



Delivering Educational Excellence - *every child, every opportunity*

Annual Report 2020



Principal introduction

Each year we prepare a report that summarises our school's performance over the previous 12 months. In this report we provide performance indicators in academic and non-academic areas, outlining progress made toward the implementation of the key strategies of our School Business Plan, and achievement against our annual priorities and targets.

It would not be a true reflection of the year 2020 if I did not mention COVID-19. Starting as something we were concerned about that was happening overseas, it soon began to have a big impact on us here at West Leederville Primary School. During Term 1 we began to plan for what appeared to be an inevitable transition to on-line learning. Our teachers worked together to prepare online lessons and gather resources to send home with our students as the term came to a close.

Progressively over the final weeks of term student attendance declined as the community was encouraged to stay home and keep social distancing. The school remained open to cater for the children of essential workers, eventually closing a week early for an extended school holiday. During this transition period all of our classes trialed online learning to ensure we were set up and ready to go for Term 2, a term we were sure was to be conducted online from our homes to our students.

Surprisingly and very fortunately, the students of Western Australia were permitted to return to school following the school holidays. Putting in place social distancing protocols, increased cleaning routines and encouraging good personal hygiene practices, became priorities of school operations.

We always believed that West Leederville Primary School and its community had a great culture. But it is not until a culture is tested by adversity that you find out if this is truly the case. During this time our staff rallied together, teaching each other new skills, sharing resources, and taking on jobs that were not their own to support staff members who were vulnerable. The community was incredibly supportive, offering help wherever they could, following guidelines and safety procedures, and giving praise for the way in which the school guided their children through this difficult time. The West Leederville community culture stood up well to the test, unquestionably demonstrating our mutual desire and commitment to caring for the well-being and education of the children of West Leederville.

As school settled back into the 'new normal' our focus returned to delivering on our school priorities as articulated in our Business Plan and Annual Operational Plan. At West Leederville PS we are committed to continually engaging in a process of evaluating what we do and how we do it so that our curriculum is contemporary, relevant and future focussed. This reflection, amongst on-going review of our teaching and learning practices, included appraisal of our preparation for the first instance of home learning and how we could improve our response if this situation were to occur again.

Within this annual report you will find a range of reports, graphs, tables and photographs that demonstrate our school achievements during 2020. Whilst the annual report provides a wide range of information, it is a snap shot in time and should be viewed along with our newsletters, parent information sessions, individual classroom communication, website, open nights, P&C meetings, and School Board meetings, as just one of many sources of information.

This annual report brings to a close the three year cycle of our 2018 – 2020 Business Plan. Throughout 2020 we reviewed all elements of this plan. We sought feedback from parents, students and staff through a range of surveys and face to face opportunities, and collaborated with our School Board to set the direction for our next Business Plan 2021 – 2023. As is always the case, feedback is welcome about our school and its operations. I trust you find the contents of this report valuable and informative.



Fiona Kelly

Fiona Kelly
Principal



School Board report

In 2020, the West Leederville Primary School Board membership increased to eleven voting members, including the Principal, an Associate Principal, two other staff representatives, five parent representatives and two local community representatives. With the exception of the Principal and the community members, all Board members are elected by the parent or staff communities they represent. Board members remain on the Board for a term of three years. When a parent member term expires, a position is advertised and elections are held. To ensure openness and transparency, all Board meetings are open meetings, parents and staff are always welcome to attend as observers and the minutes from each meeting are available on the school website.

The commitment of being on the School Board is significant, with two meetings per term along with the preparation time required for each meeting. It is a role that none of the members take lightly and I am thankful for the thoughtful and vigorous contributions from each of the Board members.

I would also like to take this opportunity to sincerely thank the school leadership and the whole school community for implementing and adhering to the significant commitment to COVID-19 safety protocols. The tireless support provided to our children by our outstanding teaching staff, school leadership team and parents and carers is something we should all be proud of in what proved to be an extraordinary year. Although at the time it was hard to extract positives, on reflection I believe what was evident was a highly functioning school community that pulled together as it always does. It also helped our children grow a little more resilience and responsibility, especially the younger students adapting to the “at gate” drop-offs.

It was an absolute privilege to have been a part of the West Leederville School Board in 2020. This highly capable and engaged Board is testament to both past and current Board members and the support and feedback from our wonderful community. I would like to welcome the new board members that joined in March and sincerely thank all Board members for their commitment and service in 2020.

Andrew Porter
School Board Chair



WLPS BOARD MEMBERS 2020

Andrew Porter
Derry Simpson
Richard Lilly
Aine Sommerfield
Claire Hodge
Barry Harvie
Fiona Kelly
Michael McInerheney
Judith Curtis
Rochelle Reeves
Robyn Gilfillan



P&C report

2020 was a different yet engaging year for the West Leederville Primary School P&C. Once COVID hit and became a reality the P&C decided that the year should be focussed on the community rather than raising funds for the school, obviously whatever could be raised would be.

During 2020 the P&C still managed to pull off a series of events and fundraisers which both raised funds and brought the community together. This all came culminated in November when the Fun festival was held, it was a great event that not only brought the community together but really helped raise well needed funds for the library. The playground was finally built and officially opened with many hours of fun being already had. As a cornerstone investment by the P&C this showcased the ability of the P&C to fund large projects that will benefit every child in the school now and for many years.

Other events and fundraisers the P&C held in 2020 were disco bingo, movie night, playground opening and crazy camel. The FOWLS fathering project has grown over the year and provides support and information about being a good parent. Both the canteen and uniform shop are run by the P&C and both contribute to the raising of funds for the school. The P&C provided funding for the chaplaincy programme, positive behaviours programme, flexible furniture, faction shelters, and library books, as well as paying for the playground.

The P&C spent a fair amount of time revamping the P&C funding model to take into account the lack of curriculum support funding over the last two years. The new model supports the curriculum and one-off specific funding requests. The rationale for this was that after a couple of years of big-ticket items, we found the school was lacking significant resources in many curriculum areas that were previously covered by the curriculum support funding from the P&C, and this was to the detriment of the children's overall education.

The model we have adopted allows for more flexibility in our fundraising, with a certain amount being targeted at the areas where it is most needed in the school, according to the teachers, with other specific requests being judged on their merit.

2021 provides the P&C with the opportunity to continue the focus on school and community with the P&C having several new events which will again bring the community together and raise funds for the school.



Andrew Faragher
P&C President

WLPS P&C EXECUTIVE COMMITTEE 2020

Andrew Faragher - President
Julie Metcalf - Vice President
Kristy Kailis - Secretary
Vivi Constantine - Treasurer
Derry Simpson - Class Rep Coordinator
Shannon Madigan - Uniform Coordinator
Julie Metcalf - Canteen Coordinator
Paula Guntrip - Fundraising

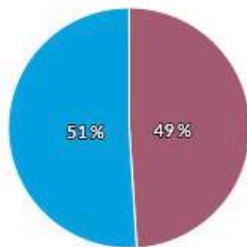


Demographic Information

Students

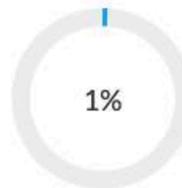
Total enrolments: 578

- Boys 295
- Girls 283



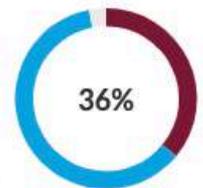
Full-time equivalent enrolments: 547.6

Indigenous students



Language background other than English

- Yes (36%)
- No (61%)
- Not (3%)

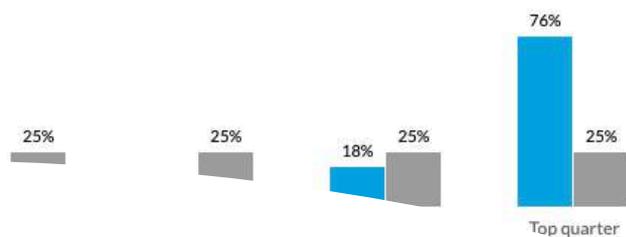


Students background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	1166
Average ICSEA value	1000
School ICSEA percentile	98

Distribution of Socio-Educational Advantage (SEA)



Index of Community Socio-Economic Advantage (ICSEA) - Key factors in students' family backgrounds (parents' occupation, school education and non-school education) have an influence on students' educational outcomes at school. In addition to these student-level factors, research has shown that school-level factors (a school's geographical location and the proportion of Indigenous students a school caters for) need to be considered when summarising educational advantage or disadvantage at the school level. ICSEA provides a scale that numerically represents the relative magnitude of this influence, and is constructed taking into account both student and school level factors.

Student Attendance

The 2020 attendance rates are not available for publication as they were adversely affected by the COVID-19 pandemic and are not comparable to previous years.



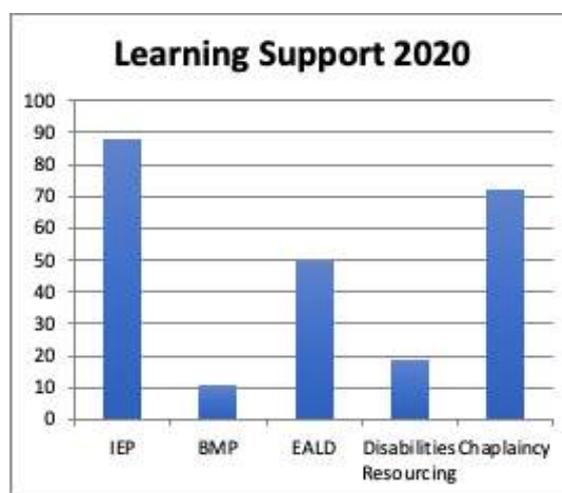
Learning Support

2020 continued to see the enrolment of new families with children with diverse needs. West Leederville Primary School (WLPS) maintained its reputation of being welcoming and inclusive.

Students identified as requiring learning adjustments were provided targeted support through documented plans in SEN Reporting to Parents. These were collaboratively developed with the LSC, with input from SSEND: consulting teachers and the school psychologist where required. Teachers continued to use the SEN planning tool to create specific learning area goals, matched against the content descriptors in the curriculum. The LSC and staff liaised with outside service providers to incorporate personal capability targets into individual plans, where appropriate.

WLPS Learning Support team continued to engage with outside agencies to comprehensively support our students in a wrap-around approach. Collaborative intervention was sourced from SSEN:D, PCH, Pathways and CAMHS, CPFS, play therapists, clinical psychologists, Autism Association, speech therapists, occupational therapists and the Dyslexia Speld Foundation, as well as the school psychologist and Youthcare chaplain. Many of these meetings were conducted via Webex and Zoom during COVID-19 restrictions.

During 2020, 19 students received disability resourcing. Education Assistants were employed to work closely with those students, their teachers and the LSC to ensure needs and documented goals were being achieved. Resourcing eligibility ranged from Autism Spectrum Disorder, Severe Mental Health (for example generalised anxiety disorder and post traumatic stress disorder), and physical



disability. In addition to this, WLPS had numerous students requiring additional learning adjustments for various needs: Type 1 diabetes (1), ADHD (15) allergy / anaphylaxis (36), asthma (25), speech and language difficulties, sensory needs and mental health conditions, such as anxiety. During COVID-19 lockdown our staff continued to communicate with the families of children with additional learning needs via Webex.

WLPS had a total of 50 students who spoke English as another Language or Dialect (EAL/D). 24 of these students were Stages 1 and 2, indicating they receive funding from the Department (excluding kindergarten). The employment of the EAL/D education assistant continued as four days per week. Roles included: targeted oral language and phonics intervention in the early years, in-class support for students during literacy blocks and staff support with EAL/D progress maps and the EAL/D reporting template.



Two new school psychologists were appointed throughout 2020, Kelly Lewis and Bradley Calamel. Bradley continues to work two days per week alongside the LSC and chaplain to assist in three main areas: learning, mental health and well-being, and behaviour. Both Kelly and Bradley have played a key role in upskilling staff on students with a trauma background and how to support these students in the classroom and school setting. Other key roles included: support for staff to assist students with learning difficulties, engagement in case conferences with parents, teachers and outside agencies, conducting risk assessments, student observations and cognitive testing when deemed appropriate.

Pastoral care was a strong focus again for WLPS. We would like to sincerely thank our kind and dedicated Youthcare chaplain, Corali Sala Tenna, for her 5 year service. Corali was an integral part the learning support team and many families reached out to access her. Corali conducted countless 1:1 sessions with students, facilitated the BRAVE and Rainbows programs for anxiety, grief and loss and held after school mindfulness sessions and craft club for our students. Corali complemented the school's explicit social-emotional Bounceback! program, and supported

students to become more resilient, identify and manage their emotions, deal with friendship issues and develop coping mechanisms for changes in social or home-life dynamics.

In December 2019, a comprehensive SAER handover was undertaken between all staff from Kindergarten to Year 6 to ensure differentiated needs and individual plans were passed on to the 2020 teacher. Year 6 teachers and the Learning Support Coordinator (LSC) engaged in a handover process with Bob Hawke College, Shenton College, Churchlands SHS and relevant private schools. LSC and staff facilitated parent meetings for identified students transitioning to secondary school in December 2019.

Common Learning Support Acronyms

SAER	Students At Educational Risk	PCH	Perth Children's Hospital
SSEN	School Special Educational Needs	CFS	Child Family Services (Department of)
SSEND	School Special Educational Needs Disability	SPELD	SPEcific Learning Difficulties
SSENB	School Special Educational Needs Behaviour	CAMHS	Child & Adolescent Mental Health Service





Teacher Development School

In 2020, WLPS entered our third year as a Teacher Development School (TDS) in the learning area of Technologies. We have consistently provided a high level of professional support both within our school and to other Department of Education schools in Western Australia. The continued development of distributed leadership in our staff at WLPS has enabled our strong team to participate in developing and presenting professional learning.

With the impact of COVID-19 on schools throughout Western Australia, (WLPS) saw increased requests for support. This was provided in person, by phone and online via Connect and Webex. Topics included: curriculum sequencing; assessment practices; and the support in understanding key digital technologies concepts such as algorithms. Feedback from

these sessions was excellent, resulting in multiple requests for further support.

Our teams success was further confirmed when they were asked to present to all Teacher Development Schools statewide via Webex on the success we had in navigating our way through online learning in response to COVID19, so effectively. This year also saw the creation of our Connect page, which has gone from 4 members to 38 members. We will continue to promote this as a place of learning and sharing of resources for the Technologies learning area.

WLPS school has again been appointed as a TDS school for 2021. We will continue to provide support in the teaching of Technologies and will add the teaching of Gifted and Talented students to our portfolio.

Student Leadership

WLPS values the development of student leadership skills and emphasises the importance of giving students' voice.

As such, in 2020, students across the school were provided with



opportunities for leadership.

Leadership opportunities were extended to the whole Year 6 cohort, with students either adopting formal or informal leadership roles. Formal leadership roles involve the nomination and election of student councillors, faction captains and literacy leaders. These roles have an established framework of responsibilities and involve regular, chaired meetings with school leaders and community members. Informal roles, such as sustainability and 'buddies' are more flexible; as they are responsive to the needs of the school community at a particular point in time.

Students from all year levels also had the opportunity to show leadership through the school's sustainability initiatives.



National Quality Standards

The Australian Government recognises the importance of increasing focus on the Early Years to ensure the wellbeing of children throughout their lives and to lift the productivity of our nation as a whole.

The National Quality Standard (NQS) sets a national benchmark for quality in education and care services across Australia. Early Childhood Education programs to Year 2 in Western Australia schools are required to meet the NQS.

In 2020 teachers reflected on each element of the NQS and assessed our performance as within the expected range against all seven standards.

National Quality Standard	2018
QA1 - Educational Program and Practice	M
QA2 - Children's Health and Safety	M
QA3 - Physical Environment	M
QA4 - Staffing Arrangements	M
QA5 - Relationships with Children	M
QA6 - Collaborative Partnerships with Families and Communities	M
QA7 - Leadership and Service Management	M

NQS status indicator	
M=Meeting Towards	WT= Working Towards
	Meeting 7 Quality Areas for 2 consecutive years but no verification request
	Within expected performance range
	Within expected performance range but with elements of concern
	Below expected performance range

At WLPS teachers engage in the rigorous analysis of systemic and school-based assessment data. Student progress and achievement is regularly monitored through the implementation of a range of assessments in accordance with the Whole School Monitoring and Data Collection Plan. The analysis of a wide range of data drives classroom practice by enabling teachers to differentiate their teaching to target the specific needs of small-groups and individuals.

On-Entry

During Term 1, all Pre-primary and Year 1 students underwent the Department's On-Entry assessments. These assessments provide teachers and parents with information about the skills and understandings in speaking and listening, reading, writing and numeracy that a child brings to school at the start of a year in Pre-primary and Year 1. These inform the planning and delivery of targeted programs, reflective of each child's needs and capabilities. Results are expressed as a raw score which are then converted to a scale score with all assessments using the same scale. These assist teachers to make a more comparable judgement of student progress.

Once completed, a parent summary report was provided for each student and individual parent meetings conducted. Teachers analysed the data during Phase of Learning team meetings. This information was reviewed at cohort, class and individual level and directed teachers' planning at both the individual and cohort level. Programs and school resources in the early years were targeted to address the specific needs of our students.

The explicit teaching of the Letters and Sounds phonics program, adopted in 2019, was a continued focus in all classrooms, Kindergarten to Year 2 and is now embedded. Staff continued to engage in professional learning and collaborative planning to ensure rigorous delivery and a common approach.

The Talk4Writing program is now embedded in the Early Years. Teachers followed the whole-school writing scope and sequence to ensure continuity across year levels and a balance of writing genres and categories as outlined in the Learning Area Plan.

The South Australian handwriting font was explicitly modelled and taught across Kindergarten to Year 3, with teachers and parents reporting this handwriting font has been easier for students to scribe than the Victorian Cursive font.



Student Achievement

WLPS has an established and systematic plan for the collection of a range of system and school-based student performance and wellbeing data; as outlined on the WLPS Self-Assessment Schedule. Teachers are supported by the school's data coaches to engage in a rigorous data analysis process. This provides them with timely information that is used to differentiate teaching to target the specific needs of the cohort, small-groups and individuals. The primary system assessments are the On-Entry and the NAPLAN.

NAPLAN

Education Ministers made the decision to cancel NAPLAN in 2020 due to the COVID-19 pandemic. Therefore, students in Years 3 and 5 did not undertake the NAPLAN assessment. In its place, WLPS students sat an 'Alternative NAPLAN Assessment' (ANA) in numeracy, reading, spelling and grammar and punctuation. A writing assessment was also undertaken, and marked by a certified NAPLAN marker. This provided teachers with data to ensure timely and appropriate decision-making on a classroom level, and encouraged them to maintain their data literacy when using the 'Customised NAPLAN Analysis Platform' (CNAP).

The administration of the ANA did not allow comparisons to be made with statistically-similar schools, nor for whole-school NAPLAN targets to be analysed. Therefore, in Term 1 of 2020, after the Minister's announcement regarding the NAPLAN cancellation, it was decided to set further targets, where required, using a range of other available student performance data. These alternative 2020 targets, and their accompanying analyses, are indicated in blue.

	2020 TARGETS (REVISED TARGETS)	TARGET ANALYSIS (REVISED TARGET ANALYSIS)	2021 TARGET
NUMERACY			
YEAR 3	To have 50% of students achieving an A or B grade for numeracy in Semester 2 formal reports.	Target achieved. 60% of students achieved an A or B grade for numeracy in Semester 2 formal reports.	To maintain a minimum of 65% of students achieve at or above Band 5 (good), with at least 25% in Band 6 (excellent) in NAPLAN Numeracy. To achieve parity between the WLPS mean NAPLAN Numeracy score and that of ICSEA like schools.
	To have at least 40% of students achieving a score of 115, with 20% of students achieving 125 in the end-of-year PAT numeracy assessment.	Target achieved. 51% of students achieved 115 or above, with 23% achieving 125 or above.	To have at least 45% of students achieving a score of 115, with 20% of students achieving 125 in the end-of-year PAT numeracy assessment.
YEAR 5	To have 60% of students achieving an A or B grade for numeracy in Semester 2 formal reports.	Target almost achieved. 56% of students achieved an A or B grade for numeracy in Semester 2 formal reports.	To increase the percentage of students at or above Band 7 (good) to 50% with at least 20% in Band 8 (excellent) in NAPLAN Numeracy. To achieve parity between the WLPS mean NAPLAN Numeracy score and that of ICSEA like schools.
	To have at least 40% of students achieving a score of 125, with 20% achieving 135 or above in the end-of-year PAT numeracy assessment.	Target achieved. 71% of students achieved 125 or above, with 22% at or above 135.	To maintain a stable cohort mean progression of 80 NAPLAN points between Years 3 and 5. To have at least 50% of students achieving a score of 125, with 20% achieving 135 or above in the end-of-year PAT numeracy assessment.

NUMERACY			
YEAR 3	To have at least 40% of students achieve a Brightpath score of 350 by the end of the year.	Target achieved. 57% of students achieved a Brightpath score of 350 or above by the end of the year.	To maintain a minimum of 70% of students achieving in Band 5 or above (good) with at least 30% in Band 6 or above (excellent) in NAPLAN Writing. To achieve parity between the WLPS mean NAPLAN Writing score and that of ICSEA like schools.
	For 55% of Year 3 students to achieve an A or B grade for writing in Semester 2 formal reports.	Target achieved. 56% of students achieved an A or B grade for writing on Semester 2 formal reports.	For 65% of students to achieve an A or B grade for writing on Semester 2 formal reports. To implement a Brightpath Learning Sprint in Term 3 to measure the impact of teaching in writing.
YEAR 5	To have at least 40% of students achieve a Brightpath score of 390 by the end of the year.	Target almost achieved. 30% of students achieved 390; however, another 8% achieved at 380 or above.	At least 35% of students to be in Band 7 (good), with at least 15% of these students in Band 8 or above (excellent), in NAPLAN Writing. To decrease the gap between the mean WLPS NAPLAN writing score and that of like schools. To maintain a stable cohort mean progression of 80 NAPLAN points between Years 3 and 5.
	For 50% of Year 5 students to achieve an A or B grade for writing in Semester 2 formal reports.	Target achieved. 57% of students achieved an A or B grade for writing on Semester 2 formal reports.	At least 50% of students to achieve an A or B grade for writing in Semester 2 formal reports. To implement a Brightpath Learning Sprint in Term 3 to measure the impact of teaching in writing.

READING			
YEAR 3	To have at least 60% of students achieving an A or B grade for reading in Semester 2 formal reports.	Target achieved. 70% of students achieved an A or B grade for reading in Semester 2 formal reports.	To maintain at least 80% of students in Band 5 or above (good), with 40% in Band 6 or above (excellent) in NAPLAN Reading. To achieve parity between the WLPS mean NAPLAN Reading score and that of ICSEA like schools.
	To have a minimum of 50% of students achieving above 120, with 20% at or above 130, in end-of-year PAT Reading assessment.	Target almost achieved. 56% of students achieved 120 or above, with 17% at or above 130.	50% of Year 3 students to achieve a score of 120 or above on the end-of-year PAT Reading Assessment.
	To have 90% of Year 3 students record their home reading in their diaries and participate in the home-reading program.	Target not achieved. 70% of students participated in the program.	To have 90% of Year 3 students record their home reading in their diaries and participate in the home-reading program.
YEAR 5	To have at least 60% of students achieving an A or B grade for reading in Semester 2 formal reports.	Target achieved. 70% of students achieved an A or B grade for reading in Semester 2 formal reports.	To have a minimum of 60% of students in Band 7 or above (good), with 30% in Band 8 (excellent) in NAPLAN Reading. To achieve parity between the WLPS mean NAPLAN Reading score and that of ICSEA like schools. To maintain a stable cohort mean progression of 80 NAPLAN points between Years 3 and 5.
	To have a minimum of 50% of students achieving above 130, with 20% at or above 140, in end-of-year PAT reading assessment.	Target achieved. 70% of students achieved a score of 135 or above, with 30% being at 140 or above.	To have a minimum of 50% of students achieving above 130, with 20% at or above 140, in end-of-year PAT reading assessment.
	To have 90% of Year 3 students record their home reading in their diaries and participate in the home-reading program.	Target almost achieved. 87% of students participated in the home-reading program.	To have 90% of Year 3 students record their home reading in their diaries and participate in the home-reading program.

Attitude, Behaviour & Effort

Aspects of student attitude, behaviour and effort (ABE) form part of the Reporting to Parents cycle each semester. This data informs the school's self-assessment of its learning environment, through the Health Learning Area Plan, and Business Plan target: "at least 95% of students will achieve at the usually/consistently levels in ABE judgements on Semester 2 formal reports each year". In 2020, this target was almost achieved in K-2 (91%), and achieved in Years 3 – 6 (96%).



LOWER PRIMARY					
Attribute	Consistently	Often	Sometimes	Seldom	Not Assessed
Is enthusiastic about learning	156	43	13	0	1
Participates responsibly	146	45	20	1	1
Sets goals and works toward them	109	82	20	1	1
Totals	411	170	53	2	3
Percentages	64.3	26.6	8.3	0.3	0.5

LOWER PRIMARY					
Attribute	Consistently	Often	Sometimes	Seldom	Not Assessed
Works to the best of his/her ability	190	68	16	1	0
Shows self-respect and care	231	37	7	0	0
Shows courtesy and respect for the rights of others	228	42	5	0	0
Participates responsibly in social and civic activities	232	37	6	0	0
Cooperates productively and builds positive relationships with	225	43	6	1	0
Is enthusiastic about learning	218	45	12	0	0
Sets goals and works towards them with perseverance	206	51	17	1	0
Shows confidence in making positive choices and decisions	218	45	11	1	0
Totals	1748	368	80	4	0
Percentages	79.5	16.7	3.5	0.2	0

The following trends were identified from the analysis of ABE data on a year-group level, relative to our targets:

Lower Primary (PP – Year 2)

Areas of Strength:

- Is enthusiastic about learning
- Participates responsibly

Focus for 2021

- Sets goals and works towards them

Primary (Years 3 - 6)

Areas of Strength:

- Shows courtesy and respect for the rights of others
- Participates responsibly in social and civic activities
- Shows self-respect and care (not sure if these are the ones to pick – they are so close!)

Focus for 2021

- Works to the best of his/her ability

Social & Emotional Learning

WLPS provides a supportive learning environment that is safe, caring and inclusive of all learner characteristics and abilities. Bounceback!, a contemporary, evidence-based, whole-school approach to SEL, provides students with practical strategies to help them cope with the complexities of everyday life. In 2020, two Bounceback! surveys were administered: Protective Resilient Attitudes and Skills Evaluation (PRASE) and Students' Perceptions of Classroom Connectedness (SPOCC). The data from the PRASE survey was analysed by teachers and used to inform year-level social and emotional learning plans. It also identified individual students that required more support in the development of resilience and coping skills. SPOCC data provided feedback to teachers on their creation of a positive classroom climate, and became a point for discussion in their performance improvement meetings.

The following areas of need were identified through the PRASE survey conducted at the end of 2020. These will become a cohort-focus in the following year, and will be evaluated through the set targets.

Year Level	Identified Area of Focus for 2021 (Based on 2020 PRASE survey data)	2021 Target
1	Focus on all areas equally (survey not conducted in PP)	
2	Accept what can't be changed (but try to change what you can first) (6)	To reduce the number of Year 2 students who answer 'very like me' to PRASE Statement 6 to 10%.
3	Bad Times don't last. Things always get better. Stay optimistic (9)	To reduce the number of Year 3 students who answer 'very like me' to PRASE statement 9 to 10%
4	Catastrophising exaggerates your worries. Don't believe the worst possible picture (8)	To reduce the number of Year 4 students who answer 'very like me' to PRASE Statement 8 to 10%.
5	Catastrophising exaggerates your worries. Don't believe the worst possible picture (8)	To reduce the number of Year 5 students who answer 'very like me' to PRASE Statement 8 to 10%.
6	Unhelpful thinking makes you feel more upset. Think again (7) Catastrophising exaggerates your worries. Don't believe the worst possible picture (8)	To reduce the number of Year 6 students who answer 'very like me' to PRASE Statements 7 & 8 to 15%.

The Social-Emotional Wellbeing (SEW) Progressive Achievement Test (PAT) survey is also implemented annually at WLPS, across Years 2 – 6. The data from the SEW provides the school with a snapshot of the development of student social-emotional wellbeing. It is not intended to be used to identify individual students that may be at risk; this is something that is captured by the Bounceback! PRASE survey and teacher observations.

The following table shows the distribution of overall self-reported social-emotional wellbeing across the developmental levels for each year level in 2020.

	Year 2 (%)	Year 3 (%)	Year 4 (%)	Year 5 (%)	Year 6 (%)
Very highly developed	30%	35%	22%	14%	10%
Highly developed	25%	28%	25%	16%	13%
Developed	35%	32%	44%	56%	53%
Emerging	10%	5%	7%	14%	23%
Low		1%	2%	1%	2%

Compared with other schools that complete the same survey, our students experience higher levels of self-reported wellbeing, with 45% of WLPS students in the very highly developed/highly developed categories, compared with 38% in other schools.



Business Plan Targets

TARGET	MONITORING PROCESS
TEACHING	
NAPLAN achievement to be consistently 12 – 17% above the national mean	Annual NAPLAN results and SAIS analysis tools Best Performance analysis tool Year level targeted plans NSIT self-reflection areas 1,2,5,6,7,8
Achievement targets are set and documented annually in our learning area plans.	Learning Area Plan targets are reviewed, monitored and adjusted annually
To set annual SMART goals as part of our performance improvement process.	Each teacher's individual Performance Improvement Plan documentation. WLPS observation feedback record system (peer observation feedback tool).
Achieve the national benchmark in all elements of the seven quality areas of the NOS.	DOE schools online monitoring system
LEARNING ENVIRONMENT	
Maintain a minimum attendance rate of 95%.	SIS attendance recording tool
95% of students to achieve often/consistently in ABE data.	SAIS reporting
Annual Social and Emotional Learning Plan (SEL) targets are set, achieved and reviewed	SEL Plan documentation SEL annual survey tool
Maintain parent, student and staff satisfaction rating of above 80%	National School Opinion Survey (biennial survey) NSIT self-reflection area 3
Our Traffic Management Plan is implemented within the three year timeframe of this business plan	Elements of improved traffic management (such as street signage and road markings) are in place.
Through consultation with the community plans to enhance our outdoor facilities will be developed and implemented within the timeframe of this business plan.	Parent, student and staff surveys Plans developed Changes implemented
RELATIONSHIPS	
Continue to use our facilities, providing services and income to the school, to its full capacity throughout the duration of this Business Plan.	Facility bookings are maintained at 25 or above user groups. Income from user groups increases over time at an appropriate level to service provider (profit or non-profit organisations). School Finance system – locally raised funds
To develop community associations and partnerships that enhance the learning program of our students	Anecdotal evidence NSIT self-reflection area 9
Maintain parent, student and staff satisfaction rating of above 80%	National School Opinion Survey (biennial survey)
To widen the Board's membership into the community by co-opting members that suit particular projects during the next three year cycle.	Board membership records and meeting minutes
To provide clear and regular communication through a wide variety of means throughout the duration of this Business Plan.	School record systems National School Opinion Survey (biennial survey)
Maintain parent, student and staff satisfaction rating of above 80%	National School Opinion Survey (biennial survey)
LEADERSHIP	
Teachers self-assess annually using the AITSL Professional Standards for Teacher's Framework and share this information confidentially with their line-manager For the Principal to participate in a Principals' Professional Review process.	Each teacher's individual Performance Improvement Plan documentation. WLPS observation feedback record system (peer observation feedback tool). PPR documentation, including actions resulting from 360* feedback, is confidentially shared with the School Board Chair. National School Opinion Survey (biennial survey) NSIT self-reflection area 1 DES report and Director General feedback. P&C, Board and Student leadership groups are formed and meeting minutes recorded.
Leadership opportunities are extended to the student group, as well as parents, in a variety of roles and capacities.	
RESOURCES	
The on-going renewal of resources and assets in line with our annual operational plans.	Student outcomes – various monitoring tools National School Opinion Survey (biennial survey) NSIT self-reflection area 4 Learning Area Committee minutes demonstrating resource selection and budget
To strategically recruit, develop and manage staff to ensure we have the capacity to successfully implement our school plans.	Workforce Plan
To provide a healthy and motivating workplace as well as an engaging, challenging and caring learning environment.	National School Opinion Survey (biennial survey) Anecdotal evidence
To achieve an 'excellent' in the DoE financial audit.	DOE Audit
INTEGRATED PRIORITIES	
Students will play an active role in reducing/offsetting the school's carbon emissions.	Reduction in utility bills Level of student and community involvement National School Opinion Survey (biennial survey)
To equip teachers through professional learning to collaboratively plan and deliver STEM projects.	Staff satisfaction Staff self-reflection Records of professional learning delivered/received
To equip students with the skills for emerging industries and technologies, including teamwork, problem-solving, creativity and communication. As a TDS in digital technologies, the school will deliver high quality professional learning and We aim to increase the number of students who are achieving above the expected standard by the end of Year 6, with a long-term view of having more West Leederville Primary School students selecting to study Mandarin at ATAR	SAIS achievement data (including ABE data) PLIS records Professional learning feedback SAIS achievement data OSI data from secondary schools

PROGRESS REVIEW 2020

On the 20th March 2020, in response to disruptions caused by COVID-19, the Minister announced NAPLAN would not proceed; thus rendering our school's 2020 NAPLAN targets immeasurable. Targets were revised and shared as an appendix to the 2019 annual report. Progress against these targets is shared on page 10 of this report.

Achieved

Achieved

Achieved

The 2020 attendance rates are not available for publication as they were adversely affected by the COVID-19 pandemic and are not comparable to previous years. (DOE – Schools online)
Almost achieved: Junior Primary 93.4% Middle/Upper: 93.8%

2021 targets have been set. See page 13.

2020 survey – parents 80.4%, students 85%, staff 92.3%

Achieved – extended Kiss and Drive, lines remarked, street signs improved, walking bus route painted, fencing outside corner deli installed. corner deli installed.

Achieved – playground upgrade (P&C investment \$110 000), seating for upper primary children, outdoor table tennis, ground painting-games, undercover floor painted-flexipave, green screen planting, water kitchen in PP, PP shade sails, kindy playground boat installation, sand replacement, white ant treatment, atrium restored and renovated for student use.

Achieved. 2018: \$34 503 2019: \$33 451 2020: \$34 096 (COVID concession given as needed)

Currently engaged in community garden project with Leederville Sporting Club. 2 x grants received. WLPS Fathering Project initiated with high level of participation. High level of engagement by local businesses with P&C for events. NSIT 9 - High. Local sport clubs demonstrated skills programs during Phys Ed.
2020 survey – parents 80.4%, students 85%, staff 92.3%

Community membership on the Board remains at two. Diversity of career backgrounds of incoming members considered when encouraging new membership. Community members co-opted onto committees to address areas of need, for example our Communication and Engagement Framework was developed in consultation with parents with expertise in this field.

Post Covid lockdown survey indicated high level satisfaction with school communication

2020 survey – parents 80.4%, students 85%, staff 92.3%

Achieved

Principal completed PRINT-Values profile; Unconscious Motivators identification tool and Documented PPR – shared with leadership team and School Board Chair.

Achieved

Achieved: Including Best Performance CNAP and DATAHub. Brighpath.
NSIT 4: Outstanding. Including WLPS receiving funding as a Teacher Development School.

Achieved – several new staff required due to student number increase and maternity leave.

Staff satisfaction rate 92.3%

No audit conducted

Utilities bills (water and electricity) have reduced over the 3yrs of the 2018-2020 business plan cycle despite increase in charges. Rubbish collection has remained stable despite increase in students and staff. Initiatives undertaken: retrofit light globes to LED; Cash for Cans collection site; classroom power monitors; community garden project; atrium garden project.

Achieved. Planning for home learning created real change for some reluctant participants

Achieved – continuing as TDS in 2021: Technologies and Gifted & Talented.

Students Year 3-6 have 2 x 50 minute Mandarin sessions per week.
Churchlands SHS reports all WLPS students who continued Mandarin into Year 8 have received A and B grades. Will monitor Bob Hawke selection of second LOTE subject.





School Priorities 2021

The staff at WLPS undertake an annual self-assessment process, making judgements about standards of student achievement and the effectiveness of school processes in maximising student achievement.

The 2021 priorities identified through our self-assessment processes, and analysis of systems priorities, are:

LITERACY AND NUMERACY: To enhance our students' literacy and numeracy achievement through the ongoing implementation of our whole school approaches. Staff will be supported, through data coaching, to analyse student performance data and plan for intervention.

STEM: To focus on building students' STEM competencies by providing deliberate opportunities across the curriculum to innovate,

create and develop entrepreneurial skills. Teachers will collaboratively plan and deliver STEM projects which integrate both technologies curricula, where feasible. As a TDS in Technologies, the school will deliver high quality professional learning and support to its own teachers and other schools, state-wide.

ABORIGINAL CULTURAL STANDARDS

FRAMEWORK: To embed the Aboriginal Cultural Standards Framework by engaging and fostering relationships in our local community and to provide a deliberate focus on the Aboriginal history of our local area.

SUSTAINABILITY: To promote sustainable practices across the school. Teachers will support students to play an active role in sustainable patterns of living that focus on protecting the environment and creating an ecologically and socially-just world. PBS procedures will support sustainable practices. Each member of the Sustainability Committee will be assigned with a focus area.

THINKING SKILLS: To promote and embed cooperative learning and higher order thinking skills to challenge all students to think critically and creatively. To develop a Thinking Skills plan.





Our Beliefs About Teaching & Learning



In preparation for our new 2021-2023 Business Plan cycle, in the later months of 2020, our teaching staff went through a collaborative process to review our shared beliefs about teaching and learning. Our goal was to ensure these still held true and were reflective of current, evidence based, best practice.

As documented in [*Delivering Educational Excellence: every child, every opportunity.*](#), we believe that optimum learning occurs when:

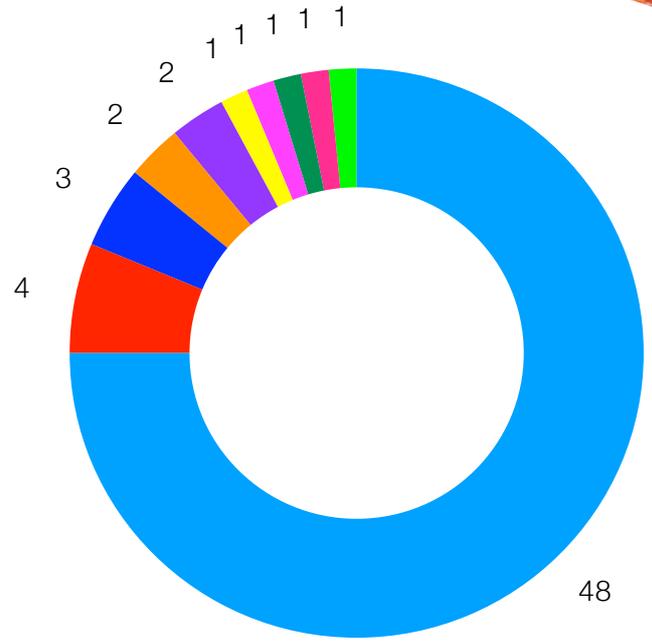
- students are valued, supported, encouraged to take risks and to think creatively.
- students have a growth mindset and understand the impact of effort on progress and achievement.
- learning is culturally relevant and makes connections to student's own life experiences.
- students co-operate, collaborate and interact purposefully with others to enhance their learning.
- the explicit teaching of higher order thinking processes and metacognitive strategies is embedded throughout the curriculum.
- teachers use a range of assessment data to design developmental learning sequences and lesson structures that cater for individual learning needs.
- explicit teaching practices, including learning intentions and success criteria, support students in knowing what to do and how to do it.
- learning goals offer students an appropriate level of challenge; and timely, targeted feedback empowers them to monitor and progress their learning.
- information and communication technologies transform the way students think and learn, and provide them with the required skills to be successful in today's society.
- all stakeholders commit to open and respectful communication and collaboration, for the purpose of enhancing student wellbeing and learning.





Destination Schools

- Bob Hawke College
- Shenton College
- John XXIII College
- Scotch College
- Churchlands SHS
- Perth Modern School
- St Mary's Anglican Girls' School
- Christ Church Grammar School
- John Curtin College
- Aranmore Catholic College



Staff 2020

Teaching staff	40
Full-time equivalent teaching staff	30.4
Non-teaching staff	32
Full-time equivalent non-teaching staff	16.7



Staff 2020

Class	Teachers
Year 6 Blue	Judith Curtis
Year 6 Red	Sam Pallas/Insiyah Nazir
Year 5 Red	Mitch Green
Year 5 Blue	John McInerheney
Year 4/5	Nic Savatovic
Year 4 Red	Rachael Swinhoe
Year 4 Blue	Mim Hawgood
Year 3 Blue	Jo Bosward
Year 3 Red	Von Greenway & Tash Stavretis
Year 3 White	Pip Hawson
Year 3 Black	Jade Gatum
Year 2 Red	Michelle Moyes & Jess Howe-Smith
Year 2 Blue	Monique Mackaiser
Year 2 White	Sinead O'Neill & Jess Howe-Smith
Year 1 Blue	Rochelle Reeves
Year 1 White	Nicole Addison
Year 1 Black	Lynne Drysdale & Shannon Holmes
Pre-primary Blue	Jessika Schofield & Bianca Sussovich
Pre-primary Red	Julie Ballantine & Bianca Sussovich
Pre-primary White	Jacqui McGinnity
Kindergarten Blue	Gail Collet
Kindergarten Red	Sue Wilson
Kindergarten Green	Gail Collet
Music	Amy Grosso
LOTE	Linda Williams
Phys Ed	Phil Braimbridge
Phys Ed	Jo Shepherd
Drama	Claire Munday
Art	Sally Gorey

Admin team	Role
Fiona Kelly	Principal
Lisa Wade	Associate Principal
Michael McInerheney	Associate Principal
Shelley Thompson	Associate Principal
Michelle Moyes	TDS Coordinator

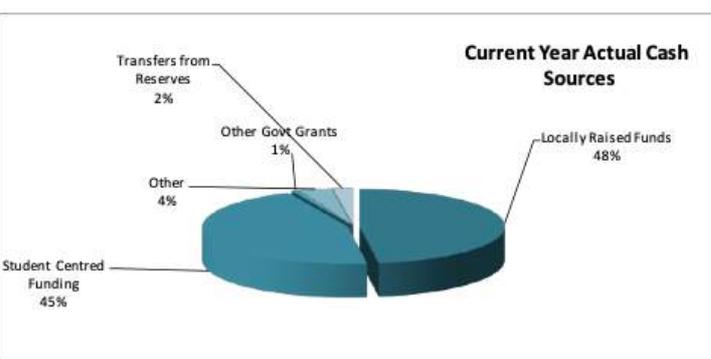
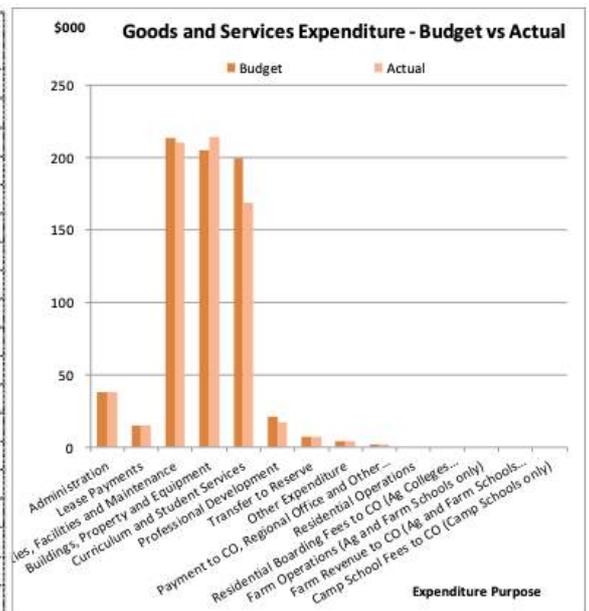
Role	Support team
MCS	Janelle Cosentino
School Officer	Robyn Gilfillan
School Officer	Clare Hotchin
School Officer	Joy Anderson
School Psychologist	Kelly Lewis/Bradley
Chaplain	Coralie Sala Tenna
ESL Education Assistant	Candice Nicholas
Education Assistant	Deanne Moss
Education Assistant	Jenny LeFevre
Education Assistant	Snehal Inamdur
Education Assistant	Cathy Bates
Education Assistant	Donna Dwyer
Education Assistant	Renee Garabedian
Education Assistant	Lisa Robbins
Education Assistant	Michelle Dwyer
Education Assistant	Jane Jenkins
Education Assistant	Sarah Zeelenberg
Education Assistant	Macey Robertson
Education Assistant	Bec Lorraine
Education Assistant	Patrick Stapleton
Education Assistant	Kira Slater
Education Assistant	Ellidamar da Silva
Education Assistant	Jessica Chong
Education Assistant	Belinda Gray
Education Assistant	Jennine Blackburn
Gardener/ Handy person	Geoff Spence
Gardener/ Handy person	Abdullah Mostafavipour
Canteen Manager	Barbara Keely
Canteen	Lydia Taylor
Library Officer	Lia Van den Beuken
Cleaner	Inacio Duarte
Cleaner	Natalina Duarte Tavares
Cleaner	Benji Carroll





Finance

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 26,585.00	\$ 26,585.00
2	Charges and Fees	\$ 75,019.00	\$ 75,018.17
3	Fees from Facilities Hire	\$ 34,096.00	\$ 34,095.44
4	Fundraising/Donations/Sponsorships	\$ 164,395.00	\$ 164,395.31
5	Commonwealth Govt Revenues	\$ 3,850.00	\$ 3,850.00
6	Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 22,842.00	\$ 22,842.03
9	Transfer from Reserve or DGR	\$ 14,389.00	\$ 14,389.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 342,176.00	\$ 342,174.95
Opening Balance		\$ 79,098.80	\$ 79,098.80
Student Centred Funding		\$ 284,294.00	\$ 284,294.39
Total Cash Funds Available		\$ 705,568.80	\$ 705,568.14
Total Salary Allocation		\$ -	\$ -
Total Funds Available		\$ 705,568.80	\$ 705,568.14



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 37,677.04	\$ 37,435.67
2	Lease Payments	\$ 14,857.00	\$ 14,857.04
3	Utilities, Facilities and Maintenance	\$ 212,778.00	\$ 210,142.62
4	Buildings, Property and Equipment	\$ 204,474.00	\$ 213,825.06
5	Curriculum and Student Services	\$ 199,440.45	\$ 168,561.30
6	Professional Development	\$ 20,682.00	\$ 17,276.87
7	Transfer to Reserve	\$ 6,780.00	\$ 6,780.00
8	Other Expenditure	\$ 3,585.00	\$ 3,568.29
9	Payment to CO, Regional Office and Other Schools	\$ 1,438.51	\$ 1,438.88
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure		\$ 701,712.00	\$ 673,885.73
Total Forecast Salary Expenditure		\$ -	\$ -
Total Expenditure		\$ 701,712.00	\$ 673,885.73
Cash Budget Variance		\$ 3,856.80	

A to Z of Adding Value at WLPS



ANZAC Service
Aboriginal Cultural Committee
formation
Athletics carnival
Artist in Residence
Australian animals incursion
Ambulance incursion

Bike Education
Brightpath
Book Week celebration
Book fair
Bounceback!
Bali sister school
Better beginnings (K)
Birds of prey

Cybersafety workshops
Cross country
Coffee with the Leadership
team
Coding club
Constable Care
Dance Til you drop
Discos
Dad's army
End of year concert
Energy conservation



Faction Athletics
Flexible learning environments
FOWLS (Fathers of West Leederville)
FMS (Fundamental movement skills)
Farm animals incursion

Graduation ceremony
Grandparents morning tea
GRIP Leadership day - Yr 6
Harmony Day
Home reading program
Historical walk
Inter-school sports
Indigenous excursion to Lake Monger
Innovation Partnership

Jolly Phonics morning groups
Kings Park Naturescape excursions
Keeping WA Kinds Safe incursion
Keep Australia beautiful
Learning Support team
Lapathon
Living eggs incursion
Literature Centre excursion





- M**orning fitness
- Maths club
- Maritime museum excursion
- Mandarin cooking
- N**AIDOC week activities
- O**pen night
- Outdoor classrooms
- Oral language book packs
- P**arent information sessions
- P&C movie & quiz nights
- Playground painted game areas
- Post-office excursion
- R**ecycling in schools
- Rainbows program

- S**TEM showcase
- Super Choir
- Scitech excursions
- Slithers and Slides incursion
- Spare Parts Puppet Theatre excursion
- Swimming squad
- String ensemble
- Story dogs program
- Staff flash mob dance
- Surfing
- Sustainability initiatives
- Simultaneous Storytime

- T**rash free Tuesdays
- Talk 4 Writing program
- Teacher Development School Technology
- V**egetable gardens
- W**alk to school safely day
- Waterwise activities
- Worm incursion
- West Tech laboratory
- WCE football clinic
- Water painting cultural incursion
- Winter Solstice pyjama day
- Y**ear 6 Camp
- Y-safe cyber incursion
- Z**oo excursion





-every child, every opportunity



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