

WOODLUPINE PRIMARY SCHOOL
ANNUAL REPORT



2020

Woodlupine Primary School
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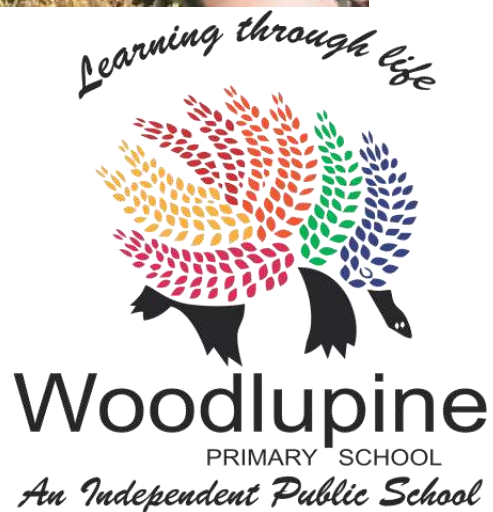


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2020 IN REVIEW

The 2020 Woodlupine Primary School Annual Report is a little different to previous years due to the impact of the global pandemic. NAPLAN was cancelled which impacted our ability to assess curriculum progress. Most interschool sport was cancelled which disappointed both staff and students. However, there were plenty of highlights and lots of fun along the way.



Over the last couple of years, we have committed to ensuring our students are equipped with the skills and knowledge to effectively work with digital technologies while developing the necessary values and ideals to be successful and positive citizens. The proof of our success in that endeavour came at the First Lego League interschool robotics tournament. Our school won the Core Values Award as being the school that most effectively demonstrated the underlying principles of a competition where students compete and collaborate simultaneously to achieve success. To have been judged the school that best embodied that approach was a huge acknowledgement of our success in this important area.

We continued to provide a unique, stimulating and outwardly focused education to enable our students to succeed in a world where there is growing openness and connectivity, greater cultural interaction than ever before, ongoing change in technology and significant pressure on the natural environment.

We refined our approach to literacy in the junior years adding a structured explicit literacy program for all students from Kindergarten to Year One. We focused heavily on Numeracy as Numeracy results in 2018 and 2019 were lagging behind literacy results.

Looking ahead, we are working to improve student mental health and wellbeing; introducing mindfulness across the school in 2021. Our curriculum goal is to strengthen our diagnostic processes to enable earlier and more targeted identification of the learning needs of our students. Our staff have met and agreed on a structured approach to teaching higher order thinking skills in 2021. As an outwardly focused community organisation we will continue to collaborate with others in our community to provide real-world learning opportunities for our students.

Despite the ongoing pandemic, the School Board continued to meet throughout 2020 to monitor the school's progress towards the achievement of targets within the Business Plan. This Annual Report is a summary of those achievements, highlights and strengths of our program as well as a celebration of what has been an exceptional year.

Trevor Phoebe

Principal

April, 2020

"My favourite thing to do at school is climbing trees in the bush"

Gaby Year Four

ACHIEVEMENT TARGETS

We believe that through growing professional practice, integrating digital technologies and analysing student data we can deliver improved learning outcomes. We strive to ensure our students become digitally literate, creative thinkers and effective learners. Our staff has committed to ensuring that every student is learning and working to achieve their potential.

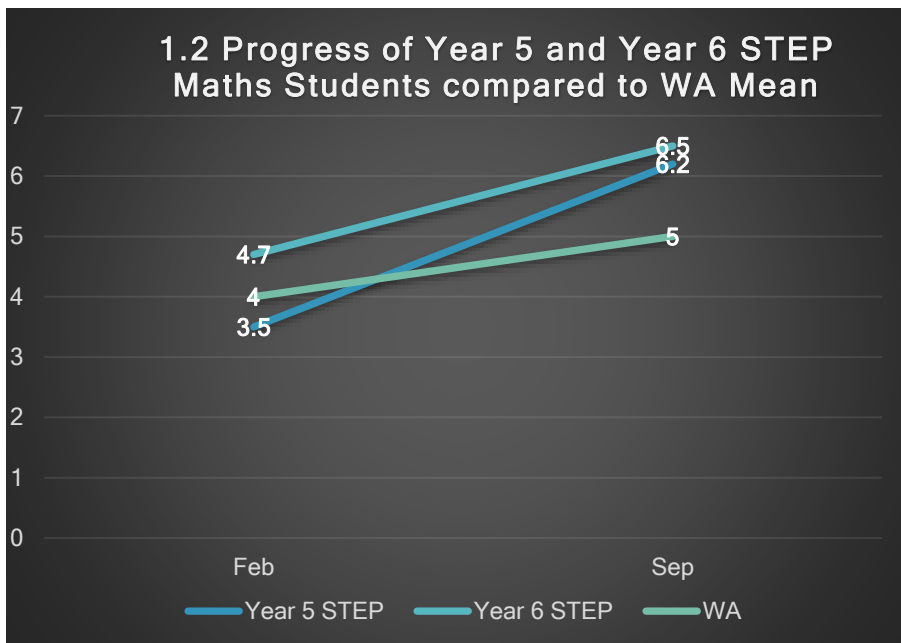
PRIORITY 1: SUCCESSFUL STUDENTS

- 75% of Woodlupine Students achieve at or above the WA mean score in NAPLAN
- 20% of Woodlupine Students achieve in the top 20% of all WA students in NAPLAN
- Woodlupine students achieve Science results commensurate with WA mean scores

Achievement against WA NAPLAN Means

The impact of the global pandemic filtered through to most aspects of schooling over the course of 2020. One of the biggest impacts, from our perspective, was the cancellation of NAPLAN testing. However, our school is committed to evidence-based approach to curriculum improvement.

"I want to be good at Maths. I love Maths Wizard"
Cyrus Yr. Three



Therefore, in line with a recommendation from the 2019 Annual Report, we engaged an external provider to enable us to assess our students in both February and September.

In 2020, all students from years two to six sat norm-referenced tests in numeracy, language conventions and science. These tests provide teachers with a starting point for planning and a review point towards the end of the year. This testing process is measured in Stanines, with the average student expected to hit stanine 5.

As part of our commitment to high-quality education for every student, we recognise that some students need the curriculum modified to better support their learning. To this end we introduced the Student Talent Extension Program (STEP) in 2019. STEP continued in 2020 and provided extension opportunities in Mathematics. Students from years five and six worked together for 3 periods per week in terms two and three. The results in Table 1.2 indicates student achievement that far exceeds the WA mean.

National Quality Standards (NQS)

We conducted our annual NQS Review in October 2020. Our Early Childhood teachers determined that we have met the standards required for all Quality Areas. The implementation of evidence based literacy programs across K to 2 in 2020 enabled us to meet the elements that were lacking in the 2019 review.

Recommendations for 2021

- Earlier Literacy intervention to minimise the number of students needing remediation in future
- Continue to refine STEP to maximise opportunities for talented students

ACHIEVEMENT TARGETS

Research identifies the quality of teaching as the most important factor in improving student achievement. Excellent teachers have the capacity to transform the lives of students and to inspire and nurture their development as effective learners.

PRIORITY 2: EXCELLENCE IN TEACHING

Maximising opportunities to integrate specialist activities into core lessons and promoting critical and creative thinking will improve student learning. We expect that our staff will lead, review and provide feedback on curriculum to improve student performance. Our leadership team works in collaboration with the school board, supported by the P&C, to provide supportive conditions and resources to maximise teacher productivity.

Teachers have Leadership Opportunities

Teacher leadership of committees and specific programs has continued in 2020 with the formation of a Senior Teacher Committee to oversee curriculum targets. The Senior Teacher

Committee meetings commenced in second semester, 2020, and will continue in 2021 to lead aspects of the school review, expected in Term Two.

“Most people are smart, nice and helpful”
Mathew Yr. Four

“Conservative estimates suggest that students with a highly effective teacher learn twice as much as students with a less effective teacher”

B Jensen, Grattan Institute, 2011

Reading Enrichment Program

Over the course of 2020 our school invested a significant portion of funding into expanding our synthetic phonics

program. To give students a better start, all Kindergarten, Pre Primary and Year One students participated in these sessions. An extra \$20 000 was allocated to extra education assistant time to support this program.

Recommendations for 2021

- Earlier engagement with standardised testing to evaluate our progress against state means
- Increased integration of specialist programs into literacy and numeracy lessons
- Continued development of senior teacher committee and teacher leadership opportunities



ACHIEVEMENT TARGETS

We believe it is important for our students to begin to be aware of global and intercultural issues to better appreciate the views of others. We expect students to engage in appropriate and effective interactions with people from all cultures, and to act for collective well-being. We expect our students to use digital technologies appropriately and safely.

"My favourite lesson is STEM"
Myles Yr. Three

PRIORITY 3: 21ST CENTURY CITIZENSHIP

Students have the opportunity to select appropriate technologies to participate in programs that promote intercultural understanding, environmental awareness and global stewardship.

Miss Jane and Mr. Barker ran Coding Clubs for students to learn about digital technologies through writing code to program our Mindstorm Robots. Our Lego Robotics team won the Core Values Award at the Interschool Competition.



Citizenship and Sustainability Initiatives Supported by School Community

Woodlupine Primary school community is a very generous one. In 2020 we expanded our community outreach programs to support global awareness. Adopting the Days for Girls program, staff, community members and senior students come together on Wednesdays to produce sanitary products for girls in many third world countries who don't have the same access as Australian girls.

Our school received \$40 000 to support initiatives that help to engage aboriginal students with school. Of that funding, \$39 000 was spent on staffing and a further \$3 000 on grounds projects to support greater engagement with indigenous culture.

We were fortunate to have an aboriginal artist in residence in Term Four, Mr. Leigh Merrells. Mr. Merrells shared his knowledge of Noongar culture with students. He then collaborated with them to create a magnificent mural that is now a feature of our front office.



Recommendations for 2021

- Merging the Digital Technologies and Science roles into a STEM specialist role
- Continuing to develop projects that engage aboriginal students in the learning process

"Woodlupine students are kind, smart, mindful and respectful".

Tremaine Yr. Three

ACHIEVEMENT TARGETS

We believe our students will learn more effectively in a calm, happy and healthy environment. We expect to work with parents and the community collaboratively to build strategies for student wellbeing and safety, commencing in the early childhood environment. Through a comprehensive approach to student wellbeing and support services, we expect to better meet the health needs of our students.

PRIORITY 4: A HAPPY, HEALTHY SCHOOL

Our students and staff are engaged in a variety of approaches to develop healthy and positive lifestyles. We are confident that our improved approach to behaviour management and curriculum implementation means we are better meeting the needs of our school community.

The Chaplaincy Program is another whole school program that supports our happy healthy school. Chaplain Maureen has a range of skills and interests and participates in a range of roles with students individually, in small groups and with whole class groups. In 2020 our chaplain ran Breakfast Club on Thursdays and Fridays, worked in class with students and played an important role in supporting students during and after the pandemic.

Woodlupine Student Attendance matches WA Means by 2021

Student Attendance is essential to support students reaching their potential. Working collaboratively with our families, our staff and students; we endeavoured to develop a safe and inviting learning environment to encourage families to re-engage with the school once lockdown had ended. However, across the state attendance was problematic. We increased our monitoring and support for attendance as many families found it challenging to reengage with school after the lockdowns. 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.

"My favourite place is the classroom because you get to learn something new each day".

Blake Yr. 2

20% Improvement in Student Behaviour

Each year in our reporting cycle we report to parents on student behaviours at school. These behaviours range from effort in class through to the way they engage with their peers and adults. During 2019 our school introduced two new initiatives to support student behaviour.

A recommendation from the 2019 Annual Report was to expand the Interpersonal Skills Program to include other wellbeing factors including cyber safety and emotional health. We achieved some of those goals despite the difficulties of 2020.



4.1 WPS Attendance Rate Compared to WA Mean

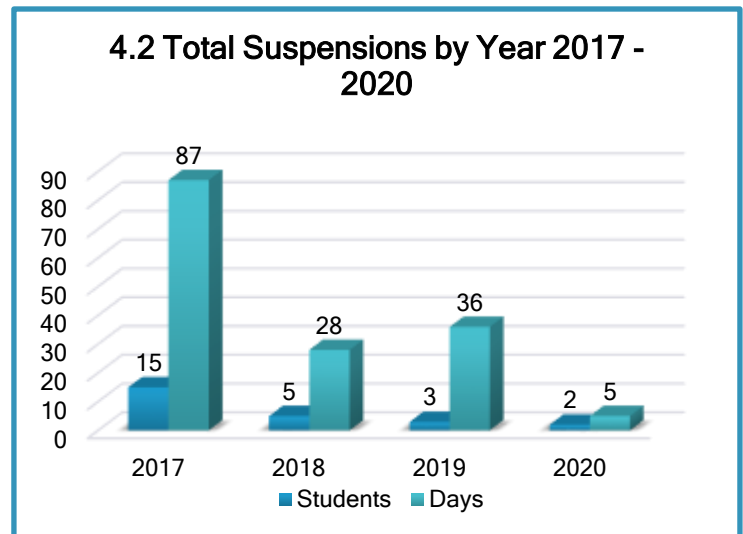
Year	WPS	WA Public Schools
2017	91.80%	92.70%
2018	90.20%	92.60%
2019	91.10%	91.60%



Our Good Standing Program continued to recognise and reward students who behaved appropriately. Students continued to receive explicit lessons in appropriate behaviours, habits and language in dealing with peers and adults. Our intent to introduce mindfulness was delayed by the global pandemic but we did achieve exceptional progress in minimising extremely disruptive behaviours. Compared with 2017 (15 students suspended for as total of 87 days) we have **seen a 94% reduction in suspensions** (two students for a total of five days) over the four years from 2017 - 2020.

All Students Achieve a C Standard in Health & Fitness Testing

Student physical health is vital to support increased attendance and improved learning. Our Physical Education program is regularly supplemented by external expert coaches in a range of sports. In 2020, we had to reduce access to external coaches but were still able to provide access to professional coaches in Rugby, Gymnastics, Tennis, Basketball and Dance.



Athletics

Term Three is Athletics term and always a highlight in the school calendar. Citius won the annual house competition ending a three year run by Altius. Our best athletes then represented our school with great pride and success, dominating their team games against much larger schools.

Universal Access

Each year we receive funding to ensure all students have access to a kindergarten program. Our Kindergarten Program ran two and a half groups in 2020.

A highlight of the Kindy program in 2020 was the family day held in term four. Although we were still managing social distancing, this event proved extremely popular and we hope to repeat it in 2021.

Recommendations for 2021

- Continue to refine the Interpersonal Skills Program
- Explore further options for students at risk through poor attendance

Survey Data

All parents, students and staff were surveyed in 2019 and, in line with Education Department policy, every two years thereafter. Students and staff will be surveyed in Term Two, 2021. A parent survey will be developed by the Woodlupine School Board for distribution in second semester 2021.

While all 2019 survey data was quite pleasing, our school continues to look for ways to improve the educational opportunities and learning environment that we provide for students in our community.



Financial Summary *(all figures rounded to nearest \$1 000)*

Total funding available for the 2020 school year was \$2 788 000. This total figure includes student centred funding (\$2 622 000), school transfers, department adjustments and locally raised funds (totaling \$81 000). Carry forward from the 2019 budget was \$85 000 which includes salary and cash unexpended (therefore carried forward) from that year. Total expenditure for the 2020 school year was \$2 684 000 or 96.3% of total funds - in line with Education Department guidelines.

Responding to the aging profile of our staff as identified through our workforce planning, two graduate teachers were employed during 2020. The school received \$13 500 to support graduate teachers in their first two years of teaching. They were included in a two-year graduate mentoring program commenced and run by Mrs. Judith Pescodd. This program is intended to support graduate teachers employed at Woodlupine Primary School to:

- participate in the Department's pathway to full registration with the Teacher Registration Board WA (TRBWA)
- build their capacity and skills as an effective classroom teacher
- enhance their professional practice
- develop a deeper understanding of the Australian Professional Standards for Teachers
- transfer their learning from the Graduate Teacher Professional Learning modules to their teaching practice.

In 2021 we will continue to look to diversify our workforce profile in age, gender and background.

To support students identified as being disadvantaged or with a diagnosed learning disability, the school received in excess of \$125 000. Approximately \$8 000 was spent in whole school professional learning in a new initiative designed to support student literacy. A further \$74 000 was spent on salaries to support these students. Early in 2020 a decision was taken to staff the school in such a way that we could ensure small class sizes in the early childhood phase, costing approximately \$42 000. We anticipate this approach will further support students who need extra support to achieve their learning potential.

"My favourite things are Maths, Phys. Ed and Music".
Jax Yr. Four

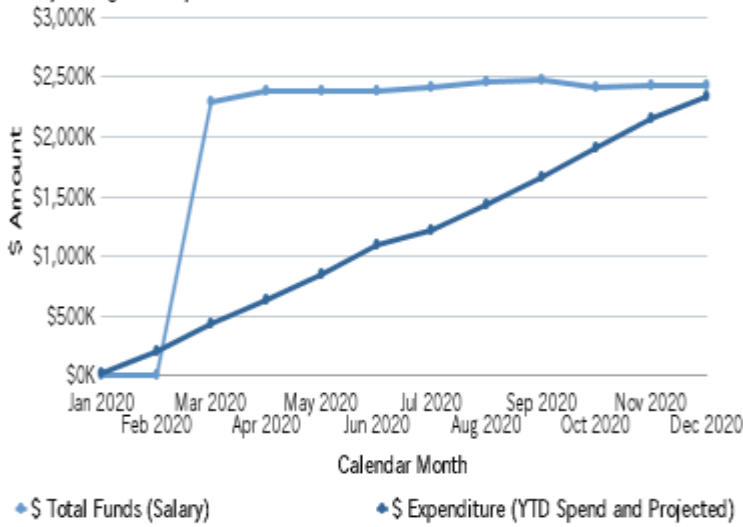
Sitting alongside those initiatives was the commitment to digital technologies. Our approach is to replace all desktop PCs every five years. Tablets are replaced every four years and laptops every three years. In 2020, 10 PCs, 10 laptops and 18 tablets were purchased at a total cost of \$26 500. This should enable our school to meet the community expectation that all students are digitally literate and equipped with the necessary skills, values and knowledge to be successful in our rapidly changing society.



The school received very strong support from its P&C and generous community over the course of 2020. The P&C supported the school through donating \$1 000 to purchase reading books, \$4 500 for grounds projects, \$600 for an Arts project and \$1 000 to support students to attend interschool sports events. Many of those projects would not have been possible without the support of our community - evidence of the importance of the strong bond between this school and its community.

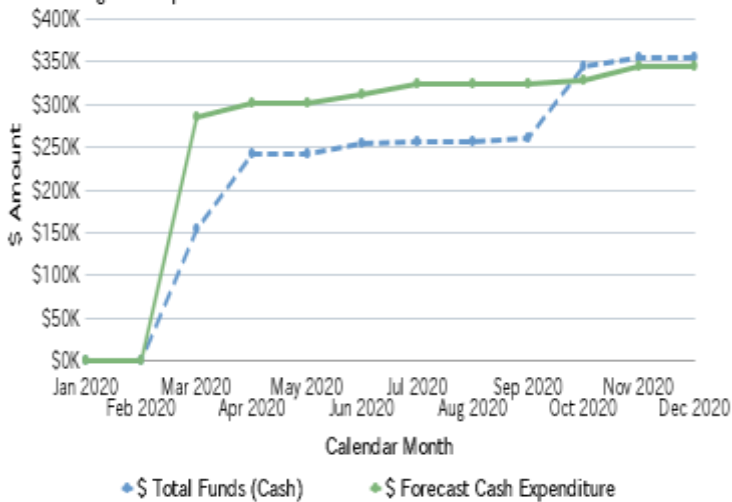
CONSOLIDATED FINANCIAL STATEMENT - 2020

Salary - Budget vs. Expenditure



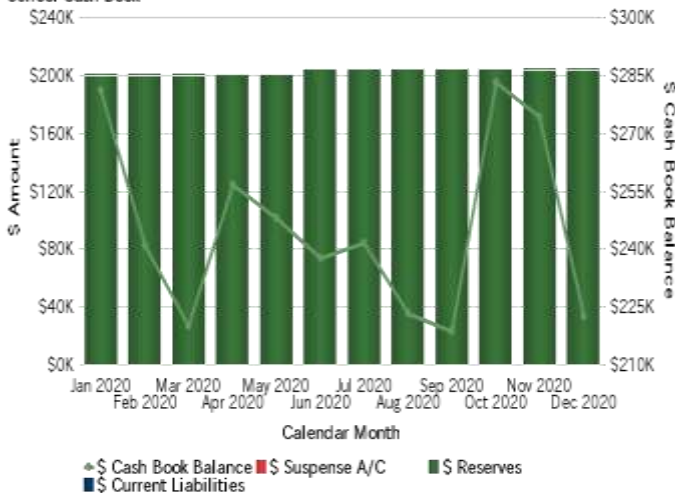
Calendar Month	Total Funds (Salary)	Expenditure (YTD Spend)
Jan 2020	\$869	\$13,878
Feb 2020	\$869	\$204,170
Mar 2020	\$2,288,643	\$430,424
Apr 2020	\$2,378,153	\$627,324
May 2020	\$2,378,153	\$855,764
Jun 2020	\$2,391,153	\$1,087,438
Jul 2020	\$2,415,835	\$1,210,349
Aug 2020	\$2,464,595	\$1,436,462
Sep 2020	\$2,481,913	\$1,669,459
Oct 2020	\$2,416,355	\$1,907,771
Nov 2020	\$2,432,839	\$2,146,956
Dec 2020	\$2,432,935	\$2,338,620

Cash - Budget vs. Expenditure



Calendar Month	Total Funds (Cash)	Forecast Cash Expenditure
Jan 2020	\$0	\$0
Feb 2020	\$0	\$0
Mar 2020	\$153,806	\$284,524
Apr 2020	\$241,660	\$300,843
May 2020	\$241,660	\$300,843
Jun 2020	\$255,372	\$312,783
Jul 2020	\$256,835	\$323,228
Aug 2020	\$256,835	\$323,228
Sep 2020	\$259,960	\$323,228
Oct 2020	\$344,778	\$328,022
Nov 2020	\$355,328	\$345,494
Dec 2020	\$355,328	\$345,494

School Cash Book



Calendar Month	Reserves	Suspense A/C	Current Liabilities	Cash Balance
Jan 2020	\$200,125	\$0	\$0	\$281,132
Feb 2020	\$200,125	\$0	\$0	\$240,962
Mar 2020	\$200,125	\$52	\$0	\$220,156
Apr 2020	\$200,125	\$302	\$0	\$256,692
May 2020	\$200,125	\$302	\$0	\$247,874
Jun 2020	\$203,838	\$302	\$0	\$237,548
Jul 2020	\$203,838	\$302	\$0	\$241,600
Aug 2020	\$203,838	\$302	\$0	\$223,254
Sep 2020	\$203,838	\$302	\$0	\$218,819
Oct 2020	\$203,838	\$428	\$0	\$283,325
Nov 2020	\$203,838	\$0	\$0	\$274,160
Dec 2020	\$203,838	\$0	\$0	\$222,528