

Woodvale Primary School

Annual Report 2021



WOODVALE
PRIMARY SCHOOL

Strive With Pride

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Principal Introduction

I am pleased to present Woodvale Primary School's Annual Report: a summary of our school's achievements, programs and activities over the past 12 months. In this report, we provide performance indicators in academic and non-academic areas and outline progress made toward the implementation of key strategies of our 2020-2022 Business Plan. Whilst the annual report provides a wide range of information, it is a snap shot in time and should be viewed alongside our website updates, parent information sessions and interviews, individual classroom communication, our Learning Journey, P & C and Board meetings. Our 2021 results saw some excellent gains and highlighted areas for development. We continue to review and use systemic and school based information that we collect on student performance to drive our improvement agenda.

In Term 1, the school engaged in a Public School Review process. This process involved Department of Education reviewers conducting an objective verification of the school's self assessment of performance. The review provided assurance to the community and the Director General of the Department of Education that our school met the commitments outlined in the Delivery and Performance Agreement and Business Plan. We were pleased with the validation of our school's programs and processes that the review provided. The full review can be found on our website.

It would not be a true reflection of the year 2021 if I did not mention Covid. Term 2 saw a decline in student attendance as Covid outbreaks were close to Woodvale. Our school community was cautious with many families choosing to stay at home in the last two weeks of term. In Term 3, Covid Guidelines were developed to ensure continuity of learning should students be at home. Our teachers worked together to prepare online lessons and gather resources to send home with our students as needs arose. The school remained open for business as usual. A priority of school operations were social distancing protocols, increased cleaning routines and improved personal hygiene practices.



Staff changes in 2021, included key leadership:

- Mr Neil McCallum took leave in July. Lisa Wade appointed Principal.
- Ms Cally McNeill took parental leave in January. Ms Jemma Flockhart appointed Deputy.
- Mrs Jenny Garside retired. Mrs Janet Vincent was appointed Manager Corporate Services in Term 4.
- Mr Corry Bewick retired. Royce Puccinelli was appointed the PE specialist in Term 2.
- Mr Jim Dickinson retired. Mr Lucas McKane was appointed School Gardener for Term 1, 2022.
- Mr Michael Thomas retired.

Semester 2 saw recruitment processes to employ the highest quality practitioners for 2022, both full time and part-time, fixed term and permanent positions.



At Woodvale PS, we are continually engaged in a process of evaluating what we do and how we do it, so that our curriculum is contemporary, relevant and future focused. 'Developing 21st Century Learners' was revisited, and attention to improving our STEM program and IT capabilities were required. Evidence-based whole school approaches are implemented and streamline teaching and learning across K-6. The PLD program was introduced to improve literacy outcomes in the early years. Visible learning strategies continued to be embedded across classes, with a focus on feedback, explicit learning intentions and differentiation. Curriculum content is delivered using consistent teaching pedagogies to enhance the learning outcomes of our students.

Our values program, established in 2020 to reinforce our four core values of respect, kindness, responsibility and honesty, continued to be successful. Students worked hard to earn and receive values tokens which contributed to targeted rewards. Two very special whole-school rewards included entertainment from the hilarious and talented singer Chris Murphy and the outstanding Taiko drummers.



We had many highlights throughout 2021, including the Year 6 camp, NAIDOC celebrations, faction and interschool athletics carnivals, Book Week, the Learning Journey, our community carols evening, the P&C Quiz Night and Colour Run, Woodvale Dad's events, One Big Voice, Soapbox Speaking Competition, a change in faction names and many more. These are mentioned in our 'A-Z of Woodvale' with accompanying photographs.

I would like to thank Sam Byrne, Board Chair, the WPS School Board and the P&C for their ongoing support. I hope that in reading this annual report you gain an appreciation of the hard working school community that defines Woodvale Primary School and how the commitment of our staff, students and families make this an excellent school. I am delighted to share with you a snapshot of another successful school year.

Lisa Wade
Principal
April 2022



Staff 2021

PRINCIPAL:

Neil McCallum / Lisa Wade

DEPUTY PRINCIPAL:

Jemma Flockhart / Mandy Brosnan

**MANAGER CORPORATE SERVICES
SCHOOL OFFICER**

Jenny Garside/Janet Vincent
Debbie Westcott

K1/2 Kindergarten

Bronwyn Clark / Corinne Black

PP1 Pre-Primary

Shylie Elliott / Stephanie Bateman

PP2 Pre Primary

Rebecca Mosel / Danni Ansell

A3 Year 1

Caryn Toutountzis /Kim Elson

A4 Year 1

Heather Nguyen

A5 Year 3

Julie Mercovich

A6 Year 3

Cara Thomas

A7 Year 2

Yugie Govender

A8 Year 2

Trish Di Candilo / Annie Willis

A9 Year 3

Jade Mortimer

A11 Year 5

Val Cutler

A12 Year 4

Jenny Worth / Ashleigh Onn

A13 Year 6

Brett Barber

A14 Year 5

Scott McManus / Renee Aitken

A15 Year 6

Laura Priestley

A16 Year 4

Deb Hendriks

MUSIC

Jolanda Speelman

SCIENCE

Vanessa Scott

PHYSICAL EDUCATION

Royce Puccinelli

I.C.T NETWORK

Scott McManus

LANGUAGES (Japanese)

Corinne Black

SCHOOL PSYCHOLOGIST

Erin Jarvis

SCHOOL CHAPLAIN

Sharon Warnes

SCHOOL NURSE

Stephanie Kneale

LIBRARY OFFICER

Liane Hogan

EDUCATION ASSISTANTS:

Donna Hamer, Tanya McLean, Karen Napier, Maria Sangrigoli, Tanya Howell, Antoinette Brown, Jenny Atkinson, Karen Napier, Marie Byard, Karen Lynch, Christina Posselt

GARDENER:

James Dickenson, Mark Owens

CLEANERS:

Jovanka Cekic, Ray Cekic, Natalie Cekic-Hodge, Nathan Fernandez



School Board Report

In 2021, Board membership consisted of 8 voting members, including the Principal, two staff representatives and five parent representatives. With the exception of the Principal, all Board members are elected by the parent or staff communities they represent. Board members remain on the Board for a term of three years. When a parent member term expires, a position is advertised and elections are held. During the year, the Board welcomed two new members; Jacqui Bauer replaced Sarah Mosconi when her term expired, and Lisa Wade replaced Neil McCallum as Principal in July when Neil took leave.

The Board fulfils an important support role at Woodvale Primary School. While it doesn't have operational responsibilities, it allows for elected representatives to provide a constructive voice for parents, the wider community and staff. The commitment of being on the Board is significant, with two meetings per term along with the preparation time required for each meeting. It is a role that none of the members take lightly and I am thankful for the thoughtful and vigorous contributions from each of the Board members:

- Sam Byrne Board Chair
- Neil McCallum Principal Semester 1
- Lisa Wade Principal Semester 2
- Nina Huynh Parent representative
- Bridhid Jay Parent representative
- Anneke Roux Parent representative
- Sarah Mosconi Parent representative
- Jacqui Bauer Parent representative Term 4
- Rebecca Mosel Staff representative
- Jenny Worth Staff representative Semester 1
- Jade Mortimer Staff representative Semester 2



During the year the Board reviewed the following in its advisory role:

- The school budget and associated financial position throughout the year
- The school's ongoing delivery of the 2020-2022 Business Plan
- The school's performance data
- Third party Out of School Care services; leading to a wider committee formed to review tenders, ultimately resulting in a change of OSHC provider to Camp Australia

The Board delivered the following in 2021 in its approval role:

- Voluntary Contributions and Charges Schedule
- Personal Requirements lists
- Review of proposed School Development Days
- Review of the School Class Placement Policy
- Review of the Workforce plan

By ensuring that all Board members are kept abreast of roles, responsibilities and functions, we strive to always be a cohesive team. One of the Board's significant responsibilities for 2021 was to ensure community context is captured and feedback from the past school community survey is heard. Board members were introduced to the 'Engaging and Working with our Community' topic from the Education Department and it continues to be an integral focus of our meetings. It is our pleasure to promote Woodvale Primary School in our community.

Sam Byrne

Board Chair

P+C Report

The Woodvale P&C are a small yet dedicated group of hard working and supportive parents. Thank you to all who contributed their time over the year to make a difference to our school. The P+C had a very productive and engaging year in 2021, despite some of the challenges presented by Covid.

The P&C was able to raise over \$54,000 through contributions and events which included the Easter Picnic, Book Club, cake stalls, Mother's Day and Father's Day stalls, Election Day sausage sizzle, discos, Quiz Night, Colour Run, Bunnings Sausage Sizzle and the Christmas Carols evening.

It was exciting to see the new naming of the factions, which was a whole school initiative which began as a simple request at a P&C meeting!

The P&C provided in excess of \$20,000 in contributions and were able to provide funding for:

- Lexile 2022 book collection
- New reading books for Years 4 to 6
- New library books via the Book Fair
- Chaplain and BUZ program
- Choir shirts
- Faction shirts
- Pre-Primary comprehension kits
- Year 1 comprehension kits
- Sensory furniture across all years
- Milestone badges for the Running Club

Jason Sachse
P+C President



Demographic Information

Student Numbers (as at 2021 Semester 2)

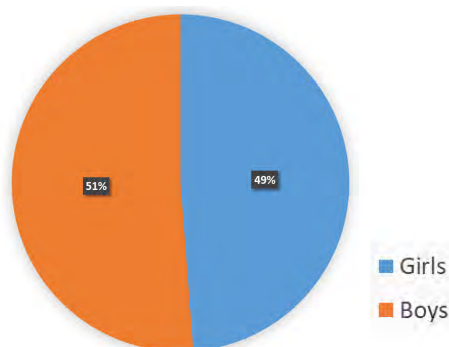
Student Number	(FTE)
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Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(19)	44	43	44	58	70	59	57	394
Part Time	37								

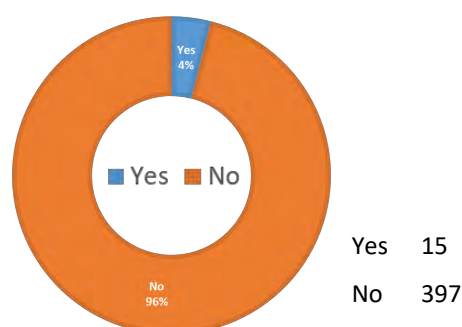
Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

	Kin	PPR	Pri	Sec	Total
Male	20	29	162		211
Female	17	15	169		201
Total	37	44	331		412

	Kin	PPR	Pri	Sec	Total
Aboriginal			3		3
Non-Aboriginal	37	44	328		409
Total	37	44	331		412



LANGUAGE BACKGROUND OTHER THAN ENGLISH



Semester 1	2017	2018	2019	2020	2021
Primary (Excluding Kin)	365	381	371	366	378

Index of Community Socio-Educational Advantage (ICSEA)

Key factors in students' family backgrounds (parents' occupation, school education and non-school education) have an influence on students' educational outcomes at school. ICSEA provides a scale that numerically represents the relative magnitude of this influence, and is constructed taking into account both student and school level factors.

School ICSEA value 1083

School ICSEA percentile 81

Destination Schools

2021 school destinations of the 2020 student cohort

Year Level : Y06 ▾ Male: 24 Female: 22 Total: 46

Destination Schools	Male	Female	Total
4144 Woodvale Secondary College	22	20	42
1438 Australian Chr Coll - Southlands	1		1
4129 Duncraig Senior High School	1		1
1383 Mater Dei College	1		1
1259 Newman College		1	1
6158 Shenton College Deaf Ed Ctre		1	1
1325 St Mark's Anglican Com School	1		1
4125 Wanneroo Secondary College	1		1

AEDC School Profile 2021

The Australian Early Development Census (AEDC) is conducted every three years and collects national data on the developmental health and wellbeing of all children starting their first year of full-time school. This data provided important information to support our planning and service provision.

The AEDC measures five important areas of early childhood development

- Physical health and wellbeing
- Social competence
- Emotional maturity
- Language and cognitive skills (school-based)
- Communication skills and general knowledge

2021 Woodvale data indicated a decrease in emotional maturity and language and cognitive skills from 2018 to 2021 and an increase in communication skills and general knowledge from 2018 –2021. There was no change indicated across the other domains. Interestingly there has been a decline in oral language across Australia and an increase in access to occupational therapy and speech therapy.



National Quality Standards (NQS)

NQS sets a national benchmark for quality in education and care services across Australia. Early Childhood Education programs to Year 2 in WA schools are required to meet the NQS.

The K-2 teachers completed a self-audit by reflecting on each element of the NQS and assessed our performance for each of the seven standards. Staff collated evidence to support these findings and identified focus areas to work towards. An ongoing reflection tool is utilised across the early childhood. Quality area 1 was a focus for 2021.

National Quality Standard		
	Working Towards	Meeting
QA1 – Educational Program and Practice		
QA2 – Children’s Health and Safety		
QA3- Physical Environment		
QA4 – Staffing Arrangements		
QA5 – Relationships with Children		
QA6 – Collaborative Partnerships with Families and Communities		
QA7 – Governance and Leadership		

On-Entry

During Term 1, all Pre-Primary and Year 1 students underwent the Department's On-Entry assessments. These assessments provide teachers and parents with information about the skills and understandings in speaking and listening, reading, writing and numeracy that a child brings to school at the start of a year in Pre-Primary and Year 1. These inform the planning and delivery of targeted programs, reflective of each child's needs and capabilities. Results are expressed as a raw score which are then converted into a scaled score, with all assessments using the same scale. These assist teachers to make a more comparative judgement of student progress.

Once completed, a parent summary report was provided for each student and individual parent meetings were conducted. Teachers analysed the data during collaborative meetings and directed teachers' planning. Programs and school resources in the early years were targeted to address the specific needs of our students.

The explicit teaching of the PLD phonics program, adopted as a K-2 approach in 2020, was a focus in all classrooms. Staff engaged in professional learning and collaborative planning to ensure rigorous delivery and a common approach.

Student Achievement:

Pre-Primary - On Entry Assessment			
Speaking and Listening			
2021		2020	
Woodvale	State	Woodvale	State
Above: 41%	Above: 42%	Above: 39%	Above: 42%
At: 16%	At: 16%	At: 19%	At: 16%
Below: 43%	Below: 42%	Below: 42%	Below: 42%
The Median Score Range for the State was between 450 – 474 in 2020 and 2021. In 2021, WPS achieved results aligned with the state performance in Speaking and Listening. The median score range for the state remained the same in 2020 and 2021. WPS had 39% of students above the state median score range in 2020, which has improved to 41% in 2021.			
Reading			
2021		2020	
Woodvale	State	Woodvale	State
Above: 36%	Above: 33%	Above: 25%	Above: 35%
At: 25%	At: 24%	At: 26%	At: 24%
Below: 39%	Below: 43%	Below: 49%	Below: 41%
The Median Score Range for the State was between 450 – 474 in 2020 and 2021. In 2021, WPS performed 3% above the state median score range and had 4% less students working below the median score range than the state. The median score range for Reading across the state remained the same in 2020 and 2021. In 2020 WPS had 25% of students above the state median, however in 2021 this number has increased to 36% of students performing above the state median.			
Writing			
2021		2020	
Woodvale	State	Woodvale	State
Above: 30%	Above: 39%	Above: 37%	Above: 42%
At: 25%	At: 19%	At: 14%	At: 20%
Below: 45%	Below: 42%	Below: 49%	Below: 38%
The Median Score Range for the State was between 200 – 224 in 2020 and 2021. In 2021, WPS had 55% of students working at or above the state median score range compared to the state which had 58% of students working at or above the median score. The state median score range for Writing remained the same in 2020 and 2021.			

Numeracy			
2021		2020	
Woodvale	State	Woodvale	State
Above: 45%	Above: 38%	Above: 25%	Above: 37%
At: 16%	At: 18%	At: 26%	At: 18%
Below: 39%	Below: 44%	Below: 49%	Below: 45%
The Median Score Range for the State was between 425 – 449 in 2020 and 2021. In 2021, WPS had 45% of students above the state median score range compared to 25% in 2020 and 29% in 2019. In 2021 WPS had 7% more students working above the state median than the state in Numeracy. The median score range across the state for Numeracy remained the same across 2019, 2020 and 2021. In 2019 and 2020 WPS had 51% and 49% of students performing below the state median, however in 2021 this number has decreased to 39% of students performing below the state median.			

There is no 'desirable score' or minimum standard for the commencement of Pre-Primary. Evidence shows that a low score at the beginning of Pre-Primary does not predict a student's capacity to progress through school.

Student Progress:

There is no state data for Year 1: Module 2 as it is not a mandatory assessment.

Speaking and Listening		
Pre-Primary 2020	Year 1 2021	Progress
465 median score for WPS students	609 median score for WPS students	Average of 144 point gain from PP to Year 1.
There is no state median for Speaking and Listening due to the nature of the assessment being subjective.		

Reading		
Pre-Primary 2020	Year 1 2021	Progress
451 median score for WPS students	500 median score for WPS students	Average of 49 point gain from PP to Year 1.
48 points is the expected progress from Module 1 (PP) to Module 2 (Year 1) for a score of 451. Our average gain was as expected for Reading.		

Writing		
Pre-Primary 2020	Year 1 2021	Progress
213 median score for WPS students	513 median score for WPS students	Average of 300 point gain from PP to Year 1.
For a score of 227 the expected progress from Module 1 (PP) to Module 2 (Year 1) is 218 points. Our average gain was significantly higher than expected for Writing.		

Numeracy		
Pre-Primary 2020	Year 1 2021	Progress
432 median score for WPS students	490 median score for WPS students	Average of a 58 point gain from PP to Year 1.
For a score of 432 the expected progress from Module 1 (PP) to Module 2 (Year 1) is 78 points. Our average gain was lower than expected for Numeracy.		

*The above data only includes the stable cohort of students who sat the test in Pre-Primary and in Year 1.

Student Achievement

Woodvale Primary School has an established and systematic plan for the collection of a range of system and school-based student performance data, as outlined in the WPS Assessment Schedule. Teachers are supported to engage in rigorous data analysis processes. This provides them with timely information that is used to differentiate teaching to target the specific needs of the cohort, small-groups and individuals. The primary assessments are the On-Entry, NAPLAN, PAT and PLD screening tools.

NAPLAN

The WPS Business Plan target for 2021: The achievement for Year 3 and 5 students in NAPLAN in Numeracy and Literacy assessments will be 25 points above the WA Public Schools mean.

Reading

Year 3

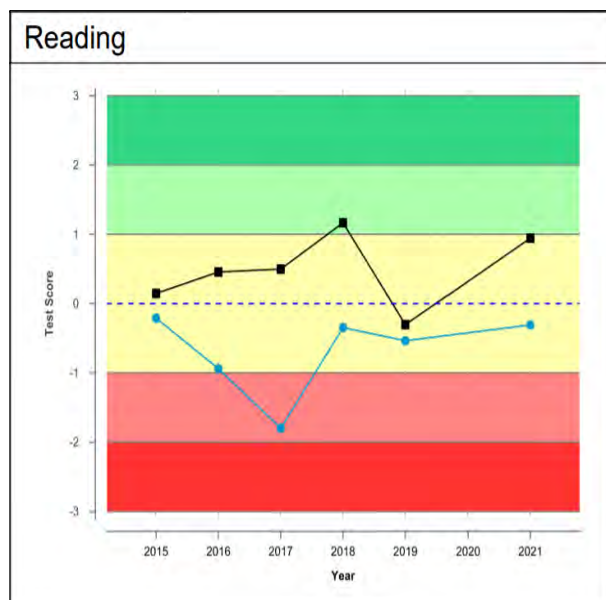
National Mean	Like School Mean	Group Mean
437	452.31	474.73

WPS performed 37.73 points above the National mean and 22.42 points above Like Schools.

Year 5

National Mean	Like School Mean	Group Mean
512	523.64	521.08

WPS performed 9.08 points above the National mean and 2.56 points below like schools.



Longitudinal data

Year 3: significant improvement in Reading since 2019.

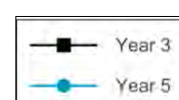
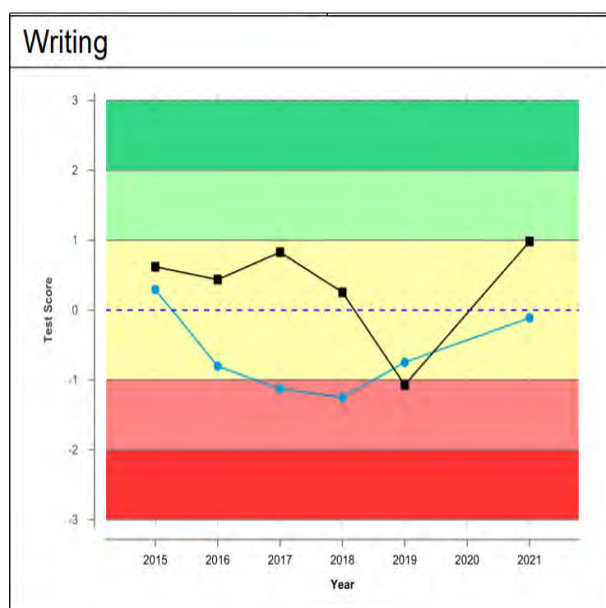
Year 5: an upward trend since 2019.

Writing

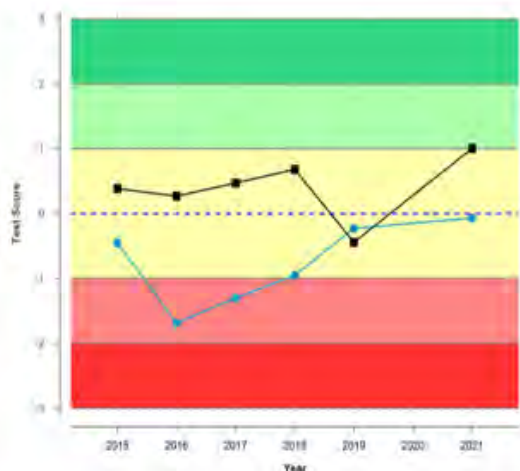
Longitudinal data

Year 3: significant improvement in Reading since 2019.

Year 5: an upward trend since 2018.



Spelling



Spelling

Year 3

National Mean	Like School Mean	Group Mean
421	428.33	460.81

WPS performed 39.81 points above the National mean and 32.48 points above like schools.

Year 5

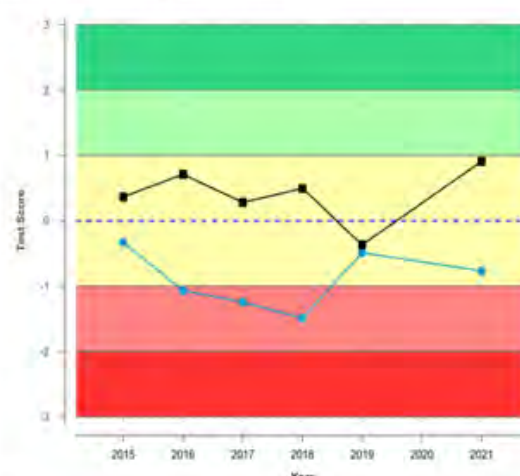
National Mean	Like School Mean	Group Mean
505	525.01	513.53

WPS performed 8.53 points above the National mean and 11.48 points below like schools.

Longitudinal data

Year 3: significant improvement in Spelling since 2019.
Year 5: an upward trend since 2015.

Grammar and Punctuation



Grammar and Punctuation

Longitudinal data

Year 3: significant improvement in G&P since 2019.
Year 5: a decline since 2019.

Numeracy

Year 3

National Mean	Like School Mean	Group Mean
403	415.67	429.87

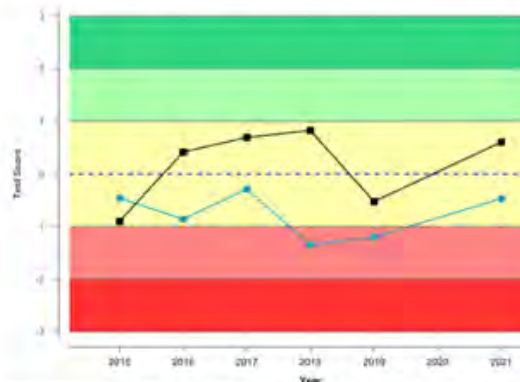
WPS performed 26.87 points above the National mean and 14.2 points above Like Schools.

Year 5

National Mean	Like School Mean	Group Mean
495	507.17	502.59

WPS performed 7.59 points above the National mean and 4.58 points below Like Schools.

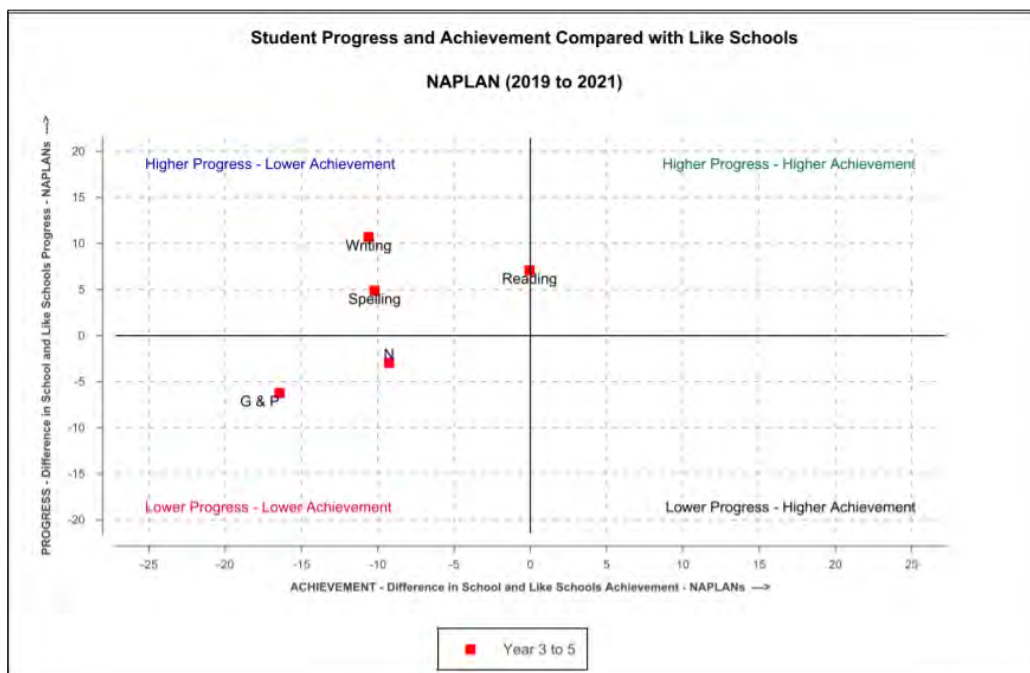
Comparative Performance: Numeracy



	Year 3			Year 5		
	2018	2019	2021	2018	2019	2021
Numeracy	0.8	-0.5	0.6	-1.3	-1.2	-0.5
Reading	1.2	-0.3	0.9	-0.3	-0.5	-0.3
Writing	0.3	-1.1	1.0	-1.3	-0.7	-0.1
Spelling	0.7	-0.4	1.0	-1.0	-0.2	-0.1
Grammar & Punctuation	0.5	-0.4	0.9	-1.5	-0.5	-0.8

	Above Expected - more than one standard deviation above the predicted school mean
	Expected - within one standard deviation of the predicted school mean
	Below Expected - more than one standard deviation below the predicted school mean
	If blank, then no data available or number of students is less than 6

WPS performed at the expected standard in all areas and above expected in Spelling (Year 3).

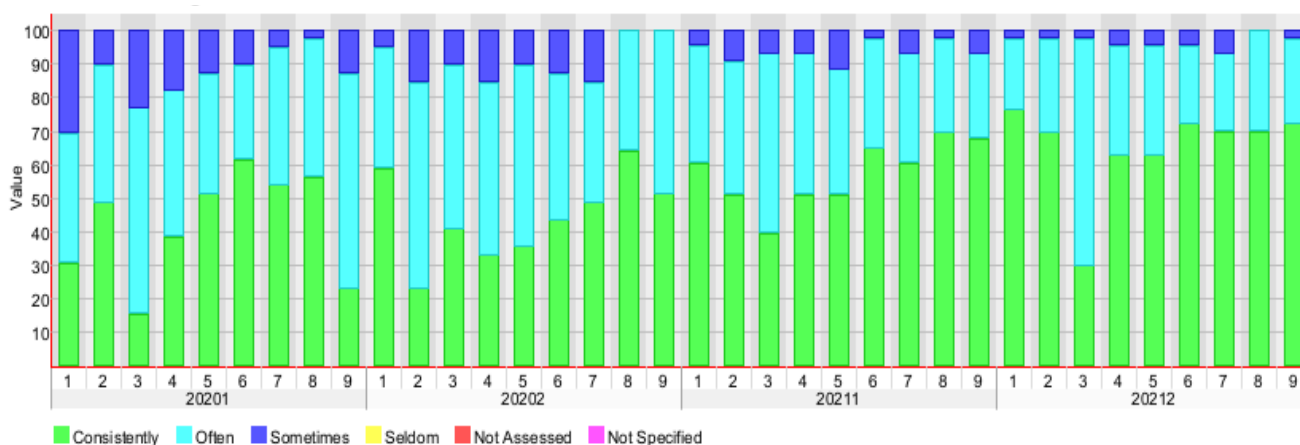


WPS achieved Higher Progress - Lower Achievement in Writing, Spelling and Reading. Grammar and Punctuation and Numeracy were identified as Lower Progress—Lower Achievement areas.

Revised Targets for 2022	
English	
The WPS mean for Year 3 and Year 5 will be above the 'like schools' mean in NAPLAN in Reading, Writing, Spelling and G & P assessments.	
Numeracy	
The achievement for Year 3 and Year 5 students in NAPLAN in Numeracy will be 30 points or more above the National Mean.	
The achievement for Year 3 and Year 5 students in NAPLAN in Numeracy will be 15 points or more above 'like schools.'	

Attitude, Behaviour and Effort

Reporting Period Semester 1 2020—Semester 2 2021



Learning Support

In 2021, staff continued to cater for the learning styles and needs of our students within a safe, caring and supportive environment. Students identified as requiring learning adjustments were provided targeted support through documented plans via the SEN Reporting to Parents tool. These plans were collaboratively developed with the LSC, consulting teachers, agencies and the school psychologist as required. Intervention was sourced from SSEN:D, SSEN:BE, Pathways, speech therapists, occupational therapists, Dyslexia Speld Foundation, school psychologist and YouthCare chaplain. During COVID lockdown our staff continued to communicate with families through teleconferences.

Ten students received disability resourcing and education assistants were employed to work closely with those students. Resourcing eligibility included Severe Mental Health, Autism Spectrum Disorder and Physical Disability. In addition, WPS had students requiring additional learning adjustments for Type 1 diabetes (1), ADHD (11) allergy/anaphylaxis (19), asthma (29), diabetes (1), epilepsy (2), long QT syndrome (1), tachycardia (1), speech and language difficulties, sensory needs, and anxiety.

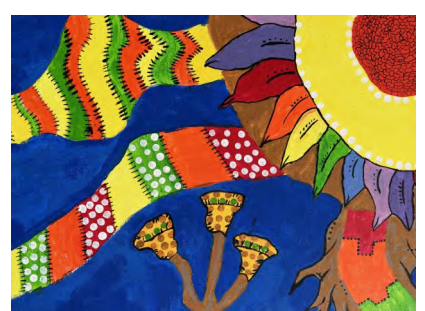
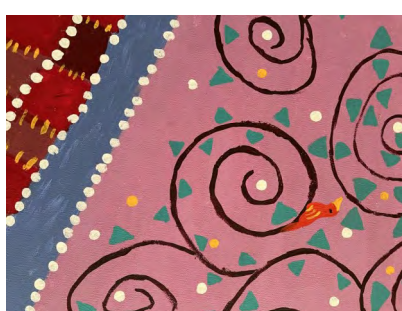
Staff engaged in professional learning on the Zones of Regulation and Trauma Informed Practice, facilitated by the school psychologist. Staff were introduced to escalation profiles and risk management plan to support our most vulnerable students.

Pastoral care continued as a strong focus, led by our YouthCare Chaplain Sharon Warnes. Sharon worked with 85 individuals across the school: Kindy-1, PrePrimary-1, Year 1-9, Year 2 -13, Year 3 -21, Year 4 -11, Year 5 -21 and Year 6 -8. Sharon supported students and families:

- to become more resilient,
- to identify and manage emotions,
- to settle into our new school,
- to assist with friendship issues,
- to develop coping mechanisms for changes in home-life dynamics.
- to implement the BUZ social skills program in Year 2,
- with parenting strategies and provide divorce / separation support.

Sharon supported staff at WPS with personal issues, grief, Covid and change. At the conclusion of 2021, teachers participated in a comprehensive SAER handover where the needs of individual students and relevant plans were passed onto the 2022 class teachers. Year 6 teachers and the LST engaged in a handover with staff from Woodvale Secondary College, Wanneroo Secondary College and Belridge Education Support Centre.

Common Learning Support Acronyms	
SAER	Students at Educational Risk
LST	Learning Support Team
SSEN	School Special Education Needs
SSEN:D	School Special Education Needs Disability
SSEN:BE	School Special Education Needs Behaviour and Engagement
CFS	Child Family Services
CAMHS	Child and Adolescent Mental Health Service



Student Attendance

Woodvale staff hold high expectations for attendance and embed whole school practices to monitor attendance twice a day. Staff follow the process stated in the Woodvale PS Attendance Policy and follow up on any students who are frequently late. Unresolved absences will continue to be investigated and staff will work with parents to increase the rate of attendance as per the policy.

A Business Plan Priority 3; Sustaining a Safe and Supportive Learning Environment target was set for attendance to match or exceed WA Public Schools. Woodvale PS is meeting the target with all year levels being above the WA Public Schools' attendance rate.

Primary Attendance Rates										Attendance Category				
	Non - Aboriginal			Aboriginal			Total			Regular	At Risk			
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools		Indicated	Moderate	Severe	
2019	94.1%	94.1%	92.7%	92.3%	83.9%	79.5%	94.1%	93.9%	91.6%	2019	82.7%	14.7%	2.1%	0.5%
2020	96.0%	94.4%	93.2%	86.0%	79.6%	77.6%	95.9%	93.9%	91.9%	2020	89.5%	9.7%	0.8%	0.0%
2021	92.5%	93.4%	92.4%	87.9%	81.8%	76.8%	92.5%	93.1%	91.0%	2021	78.2%	19.0%	2.3%	0.5%
										Like Schools	78.9%	16.3%	3.9%	0.9%
										WA Public Schools	71.0%	19.0%	7.0%	3.0%
										Schools 2021				

Attendance data in 2021 showed; Semester 1 to Semester 2 increased from 78% to 86%, an 8% increase. There was a 6% improvement in the categories of indicated, moderate or severe attendance with a decrease from 21% in Semester 1 to 15% in Semester 2. Students in the severe category had a wrap around approach with the Learning Support Team (LST).

Attendance in 2021 was impacted by Covid. Staff supported families and worked together to assist all students to access the curriculum. Following learning from home, some of our students had difficulty re-entering the classroom. This was managed at school level with the LST. The last two weeks of Semester 1, the school's attendance was very low as Covid outbreaks were close to our school, with families being cautious and electing to keep their children at home. Schools close to Woodvale were closed and we were fortunate to continue our teaching and learning programs.

Behaviour

Second semester saw staff review the Positive Behaviour Policy. Student behaviour data was collated throughout the year; this information was presented to teachers who then worked closely with the LST and parents to document and implement behaviour plans using an agreed common format.

Behaviour Analysis 2021

Year		Rough Play	Defiance/ Disobedience	Teasing	Inappropriate language	Other	Students to monitor
PP	Playground	1					1
PP	Class	3	1		2		
1	Playground	6	2			1	3
1	Class	7	3				
2	Playground	19		2		2	2
2	Class	1					
3	Playground	22	4	2			6
3	Class	7	3	1			
4	Playground	24	1	3	14	1	6
4	Class	6	5		19		
5	Playground	14	1	2	6	2	2
5	Class		4				
6	Playground	3	5		1	1	1
6	Class	1	3	1			

Overall, the number of rough play incidents reported decreased for students in Years 1 to 3 and increased for students in Years 4 and 5. There were many recurrent behaviours amongst Year 4 students and therefore, in planning for 2022, we decided to form 3 smaller Year 5 classes allowing us to provide targeted behavioural support in this cohort. There were 4 suspensions and no exclusions in 2021.

Specialist Programs - Japanese

Japanese is a highly regarded and valued learning area of Woodvale PS. The Japanese program is taught from Year 1-6, where students experience and explore many of the fun and interesting elements of the Japanese culture. They are continuously immersed in a rich language program.

The Taiko drums have been a feature and the team rehearsed and performed at assembly. A highlight for the team was performing with Taiko-On (a well-known professional Taiko ensembles in Perth) in the '2021 Alinta Energy Christmas Pageant' which was televised nationally.

Unfortunately due to Covid, Woodvale families were unable to host Year 6 students from Gunma, Japan. We are keen to recommence this long running relationship in the future.



Science

Woodvale staff and students worked hard in creating a sustainability program in partnership with the Waste Sorted Schools' program guidelines. A waste wise workshop for all interested staff as well as Our Network schools was presented at Woodvale to encouraged participation in sustainability programs. As part of our Sustainability journey, we had our first waste audit in September.

Science leaders were appointed to lead a 'Green Team' who are tasked with the smooth running of the sustainability program, this included the collection of food scraps buckets to feed the worm farms. This in turn generates worm tea and has become a Year 6 business opportunity project.

The expansion of the Science Community Garden Project engaged interest with students across the school. We continue to encourage our avid gardeners. Food was grown, harvested and produced to enjoy on Soup Day.

The Zoo presented the perfect opportunity for Year 5 students to participate in a hands-on excursion to explore adaptations of animals. We had Scitech visit us for a chemical science whole school incursion which was highly educational and well received.



Physical Education

In 2021, Physical Education was dynamic, highly engaging and a year of transition. Inaugural initiatives were introduced including Runners Club, interschool handball competition and interschool tennis at Sorrento Tennis Club.

We were extremely strong competitors at the interschool athletics carnival, winning by 96 points. Cricket teams were selected and coached into the regional finals at Yokine Reserve, where we were very highly successful.

The interschool lightning carnival was a highlight for students from Years 4-6, winning divisions in girls and boys soccer and netball. The faction athletics involved students from K-6, focused on maximum participation, with Green faction winning yet again.



Music

Music was an exciting and productive program in 2021, within our school and the community.

The school choir included over 80 dedicated students from Years 4 - 6, and they performed in the One Big Voice Festival at the Perth Arena, as well as a variety of school events - ANZAC day ceremony, music assembly, and the Learning Journey evening. The Musical Morning concert was a musical success, including performances by the Year 3 recorders, Year 6 ukuleles, a tuned percussion group and the Taiko drummers. Community songs were a feature at our school assemblies and the Carols by Candlelight evening, creating a sense of unity, inclusivity and joy.

Our instrumental program (IMSS) continued to thrive in 2021 with Year 5 and 6 students learning flute, clarinet, guitar, trumpet and trombone.



Student Leadership

Woodvale Primary School values the development of student leadership skills and emphasises the importance of giving students a voice. Leadership opportunities were extended to the whole Year 6 cohort with students either adopting formal or informal leadership roles. Formal leadership roles involved the nomination and election of Student Councillors and Faction Captains. Peer mediators, science leaders, choir leaders, and a team of IT experts were appointed. Student councillors attended the National Young Leaders conference at the Perth Convention Centre. Our students were inspired by the presenters who shared their leadership journeys ways to develop effective leadership skills.

Informal roles, such as sustainability and 'buddies' are more flexible, as they are responsive to the needs of the school community at a particular point in time. Students from all year levels have had opportunities to show leadership through classroom level initiatives. All of our student leaders uphold our school values: respect, honesty, responsibility and kindness.

The student body agreed it was timely to change the faction names from red, blue, green and gold to something more meaningful for their school. The Principal and Year 6 staff facilitated the change process, which involved community input.

The voting determined the following outcome;

Red—Marri

Yellow—Banksia

Blue—Jarrah

Green—Tuart



2021 • Woodvale Primary School Faction Captains



2021 • Woodvale Primary School Student Councillors



2021 Woodvale Primary School Science Leaders

Business Plan 2020-2022

Priority 1: Success for all Students

TARGETS	PROGRESS	PLANNED ACTIONS
70% of our students in PP to Year 6 will achieve above the 50th Percentile in the PAT English and Maths tests.	<p>This target is difficult to measure in its entirety, given it is P-6 English and Maths. The 2022 Operational Plans articulate a detailed analysis of individual year level progress of 2021.</p> <p>Below is a snapshot of identified areas;</p> <p><u>Above 50th Percentile in Reading:</u></p> <p>Year 3 - 70%, Year 4 - 73%, achieved the target</p> <p>Year 1 - 66%, Year 2 - 57%, Year 5 - 49%, Year 6 - 55%; DNA</p> <p><u>Above 50th Percentile in Maths:</u></p> <p>Year 1 - 98%, Year 2 - 74%, Year 3 - 82%, achieved the target.</p> <p>Year 4 - 68%, Year 5 - 52%, Year 6 - 63%, DNA</p>	<p>2021 implementation of PLD in K-2 (synthetic phonics, reading, spelling)</p> <p>2022 implementation of PLD expanded to K-6 approach. (3-6 spelling)</p> <p>Review of guided reading</p> <p>Ceased use of Spelling Mastery program from Years 4-6 due to poor achievement and progress in spelling.</p> <p>Review of beliefs about teaching and learning for improved practice and whole school implementation of Visible Learning.</p>
75% of students in Year 3-6 achieve above the 50th Percentile in PAT Science.	<p><u>Above 50th Percentile in Science:</u></p> <p>Year 3 - 68%, Year 4 - 63%, Year 5 - 55%, Year 6 - 73%, DNA</p>	<p>Science teaching time increased by 60mins a week for Years 3-6 (30 additional minutes in 2021 and a further 30 in 2022), an inquiry and skills based approach to teaching Science.</p>
Continue to review NQS Quality Area 1: Educational Program and Practice.	<p>ECE staff continue to collectively review NQS in weekly PLC meetings, collate evidence and action items.</p>	<p>In 2022, implemented a more refined reflection tool. The PLC meetings have a weekly NQS focus further involving Year 1-2 staff.</p>
	<p>On-Entry analysis linked to pedagogy and a common literacy approach. Tracking student progress for data informed practice.</p>	<p>PLD resources and PL, deeper analysis of On-Entry, links to NAPLAN data.</p>



Priority 2: High Quality Teaching

TARGETS	PROGRESS	PLANNED ACTIONS
Increase the use of feedback to improve practice.	Staff engaged in PL on highly effective feedback, based on Hattie's research. This was linked to performance development conversations and classroom observations/feedback.	Continue 2022. Student and staff surveys
Further develop the active participation of staff in Professional Learning Communities.	Common DOTT was provided for all year groups in 2021. K-2 and 3-6 collaborative meetings were held after school twice a term.	Weekly PLC meetings were introduced in 2022. PL was provided, PLC leaders were appointed, norms were established and agreed upon, each meeting has an agenda and minutes are recorded, and there is an admin member present at each meeting. PLC meetings are driven by data to inform planning.
Build staff capacity to meet the diverse and changing needs of our students	Development of documented plans through ABLEWA SEN planning and reporting. Ongoing PL for staff. Focus on differentiation.	Continued focus to refine documented plans, review progress against goals. New Learning Support guidelines and processes.
Improve skills and access to ICT	21st Century Learners workshop Digi tech scope and sequence developed and followed across K-6. More devices have been purchased Coding, Lego STEM incursions	Purchase more devices Continue in 2022
Aboriginal Cultural Standards Framework	PL provided to staff during SDD, staff reflected against the ACSF, resources purchased for the library/classrooms, online resources shared with all staff Acknowledgement of Country developed for special events and assemblies Acknowledgement of Country in every classroom—developed to be age appropriate and integrated in to the classroom routine Reconciliation Action Plan updated Water Corporation incursion, 'Blanket' incursion, hosted students from Bindoon, HASS committee led NAIDOC celebrations	Sourced an Aboriginal flag and a new Australian flag from local MP Continue to authentically integrate Aboriginal histories, cultures and traditions.



Priority 3: Sustaining a Safe and Supportive Learning Environment

TARGETS	PROGRESS	PLANNED ACTIONS
Attendance rate to match or exceed WA schools.	WPS is meeting the target with all year levels being above the WA Public Schools attendance rate.	Staff follow the process stated in the Attendance Policy. Teachers follow up on any students who are late five times or more within a term; holding discussions with parents and implementing support strategies where required. Unauthorised absences are followed up with a letter asking for an explanation.
Improved student well-being data.	Learning Support: wrap around approach including; Chaplain, school psychologist, special needs assistants, teachers, outside agencies, admin	Student survey Mindfulness Friendly Schools Plus Exploring the Be You program
Reduction in the number of students managed for behavioural issues.	Friendly Schools Plus, Behaviour Policy, Values Program, Zones of Regulation, Differentiation, Peer mediators, Sensory tools, Protective behaviours, Buddies, Cyber safety, trialled flipped lunch, professional learning, BUZ	Good Standing Policy Trauma informed practice ADHD PL Zones of Regulation Implement best practice strategies to reduce negative behaviour and shift focus to a more restorative approach, including restorative scripts for re-entering the classroom. Cyber safety parent information session Values tokens SEN:BE De-escalation profiles



Priority 4: Relationships & Partnerships

TARGETS	PROGRESS	PLANNED ACTIONS
Maintain and improve parent satisfaction levels from the National Opinion Survey. Strengthen parent involvement in the school	Carols Assemblies Friday Fitness, Run Club Volunteers Book Fair Interschool sport	Parent Opinion Survey Parent information sessions; cyber safety, PLD , Cyber safety parent information session
Partnerships	Board and P+C Woodvale Dads: Bike ride, campout, museum Woodvale Network of Schools Local MP, TAFE, ECU, Sporting schools Woodvale Library Joondalup City Council External agencies; speech therapists, OT, psychology, school health nurse Sporting groups Woodvale Secondary College Local area services Camp Australia YouthCare Teacher Development Schools	Survey data 2022. Continue the connections listed. Improved scheduling of network meetings to cater for more opportunities and involvement. Provide moderation opportunities. Network PL day: Visible learning
Provide an effective way to communicate with parents	Communication tools: Connect, email, phone calls, website Kindergarten Parent Information Session for incoming families, Kindergarten orientation for students, whole class parent information sessions, parent interviews, case conferences, Learning Journey	Continue with communication tools 2022—improved updates of website End of 2021, Finance committee allocated funds for the purchase of school/parent communication app. Board approved.



Priority 5: Effective Leadership

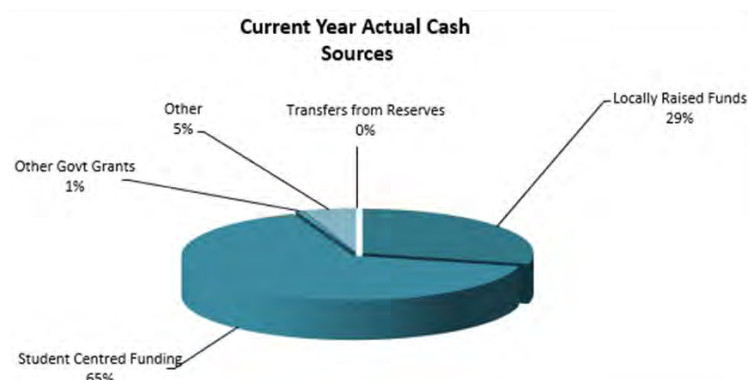
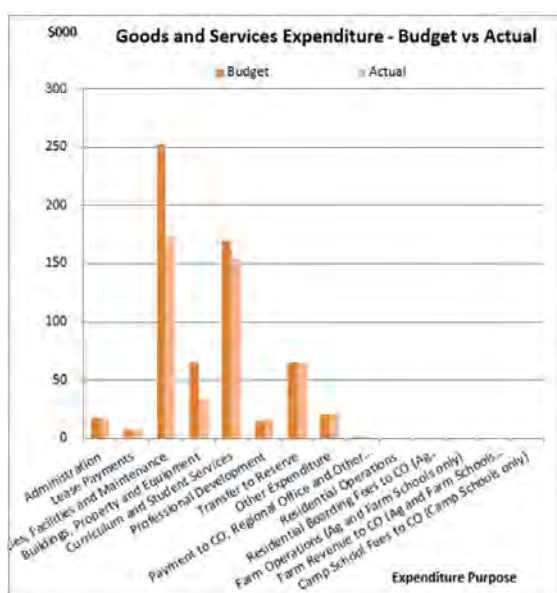
TARGETS	PROGRESS	PLANNED ACTIONS
<p>Build a shared leadership model throughout the school</p> <p>Provide leadership opportunities for staff</p>	<p>Learning Support Coordinator role</p> <p>IT leadership role—infrastructure</p> <p>Cost centre and learning area leaders</p> <p>School Board—staff representatives</p> <p>Finance Committee—processes refined</p> <p>Chaplaincy program</p> <p>Support aspirant leaders, Level 3 teachers and senior teachers.</p> <p>Ongoing self-review of school practices by the leadership team and staff during collaborative meetings, staff meetings.</p> <p>Network leaders</p> <p>Performance Management</p> <p>Workforce Plan: recruitment– Principal, PE specialist, MCS, EAs and 2 teacher pools K-2, 3-6, including some class teachers being awarded permanent positions through the process, retirements: gardener, MCS, EA, two teachers</p> <p>Executive meetings introduced to give staff a voice and provide distributed decision making.</p>	<p>LST overview and restructure</p> <p>IT leadership role evolved — curriculum leadership, coaching, PL, scope and sequence</p> <p>New staff induction into processes and purchase cards</p> <p>NQS leaders</p> <p>Senior teacher accountability</p> <p>Future Leaders Framework</p> <p>Distributed Leadership</p> <p>Model: Develop an authentic Professional Learning Community by formalising common DOTT, which is provided in the timetable, with an agenda/minutes, focus on data informed practice and admin member present.</p> <p>PLC teacher leaders</p> <p>Continued PL for the f4 network leaders</p> <p>Leadership team lead pedagogical change according to Business Plan priorities including beliefs and 21st century learners.</p>
Student leadership development	<p>Student Councillors lead assemblies, the ANZAC Ceremony and other school based events. Student Councillors attend the GRIP leadership conference.</p> <p>Faction Captains</p> <p>Choir leaders, Science leaders, Taiko leaders, IT leaders, peer mediators, Buddy classes</p>	Continue with student leadership opportunities, roles and responsibilities
NQS QA 7—Leadership and Service Management	Self reflection against the standard	Introduction of a new reflection tool. Input from all K-2 teachers. Lead by EC deputy and two senior teachers.
New staff are effectively inducted	New staff inducted by the Principal	Development of the 'Green File' a resource for all staff including policy, operational planning and documents relevant to WPS.



Finance

During 2021, income was received and distributed as shown below. Funds were expended in accordance with Department of Education policy and were overseen by the finance committee.

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 14,639.00	\$ 14,610.50
2	Charges and Fees	\$ 36,209.00	\$ 34,610.83
3	Fees from Facilities Hire	\$ 45,286.00	\$ 45,286.35
4	Fundraising/Donations/Sponsorships	\$ 40,984.00	\$ 40,998.50
5	Commonwealth Govt Revenues	\$ 1,618.00	\$ 1,618.23
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 1,500.00	\$ 1,500.00
8	Other Revenues	\$ 22,195.00	\$ 23,349.00
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 162,431.00	\$ 161,973.41
	Opening Balance	\$ 147,136.83	\$ 147,136.83
	Student Centred Funding	\$ 306,807.67	\$ 306,807.67
	Total Cash Funds Available	\$ 616,375.50	\$ 615,917.91
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 616,375.50	\$ 615,917.91



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 17,240.00	\$ 17,364.61
2	Lease Payments	\$ 7,230.00	\$ 7,228.96
3	Utilities, Facilities and Maintenance	\$ 252,840.00	\$ 173,129.05
4	Buildings, Property and Equipment	\$ 64,638.00	\$ 33,185.60
5	Curriculum and Student Services	\$ 170,183.00	\$ 154,483.47
6	Professional Development	\$ 14,944.00	\$ 16,180.75
7	Transfer to Reserve	\$ 65,000.00	\$ 65,000.00
8	Other Expenditure	\$ 20,377.00	\$ 20,377.07
9	Payment to CO, Regional Office and Other Schools	\$ 1,470.00	\$ 1,475.00
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	\$ 613,922.00	\$ 488,424.51
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 613,922.00	\$ 488,424.51
	Cash Budget Variance	\$ 2,453.50	

A-Z of Woodvale

ANZAC Ceremony, athletics carnivals, assemblies, Aboriginal Cultural Standards Framework, AEDC

Brightpath, Book Week, Book Fair, Board, Bunnings, buddies, Bricks Lego incursion, Banksia

Cross country, cyber safety, choir, cricket, Carols by Candlelight, Colour Run, cake stall, collaboration

Disco, Dancing, Dinosaur incursion, data-driven

End of year concert, e-learning, education assistants

FMS, Friday Fitness, Faction names, Father's Day stall, Farmyard on Wheels, Friday Faction competition

Graduation ceremony, group work, Growth Mindset

Harmony Day, handball, hands on learning, higher order thinking

Inter-school Lightning Carnival, Instrumental Music, incursions

Japanese assembly, Jarrah

Kapture photography, knowledge

Learning Support team, Lapathon, Learning Journey

Maths Competition, Mother's Day stall, Marri, multicultural

NAIDOC, NAPLAN, NQS

On-Entry assessment, One Big Voice, OT Screening, online learning

Parent Information sessions, parent interviews, P+C, PLD

Quiz night

Recycling, reports, Runners Club,

STEM, Scitech, swimming, sustainability, Simultaneous Storytime, Science week, sport clinics, speech screen, Sorrento Tennis Tournament, Soapbox Speaking Competition

Taiko drumming, technology, Tuart, think-pair-share

Undercover area

Visit from Bindoon College, visible learning

Walk to school safely day, Waste wise, worm juice, Woodvale Dads, Woodvale Library Visit

X-factor

Year 6 camp, Yoga with parents

Zoo excursion

