Glen Huon Primary School

An Independent Public School

2020 Annual Report

Principal's Report

2020 will be remembered as one of the more challenging and interrupted years as we experienced the impacts of a global pandemic. COVID-19 was a significant disruptor to education across term's 1 and 2 and challenged us to consider new ways of delivering teaching and learning. As schools and communities, we considered the best approaches to meeting the academic needs of students, whilst ensuring that social and emotional supports were factored in. Whilst the major impact to learning was limited to a 6 – 8-week period, the lasting effects of a year dominated by COVID-19 was felt across the entire of 2020.

2020 provided many great opportunities for the staff at GHPS to influence learning outcomes for its students. The 2020 GHPS Annual Report provides a comprehensive reflection on the progress made across the year and the many highlights that occurred along the way. In its 20th year, GHPS also saw the career and tremendous commitment from its foundation principal Ms Carolyn Nankervis come to an end. With a move towards retirement, Ms Nankervis' dedication and output across 20 years of devotion to GHPS deserves recognition and appreciation for her impact to students and community. GHPS thanks Carolyn immensely for her wonderful years of service and her long, lasting legacy.

Rob McArdle
Principal

English Report – English Committee

English is Key Curriculum Area and one of our three major focus areas within the school. In 2020, Reading and Spelling have become our focus areas and Writing has been put into maintenance.
In 2020, due to COVID-19, there was no NAPLAN data. Instead, we have used our PM Benchmark, Bright Path and Reporting Data to measure growth from PP to Year 6 in Reading, Viewing, Speaking, Listening and Writing.

2020 Semester 2 Reading and Viewing

	Below	At or Above
Pre-Primary	25	38
Year 1	28	41
Year 2	20	54
Year 3	10	51
Year 4	13	37
Year 5	14	39
Year 6	13	52
Total	123	312
Percentage	28%	72%

According to our reporting data 28% of students are working below the expected standard in Reading and Viewing and 72% of students are working at or above the expected standard in Reading and Viewing.

2020 Semester 2 Speaking and Listening Report Grades

	Below	At or Above
Pre-Primary	12	51
Year 1	17	52
Year 2	16	58
Year 3	8	53
Year 4	13	37
Year 5	16	37
Year 6	13	52
Total	95	340
Percentage	22%	78%

According to our reporting data 22% of students are working below the expected standard in Speaking and Listening. 78% of students are working at or above the expected standard in Speaking and Listening.

2020 Semester 2 Writing Report Grades

	Below	At or Above
Pre-Primary	21	42
Year 1	29	40
Year 2	30	44
Year 3	14	48
Year 4	17	33
Year 5	19	35
Year 6	17	49
Total	147	291
Percentage	34%	66%

According to our reporting data 34% of students are working below the expected standard in Writing and 66% of students are working at or above the expected standard in Writing. In 2021, the Literacy committee will investigate effective whole school writing programs to implement in 2022 to improve writing scores across the school.

In 2020, staff have been involved in Professional Learning in Letters and Sounds, Peggy Lego, Heggerty and Words their Way. These programs will be implemented in 2021. Many staff members have begun trialling these programs in 2020.

In 2021, we will commence using PAT Reading from Pre-Primary to Year 6 to measure progress in reading across year levels. In Pre-Primary and Year One, students reading will be assessed using Dandelion Readers Decodable Reader assessment. Mid-Year One to Year 6 will continue to use PM Benchmark and Probe to measure reading growth.

We will continue to use Bright Path to measure writing from Pre-Primary to Year 6.

In 2021 our focus will be to implement Letters and Sounds (Kindergarten to Year 2), Heggerty (Kindergarten to Year 2), Peggy Lego (Kindergarten to Year 3) and Words their Way (Mid-year 1 to Year 6). Additionally, we will work in partnership with Eaton Community College to develop the literacy skills of students in Years 5 and 6 prepare them for transition to high school.

Numeracy Report – Maths Committee

Rachel Spalding (Numeracy Team Leader) & Michael Harvey (Numeracy Team Co-Leader)

Glen Huon Primary School (GHPS) exists in a community from which students come into school with a wide range of early numeracy skills when entering Kindergarten. A proportion of these students enter school possessing limited early learning in numeracy. As a result, numeracy is a critical area of the curriculum for them; hence the priority status of Mathematics at GHPS.

Our targets for this year and moving forward in Mathematics are:

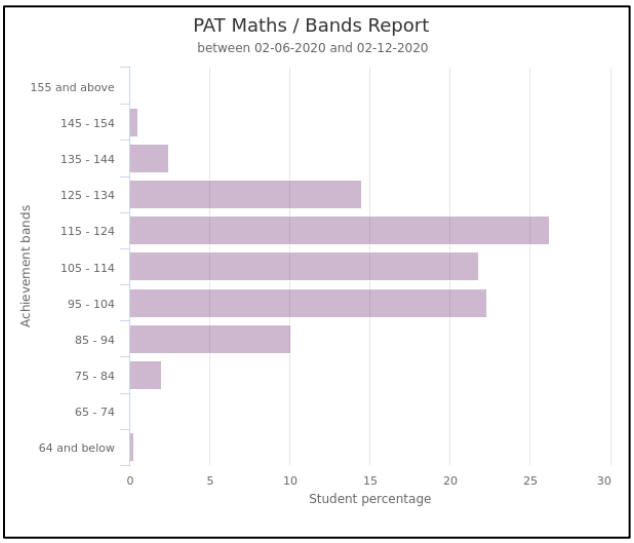
- to increase attainment in the area of Mathematics;
- to increase the engagement of students in challenging Mathematics lessons through use of the Concrete-Representational-Abstract-Practice (CRAP) method; and
- to track students' individual performance through case management across their years at GHPS. This includes identifying students achieving below the expected achievement standard in Mathematics, ensuring that all of these students are placed on an Individual or Group Education Plan.

This year, due to COViD-19, NAPLAN was cancelled, meaning our annual report for Mathematics will consist solely of data from the On-Entry Assessment, the Progressive Achievement Test (PAT) for Maths and the GHPS Mathematics Engagement Survey.

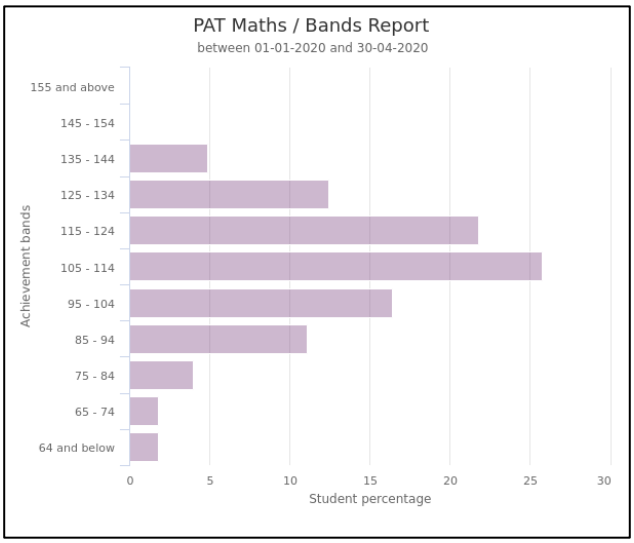
Increase the Attainment of Students in Mathematics (derived from data from the PAT Maths Whole School Assessment Tool)

In 2020, GHPS continued to use the online PAT Maths assessment tool to track the progress and performance of both individual students and cohorts. Our PAT Maths results have indicated that we have achieved our target of increasing the attainment of students in Mathematics from Year 1 to Year 6. Notably, there has been a reduction of students performing in the lower four bands, and an increased percentage of students performing in the top 6 bands from Term One to Term Four. When compared to the PAT Maths Norms Reference Report, all year levels have improved their performance from Term 1 to Term Four.

Term 1 PAT Maths Data



Term 4 PAT Maths Data



Recommended Directions for Mathematics at GHPS in 2021

In 2021, we will:

- continue to focus on implementing the GHPS Numeracy Policy by:
    - maintaining and promoting a focus on using concrete and manipulative materials as part of effective pedagogical practice in Mathematics programs across the school;
    - facilitating learning through use of the ISTAR teaching model, including strategies for teaching mathematical concepts and language using concrete materials, representational strategies and abstraction of mathematical learning (CRAP method); and
    - facilitating learning strategies for fundamental mathematical concepts such as problem-solving, reasoning and using mathematical language (e.g., Paul Swan, ALCOA/SciTech Maths Enrichment Program).
- continue to develop, implement and moderate Common Assessment Tasks (CAT) to inform teaching and reporting judgements;
- allocate financial and human resources to support Mathematics programs in K-6 to explicitly teach key mathematical concepts and associated vocabulary to support students' learning in subsequent years at school;
- continue to track student performance using the diagnostic assessment tool PAT Maths, as well as retest the Pre-Primary On-Entry in Mathematics. The data, along with a case management approach to students learning, will enable teachers to successfully develop learning programs that meet the needs of the class and the individual. Moving forward, individual class targets and student progress will be used to set targets and track student progress through curriculum meetings, performance management and cluster meetings. This will ensure our data is valid and relevant to our educational setting.

Positive Behaviour Support – PBS Committee

Amy Riley- Leader PBS Committee and Susie James – Leader Tier 2 PBS Committee

"The purpose of the Glen Huon PBS committee is to develop and implement school-wide positive behaviour support in order to improve behaviour and explicitly teach social skills. It is our intention that by encouraging ownership by staff, students and the community, this will develop a school culture which is positive and consistent and based on a common language which is used by all. Our ultimate intended purpose will lead to higher educational outcomes." (from School Plan)

2020 Targets

1. To develop and improve and sustain communication of Positive Behaviours to the community with a commitment of reaching 90% of parents at any one time.

2. To provide interventions to support approximately 15% of the student population who are at risk but not currently engaging in severe problem behaviour.

3. Maintaining of Positive Behaviours Tier 1 seven essential features, implemented with consistency and fidelity.

2020 Achievements

1. **To develop and improve and sustain communication of Positive Behaviours to the community with a commitment of reaching 90% of parents at any one time.**

In order for the language of Positives Behaviours to become second nature for our children at school we need it to filter into the home and wider community. If the language is spoken in the homes of

our children, then it will be familiar and second nature. For this to happen we need to communicate Positive behaviours to the community as much as possible. It was decided that at events where parents were already present we would promote the PBS message. These strategies included:





- New matrix including visuals was distributed to all teachers, admin and learning areas and is displayed and referred to throughout the school.
- PBS Banners which were created by the community last year, are displayed in the school foyer and at all whole school events.
- Class Dojo continues to be the primary source of communication with parents. During Covid we added an online teaching platform for parents (Connect and Class Dojo) and students to access the curriculum.
- PBS school expectation song continues to be performed by the school band and it is sung by all students at gatherings and any other opportunity where the community is present.
- Excel is our school PBS frog logo and mascot. Excel makes appearances at all school events including gatherings, faction carnivals and Kiss and Drive on occasions. A video was created using Excel during Covid to connect with the students and families at home and was Class Dojo was utilised.

- Gold Club reward was held at the end of each semester with a day of fun activities at school. Gold Club sashes were also purchased to be worn by recipients at the Gathering.
- Faction reward were held at the end of each term, celebrating all factions and their progress through achieving X-factors and Class Dojo points, for following the Four Expectations.
- A weekly video of the Faction Count is uploaded on Dojo for the school community to view and is created, filmed and organised by the Faction Captions.
- All awards and prize winners including Gold Club are recognised via the Class Dojo and the School newsletter.
- Breakfast Club X-factors have been created and are distributed at Breakfast Club for students demonstrating the four expectations.
- The Four Expectation stamps and stickers are utilised in classrooms by teachers to promote the PBS message.
- Two teachers qualified as CAT trainers to provide continued support of the CMS strategies to all staff.







- Termly meetings with the student leaders were held to allow their voice to be heard. Student run whole school surveys were conducted to find out student's interests. Some outcomes of this were the purchase of a new flag pole, purchase of the Aboriginal Flag, crazy sock day, free dress and Glen Huon's Got Talent.





2. **To provide interventions to support approximately 15% of the student population who are at risk but not currently engaging in severe problem behaviour**

   This year we have continued to formalise Tier 2. Tier 2 interventions have been implemented already throughout the school, but the processes and strategies required formalising.

   - Tier 2 Team (T2T) continues to have a representative in each phase of learning to support staff with interventions for students. These representatives have training and resources available to support staff.
   - Tier 2 Team continues to meet once a term, week 6, after cluster meetings in Week 4. Giving the tier 2 team an opportunity to discuss children who require interventions and what interventions would suit them best.
   - A tracking tool has been developed to track tier 2 interventions e.g., Check In, Check Out (CICO)
   - A new CICO has been developed using positive comments rather than a point system. This accommodates students who don't respond to the point system.

3. **Maintaining of Positive Behaviours Tier 1 seven essential features, implemented with consistency and fidelity.**

   This year has shown the continued implementation of the seven essential features of PBS. This has led towards the consistency of processes and strategies throughout the whole school. The achievements for this year have been many and varied.

   Component One: Leadership
   - Two meetings are scheduled every term.
   - We have representatives from admin, Parent (due to Covid-19, no parent on committee this year), External Coach, Teachers and Education Assistants.
   - We delegate roles to everyone so it is not one person's responsibility and our team leader checks in on progress.

   Component Two: Defining Expected Behaviour
   - New behaviour matrix displayed throughout the school including visuals.
   - Playground Agreements have been created and attached to all new equipment eg four square.
   - The continuation of our Outstanding Academic Achievement and Endeavour awards.

   Component Three: Teaching Expected Behaviour
   - PBS is timetabled in for all classes. Term one we all teach the expected PBS lessons and then at point of need.
   - Tier 2 has formalised referrals for group re-teaching of expected behaviours.
   - All playground agreements were explicitly taught in the classroom and students then taught their peers.

Component Four: Encouraging Expected behaviour – We have been consistently following our rewards system and keeping on track with a ratio of 4:1 (four positive behaviour reinforcements to one negative).

- Class Dojo Points and X-factors – Weekly tally and rewards for students and teachers
- Post Cards, Excellence Awards and Gold Club
- Swimming X-factors
- Faction Carnival X-factors
- Breakfast Club X-factors
- End of Semester X-factor draw

Component Five: Essential Classroom Practice

- All staff and educational assistants have completed Foundation CMS (Classroom Management Strategy) training. This supports PBS by keeping our staff upskilled in our CMS and structuring engaging lessons to minimise any possible behaviour issues.
- Trevor Stirton and Susie James has successfully completed their CAT training and are accredited in house CMS coaches. This means we will have in house mentors for CMS in the future.

Component Six: Responding to Misbehaviour

- Pink slips have our Minors and Majors listed on the back of the forms for clarity and minor changes to the layout.
- Green slips now have a Tier 2 referral included.
- Every staff member now has their own walky-talky to communicate with admin.
- CICO reformatted with positive feedback comments.

Component Seven: Ongoing Monitoring

- Our positive and negative student data (Pink Slip, Green Slip, Post Cards, Excellence Awards, Gold Club, Endeavour Award and Outstanding Academic Achievement Award) is recorded on SIS and feedback is given to the staff at the end of each term.
- Team Implementation Checklist (TIC), Teacher Self-Assessment Survey, SET, BOQ are completed when required and this guides our future planning and focus.
- Our behaviour Policy is available online on our school website for the wider community to access.

Statistics to Date

	2014	2015	2016	2017	2018	2019	2021
Pink Slips Majors	708	653	765	862	349	653	517
Green Slip							22
Positives	921	712	691	2130	1559	1876	1807

We currently have a 3:1 ratio for positive to negative feedback. We are aiming for a 4:1 ratio and our goals for next year will support this aim.

The Way Forward: 2021 looks to be a very exciting year for PBS.

Goals:

1. A flow chart is in every learning area detailing the process to refer any child requiring Tier 2 interventions.

2. A feedback survey for the staff to discover the validity of the CICO for each child will be developed.
3. In house CAT trainers to offer CMS refresher conferences to all staff throughout the year. Admin to support this initiative by providing relief which has been included in the 2021 PBS budget. Through the performance management process, CAT trainers may be utilised at point of need.
4. Promote a parent representative for the committee.
5. Our PBS Meetings and agendas will be guided by achieving more on our TIC – Teacher Implementation Tool which guides our team to perform and perfect our PBS skills throughout the school.
6. Collation, input and analysis of data to improve and data to be used to guide us in our decision making.
7. Annual review of staff accreditation and competence in CMS and PBS for staff and PBS team. Upskilling as and when required.
8. PBS Induction Check List to be established and implemented for new staff.
9. SET (Self-Assessment Tool), SAS (Staff Assessment Survey) and TIF (Tiered Fidelity Inventory) to guide our decisions and planning for 2021.
10. Staff PBS music video to be launched.

Student Services

The role of the Student Services Team is to ensure that we have **high quality** and **high care** within our Teaching and Learning Programs so that each student is given the opportunity to succeed. We build upon the strength and current practices of staff by providing appropriate support and Professional Development to extend their capacity to provide quality Teaching and Learning Programs for students with additional needs or who require Tier 2 and Tier 3 intervention strategies.

At Glen Huon in 2020, 6% of our student population had a diagnosed disability that attracted additional funding through Disability Resourcing. The opening of our Early Intervention Centre in May meant that therapists now have a designated area in with they can work to target and work on the student's individually tailored plan. The therapy providers are sourced through the students NDIS funding at the parent's request however, as we enable the therapy to take place on site, we have seen an increase in the individual student's attendance. The communication between school and the therapy providers has also increased enabling us to use many cross-over strategies which benefit the student. The feedback from parents has been incredibly positive with many parents being able to return to work, as they no longer have the down time of therapy appointments during the school day.

Data from our On Entry and KAT assessments completed early in 2020 showed that many of our students are experiencing oral language challenges. A large proportion of our Kindy students were referred to WA Country Health Services or other external therapy providers for tailored specialist support in the area of Speech and Occupational therapy. Kindergarten data from our KAT testing showed that 9 out of 60 students were beyond a blank level 1 instructional level. This led to the introduction of a targeted Oral Language intervention program in the Kindy and Pre-Primary. This enabled us to explicitly teach and target the individual skills required in the area of Oral Language

and Social and Emotional development. With the introduction of the KAT testing in 2020 we have been able to identify potential deficit areas earlier. This then enables us to provide additional support or resourcing to support the development of the students' oral language skills in order to achieve academic success.

- Worked with 15% of the student population putting in place interventions as recommended and required to support student learning. The Student Services Team also continued to support the implementation of Behaviour Management Plans in order to reduce or replace behaviours with those more socially acceptable.
- Worked with 15% of student population who attract additional support time or meet the National Consistent Data Collection criteria for an imputed disability. The Student services teamwork with the students, families and interagency supports services to ensure we are providing the best possible educational, emotional, social and behavioural outcomes for these students. Case conferences were use as the main way in which all parties worked together to achieve a common outcome or goal.
- Continued to provide Classroom Teachers with additional support in either resources, or additional time for them to work independently or with the Student Services Team. During this time the team and Classroom Teachers worked together to tailor academic, social, emotional and behaviour interventions to meet the needs of the individual student.
- Continued to support teachers with the implementation of the Reporting to Parents SEN component. This ensured that School Reports for individual students with diagnosed disabilities or learning deficits reflected their learning progress measured against their tailored intervention program.
- Worked with a range of interagency such as: Hospital School Liaison Services, the Assertive Technology team and the Consulting Teacher from the School of Special Educational Needs Disability (SSEN D).
- Continued the development and up skilling of staff in the management of epilepsy, diabetes, asthma and anaphylaxis.
- Continued to up skill staff in best practices for intervention programs and strategies to better assist and cater for our students' needs.
- Continued to provide ongoing professional development in the area of ASD.
- Continued our partnership with Community Health to increase the access to services for students. The continuation of our partnership with the private therapy services who work on site assisted in the tailoring of intervention programs and increased the link between the home and school environment.
- Allocated additional funding through a targeted initiative to increase the level of intervention in the areas of Literacy, Numeracy and Behaviour within the Early Years. This resulted in an increase in the students' individual skills and all students met the individual targets set. This is an initiative we would like to continue and extend into 2020, if it is financially viable to do so.

Moving forward in 2021, we will focus on:

- Up Skilling the Early Years Team in oral language development with the support from the Peel Language Development School.
- Continuing to build the capacity of staff members in order to develop and tailor Teaching and Learning Programs to meet the needs of the individual and the whole class.
- Continuing and expanding early intervention in the areas of Literacy and Numeracy to ensure that students have the foundational skills required in order to reach their academic potential.
- Continue to provide support time to staff members to support the implementation of quality teaching and learning programs that meet individual students' needs.

- Introducing a nomination form for Student Services to ensure whole school processes and procedures have been followed and that individual cases are seen in priority order.
- Looking into increasing the services provided on school site by fostering partnerships with external agencies. These agencies will then operate out of the Early Intervention Centre when it is completed. We have already been working in our interagency support services on this.

Attendance Report

Glen Huon Primary School currently has an enrolment of 497 students. This rose to over 500 during 2020. Transiency at GHPS is evident however many families and students have been long term Eaton - Millbridge residents and are now long term GHPS families.

Attendance in Public Schools is placed into four categories according to percentages. Students with an attendance rate of less than 90% are considered to be *students at risk*.

Attendance Target
As stated in the GHPS Business Plan, our school goal is, as always, to have 90% of the student body achieve an attendance rate of 90% or more. Our school goal of 90% has been achieved by over two thirds of the school population and despite the disruptions that have impacted 2020, the graphs below show that 97% of students attend over 80% of the time.
In 2020, GHPS saw attendance anomalies due to the COViD-19 lockdowns and the impact that this had on the community.

Statement of probable directions for 2021 derived from reflecting on the above information.

1. Continuing the Departmental process of notification and development of attendance plans is a must in 2021. On many occasions, the letters sent home made a marked improvement on student's attendance.
2. The attendance figures in 2020 will need to be considered as anomalies due to the disruptions caused by COVID-19 lockdown restrictions.
3. Glen Huon families must continue to be informed as to the correct explanation of 'authorised" and "unauthorised" absences. They must also be reminded of the Department's policy concerning the undertaking of family holidays in school time. Families will also be reminded on a regular basis that the school needs to be notified of ALL absences.

Science

Science curriculum covers four areas.

- Living Things.
- Earth and Space.
- Chemical Science.
- Physical Science.

Our Science program is taught through a suite of units across Foundation to Year 6 that fully align to all strands of the Science Curriculum. Each curriculum unit provides practical advice on implementing our inquiry-based teaching and learning approach to develop one Science Understanding. The units combine hands-on investigations, evidence-based reasoning and collaborative group work to build skills necessary to thrive in the 21st century.

Our Science program has an explicit focus on developing students' knowledge, skills, understanding and capacities in science and literacy. Units employ a range of strategies to encourage students to think about and to represent science. Students learn to represent their understanding of science

concepts, processes and skills. Students use their everyday literacy and numeracy knowledge and apply this to the science concepts whilst building new understandings. Science provides authentic contexts and meaningful purposes for literacy and numeracy learning, and also provides opportunities to develop a wider range of skills.

At Glen Huon we have a range of Science Enrichment Programs to make science engaging whilst enhancing and building upon classroom learning. Our Eco village and outside learning classroom promote STEAM (Science/ Technology/ Empathy/ Art and Mathematics), Active Learning, Mental and Social Well Being.

Eco Warriors Year 1 and 2.
Learn about microorganism as Science learning starts with the smallest living things. The focus on biology in the Eco Village and bug Shelters is culminated at the Arts Extravaganza at the end of year and highlights the students learning in the Natural Environment.

Rangers Year 3 and 4.
Learn formal measurement while checking our frog ponds population. Students build upon their Eco Warrior knowledge with invertebrates, classification and identification. Propagation and plant cycle are explored with the focus on data collection and variables into the cooler months. STEAM is pursued with Earth and Space models applying cognitive function skills in these year groups.

Science and Sustainability Kids (SSK) Year 5 and 6
Learn about energy and new technologies. Thermal garden wall, worm on waste (WOW) are hands on science learning projects with opportunities for leadership. Students research projects begin the journey towards independent learning with inclusion of the Kids Teach Kids National initiative. Our students are invited to present and network on the year's theme with other schools. Sharing topics on environment, climate and habitat research in the professional suite of the Dolphin Discovery Centre, we then tour to see Science at work in the Marine Environment. STEAM, Digital Technologies and Sustainability are broader concepts at this year level. The focus is on the importance of children having positive experiences in nature to help them develop the fascination for the natural world that is the building block of curiosity and scientific mind.

Humanities and Social Sciences

Rationale

Humanities and Social Sciences is the study of human behavior and interaction in social, cultural, environmental, economic and political contexts. In the Western Australian Curriculum, the Humanities and Social Sciences learning area comprises four subjects: Civics and Citizenship, Economics and Business, Geography and History.

Progress

This year the effects of COVID has led us to focus on our scope and depth of teaching in the Humanities and Social Sciences (HASS) Learning Area. The strands of History, Geography, Civics and Citizenship has proved more important than ever during the events of this year. Many events like the ANZAC Day and Harmony Week was unfortunately cancelled this year as teaching and learning went online during COVID lockdown. This in itself was a catalyst for uniting the school with its community as teachers provided online learning programs for families at home. During difficult times, the school found ways to remain connected to the community.

Our goals for the year included:

1. Continuing to provide teachers with necessary knowledge and skills to effectively plan, teach and report on History, Geography, Civics and Citizenship.

2. To focus on teaching and learning programs across the whole school that develop student appreciation for our history and understanding of the significance of school, family and Community.

Program enrichment

This year Glen Huon Primary School celebrated twenty years of education in the community. The history of the school was a focus and a special Gathering and morning tea was held for past staff and students. One of the classes researched and created a timeline about the history of our school. Senior students worked with Noongar artist Tahlia Bennell to produce a mural inspired by water. This was funded by the Water Corporation and is a beautiful addition to the art around the school.

As another initiative for the school's twentieth birthday, students from Year 1 – Year 6 worked with our Art Specialist on a collaborative art project "Nidja Noongar Boodjar". This cultural garden transformed a once unused area of the school to a water-wise garden with native plants, natural seating areas and student's clay work. Funding from PALS (Participation, Acceptance. Learning, Sharing) grant was received by the school. This was used to provide two extra days for the school's AEIO to work with our students as they continue to build on their prior knowledge of Noongar language and culture from previous years. This cultural garden can now be used for an outdoor classroom, for storytelling and a meeting place. The NAIDOC Gathering involved one of the classes (LA10) singing a Noongar lullaby and the display of student's art work.
These events are an indication of the positive engagement and learning that took place during this year at Glen Huon Primary School.

FUTURE DIRECTIONS

- Continue to plan and budget for opportunities for all students to engage and participate in incursions and excursions that encompass HASS subjects.eg museum visits, cultural dancers.
- Adding to the "Nidja Noongar Boodjar" Cultural Garden, incorporating other Learning Areas such as Visual Arts and Science e.g., bush tucker plants
- Continue to extend our historical artefacts collection and build a geography resource bank to include more literacy and non-literacy based resources to support students with varying abilities.
- Continue purchasing of resources in the areas of *Economics* and *Civics and Citizenship* to assist teachers in planning, teaching and assessing these two areas of HASS next year and beyond.
- Engage in Professional discussion and reflection of practices using the Aboriginal Cultural Standards Framework. This will help staff to identify opportunities to build on existing knowledge and skills.
- Celebrate HASS week with a focus on History – e.g., Dress up as a historical figure day

Physical Education

Physical Education Paula Trigwell PE Specialist Teacher

Students are required to participate in 120 minutes of Physical Education per week and this was achieved through a range of activities run by both the PE Specialist and Classroom Teachers throughout the year. Activities included Fundamental Movement Skills, two weeks of swimming lessons in which we had 95% attendance, Bluearth and daily fitness, Athletic Rotations and SEPEP minor games competition. We also had AFL clinics as well as SEDA students for three weeks.

This year due to COVID 19 our annual Bunbury and Districts Cross Country event was cancelled however our annual Tuart North Winter Carnival at the Leschenault Leisure Centre and ovals took place eventually in term 3.
The Winter carnival was a huge success and our Year 6 students thoroughly enjoyed participating in AFL, Soccer and Netball games as community sport had been cancelled due to the pandemic.

The Bluearth lessons were still being delivered this year with all accredited staff still implementing the Bluearth activities within their daily 2020 routines. The Bluearth philosophy fits in with our Positive Behaviour Support (PBS), program. These two programs share the values of honesty, respect and working to achieve your personal best.

SEPEP (Sport Education model) was once again delivered to the Year 5/6 classes in various sports which included Basketball and Tee ball. This is a student-centred model with the students coaching, captaining and umpiring throughout the year. This was a most successful program with the Senior learning students. From the Basketball SEPEP we were able to field a girls and boys team to compete in the School Sport WA Eaton Slam basketball competition in early September which the Year 6 Students thoroughly enjoyed.

In Term Three Athletics rotations occurred with all students from Year 3-6 participating in a one hour block each Friday. This culminated in our Whole School Athletics Carnival in Term 4, which was another successful day. We have now formed a great relationship with The Year 11 Sport and Recreation students from Eaton Community College who assist with both our Jumps and throw days as well as our Athletics Carnival. They are a tremendous help in running both these events.

Also, in Term 3 we invested in the Kiddo physical literacy program designed at UWA for K-2 teachers. It emphasises physical literacy and increasing child movement in the early learning years. Each teacher in K-1 has completed 6 hours of Professional Development to assist in implementing this program. We have already started with the Kindy classes being tracked using the KIDDO assessment tool. We will continue to monitor these students in Pre-Primary and beyond.

The Tuart Athletics Carnivals were held in Week 5 of term four at Bunbury Primary and the south West Athletics Track where we acquitted ourselves very well.

In 2021 we look forward to another busy year of PE activities throughout our school. We will continue with our programs to promote honesty, respect and working to achieve our personal best in all our sporting endeavours.

Visual Arts

The most important project of the year was the creation of our Noongar garden with art classes working on artwork to put on the walls. This is an ongoing project. Year 5 & 6 students from 4 classes used clay to make decorative tiles representing fauna and flora or the South West and writing words in Noongar language. Students learnt the techniques of building in 3D with clay, applying underglaze and glaze.

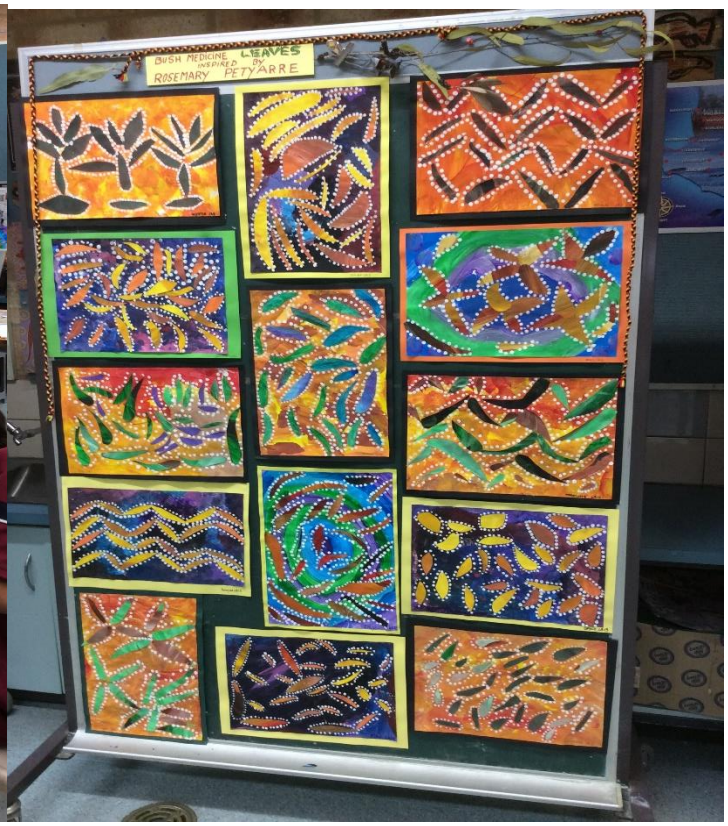




We have now 90 tiles on the main wall of the garden.

Year 2 and 3 students from 4 classes produced art work inspired by artist Rosemary Petyarre called “bush medicine leaves”. They followed art lessons designed by the Japingku Art Gallery of Fremantle under the guidance of primary school teacher Ana Nail. The result was a painting in the style of Rosemary Petyarre.





This warm up activity to learn about the shapes of bush medicine leaves enabled the students to make the leaves with clay to create a design on one of the walls.





All classes benefited from Mrs Walton's knowledge of the Noongar language and help in the creation of the artwork which was on display at our NAIDOC gathering and annual Art Extravaganza before being mounted on the walls in the garden.



Before



After



Year 5/6 tiles



Year 2/3 leaves

We were lucky to be able this year to hold our annual art exhibition in November where we could display some amazing 2D and 3D work from all classes on the different themes we follow each year:
1st term: Harmony Day (printmaking technique in senior classes and Anzac watercolours)
2nd term: Indigenous art (collages from year 1/2, art work for the Noongar garden)
3rd term: Asian studies (masks in year 3, Japanese clay cats in year 4, Sumi-e paintings in

- Year 4/5/6, Japanese kimono mixed media collages in year ½, manga monsters and characters in all classes.)

4th term: Keyrings (shrinking art) in year 5/6, Necklaces with beads and air drying clay in Year 1/2.

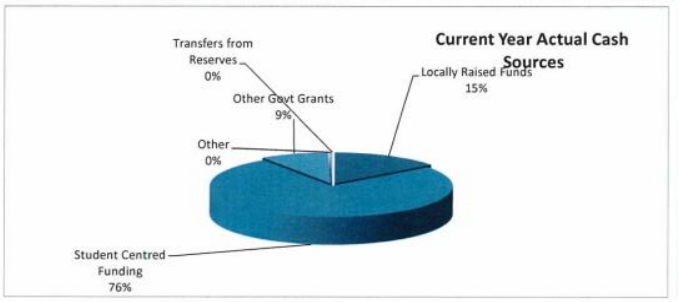


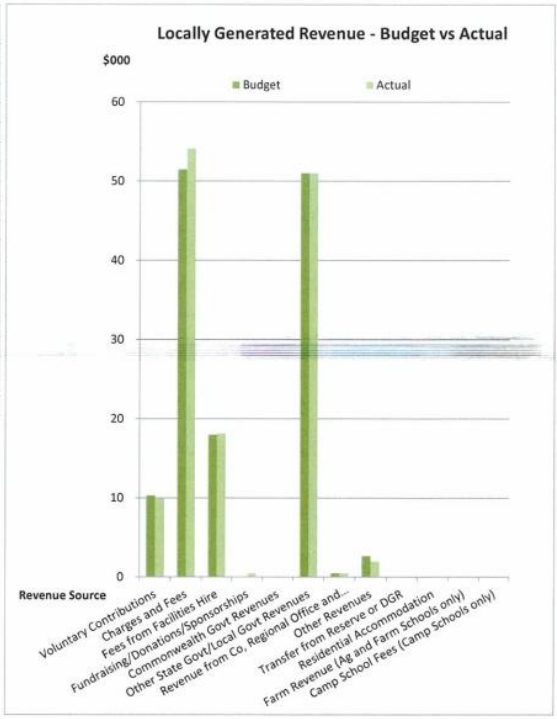
All classes created pictures about marine life (link with science) involving researching books for more detailed drawings.
Annual portrait competition (Glen Archie 2020), winners were announced at our last gathering on 09/12/20. Around 200 portraits were on display in the library for 2 weeks to allow students to vote for their favourite ones.



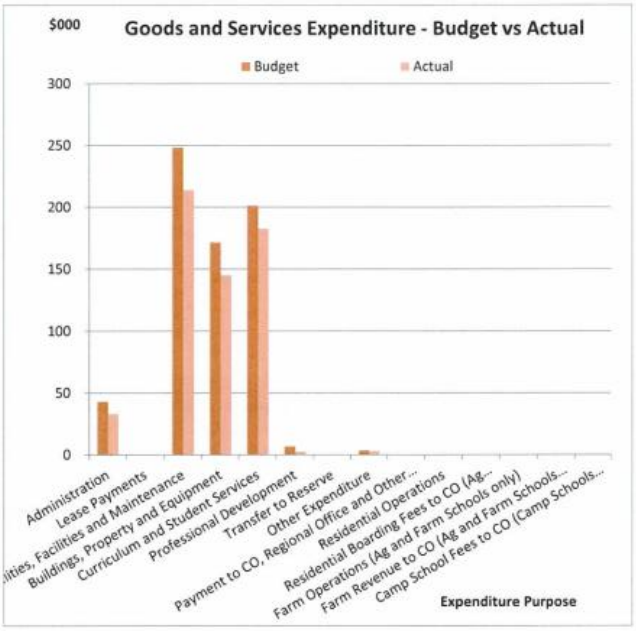
Financial Summary as of 7th December 2020

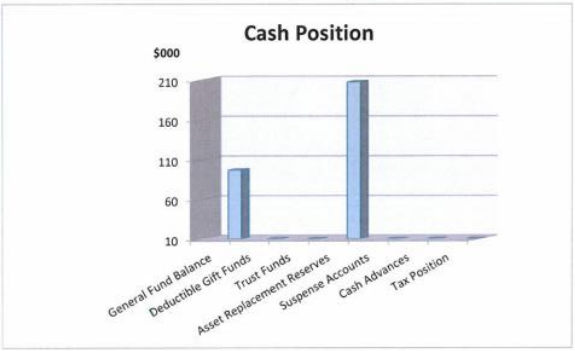
	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	$ 10,293.00	$ 9,945.00
2	Charges and Fees	$ 51,476.00	$ 54,143.88
3	Fees from Facilities Hire	$ 18,000.00	$ 18,136.36
4	Fundraising/Donations/Sponsorships	$ 50.00	$ 450.00
5	Commonwealth Govt Revenues	$ -	$ -
6	Other State Govt/Local Govt Revenues	$ 51,000.00	$ 51,000.00
7	Revenue from Co, Regional Office and Other Schools	$ 473.00	$ 472.50
8	Other Revenues	$ 2,629.00	$ 1,969.23
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	$ 133,921.00	$ 136,116.97
	Opening Balance	$ 114,107.00	$ 114,107.66
	Student Centred Funding	$ 427,051.00	$ 427,637.11
	Total Cash Funds Available	**$ 675,079.00**	**$ 677,861.74**
	Total Salary Allocation	$ 5,046,043.00	$ 5,046,043.00
	Total Funds Available	**$ 5,721,122.00**	**$ 5,723,904.74**





	Expenditure - Cash and Salary	Budget	Actual
1	Administration	$ 42,938.00	$ 33,177.46
2	Lease Payments	$ -	$ -
3	Utilities, Facilities and Maintenance	$ 248,379.00	$ 213,983.70
4	Buildings, Property and Equipment	$ 171,731.00	$ 145,384.35
5	Curriculum and Student Services	$ 201,468.00	$ 182,678.70
6	Professional Development	$ 7,000.00	$ 2,631.88
7	Transfer to Reserve	$ -	$ -
8	Other Expenditure	$ 3,563.00	$ 3,205.78
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	**$ 675,079.00**	**$ 581,061.87**
	Total Forecast Salary Expenditure	$ 4,705,068.00	$ 4,337,812.00
	Total Expenditure	**$ 5,380,147.00**	**$ 4,918,873.87**
	Cash Budget Variance	$ -	



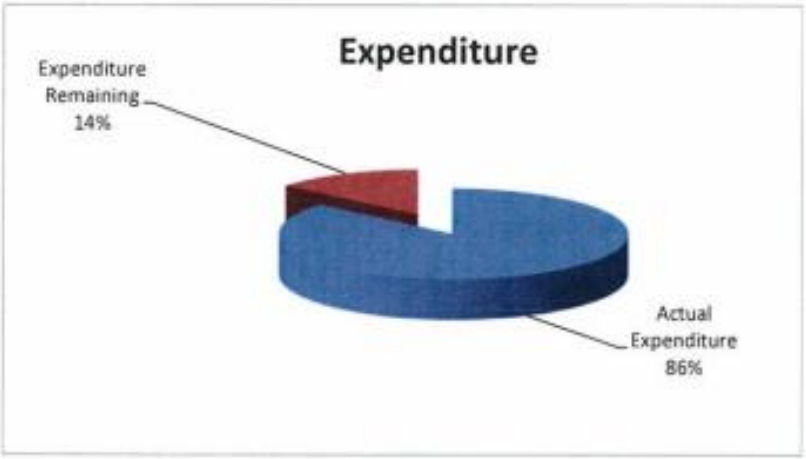


	Cash Position as at:		
	Bank Balance	$	**296,962.18**
	Made up of:	$	-
1	General Fund Balance	$	96,799.87
2	Deductible Gift Funds	$	-
3	Trust Funds	$	-
4	Asset Replacement Reserves	$	207,145.31
5	Suspense Accounts	$	20.00
6	Cash Advances	$	-
7	Tax Position	-$	7,003.00
	Total Bank Balance	**$**	**296,962.18**

Cash Revenue:	
Previous Year Closing Balance Brought Forward	$ 114,107.66
Current Year Budgeted Revenue	$ 560,972.00
Actual Revenue Received	$ 563,754.08
Revenue Shortfall/Surplus	-$ 2,782.08
Revenue Collected as a % of Current Budget	100.5%
Total Funds Available	$ 677,861.74



Cash Expenditure:	
Current Year Budgeted Expenditure	$ 675,079.00
Actual Expenditure	$ 581,061.87
Expenditure Remaining	$ 94,017.13
Cash Budget Variance	$ -
Variance as a % of Total Funds Available	0.0%
Actual Expenditure as a % of Budgeted Expenditure	86.1%



Reconciled Bank Balances:	Current Year as at: #REF!	Previous Year - Same Time
Cheque Account	$ 296,962.18	
Investment Account(s)	$ -	
Building and Other Fund(s)	$ -	
Total	$ 296,962.18	$ -

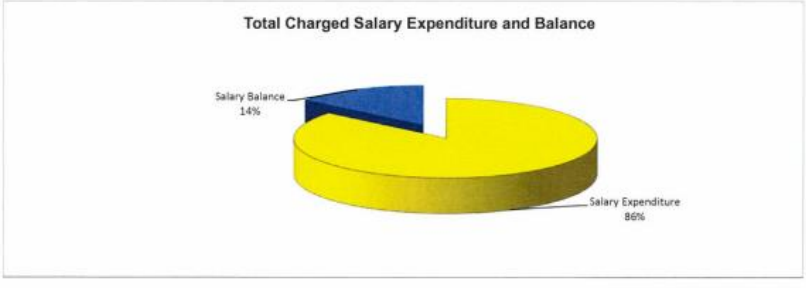
Bank Account Composition	
General Fund	33%
Reserves	70%
Suspense/Tax	-2%

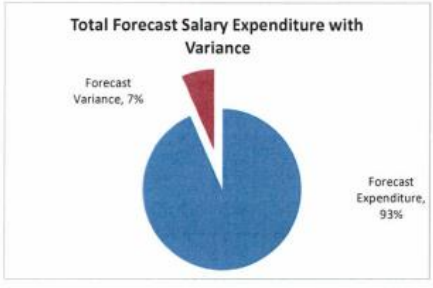
Equipment Replacement Reserves:	Current Year	Previous Year 31/12
Total Asset Reserves (Incl General Reserves)	$ 138,563.00	
Total Resource Reserves	$ 49,689.31	
Total Building Fabric & Infrastructure Reserves	$ 18,893.00	
Total All Reserves	$ 207,145.31	$ -
Current Year Reserve Transfer Funds Included above	$ -	N/A
Budgeted Reserve Transfer Funds not Transferred	$ -	N/A

School Salary Allocation (SCFM)

As at 7.12.2020

Salary Carry Forward	Student Centred Funding - Salary	School Transfers & Dept Adj	Total Salary Funds	YTD Spend	YTD Balance	% Spent	Forecast Expenditure	Forecast Variance
$ 139,718.00	$ 5,298,299.00	-$ 391,974.00	$ 5,046,043.00	$ 4,337,812.00	$ 708,231.00	86%	$ 4,705,068.00	$ 340,975.00

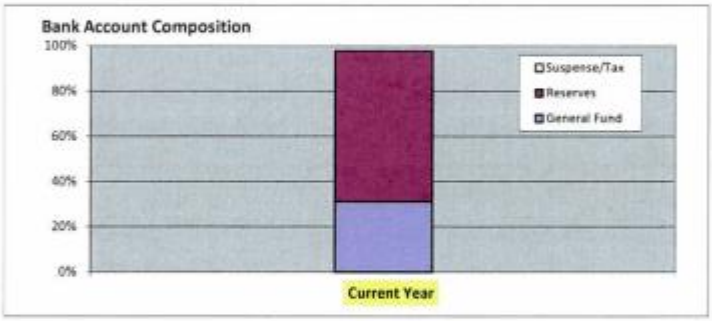






Asset and Resource Acquisitions

Expenditure on Resources	$	28,927.62
Expenditure on Assets	$	6,526.00
Expenditure on Building Fabric and Infr.	$	109,930.73
Total Resource/Asset Exp	$	145,384.35



Reserve Balances

Asset Reserves	$	18,563.00
Resource Reserves	$	49,689.31
General Reserves	$	120,000.00
Building Fabric & Infrastructure Reserves	$	18,893.00
Total Reserves	$	207,145.31

