



Ellenbrook Primary School

Annual Report

2021



Principal's message

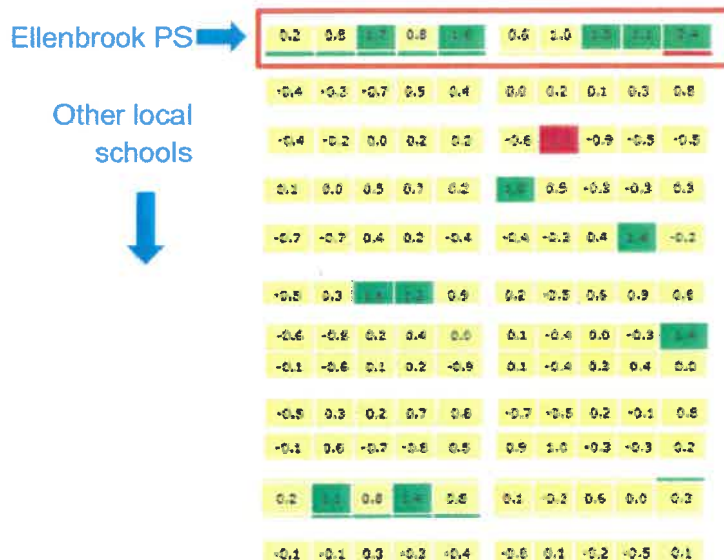
Wow, this has been a hectic year. The Covid 19 pandemic has continued to impact on education across Australia, but we have been lucky with our tough borders. It was no surprise that the AFL had to move its grand-final to Western Australia to get a crowd to watch the match. One upside was that Clarissa Griffith, a Year 2 student, got to hang the Premiership medal on Max Gawn, the Melbourne captain.



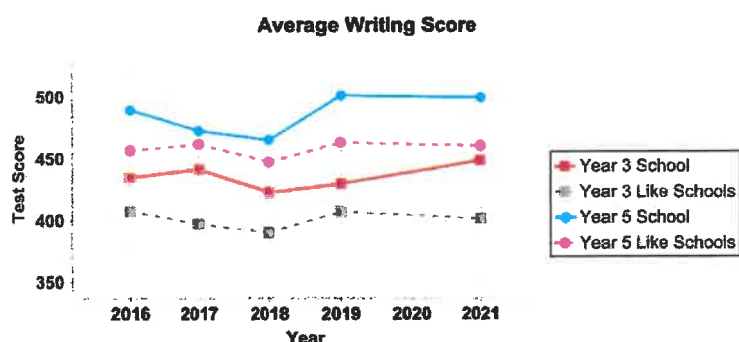
I was worried about our NAPLAN test results this year, as the tests had moved online. I watched the students trying to type a story and wonder how the markers will get enough text to evaluate what was written. However, I worried needlessly because our results were excellent, and we outperformed other local schools (our like schools). The Education Department gives feedback in the form of red and green squares against performance, and while there is a problem with their algorithm we ended up with 5 green squares (top 15%, + 1 sd) and all of our other gradings were above average, yellow. It was good to see all the Ellenbrook school improved this year, which shows how more explicit teaching strategies are getting better results.

Year 3 (left squares) Maths, Reading, Writing, Spelling, Punctuation & Grammar.

Year 5 (right squares) Maths, Reading, Writing, Spelling, Punctuation & Grammar.



The Talk 4 Writing program has been a brilliant success. I am amazed at the enthusiasm of the staff and students. Our results show big gaps over "like-schools" and out Year 3s are almost at the Year 5 "like-school" level. Thanks.



It is always pleasing for our school to have good relationships with our school community. We work on being available, solving problems, setting high standards and keeping our students safe.

I don't know a parent who doesn't want their child to have a better education than they had, and our parents recognise they are getting a good educational deal.

Let's keep working together to make our students' lives better.

Dr Neil MacNeill, BA, BEd (Hons), MEdAdmin, MEd, PhD, EdD, FACEL.

Principal.



School Board

School Board Members 2021

Nicole Golding	Board Chair
Neil MacNeill	Principal
Renee Flay	Parent Member
Amanda French	Parent Member
Carlene De Jager	P & C Representative
Anna Baker	School Representative – Teacher
Ashleigh Emery	School Representative – Teacher

Report from School Board Chairperson

The Ellenbrook Primary School Board is an important conduit for the school to engage effectively and meaningfully with the parents, staff, students and community. We are the ambassadors and advocates for the school and have a strategic role to play in designing how our school will develop.

This year we had an exciting professional learning experience when Ray Boyd conducted an excellent Board training session at our school. This was enlightening, and we were able to understand our role more clearly.

2021 proved to be another challenging time for the school and Board. The Covid-19 pandemic had a major influence over the school and the Board's operations. It was fantastic to see staff, parents and students working together to make our school safe and to allow students to continue to receive a face-to-face education.

We saw a significant decrease in student numbers this year with the opening of Brabham Primary School. The staff and students have adjusted well to the change.

The school was reviewed this year and the Board members were asked questions about the school's performance. We are fortunate that our school is a high performing school, and our NAPLAN results are testament to that.

5745 Ellenbrook Primary School 990 6 0.2 0.8 1.7 0.8 1.8 0.6 1.0 1.5 1.1 2.4

The green squares represent averages in the top 15% of comparable schools. The Board congratulates the staff for these excellent results, and as parents we are looking forward to seeing how the initiatives in Talk for Writing, the new Reading Renewal program, and the big push on maths develop in 2022.

This year we undertook a major capital works program to fit all of our classrooms with split level air conditioners, and this was to take place over the summer holidays. This was a long and complicated process involving state tendering and external management, and we budgeted \$450,000 for this. We have no doubt that the students will enjoy this upgrade.

We thank the P&C for their support of the school also.

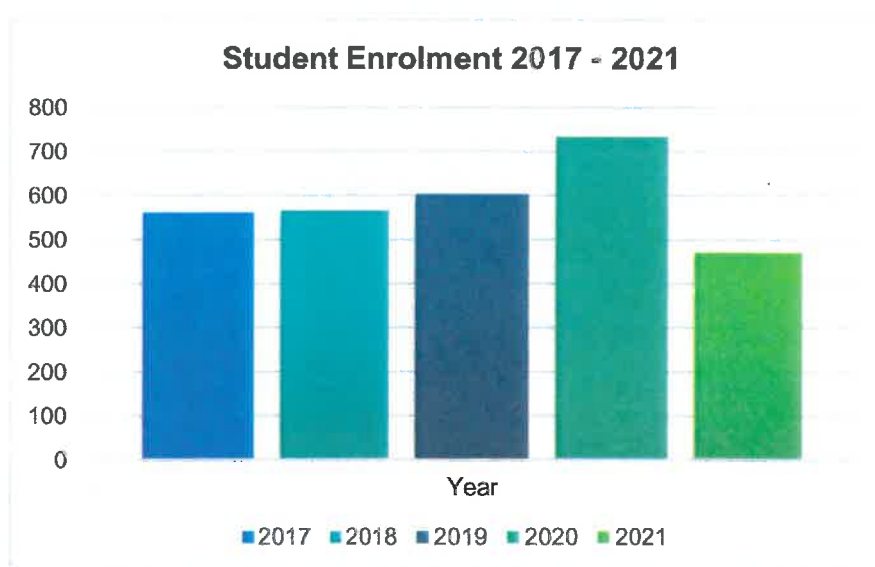
Finally, thank you to all of the School Board. We have made a real difference in supporting our school and I look forward to what we can do in 2022.

Nicole Golding
School Board Chairperson 2021



Our School

Ellenbrook Primary School is an Independent Public School situated about 21kms from Perth's central business district, located in a rapidly growing suburb on the north eastern edge of the Perth metropolitan region. Ellenbrook Primary School is the oldest and most establish primary school in the Ellenbrook area. In 2021, Ellenbrook Primary's student population fell dramatically with the opening of Brabham Primary School. With a reduction in over 250 students, this loss impacted many areas of our school including staff. We had all transportable classrooms removed and this made space for other buildings and grounds projects. In is anticipated that we will see a further reduction in student population in 2022.



Significant outcomes the school achieved in 2021 included:

- **School Review** – Our school review was conducted in Term 1 of this year with an excellent outcome for all staff and our school community. The school review highlighted that we are on the right track with our whole school vision and plans and that the students achieving great results. Congratulations to our Ellenbrook Primary School Community!
- **Reading Renewal** – Whole school implementation of our new approach to reading. This program was created and then trialled by our Literacy team, headed by Anna Baker. Teachers and students have responded well to this program which sits along side Talk 4 Writing nicely. We look forward to sharing some of the data from this.
- **Major Works** - We have progressed many of our major works plans including Phase 2 of our Fitness track, upgrades to the student and staff toilets and Computer Lab upgrades. We are currently still working on upgrades to the air conditioning which has taken longer due to the power upgrades required.



Business Plan

Our Vision

Ellenbrook students access learning opportunities that ensure every child makes maximum progress every year in academic, creative and social domains.

Our Values

Our school is guided by the WA Department of Education's values:



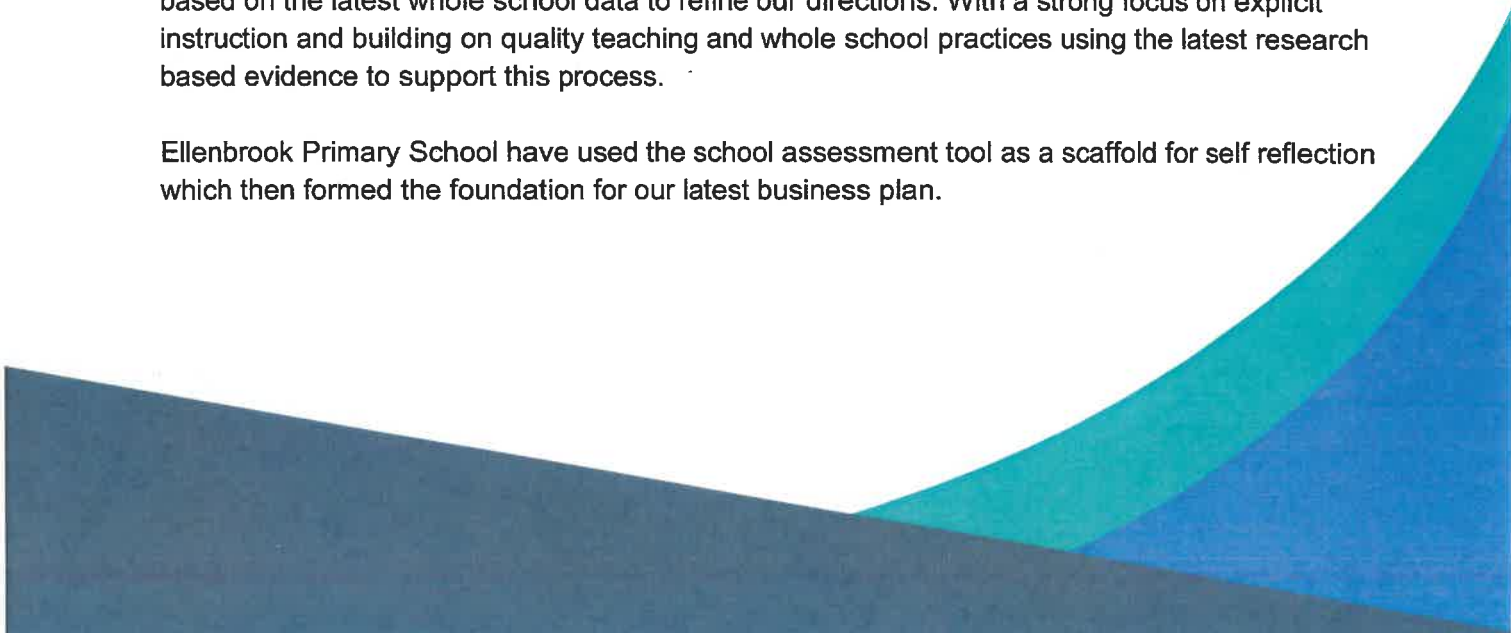
School Priorities

The 2020 – 2022 EPS Business Plan is based around three key priority areas:

- Literacy
- Numeracy
- Health and Wellbeing

Improvement targets for academic and non-academic were developed around these three areas based on the latest whole school data to refine our directions. With a strong focus on explicit instruction and building on quality teaching and whole school practices using the latest research based evidence to support this process.

Ellenbrook Primary School have used the school assessment tool as a scaffold for self reflection which then formed the foundation for our latest business plan.





The following domains have been used to effect change in our school:



Relationships and Partnerships

Ellenbrook Primary School prides itself on fostering strong relationships with parents/ carers and members of the Ellenbrook community. We continually seek ways to support local businesses and community groups where possible and promote an active administration as well as all school staff to strengthen the relationship between schools and our families. The Public School Review noted that ***"The school has nurtured strong and enduring partnerships with community groups and local schools. These partnerships add significant value to school programs and support student engagement and a sense of belonging"***.

Community Partnerships

In 2021, Ellenbrook Primary has been able to resume its active community involvement with the easing of COVID-19 restrictions that were in place in 2020.

Combined School ANZAC Service

Our school and St Helena's run the Combined Schools' service for all of the local schools. This year, 12 local schools were represented at the service, including Brabham PS. The guest speaker was our Director General, Lisa Rodgers, and she spoke brilliantly about the original ANZACs, and she also acknowledged the contribution of Indigenous Australians who did not have full citizenship rights at that time. This, with the book, "Alfred's War" being distributed by the Ellenbrook RSL and Frank Mallard's memorial, shaped our ANZAC message. Thanks to Mrs Harley, Mr Johns, Mrs

Eisenhower, students, the 10th Light Horse, the buglers, the RSL, and staff for their contributions to this memorial service.



Grace Life

The Grace Life church group has a program of recognising people and organisations who help our community. They came to school and provided a "Thank You" lunch for our staff. The Pastor, Joshua, made a lovely speech about our staff working for the betterment of our students in this community. Thanks Grace Life.

National Australians Agency grant and Indigenous Tours WA

Earlier this year EPS was fortunate to be given a grant by the National Australians Agency to use in line with our NAIDOC activities for 2021. We used this grant to organise a whole school incursion from the Indigenous Tours WA. The Year 1-6 classes all experienced the session called 'Koora-Middi.'

Koora-Middi:

Koora means *"In the beginning"*

Middi means *"the medium"*

Each class had a 60minute session which included:

- An introduction of the local history and tribal area





- A dreamtime or creation story
- An artefacts presentation which included items such as; kangaroo skins, fire lighting sticks, stone axe, stone knife. Carrying dishes and infants, emu egg, digging stick and various bush seeds.

The students loved learning about the local Wadjuk People and the important Dreaming trail that is the Swan River. They developed a greater understanding of the connection between Indigenous people and the land. Students really enjoyed the hands-on artefact presentation where they got to touch and smell various bush tools and implements. They also tried on clothing used by the Wadjuk People. They connected with and loved listening to the Dreamtime story "How the birds got their colours," and had many questions after the story. Some classes even drew pictures of this story in art. Overall, the students embraced the experience from this incursion which developed their knowledge, understanding and skills in this area while also having lots of fun.



Artwork by students in Blue 4 Year 5

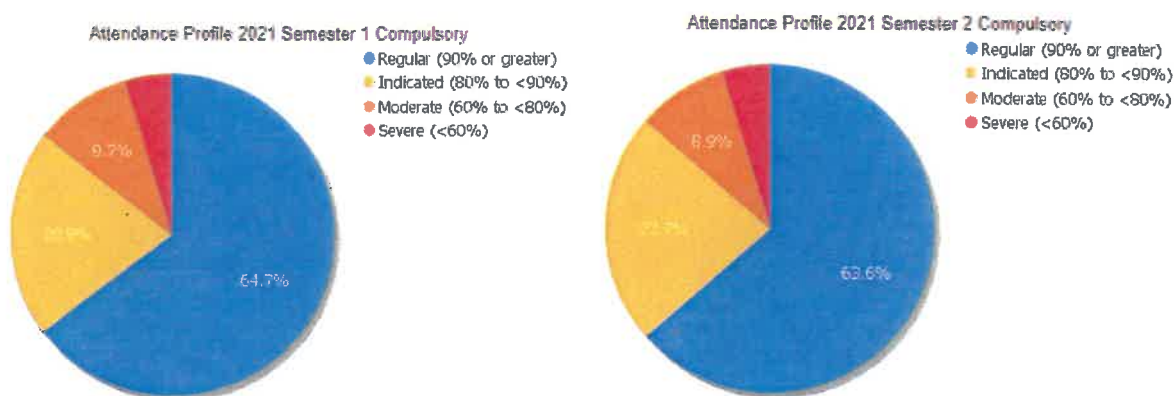


Learning Environment

The staff at Ellenbrook Primary School work hard to create a warm and welcoming environment for both students and parents. The safety and wellbeing of students are paramount to all staff and teachers are quick to refer any student who is perceived to be at risk to Admin and it is then followed up by Vicki Harley, Deputy Principal, who plays a vital role in the Attendance, Behaviour and Engagement of our students.

It was noted by the Public School Review that *"The leadership has cultivated a warm and welcoming school environment. The grounds are aesthetically pleasing and leaders are highly visible at the beginning and end of each day. Strong and individualised support is provided to students with challenging behaviours and their families. Students indicate they feel safe and well supported, and have positive relationships with staff"*.

Student Attendance and Engagement



Ellenbrook Primary continues to regularly monitor the attendance of our students and work closely with those families whose children are at severe risk for attendance. Many outside social issues and hardships that are impacting families are having a negative effect on their children and their attendance at school. Vicki Harley plays a key role in monitoring the attendance and has had some success this year with long-term at-risk attendance cases through liaising with DCP and Regional Office.



Leadership

Staff have continued to seek opportunities for professional growth and leadership roles available within the school. We continue to work with staff in providing these opportunities where possible and have been very impressed with the staff who have taken on active leadership roles this year.

Talk for Writing Coordinators

This year we implemented our second year of the Talk for Writing program. Our three Talk for Writing Coordinators, Chelsea Hayden, Anna Baker and Steph Cohen, provided support and guidance to all staff in the implementation of Talk for Writing for this second-year cycle. All coordinators worked closely with their phase team, and with their fellow coordinators to plan and evaluate the effectiveness of their units. The coordinators organised and led after school meetings where teachers worked closely together to plan all elements for each new unit. In this planning process, they developed phase planners, templates, lessons, PowerPoints, worksheets and assessments. This work was always shared out equally among the teachers which developed a strong team spirit and sense of support within their phase. These regular team meetings and support from the coordinators ensured that there was consistency within the program and that best teaching practice was evident. With the commitment and hard work of the coordinators and staff, this second year of our Talk for Writing cycle has been a success. As this program develops, it continues to improve in quality and effectiveness.



Chelsea Hayden
Year 5-6 coordinator



Anna Baker
Year 3-4 coordinator



Stephanie Cohen
Year 1-2 coordinator



Reading Renewal Phase leaders

This year, we implemented the first cycle of our Reading Renewal program. Our three reading phase leaders, Ivy Nguyen, Rachel Martial-Nguyen and Ian Mathieson worked alongside the literacy coordinator, Anna Baker, to create a whole school program which reinforced areas requiring student development in reading comprehension. This was a new program created by the literacy coordinator which required strong leadership from all phase levels for it to be successful in its initial implementation stage. The phase leaders created lesson examples and templates for reading units. They worked together to generate teacher checklists for creating units and set staff expectations. Phase meetings were organised and led by the phase leaders before and after every new unit introduced. Using this feedback from staff meetings and surveys, the phase leaders modified units accordingly. They worked collaboratively with all phase teams while providing assistance, guidance and feedback to their team of teachers. The reading renewal phase leaders monitored lessons on the shared drive and modified them accordingly. They ensured they met all Reading Renewal timeline targets and non-negotiables while setting an excellent example for others to follow. As part of the timeline targets, the phase leaders created differentiated end of unit and end of term assessments for their phase. This Reading Renewal program was a big change for the school and implementing it was not always easy, but these leaders who negotiated it successfully were resilient and persistent, and willing to step outside their comfort zone. They also devoted more of their own time to the change effort and focused on the big picture. We have had a very successful implementation of this reading comprehension program and this is mainly due to the hard work and dedication of these phase leaders.



Ivy Nguyen
Year 1-2 coordinator



Rachel Martial-Nguyen
Year 3-4 coordinator



Ian Mathieson
Year 5-6 coordinator



AFL PRIMARY SCHOOL AMBASSADOR OF THE YEAR



Kylie Collins, Physical Education Specialist, won the AFL Primary School Ambassador of the Year award for 2021.

The AFL Primary School Ambassador of the Year award is awarded to a Primary School teacher who has made an outstanding contribution to community football across the country and are recognised for their efforts. All schools in each state and territory were invited to participate in the annual awards, with more than 600 nominations received nationally in 2021. The award recipient has contributed to the completion of a major or significant project throughout the year, and gone above and beyond throughout the AFL season or contributed to a number of roles over a long period. We were very proud of Kylie receiving this award and she should be commended on her efforts.

Kylie has worked extremely hard in her role over the last few years to enhance the Physical Education learning area and provide students with many additional opportunities including Golf and Gymnastics to name a few. Her dedication and commitment to her learning area is admirable.





Teaching Quality

Literacy Report

Reading Renewal Comprehension Program

This year we introduced a new reading comprehension program called 'Reading Renewal,' in response to the areas of growth identified in our whole school data analysis. This program is in its first year and is still in its developmental stages. It was developed to combine knowledge gained from the Science of Reading, Scarborough's Reading Rope and The Big 5. Each text was carefully selected for by the teachers to ensure that they were year level appropriate, mixed themed and varied text types. The units were developed around the selected mentor text while linking closely to one of the 12 Reading Strategies as a focus within the unit. We wanted the Reading Renewal to follow to same process as Talk for Writing whereby teachers meet to collaboratively in their phases to plan for each unit which provided consistency across each classroom and across the school. The coordinators organised and led after school meetings where teachers worked closely together to plan all elements for each new unit. In this planning process, they developed phase planners, templates, lessons, PowerPoints, worksheets and assessments. This program explicitly taught the twelve comprehension strategies, the three comprehension questioning techniques (Literal, Inferential, Critical/Evaluative) while also encouraging students to make deeper connections with the text. Both teachers and students have enjoyed the program this year and we have received plenty of positive feedback from it. We had 100% of teachers say that they wanted to continue this program into 2022 in the Term 4 teacher survey on Reading Renewal.

Teachers said:

"I like the team approach to the program. With the set structure, you know you are on the right track and covering all content expected of that year level. I love the use of mentor texts to learn the comprehension strategies, rather than just worksheet after worksheet. The students really enjoy reading these books and they keep them engaged while learning. I like the fact that students are not just covering comprehension strategies but also learning to build their background knowledge, vocabulary and author/illustrator knowledge. It brings the joy of reading back into the classroom."

Teacher 1, Teacher Survey on Reading Renewal effectiveness Term 4 2021

"I enjoy how all the units follow a similar structure in which the students have become familiar with and how we use the mentor texts to teach the reading strategy."

Teacher 2, Teacher Survey on Reading Renewal effectiveness Term 4 2021



When asked about their favourite book from the program students said:

"I liked lots of them, Room on the Broom, Enemy Pie, The Rabbits, and Finding Winnie because they were really entertaining. I also found that the activities we had to complete with these books were more exciting. Some of these books (The Rabbits, Finding Winnie) had me really thinking about the story, which I enjoyed."

Student 1, Student Survey on Reading Renewal effectiveness Term 4 2021

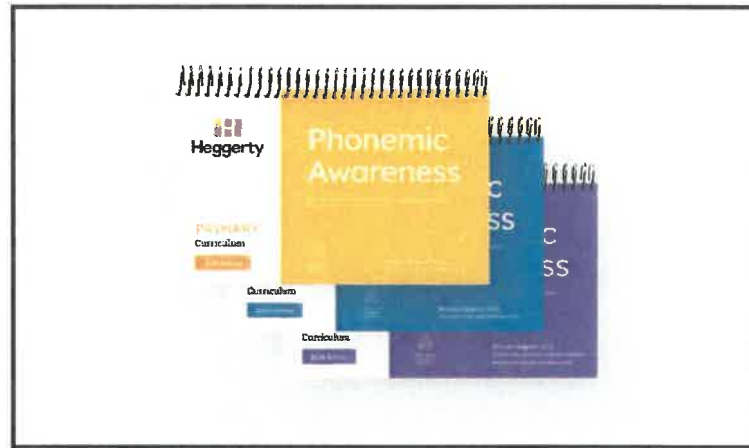
"Mine was the little inventor because it teaches you how to save the world and how to not make the earth a bin of trash. It helps you learn how to remember that the world is better than trash and how we can make earth a better place."

Student 2, Student Survey on Reading Renewal effectiveness Term 4 2021





Heggerty



The Heggerty program focuses on phonemic awareness. Lessons are fast-paced, explicit, and teacher led which is delivered before the classroom daily literacy review. The students find the program engaging and have built automaticity from the repeated instruction. The Heggerty Phonemic Awareness Curriculum provides students with consistent and repeated instruction, and this transfers to developing a student's decoding and encoding skills. Initially, we sent Miss Nguyen on the Heggerty PL who then implemented the program as a trail in her class. The students in her class were tested at the beginning of the Term 1 and again at the beginning of Term 3. The effectiveness of this program was very clear from our data analysis. After collecting this data, and seeing the success it brought to the class, other Year 1 and 2 teachers went this Miss Nguyen's class to observe the program being implemented. Miss Nguyen also went into other classes to demonstrate how to teach this program effectively with their students. We even had the leadership team of Baynton West come and observe Miss Nguyen teaching this program.

All teachers at our school who have trialled this Heggerty program have seen improvements within their class. Heggerty states that

"99% of teachers surveyed said Heggerty meets or exceeds expectations when it comes to having a positive impact on learning outcomes."

In Semester 2, we trained all staff from Kindergarten to Year 2 in the Heggerty program and purchased all resources required to effectively teach this program.

Next year, Heggerty will be implemented by all Kindergarten to Year 2 teachers.



Physical Education Report

Physical Education lessons at Ellenbrook Primary School aim to develop students' physical competence and knowledge of movement and safety, and their ability to use these to perform in a wide range of activities associated with the development of an active and healthy lifestyle.

Each year one to six class was delivered a weekly one-hour lesson that was aimed at not only improving their physical skills but also to ensure the student had fun and enjoyed their time at each lesson.

FACTION CARNIVALS

2021 saw Ellenbrook Primary School conduct a Faction Cross Country on Friday 23rd July and a Faction Athletics Carnival on Tuesday 14th September.

CROSS COUNTRY

Scores:	1st	Kingfisher	775 points
	2nd	Rosella	669 points
	3rd	Honeyeater	631 points
	4th	Magpie	525 points



ATHLETICS CARNIVAL

Scores:	1st	Rosella	689 points
	2nd	Kingfisher	653 points
	3rd	Honeyeater	618 points
	4th	Magpie	471 points



AISA

Aveley Interschool Sports Association consist of Anne Hamersley Primary, Ellen Stirling Primary, Malvern Springs Primary and Ellenbrook Primary. The Physical Education teachers from these school's meet twice a term to discuss practices and new initiatives for

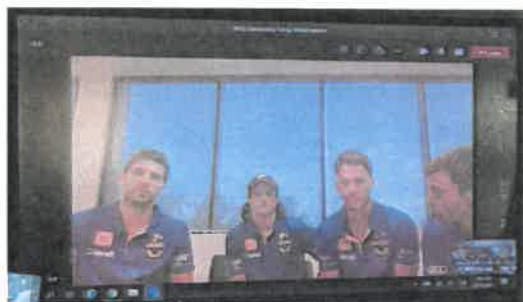


our lessons, as well as planning for various interschool carnivals. In 2021 AISA held a Summer Carnival, Winter Carnival, Cross Country Carnival and an Athletics Carnival.



WEST COAST EAGLES VIRTUAL VISIT

On Tuesday 9th March at 2pm the year 6 students at Ellenbrook Primary School were lucky to have a virtual visit from Andrew Gaff, Liam Duggan, Jamie Cripps and Jack Redden from the West Coast Eagles. The students heard stories from each player about who they were, where they came from and their time at the Eagles, before they allowed the students to ask them questions.



DOCKERS AFLW CUP CARNIVAL

On Friday 12th March thirteen girls from years 5 and 6 from Ellenbrook Primary attended the AFLW Dockers Cup Carnival at Jubilee Oval in Eden Hill. There were 24 teams and 4 divisions. We were put into A division and came fourth. The girls played exceptional football and represented Ellenbrook primary with pride and were all exceptionally well behaved.





EAST PERTH FOOTBALL CLUB VISIT

The students at Ellenbrook Primary were fortunate to have a WAFL representative from the East Perth Football Club visit with them during their weekly sport lessons in term 1. Thomas spent time with every class, from year Pre-Primary through to Year 6, teaching them AFL skills and encouraging them to play community football.



DANNY GREEN

On Thursday 24th June, 4-time World Boxing Title Champion, motivational speaker, health and fitness trainer, and anti-bullying/cyber bullying campaigner Danny 'The Green Machine' Green visited the students at Ellenbrook Primary School. Danny delivered a respect and anti-bullying message to the students in years 1 – 6.





GREEN & GOLD DAY

On Friday 30th July Ellenbrook Primary got behind our Aussie Olympians and supported the Australian Olympic team in Tokyo by wearing Green & Gold. The day was about painting the country in our national colours and being proud of Australia's sporting achievements, it was all about Australians coming together and celebrating the green and gold! Aussie Aussie Aussie Oi Oi Oi!!!



AFL GRAND FINAL OPEN TRAINING

On Friday 24th September, 85 Year 5/6 students attended the AFL Grand final open training session at Optus Stadium before the grand final and had an amazing time. This was a once in a life time opportunity and we must all thank Dr MacNeill for allowing us to attend this event and fund the bus. The students bought their lunch from the canteen and cheered on the teams as they trained.





AUSKICKER OF THE YEAR

Year 2 student, Clarissa Griffiths was selected as one of the 2021 Auskicker of the Year. Clarissa got to present AFL Grandfinal premiership player and Melbourne Demons captain, Max Gawn, his grandfinal medal, and told Max he did a great job while there. Clarissa was nominated by her AFL community club Ellenbrook Dockers Junior Football Club and was fortunate to be selected.



SCHOOL SPORT FUNDING

In term 4 of 2021 Ellenbrook Primary were successful in obtaining \$3000.00 in sporting school funding and we had, In Motion Gymnastics from Ellenbrook visit with the school for a week. Every student from every class had a 1-hour session with Kippa and worked through their gymnastic moves.





INCURSIONS

This year Ellenbrook Primary took advantage of offers of free in-school sporting clinics.

- Rugby Western Australia
- Athletics Western Australia
- Golf Western Australia
- Ellenbrook Tennis Tots

Trained experts delivered each clinic and they had two main benefits – they introduce the students to expertise teaching not otherwise available and they showcase appropriate lessons in their particular sport that can be copied and utilised by the Physical Education teacher while promoting their individual sport, while encouraging the students to join their closest club. The school would place their advert promoting the sport into our newsletter and/or display their poster in our sports display cabinet.

Kylie Collins, Physical Education Specialist





Performing Arts Report

The Performing Arts program at Ellenbrook Primary School is committed to delivering an engaging and diverse program from Year 1 to Year 6 with targets for specific improvements in student performances that are in line with National Standards (SCASA). It encompasses all four elements of Performing Arts – Music, Dance, Singing and Drama in weekly, one-hour lessons.

Recess and lunch rehearsals are allocated for extended development of skills for Vocal and Musical Theatre Troupes. This year, the Showcase Troupe prepared two different performance items to participate in The Crown Showcase during Term 3. They rehearsed on the Crown Theatre stage during the day and returned to perform their items in the evening showcase. The first item was a vocal rendition of 'Just Sing', demonstrating their harmonising skills by singing with backing music and also A Capella.



They also performed a Musical Theatre medley titled 'School Song', where they showcased their singing and drama skills.



They were so successful and memorable in their performance, that they were selected to perform at Telethon in Term 4. Their performance was selected for live broadcast on Channel 7.





One Year 6 student demonstrated his drama improvisation skills when he was interviewed by the Channel 7 reporter and he was complimented on his confidence and camera presence.



Effective pedagogical practices are used to identify student achievements. This data is monitored to identify gaps in student learning and to implement ongoing improvement and growth in student learning throughout the year. The students were assessed during Term 3, and offers were given for students to participate in the Instrumental Music School Services (IMSS) for 2022, where instrumental skills are extended. The expertise of the IMSS teachers are used to develop instrumental skills for students who undertake the opportunity to further their skills. The 2021 IMSS students performed at an Instrumental Assembly for the school community and their parents in Week 8, showcasing their skills. One shy Year 6 student, in developing her skills and confidence during her instrumental lessons and Performing Arts lessons, amazed the audience by performing a solo, playing the guitar and singing.

In the Performing Arts classroom, every student is provided with the opportunity to learn, achieve positive outcomes and improve their skills through explicit instruction followed by performance opportunity, in a culture that promotes learning. The Arts has a high rate of student attendance and engagement, because the students feel safe and confident to engage in all Arts activities without fear of put-downs. The aim is always to improve one's own personal skills, rather than trying to compete against others. The students are immersed with a constant influx of language, processes, skills to learn and most importantly, the space and time to process the information learned without pressure or stress. The systematic curriculum delivery in Performing Arts is designed to meet the needs of the range of students within each year level as well as those with disabilities, medical and any specific need of each student.

We took part in a virtual Ballet Incursion this year, with the Australian Ballet Company. This consisted of the lessons being led by a professional ballet instructor/performer via webcam link in the Performing Arts room. Each class took part and learned a variety of movement skills, from improvisation through to structured, choreographed movements – all focussing on storytelling through dance.





We are also part of the Aspire Program, where the Barking Gecko Theatre Company offer free Theatre tickets and free bus hire to participating schools, enabling students from all backgrounds the same opportunity to view live theatre performances. The Performing Arts teacher organised two large-scale excursions – one in Term 1 for the Year 4 and Year 5 classes, and another in Term 4 for the Year 3 and Year 6 students. They viewed the live performance of the show 'House', with many students commenting that they had never been inside a 'real theatre' before.

Performing Arts encompasses the whole community where parents and families are valued as partners in student learning and there is a strong sense of belonging and pride when representing EPS in community activities. These annual performance opportunities include the Harmony Day celebration, ANZAC day, Book Week Parade, Remembrance Day and the Combined Christmas Carols.

Our weekly Assemblies, Annual showcase and Year Six production are all attended by a wealth of parents, staff and the wider community, utilising our stage area, complete with lighting and sound, in a targeted use of our own school resources.

The six years of cumulative targets to improve the student's knowledge and confidence are showcased in the Year 6 play. As we have our own stage area, this enables us to rehearse and perform the Year Six play in our own school space. The students are given the opportunity to be the scenery crew, Lighting and Sound Technicians for performances, owning the responsibility for 'Backstage Crew' duties. We also give them the responsibility of the prop and scenery making, in a teacher-led 'Scenery Design Team' Advanced Extension Program.

This culminates in a fantastic performance, first for the school community and then for the parents and wider community.



Utilising recent professional development in whole school fitness programs, the Performing Arts Teacher created and developed a fitness program, 'Groove', utilising whole school participation that is aimed at improving the wellbeing of students through dance. 'Groove Mentors' were also trained to assist in the running of the weekly program, fostering a fun and inclusive atmosphere for all students to enjoy at their own level.



As the Performing Arts Specialist at EPS for the past 13 years, the Performing Arts Teacher has drawn on her expertise from the following; Drama with the London Academy of Dramatic Arts, Singing with the London Academy of Singing and Dance with British Association of Teachers of Dance. This, along with 24 years of teaching experience, has resulted in the development of an expert in the delivery of evidence-based teaching strategies in the Performing Arts at EPS.

Michele Eisenhauer, Performing Arts Specialist





Student Achievement and Progress

Our school has a schedule for the collection of a range of data to monitor and assess student achievement and progress. We continually assess the effectiveness of whole school programs and teacher instruction using this data and make adjustments and improvements as required. It was validated by the Public School Review that *“Year 3 and Year 5 student performance in NAPLAN has been above and well-above the national average for like schools for a sustained period”*. We are very proud of this and will continue to identify ways we can improve student achievement for all students.

YEAR 3 2021 NAPLAN OVERVIEW - FIRST CUT DATA

Band 1 = **Below**

Band 2 = **At**

Band 3 = **Above**

Band	Reading (No. of students)	%	Spelling (No. of students)	%	Grammar (No. of students)	%	Writing (No. of students)	%	Numeracy (No. of students)	%
Cohort	Stable		As tested		As tested		As tested		Stable	
Band 1	-	-	2	3%	2	3%	-	-	-	-
Band 2	1	2%	3	5%	5	8%	1	1%	4	10%
Band 3	6	15%	11	17%	4	6%	1	1%	16	41%
Band 4	9	22%	16	25%	8	12%	11	17%	9	23%
Band 5	11	27%	15	23%	14	22%	35	54%	7	18%
Band 6	13	32%	14	21%	28	43%	13	20%	3	8%
Withdrawn	1	2%	3	5%	3	5%	3	5%	-	-
Absent	-	-	1	1%	1	1%	1	1%	-	-
TOTAL	41	100%	65	100%	65	100%	65	100% <small>rounded</small>	39	100%

Year 3 Data Analysis

The table above indicates that we achieved our Business Plan target with the majority of our students achieving Band 2 or above in both literacy and numeracy areas for Year 3. It is also noted that most students attained Bands that are **above**. Over 50% of students achieved Band 5 or above in Reading, Grammar and Writing. We are really pleased with this achievement. We will have a strong focus on our Numeracy achievement in 2022 and look to increase our achievements in this area.



YEAR 5 2021 NAPLAN OVERVIEW - FIRST CUT DATA

Band 3 = **Below**Band 4 = **At**Band 5 = **Above**

Band	Reading (No. of students)	%	Spelling (No. of students)	%	Grammar (No. of students)	%	Writing (No. of students)	%	Numeracy (No. of students)	%
Band 3	1	2%	2	3%	3	4%	1	1%	1	2%
Band 4	5	9%	2	3%	5	7%	5	7%	8	14%
Band 5	11	19%	14	20%	11	16%	16	23%	16	28%
Band 6	22	38%	14	20%	18	26%	25	36%	17	30%
Band 7	12	21%	21	30%	10	14%	12	17%	11	19%
Band 8	5	9%	12	17%	18	26%	7	10%	2	3.5%
Withdrawn	-	-	1	1%	1	1%	1	1%	-	-
Absent	1	2%	4	6%	4	6%	3	4%	2	3.5%
TOTAL	57	100%	70	100%	70	100%	70	100%	57	100%

Year 5 Data Analysis

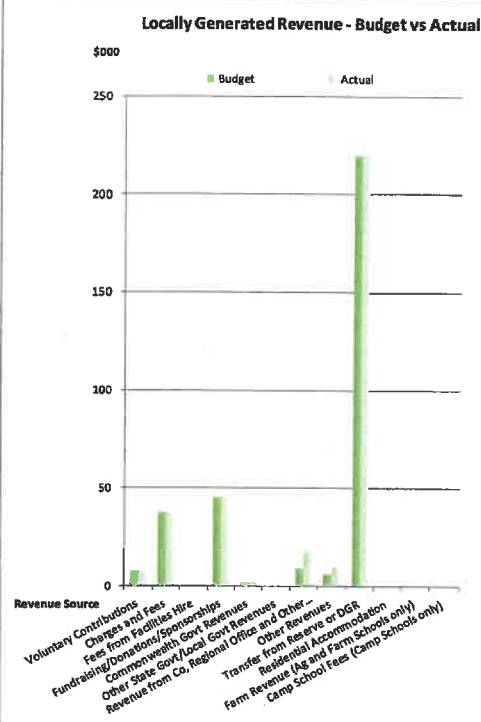
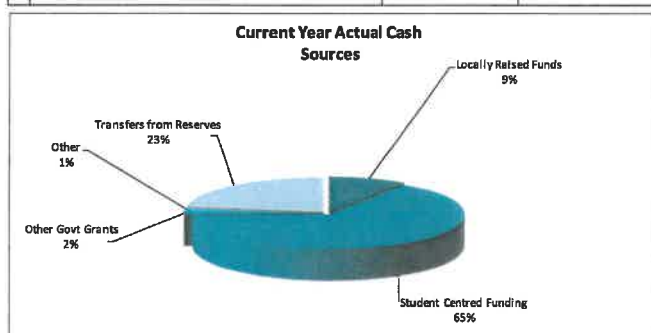
The 2021 NAPLAN Year 5 data is showing that the majority of our students are sitting in Bands 6 or above in all five tests. We are seeing great improvements in our Grammar and Punctuation results. We look forward to seeing the impact of our new approach to Reading in 2022 data and next year will also have a big focus on Numeracy.



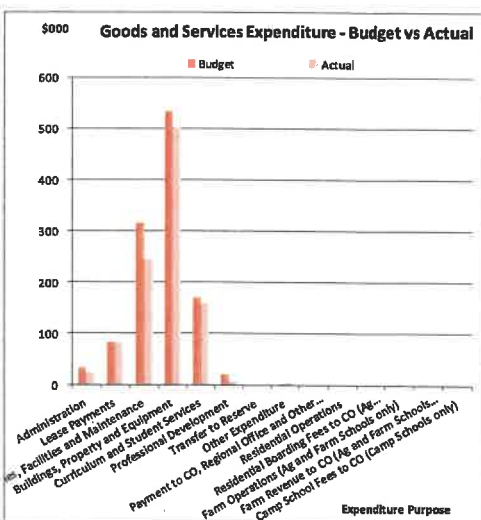
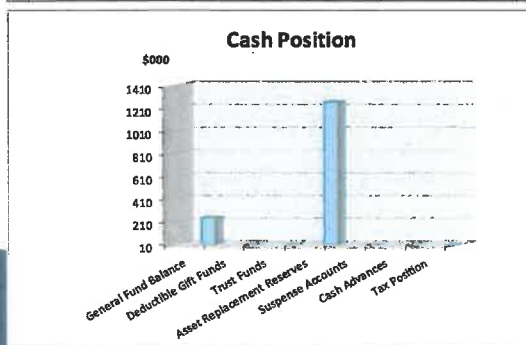


Ellenbrook Primary School Finances 2021

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 7,346.00	\$ 7,385.60
2 Charges and Fees	\$ 37,254.00	\$ 37,253.20
3 Fees from Facilities Hire	\$ -	\$ 560.00
4 Fundraising/Donations/Sponsorships	\$ 44,722.00	\$ 44,721.75
5 Commonwealth Govt Revenues	\$ 1,682.00	\$ 1,681.69
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ 8,751.00	\$ 17,501.24
8 Other Revenues	\$ 5,646.00	\$ 9,903.91
9 Transfer from Reserve or DGR	\$ 220,000.00	\$ 220,000.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 325,401.00	\$ 339,007.39
Opening Balance	\$ 305,764.76	\$ 305,764.76
Student Centred Funding	\$ 624,935.00	\$ 624,935.00
Total Cash Funds Available	\$ 1,256,100.76	\$ 1,269,707.15
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 1,256,100.76	\$ 1,269,707.15



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 32,785.00	\$ 24,118.92
2 Lease Payments	\$ 83,750.62	\$ 80,977.73
3 Utilities, Facilities and Maintenance	\$ 315,151.00	\$ 245,447.49
4 Buildings, Property and Equipment	\$ 534,248.00	\$ 502,272.38
5 Curriculum and Student Services	\$ 170,665.00	\$ 159,380.69
6 Professional Development	\$ 20,000.00	\$ 5,088.54
7 Transfer to Reserve	\$ -	\$ -
8 Other Expenditure	\$ 360.00	\$ 3,765.06
9 Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10 Residential Operations	\$ -	\$ -
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 1,156,959.62	\$ 1,021,050.81
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 1,156,959.62	\$ 1,021,050.81
Cash Budget Variance	\$ 99,141.14	\$ -



Cash Position as at:	
Bank Balance	\$ 1,498,309.11
Made up of:	
1 General Fund Balance	\$ 248,656.34
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 1,262,843.88
5 Suspense Accounts	\$ (1,492.11)
6 Cash Advances	\$ -
7 Tax Position	\$ (11,699.00)
Total Bank Balance	\$ 1,498,309.11



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