed a staff reflection and begun writing our vision for reconciliation. This year's NAIDOC Week was a key focus for our school with George Hayden, Chairperson of the Noongar Boodjar Cultural Aboriginal Corporation, speaking to students about cultural awareness, Olman Walley giving a cultural performance and a range of activities in the classroom, supported by our full time AIEO. On going support from the Noongar Boodjar Cultural Aboriginal Corporation will ensure accountability of our Business Plan.



## FOCUS AREA 3

### *STRENGTHEN THE CONDITIONS FOR LEARNING TO SUPPORT TEACHING AND LEARNING EXCELLENCE IN EVERY CLASSROOM*

Wherever possible we will draw on the expertise and knowledge of Aboriginal histories and experiences, cultures and language, and family relationships to positively impact student wellbeing and achievement. With the support of our AIEO, the working RAP committee and Noongar Boodjar Cultural Aboriginal Corporation our school has seen an increase in Aboriginal enrolment, achievement and attendance. Whole School PD in Tracks for Two Way Learning has been booked for 2021.

We will continue to create the conditions for students to develop their personal self worth, self-awareness and identity. This has been successful through the Social Emotional Learning Committee (SEL) who have purchased Zones of Regulation resources for every classroom. The use of emotional coaching, coupled with 1,2,3 Magic has ensured less referrals from classroom teachers who need support with negative behaviour from 10 red cards daily to one red card and or orange card.



## FOCUS AREA 4

### *PROVIDE EVERY STUDENT WITH A PATHWAY TO A SUCCESSFUL FUTURE*

At East Kenwick Primary School we are determined to provide our early years students with the best possible start with access to high quality, evidence-based learning opportunities. The implementation of PLD Diana Rigg has seen a 20% increase each term using the synthetic phonics stages and Talk4writing continues to be a unique process that uses spoken activities to develop writing skills. 2020 was our first year of implementation with Talk4writing and we look forward to the results in 2021. Seven Steps for Writing in Years 3-6 will begin in 2021 with PD booked for all staff in that POL.

We have strengthened our tracking and monitoring of student progress including attendance and engagement to identify the needs of individual students. Teachers develop evidenced based approaches to support all students to succeed using Individual Education Plans (students not achieving a 'C' grade in English and Mathematics), Individual Behaviour Plans (students reaching a tier 3, step 3 repeatedly in the classroom or regular white slip offences during break times) and Individual Attendance Plans for and students achieving below 80% attendance. As a priority we will continue to support identified students' at educational risk of not achieving and implement targeted approaches to successfully engage them in their education using progress maps and AbleWA.

The refurbishment of one of our buildings has seen the beginning stages of our STEM Centre coming to fruition.



## FOCUS AREA 5

### *PARTNER WITH FAMILIES, COMMUNITIES AND AGENCIES TO SUPPORT THE ENGAGEMENT OF EVERY STUDENT*

Parents are our Partners at our school. Parents and carers are involved in case conferences and in the development of individual plans, as well as provide expertise and support in their child/rens learning outcomes. With the support of families, we can support children by referring them for additional support.

Our Lead Education Assistant supports staff with planning, observation and reporting, to benefit students with additional needs. Continuity of school psychologist for 2021 will ensure that our school and community will receive uninterrupted assistance.





### Languages other than English (LOTE)

As per one of 2019's recommendations to further promote Mandarin as our language program at East Kenwick Primary School, Mandarin language was taught to the Year 3, 4, 5 and 6 students in 2020. The language was well received by the Year 6s, as it was their first taste of the language.

Further emphasis for 2020 was to improve on student's understanding and communication of the Language. During Mandarin class time, students were given opportunities to socialise and interact with the teacher and each other in Mandarin as often as possible through class experiences and activities such as interactive games, role play, group work, individual work, themed projects, presentations, etc. Through the projects and presentations, students used their translation skills to create, inform and reflect on what they have learnt during Mandarin class time.

For cultural immersion, traditional Chinese folktales are introduced and read to the class for students to explore values and beliefs across cultures and identify how cultural values are expressed through language.

In addition, students, staff, and the school community had the opportunity to experience the Chinese culture during our Harmony Day event. We had the Lion Dancers from the Yaolin KungFu Association perform a traditional lion dance routine for everyone to enjoy.

In regards to reporting and assessment, ongoing formative and summative assessments are carried out each term. Students are assessed on locating key words and information in simple texts, to interact orally and convey information in Mandarin. The older year levels are also assessed on their ability to use context-related vocabulary and written texts. Students are encouraged to talk about their own experiences of learning and using Mandarin and explore their own sense of identity, including elements such as family, cultural heritage, friends and interests and ways of using language with different people.

At the Year 6 Graduation in 2020, two students were chosen to receive the "Year 6 LOTE award". They were commended for consistently striving their best and displaying an appreciation for the language during Mandarin class.

#### **Recommendations for 2021 to further promote Mandarin as our language program at East Kenwick Primary School:**

- Integrate simple Mandarin greetings as part of a welcome before commencing Gatherings and school events (have students showcase what they have learnt in class to our parents and community).
- Having a Language achievement award presented at Gatherings to recognise and congratulate students for their hard work in Mandarin classes.
- Development of culturally specific and accurate resources.
- Encourage students to use integrate Mandarin in their daily school routine and use the Language outside of Mandarin classroom time. (e.g.: using simple greetings and conversational phrases)

LOTE Mandarin teacher: Mrs Florence Fitzgerald (郭老师)



## Physical Education

This year brought many challenges with providing the students similar sporting opportunities as previous years due to the COVID pandemic. The focus of the Pre-Primary, Year 1 and Year 2 program was to learn and develop fundamental movement skills. These skills lay the foundation for the physical education program in the middle and upper years. Students were taught the rules of games and their importance, how to develop fundamental skills such as throwing, hopping, jumping and striking, and how to work co-operatively in small groups. Students were also introduced to gymnastics with the aim of developing their spatial awareness and learning about how their body moves during exercise.

In the Year 3 and Year 4 Physical Education program, students have engaged in tennis, soccer, basketball, athletics and volleyball with the aim of building on their fundamental skills and learning how to develop skills unique to a specific sport. Students were introduced to game sense activities and how to work as part of a team to achieve a common goal.

In the Year 5 and Year 6 Physical Education program, students engaged in tennis, basketball, soccer, cricket, athletics and volleyball. The program aim was to refine, consolidate and develop greater proficiency across a range of specialised skills, strategies and tactics in game situations and movement challenges. The students focused on improving skill selection and awareness of body position in relation to objects, other people and space, in offensive and defensive contexts.

### Highlights for 2020:

- Interschool Athletics Carnival
- Interschool Cross Country

### Recommendations

Recommendations for 2021 include:

- Further promotion of the cross country running club to achieve higher results at the interschool carnival.
- Apply for sports equipment grants to further the variety of sports programs offered.
- Liaise with sporting clubs to provide appearances and expert specialised sessions.

Interschool Cross Country

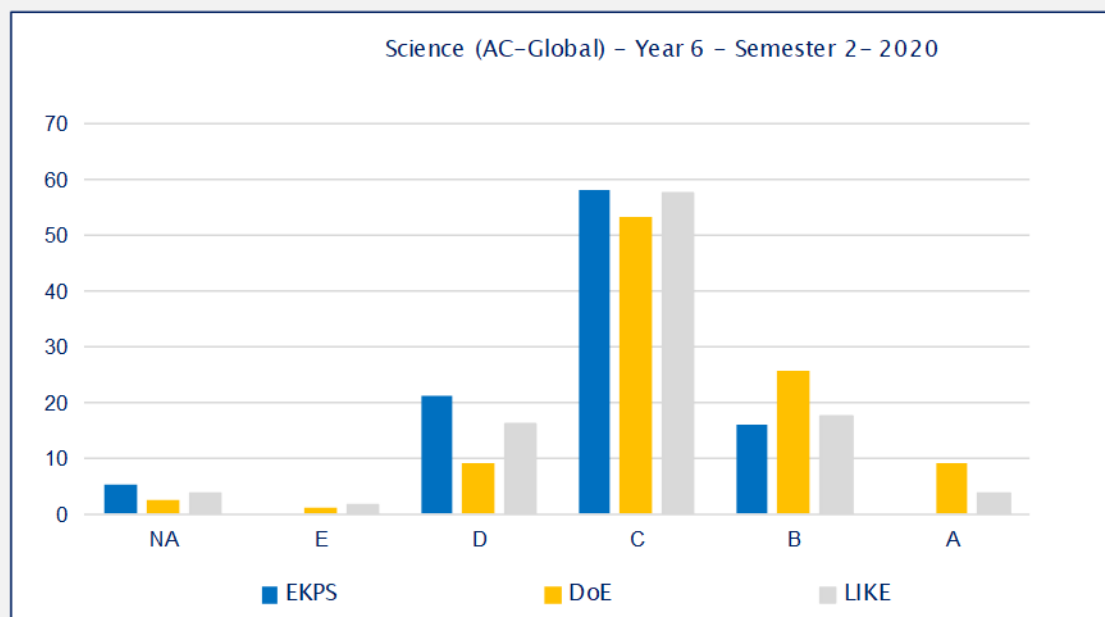


Faction Carnival



## Science

Learning Area Grade Distribution – Year 6 Science



The graph showing grade allocations for Science (above) shows our students mainly receive a “C” grade, with a similar result in state and like schools.

Compared to state and like schools, there was a higher number of “D and N/A” grade allocations.





## Science 2019

### Bush Tucker Sensory Garden 2019

The school, led by Mrs Julie Scull, took part in revitalizing a little used barren garden space into a Sensory garden exploration area. The plants used were bush tucker plants received predominantly as a donation from SERCUL, with a few purchased at a discounted cost from Bunnings Maddington. Students also were exposed to plants used as food by our First Nations peoples, the six seasons as compared to the European four and discussions on how this impacts on our choice of planting. This was a direct link to all students connecting to our country and learning about Indigenous culture. The herbs originally in this space, rosemary, mint and oregano were relocated to a bed opposite with discussions being held on the difference from these European herbs and the bush tucker plants. Students were encouraged to crush the leaves in their hand to release the natural oils and aroma, and compare the leaves between these three plants and those of the bush tucker.

The SWaG's (Sustainability, Waterwise and Garden's) club on Thursday afternoon started the original brain storming session on what we could have in the area, type of plants, what to paint on the wall as a mural. The aim was to continue creating/maintaining the area with back up support from across the school community.

The school was lucky enough to receive a grant of \$1 000 from PALS. PALS is an initiative of the Department which encourages WA schools to develop projects that promote reconciliation in their local community. PALS is based on the core attributes of:

- Partnership between Aboriginal and non-Aboriginal people based on trust, mutual respect and understanding;
- Acceptance of and respect for diversity and valuing Aboriginal perspectives;
- Learning more about each other, Aboriginal histories, languages and cultures; and how we can build strong partnerships with Aboriginal people;
- Sharing a common journey towards healing and reconciliation.

Thank you to all who were involved in the consultation and planning of this space; Mrs Julie Scull, Mrs Carrie Millson, Mrs Elaine Hayden, Mr Gerald Eades, SERCUL (donated plants) and Bunnings Maddington.



## Science 2020

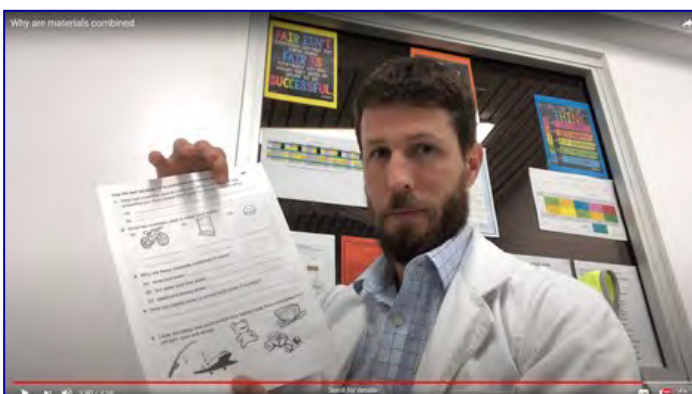
Students at East Kenwick Primary School enjoyed a variety of lessons across all strands; Chemical, Earth and Space, Biological and Physical Sciences. Students were exposed to the content via a range of strategies incorporating hands on investigations, digital technologies and research. Then there was the challenge of online learning during the COVID pandemic with teacher-created YouTube videos and tasks to complete.

Science Week was a blast as we had a special guest, Dr Kari Pitts from the ChemCentre's Forensic Science Laboratory, who presented some explosive experiments to Rooms 1-8. Students in the early childhood and junior classes focussed on plastic pollution and how this is impacting on our marine life. They used the Quiver Education app to help bring their marine animals to life!

### Recommendations for 2021:

- Improve the Year 6 grade achievement of D's and A's to be more align with 'like' schools.
- Use the PAT Science data to develop specific learning programs targeting areas for improvement for each year level.
- Include the PAT Science data in the next annual report to show overall student achievement across the year.
- Start to engage with the Sustainable Schools WA Connect group and explore ideas to implement at East Kenwick Primary School.
- Continue to provide opportunities for students to learn through hands on investigations and digital technologies.

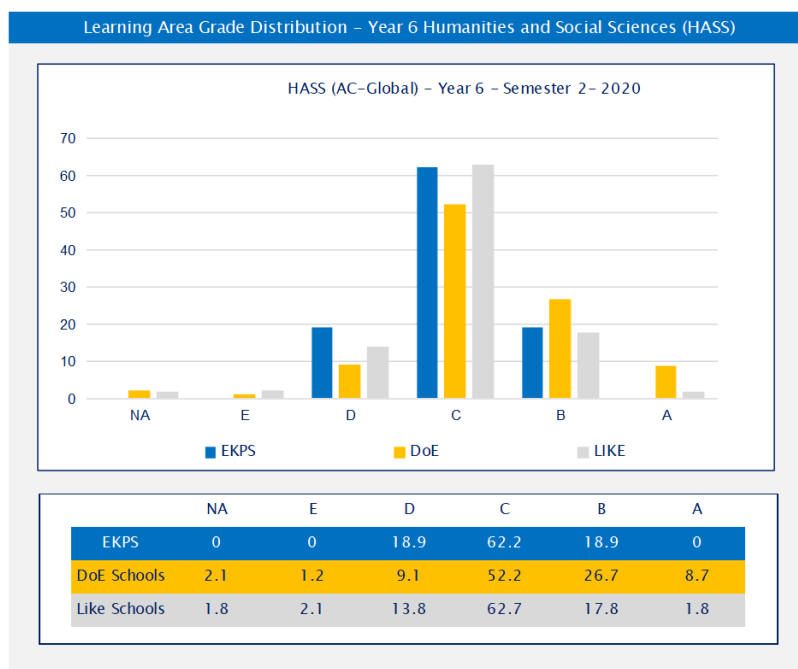
Mr Brett Conduit





## OTHER CURRICULUM AREAS

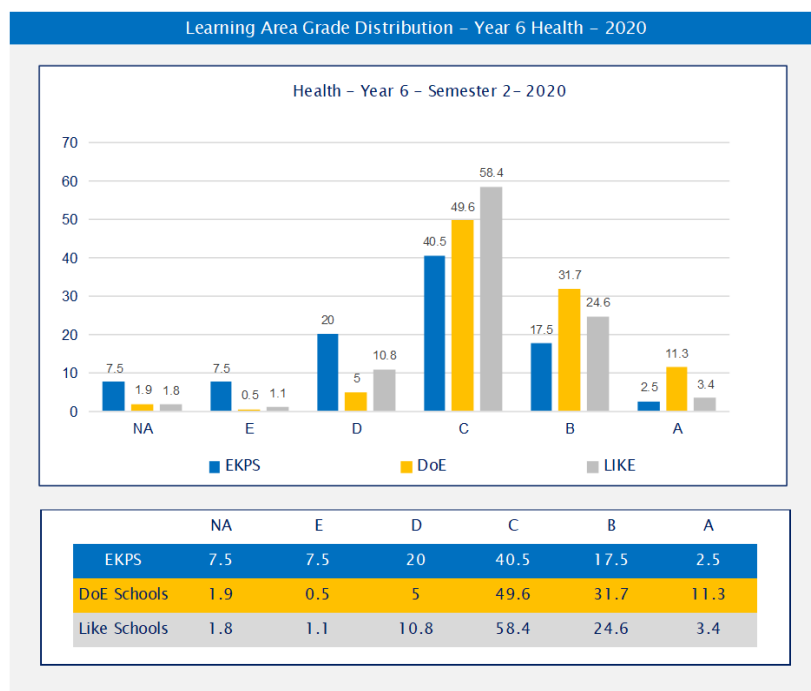
### Humanities and Social Sciences (HASS)



The graph showing grade allocations for HASS (above) shows our students mainly receive a “C” grade, with a similar result in state and like schools.

Compared to state and like schools, there was a higher number of “D” grade allocations.

### Health



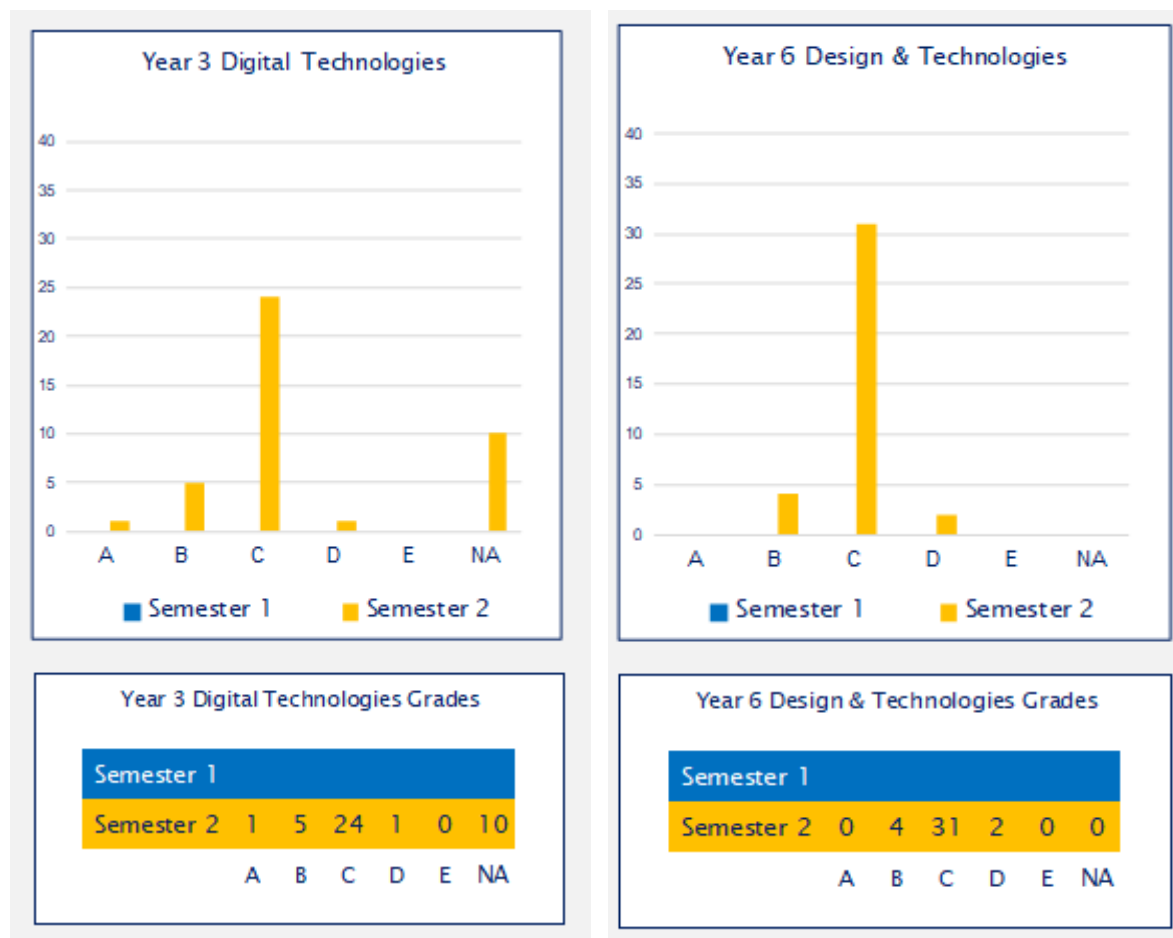
The graph showing grade allocations for Health (above) shows our students mainly receive a “C” grade, with a similar result in state and like schools.

Compared to state and like schools, there was a higher number of “E, D and N/A” grade allocations.



# OTHER CURRICULUM AREAS

## Digital Technologies



The following graphs for Technologies do not display a Semester 1 grade due to COVID. The Semester 2 data indicates most of the Year 3 and 6 cohort receive a “C” grade allocation.

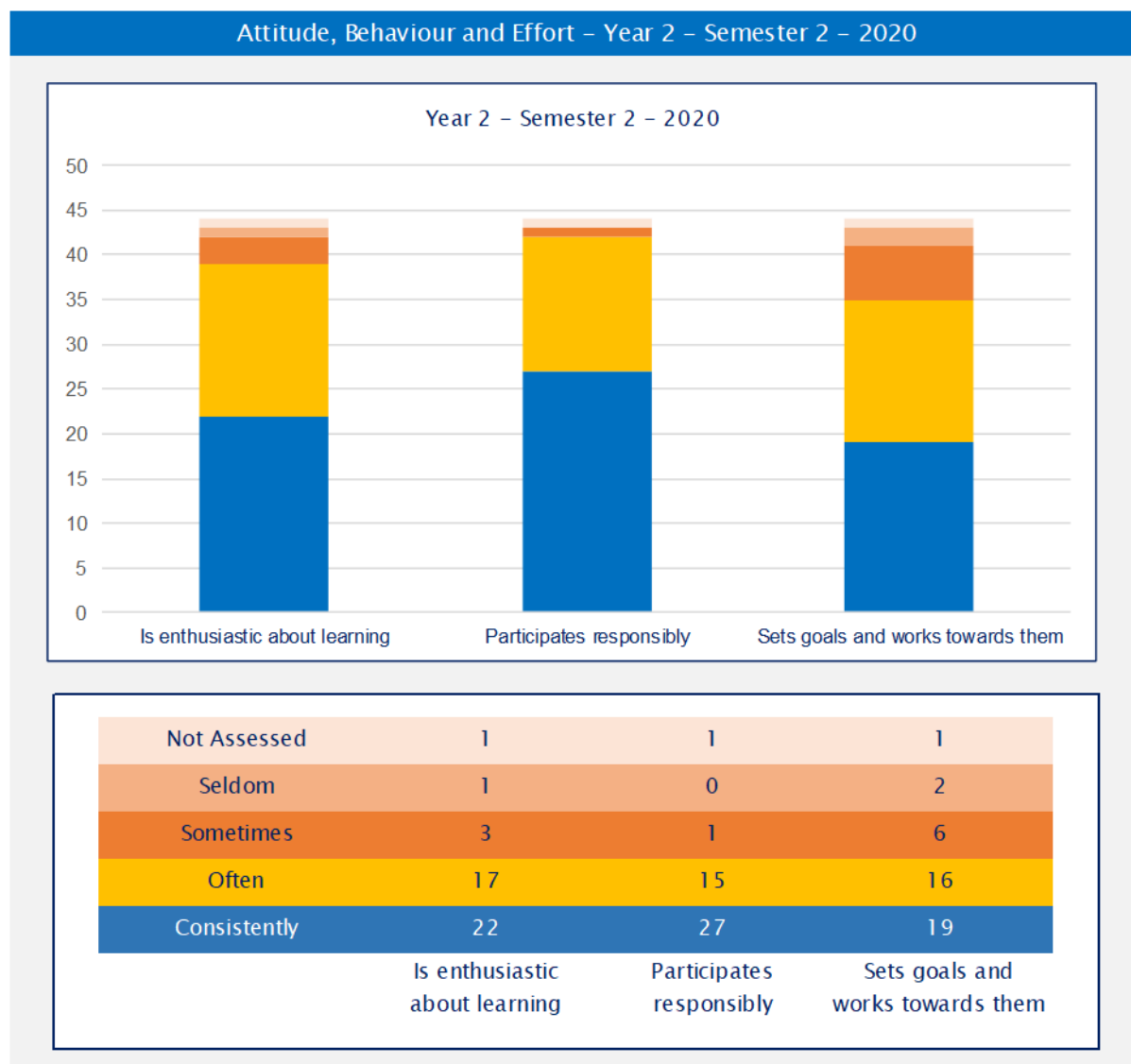


# ATTITUDE, BEHAVIOUR, EFFORT

## Key

The following areas are considered when reporting Attitude, Behaviour and Effort:

1. Is enthusiastic about learning
2. Participates responsibly
3. Sets goals and works towards them



The graph indicates that students in the Early Years are not yet capable of setting goals and working towards them. The Early Childhood (K-2) continue to make this an area of focus in Term 1 as a collective group - 'Kicking Goals' as their theme.

A focus for 2021 will be to an 'intentional' play based learning model.

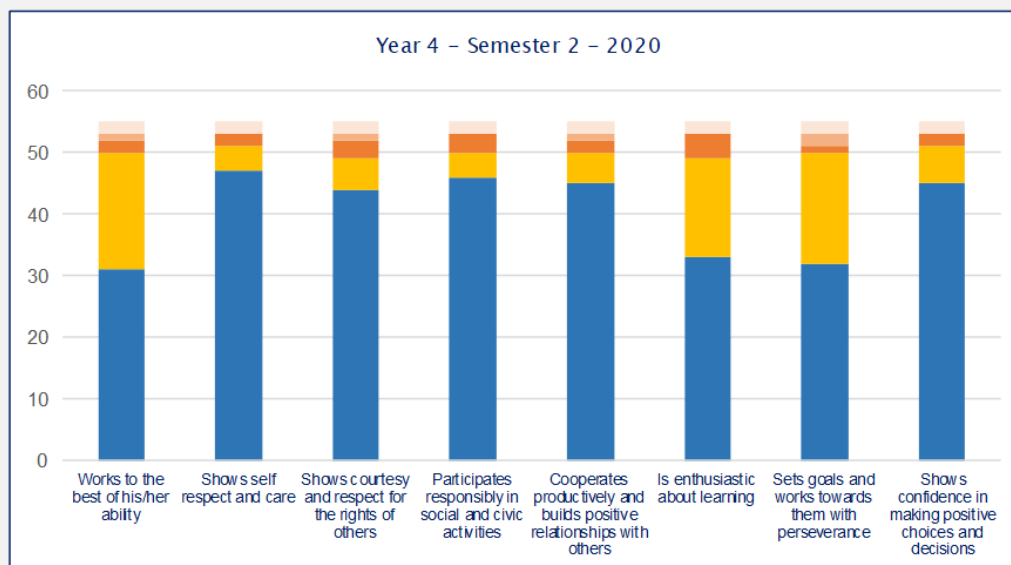


# ATTITUDE, BEHAVIOUR, EFFORT

## Key

1. Works to the best of his/her ability
2. Shows self respect and care
3. Shows courtesy and respect for the rights of others
4. Participates responsibly in social and civic activities
5. Cooperates productively and builds positive relationships with others
6. Is enthusiastic about learning
7. Sets goals and works towards them with perseverance
8. Shows confidence in making positive choices and decisions

Attitude, Behaviour and Effort – Year 4 – Semester 2 – 2020



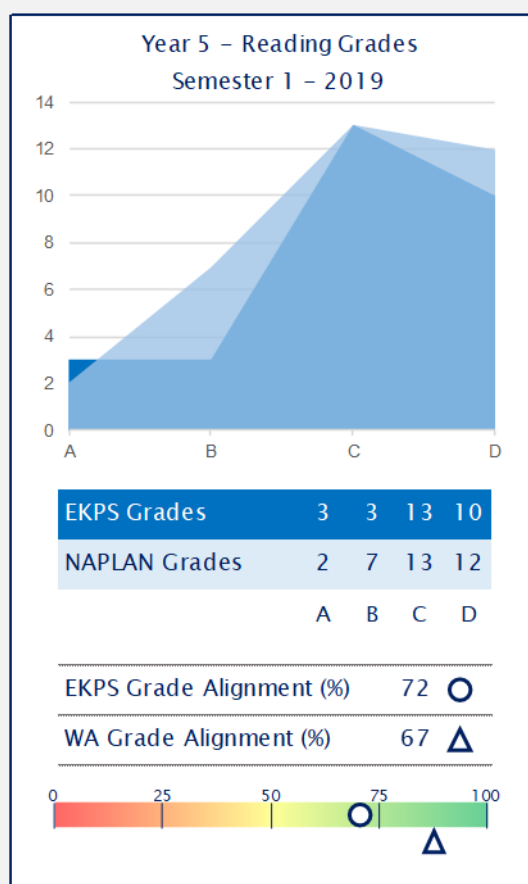
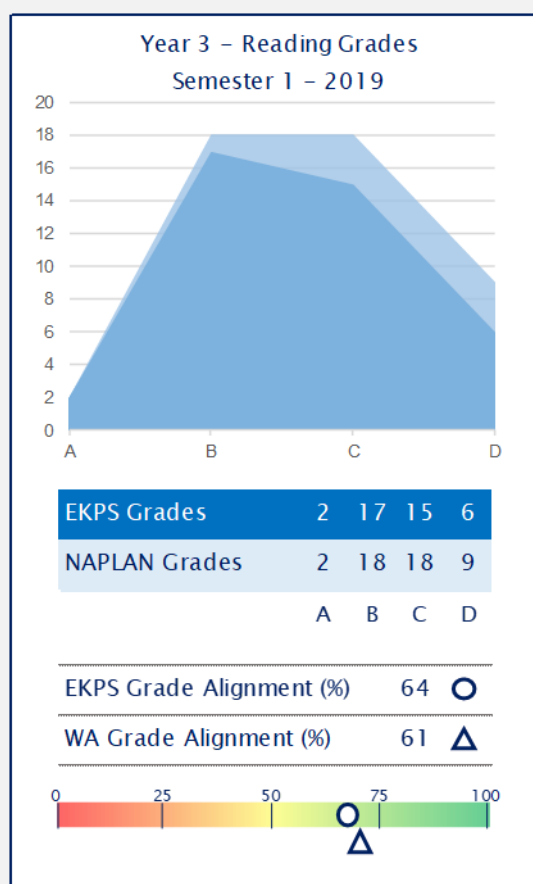
Not Assessed	2	2	2	2	2	2	2	2
Seldom	1	0	1	0	1	0	2	0
Sometimes	2	2	3	3	2	4	1	2
Often	19	4	5	4	5	16	18	6
Consistently	31	47	44	46	45	33	32	45
	Works to the best of his/her ability	Shows self respect and care	Shows courtesy and respect for the rights of others	Participates responsibly in social and civic activities	Cooperates productively and builds positive relationships with others	Is enthusiastic about learning	Sets goals and works towards them with perseverance	Shows confidence in making positive choices and decisions

The data shows a much needed focus for the Year 4 cohort to work to the best of their ability and set goals and work towards them.

Creative staffing for 2021 will ensure that Year 5's are exposed to Year 6 work habits, preparing for secondary education in 2022. Camp, Student Councillor, Faction Captain and transition days will set the scene.



## Teacher Allocated Grades – NAPLAN Assessed Grades Comparison – Semester 1 – 2019



The Year 3 Reading image (above, left) shows a 64% alignment of teacher allocated grades when compared to the NAPLAN testing series grades. The state alignment of teacher grades when compared to NAPLAN grades is 61%.

The school grade alignment 3% better than state alignment.

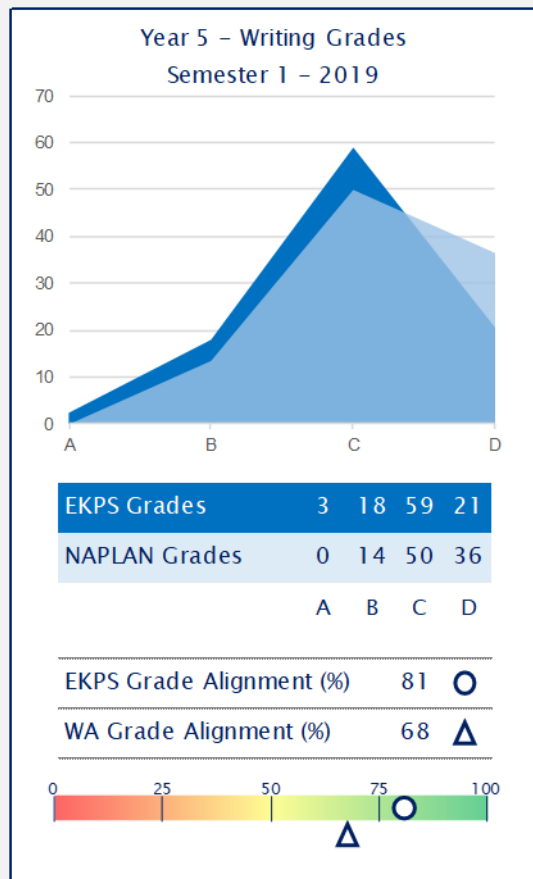
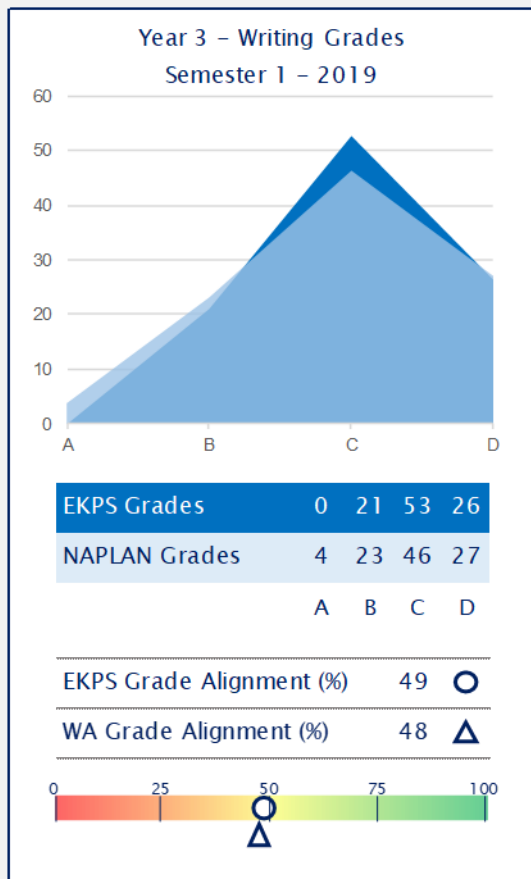
The Year 5 Numeracy image (above, right) shows a 72% alignment of teacher allocated grades when compared to the NAPLAN testing series grades. The state alignment of teacher grades when compared to NAPLAN grades is 67%.

The school grade alignment 5% better than state alignment.



# MODERATION

## Teacher Allocated Grades – NAPLAN Assessed Grades Comparison – Semester 1 – 2019



The Year 3 Writing image (above, left) shows a 49% alignment of teacher allocated grades when compared to the NAPLAN testing series grades. The state alignment of teacher grades when compared to NAPLAN grades is 48%.

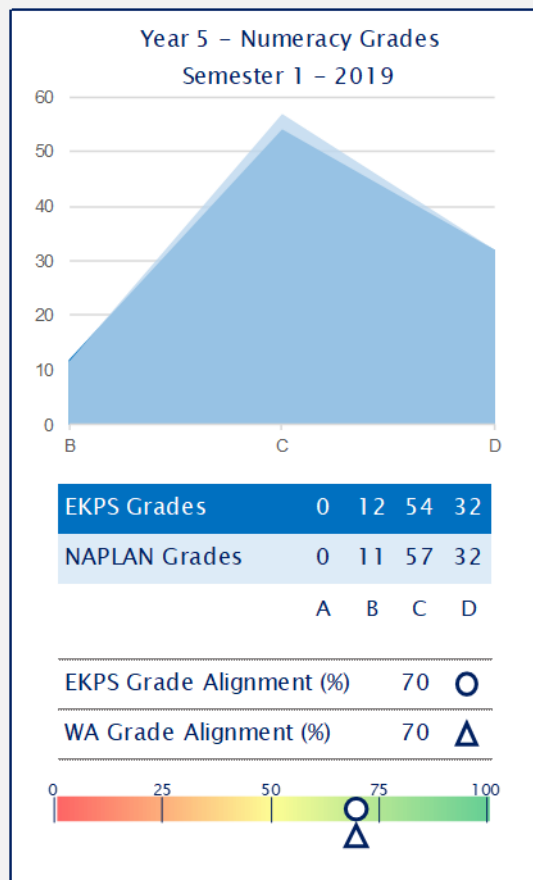
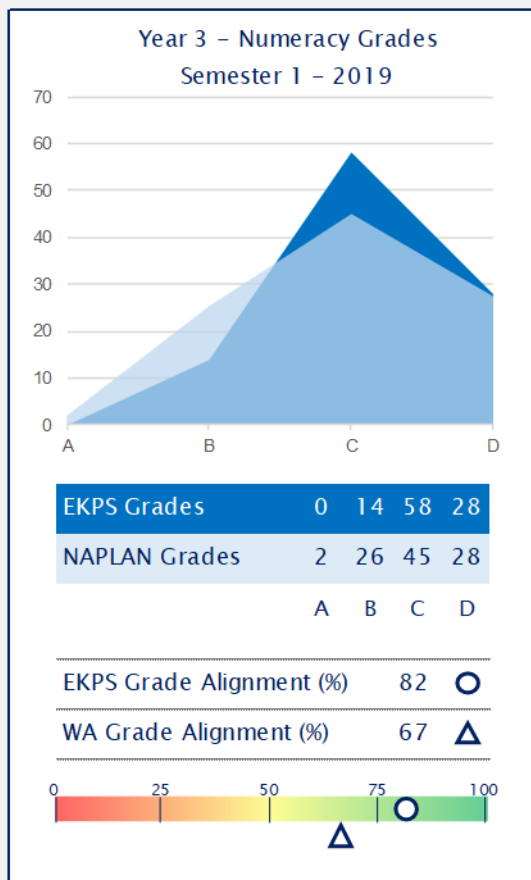
The school grade alignment is similar to state results.

The Year 5 Writing image (above, right) shows an 81% alignment of teacher allocated grades when compared to the NAPLAN testing series grades. The state alignment of teacher grades when compared to NAPLAN grades is 68%.

The school grade alignment is better 13% better than state alignment.

# MODERATION

## Teacher Allocated Grades – NAPLAN Assessed Grades Comparison – Semester 1 – 2019



The Year 3 Numeracy image (above, left) shows a 82% alignment of teacher allocated grades when compared to the NAPLAN testing series grades. The state alignment of teacher grades when compared to NAPLAN grades is 67%.

The school grade alignment is 15% better than state results.

The Year 5 Numeracy image (above, right) shows a 70% alignment of teacher allocated grades when compared to the NAPLAN testing series grades. The state alignment of teacher grades when compared to NAPLAN grades is 70%.

The school grade alignment is identical to state results.

# NATIONAL OPINION SURVEY

## National School Opinion Survey – Parents and Caregivers (2019)

All WA public schools are required to administer parent, student and staff National School Opinion surveys (NSOS) at least every two years. This NSOS was conducted with parents/caregivers in 2019 and the results are shown below.

Survey Questions	Group	Response categories(%)						Survey Response Positions				
		N/A	SD	D	N	A	SA	SD	D	N	A	SA
Teachers expect students to do their best.	Parent/ Caregiver			4	7	49	40					
Teachers provide students with useful feedback.	Parent/ Caregiver			5	12	56	26					
Teachers treat students fairly.	Parent/ Caregiver			2	7	63	28					
This school is well maintained.	Parent/ Caregiver		2	5	11	56	26					
My child feels safe at this school.	Parent/ Caregiver			4	11	53	33					
I can talk to my child's teachers about my concerns.	Parent/ Caregiver			2	4	54	40					
Student behaviour is well managed.	Parent/ Caregiver		2	9	9	60	21					
My child likes being at this school.	Parent/ Caregiver			2	4	56	39					
This school looks for ways to improve.	Parent/ Caregiver			4	11	58	28					
This school takes parents' opinions seriously.	Parent/ Caregiver		2	4	18	60	18					
Teachers motivate my child to learn	Parent/ Caregiver			4	7	61	28					
My child is making good progress.	Parent/ Caregiver			4	14	61	21					
My child's learning needs are being met	Parent/ Caregiver			2	16	68	14					
This school works with me to support my child's learning.	Parent/ Caregiver			2	16	61	21					
This school has a strong relationship with the local community.	Parent/ Caregiver		2	2	19	54	21					
This school is well led.	Parent/ Caregiver		2	2	16	60	21					
I am satisfied with the overall standard of education achieved at this school.	Parent/ Caregiver			5	19	56	19					
I would recommend this school to others.	Parent/ Caregiver		4		19	56	19					
My child's teachers are good teachers.	Parent/ Caregiver		2	2	12	47	37					
Teachers at this school care about my child.	Parent/ Caregiver			4	12	53	32					

Rating Legend: SD = Strongly Disagree, D = Disagree, N = Neither agree nor disagree,

A = Agree, SA = Strongly Agree



# NATIONAL OPINION SURVEY

Most of the survey questions have a parent, student and staff component. The dot on each “heatmap” indicate the average level of response across the groups for each question. Areas of strength and areas for improvement (as indicated in the survey) are outlined below:

The following are noted as areas of strength: i.e. the areas above the “A” category as indicated on each “heatmap”.

The data indicates clear support in the agreed and strongly agreed categories across all survey questions. It is pleasing to see that on average 93% of the Parents are satisfied with East Kenwick Primary School.

It was disappointing that a number of parents did not have an opinion on a range of topics and this was clarified further with ECE Parents feeling that they did not know the school well enough to comment.

13.5% of Parents disagreed that behaviour is well managed at EKPS and this was a focus for 2020 and will continue to be for 2021 too.

9% of Parents disagreed that the school is well maintained at EKPS and this was a focus for 2020 with the new nature playground, completion of the administration block and revamping of the undercover area.

It was disappointing that a number of parents did not have an opinion on a range of topics and this was clarified further with ECE Parents feeling that they did not know the school well enough to comment.

Unfortunately a survey was not administered during 2020 but will be early in 2021 and again in 2022 to ensure that we are compliant.



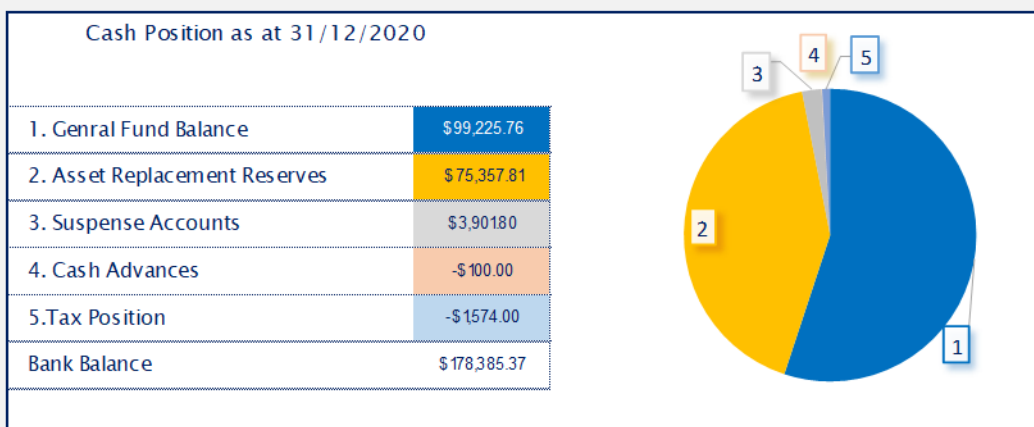
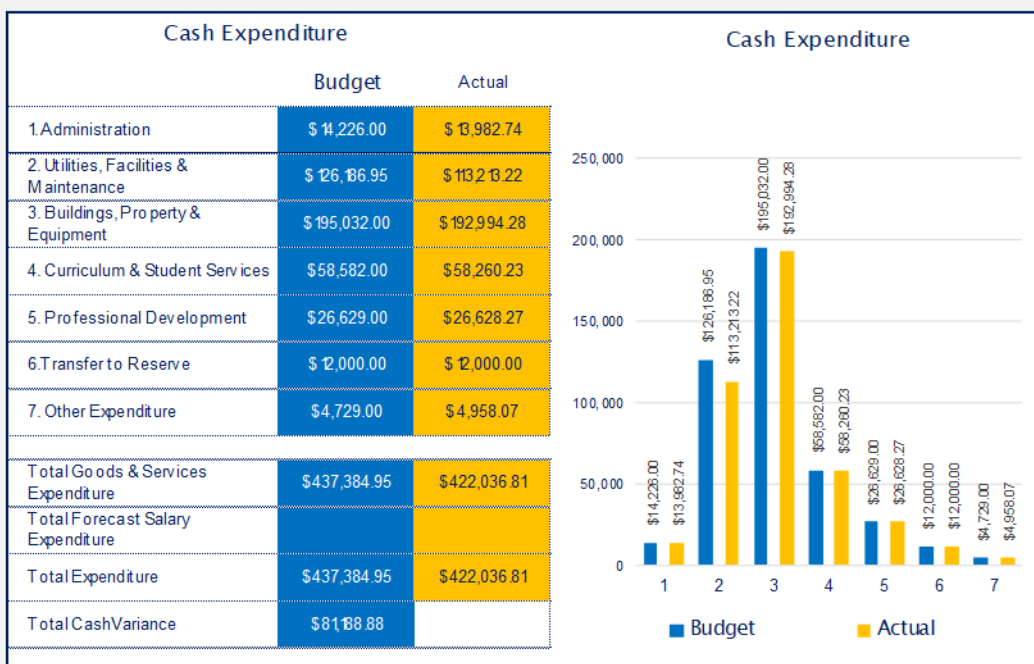
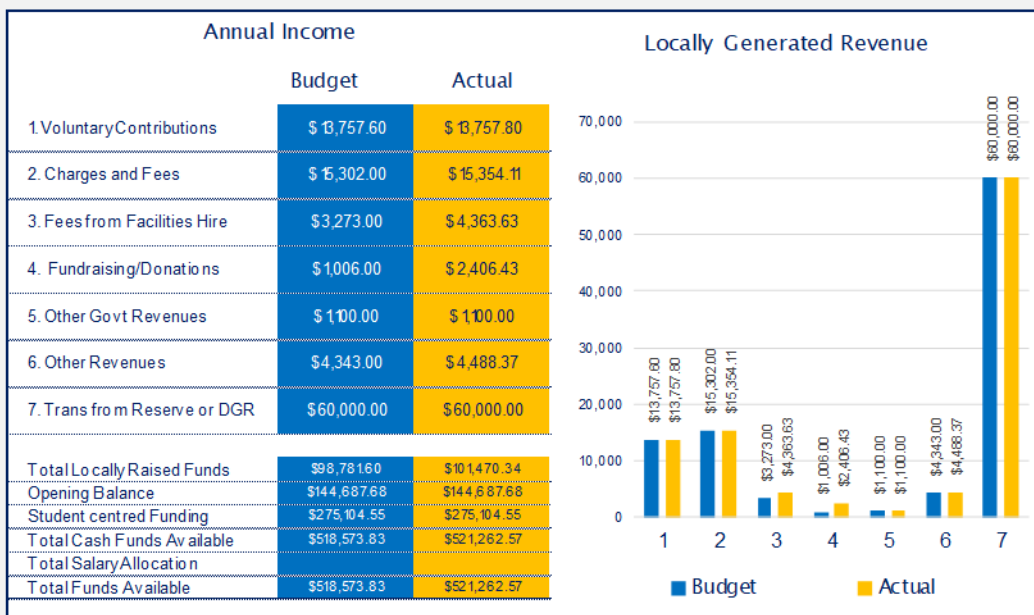


## SPECIAL EVENTS





## School Budget and Annual Accounts for 2020



# 2020 ANNUAL REPORT ENDORSEMENT



A handwritten signature in cursive script that reads "Anderson", written over a horizontal line.

Mrs Nicole Anderson  
Principal



A handwritten signature in cursive script that reads "JBennett", written over a horizontal line.

Ms Julieann Bennett  
School Board Chair

Dated: 24/03/2021

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