



# ANNUAL REPORT

# 2016

*"School and Community Learning Together"*

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# Wembley Downs Primary School

An Independent Public School



## Annual Report 2016

### *“Wembley Downs Primary School - School & Community Learning Together!”*

This is our new school motto, and just one of the many changes which occurred throughout the 2016 year. The motto signifies the important role which the community plays in assisting our school to meet the initiatives of Student Excellence, Effective Teaching, Shared Leadership, Enhanced Communication and Community Partnership. The P&C Association is also a valuable part of our school and community. Their continued efforts enable us to provide many of the fascinating changes which have occurred throughout the past year such as the new murals and grassed area at the canteen, the surrounds of the re-laid quad area, and the continuing education programs allowing our children to participate in new learning experiences. Another noticeable change which occurred in 2016 was the introduction of the new school uniform, allowing for similar colours and styles across all streams.

As you will see in the following results which are presented as part of our annual report, the school staff have worked across all levels of the school, to achieve the positive result outcomes. I would like to take the opportunity to thank the entire Wembley Downs staff for their dedication towards our School Plan and their drive and commitment to continually develop programs that will allow us to reach our goals. I also need to recognise the voluntary commitment of the School Board members. It is their dedication and diligence which keeps us on course as defined within the school's Strategic Plan.

Congratulations to our school principal, Mr Doug Cook, as he was nominated for and made it through to the final four contenders of WA's Primary School Principal of the Year award. Close, but not quite... This gives us a lot of incentive to look at all of our other staff members and look to gain some notable recognition for their hard work. Speaking of hard work, we do lose Doug for a few years as he further develops his career, now as a Principal Advisor, but he will be back with many new ideas and plans to further promote new and exciting learning experiences for all of our children.

2017 sees us start the final year of our first assessment as an Independent Public School, and I know that we still have many different obstacles to overcome in achieving our result, but with a dedicated staff and highly supportive community, we know that we will make it.

Brian Moar

Board Chair

Wembley Downs Primary School



## PRINCIPALS REPORT

Thank you to everyone within our school community that has assisted in making the past year the success that it was. Since arriving in Term 4 last year, it's obvious that the school enjoys considerable support from parents and the wider community. Our school continues to perform positively across many areas, building upon past accomplishments and consolidating achievement across many areas. This can only be achieved when we all work towards common goals and maintain effective partnerships - with our children benefiting significantly from these positive collaborations.

Staff, with support from the School Board, have worked towards implementing many of the initiatives and programs documented in the 2015-2017 Business Plan. This key document identifies five key strategic directions, and outlines the school's intent and improvement aspirations. Further development and consolidation of the Business Plan will occur throughout 2017 as we continue to work towards achieving the agreed targets and milestones that are central to our overall operation, and prepare for the school's inaugural Independent School Review in early 2018. Thank you to the many staff, parents and the various community members and groups that continue to support Wembley Downs Primary School in so many ways. We value your contributions and commitment towards supporting the school in delivering quality educational opportunities and experiences for all students.

The 2016 Annual Report aims to provide a comprehensive overview of the school's performance and achievements over the past 12 months. Can I encourage all parents to read the report and contact the school should you require further detail in relation to any aspect of its content please contact us. Feedback is always welcomed and can be directed to school personnel or a member of the School Board. We look forward to your continued involvement and support.

Jennifer Hirsch

A/Principal

## OUR SCHOOL

Our grounds are characterised by large trees and open playing spaces which foster a range of outdoor play and physical pursuits. The classroom learning environments consist of a mix of traditional classrooms and several more contemporary buildings; such as the Early Childhood Unit, Music and Science/Art Rooms; that enable the school to provide quality generalist and specialised teaching and learning programs. In 2016 the P&C was successful in securing a federal grant that established an Outdoor Kitchen and School Garden, and saw the completion of key murals in prominent positions within the school that reflect our community and sense of place.

The bitumen basketball courts were resurfaced with an acrylic finish, and along with some minor landscaping and additional paving the quadrangle area has been rejuvenated. In late December the Wi-Fi network was upgraded with the aim of providing an improved and more reliable service, which will enable students to pursue independent learning activities and make better use of the mobile computing resources across the school. Our Library complements the Information and Learning Technology program and our Science/Art and Music rooms provide students with the facilities to enhance positive educational outcomes.

Wembley Downs Primary School continues to enjoy strong community support and involvement, with many parents being actively engaged in the education of their children and volunteering to assist across the school whenever needed. The School Board provides governance and oversees the planning processes that operate across the school. It enables community members to have meaningful input into programs and planning for future directions. The school continues to benefit from an active and supportive Parents and Citizens' Association, with the group taking responsibility for the management of the Uniform Shop and Canteen. In addition, many family events and fundraising activities are conducted via the P&C which deliver significant benefits for all students.





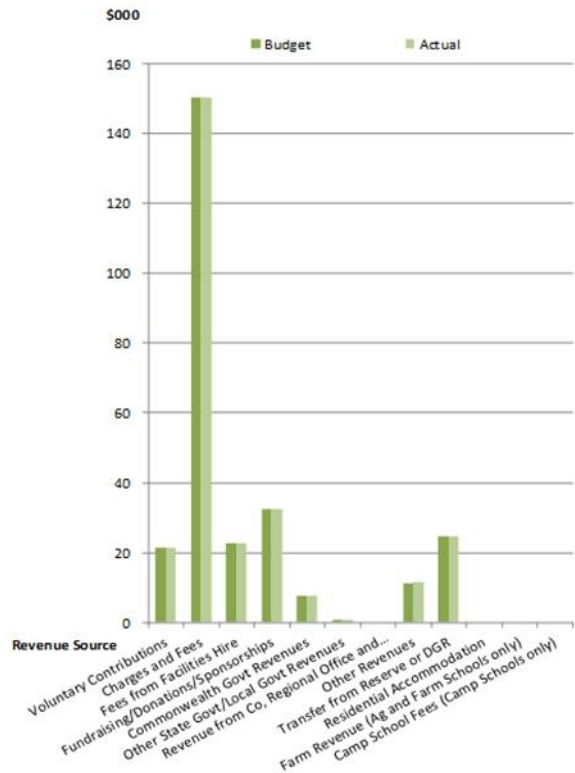


# Wembley Downs Primary School

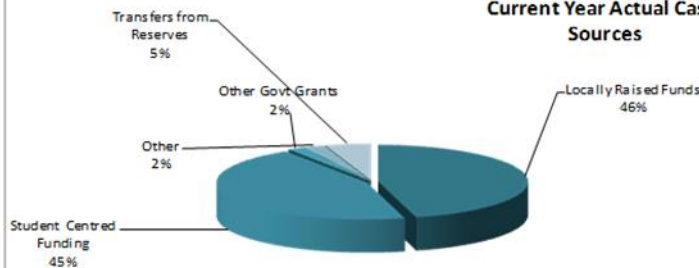
## Financial Summary as at 31 December 2016

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 21,326.00	\$ 21,326.00
2	Charges and Fees	\$ 150,453.00	\$ 150,451.39
3	Fees from Facilities Hire	\$ 22,498.00	\$ 22,498.39
4	Fundraising/Donations/Sponsorships	\$ 32,572.00	\$ 32,572.41
5	Commonwealth Govt Revenues	\$ 7,680.00	\$ 7,680.00
6	Other State Govt/Local Govt Revenues	\$ 825.00	\$ 825.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 11,109.00	\$ 11,542.06
9	Transfer from Reserve or DGR	\$ 24,599.00	\$ 24,599.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 271,062.00</b>	<b>\$ 271,494.25</b>
	Opening Balance	\$ 60,461.00	\$ 60,461.10
	<b>Student Centred Funding</b>	<b>\$ 222,892.00</b>	<b>\$ 222,891.50</b>
	<b>Total Cash Funds Available</b>	<b>\$ 554,415.00</b>	<b>\$ 554,846.85</b>
	Total Salary Allocation	\$ -	\$ -
	<b>Total Funds Available</b>	<b>\$ 554,415.00</b>	<b>\$ 554,846.85</b>

Contingencies Revenue - Budget vs Actual

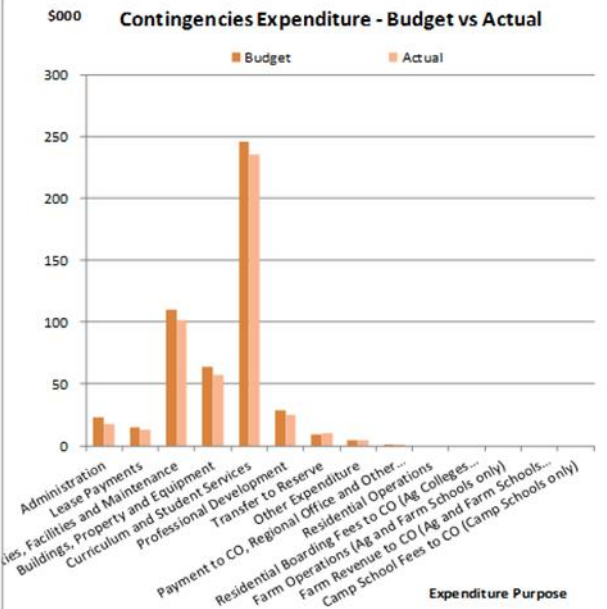


Current Year Actual Cash Sources

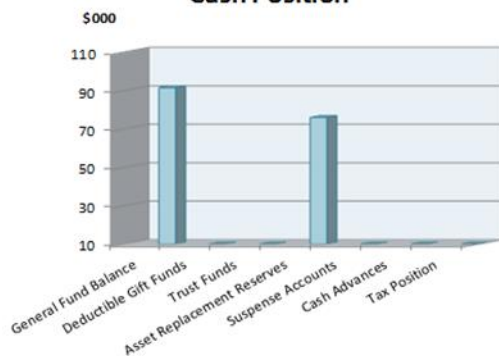


	Expenditure	Budget	Actual
1	Administration	\$ 22,820.00	\$ 17,226.93
2	Lease Payments	\$ 14,900.00	\$ 12,550.98
3	Utilities, Facilities and Maintenance	\$ 110,014.80	\$ 101,317.64
4	Buildings, Property and Equipment	\$ 63,305.00	\$ 57,518.70
5	Curriculum and Student Services	\$ 245,494.80	\$ 234,947.89
6	Professional Development	\$ 28,350.00	\$ 24,713.13
7	Transfer to Reserve	\$ 9,000.00	\$ 10,000.00
8	Other Expenditure	\$ 4,598.00	\$ 4,643.23
9	Payment to CO, Regional Office and Other Schools	\$ 595.00	\$ 504.09
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)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 499,077.60</b>	<b>\$ 463,422.59</b>
	Total Forecast Salary Expenditure	\$ -	\$ -
	<b>Total Expenditure</b>	<b>\$ 499,077.60</b>	<b>\$ 463,422.59</b>
	Cash Budget Variance	\$ 55,337.40	

Contingencies Expenditure - Budget vs Actual



Cash Position



Cash Position as at:	
Bank Balance	\$ 164,892.11
Made up of:	\$ -
1 General Fund Balance	\$ 91,424.26
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 75,882.51
5 Suspense Accounts	\$ 3,025.34
6 Cash Advances	\$ -
7 Tax Position	\$ 5,440.00
<b>Total Bank Balance</b>	<b>\$ 164,892.11</b>

## OUR STAFF

In 2016 the school operated with a base teaching profile of 20.8 FTE (full-time equivalent) and an additional 13.3 FTE comprising of administrative and school support staff. As an Independent Public School, all teaching and non-teaching positions are Merit select, and all selection processes in 2016 were carried out in line with Public Sector Standards.

The school has a blend of teachers with varied experience and a diversity of expertise, who are committed to providing quality learning opportunities for all students. Specialist programs in the areas of Music, Physical Education, Information & Technology, Japanese (LOTE) and Science are offered across the school, and compliment the K-6 primary curriculum. Teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia. All staff meet the professional and legal requirements to undertake their duties, and hold current Working With Children clearances.

Administration Staff	No	FTE	AB'L
Principals	1	1.0	0
Deputy Principals	1	1.0	0
<b>Total Administration Staff</b>	<b>2</b>	<b>2.0</b>	<b>0</b>
Teaching Staff			
Other Teaching Staff	28	20.8	0
<b>Total Teaching Staff</b>	<b>28</b>	<b>20.8</b>	<b>0</b>
School Support Staff			
Clerical / Administrative	5	2.2	0
Gardening / Maintenance	1	0.9	0
Other Non-Teaching Staff	14	8.2	0
<b>Total School Support Staff</b>	<b>20</b>	<b>11.3</b>	<b>0</b>
<b>Total</b>	<b>50</b>	<b>34.1</b>	<b>0</b>



*Mr Doug Cook was a finalist in the WA Education Awards 2016 in the category of WA Primary Principal of the Year, having been nominated by the School Board. The awards ceremony was held at Crown Convention Centre in November.*

*The School Board also nominated Ms Anna Dennis, in the category of WA Premier's Primary Teacher of the Year. Doug and Anna are pictures at the ceremony, along with Mr Brian Moar, Mr George Tolev and Mrs Kerry Blechynden.*

## Staff Retention

*(Illustrates staff changeover from 2015-2016)*

Total teaching Staff in 2016	20.8
Teaching Staff Retained from previous year	
New teaching Staff Appointed	3
Staff Retention Rate	

## Staff Professional Learning

Professional learning undertaken by staff in 2016 was linked to school priorities outlined in the 2015-2017 Business Plan, Learning Area Operational Plans or identified DoE initiatives. All staff engaged in relevant professional learning throughout the year, and where possible shared collaborative learning opportunities with network schools. The below is a small sample of the professional learning undertaken by teaching and support staff during 2016.

• Improving Literacy & Numeracy Partnership	• Dr Paul Swan - Leading Effective Numeracy Improvement
• Classroom Management & Instructional Strategies	• Protective Behaviours
• SSSEN Reporting & Planning	• Data Analysis - Discipline Dialogue
• Science - Primary Connections	• Mini Lit - Reading Intervention
• Team Teach - SSSEN BE (Behaviour & Engagement)	• Talk 4 Writing - Dyslexia Speld Association
• Dr John Hattie - Professional Learning Communities	• Theatre Sports - Collaborative Activities

## OUR STUDENTS

Enrolment across Kindergarten to Year 6 reached 410 in 2016, with 17 classes operating. Our student population reflects the diversity of our community with approximately 20% of students being of an ESL background and 4% being indigenous. Student attendance continues to remain high, with the average school-wide attendance rate in 2016 being 95.1% compared to the WA average of 92.6%.

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(22)	57	49	52	63	64	41	41	389
Part Time	41								

Student Numbers (as at 2016 Semester 2)

(Note: The Kindergarten Full Time student figure represents the Full Time Equivalent of the Part Time students)

	Kin	PPR	Pri	Total
Male	28	38	168	234
Female	13	19	142	174
Total	41	57	310	408

School assessments, combined with data gathered from State and National testing programs, indicate that student achievement is above the Australian average. Students at Educational Risk (SAER) are catered for through the provision of tailored intervention and academic extension programs under the supervision of our Learning Support Coordinator.

Leadership opportunities are provided to upper primary students, with the Student Councillors and House Captains roles providing students with valuable leadership skills and the opportunity to act as advocates on behalf of the student body.

#### Primary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2014	94.6%	92.1%
2015	95.2%	92.7%
2016	95.1%	92.6%

#### Attendance % - Primary Year Levels (1-6)

	Attendance Rate							
	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Y07
2014	92%	95%	95%	94%	96%	95%	96%	95%
2015	95%	95%	95%	96%	94%	96%	96%	
2016	93%	94%	96%	96%	95%	94%	97%	
WA Public Schools 2016	92%	92%	93%	93%	93%	93%	93%	

In 2016 41 Year 6 students successfully graduated from Wembley Downs Primary School. The below shows the secondary destination of departing students:



Churchlands Senior High School	27 students	Newman College	1 student
Hale School	4 students	Scotch College	1 student
John Curtin College	3 students	Shenton College	1 student
Perth Modern	2 students	Dongara DHS	1 student
St Mary's Anglican Girls' School	1 student	Methodist Ladies College	1 student

### SCHOOL PRIORITIES

Our priorities for 2016 were informed by a number of key Department of Education policies and supporting documents. "High Performance - High Care" Strategic Plan for WA Schools 2016 -2018 outlines the direction for public education and the expectations and responsibilities of all WA schools. Focus 2016 "Directions for Schools" provided specific focus for our school in; literacy and numeracy instruction, student attendance at school, and an emphasis on high quality teaching. Both documents are central to our on-going strategic planning and improvement agenda. The Director General's Classrooms First Strategy, continues to be highly relevant in our pursuit to achieve "success for all students", and provides a clear framework for teachers and school communities to build upon.

The most important factor to inform our school improvement agenda is student achievement across the domains of academic, social and emotional and health and wellbeing, and the specific needs of the students themselves. Data collection processes are established, and an agreed assessment schedule that maps student achievement levels and progress is in place. Data gathered from the 2016 NAPLAN indicated that our students' achievements in Literacy and Numeracy, although favourably comparable with State averages in Maths, Writing and Reading, were still below the performance of students from similar schools.

### STRATEGIC PLAN 2015 - 2017

Our focus is for every child to be the best they can possibly be, and for students to be provided with a variety of challenging yet supportive learning opportunities and experiences. Through fostering a passion for lifelong learning, staff in partnership with parents and the wider community are working together to build a stronger academic and social culture that prepares children to meet future challenges and opportunities that lie ahead.

STRATEGIC PLAN TARGETS																																										
TARGET	PROGRESS		ANALYSIS				ACTION																																			
	2015	2016																																								
<b>NAPLAN</b> Increase the student achievement in all NAPLAN assessments to where performance is at or above our Like Schools	No	No	<table><thead><tr><th></th><th colspan="2">2015</th><th colspan="2">2016</th></tr><tr><th></th><th>Year 3</th><th>Year 5</th><th>Year 3</th><th>Year 5</th></tr></thead><tbody><tr><td>Numeracy</td><td>0.7</td><td>0.3</td><td>0.1</td><td>-0.8</td></tr><tr><td>Reading</td><td>0.8</td><td>0.5</td><td>0.0</td><td>-1.6</td></tr><tr><td>Writing</td><td>0.7</td><td>0.2</td><td>0.1</td><td>-0.7</td></tr><tr><td>Spelling</td><td>0.0</td><td>0.7</td><td>0.4</td><td>-1.0</td></tr><tr><td>Punct &amp; Grammar</td><td>0.2</td><td>-0.6</td><td>-0.1</td><td>-1.5</td></tr></tbody></table>					2015		2016			Year 3	Year 5	Year 3	Year 5	Numeracy	0.7	0.3	0.1	-0.8	Reading	0.8	0.5	0.0	-1.6	Writing	0.7	0.2	0.1	-0.7	Spelling	0.0	0.7	0.4	-1.0	Punct & Grammar	0.2	-0.6	-0.1	-1.5	<ul style="list-style-type: none"><li>Case manage those students in Bands 4 &amp; 5 to ensure good progress between Years 3-5 in Numeracy.</li><li>Talk4Writing</li><li>Implementation of Spelling Scope &amp; Sequence</li></ul> <div><div></div> At N.M.S. <div></div> Below N.M.S.</div>
	2015		2016																																							
	Year 3	Year 5	Year 3	Year 5																																						
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Punct & Grammar	0.2	-0.6	-0.1	-1.5																																						
<b>NAPLAN</b> Across all NAPLAN testing areas an average of 30% of combined student cohorts will perform in the top 20% of all Australian students.	No	No	<table><thead><tr><th></th><th colspan="2">2015</th><th colspan="2">2016</th></tr><tr><th></th><th>Year 3</th><th>Year 5</th><th>Year 3</th><th>Year 5</th></tr></thead><tbody><tr><td>Numeracy</td><td>31%</td><td>21%</td><td>20%</td><td>13%</td></tr><tr><td>Reading</td><td>52%</td><td>41%</td><td>28%</td><td>11%</td></tr><tr><td>Writing</td><td>31%</td><td>33%</td><td>5%</td><td>8%</td></tr><tr><td>Spelling</td><td>33%</td><td>38%</td><td>18%</td><td>16%</td></tr><tr><td>Punct &amp; Grammar</td><td>52%</td><td>44%</td><td>31%</td><td>14%</td></tr></tbody></table>					2015		2016			Year 3	Year 5	Year 3	Year 5	Numeracy	31%	21%	20%	13%	Reading	52%	41%	28%	11%	Writing	31%	33%	5%	8%	Spelling	33%	38%	18%	16%	Punct & Grammar	52%	44%	31%	14%	<ul style="list-style-type: none"><li>Case manage those students in Bands 4 &amp; 5 to ensure good progress between Year 3-5</li></ul> <div><div></div> Above N.M.S.</div>
	2015		2016																																							
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<b>NAPLAN</b> In subject areas and cohorts currently tracking below our 30% benchmarks, there will be an increase of 5% in the number of students in the top 20% by 2017	NA		NA				This long term target will be assessed in 2018, and will focus upon Year 3 Spelling and Year 5 Writing (2015)																																			
<b>ACER PAT</b> In both Comprehension and PAT Maths, we aim to have an improvement of 2/3 points against the median scaled scores achieved in 2015.	NA		This target has been met for 3 of the 5 cohorts in Comprehension, with the Year 5 cohort being 0.4 below the target.  Most cohorts were slightly above or below the Aust. Norm in mathematics, with the Year 5 cohort well below.				<ul style="list-style-type: none"><li>A change in the ACER Maths Assessment has made comparison of the 2015-16 data difficult.</li></ul> <i>This long term target will be assessed in 2018</i>																																			
<b>ON-ENTRY TESTING READING</b> Reading - students will maintain a cohort average of 0.4 VELs.	Yes	Yes	The cohort average for 2016 was 0.6, as compared with 0.65 in 2015. 9% Below 0.4 VELs 20% At 0.4 VELs 71% Above 0.4 VELs				<ul style="list-style-type: none"><li>Maintain current pedagogical focus in Kindergarten.</li><li>Introduction of Mini-Lit Early Intervention</li><li>Continue Guided Reading</li></ul>																																			
<b>ON-ENTRY TESTING WRITING</b> Students will maintain a cohort average of 0.1VELs.	Yes	Yes	The cohort average for 2016 was 0.2, as compared with 0.19 in 2015. 0% Below 0.1 VELs 27% At 0.1 VELs 73% Above 0.1 VELs				<ul style="list-style-type: none"><li>Consolidation of Synthetic phonics</li><li>Introduction of Spelling Scope &amp; Sequence</li><li>Talk 4 Writing</li></ul>																																			
<b>ON-ENTRY TESTING NUMERACY</b> Students will maintain a cohort average of 1.1 VELs.	Yes	Yes	The cohort average for 2016 was 1.2, as compared with 1.15 in 2015. 27% Below 1.0 VELs 12% At 1.0 -1.1 VELs 29% Above 1.1 VELs				<ul style="list-style-type: none"><li>Maintain current pedagogical focus in Kindergarten.</li><li>Continue focus on number - use counting and addition trajectories.</li></ul>																																			
<b>ICAS</b> An increase in voluntary participation rates of 20% by 2017.	NA		106 students participated in 2016																																							
<b>ICAS</b> An increase in the number of students achieving Merit, Credit, Distinction & High Distinction awards.	NA	Yes	<table><thead><tr><th></th><th>Merit</th><th>Credit</th><th>Dist.</th><th>H Dist.</th></tr></thead><tbody><tr><td>Mathematics</td><td>10</td><td>20</td><td>8</td><td></td></tr><tr><td>Science</td><td>14</td><td>13</td><td>9</td><td>1</td></tr><tr><td>English</td><td>5</td><td>13</td><td>14</td><td>2</td></tr><tr><td>Writing</td><td>5</td><td>18</td><td>2</td><td>1</td></tr><tr><td>Spelling</td><td>7</td><td>12</td><td>4</td><td>1</td></tr></tbody></table>					Merit	Credit	Dist.	H Dist.	Mathematics	10	20	8		Science	14	13	9	1	English	5	13	14	2	Writing	5	18	2	1	Spelling	7	12	4	1	<ul style="list-style-type: none"><li>A significant increase in the number of distinction to high distinction awards in English, Mathematics and Science.</li></ul>					
	Merit	Credit	Dist.	H Dist.																																						
Mathematics	10	20	8																																							
Science	14	13	9	1																																						
English	5	13	14	2																																						
Writing	5	18	2	1																																						
Spelling	7	12	4	1																																						
Maintain high levels of attendance at 95% and above	Yes	Yes	School: 95.1% WA: 92.6%				<ul style="list-style-type: none"><li>Emphasise importance of maintaining regular attendance through newsletter &amp; website.</li><li>Continue to educate parents of the risks associated with educational outcomes if attendance falls below 90%.</li></ul>																																			



## NAPLAN

Students in Years 3 and 5 participated in the National Assessment Program in Literacy and Numeracy (NAPLAN). The data from these annual assessment enables the progress of students to be compared on a national level. Our strategic target is to increase student achievement in all NAPLAN assessments to where performance is *At or Above "Like Schools"*, and to demonstrate improved achievement across areas of identified concern.

### NUMERACY

NAPLAN	NAPLAN - Writing								
	2014			2015			2016		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Number of Students	35	43	34	62	40		61	38	
Average Test Score	405	499	603	436	524		432	501	
WA Schools									
Like Schools									
NAPLAN National Minimum Standard (NMS)	% of students Above, At, and Below National Minimum Standard Levels								
Above NMS	89%	81%	88%	94%	88%		97%	87%	
At NMS	9%	12%	12%	6%	13%		3%	5%	
Below NMS	3%	7%	0%	0%	0%		0%	8%	

Percentages may not add up to 100% due to rounding.

### School Performance in comparison with all WA Public Schools

NAPLAN	NAPLAN - Numeracy								
	2014			2015			2016		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Comparative Performance						NA			NA

	Below Expected performance in comparison to the results of all other WA public schools
	Expected performance in comparison to the results of all other WA public schools
	Above Expected performance in comparison to the results of all other WA public schools
	No data available or number of students is less than 6 or the Socio-Economic Index is under review

The national minimum standard is a nationally agreed standard below which a student has not demonstrated the basic skills of literacy and/or numeracy expected of students at that year level.

### Summary/Recommendations:

- In relation to other WA schools WDPS students performed as expected
- Case Manage identified students in Bands 4 and 5 to ensure "Good" progress between Years 3-5.
- The Year 5 cohort is well below Like-Schools but has made comparable progress since Year 3.
- Low achievement in 2014 and 2016 has led to a downward trend in results, in the light of additional data this result was not unexpected.

## READING

NAPLAN	NAPLAN - Reading							
	2014			2015			2016	
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5
Number of Students with Score	35	43	35	61	39		61	37
Average Test Score	418	519	584	473	537		461	496
WA Schools								
Like Schools								
NAPLAN National Minimum Standard (NMS)	% of students Above, At, and Below National Minimum Standard Levels							
Above NMS	83%	86%	91%	97%	90%		93%	78%
At NMS	9%	5%	6%	2%	8%		7%	16%
Below NMS	9%	9%	3%	2%	3%		0%	5%

Percentages may not add up to 100% due to rounding.

### School Performance in comparison with all WA Public Schools

NAPLAN	NAPLAN - Reading								
	2014			2015			2016		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Comparative Performance									

## WRITING

NAPLAN	NAPLAN - Writing								
	2014			2015			2016		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Number of Students	34	43	35	61	39		61	36	
Average Test Score	414	496	539	459	499		449	486	
WA Schools									
Like Schools									
NAPLAN National Minimum Standard (NMS)	% of students Above, At, and Below National Minimum Standard Levels								
Above NMS	94%	88%	80%	98%	95%		100%	83%	
At NMS	3%	9%	17%	0%	5%		0%	11%	
Below NMS	3%	2%	3%	2%	0%		0%	6%	

Percentages may not add up to 100% due to rounding.

### School Performance in comparison with all WA Public Schools

NAPLAN	NAPLAN - Writing								
	2014			2015			2016		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Comparative Performance						NA			NA

## SPELLING

NAPLAN	NAPLAN - Spelling								
	2014			2015			2016		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Number of Students	34	43	35	61	39		61	37	
Average Score	421	523	609	436	531		463	499	
WA Schools									
Like Schools									
NAPLAN National Minimum Standard (NMS)	% of students Above, At, and Below National Minimum Standard Levels								
Above NMS	82%	95%	97%	95%	95%		95%	78%	
At NMS	18%	0%	3%	3%	5%		5%	16%	
Below NMS	0%	5%	0%	2%	0%		0%	5%	

Percentages may not add up to 100% due to rounding.

### School Performance in comparison with all WA Public Schools

NAPLAN	NAPLAN - Spelling								
	2014			2015			2016		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Comparative Performance						NA			NA

## GRAMMAR & PUNCTUATION

### Number of students with a Test Score

NAPLAN	NAPLAN - Grammar & Punctuation								
	2014			2015			2016		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Number of Students	34	43	35	61	39		61	37	
Average Test Score	419	524	574	472	536		473	506	
NAPLAN National Minimum Standard (NMS)									
Above NMS	88%	91%	86%	97%	87%		95%	92%	
At NMS	3%	5%	11%	2%	8%		5%	5%	
Below NMS	9%	5%	3%	2%	5%		0%	3%	

Percentages may not add up to 100% due to rounding.

### School Performance in comparison with all WA Public Schools

NAPLAN	NAPLAN - Grammar & Punctuation								
	2014			2015			2016		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Comparative Performance						NA			NA

## STRATEGIC INITIATIVES

The 2015-2017 Business Plan outlines five overarching strategic initiatives, which set the direction for our teaching and learning intentions and guide whole school planning and classroom practice:

1. Student Excellence
2. Effective Teaching
3. Shared Leadership
4. Enhanced Communication
5. Community Partnerships



A number of integrated priorities for 2015 - 2017 were previously identified, including:

- Developing a comprehensive Communication Policy that guides and informs school practice.
- Forging stronger, sustainable partnerships with parents and the wider school community.
- Managing the future needs for school buildings, grounds management and other facilities in response to increasing enrolments; and
- Strengthening experiential and nature-based learning opportunities.

## STUDENT EXCELLENCE

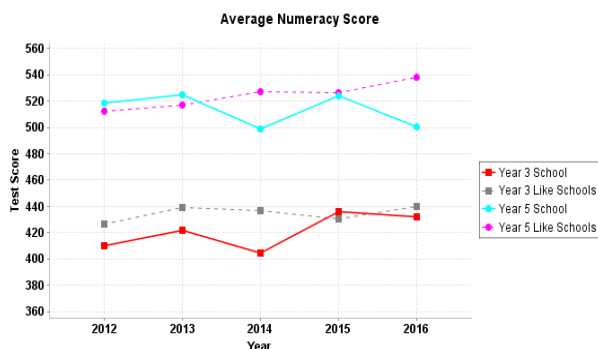
*Wembley Downs Primary School fosters students' learning with programs to address their needs. Our aim is for all students to reach their full potential.*

- Foster a sense of curiosity and life-long learning.
- Strive for Personal Excellence.

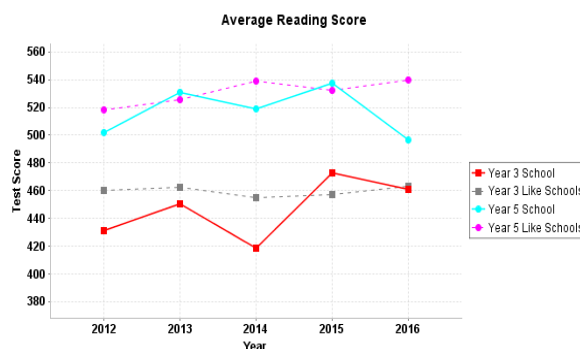
Students in Years 3 and 5 participated in the National Assessment Program in Literacy and Numeracy (NAPLAN). The data from this assessment enables the progress of students to be compared on a national level. The table below reports on the average score in each assessment at Wembley Downs, and compares those scores to students from schools with similar socio-economic backgrounds and the State and National averages.

NAPLAN 2016	Numeracy		Reading		Writing		Spelling		Grammar	
Year Group	3	5	3	5	3	5	3	5	3	5
Wembley Downs PS	432	501	461	496	449	486	463	499	473	506
Like Schools										
State	395	486	416	495	414	470	412	488	425	499
National	402	493	426	502	421	475	420	493	436	505

### Numeracy

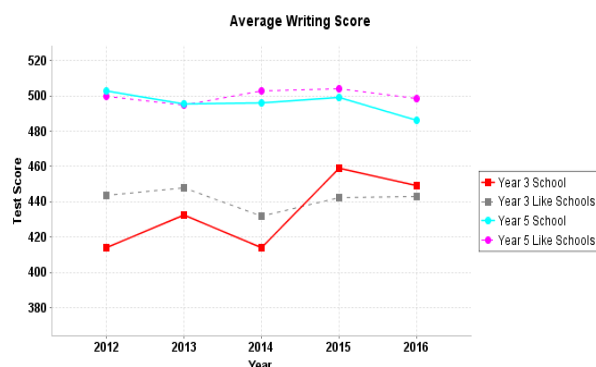


### Reading

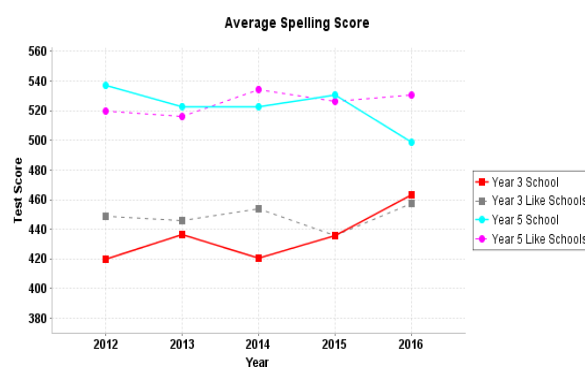




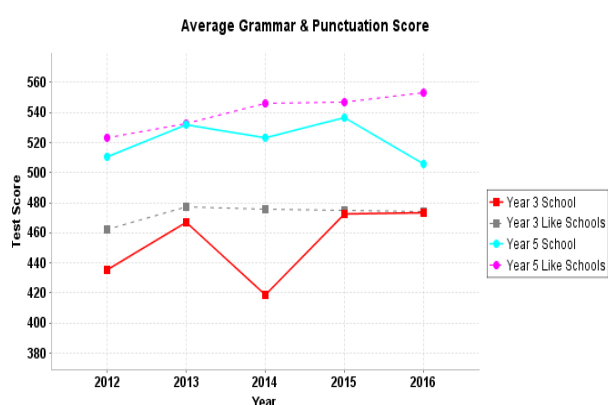
## Writing



## Spelling



## Grammar and Punctuation



As is evidenced by these graphs, the performance of our students, in comparison to those in Like-Schools, was stronger in 2015 than in 2016 in Year 5. Our challenge for 2016 is to ensure the percentage of students achieving in these top Bands in Year 3, is maintained or improved when they are assessed in 2018 as Year 5s.

## Proportion of Year 3 and Year 5 students achieving above national benchmarks in Literacy and Numeracy:

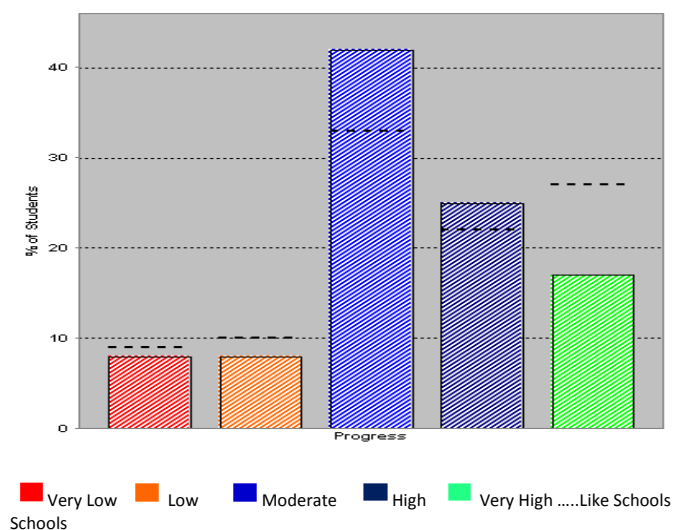
Year	Numeracy			Reading			Writing			Spelling			Grammar & Punct		
	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016
3	89%	94%	97%	83%	97%	93%	94%	98%	100%	82%	95%	95%	88%	97%	95%
5	82%	87%	87%	86%	90%	78%	88%	95%	83%	95%	95%	78%	91%	87%	92%

WDPS has a high proportion of students achieving above the National Minimum Standard in NAPLAN, and it is pleasing to note the continued upward trends in Year 3 Numeracy & Writing, and Year 5 Grammar and Punctuation. All Year 3 students were above the national benchmark in Writing. The overall school performance in Reading across both Year 3 and Year 5 showed a decline, as did Year 5 Writing and Spelling.

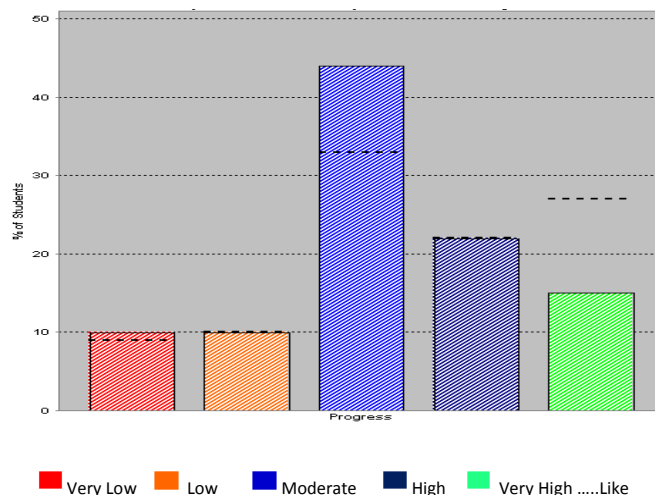
## VALUE ADDING

The graphs below represent the progress made by WDPS students from Pre Primary to Year 3, as tested and in comparison with the stable cohort. Like Schools are represented by the black dashed line.

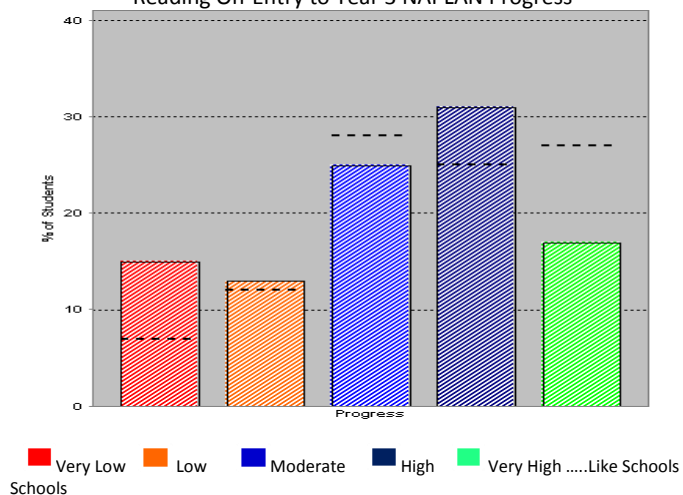
Numeracy On-Entry to Year 3 NAPLAN Progress



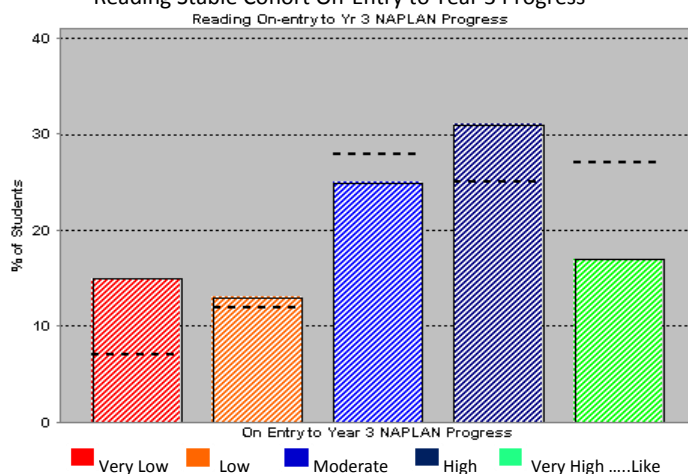
Numeracy Stable Cohort On-Entry to Year 3 Progress



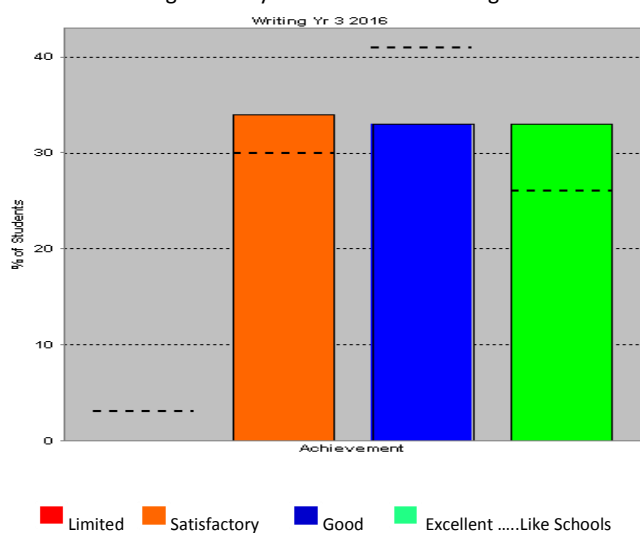
Reading On-Entry to Year 3 NAPLAN Progress



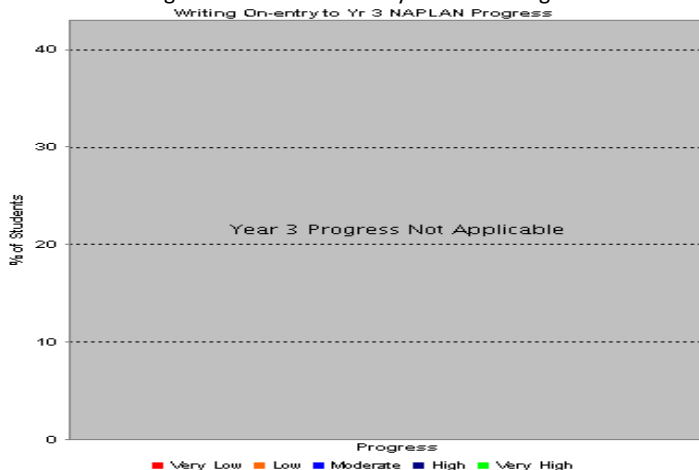
Reading Stable Cohort On-Entry to Year 3 Progress



Writing On-Entry to Year 3 NAPLAN Progress

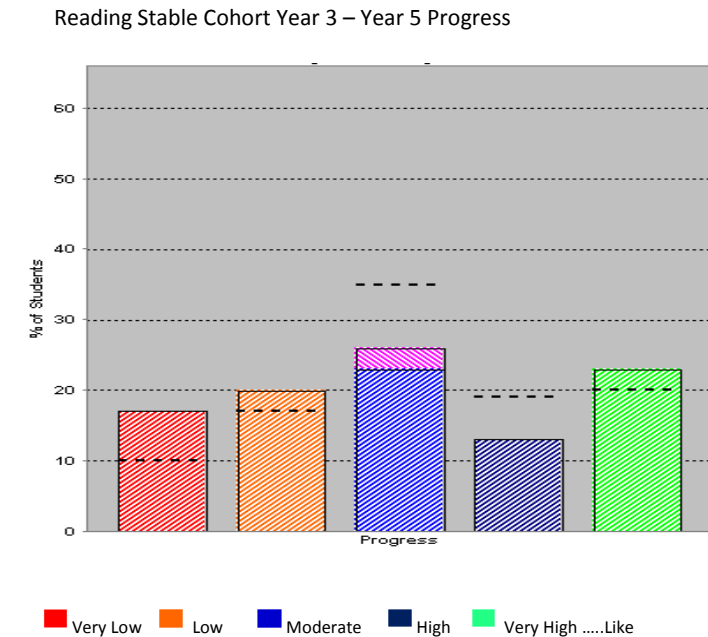
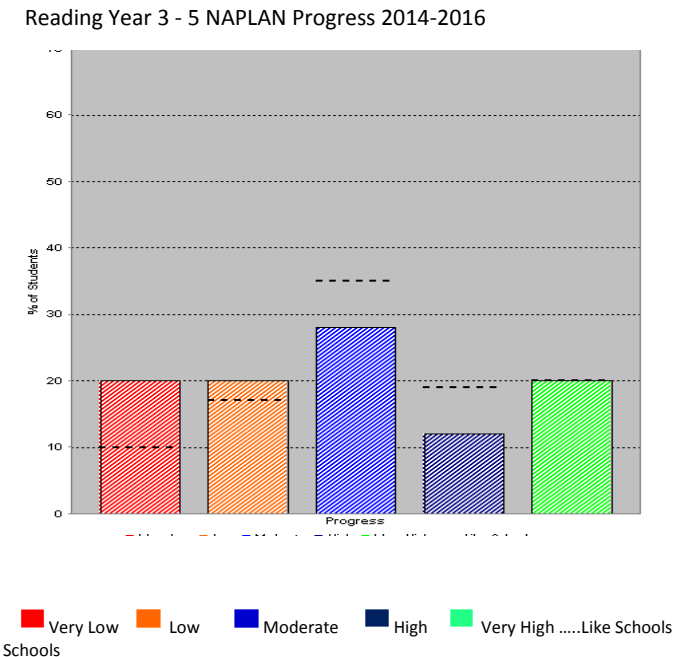
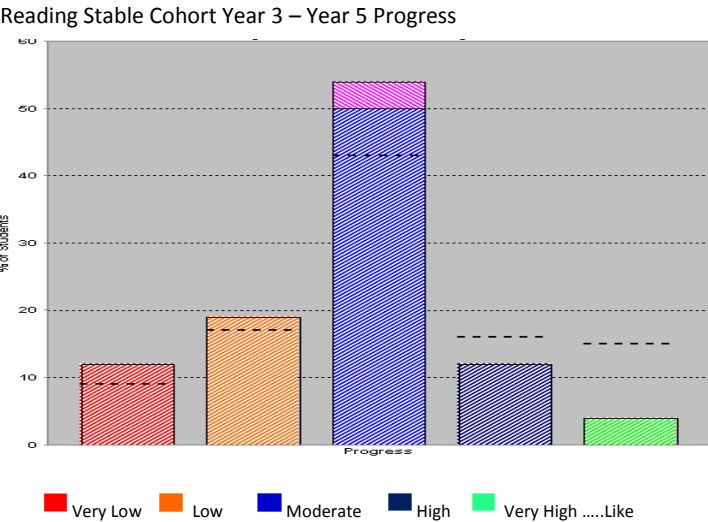
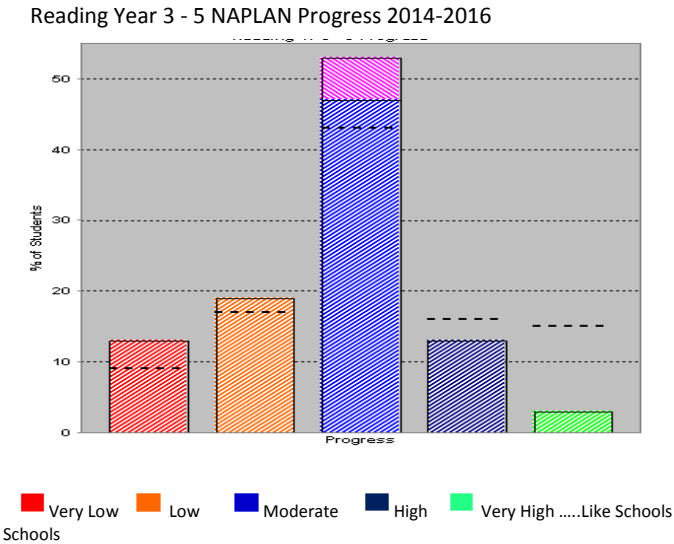
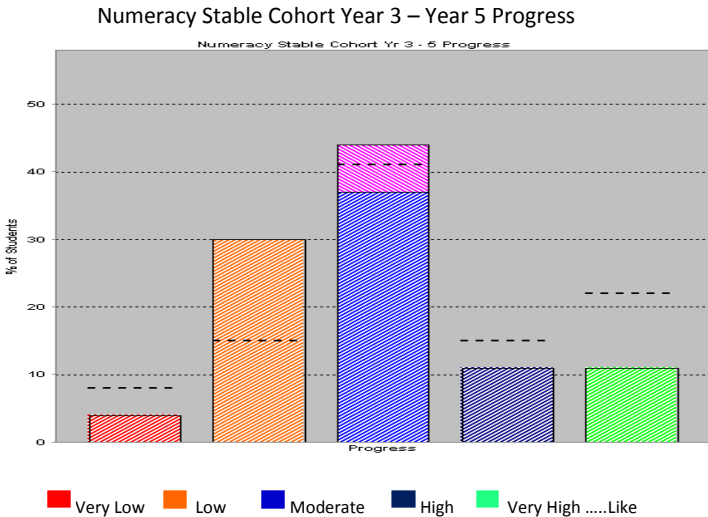
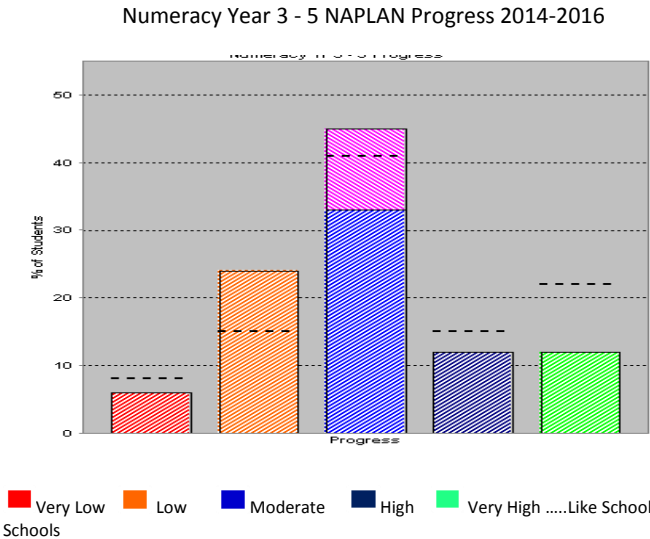


Writing Stable Cohort On-Entry to Year 3 Progress



The graphs below represent the progress made by WDPS students from Years 3 to 5 in NAPLAN from 2014-2016,

as tested and in comparison with the stable cohort. Like Schools are represented by the black dashed line. Pink areas indicate students with Excellent Achievement on both assessments, so “progress” as such is not evident.



Our students have shown a greater improvement in their Reading and Writing than in Numeracy. This becomes

even more evident when the cohort is divided into boys and girls, with the girls making little progress in Numeracy over the two years. This has prompted a renewed focus upon the teaching of Mathematics.

## LEARNING AREA REPORTS

**ENGLISH:** 2016 saw Literacy continue as a major learning focus across the school. Two of our teachers were released from class duties to attend coaching sessions on the implementation of the Australian Curriculum, English. They then used their expertise to work with our teachers on a variety of new strategies. This collaborative approach to the implementation of the curriculum will be continued during 2016.

The school also contracted the Dyslexia SPELD Foundation to deliver development for staff in the teaching of Vocabulary. The SoundWaves program is still being used across the school, establishing a consistent approach to synthetic phonics from Pre Primary to Year 6.

**MATHEMATICS:** During 2016, the focus of numeracy interventions was aligned with the school's Literacy and Numeracy Partnership Plan. The Maths Committee oversaw the upgrade of learning resources across the school, and saw greater focus on the structure of Maths lessons and a move away from a textbook approach. The school renewed its investment in the Mathletics online learning program, financed through a generous donation from the P&C Association, and this was used across the school, both in classes and as a homework strategy.

### SCIENCE:

Science specialist program offered to students across Years 1 & 2, and delivered by Mrs Ann Evans on a weekly basis.

Students in Years 1-6 completed the ACER PAT Science Assessment. "Scientist in Residence" program implemented from PP - Year 6, and included:

- Robotics
- Physical Science
- Chemistry

Recommendations:

- Expand the school-based Science Specialist Program across Years 1-3.
- Funding permitting continue to provide students with the opportunity to participate in the "Scientist in Residence" program.
- Explore additional resources and experiences that will complement the delivery of Primary Investigations.
- Access STEM and STEAM professional learning and student events as they arise.

Students took part in the International Competition And School Assessment (ICAS) in 2016. The table below indicates that the performance of Year 6 students was comparable with that of Australian students. It should be noted that ICAS is a competition and that many participating schools tend to enter only their top performing students.

ICAS Year 6 Science	Wembley Downs PS	Australia
Average Score (Max. 40)	20.3	22.5
Standard Deviation	6.2	6.0

## INFORMATION & TECHNOLOGY

Students across K-6 have access to tablet technology and a large bank of desktop computers that are accessible in the Library. Whilst popular and an effective means of teaching, students and staff are often faced with ITC challenges related to connectivity issues associated with the WiFi and internal school intranet. Funding via the DoE has been made available to the school to address these ongoing issues, and late in 2016 the WiFi Infill upgrade was completed and we look forward to a more robust and reliable service.

The Library continues to be a hub of activity throughout the year. Children enjoy borrowing books from the wide selection of available books and texts. Classes also access the Computer Bank to assist with a variety of research and word processing activities. Once again, the highlight for most was Book Week, where children and staff alike enjoyed dressing up in "character" and participating in a range of organised literary activities.

## DIGITAL TECHNOLOGIES

Students across Years 3-6 participated in a range of introductory Coding activities with Mr Rob Linn, with the following programs being successfully completed:

- The "Hour of Code Program"
- Basic Game design with KODU
- Introductory to Scratch Coding
- Year 3 students explored Coding with Bee Bot



## THE ARTS

Mrs Gillian Archer continues to provide an engaging music education for all students across Pre-Primary - Year 6. The students learn to sing, perform, read, write, create and aurally identify music through discovery based learning. The school also offers instrumental scholarships provided by the School of Instrumental Music on violin, viola, cello, double bass, trumpet, trombone, piano and classical guitar. The program also has a string orchestra, jazz band and school choir.

Edu-Dance is a fun program of hip hop dance, designed to improve fitness and health. The program fulfils the Physical and Health outcome requirements including other aspects such as coordination, musical appreciation and self-confidence with the opportunity to perform for an audience in our own school community. A highlight of the program in 2016 was the Edu Dance Concert that saw a huge crowd come together to view performances from all classes.

The annual Artist in Residence Program continues to be popular. Bringing artists into the school enables students and teachers to interact and learn from the professional arts community, and fosters greater appreciation for the arts and cultural pursuits.

## HEALTH & PHYSICAL EDUCATION

Health and physical wellbeing continues to be a priority within our school. The Fundamental Movement skills and the Fundamental Game Strategies are key components of our Physical Education Program. Our focus is on developing a pathway in which students' progress through K- Year 6 with the skills needed for confident participation in sport and recreational activities. The program also enables students to make responsible informed decisions about health and physical activity. Our Physical Education Program offers students access to daily fitness, weekly specialist lessons and weekly sport.

As part of the Health and Physical Education Program there is an emphasis on the development of life skills to encourage resilience, respect and confidence, to allow students to reach their full potential. The Physical Education Program encourages all students to enjoy and participate fully in all physical activity.

Community involvement in our sports program is encouraged and welcomed. Families continue to be involved by participating in school carnivals and special events such Ride2School and Walk To School Safely. The Running Club, held before school each Friday morning, continues to be popular and invites parents and children to get fit together.



## LOTE:

The Japanese program in 2016 involved students across Years 3 to 6 participating in weekly 1 hour LOTE lessons with Mr. Mark McGuffin. The learning program focuses on three main learning outcomes; Listening, Reading and Responding; Viewing, Reading and Responding; and Writing. The program aims to develop student understanding of the Japanese arts, culture and history. Students are provided with opportunities to develop a repertoire of commonly used words and phrases in order to participate in simple conversations. Students learn high frequency, fundamental vocabulary and question and answer patterns and are encouraged to create their own personal vocabulary based on their responses.

Reading and writing of Hiragana, Katakana and Kanji continues to be introduced and promoted across the various year levels as appropriate. In the lower years songs with mnemonic devices continue to be used to enhance retention of new and unfamiliar language.



**Technology And Enterprise:** Final ICAS Awards for 2016 were presented to students for Maths and English. This year we had 101 nominations across the 5 tests.

- **Provide Varied Learning Experiences.**
  - *Incursions planned for 2016 include:*
    - Term 1 Cyber Wiser: Strategies that build Confidence & Prevent Bullying - 29<sup>th</sup> February*
    - Term 2 Street Sense: Important Road Safety messages with astounding circus skills - 13<sup>th</sup> June*
    - Term 3 Musica Viva in Schools Program*
    - Term 3 Pick a Peck of Pickled Poems: Poetry without the boring bits - 1<sup>st</sup> September*
    - Term 4 Let's STAMP Out Bullying: Easy to remember strategies to deal with bullies - 11 November*
  - A variety of classroom excursions have been both carried out and planned for the near future.*
  - Canberra Excursion for Years 5/6.*
- **Implement Differentiated Curriculum.**
  - *Inclusion of WDPS in the Microsoft Office 365 and On Drive trial*
- **Provide Leadership Opportunities.**
- **Cater for Children's Physical, Social and Emotional Health and Well-Being.**
  - Good Guys and Girl Power workshops held with year 4 students and parents to assist with relationship issues.*
  - Strong Friendships program developed to implement across the school.*

### Effective Teaching

*Wembley Downs Primary school teachers will continue to use the Australian Institute for Teaching and Leadership Standards to strive for excellence in their practice.*

- **Knowledge:** Teachers demonstrate and develop their professional knowledge and understanding about curriculum, assessment and teaching approaches.
- **Practice:** Teachers ensure that learning programs are delivered in classroom environments that are safe, respectful and productive of student learning.
- **Engagement:** Teachers develop skills of observation and analysis to seek evidence and remain open to feedback.

### Shared Leadership

*To foster a culture where staff, students and parents share responsibility and are accountable for problem solving, learning and collaboration.*

- **School members feel empowered to take ownership of initiatives.**
  - English and Numeracy leaders taking responsibility for leading curriculum planning and learning with staff.
  - Early Childhood team collaborating and working as a cohesive team to complete the school's reporting requirements in preparation for the National Quality Standards (NQS) Audit. (K- Year 2)
  - Kindergarten staff successfully participated in DoE Reporting to Parents trial, Semester 2 2016.
- **Roles and responsibilities are clearly communicated and understood to support the strategic vision of the whole school.**
  - School Self-Assessment Cycle, and staff roles and responsibilities within this important process, continues to be reinforced. Planning sheets for teachers to clearly show the links between Strategic, Operational and Classroom Planning are available and in use by most staff.
  - Professional Learning Communities trialled, with group protocols and norms established and implemented.
- **School members' expertise is valued and there is a culture of mutual respect.**
  - Implemented successful trial of Professional Learning Communities (PLCs) in Term 4, 2016
  - Curriculum mentoring program across English and Mathematics with Ms Nicole Armstrong and Ms Anna Dennis.
  - Leadership openings and professional learning opportunities within the school or across the region are sought and encouraged.

### Enhanced Communication

*We will use open, clear and timely communication to inform and engage members of the community during the students' learning journey.*

- **A comprehensive range of formal and informal communication strategies and systems.**
- **Acknowledging and celebrating individual, group and community success.**

## Community Partnership

*"It takes a village to raise a child."*

*We will engage members of the community and support all relationships to enhance students' learning.*

- **Fostering community support and ownership of the school.**
  - Holiday Science Bites program continued in Sept/Oct break.
  - Science Bites term program continuing.
  - Woodlands T-Ball utilizing the school oval for training.
  - Grass Hopper Soccer program continuation.
- **Enhance learning opportunities through external partnerships**
  - Protective Behaviours workshop with Andrea Musulin
  - "From the Sandbox to Adulthood" workshop with Maggie Dent.
  - Czech School operating on Saturday mornings on-site at Wembley Downs Primary School.
  - Partnership with the Gunma Kokusai Academy to host Japanese students in an cultural exchange program.

## STUDENT SERVICES

Students at educational risk are those who have been identified, through a range of diagnostic tools and assessment data, as not meeting the expected standards. On Entry testing in Pre-Primary is one means of identifying such students who can be tracked with further testing in subsequent years to review progress and to determine the effectiveness of intervention programs. The school maintains an inventory of students who have been identified as being at educational risk, and supports teachers to develop individualised plans and to cater for the needs of all students within each class.

SAER students are case managed by our Learning Support Coordinator in cooperation with our school psychologist. Individual behaviour programs and individual, and or group, education programs are prepared for SAER students. SAER students, with the appropriate diagnoses, may receive an allocation of teacher assistant time through funding provided by the Disability Resource Funding system. In 2017 the school will implement a new model, in order to further build the capacity of all staff and provide targeted support at the point of need. The Learning and Engagement Coordinator will provide collegial support and intervention advice to staff in relation to academic, social and emotional programs.

## POSITIVE BEHAVIOUR SUPPORTS (PBS)

It is our intention to maintain a strong school culture which is positive and consistent. PBS is being utilised to implement a school wide plan that focuses on shared expectations and the explicit teaching of school skills, with the overarching aim of achieving higher educational outcomes for all.

PBS is a set of behaviour expectations, identified and defined by the community, which will guide the behaviour of everyone in our school: staff, students, parents and community members. Significant work has been undertaken by staff to develop a matrix of expected behaviours, required by students in and around our school. These are discussed with students so that a clear understanding of what is expected is established. Children are explicitly taught the required procedures to be followed, and a consistent and clear process is adopted across the school by all staff.



Be Responsible



Be Caring



Be Respectful



Be your Best

Positive Behaviour Tokens are used throughout the school to reinforce the expected positive behaviours demonstrated by students. Data is regularly collated and then utilised to target future directions and provide feedback to the students and wider school community on the effectiveness of school-wide intervention strategies and supporting health and well-being programs.

## PEAC

Primary Extension and Challenge (PEAC) is a part-time program for upper primary school Years 5-6 students. Identified gifted and talented students are selected to participate in differentiated programs offered off-site at PEAC Centres. PEAC in the North Metropolitan Education Region caters to the special learning needs of gifted and talented students in Years 5 and 6. PEAC centres offer a wide range of extension courses as well as specialist courses in a variety of community and educational settings.

## JUNIOR PEAC

The EYE program was introduced in 2012 as an initiative of the North Metropolitan Education Region. It has been developed by the PEAC team to offer extension opportunities to selected Early Years students in public schools across the region.





