

Annual Report 2021



# WINTHROP

PRIMARY SCHOOL



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# School Overview: Winthrop Primary School



We are proud to present the Winthrop Primary School (WPS) 2021 Annual Report.

2021 was a year of celebration for our school community. We celebrated our 30<sup>th</sup> Year Anniversary and our very successful Public School Review. Through this review, the work of the staff and principal in the provision of the pre-disposing conditions for successful students was acknowledged by the Deputy Director General of Schools. Also noted was the respectful leadership, enterprising staff engagement and trusting community relations. Of particular reference was the impressive level of local community engagement within our school. This was determined by the Deputy Director General, to be due to a strong focus and high level leadership of our team toward building and sustaining mutual trust and respect between the school and the families it serves.

During 2021, Winthrop Primary School staff continued to actively seek community feedback and input and to engage in a continuous and rigorous self-assessment process. This process underpinned the identification of targets and whole school foci for the new 2021 – 2023 Business Plan. This plan, outlines the whole school strategic direction within the five School Accountability and Improvement Framework areas. Additionally, a significant amount of work was undertaken in determining whole school learning belief statements which were represented and summarised in the Winthrop Primary School Teaching and Learning graphic. This graphic is highly visible in the school, in all teaching areas, administration areas and on all school publications including the Business Plan 2021 – 2023 and the school website.

Health and Wellbeing is a priority at WPS. We are a Positive Behaviour Support School (PBS) and in 2021 we continued to enhance our learning environment to foster a safe, positive and engaging learning environment which provides all students with a sense of belonging. In 2021, we progressed our work in this area and through the PBS framework and lead by the PBS lead teacher team, we focused on providing unequivocal statements and commitment to our four behaviour expectations of Respect, Responsibility, Care and Achievement, through signage around the school, publication of our PBS characters, re-organisation of our positive reward system and the erection of a Welcome Totem, representing our commitment to inclusivity and celebration of our diversity.

Our school's focus on embedding the Aboriginal Cultural Standards continued in 2021 through the re-naming of the previous Reconciliation Action Plan (RAP) Team, to the Cultural Awareness Network (CAN). The name change was taken to acknowledge our move toward a more broad brush approach to embedding culturally responsive practices across our whole school. A particular focus was on the selection of the word 'network' to represent our ongoing commitment to working in partnership with community and harnessing the knowledge and skill base in our local community and further afield in informing our planning and actions in this area. Strengthening community partnerships and enhancing student and staff wellbeing continued to be a focus for 2021. Despite the challenges of operating in a COVID-19 Context, we provided high quality face to face teaching and learning, whilst simultaneously preparing online learning to ensure a quick pivot to a remote format if required. We successfully updated our ICT Operational plan, embedding ICT as both a vehicle and tool for learning. Our graduating class of Year 6 attended camp, accessed cultural and sporting pursuits and celebrated their graduation with a community ceremony and a whole school farewell. Our community enjoyed a Father's Camp Out, Music Gala and Pre-primary farewell concert. Numerous avenues and structures have been established during 2021 to provide opportunities for student agency. We actively sought and acted on student feedback through the Speak Out survey and the National School Opinion Survey informed whole school planning. Additionally both community and students groups met with the public school reviewers to share their insights into our school operations and school community.

In 2021, the Winthrop Primary School Board underwent many membership changes, however continued to play an integral role in good running of the school. During 2021, members were offered and undertook School Board training, to enhance understanding their role and of school governance. Throughout the year the School Board were active partners in and endorsed the formulation of the Business Plan and in preparations for and submission of the ESAT documentation for the school review.

Winthrop Primary School is a school which has long been acknowledged as one which provides enriched learning opportunities beyond the classroom. This was exemplified in 2021 year through our extensive Arts programs. Our children performed at a number of public events and were offered enrichment through literacy, drama and the visual arts. These programs promote a welcoming, responsive and highly engaging learning environment where students have agency and voice.

This Annual Report provides an overview of our school in 2021. A year which was one filled with joyful celebration of our diverse and vibrant community. We welcome you to share in reading and understanding our journey as our community continues to *learn and grow together*.

Yours sincerely,  
Karina Meldrum  
Principal

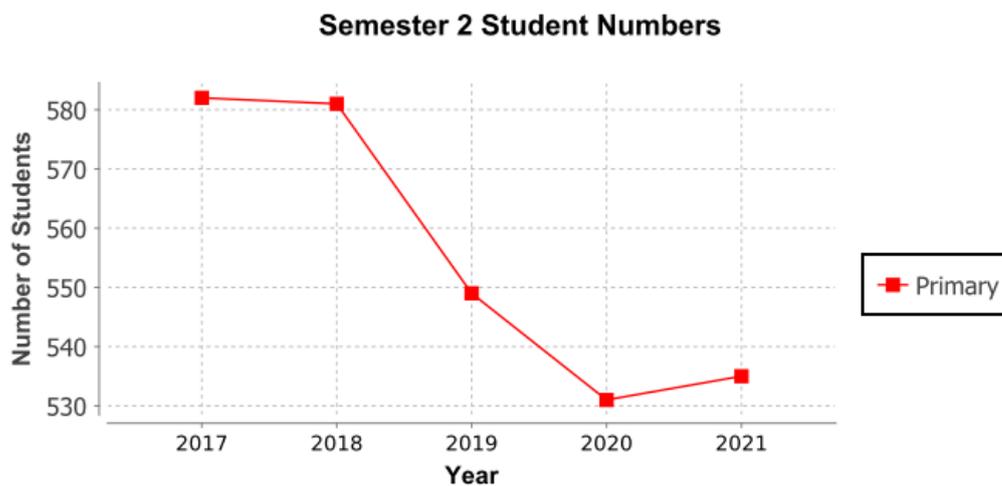


# Student Numbers and Characteristics

## Student Numbers (as at 2021 Semester 2)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(29)	70	67	70	83	88	78	79	564
Part Time	58								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students



Increase in enrolment from 2020 to 2021 following 3 years of prior declining enrolment.



## Workforce composition

### Staff Numbers

	No	FTE	ABL
<b>Administration Staff</b>			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	2.0	0
<b>Total Administration Staff</b>	<b>3</b>	<b>3.0</b>	<b>0</b>
<b>Teaching Staff</b>			
Level 3 Teachers	4	3.3	0
Other Teaching Staff	32	25.0	0
<b>Total Teaching Staff</b>	<b>36</b>	<b>28.3</b>	<b>0</b>
<b>School Support Staff</b>			
Clerical / Administrative	5	4.5	0
Gardening / Maintenance	1	0.6	0
Other Non-Teaching Staff	16	12.6	0
<b>Total School Support Staff</b>	<b>22</b>	<b>17.7</b>	<b>0</b>
<b>Total</b>	<b>61</b>	<b>49.0</b>	<b>0</b>



## Administration

### School Management

Principal  
Karina Meldrum

Associate / Deputy / Vice Principals  
Simon Dufall  
Mike Gulberti

Manager Corporate Services  
Mool Bhargava

### Region Management

Director of Education  
Cheryl Townsend  
South Metropolitan Education Regional Office

## Student Attendance

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2018	95.3%	95.6%	93.7%	93.3%	88.8%	80.8%	95.2%	95.5%	92.6%
2019	94%	94.5%	92.7%	90.1%	88.2%	79.5%	94%	94.4%	91.6%
2020	95.1%	95.3%	93.2%	88.2%	91.3%	77.6%	95.1%	95.2%	91.9%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2018	87.7%	10.1%	2.0%	0.2%
2019	82.4%	12.5%	4.3%	0.9%
2020	84.6%	13.5%	1.7%	0.2%
Like Schools 2020	87.5%	10.5%	1.8%	0.2%
WA Public Schools	75.5%	15.7%	6.1%	2.7%

- Winthrop Primary School's percentage of regular attendance was slightly below like schools in 2020, with a higher number of at risk indicated attendance category noted.
- This difference may be related to the COVID-19 context with a higher number of absences during this period in 2019 – 2020.
- Winthrop Primary School's moderate and severe risk attendance categories absences are below like schools.



## Attendance Management

The Department of Education (the Department) monitors the attendance of all students enrolled in school, identifies students with attendance issues and implements appropriate measures to restore regular attendance.

Parents or other responsible persons may be asked to provide an acceptable explanation for any absence to the principal. For the purpose of this policy, parent is defined as the parent at law. Further information about the terms parent and responsible person can be found in the definitions section.

The principal is responsible for creating and maintaining a safe and positive learning environment which promotes engagement and participation, and for the management of regular school attendance.

Consistent attendance and participation at school are essential factors in achieving social and academic learning outcomes. Schools that develop a supportive learning environment and an engaging and relevant curriculum create conditions conducive to regular school attendance.

## Management of Non-Attendance

The Principal or D/Principal will:

- Request an explanation from the student's parent or responsible person when a student has been absent from school and an acceptable explanation has not been provided after three days from the beginning of the absence;
- Student attendance is considered to be 'at-risk' if less than 90%.
- Where a student's attendance falls below 90% and acceptable reasons have not been provided for a number of absences, further investigation may assist the return to regular attendance.
- A plan will be developed which clearly indicates support to be provided by the school and/or network or regional officer, actions agreed to by the parent and timelines for achievement.
- Plans will formally reviewed.
- Principal will offer support for parents from appropriate agencies at the earliest opportunity.
- Principals or D/Principal will request a medical certificate for prolonged absences due to sickness or injury. In the instance of long term/severe medical conditions impacting on the student's attendance, the principal or D/Principal need not investigate further if documentary evidence has been provided outlining the nature of the illness and the expected duration of the absence.
- In most instances, where an acceptable explanation for the absence has been provided, further action is not required.

**If a student has been identified as being an irregular or chronic non-attende and repeated efforts to work with parents to restore attendance have not been successful, the Principal or D/Principal will:**

- consult with an appropriate network or regional officer (or officers);
  - Inform the parent, using Letter 6 (Letter to Parent from Principal Advising of consultation with Network or Regional Officer); and revise any attendance improvement plan developed.
  - The Principal or D/Principal may ask the network or regional officer to assist in revising existing strategies and the attendance improvement plan.
  - the principal or D/Principal retains responsibility for restoring school attendance or engagement in an educational program and works collaboratively with the network or regional officer, the student's family and other agencies.
- Principals and D/Principal will be mindful of the cultural background and literacy of parents and any written communication to parents should also be explained face to face or verbally if required.



# Student Achievement and Progress NAPLAN

NAPLAN Comparative Performance for Numeracy

Numeracy	Performance					Students				
	2016	2017	2018	2019	2021	2016	2017	2018	2019	2021
Year 3	0.6	0.7	0.7	0.2	-0.1	84	66	85	74	84
Year 5	-0.4	-0.1	0.1	-0.0	0.5	95	93	83	69	78

1	Above Expected - more than one standard deviation above the predicted school
2	Expected - within one standard deviation of the predicted school mean
3	Below Expected - more than one standard deviation below the predicted school mean
	If blank, then no data available or number of students is less than 6

NAPLAN Comparative Performance for Grammar & Punctuation

Grammar & Punctuation	Performance					Students				
	2016	2017	2018	2019	2021	2016	2017	2018	2019	2021
Year 3	0.3	0.6	-0.1	0.1	0.5	84	66	85	72	84
Year 5	-0.8	-0.3	-0.3	-1.4	1.2	95	95	83	70	78

NAPLAN Comparative Performance for Writing

Writing	Performance					Students				
	2016	2017	2018	2019	2021	2016	2017	2018	2019	2021
Year 3	-0.1	0.5	-0.3	0.1	-0.2	84	66	81	71	84
Year 5	-0.1	-0.5	1.2	-0.1	0.9	95	95	83	70	78

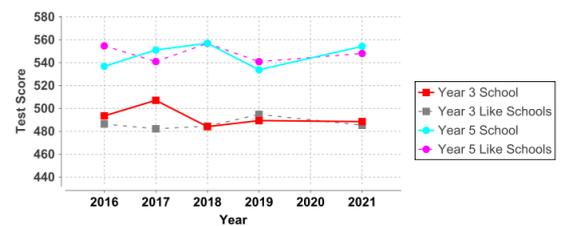
NAPLAN Comparative Performance for Reading

Reading	Performance					Students				
	2016	2017	2018	2019	2021	2016	2017	2018	2019	2021
Year 3	0.0	0.9	0.4	0.4	0.4	84	66	86	72	84
Year 5	-0.9	0.0	0.1	-1.4	0.2	95	94	83	70	78

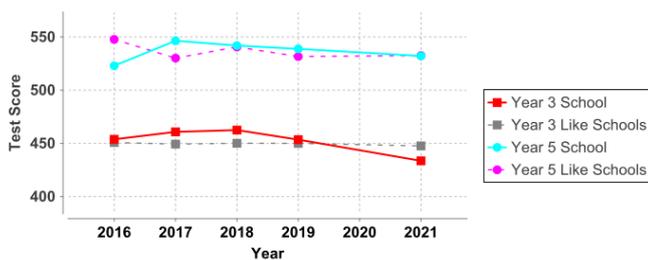
NAPLAN Comparative Performance for Spelling

Spelling	Performance					Students				
	2016	2017	2018	2019	2021	2016	2017	2018	2019	2021
Year 3	0.4	1.2	0.4	1.2	0.3	84	66	85	72	84
Year 5	0.6	-0.6	0.3	-0.2	0.9	95	95	83	70	78

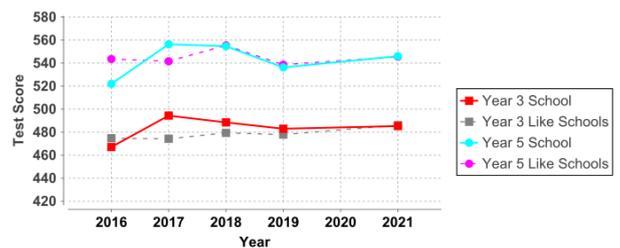
Average Grammar & Punctuation Score



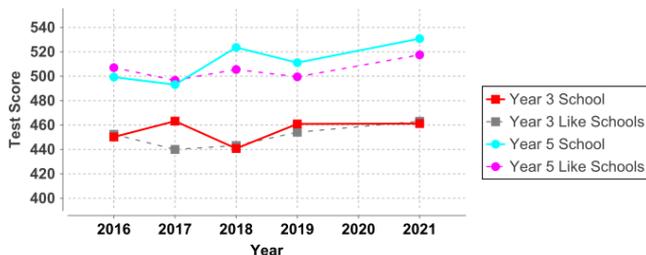
Average Numeracy Score



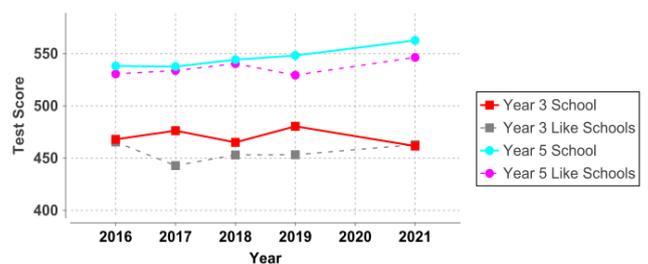
Average Reading Score



Average Writing Score

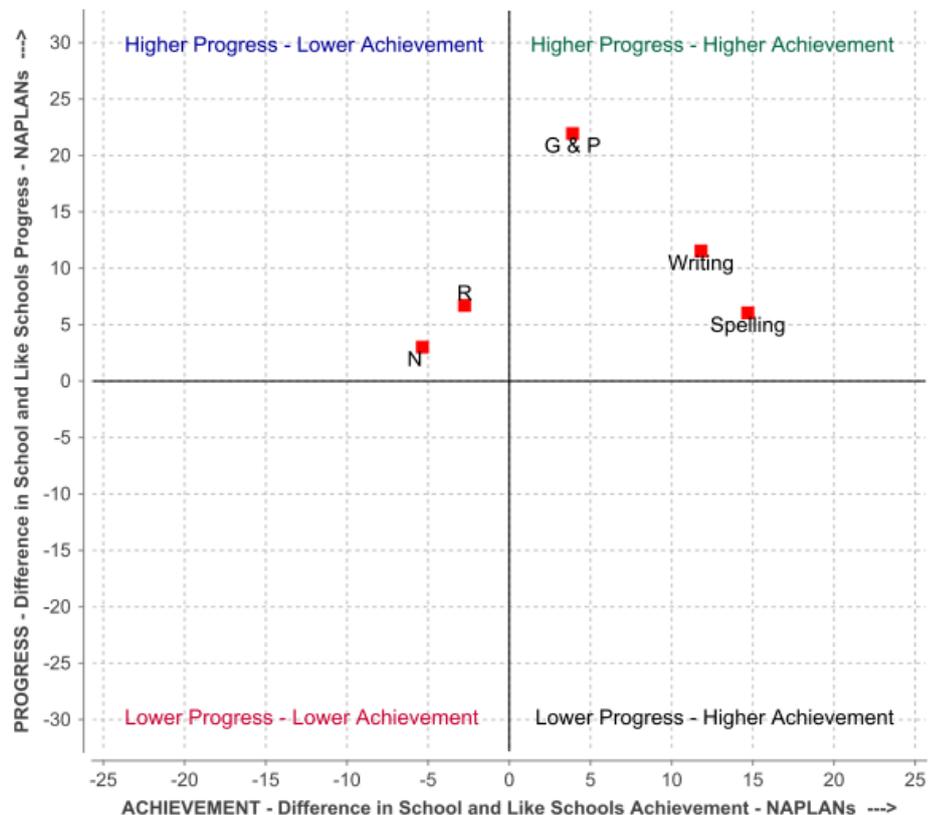


Average Spelling Score



## Student Progress and Achievement Compared with Like Schools

### NAPLAN Year 3 2019 to Year 5 2021



## NAPLAN DATA ANALYSIS

- WPS performed above like schools in all tests in Year 5.
- WPS performed above like schools in all tests in Year 3, excepting for Numeracy, where WPS achieved slightly below like schools.
- WPS performed within expected range in all tests and above expected range in Year 5 Grammar and punctuation.
- WPS demonstrated Higher Progress and Higher Achievement than like schools comparative data Years 3 (2019) – 5 (2021)

## LITERACY AND NUMERACY INITIATIVES

- Teaching and Learning Beliefs in Literacy and Numeracy
- Whole school instructional Framework
- Cracking the Code and Letters and Sounds in K-2
- Soundwaves Year 3
- MiniLit support program
- ACER testing in Mathematics, Reading, Grammar, Punctuation and Spelling Yr 1-6
- Bright path moderation PP-6
- Literacy and Numeracy Blocks
- Hot Maths program
- ICT used as a tool for learning to access a range of Literacy and Numeracy programs

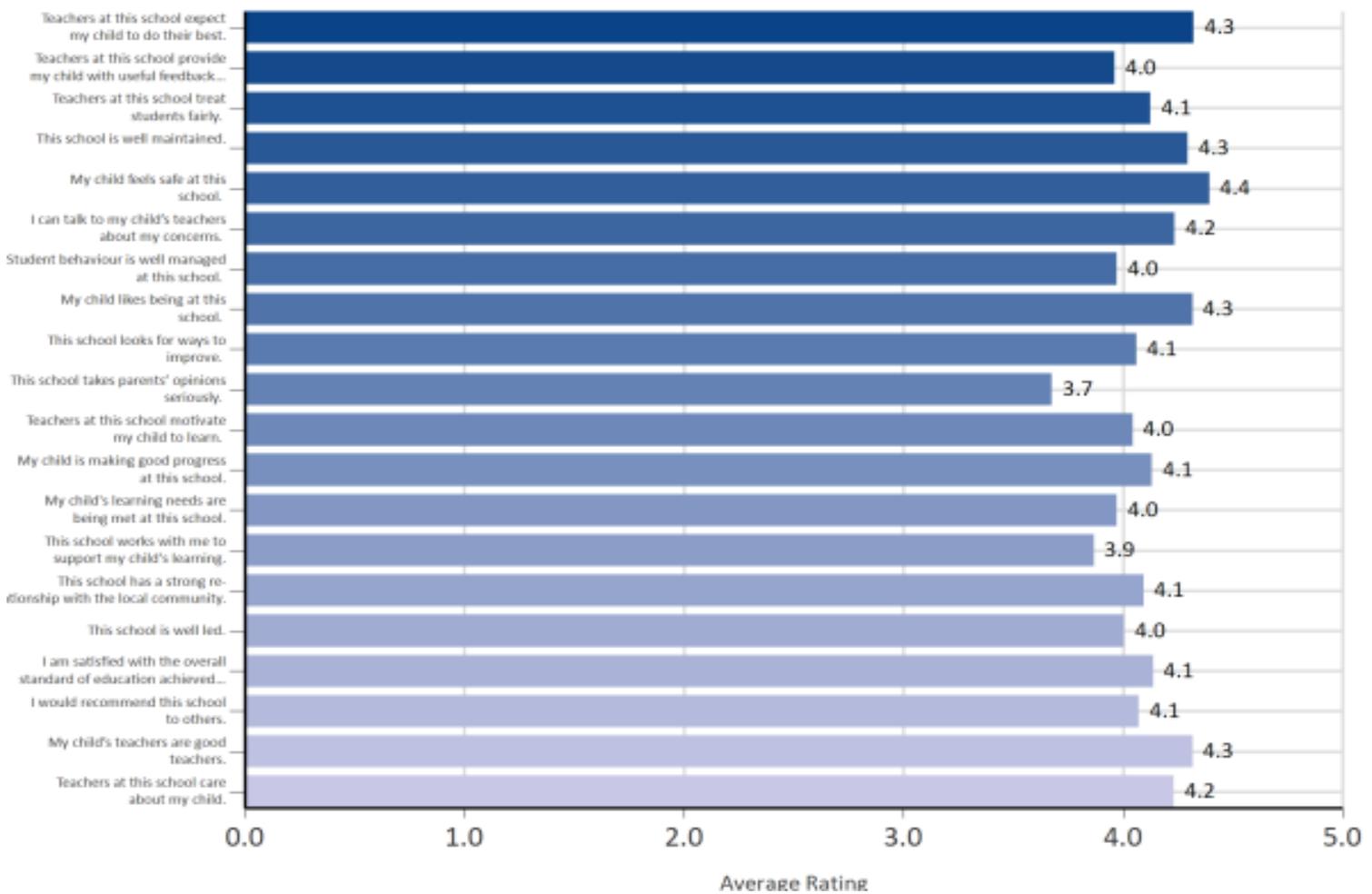
## Destination Schools

Destination Schools	Male	Female	Total
4002 Applecross Senior High School	12	13	25
4048 Rossmoyne Senior High School	5	4	9
1396 Kennedy Baptist College	1	5	6
1299 Corpus Christi College	1	4	5
4034 Melville Senior High School	5		5
4042 Perth Modern School	2	2	4
1277 All Saints' College		2	2
1100 Aranmore Catholic College	2		2
1063 Christian Brothers' College	2		2
4025 John Curtin College Of The Arts	2		2
4143 Leeming Senior High School	2		2
1008 Santa Maria College		2	2
1368 Seton Catholic College	1	1	2
1041 Christ Church Grammar School	1		1
4126 Willetton Senior High School	1		1



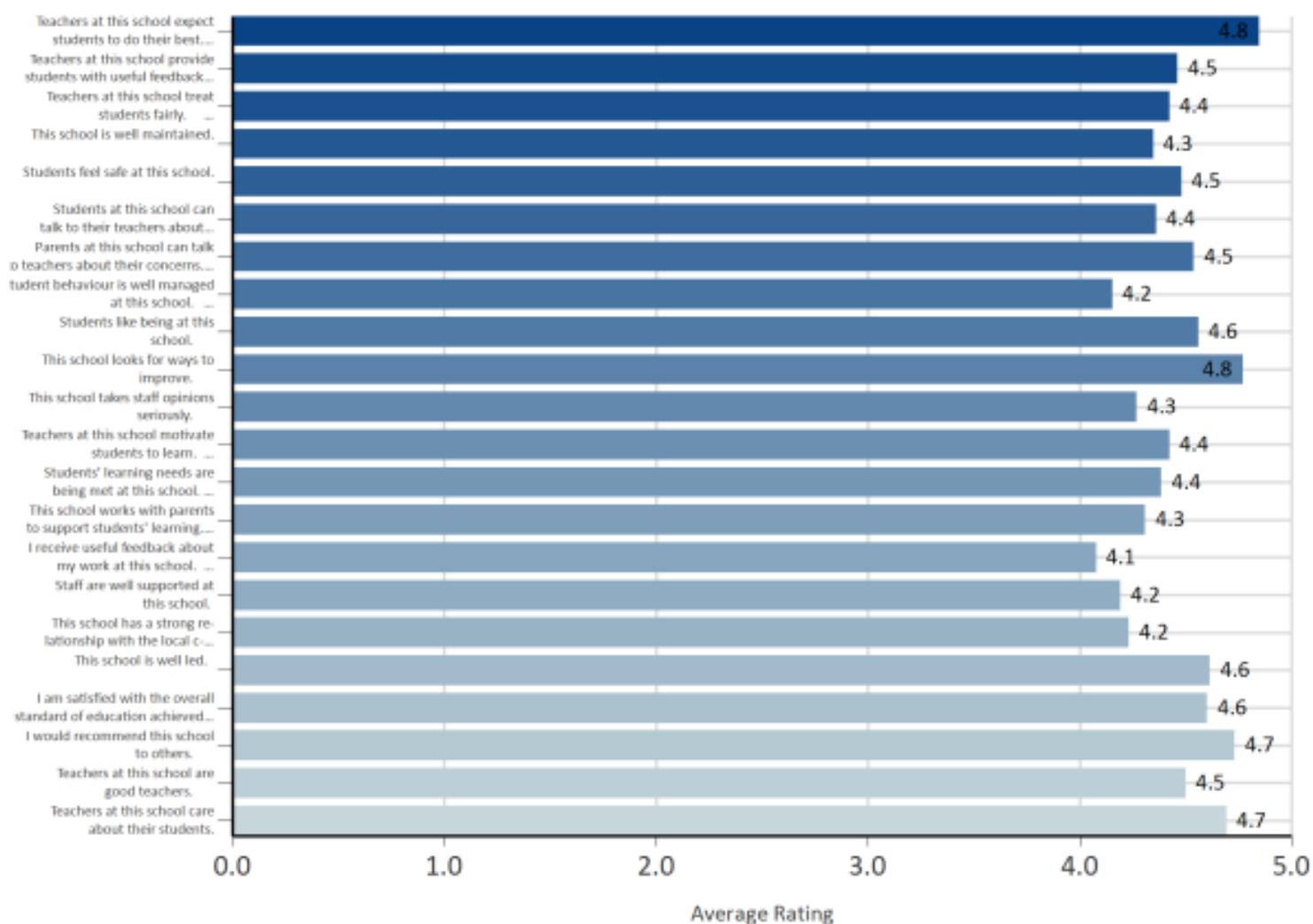
# Parents: National School Opinion Survey (NSOS) 2021

181 Respondents = approx. 55% of families.



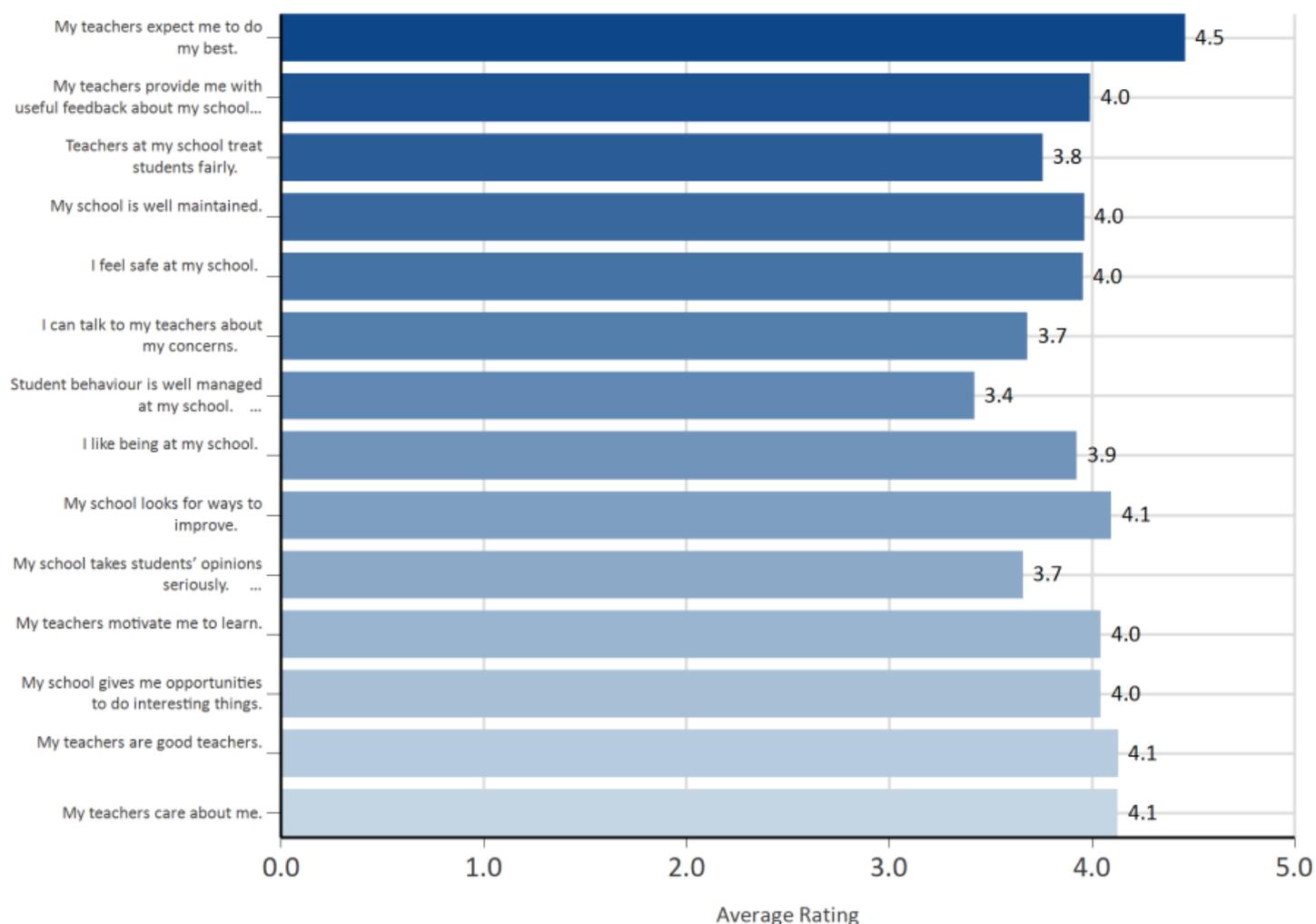
3.5 and above ranking (2021 target)	3.5 or below
All Highest rankings:	None
My child feels safe at this school	
My child's teachers are good teachers	
The school is well maintained	
Teachers at this school expect my child to do their best	
My child likes being at this school	
Teachers at this school care about my child	
	Lower rankings – monitor, develop and improve. Lowest ranking: The school takes parents opinions seriously 3.7 The school works with me to support my child's learning 3.9 ** even though lower here, higher than 2019 where identified as a strength.

## Staff : National School Opinion Survey (NSOS) 2021



3.5 and above ranking (2021 target)	3.5 or below
All well above	None
<b>Highest Agrees</b>	
Teachers at this school expect students to do their best.	
Teachers at this school provide students with useful feedback about their school work.	Observation
Students feel safe at this school.	I receive useful feedback about my work (19% unsure + 4% disagree)
Parents at this school can talk to teachers about their concerns.	

## Students : National School Opinion Survey (NSOS) 2021



3.5 and above ranking (2021 target)	3.5 or below
All items except item 7 (see right)	<p>3.4 Student behaviour is well managed at this school.</p> <p style="background-color: #f4a460; padding: 2px;">Lower ranked items – both 3.7</p> <p>I can talk to my teachers about my concerns</p> <p>My school takes student's opinions seriously</p>

## National School Opinion Survey Data Analysis

### Community:

- Community Engagement and Participation Team and Plan in developed with community in conjunction with staff, school board and community 2021-2022. Resource: DOE Engaging with Your Community Tool Kit.

### Staff Action:

- Explore a range of options and considerations for provision of feedback to staff on their work. Type, structure, frequency.

### Student:

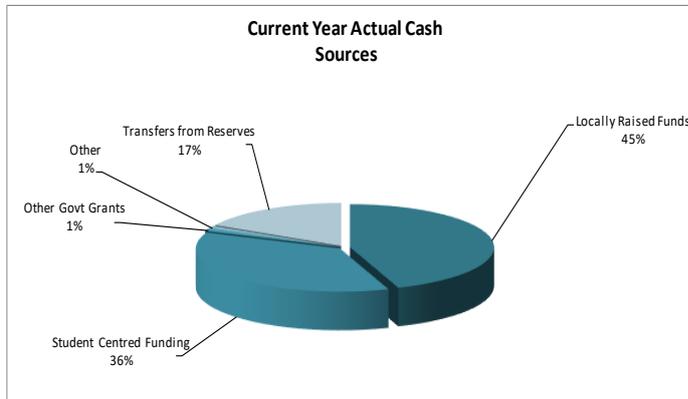
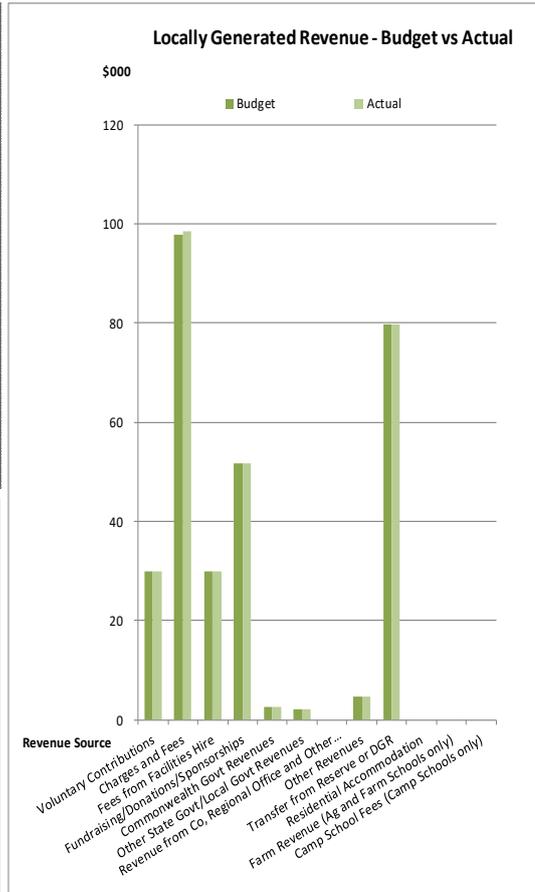
- Extend the GATE student surveys to inform learning profiles for all students.
- Expand NQS framework across the school as a tool for reflection and planning in the area of student agency.
- Seek student's view as to behaviour management processes – what practices do they feel supports them, what practices do they wish to see improvement in.



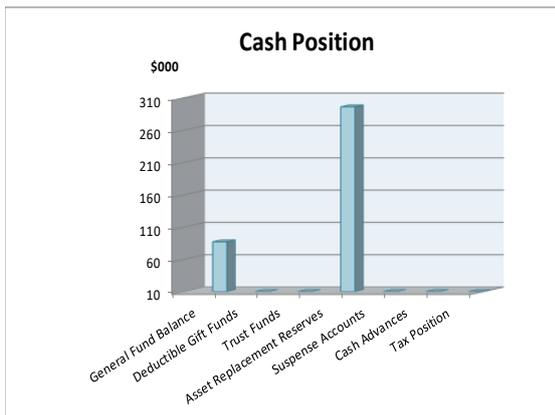
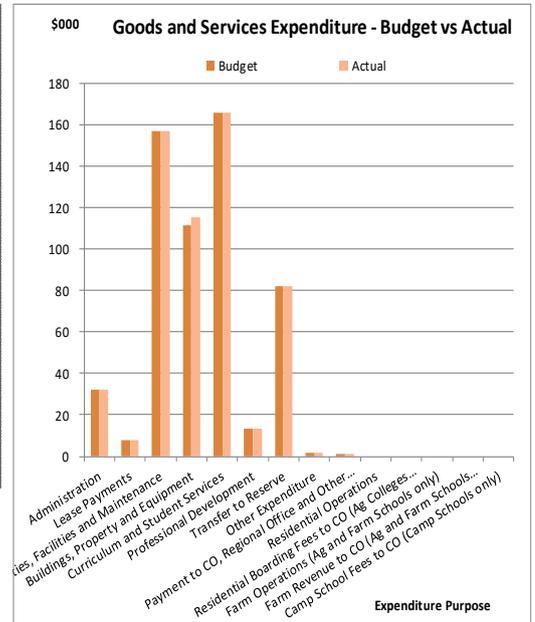
# School Income by Funding Source

## Winthrop Primary School Financial Summary as of Dec. 31<sup>st</sup>, 2021

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 29,910.00	\$ 29,910.00
2 Charges and Fees	\$ 97,871.86	\$ 98,556.86
3 Fees from Facilities Hire	\$ 29,822.46	\$ 29,822.74
4 Fundraising/Donations/Sponsorships	\$ 51,684.10	\$ 51,684.10
5 Commonwealth Govt Revenues	\$ 2,570.13	\$ 2,570.13
6 Other State Govt/Local Govt Revenues	\$ 2,013.60	\$ 2,013.36
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 4,687.76	\$ 4,688.80
9 Transfer from Reserve or DGR	\$ 79,797.98	\$ 79,797.98
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>	<b>\$ 298,357.89</b>	<b>\$ 299,043.97</b>
<b>Opening Balance</b>	<b>\$ 191,920.00</b>	<b>\$ 191,620.22</b>
<b>Student Centred Funding</b>	<b>\$ 172,123.88</b>	<b>\$ 172,123.88</b>
<b>Total Cash Funds Available</b>	<b>\$ 662,401.77</b>	<b>\$ 662,788.07</b>
<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Funds Available</b>	<b>\$ 662,401.77</b>	<b>\$ 662,788.07</b>



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 32,164.12	\$ 32,076.39
2 Lease Payments	\$ 7,640.00	\$ 7,638.63
3 Utilities, Facilities and Maintenance	\$ 156,635.76	\$ 156,635.22
4 Buildings, Property and Equipment	\$ 111,466.26	\$ 115,353.18
5 Curriculum and Student Services	\$ 165,697.62	\$ 165,615.64
6 Professional Development	\$ 13,459.36	\$ 13,459.36
7 Transfer to Reserve	\$ 81,969.00	\$ 81,969.00
8 Other Expenditure	\$ 1,896.45	\$ 1,899.46
9 Payment to CO, Regional Office and Other Schools	\$ 1,100.00	\$ 1,100.00
10 Residential Operations	\$ -	\$ -
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>	<b>\$ 572,028.57</b>	<b>\$ 575,746.88</b>
<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Expenditure</b>	<b>\$ 572,028.57</b>	<b>\$ 575,746.88</b>
<b>Cash Budget Variance</b>	<b>\$ 90,373.20</b>	



Cash Position as at:	
<b>Bank Balance</b>	<b>\$ 380,217.89</b>
Made up of:	
1 General Fund Balance	\$ 87,041.19
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 295,987.14
5 Suspense Accounts	\$ 743.56
6 Cash Advances	\$ -
7 Tax Position	\$ (3,554.00)
<b>Total Bank Balance</b>	<b>\$ 380,217.89</b>

## Resource Management

Winthrop Primary School was in a sound financial position in 2021. The school's finances are under continual scrutiny by the Principal, Manager of Corporate Services, the Finance Committee and the School Board.

The Public School Reviewers validated that Guided by the strategic improvement plan and business plan priorities and targets, the Principal and manager corporate services (MCS) ensure decisions about the allocation of financial, physical and human resources are research and evidence-based, with a focus on improving outcomes for students.

Student characteristics and targeted initiatives funding are astutely used to support identified student cohorts, ensuring optimal educational advantage in the distribution and acquisition of physical and human resources.

The Principal and the MCS has negotiated with seven Third Party User Agreement Licences which have provided mutually beneficial partnerships and a source of income for the school.

The school works in close partnership with community and continued to be fortunate in receiving financial support from the Parents and Citizen's Association, with funding directed to grounds enhancement projects, graduation and physical resources for the benefit of all students.



## School Priorities



Identified school priority	Progress against priority	Planned actions	Time
National School Opinion Survey (NSOS) reflects positive student, parent and staff perception. Survey items rated 3.5 or above	All items were rated above 3.5 on all surveys in 2021.	Systematically build on community engagement through the Community Partnership and Engagement Plan (in collaboration with School Board) and establishment of Community Engagement and Partnership Committee. Staff Health and Wellbeing Plan reviewed and enhanced. Student Leadership structures and processes enhanced to ensure higher level of student agency and broader range of opportunities for student voice throughout the school	2022  S2, 2022 S1, 2022
Decision making is collaborative, open and highly transparent and communicated via semester reviews describing progress towards targets as 'not evidenced', 'working toward' or 'achieved'.	Completed and tabled to the School Board as per schedule.	Hyperlink the document as new school website is more fully established.	S1, 2022
Progress through self-assessment to a level of cultural competence against the Aboriginal Cultural Standards Framework.	S2, 2021 self-assessment processes undertaken and movement toward cultural responsiveness noted and documented as part of the PSR process.	S2, 2022 self-reflection assessment against ACSF at Term 3, SDD	S2, 2022
School Board Effectiveness Survey will have an annual rating of 3.5 or above.	S2, 2021 ratings above 3.5 on all items.	S2, 2022 School Board Effectiveness survey will be conducted online through the DoE School Survey Tool.	S2, 2022

### Domain 2

Achieve National Quality Standards (NQS) in all 7 areas as 'green' (meeting standard)	S2, 2021, verification visit – Green 'meeting' verified for 5 of the 7 areas. Teaching and Learning Pedagogical statement written by ECE teachers in S2, 202	Expansion of The Standards across the school for use as a self-assessment and reflection tool.	2022
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Maintain over 92% attendance in each year of compulsory schooling.	Achieved 95.1 % attendance which is on par with like schools and 3.2% above all Western Australian Public Schools. Review WPS Attendance Guidelines	Continue to follow up absences as per procedures outlined in WPS Attendance Guidelines.  Provide parents with current WA Health Covid-19 health advice and guidelines in the management of absences due to COVID-19 leave.	2022
NSOS rating above 3.5 in student and parent survey item 'teachers at this school care about me/my child' and 'student behaviour is well managed at my school'.	Both items above 3.5 rating. Rating item 1: 4.2 Rating item 2: 4.0	Continue to embed Positive Behaviour Framework within the school. Enhance pastoral care processes with review of SaER processes, additional of Learning Support Coordinator and Gifted and Talented Coordinator. Purchase of increased School Psychology time. D/Principal SaER Manager.	2022
Embedding of the Aboriginal Cultural Standards Framework is evidenced physically in the school across all teaching and learning areas.	Welcome Totem. Art works – Six Seasons Art Acknowledgement of Country	Consideration of re-naming or dual naming of teaching blocks as their artwork 'season' through the CAN Team. New signage to be sought.	2022
Development and implementation of Health and Wellbeing plans for both staff and students.	General Health and Wellbeing Overview compiled in S2, 2021 as a 'snapshot' of health and wellbeing initiatives across the school – staff, students and community and included in the PSR submission.	Expansion of Health and Wellbeing Guidelines to plans for Staff and Students. Community focus through Community Engagement and Partnership	2022 (CEP plan – 2023)
<b>Domain 3</b>			
All staff engage in performance management processes, meeting twice a year inclusive of collegiate observation.	PM undertaken as per compliance requirements.	PM expanded to incorporate formalised collegiate / peer mentoring and classroom observations with collaboratively planned observation protocols.	2022
The Leadership Team will lead the development and implementation of school plans which contain specific targets related to improvement of student achievement, attendance and retention	Current plans in place 2021 – 2023 including Business Plan, Attendance Plan, and Whole School Assessment processes reflected on against School Improvement and Assessment Tool Framework.	Continuance of whole school review processes.	2022
The Leadership Team guides whole school self-assessment of current school performance and of the Business Plan describing progress toward targets as 'not evidenced' or 'working toward' or 'achieved' through Semester Reviews.	Semester Reviews tabled with school board in June and November.	Continue	2022
The Leadership Team will facilitate, identify and support development of high potential leaders across all levels of the school.	Future Leaders Framework structures in place. Team Leader Nominations undertaken Supporting staff for attainment of L3 Classroom Teacher Status Support for staff in preparation and engagement of selection processes for formal promotional positions across the system.	WPS Principal is the leader of the FL initiative across the Applecross Network.	2022

The Cultural Action Network (CAN) leads the annual review and progression of the Culturally Responsive School Improvement Plan.	CAN is established and fully engaged across the school. Annual Review of Culturally Responsive School Improvement Plan undertaken.	Continuance of CAN program as outlined in CAN Culturally Responsive School Improvement plan.	2022
Semester Team Effectiveness Surveys will demonstrate a 3.5 or above rating in all items	Team Effectiveness Surveys completed with all teams demonstrating 3.5 or higher rating in all items.	Continue with Team Meetings, Team Protocols and review of Staff Agreements.	2022
Leaders at all levels will seek 360° feedback	Team Leaders and all members of the leadership team sought 360° feedback. Average number of responses per person was 27 which is 60% return rate.	Leaders will seek 360° feedback once every two years as a minimum.	2023

#### Domain 4

Termly student needs assessments will be undertaken by the Leadership Team in allocating support resources for identified cohorts.	Student Needs assessments undertaken by <ul style="list-style-type: none"> <li>a) LSC</li> <li>b) SaER Coordinator</li> <li>c) Principal</li> <li>d) Team Leaders</li> </ul>	Continue terms student needs assessments based on data <ul style="list-style-type: none"> <li>a) Attendance</li> <li>b) Behaviour</li> <li>c) Case Management goals</li> <li>d) Academic progress and achievement.</li> </ul>	2022
Staff will collaborate to input target linked budget proposals to the Leadership Team for consideration in budget planning cycle annually in Term 3.	Target linked budgeting undertaken in Sept. 2021, teams forwarding budget proposals to the Finance Committee for Dec. meeting.	Target linked budget planning to continue. Audit of ICT Curriculum licenses costings Target linked budget proposals will inform the finalisation of the 2022 Cash Budget via Finance Committee.	Term 1, 2022
Teacher leaders will maintain cost centre curriculum budgets in line with all DoE policy and address procurement of resources as per school plans	Cost Centre Managers maintained cost centres in line with DoE policy throughout 2021.	Finance Handbook and induction at SDD presented by MCS and L2 School Officer.	Term 1, 2022
The Workforce Plan will sustain human resource management to progress whole school initiatives.	Workforce plan was reviewed in 2021 and noted by the School Board.	Implementation of planning in line with targets identified in the Workforce Plan 2021 – 2022. Review of 2021 – 2022 plan	2022 Ongoing Term 4, 2022.

#### Domain 5

School wide beliefs on teaching and learning are understood, embedded in practice.	Teaching and Learning beliefs have been represented in circular graphic – WPS Teaching and Learning Model (as displayed in this Annual Report). High visibility in the school in Administration, teaching and learning areas and on the school's website and strategic documents. All staff have spent considerable time collaborating in the formulation of this graphic	Teaching and Learning Model continues to underpin all decision with Every Student Successful at the core of our actions, resource management and teaching and learning practices ongoing reviewed annually through the use of the School Improvement and Accountability Framework school based rubrics.	2021
All teachers will implement the whole school Instructional Framework	Instructional Framework has been collaboratively planned by class teachers drawing from and inclusive of evidence based practice. Understood and implemented by all staff.	Continue to embed Instructional Framework across the school. PL to strengthen teacher use and understanding of the 10 High Impact Teaching Strategies. Induction for new teacher to the school.	2021 Ongoing –

	Displayed in all classrooms – high visibility across the school.			
All staff will use the whole school Literacy and Numeracy Scope and Sequence Documents.	Embedded and being implemented across the school by all class teachers.	Continue use. PL as required on elements of Literacy and Numeracy Blocks reflective of Scope and Sequence items.		
Student learning will be connected and embedded in real life, real world contexts	Whole school Be the Change projects. GATE personal projects in place Winthrop Farmers – growing plot to enrich individual learning programs.	Develop Be the Change projects and audit progress where appropriate to the DoE Sustainable Schools Initiative tools.	2021 ongoing	–
All staff will deliver daily literacy and numeracy blocks.	Literacy and Numeracy blocks are being embedded across the all year levels in the school supported by year level scope and sequence documents.	Continue to embed. Provision of PL to support as required. Termly review and management of education assistants and support teachers to prioritise literacy and numeracy block sessions for support based on need, and with particular reference to EALD learners and SaER.	2021 ongoing	–
All teachers will identify students at educational risk and differentiate teaching, assessment and reporting to meet student need.	Learning Support Coordinator supports staff in case management of SaER. Use of SEN planning tool and reporting format for identified students. Purchase of additional school psychology support time. Purchase of EdCompanion data analysis tool to support teachers in the planning and delivery of differentiated learning. Case management of all students at educational risk. GATE coordinating teacher (personalised learning plans, student surveys, personal projects, identified enriched learning opportunities.	Ongoing and development of stated actions. Staff professional learning as required and requested by staff and reflective of student need and school's strategic direction.	2021 ongoing.	–
Teachers will collaborate to plan, act, assess and report on student learning.	Year level teams have been established. Team leaders have been nominated and elected. EdCompanion Tool has been purchased to support case management approach. Data walls are utilised in all year levels.	Fortnightly team meetings (via WebEx or face to face dependent on COVID-19 protocols).		
The school has a repertoire of fair and inclusive assessment and reporting strategies.	Whole school assessment schedule is in place. All staff have accessed professional learning in moderation.	Implementation of schedule. Teacher collaboration and analysis of grade distribution data. Teacher collaboration in the design and implementation of school based moderated tasks.	2021 ongoing.	

All staff will embed information and communication technologies to support teaching and learning.	Third party user agreements managed by ICT team and supported by Deputy Principal. ICT resource officers provide support to teachers, students and parents in management and use of 1:1 iPad program. A range of curriculum applications have been purchased by the school to support student learning in Literacy and Numeracy.	Implementation of current supports. Development of STEM coordinating teacher role to be included in ICT Team. PL from TDS in ICT / Stem	
NAPLAN, PAT and On Entry test results align with teacher judgements	Grade distribution data accessed through SAIS Dashboard to inform alignment. Enhanced moderation processes through provision of designated collaborative time and professional learning in team meetings. There is a focus on developing data literacy through shared moderation processes and collaborative assessment. Data recording and analysis has been undertaken in response to grade alignment disparities against like schools and NAPLAN	Ongoing as per strategies outlined.  Continue to provide opportunities for staff to engage in moderation processes within the school and with network schools to support consistency in teacher judgements and grade allocations, with a particular focus on students who have a language background other than English (LBOTE)	2021–ongoing

### Student Progress and Achievement

By 2023, NAPLAN data mean in Years 3 and 5 in all tests will be equal to or above like schools	In 2021, in Year 3, Reading, Writing, Spelling and Punctuation and Grammar progress and achievement was above like schools. In 2021, in Year 5, Reading, Writing, Spelling, Numeracy and Punctuation and Grammar progress and achievement was above like schools.	Maintain or increase the achievement levels in all tests in Yrs. 3 and 5 on all tests.	2021–ongoing
By 2023 Attitude Behaviour and Effort (ABE) data demonstrates a whole school rating improvement in the area of students setting and achieving goals	Data demonstrates significant increase in % of students achieving 'often' and 'consistently' description from years 3-6	Review of ABE rubrics to support consistency in teacher judgements in this area of ABE.	2022
By 2023 NAPLAN progress and achievement data in Years 3 and 5 will demonstrate increased in % of students in 'good' and 'excellent' achievement categories	High progress and achievement from Year 3 2019 to Year 5 2021 NAPLAN7 Grammar and Punctuation, Writing and Spelling and high progress Reading and Numeracy have been achieved.	Continue to identify SAER who in the moderate to low / very low progress categories and support learning through case management processes.	2021- ongoing
By 2023 students identified as Gifted and Talented or requiring extension will be supported by enrichment plans	Identified from NAPLAN First Cut and Student Achievement Information System data, improvement plans are developed for students achieving below and above the standard. Taking a case management	GATE personalised learning plans continue to be documented and expanded to reflect individual learning needs of identified students. Students to continue to access enriched learning opportunities to support student agency.	2021

approach, programs such as MiniLit and the Gifted and Talented program support these students. Planning for Identified students have been offered personalised learning program and enriched opportunities including Leadership Conference, Fremantle Literacy Centre Writers Conference, Personal Projects.

On Entry Data for at risk and or EAL/D students is repeated in Yr 1 to monitor progress

Significantly more students made very high progress for Reading and Numeracy from On-entry Assessment to 2021 Year 3 NAPLAN when compared to like schools.

PL as required on EALD progress Maps.

2021

By 2023, a STEM coordinator will be supporting all teachers to embed best practice across the school.

STEM coordinator has been identified and supported with a budget and coordination time.

Further development of STEM Committee.  
Expansion of STEM to include the arts – STEAM.  
STEM coordinator will seek expression of interest from staff to join STEM Committee  
STEM coordinator will attend TDS school to support professional knowledge.

2022



## Community Events and Partnerships

Event	Details
Public School Review In 2021, Winthrop Primary School was reviewed by Department of Education Public School Accountability Director, Maxine Augustine and Public School Principal, Lee Woodcock	<p>The school's public school report was endorsed by the Deputy Director of Schools, Melesha Sands, The timeframe for the next Public School Review was determined through the school self- assessment process and validated by the reviewers as three years.</p> <p>Through the report it was acknowledged that WPS Leadership has set the ideal conditions for respectful leadership, enterprising staff engagement and trusting community relations. <i>Noted was the impressive level of engagement of WPS with its local community</i> which was seen as a product of strong focus and high level leadership.</p> <p>Winthrop Primary School Public School Report link:</p> <p><a href="#"><u>Winthrop-Primary-School-Public-School-Review-report-October-2021.pdf (winthropps.wa.edu.au)</u></a></p>



30<sup>th</sup> Anniversary  
 Pearls of Wisdom  
 Book and Book  
 Launch

Community compilation of 'Pearls of Wisdom' collected from current and former staff members, students and community friends in celebration of the schools 30<sup>th</sup> Year Anniversary in 2021.

Book was launched in community celebration in December, 2021.



Winthrop  
 Farmers

Perth Royal Show Entry of Sustainable Scarecrow, Awarded 3<sup>rd</sup> place, prepared as part of the individualised learning plans of identified students and supported with funding through the P&C.

Perth Royal Agricultural Show 2021  
 Sustainable Scarecrow

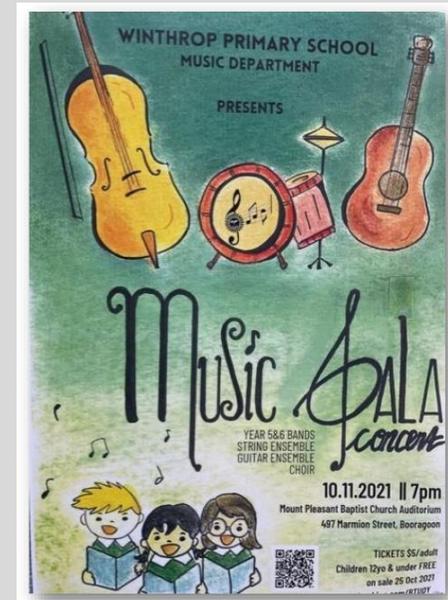


Yr 3 'Winthrop Farmers' Sustainable Scarecrow'  
 Royal Agricultural Show Entry.  
 Awarded 3<sup>rd</sup> place.



Winthrop PS  
Music Gala

The WPS Music Gala concert was a celebration and showcase of all music programs at WPS featuring the sting ensemble, the year level bands, soloists and choir.



Launch of new school website

New school website was launched in Dec. 2021 to support the school's Communication Plan. WPS Website provides language translation option and featuring links to also newly launched Official Winthrop Primary School Facebook page.

[Winthrop Primary School \(winthropps.wa.edu.au\)](http://winthropps.wa.edu.au)



## GLOSSARY



ACRONYM	MEANING
<b>ABE</b>	Attitude, Behaviour and Effort
<b>ACSF</b>	Aboriginal Cultural Standards Framework
<b>CAN</b>	Cultural Awareness Network
<b>DOE</b>	Department of Education
<b>DOTT</b>	Duties other than Teaching
<b>DP</b>	Deputy Principal
<b>EALD</b>	English as additional language or dialect
<b>FLF</b>	Future Leaders F
<b>LSC</b>	Learning Support Coordinator
<b>MCS</b>	Manager of Corporate Services
<b>NQS</b>	National Quality Standards
<b>NAPLAN</b>	National Assessment Program Literacy and Numeracy
<b>PAT</b>	Progressive Achievement Tests
<b>PL</b>	Professional Learning
<b>P&amp;C</b>	Parents and Citizens
<b>SDD</b>	School Development Day
<b>STEM</b>	Science, Technologies, Enterprise and Mathematics
<b>SAER</b>	Students at Educational Risk
<b>SNEA</b>	Special Needs Education Assistant