Welcome to the Willandra Primary Annual School Report for 2017. This year has been one of implementation and achievement of the broad strategies as outlined in the revised Business Plan 2017 -2018. As an Independent Public School, Willandra Primary School is bound by the Delivery and Performance Agreement between the Director General and the school. The Business Plan is the key driver of the Delivery and Performance Agreement.

This School Report celebrates the achievements of the Key Milestones attained in the Business Plan for 2017. This includes Success for all Students - Teaching and Learning which includes setting improvement targets, developing a pedagogical framework and focus on Visible Learning.

Success for all students includes engagement and well-being. Students at Willandra Primary school are catered for academically, emotionally, physically and socially. Pastoral Care is a key feature in the provision of a nurturing and well-structured learning environment for all students.

Shared Leadership is a strong feature of the school and collaboration amongst staff is a positive aspect in the sustainability of staff well-being.

We are proud of the culture of the school environment and celebrate the strong Values Program and TED (Treat Everyone Decently).

2017 has been a busy but successful year and we are working hard to address overall growth in all areas determined for school improvement, with pride, I commend this work to you and with gratitude to all staff and students for their outstanding efforts and to the positive engagement of our school community.

Keryl Caird
Principal
Willandra Primary School commenced in 1993 and is situated in the Armadale suburb of Seville Grove and currently has an enrolment of approximately 600 students.

The school's priorities embed high standards of student achievement, values and social education. The school ethos encompasses Learning, Pride, Values, and Community and our teachers are committed to the well-being of each and every one of our students striving to create an environment which nurtures the desire to learn.

**School Vision**

“In partnership with the community we will provide a safe, inclusive, nurturing, high quality teaching and learning environment that empowers everyone to strive to achieve their full potential and become positive contributors to society.”

**Mission Statements**

- Create empowered, collaborative teams
- Maintain effective school organisation
- Ensure state of the art teaching practice
- Create a positive working Environment
- Build and maintain Positive Relationships
- Maintain High Expectations in all areas
- Ensure our Values and Social and Emotional Programs underpin our school culture

**Learning Environment**

The heartbeat of our school is the positive school culture which we work hard to maintain. This ties all of the other school organisational areas together. The strong values system which is constantly revisited forms the basis of our Behaviour Management Program which is restorative and supports a positive approach to discipline. The TED Program (Treat Everyone Decently) is embedded in all facets of school, the key focus is on relationships. TED is used to frame social and emotional learning. There are eight Values - Honesty, Cooperation, Responsibility, Honesty, Perseverance, Kindness, Tolerance and inclusion, Courage and Respect. At school assemblies, TED visits each week to award certificates to students who have demonstrated the Values. These students are celebrated in the fortnightly newsletter and on the school website. We have been commended on the positive environment of our school which has been sustained and continues to be embedded in all areas.
All 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.

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<thead>
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<th>AB'L</th>
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<td>Instructional</td>
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</table>

Total No of Staff: 73 FTE: 54.8 AB'L: 1

Willandra Primary School has a committed and dedicated team of teachers who have maintained a strong and positive culture to ensure that student needs are met socially, emotionally, physically and academically.

In 2017 we had 73 staff members, comprising 44 teachers, 26 support staff, 1 Aboriginal and Islander Education Officer, a Corporate Business Manager, 3 School Officers, a Gardener (0.6FTE), a Head Cleaner and 4 Cleaners. Our School has 2 Level 3 Teachers and 13 Senior teachers. There were 2 retirements in 2017.

In 2017 all staff participated in excess of seven days professional learning to build teaching expertise and a holistic, collaborative and connected approach to teaching and learning.
School Planning

The School planning is evidenced based, linked to resources and highlights progress and directions for school improvement. Planning is a collaborative effort with staff and is reviewed in a Self-Assessment Planning cycle. Planning in 2017 has been Strategic, Operational and collaborative classroom based.

School Achievement and Direction for Growth


Aboriginal Students

The number of Aboriginal and Indigenous students has risen from 40+ in 2014 to 73 in 2017. An AEIO is employed 0.6 to assist with students Kindergarten-Year 6. Intervention is needed to support students and families in meeting the needs of students academically, socially and emotionally and physically. NAPLAN and Standardized testing has identified this area as one of concern. Early Intervention in Language development has been identified as a key area of need. In 2015 and 2016 an ECE staff member participated in the Aboriginal Early Childhood Language Initiative and provided resources in this area for staff. Intervention processes including extra screening is planned for 2018.

In 2017, an Aboriginal Parent Group was formed and this groups acts as an advisory group for the community. For 2018, we will welcome two Aboriginal Parents to the School Board.
Delivery and Performance Agreement

The Delivery and Performance Agreement is a joint agreement between Willandra PS and the Director General. As an Independent Public School the DPA addresses the following areas;

- The School Business Plan
- Teaching and learning
- Student Performance monitoring
- Program Delivery
- Resourcing and Support
- The School Board
- Compliance

In 2016/17 a whole school audit tool was designed by the school to measure the progress of the DPA areas and to gauge understanding and ownership of the DPA. The survey tool was completed by the leadership team, the staff and the School Board.

Results of the Audit

Results indicated that the majority of the areas of the DPA were well covered and progressing well. Areas for consideration which were highlighted for focus were Early Childhood resourcing, consistency in feedback in Performance Management, closer monitoring of the effectiveness of Individual Education Plans and promoting leadership positions. The school has, through self-assessment in 2017, a clear direction for school improvement for the next three years and includes an in-depth focus on the school priorities.
A Pedagogical Framework was developed in 2017. This framework was based on staff adopting and implementing high quality, evidence based practices focusing on success for all students.

It involved:

- Developing School Values and Beliefs for teaching at WPS
- Consistent teaching approaches and practices K - 6 at WPS - Visible Learning, WALT and WILF, Literacy Blocks, Numeracy Blocks
- Details of procedures, practices and strategies for teaching being are outlined in WPS Literacy and Numeracy Policies
- Classroom environment – Word Walls outlined in the Numeracy and Literacy Policy,
- Methodology for teaching ie; Gradual Release Method
- Developing a consistent Whole School Assessment Schedule which informed classroom practice and whole school improvement
- Connecting classroom teaching and learning practices to Performance Planning
The Assessment and Reporting at Willandra Primary School

Provides for individual students to receive feedback on their learning;

- Involves the use of a triangulated data approach to assess student achievement and progress
- Emphasises use of student achievement information to plan future learning programs
- Allows teachers to make judgements of student achievement in relation to expected standards of the Western Australian Curriculum
- Is compliant with the administration of prescribed National, State and system assessments
- Includes the use of Online Testing Processes
- Values Teacher Judgement and Moderation using the Bright Path Assessment Tool
- Outlines a data collection process and timelines for collection
- Outlines a data management system (ie; data boxes) to be used by all teachers and support staff
- Supports comprehensive yearly handover processes to ensure continuity of student learning
ANNUAL SCHOOL REPORT 2017

WILLANDRA PRIMARY SCHOOL

Success for all Students
**Early Childhood Targets**

**KINDERGARTEN**
In 2017 S.O.C.S (Screen of Communications Skills) was trialled across four Kindergarten classes. The testing was conducted over two terms. The following overall target was used in conjunction with the testing.

*Kinder*garten students to achieve between 60% - 70% of test components which involve semantics, concepts of print, phonemic awareness and comprehension.

**ANALYSIS**

**LITERACY**
Students fell below the target achieving 45% or less in all categories. Staff collaboratively reviewed data and identified the critical need for early literacy development 0 – 4. Students were not demonstrating adequate Oral Language Development and displayed needs in:
- Phonemic Awareness, particularly Onset and Rime, blending and rhyming.
- Comprehension- Receptive and Expressive language and questioning

**Planning for improvement**
The testing was time consuming and difficult to complete. While it did provide some baseline data which could be passed on to Pre Primary it was felt that a less complicated test could provide the same information.
- Planning for 2018 has included implementing the Diana Rigg Comprehension Program
- Building the capacity of staff through professional learning

**NUMERACY**
School based assessment and common assessment task testing was used to measure student progress and achievement.

The following overall target was used in conjunction with the testing.

*Kinder*garten students to achieve between 60% - 70% of test components which involve Number, Measurement and Spatial Awareness.

Students achieved in an average range of 60% -70% indicating more capability in the Numeracy Area than in Literacy.

**Planning for improvement**
Apart from school based testing the school is investigating a Standardized Test to triangulate the data to provide more accurate information and diagnostic information. These tests for Kindergarten students are not easily accessed and are time consuming to administer.

Areas of attention need to be-
- Consolidation of Number concepts
- Continued development of the Language of Mathematics

**PRE PRIMARY TARGETS**

**ON ENTRY LITERACY CHECKPOINTS**

- 70% of PP students <0.4 to move to 0.8 by NOV
- 70% of PP students scoring >0.4 to move to 1.0 by NOV

**ANALYSIS**

On entry to school students displayed and continue to display limited Early Literacy skills with a delay in competent oral language. Social competence results are of concern and societal issues continue to influence the development of many children. On Entry data 2016/17 confirmed the need for a continued focus on Literacy and Numeracy Development as 79% on average over the three Pre Primary classes only achieved up to 0.5 progression points in literacy. Speaking and Listening in all classes showed an average 27% of students scoring between 0 and 0.5. These results and the growing number of students with mental and emotional health issues has confirmed the need for an in-depth Intervention process in ECE and to provide programs to improve results and cater for student needs, particularly K, PP and Year One. A retesting of all PP students on On Entry Literacy in November 2017 revealed a growth in Literacy checkpoints with 60% of students achieving greater than 0.8. While the Target was not met at 70% there was significant growth over the 12 months.
ECE Resourcing

This was a recommended finding from the School Review in 2016. An audit of furniture and ECE resources was conducted and budgets drawn up to purchase new classroom furniture. Outdoor areas and a grassed playground was renewed.

A whole school ECE Plan for Improvement was developed by staff as a result of the NQS audit. Whole School ECE Guidelines as a result of the NQS Audit and the school focus on Visible Learning, it was collaboratively decided to develop Willandra ECE guidelines in 2016/7. Over the year it was led by the ECE coordinator and developed to include:

- Expectations for whole school and ECE practices and processes
- Scope and Sequences in Literacy, Numeracy, Technology and HASS
- Assessment tasks
- Letters and Sounds and expectations for consistency in implementation
- Sight word lists

Kindergarten Wildlife Incursion
and Book Week — Library by Lamplight
The introduction of the National Quality Standards in 2015 was an appropriate time to do an audit of the whole ECE area. This was again reviewed in 2017/2018 and the ECE plan revised.

Quality Area 3 – Physical Environment was identified as an area for improvement. The Physical environment such as classrooms and play areas were assessed.

□ The Kindergarten buildings are old and need to be replaced.
□ Play areas are crowded and could be improved.
□ A plan is in place to improve the playground. Resources are limited and only superficial minor works have been done.

Whole School ECE Guidelines

As a result of the NQS Audit and the school focus on Visible Learning, it was collaboratively decided to develop Willandra ECE guidelines in 2017. Over the year it was led by the ECE coordinator and developed to include;

□ Expectations for whole school and ECE practices and processes
□ Scope and Sequences in Literacy, Numeracy, Technology and HASS
□ Assessment tasks
□ Letters and Sounds and expectations for consistency in implementation
□ Sight word lists

We are extremely proud of this work and see it as a compliment to the WA Curriculum and the EYLF. Building Resources in ECE has been a focus 2015 -2017. ICT was extremely limited in all areas. Improved access to interactive whiteboards, laptops and iPads has occurred. Wireless Infill projects have increased the capacity in classes. An area needing ongoing focus is building the capacity of staff in digital technologies, to be maintained in 2018.
Academic Targets
Academic Targets and Analysis

Targets Year 3 and 5

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<tr>
<th>Strategic</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
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<td>To perform higher than like schools by increasing the percentage of Year 3 students achieving Literacy scores in the top two proficiency bands</td>
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<td>To perform better than like schools with less students in Proficiency Bands 1 and 2</td>
<td>To perform better than like schools with less students in Proficiency Bands 1 and 2</td>
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</table>

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 yearly report image
### Academic Targets and Analysis

#### Targets Year 3 and 5

**Strategic**

**Grammar and Punctuation**

To perform better than like schools with less students in Proficiency Bands 1 and 2.

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<th>Year 3 2017</th>
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**Numeracy**

To perform higher than like schools by increasing the percentage of Year 3 students achieving Numeracy scores in the top two proficiency bands.

To perform better than like schools with less students in Proficiency Bands 1 and 2.

<table>
<thead>
<tr>
<th>Band</th>
<th>Year 3 2016</th>
<th>Year 3 2017</th>
<th>Year 5 2016</th>
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Data Collection and Analysis

Year 3

While targets set for increasing student achievement in the top 2 bands were met, scores remain just below like schools apart from Writing which exceeded like school scores. This has been attributed to a whole school focus on Talk for Writing implemented well in the Year 2/3 level. Needs identified focus are Spelling, Grammar and Punctuation and Numeracy. Investigation of this Data along with PAT online testing and Bright path scores occurred at year level in collaborative teams and data walls produced to highlight specific areas of intervention.

Year 5

All results in year 5 compared to 2016 were significantly lower and cause for concern. Investigation into data identified key areas for improvement particularly in Writing and Numeracy. Support structures were placed in Year 5 classes and students identified for closer intervention.

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<tr>
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<th>Year 5</th>
<th>School</th>
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<td>Grammar/</td>
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<td>Numeracy</td>
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* Better than like schools
Professional Learning was organised to facilitate a deeper understanding of data analysis. Best Performance Consultants worked with staff to look at class data in Year 3 and 5 and provided an in-depth analysis of the school progress. This informed teachers of whole class teaching needs and also the degree of progress across Years 3 to 5. At Network level, two staff members, who are now Lighthouse Leaders for the Network, participated in in-depth analysis of data across schools. Grammar and Punctuation across the network was identified as a need.

A review of the School Improvement Targets for Literacy and Numeracy in 2015 resulted in new targets being written. IN 2017, strategic, long term targets were developed comparing Willandra to like schools and WA Public schools. These Targets were broad and aspirational. Operational Targets focused on more detailed improvement in Band levels and also comparison with like schools.

In 2017, results from NAPLAN in Year 3 and 5 showed improvement in all areas of English and Maths. Progress from Year 3 to 5 was also evident. Though still below WA State Schools, WPS has achieved better than like schools, particularly Year 5. School Improvement Targets were more achievable and though all targets were not achieved the trend line in all areas shows growth. Results indicated that Grammar and Punctuation needed to be a focus in 2017 along with maintenance in Reading and Numeracy.
Non Academic Data Analysis
Non Academic Data

The Business Plan and the School Improvement Plan priorities include Student Engagement and Wellbeing. Measurement of the progress in this area has been done through qualitative data collected through surveys and Quantitative data through SIS.

Comparison of Year 1 and Year 6 data posed questions and implications for Social and Emotional Wellbeing Programs being maintained as part of the Teaching and Learning Program. Year One (SEW) data revealed overall that 34% of students responses fell between levels 1-3 (lowest, very low and low). Year 6 data similarly showed 38% of student responses were in the same range. 36% of Year 6 boys disagreed that they were good at solving conflict. 49% of Year 6 boys didn’t feel confident at attempting tasks with confidence, the girls were slightly better.

Evidence of the need for social and emotional support for students is apparent across the school and programs are in place to help facilitate this (see Program Delivery Self-Assessment) as well as the school funding a Social Worker for 2 days a week, extended the Chaplaincy to 2 days a week and also extending the funding to 2 days a week. Extra funding is put into supplying support staff in classes in the ECE area.
Despite the complexities and social issues, Willandra Primary School maintains a relatively high attendance rate. Attendance is better than like schools with processes monitored through an Attendance Action Plan and Team. An Attendance Officer monitors attendance and follows up all students who fall within the severe attendance category.

The school has undergone Attendance Panel training. Parents and carers work in partnership with the school and are given the necessary support to ensure that the Attendance rate is high. Individual students are issued with an Attendance Plan when it is necessary. Attendance data is given out with reports for students in the Severe Risk Category. Parents are kept informed about the importance of regular attendance. 2017 shows an increase in regular attendance.

**ATTENDANCE TARGETS**

1. Overall Attendance rate for Willandra Primary School to be greater than 91.7%.

   Attendance Rate 91.8%. Target was met for 2017 overall. 92.3%

2. Reduce the number of students in the moderate to severe category by 10%.

   The number of students in the moderate category decreased but the number of students in the severe category slightly increased.
In 2015 the School became a Kid’s Matter school and this has been ongoing. An Action team was formed and attended training. Surveys to monitor a Positive school Community were conducted. These correlated with the National schools survey and confirmed that Community Partnerships needed to be a focus of the School Business plan, (A Capable and Responsive Organisation).

The Kid’s Matter team has a strong focus on Pastoral Care and supports individual students and their families. Staff feedback on the survey confirmed the need for ongoing care and health and well-being of students and of staff. Whole school feedback activities are often used by the Kid’s Matter team. An example of this took place in 2017. Students and parents were asked to write “What makes our school a great school”. This was displayed on class windows for the community to see.

In 2016, results on the Kids Matter Mental Health Map highlighted the need for the ongoing high level of support needed for many of the children at the school due to mental health issues, post-traumatic stress and family breakdowns. In 2017, Kids Matter has been maintained by notes in the newsletter and on the website. The school social worker has helped to keep the profile of Kids Matter in the community.
The complexity of behaviours demonstrated by some students was a cause for concern and this has impacted on several classes. The school’s Behaviour Management Policy caters for students with a positive and restorative approach. Behaviour management data is collected on SIS and the Schools Management System and detailed records are kept of all detentions and suspensions. Parents receive regular updates on student behaviour. Likewise positive behaviours are recorded and celebrated. The strong focus on Values at the school is well managed and data is shared with students and parents at assemblies. The TED program also includes a management system of students receiving Bronze, Silver and Gold Awards.

Analysis

TARGETS

◊ 2017 Decrease males receiving detention slips by 20%.
◊ Over the last 5 years, behaviour has improved significantly with the number of suspensions and detentions decreasing to a large degree.
◊ In 2016 Male detentions equalled 24% with females only at 4%.
◊ In 2017 Male detentions equalled 23% with females at 2.5%
◊ A major review of the Behaviour Management Policy was conducted in 2017 by the Behaviour Team. Structures have been put in place to ensure restorative practices are used and consistency in communication and recording are maintained.
◊ A positive stance with a focus on the school’s Values program is the basis and outcome of the improved behaviour in the school.

Strategies for 2017 involved:

◊ Increased supervision in play areas
◊ More sporting and play equipment to engage students
◊ Ongoing values program
◊ Social and emotional learning focus in classrooms
◊ Kids Matter team more active during playtimes

Strategies for 2018

◊ Increased supervision in play areas
◊ More sporting and play equipment to engage students
◊ Ongoing values program
◊ Social and emotional learning focus in classrooms
◊ Kids Matter team more active during playtimes
Behaviours Management

MSB REPORT TERM ONE 2017
TOTAL: 86
YEAR LEVELS RECEIVING ORANGE SLIPS

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BEHAVIOUR LEVELS REACHED ON ORANGE SLIPS

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COMPARISON OF CHILDREN RECEIVING/NOT RECEIVING ORANGE SLIPS

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GENDER

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MSB REPORT TERM TWO 2017

TOTAL: 34

YEAR LEVELS RECEIVING ORANGE SLIPS

Year One: 9
Year Two: 5
Year Three: 8
Year Four: 6
Year Five: 3
Year Six: 3

BEHAVIOUR LEVELS REACHED ON ORANGE SLIPS

- Level One: 7 (Yrs 1 - 3 only)
- Level Two: 17
- Level Three: 7
- Level Four: 1
- Level Five: 1
- Level Six: 0
- Level Seven: 1
- RS1: 0
- RS2: 0

GENDER

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COMPARISON OF CHILDREN RECEIVING/NOT RECEIVING ORANGE SLIPS

- Received: 21
- None: 600

Receiving/not receiving orange slips:

- Receiving: 21
- None: 600
Behaviour Management

MSB REPORT TERM THREE 2017
TOTAL: 26

YEAR LEVELS RECEIVING ORANGE SLIPS

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BEHAVIOUR LEVELS REACHED ON ORANGE SLIPS

- Level One: 4 (Yrs 1 - 3 only)
- Level Two: 11
- Level Three: 6
- Level Four: 2
- Level Five: 0
- Level Six: 1
- Level Seven: 0
- R21: 1
- R22: 0

COMPARISON OF CHILDREN RECEIVING/NOT RECEIVING ORANGE SLIPS

- Received: 17
- Not received: 0

Gender

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Levels Reached Orange Slips

- Level One: 2
- Level Two: 10
- Level Three: 6
- Level Four: 2
- Level Five: 0
- Level Six: 1
- Level Seven: 0
- R21: 1
- R22: 0
**Behaviour Management**

**MSB REPORT TERM FOUR 2017**

**TOTAL:** 34

**YEAR LEVELS RECEIVING ORANGE SLIPS**

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**BEHAVIOUR LEVELS REACHED ON ORANGE SLIPS**

- Level One: 2 (Year 1-3 only)
- Level Two: 16
- Level Three: 8
- Level Four: 2
- Level Five: 2
- Level Six: 0
- Level Seven: 0
- RDI: 1
- RDE: 0

**COMPARISON OF CHILDREN RECEIVING/NOT RECEIVING ORANGE SLIPS**

- Received: 36
- None: 603

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**ANNUAL SCHOOL REPORT 2017**

**WILLANDRA PRIMARY SCHOOL**
Willandra Primary School offers a broad range of programs to suit the needs of students academically, socially and emotionally and physically. These programs are conducted before, during and after school hours.

Specialist Programs - STEM
The school hosts an outstanding Science Program which involves students Year 1-6. A functional Science room is equipped with good resources to deliver an engaging program. The children attend science for one hour per week. This hour is full of exciting science content, science language, experimentation and hands on learning. Content implemented, is from the Western Australian Curriculum. Student engagement in 2017 was maximised with Incursions from outside agencies such as Recycling, Water Corporation and Sercul. This was provided to inspire students and generate a love of Science. An Extension program is conducted at the school with upper primary selected students who learn also to be Science Mentors for other students and learn also to be “Lab Rats” (which is enjoyed by all).

School Reporting Data illustrates the positive results of the in depth teaching in the Science Area with students scoring higher overall to like schools and comparable to DOE. In 2017, PAT Online testing was conducted.
Music education at Willandra Primary School during 2017 included a classroom Music program, Choir, school-based instrumental groups and Classical Guitar run by the School Of Instrumental Music. During 2017, a classroom Music program run by a Specialist Music Teacher operated for all students in Pre Primary through to Year 6.

The classroom music program develops students skills, knowledge and understandings through covering units of study. The topics and activities are age appropriate and engaging for maximised learning.

Over 150 students participated in extra-curricula Music at Willandra Primary School. Extra-curricula opportunities for students to pursue Music at Willandra Primary School in 2017 included Junior Musical, Ukulele and Keyboard lessons for middle and senior students. Four choirs were developed and performed during the year including Junior Boys Choir, Junior Girls Choir, Senior Choir and an Indigenous Choir.

The School Of Instrumental Music supported the Music program at the school in 2017 with expanding their elite Classical Guitar instruction to include five Year 5 students, as well as five students from Year 6.
Arts

Other whole school programs which supported the 2017 Music program at the school include: the very popular Edu Dance program and a Musica Viva performance by the inspirational Zeeko performance. The Junior and Indigenous Choir students participated in and performed at the interschool Dalefest events held in Term 2 and 3. Their performances were outstanding. The Senior Choir performed for the whole school community with a series of performances of the musical “Arlie Abbstock and the Incredible Cape” and the Junior Musical after school group performed “Nanny Goats Gruff”.

Students from Year 1 to 6 were involved in Presentation Evening 2016. Students learnt the melody and lyrics to community songs which were sung with gusto on the night. Appropriate accompanying actions were also taught and performed. It is a musical highlight of each year. As well as the community songs, different classes performed items, as did the choir.

Student results in Music at Willandra Primary School demonstrate strength in “Making” in the Arts. The key focus for 2018 is to improve the student achievement in “Responding”.

Ms Jane Nicholas Music Specialist Teacher
School Events

**Edu Dance**

![Edu Dance Image 1](image1)

![Edu Dance Image 2](image2)

**Anzac Assembly**

![Anzac Assembly Image 1](image3)

![Anzac Assembly Image 2](image4)
The Physical Education Program at Willandra Primary School caters for a diverse range of children with varying needs and ability levels. Due to the limited participation of some students in outside school sporting activities we ensure that every opportunity for physical activity is maintained. Compliance with two hours physical activity for each student is a school focus.

We believe through research that physical activity has been proven to enhance cognitive function by improving memory, behaviour, concentration and academic achievement (Department of Sport and Recreation) and therefore emphasise participation in various sporting and fitness activities though out the year. Lessons are designed to maximise skill development, fitness, teamwork, self-management and interpersonal skills.

While we embrace competition our school focus rests on integrating positive self-development such as cooperation, communication and sportsmanship.

From data gathered, the school needed to focus on Fundamental Movement Skills and programs have been developed to ensure that intervention in Early Childhood is a focus for 2018. We are endeavouring to increase these skill levels across the school.

A range of activities across the year are available to all students. This includes Interm Swimming, Edu Dance, Tennis, Clinics for football and soccer, Interschool Sport, Athletics and many lunch time activities such as Table Tennis.
LOTE Specialist Program

In 2017, students from Year 3 to 6 immersed themselves in a taste of the French language for one hour a week. The French lessons were characterised by artistic activities, playing games and singing songs to enhance and retain the knowledge of French vocabulary. The different games we played to practice vocabulary were an excellent way to differentiate and modify the French program according to the students’ capabilities. We showcased some of our knowledge in the school Presentation Evening through dance and song and even included the Year 1 and 2 students. They will be joining the French program in 2018.
Willandra Primary School has been successfully running SOE4 for a year. Wireless Internet is now available throughout the school. There are four laptop trolleys in the school with thirty laptops on each. The laptops are used for word processing, typing and research. Each laptop has Microsoft Office 2016. Students utilise Word, Publisher, PowerPoint and Excel. Students acquire troubleshooting skills. If the wi-fi is not connecting or the laptops freeze, they are taught how to combat these issues.

Willandra has a fully functional computer lab. Each class has one hour a week scheduled. There are thirty desktops and a colour printer so students can produce published work. Students use search engines, browsers and navigate around the shared drive.

Thirty iPads are located in the Pre Primary and Kindergarten. They are being used to develop fine motor, literacy and numeracy skills. iPads engage students and expose children to digital technologies early.

A Digital Technologies scope and sequence has been developed for Kindergarten to Year 6 students, in the form of a checklist. Teachers can tick a box when students demonstrate a specific skill.

In 2017, USBs and headphones were added to the booklist. Students will learn how to save documents to different locations. Use of headphones can aid in future coding lessons.

The school Website is fully operational. We also have a School APP. It is used to improve communication with the community.
Technology

This area has had huge investment to ensure that the school is capable and ready for Online testing and increased Digital technologies. In 2014, technology in the school was limited to some classes with an Interactive Whiteboard. Resourcing in this area was minimal and access was not sufficient for students to develop the appropriate skills needed for the growth in this area. A resource plan was developed to purchase more Interactive whiteboards in 2015. Infrastructure upgrades were negotiated and SOE 4 was implemented. The school funded $23,000 cabling upgrade to be able to host the SOE4 changes. All classes by the end of 2015 had an Interactive White Board. A Technology Lab was set up in an area of the school with all classes P-6 given access.

During 2015 and 2016 the school participated in the School Device Program and purchased $97,000 worth of devices. Laptops were provided for each Cluster and banks of iPads purchased. Wireless infill has progressed in 2016 to improve the infrastructure and access. A functional website was built in 2015 and a school App provided for parents. A drop down screen and data projector was constructed in the undercover area and this has enhanced assemblies and parent communication.

The school now is far better equipped to move forward in this area and the greatest needs are in building the capacity of teachers and support staff to be able to use it effectively. Student engagement is highly evident in classes with the use of technology and their skills are increasing. In 2015, 0.2 FTE was allocated to a staff member to lead this area and developed skill inventories for staff and students. This will be progressed in 2018. Leadership is limited by time and resourcing.

Staff have indicated that professional Learning in this area is a priority and this will be built into PD days. At Network Level the school has connected with a DATA COM service provider and Professional learning will be offered for staff.
Extra Curricular Activities

Before and After school programs are conducted by staff voluntarily to support the physical, social and emotional needs of students. This makes a huge difference to the well being of the students as they are given the opportunity to feel valued and safe.

Breakfast Club is an outstanding contribution by staff. A Café is created three times a week to supply a healthy cooked breakfast for students.

After school activities include a Techno Café where students can build on their strengths and become Techno experts to help peers.

Pastoral care groups such as “Be Me” were established in 2016, continued in 2017 and were showcased at the Women in Leadership Conference. The school prides itself on the safe and nurturing environment created by these extra activities.
Effective Leadership

We believe that strong and shared leadership is paramount in achieving our school vision and enables us to promote and activate our Mission Statements. Within that leadership structure, we promote productive collaboration between all staff to facilitate planning, effective classroom engagement and high quality teaching and learning.

Willandra Primary school is organised with a strong focus on shared leadership. In 2015, the Shared Leadership model was developed in terms of Administration, Curriculum and School operational leadership. Collaborative, Professional Learning Teams were emphasised. Phase of learning teams and year level learning teams were included in Staff Meetings and professional learning days to facilitate self-assessment, collaborative planning and professional learning and has continued throughout 2017.

Progress Against Leadership Milestones

The School Business Plan 2016 - 2018 outlines the broad Leadership Strategies and milestones have been achieved.

- Shared Leadership Framework - learning area Cost Centre Managers
- Year Level Leaders
- Linking performance planning to a Pedagogical Framework
- Building capacity of Senior Teachers and Aspirant Leaders
- Student Leadership
- Community Leadership – School Board and P&C

Two teachers have been training to become Light House Leaders for the South East Corridor Network. The Light House Leaders Project has been successful and aims to develop professional learning leaders in each school. The leaders are provided with training to manage professional learning at school and Network level in all areas of Teaching and Learning.
School Communication
In 2015 a new website was developed and is a key tool for communication; www.willandraps.wa.edu.au. It was constantly updated throughout 2017. An App was also introduced to facilitate communication with parents and the community. A regular Newsletter is sent in hard copy to parents each fortnight but we also maintain electronic communication with the newsletter being uploaded to the website and the school APP. A staff bulletin is sent out weekly, to all staff electronically.

Community Partnerships
The School has an active P&C and positive community partnerships. Parents are involved in the school activities and attend the many family events throughout the year. Parent Volunteers are welcome at the school and have held lunch time Art classes, assisted with Breakfast Club and with small reading groups. In 2017 a Three year old Transition to Kindergarten class ran successfully in partnership with Parkerville Children and Youth Care Service. It continued in 2017 and was run by a staff member. The school offers a before and after school care facility run by OSH Club and this is well attended.
Parent Survey 2016 Target
In 2016 the school conducted The National Schools Opinion Survey. 63 responses indicated a high level of satisfaction with the school operations, policies and overall management and leadership. A new survey will occur in 2018.
Willandra Primary School P&C had a busy and successful year in 2017. The P&C Leadership team in 2017 consisted of Jodie Greaves; President, Kelly Kearney; Vice President, Melissa Smith; Secretary and Leanne Boyce as Treasurer.

Sam Berkhout and Shellianne Wharepapa continued to run the school canteen in the first half of the year. With the departure of Sam Berkhout as Canteen Manager, Kelly Maccarone was employed and a Canteen Committee was formed to continue the effective management of the canteen. This committee was led by Kristie Summers who did a fantastic job in conjunction with Shellianne, Kelly and the Canteen Committee team to reinvigorate the Canteen menu. The P&C would also like to sincerely thank everyone who contributed to the overall success of the Canteen in 2017.

The fundraising committee led by Tash Harvey, started the year with the annual Easter raffle, Mother's Day and Father's Day stalls. Cookie Dough and a Colour Run fundraiser saw us through to the end of the year when we held a November Disco. We were proudly able to financially support a number of activities with the funds from these fundraising efforts, such as subsidy of the Year 6 Camp and Graduation lunch, table tennis equipment, Christmas books for the Kindergarten classes, Sound Waves books, Presentation Evening award books and finally a donation to Princess Margaret Hospital and the Cancer Council of WA.

School banking and the Uniform Shop are also managed by the P&C, and we thank all volunteers for their time and dedication.

Jodie Greaves

2017 P&C President

\[P & C Colour Fun Run\]
School Events

TED’s Birthday Activities

[Images of school activities with children and teddy bear]
School Events

Book Week Dress Up and Library by Lamplight
School Survey Data

This school has a strong relationship with the local community.
This school is well led.
I am satisfied with the overall standard of education achieved at this school.
I would recommend this school to others.
My child's teachers are good teachers.
The School Board to participate in a review of the Delivery and Performance Agreement

In 2015 elections were held to form a new School Board and a new Board Chair was elected. The new DPA Agreement was signed by the newly elected Board Chair. Over 2017, the School Board were involved in the Business Plan and Delivery Performance Agreement reviews. In 2017, a DPA Audit Tool was developed to gauge Board understanding of the accountability of the DPA and the extent to which the areas of the DPA were/are being implemented. This area continues to be a focus for improvement and greater involvement of the Board is emphasised.

The School Board to build its governance capacity

The School Board composition includes four school staff, two parents and two community members. Three Board Members attended School Board Training in 2015. As part of the Department’s School Board Development Program, Mrs Caird Principal, has become a Train the Trainer for School Boards and has plans to present to the School Board at school and Network Level. This program is a new and exciting opportunity for principals and board members of Independent Public Schools who want to strengthen the operations, influence and effectiveness of their boards. The program provides board members with tools, learning and resources to build their capacity across a range of areas, particularly in relation to influencing the directions of their schools. Willandra Primary School was involved in this in 2017.
School Board

Being an Independent Public School allows the members of the board to work in partnership with our principal and our school community, to decide upon and monitor key focus areas for developing and improving our fantastic school. The Board consists of members of the Administration team, teaching staff and community, meeting once per term. Community members include parents, a member for local government and a representative of the School Curriculum Standards Authority (SCSA).

The School Board makes decisions to strive to achieve the best outcomes possible for the students of Willandra allowing more flexibility to respond to our students and school needs. The achievements of the School Board in 2017 are outlined below:

W is for…Willandra Primary School’s Vision
Collaboration to reach this common goal being “In partnership with the community we will provide a safe, inclusive, nurturing environment that empowers everyone to strive to achieve their full potential and become positive contributors to society”;

I is for…Inclusivity
Our strong values, anti-bullying and inclusive culture has continued to emanate throughout our school promoting the positive and supportive school culture that is already present;

L is for…Learning made visible
WALT and WILF have made learning intentions explicit so the students know what they are learning and what is required of them to be successful;

L is for…Literacy and Numeracy
This has remained a strong focus throughout our school with the continued aim to raise standards in these critical learning areas;

A is for…Association
Willandra Primary School’s community has continued to have strong connections with our wider community. Our P&C is the strongest it has been in recent years and we will continue to strive to ensure this meaningful partnership and community spirit continues;

N is for…National Quality Standards (NQS)
Intervention in the Early Years has been a focus this year with the development of an ECE Plan for improvement being implemented based on the NQS;

D is for…Digital technologies
IWBs, laptops and ipads have now been incorporated into every child’s learning journey. Our data projector and screen in the undercover area have been used on many occasions this year enhancing the public speaking presentations and Year 6 debate;

R is for…Review
Our Independent Public School Review was conducted in Term 1 this year. It provided the opportunity to showcase the areas of strength and improvements that have been made making our school the best it can be for our staff and students; and

A is for…Achieve
Implementation of Phase two and three of the Australian Curriculum in the areas of Health and Physical Education, Humanities and Social Sciences, Technologies and The Arts is now complete.

Willandra School Board is operating effectively. Board members are engaged and proactive. This has been my final year as Chair of the Board. I would like to thank those who have assisted me in my role and I wish my successor all the very best in achieving many more great things for our school.

Emma Gee, School Board Chair
At Willandra Primary School; Physical, Human and Financial Resources are well managed and linked to whole school planning. A Finance Committee which is representative of all Phases of schooling meets twice a term to oversee expenditure and inform the Management of school needs.

The school reports to the School Board each term with a Financial Overview. Resourcing is attached to school planning and school priorities allocated according to needs. The Corporate Services Manager and the School Principal have completed annual Financial Training and received an excellent Audit result in 2014.

Staff are issued with documentation of financial procedures and this is revisited at Staff Meetings. Cost centre management is delegated to staff and this is monitored monthly and at Finance Meetings twice a term. In 2017 the school introduced electronic banking facilities to parents.

Targeted initiatives and school characteristics funding are used to focus on school needs. There are great needs in the ECE area following the NQS audit.

The central part of the school was built in 1993. Subsequent upgrades during the BER project added two senior clusters.

Locally Raised Funds

The school hosts an OSH CLUB (before and after school care). This operates on site and rent is supplied to the school on a quarterly basis. There is a Common Use Agreement in place between OSH Club and the School. Approximately 20 children use this service. Money raised from this partnership is used to support students pastorally. Locally raised funds for 2017 were approximately $20,480.
This 2017 Annual Report is endorsed by the Willandra Primary School Board

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<th>Emma Gee</th>
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<td>Keryl Caird</td>
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57 Chidzey Drive Seville Grove WA 6112
T: 9497 1188  F: 9497 1841
W: willandraps.wa.edu.au  App: flexibuzz from app store

Photography credit: Fotoworks