

EAST BUTLER
PRIMARY
SCHOOL

2020 Annual Report

*From All
Directions
Achieving
Together*

INTRODUCTION

I would like to extend a warm welcome to our community now, and present you with this new look Annual Report.

This Annual Report follows 2020 which was a year interrupted by COVID-19. This affected:

- NAPLAN – this was cancelled, so we cannot include this data in our reckoning for the new school year.
- School Business Plan- The School Business Plan was delayed in production due to target setting and capturing other data collected around the school in order to set assessable targets.
- During the year the students experienced lock down and work was projected in different ways:
 - Face to face for front line workers.
 - Online for children who had access to computers and internet at home.
 - Work packages for children without computer access.
- Communication with families and interviews about children- held on the telephone.
- Parents and citizens were unable to fund raise for the school
- Parents were unable to attend assemblies and parents were unable to enter classrooms or be helpers.
- The school Volunteer programs were cancelled.
- The reading dog program was cancelled.
- The children were unable to share resources such as ipads unless they were cleaned.
- Hand washing by staff and students was essential and hand sanitiser was a priority.
- The school canteen was shut.

Wendy Gallagher

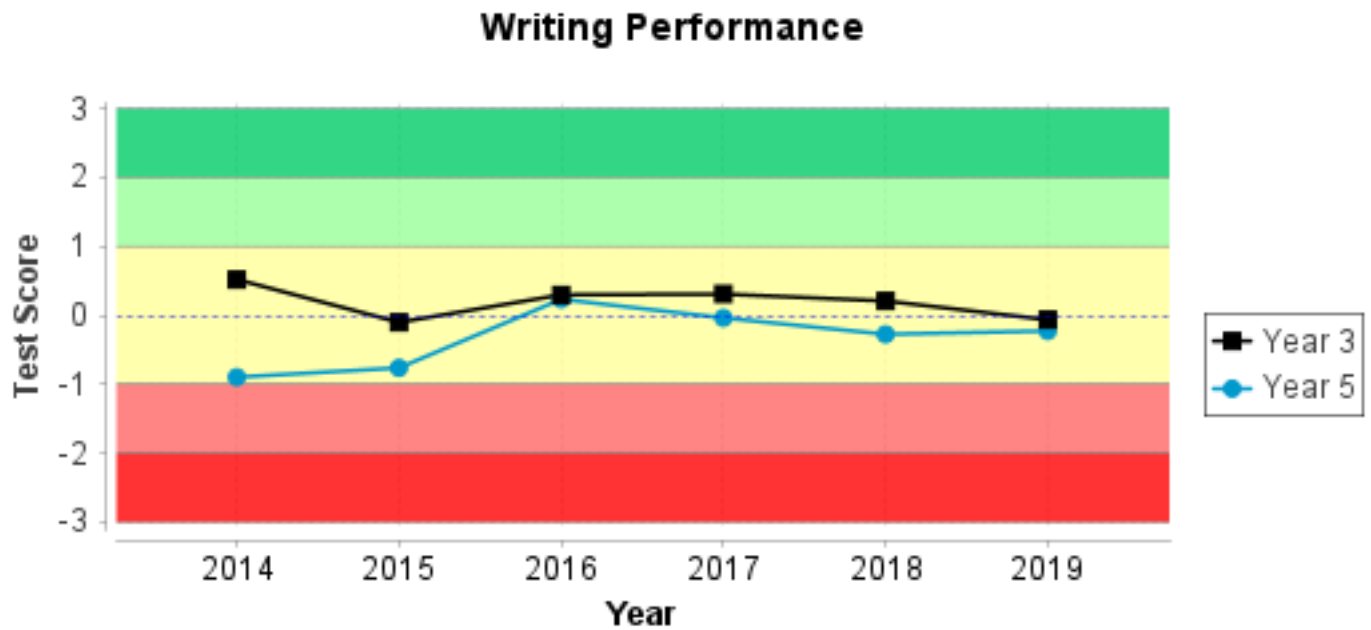
PRINCIPAL

LITERACY

Where are we now?	<ul style="list-style-type: none"> • Literacy Blocks, Talk 4 write and Words their Way are fully implemented across the school ensuring consistency and comparability. • Scope and sequence documents continue to be used for each year level that documents the core outcomes and allow forward and backward mapping for remediation and extension. • Spelling Rules are explicitly taught to years 3-6. • Letters and Sounds Phonics is fully implemented in Years K-2 which includes a refined progression of skills and sounds to be taught at each level. • Review PM testing in Years 1-2 • Grammar is explicitly taught during the Literacy Block as part of the 'tune-in' phase. • Multi-lit program is implemented in Year 3 to address students with reading difficulties in a 1:1 environment. • Literacy Intervention Tier 2 (Letters and Sounds) implemented in years 1 and 2 • Due to Covid, Kindy reading and Support-a-reader were cancelled.
What are we seeking to achieve?	<ul style="list-style-type: none"> • Reduce the proportion of Year 3 students in Reading NAPLAN Band 2 by 1.5%. • Increase the proportion of Year 3 students in Reading NAPLAN Band 6 by 1.5%. • Reduce the proportion of year 5 students in Reading NAPLAN Band 3 by 2%. • Increase the proportion of Year 5 students in Reading NAPLAN Band 8 by 1.5%. • 60% of students at or above the expected PM Benchmark level. • Increase number of Year 3 students achieving Writing NAPLAN Band 6 to 6%. • Increase number of Year 5 students achieving in writing NAPLAN Band 6 to 34%. • 60% of students from PP-Year 6 achieving the recommended stage of spelling in the Words their Way inventories.
What is the data telling us?	<ul style="list-style-type: none"> • In reading, 2019 NAPLAN results indicate a continued increase in Reading results. • The gap began to close between like schools in both Year 3 and Year 5 reading. • PM Benchmark Reading testing showed years 2-3 achieved the 2018 target of 60% of students at or above the expected level and years 4-6 achieved the 2019 target of 70% students at or above the expected level • In writing, NAPLAN results indicate a slight decrease in both Year 3 and slight increase in Year 5. • Words their Way spelling targets of 60% of students at or above the recommended stage were achieved by Pre-Primary, Year 1 and Year 3.
What are we going to do to improve?	<ul style="list-style-type: none"> • Continue to train new teachers in Talk 4 Write and participate in Whole School refresh PD. • Ensure consistency of practice in Talk 4 Write with a focus on the oral component of the program. • Continue to use decodable readers in Pre-Primary and Year 1 for home reading and guided reading. • Continue Letters and Sounds Phonics Program from K-2 • Introduce Phonic and Fluency assessment for PP-year 2 which supports the Letters and Sounds program and will help identify At-Risk students. • Continue implementation of Spelling Rules from Years 3-6. • Reinstate Kindy Story-time and Support-a-reader in years 1 and 2 if Covid restrictions allow. • Continue MULTI-Lit programme in Year 3. • Continue Literacy Intervention Tier 2 In Years 1 and 2 • Continue to follow the established Whole School Plans in Reading, Writing, Spelling and Grammar. • Continue Multi-Age Academic class introduced to support and challenge students at advanced levels of achievement.

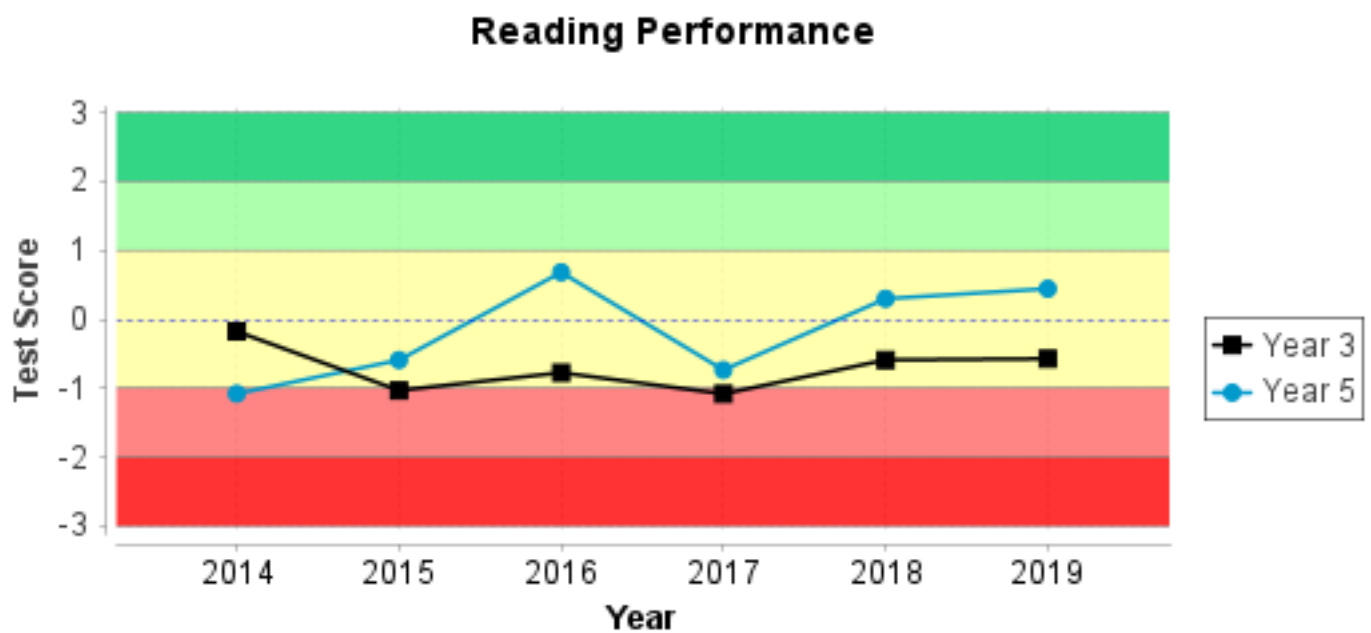
LITERACY

WRITING



No results 2020 due to Covid. Writing results in Year 3 from 2018-2019 have fallen slightly. Year 5 showed slight improvement.

READING



Reading results in Year 3 and 5 from 2018-2019 have shown a continued increase.

NUMERACY

Where are we now?	<ul style="list-style-type: none"> Numeracy Blocks are implemented in every classroom every day. Scope and sequence documents have been developed for each year level that documents the core outcomes and allow forward and backward mapping for remediation and extension. These have been updated. Teachers work collaboratively in their groups to plan a 90-minute Numeracy Block that delivers highly effective and motivating learning activities. Word problem of the day at the beginning of every day. Pat-N data collected October every Year
What are we seeking to achieve?	<ul style="list-style-type: none"> 2023 –Year3 NAPLAN 60% above Band 3 2023- Year 5 NAPLAN 50% above band 5 50% of year 3-6 students above Stanine 4 in PAT M Test.
What is the data telling us?	<ul style="list-style-type: none"> Slight improvement in Year 3 and Year 5 from 2017-2019 No NAPLAN data for 2020 Indicates a continual incline with like schools.
What are we going to do to improve?	<ul style="list-style-type: none"> Make Paul Swan resources easily accessible via hyperlinks, making the connection between WA Curriculum (what to teach) and First Steps in Mathematics (how to teach it) transparent. Implement RIC Maths Publications that link directly to the Curriculum. Provide support to staff to ensure they know how to use Paul Swan and First Steps resources confidently and effectively. On Entry Testing. MAC Class – Year 5. Ensure all teachers are using a “Word Problem of the Day” – every day in every classroom. NAPLAN type problems daily. Understand Operations in the context of word problems. PAT-N NAPLAN Year 3 and Year 5. SEN planning and reporting tool. Case Management plans / IEPs / GEPs. Implementing Numeracy Blocks as part of everyday instruction. Considering a supplement maths program that will fit into our whole school maths plan and doesn't cost too much. Ideally to be able to use during maths group rotations. Considering re-organisation of all maths resources allocated to each year level with checklist to promote accountability of items being returned.

The school's Maths Plan is currently in a transition phase. We have responded to the decline in results by initiating a significant review into our Maths Plan, practices and resources. The leadership team has gathered feedback from teachers and evidence from research to support the school's priority to increase the student's performance in Maths.

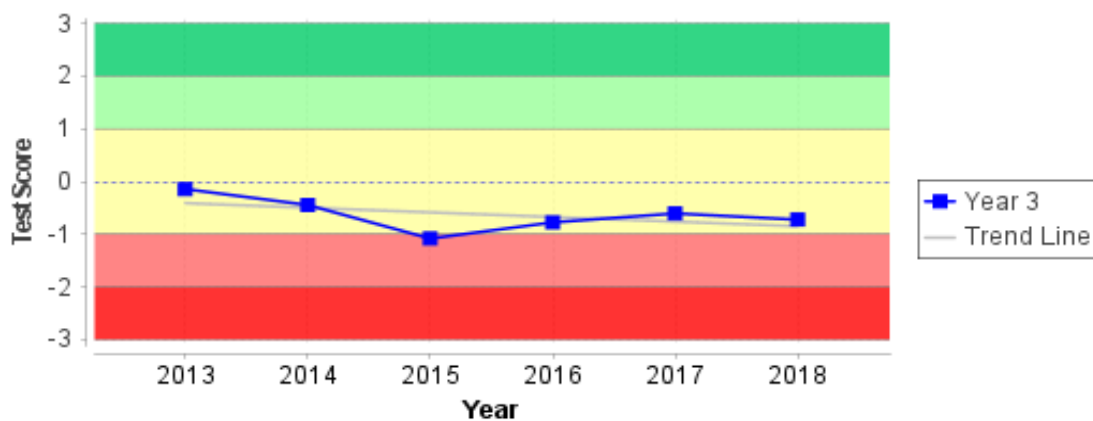
Our focus is on ensuring the students receive the best delivery of the Maths Curriculum. For this to happen, we have invested funds into resources and increasing the teacher's capacity to extend high performing students and respond to students who require additional support.

Our resources have been reviewed and stream lined to increase the efficiency and accessibility to the necessary equipment. Also, we are increasing the capability of our teachers to integrate digital and online resources through peer coaching and professional learning.

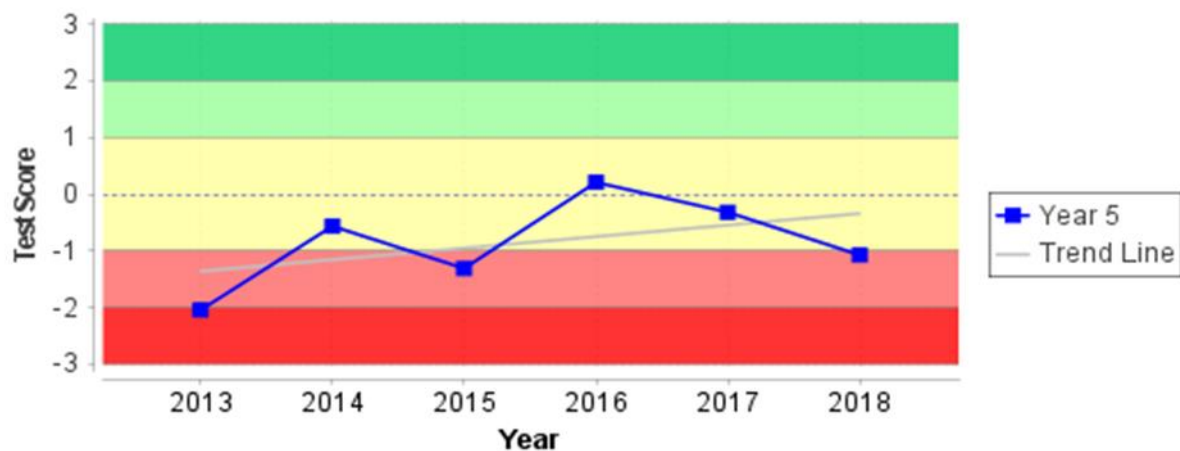
NUMERACY

The Year 3 Numeracy Performance demonstrates our performance remains in the yellow. However, the trend line is on a decline which we have responded to by reviewing plans and practices.

Numeracy Performance



Numeracy Performance



Although the previous year demonstrates a decline, there is still a consistent incline in the trend line. In response to recent results, we have implemented new plan and resources to maintain an increase in performance.



ATTENDANCE

Where are we now and what is the data telling us?

- The school has continued to focus on increasing the attendance rates of both Aboriginal and Non-aboriginal students.
- The graph below demonstrates that we have maintained a good attendance rate that is consistently in line with WA public schools.

	East Butler	Alkimos	Butler	WA schools
2017	92.7%	94%	92.4%	92.7%
2018	92.9%	93.3%	91.4%	92.6%
2019	91.3%	93%	91.2%	91.6%
2020	The 2020 attendance rates are not available for publication as they were adversely affected by the COVID-19 pandemic and are not comparable to previous years.			

	Non- Aboriginal			Aboriginal			Total		
	school	Like schools	WA public schools	school	Like schools	WA public schools	school	Like schools	WA public schools
2016	93.5%	93%	93.7%	79.4%	85.6%	80.7%	93%	92.7%	92.6%
2017	93%	93.4%	93.8%	85.7%	86.4%	81.2%	92.7%	93%	92.7%
2018	93.1%	93%	93.7%	87.7%	85.7%	80.8%	92.9%	92.5%	92.6%
2019	92%	92%		84%	81%		91.3%		

What are we seeking to achieve?

- Our attendance data to be equal to the state mean and reduce the percentage of children arriving late from 25% to 20% (10 or more days) (1.5% per year over 3 years).

What are we going to do to improve?

- Case management for poor attendance.
- Send letters to families planning holidays.
- Use of Regional North Metro attendance strategies.
- SMS parents about lateness.
- We missed you today cards
- Educate parents through newsletter – 10 minutes late and what they missed.
- Discuss and implement strategies for children to take responsibility for being organised and prepared for school through a plan B
- Increase the monitoring of students who attend late and initiate early intervention strategies by communicating with caregivers.
- Keep an attendance record file on our indigenous students to be on top of re-occurring lateness and days off.

BEHAVIOUR

Where are we now?	<ul style="list-style-type: none"> East Butler PS has made a number of significant adjustments in our response to behaviour management. We have a strong restorative approach where the students are given opportunities to develop their skills. The staff has been trained in CPS (Collaborative Proactive Solutions) which focuses on developing important skills flexibility, frustration tolerance and problem solving. We have also ceased the use of Detention as a response strategy to negative behaviour. The system we now use is called GPS (Guided Positive Support) which has been developed in consultation with the School Psychologist. (GPS is informed by 'Acceptance and Commitment Therapy') We implement the Method of Shared Concern when responding to bullying allegations. This is in line with our Collaborative and Proactive Solution approach which promotes a problem solving approach. This is used as an early intervention strategy.
What are we seeking to achieve?	<ul style="list-style-type: none"> A consistent whole school approach when responding to challenging behaviours. Staff members using consistent CPS language when addressing challenging behaviours. Students increasing their ability to self-regulate. Students demonstrating self-awareness of their own feelings.
What is the data telling us?	<ul style="list-style-type: none"> We have gathered data over 12 months from GPS sessions and have found that students who have been referred to GPS have presented with the following difficulties: <ul style="list-style-type: none"> Difficulty considering the likely outcomes or consequences of action (impulses). Difficulty appreciating how their behaviour is affecting others. Difficulty managing emotional response to frustration so as to think rationally.
What are we going to do to improve?	<ul style="list-style-type: none"> We will use the data to focus on whole approaches to developing the students' skills in these areas. Ensure that all teachers are given the opportunity to facilitate GPS sessions. Continue to reinforce the whole school approach with the staff members during staff meetings and school development days. Continue to liaise with the School Psychologist and review practices. Develop all teachers in CMS (Classroom Management Strategies) through Professional Development, Conferencing and Coaching.

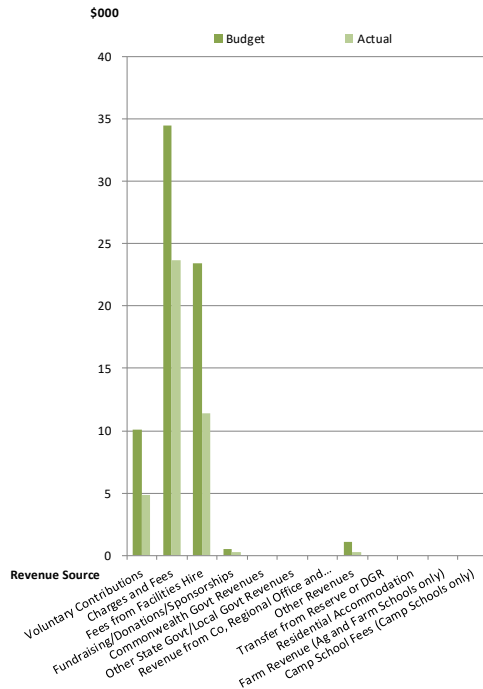
FINANCES 2020



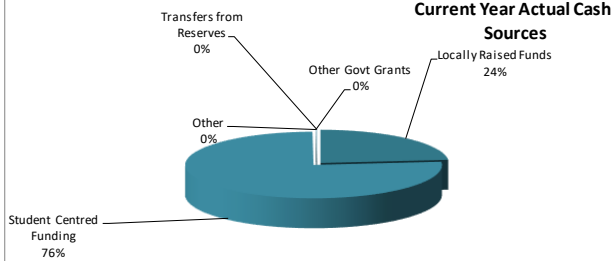
East Butler Primary School Financial Summary as at 5 May 2021

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 10,053.00	\$ 4,861.50
2 Charges and Fees	\$ 34,500.00	\$ 23,674.21
3 Fees from Facilities Hire	\$ 23,406.00	\$ 11,427.28
4 Fundraising/Donations/Sponsorships	\$ 500.00	\$ 234.00
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 1,100.00	\$ 246.84
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	\$ 69,559.00	\$ 40,443.83
Opening Balance	\$ 82,604.70	\$ 82,604.70
Student Centred Funding	\$ 230,500.00	\$ 130,790.86
Total Cash Funds Available	\$ 382,663.70	\$ 253,839.39
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 382,663.70	\$ 253,839.39

Locally Generated Revenue - Budget vs Actual

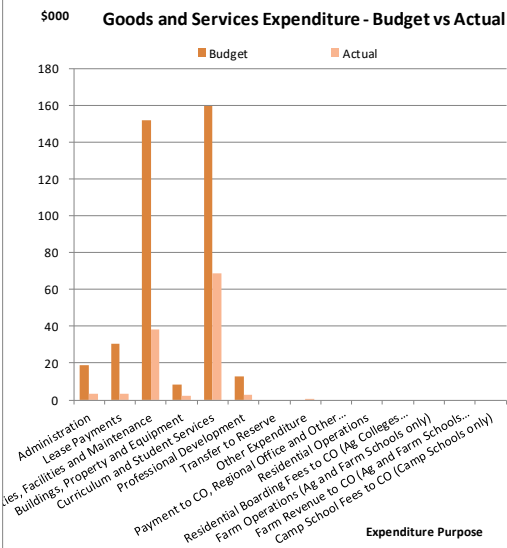


Current Year Actual Cash Sources

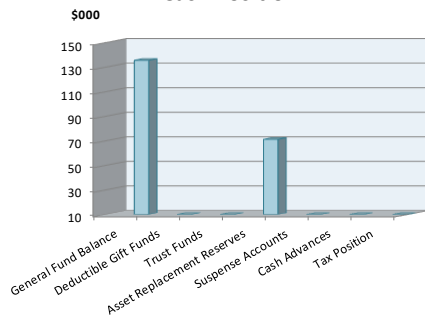


Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 19,060.00	\$ 3,067.62
2 Lease Payments	\$ 30,319.00	\$ 3,241.17
3 Utilities, Facilities and Maintenance	\$ 151,575.00	\$ 38,334.92
4 Buildings, Property and Equipment	\$ 8,100.00	\$ 2,119.08
5 Curriculum and Student Services	\$ 159,234.00	\$ 68,672.56
6 Professional Development	\$ 12,850.00	\$ 2,809.05
7 Transfer to Reserve	\$ -	\$ -
8 Other Expenditure	\$ -	\$ 0.39
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	\$ 381,138.00	\$ 118,244.79
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 381,138.00	\$ 118,244.79
Cash Budget Variance	\$ 1,525.70	

Goods and Services Expenditure - Budget vs Actual



Cash Position



Cash Position as at:

Bank Balance	\$ 205,788.02
Made up of:	
1 General Fund Balance	\$ 135,594.60
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 71,217.49
5 Suspense Accounts	\$ 307.93
6 Cash Advances	\$ -
7 Tax Position	\$ (1,332.00)
Total Bank Balance	\$ 205,788.02

HIGHLIGHTS 2020

Athletics Carnival



Introducing our school
Mental Health mascot
“Ellie the Elephant”



Prize winners of
our Ellie Elephant tokens



East Butler Primary
School's
LITTER LEGENDS



MENTAL HEALTH

Where are we now?	<ul style="list-style-type: none"> • We have a number of intervention programs. WANSLEA - The Cusp Program assists children with their mental wellbeing (on campus counselling service). • We have a school Chaplain who works with the students and has organised a breakfast club. • The school uses the CPS (Collaborative Proactive Solutions approach, to increase psychological flexibility, coping and problem solving skills) when supporting positive behaviour. • We have replaced detention with GPS (Guided Positive Support) where students are given the opportunity to learn the skills they are missing (informed by CPS and Acceptance & Commitment Therapy) • Our school has adopted a different labelling to our school days. We have Mindful Monday, Terrific Tuesday, Welcoming Wednesday, Thoughtful Thursday, Father's Friday. Different activities are planned to match the label of these days. • We have a Student Wellbeing committee which is part of our Friendly Schools and Families committee. • We have replaced sirens with music. • We have replaced 'behaviour slips' with 'problems solving slips' • We have replaced 'late notes' with 'I'm here! 😊' cards • Staff, parents and students have access to School Psychology services (only .34 FTE). • Staff have engaged with professional development in therapeutic approaches recommended by the school and School Psychologist. • We have a "Kids Do Well If They Can" philosophy • We have taken a look into Ross Greene's approach that a child who misbehaves is lagging in a skill that we as teachers must identify, and work to develop, to assist this child in developing and broadening their repertoire of coping and life skills. • We teach skills rather than 'punishing kids that are delayed in developing them or rewarding kids that already do have them'.
What are we seeking to achieve?	<ul style="list-style-type: none"> • To provide opportunities for students to develop their communication skills to be able to recognize and ask for help. • To enhance students' intercultural understanding as they learn to value their own cultures, languages and beliefs, and those of others, becoming accepting of others. • To provide opportunities to teach and demonstrate self-regulation techniques and awareness of emotions and the effect they have on ourselves and others. An understanding that emotions are ok! • For East Butler to become a place where all students feel safe and know that instead of being punished for skills they don't have, they will be taught how to behave appropriately to hopefully prevent future occurrences.
What is the data telling us?	<ul style="list-style-type: none"> • It was evident from parental interaction at our school and their negative /aggressive ways of communicating with staff and admin that there was an underlying issue at play. This also had an effect on their children (Our students) who were also displaying many symptoms of anxiety and depression due to their lack of control with situations around them and out of their hands. There is a strong drug presence in the community which has a detrimental impact on the parents' ability to parent effect. We have a number of parents who present with mental health issues and students of these parents demonstrate anxiety. We also have a number of parents who struggle to manage/organise their children which results in punctuality issues. Anxiety is on the rise and many students struggle with anxiety (diagnosed or undiagnosed).

MENTAL HEALTH continued

	<ul style="list-style-type: none">• Many students have diagnoses (or have an 'imputed' disorders) that produce learning difficulties that quite often don't meet the Education Department's criteria for funding, eg the Department requires a formal diagnosis by an external agency (paediatrician, child psychiatrist) and/or the Department requires the student to receive therapy via an external agency (eg psychologist) before the student can apply for additional funding – despite the level of need for the student. Often the students with the greatest needs are predisposed and precipitated and perpetuated by the parent circumstances, yet the Department won't provide these students with the required funding, however, instructs schools to provide the level of care and support needed. -- even those students presenting with 'an imputed disorder' (as per the Disabilities Discrimination Act). Even students that have a valid diagnosis of Intellectual Disability (that is verified by the Depart) are not guaranteed funding from the Depart.• Schools regularly report cases of student neglect or abused by parents, however, when schools report to DCPFS very little is done and these students continue to be at significant risk -- this risk persistently presents as academic -- as well as social emotional learning difficulties -- which puts their lifelong trajectories at risk.•
What are we going to do to improve?	<ul style="list-style-type: none">• Teachers to further develop their knowledge and be upskilled in our C.P.S approach through readings, PD's and modelling.• To keep consistent with our "mentally Healthy journals to develop student's awareness and understanding about resilience and positive mind set• To continue with our SSIS SEL assessments conducted every 6 months to update teachers with current "lagging skills" that they can plan lessons from.• Open up staff meetings to allow more conversations about whole school plans and how everyone is feeling to alleviate negative mindsets.

SPORTING SCHOOLS

Where are we now?	<p>In 2017-19 we had regular golf and lawn bowls sessions and visited the community clubs (Joondalup Sports Association for Lawn Bowls) and Carramar Golf Club for Golf.</p> <p>2020 Covid and the restrictions meant we were unable to participate in after school sporting events</p> <p>This term, we are engaging the Academy of Gymnastics to do in-school sessions with all PP-6 classes in weeks 7,8,9.</p>
What are we seeking to achieve?	This year, we are engaging the Academy of Gymnastics to do in-school sessions with all PP-6 classes in weeks 7,8,9.
What is the data telling us?	<p>That students are wanting this type of extra curricula activities</p> <p>Mental and physical health of primary aged students is on the decline</p>
What are we going to do to improve?	<ul style="list-style-type: none"> Consider re vamping after school programs for children to participate in, will need staff support and funding

SCHOOL CHAPLAIN

Where are we now?	<ul style="list-style-type: none"> • Chaplaincy service provided 2 day 2 days per week for staff, students and parents • This includes pastoral care through one on one meetings, contact with parents, organising and running breakfast club, and one off events. • Assisting with other school events like excursions and carnivals
What are we seeking to achieve?	<ul style="list-style-type: none"> • Providing pastoral care and support to staff and students • Creating a positive and caring school environment • Being available for staff and students in times of crisis, bereavement and difficult situations
What is the data telling us?	<ul style="list-style-type: none"> • Currently seeing approximately 30 students spread across all year groups • Average of 20 students attending breakfast club on a weekly basis • New referrals are coming through approximately 2 each fortnight.
What are we going to do to improve?	<ul style="list-style-type: none"> • Continued pastoral care support • Training of Chaplain in areas of counselling, bereavement and crisis care • Contact and support to fathers and father figures through some special events (eg: father and student soccer match.)