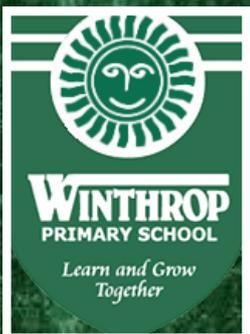


LEARN AND GROW TOGETHER



WINTHROP PRIMARY SCHOOL
AN INDEPENDENT PUBLIC SCHOOL

2018 ANNUAL REPORT



OUR MOTTO

LEARN AND GROW TOGETHER

OUR VISION

To be a school which works in partnership with community to support all students in becoming successful learners, confident and creative individuals and active and Informed citizens.

THE COMMUNITY AGREEMENTS THAT UNDERPIN OUR SCHOOL ARE:

- Demonstrate mutual respect of the role of teacher and parent in meeting the needs of each individual child
- Adopt a proactive approach to communication and building a sense of community
- Interact courteously and appropriately
- Be open to new learning and value positive contributions
- Approach problems calmly with the aim of finding a positive solution
- Maintain confidentiality
- Demonstrate positive support and advocacy for Winthrop Primary School.

FROM THE PRINCIPALS

Welcome to the Winthrop Primary School 2018 Annual Report .

Throughout 2018 we continued to focus on improving our school performance through the development and embedding of whole school programs. In particular there was a significant focus on the identification and implementation of evidenced based pedagogical practices. In reflection of this, teachers worked collaboratively to review their shared beliefs of the manner in which children learn best in Literacy and Numeracy. More broadly, our quintessential beliefs of how children learn were reaffirmed and provide our school with a common language and shared understanding of how children learn best.

In 2018 we progressed and maintained our focus on Excellence in Teaching and Learning. This focus being inclusive of both academic and non-academic domains. All teachers worked in phase of learning teams, supported by a Leadership Team Manager, to continue and improve their targeted, engaging and authentic learning programs for our students, with particular emphasis on the implementation of Literacy and Numeracy Blocks.

Our school has previously been recognised, as one which provides learning programs which contribute to pathways leading to meaningful and externally recognised outcomes beyond school. In 2018 we continued to develop and build on our student's engagement and understanding of local, national and global issues through our Be the Change Classroom initiatives. Additionally an intentional focus was placed upon the embedding of the Cross Curricular priorities throughout the curriculum as evidenced through our Indigenous Seasons art projects, supported by artist in residence Jade Dolman and accompanying informative signage developed in collaboration with Olman Walley.

The Winthrop Primary School Board plays an integral role in our schools progress, development and success. In 2018, the school board continued to monitor our work toward targets in the Business Plan 2018—2020 through the Biannual Reviews. This document was presented to the board twice during the year and shared with community via our website and documented the progress, actions and initiatives in relation to the achievement of our stated targets. This document evidenced our actions and ensured our judgments remained aligned with both the Business Plan and the Department of Education's strategic direction.

The provision of enhanced learning opportunities and improved outcomes for all students is the driver for all decisions our school makes. We are grateful to our generous and supportive Parents and Citizen's Association, school board members, parents and caregivers for their invaluable contribution to all aspects of our school. We offer you this Annual Report as an overview in celebration of our achievements as partners in continuing our tradition of educational excellence as our students 'Learn and Grow Together'.

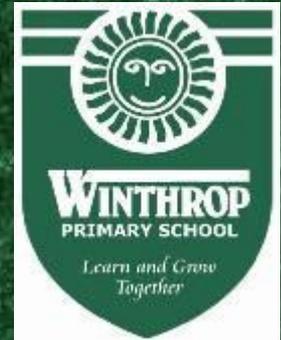
Yours Sincerely,

Julie Carlson and Karina Meldrum

Principals

Don Johnston

School Board Chair



**WINTHROP
PRIMARY SCHOOL**

Established 1991

www.winthropps.wa.edu.au

Our School Motto

*'Learn and Grow
Together'*

SCHOOL CONTEXT

Winthrop Primary School is an Independent Public School Operating in the South Metropolitan Education Region. Our School works collaboratively with and in conjunction with other schools in the Applecross Network.

We embrace a culture of ongoing improvement and look forward to our student's future successes in an environment where children 'learn and grow together'. We are enriched by cultural diversity with almost half of our families coming from a language background other than English. All students benefit from a safe, inclusive learning environment where by unique skills, needs and talents are embraced, celebrated and supported. We have high expectations for every student to succeed and to achieve their very best.

Our students are offered a range of programs designed to motivate and provide challenging learning opportunities across the curriculum. Social and emotional wellbeing is a priority at Winthrop Primary School and is supported by our Learning Support team which includes our learning support coordinator, chaplain, school psychologist and health specialist teacher. We implement targeted research-based programs including Pre, Mini and MacQLit, to ensure all students have maximum curriculum access.

SCHOOL MANAGEMENT



Julie Carlson
Principal:
Wednesday, Thursday and
Fridays



Karina Meldrum
Principal:
Monday and Tuesday

Deputy Principal:
Wednesday, Thursday and
even Fridays



Albert Cianfrini
Deputy Principal
1.0 Full time
Monday – Friday



Mool Bhargava
Manager of
Corporate Services
Monday – Friday

WINTHROP PRIMARY SCHOOL

SCHOOL PROFILE 2018

Staff Information

	No	FTE
Administration Staff		
Principals	2	1.0
Deputy Principals	2	1.5
Total Administration Staff	4	2.5
Teaching Staff		
Level 3 Teachers	8	6.6
Other Teaching Staff	32	22.6
Total Teaching Staff	40	29.2
School Support Staff		
Clerical / Administrative	5	4.4
Gardening / Maintenance	1	0.6
Other Non-Teaching Staff	18	12.9
Total School Support Staff	24	17.9
Total	68	49.6



Student Numbers (as at 2018 Semester 2)

Student Number	(FTE)
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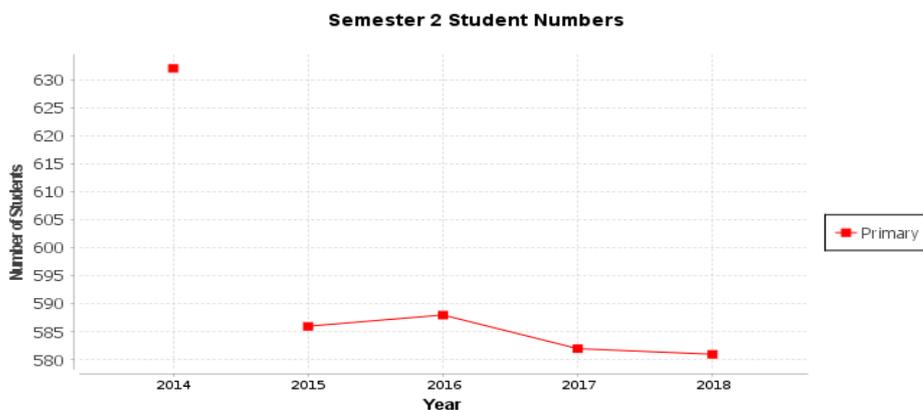
Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(40)	86	79	80	86	72	84	94	621
Part Time	79								

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

	Kin	PPR	Pri	Sec	Total
Male	42	41	277		360
Female	37	45	218		300
Total	79	86	495		660

Student Numbers - Trends

Semester 2 ▾

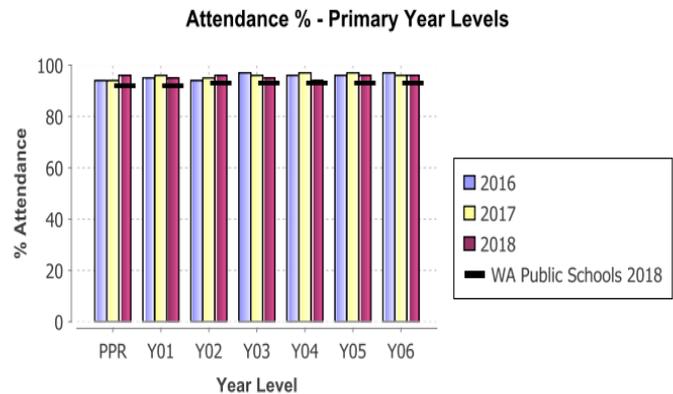


Semester 2	2014	2015	2016	2017	2018
Primary (Excluding Kin)	632	586	588	582	581

WINTHROP PRIMARY SCHOOL

SCHOOL PROFILE 2018

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2016	88.6%	8.9%	1.9%	0.3%
2017	90.5%	8.2%	1.2%	0.2%
2018	87.7%	10.1%	2.0%	0.2%
Like Schools 2018	89.1%	9.0%	1.6%	0.3%
WA Public Schools 2018	77.0%	15.0%	6.0%	2.0%



Where are we now	Target: Whole school target attendance target of the number of students with regular attendance (92% or greater) to exceed 80%
What the data is telling us ?	We are meeting our target .
What are we going to do about it	Continue to focus on attendance and in particular following up via parent letter and through parent induction workshop on student absences during term time due to unauthorised vacation.

Destination Schools

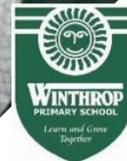
2018 school destinations of the 2017 student cohort

Year Level : Male: 51 Female: 43 Total: 94

Destination Schools	Male	Female	Total
4002 Applecross Senior High School	12	20	32
1396 Kennedy Baptist College	12	4	16
4025 John Curtin College Of The Arts		8	8
4034 Melville Senior High School	5	2	7
4048 Rossmoyne Senior High School	5		5
1063 Cbc Fremantle	4		4
4042 Perth Modern School	1	2	3
4126 Willetton Senior High School	2	1	3
1277 All Saints' College		2	2
1107 Aquinas College	2		2
1152 Penrhos College		2	2
1041 Christ Church Grammar School	1		1
4012 Churchlands Senior High School	1		1
1299 Corpus Christi College	1		1
4206 Fremantle College	1		1
1121 Iona Presentation College		1	1
1008 Santa Maria College		1	1
4100 Tom Price Senior High School	1		1



2018 -2020
BUSINESS PLAN



**WINTHROP
PRIMARY
SCHOOL**
Independent Public School



Empowering Excellence in Teaching

Inspiring Excellence in Learning

DEVELOPING THE WHOLE CHILD

WORKING in PARTNERSHIP

FOCUS AREA 1—Inspiring Excellence in Learning

GOAL: Our students are supported to strive for excellence and to achieve their own academic best through the development of a growth mindset.

KEY: N= Not Yet

WT= Working Towards

A= Achieving

OBJECTIVES	MONITORING	N	W T	A	ACTIONS
Students are supported to achieve their own academic best	Operational plans Education Plans (Group and Individual as required) Regular assemblies Student outcomes against year level assessments as per whole school schedule.				Operational Plans completed and uploaded to school website. Documented Individual Education Plans / Teaching and Learning Adjustment Overviews have been completed in consultation with parents. Plans are continuously monitored, assessed against and forward planned. Whole School Assessment Schedule is in place.
Students are supported to develop a self-improvement mindset.	Community initiatives Overview Class Agreements Implementation and data analysis of behaviour management records				Each class has negotiated classroom agreement (example) , visible in each class and communicated to parents. Behaviour Management Policy, internally reviewed and feedback sought Semester 2, 2018. Amendments will be made as required and uploaded onto the school website. Community initiatives are being reviewed and developed with the school board.
Teaching methods are responsive to student need.	Current and accurate Students at Educational Risk register compiled by Learning Support Coordinator Group plans for Pre, Mini and MacQLit Documented teaching and learning adjustments (TALA) Handover documentation completed end of each school year. PEAC testing				MiniLit and MacQLit programs are being implemented for identified students. Documented on Group Education Plans (GEP). Teaching and Learning Adjustment Overviews (TALA's) are continuously monitored for identified students. Students at Educational Risk register has been compiled from data and input from classroom teachers. Maths Olympiad STEM Maths cross setting 4-6 PEAC
Assessment and moderation informs practice	Moderation processes documented explicit criteria Whole school assessment schedule Data analysis to set whole school , cohort specific, class and individual targets Target linked budgeting - budgets maintained by cost centre managers				Brightpath (calibrated writing assessment) being undertaken and moderated ABE rubrics implemented across the school Moderation using assessments as per Whole School Assessment Schedule. ACER testing.

FOCUS AREA 1—Inspiring Excellence in Learning

GOAL: Our students are supported to strive for excellence and to achieve their own academic best through the development of a growth mindset.

KEY: N= Not Yet

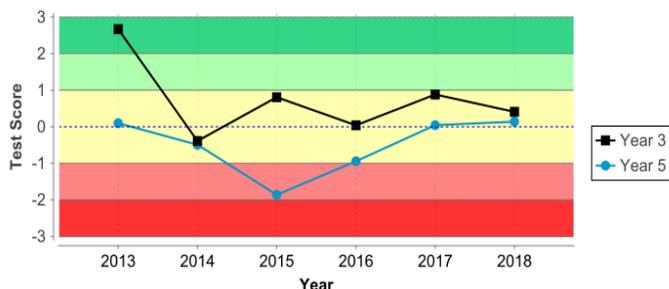
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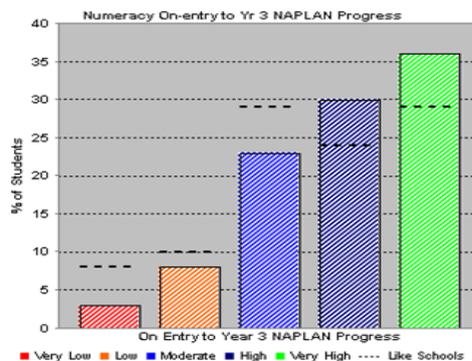
OBJECTIVES	MONITORING	N	W T	A	ACTIONS
Literacy and Numeracy is an academic focus for all students across all curriculum areas	Performance Management processes. Implementation of whole school Literacy and Numeracy Plans				<p>Performance Management processes for all staff .</p> <p>Whole school Literacy and Numeracy Plans in place.</p> <p>Belief statements for Literacy and Numeracy were developed in learning area teams.</p> <p>Operational Plans being implemented.</p>
<p><u>Literacy:</u> To close the gap in NAPLAN results to like schools in all aspects of English at Year 3 and Year 5.</p> <p>Increase the percentage of students achieving in the higher proficiency bands in all aspects of English in Year 3 and 5.</p> <p>Decrease the percentage of students represented in the lower proficiency bands of all aspects of English in Year 3 and 5.</p> <p><u>Numeracy:</u> Close the gap in NAPLAN results to like schools in Numeracy in Year 3 and 5.</p> <p>Increase the percentage of students achieving in the higher proficiency bands in Numeracy in Year 3 and 5.</p> <p>Decrease the percentage of students represented in the lower proficiency bands in Numeracy</p>	<p>Analysis of annual Naplan data Analysis of intervening Naplan data Analysis of moderated work sample data. Analysis of On Entry data Analysis of Pre, Mini and MacQLit data Analysis of agreed assessment data as per whole school assessment schedule</p>				<p>Instructional Framework whole school consistency of instructional approach.</p> <p>Instructional coach appointed – Kerry House. Whole School Assessment Schedule in place. Online NAPLAN school, 2018 Whole School Purchase and use of CNAP (Best Practice) data analysis tool. National Quality Standards (NQS) Audit completed. EAL/D support teacher and Education Assistants working across the school with identified groups of students. Special Needs education assistants supporting identified students across the school. Phase of Learning Teams (teacher) meeting 3 times per term. Whole school staff meetings 2 per term. Terms 1 and 3 SDD focused on explicit teacher upskilling in literacy and implementation of the Whole School Instructional Framework.</p> <p>Apple coach (teacher Simon Dufall) Apple focus teachers (Nancy Crane, Therese Cianfrini, Jeanine Candy and Gail Reed) to support implementation of ICT iPads to enhance literacy and numeracy outcomes.</p>

WINTHROP PRIMARY SCHOOL BUSINESS PLAN 2018—2020

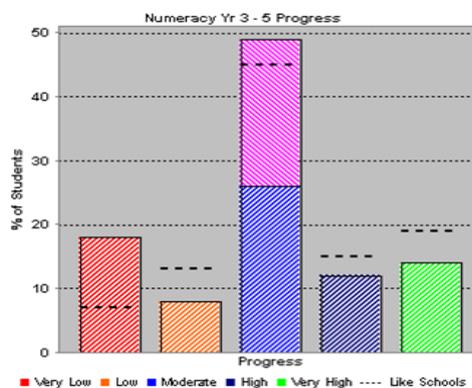
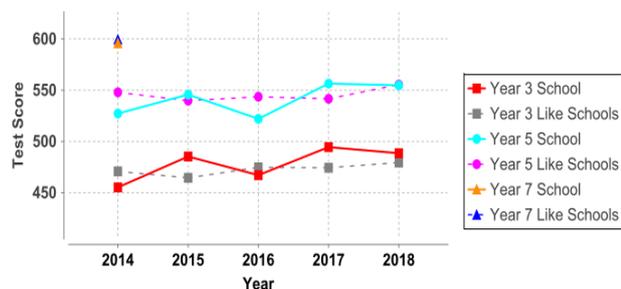
Longitudinal Data— Reading



Reading Progress

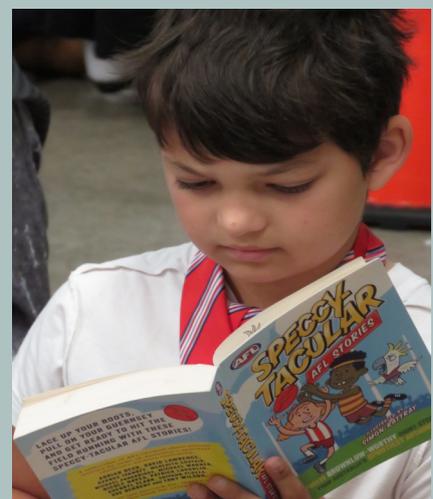


Average Reading Score



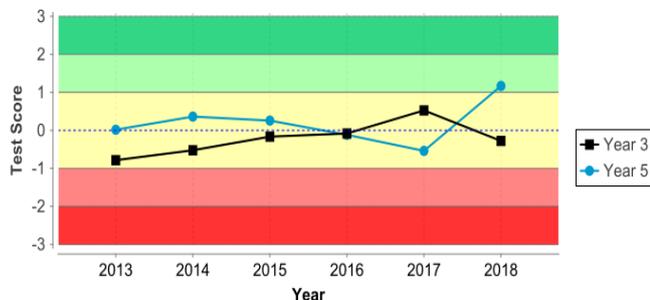
ANALYSIS	YEAR 3	YEAR 5
What is the data telling us ?	<p>Achievement within expected school mean. Average reading score is above like schools. Above like schools in progress in the high and very high categories. No students below National Minimum Standard. 2 students at minimum standard. 85 Students above minimum standard. 40% of the WPS cohort (20% Aust. wide) are above Band 6. 3 students in highest Band, 10 Year 3 trend line is within expected mean .</p>	<p>Achievement within expected school mean. Average reading score is on par with like schools. Slightly below like schools in high progress and below like schools in very high progress 82 students above national minimum standard, 1 below. 42% of the WPS cohort (20% Aust. wide) above Band 8. 6 students in Band 10. Stable cohort Achievement is above like school. 2018 continued upward trend line.</p>
Why do we think this is so?	<p>Implementation of Instructional framework. Continued implementation of Literacy Blocks and guided reading focus. Whole school development of literacy beliefs. EALD EA support model Handover processes are strong. Indicated attendance may be having an impact on outcomes. (14 of the 87 students). Target linked budgeting. Explicit teaching PP, 1 and 2 Solid preparation and support around movement toward NAPLAN online platform.</p>	<p>Implementation of Instructional framework. Continued implementation of Literacy Blocks and guided reading focus. Whole school development of literacy beliefs. Moderate attendance may be having an impact on 5 students. Target linked budgeting and resourcing. Solid preparation and support around movement toward NAPLAN online platform.</p>

<p>Conclusion</p>	<p>ACER testing is providing formative assessment. Brightpath moderation techniques making positive difference to grade alignment. Teacher engagement with data is increasing—CNAP and NAPLAN online data base. We need to capitalise on our Yr. PP and Yr. 3 achievement when those students are in Year 5—aiming for higher progress. We are above or on par with Like Schools Achievement across the year levels. We need to monitor and educate parents about the amount of holiday periods during term time our students are taking—see Moderate and Indicated attendance due to K code absences.</p> <p><u>Year 3 Reading Strengths:</u></p> <ul style="list-style-type: none"> • <i>Analyses the effect of modal language in an information text</i> • <i>Identifies the main idea of a paragraph in an information text</i> • <i>Identifies how a character is portrayed in a text</i> <p><u>Year 5 Reading Strengths</u></p> <ul style="list-style-type: none"> • <i>Interprets the meaning of vocabulary in context of an information text.</i> • <i>Locates directly stated information in an information text</i> • <i>Sequences events referred to in an information text</i>
<p>What are we going to do about it in 2019?</p>	<p>Continue development of Literacy Blocks . Continue with PM Benchmarks Running Records P-3 and identified 4-6 students. Continue whole school implementation and depth of understanding of Instructional Framework. Continue with PreLit, MiniLit and MacQLit programs. Implementation of Story Dogs program. Target linked budgeting procedures embedded across the English Cost Centre. Identified students at educational risk at or around national minimum standard supported by inclusion in MacQLit program. Continue with Formal 2018—2019 Student Handover processes supported by documentation. CNAP ANALYSIS and formulation of case management plans / group plans . Close monitoring and data analysis of students in MiniLit and MacQLit to track impact on NAPLAN results and teacher assessment in semester reports. Development of stronger links between On-Entry assessment data to inform teaching and learning in years 1 and 2. Include policy information and statements relating to vacations in term time on administration slide handout at parent induction meeting early 2019.</p> <p><u>Year 3 Reading Focus</u></p> <ul style="list-style-type: none"> • <i>Interprets information in an imaginative text.</i> • <i>Locates directly stated information in an informational text</i> • <i>Identifies the purpose of an image in an informative text.</i> <p><u>Year 5 Reading Focus</u></p> <ul style="list-style-type: none"> • <i>Interprets character feelings at the end of a narrative text.</i> • <i>Identifies the purpose of an image on a label</i> • <i>Infers the reason for a character’s action in a narrative</i>

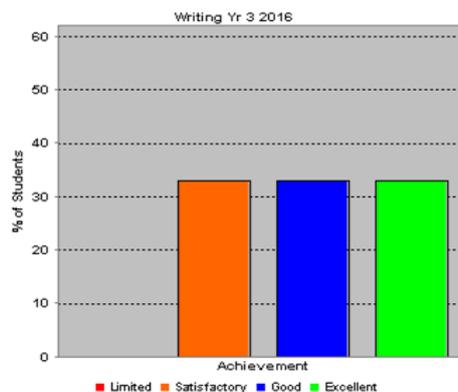


WINTHROP PRIMARY SCHOOL BUSINESS PLAN 2018—2020

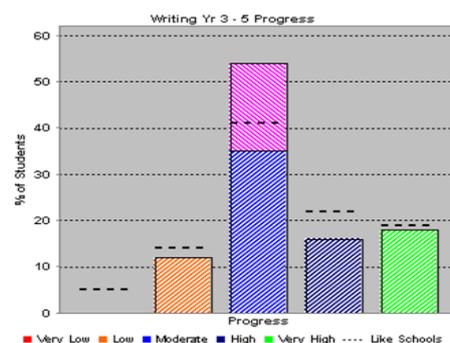
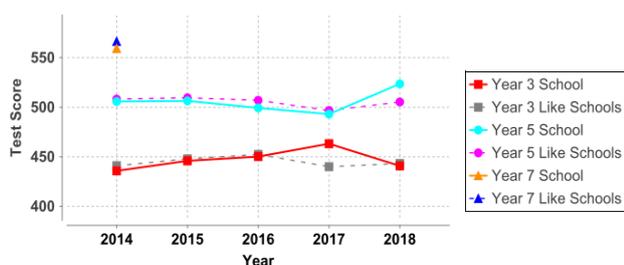
Longitudinal Data— Writing



Writing Progress



Average Writing Score



**Year 3 progress – not applicable – no graph available.

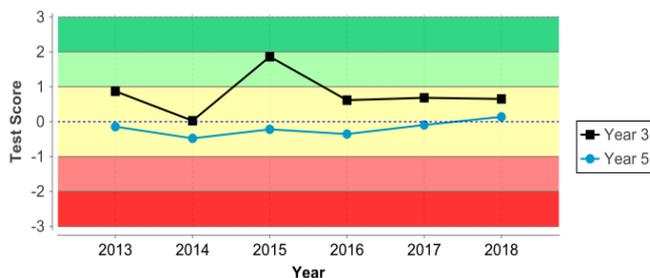
ANALYSIS	YEAR 3	YEAR 5																								
What is the data telling us ?	<p>Year 3 achievement within expected range but below 2017 WPS cohort score.</p> <p>2018 Year 3 Writing</p> <table border="1"> <thead> <tr> <th>Strand</th> <th>% against mean</th> </tr> </thead> <tbody> <tr> <td>Audience (A)</td> <td>10</td> </tr> <tr> <td>Cohesion (C)</td> <td>10</td> </tr> <tr> <td>Ideas (I)</td> <td>10</td> </tr> <tr> <td>Paragraphing</td> <td>40</td> </tr> <tr> <td>Persuasive D.</td> <td>10</td> </tr> <tr> <td>Punctuation (...)</td> <td>15</td> </tr> <tr> <td>Sentence Stru...</td> <td>15</td> </tr> <tr> <td>Spelling (S)</td> <td>20</td> </tr> <tr> <td>Text Structure...</td> <td>10</td> </tr> <tr> <td>Vocabulary (V)</td> <td>5</td> </tr> <tr> <td>OVERALL ME...</td> <td>10</td> </tr> </tbody> </table> <p>Weakest strand—vocabulary Writing cohort mean 440.07= 33.07 above Australian mean. Spelling cohort mean 465.11 = 47.11 above Australian mean. Grammar and Punctuation cohort mean 484.27 = 52.27 above Australian mean.</p>	Strand	% against mean	Audience (A)	10	Cohesion (C)	10	Ideas (I)	10	Paragraphing	40	Persuasive D.	10	Punctuation (...)	15	Sentence Stru...	15	Spelling (S)	20	Text Structure...	10	Vocabulary (V)	5	OVERALL ME...	10	<p>Achievement is above like schools. Progress in moderate is above like schools Above number of students in 'moderate – pink shaded section indicating students whose achievement is described as excellent for the first and second tests – progress may be difficult to describe or these students as their capacity may exceed the test. It is assumed that their progress would be at least moderate. Progress is very high is above like schools Above expected score—'in green' Cohort mean 523.57 = 58.57 marks above Australian mean. Spelling cohort mean 544.35 = 41.35 above Australian mean. Grammar and Punctuation cohort mean 556.98 = 52.98 above Australian mean.</p>
Strand	% against mean																									
Audience (A)	10																									
Cohesion (C)	10																									
Ideas (I)	10																									
Paragraphing	40																									
Persuasive D.	10																									
Punctuation (...)	15																									
Sentence Stru...	15																									
Spelling (S)	20																									
Text Structure...	10																									
Vocabulary (V)	5																									
OVERALL ME...	10																									
Why do we think this is so?	<p>PreLit and MiniLit intervention programs in place. EALD support EA program in K, PP and Yr. 1. Instructional Framework. Literacy Blocks implemented. Formulation of whole school Literacy Beliefs Implementation of Brightpath Assessment Tool EAL/D nature of cohort may impact vocabulary knowledge.</p>	<p>Implementation of 7 Steps to Writing program. Use of CNAP to support data based planning and group and individual planning. Instructional framework. Literacy Block implemented. Formulation of whole school Literacy Beliefs. Implementation of Brightpath Assessment Tool. EAL/D nature of cohort may impact vocabulary knowledge.</p>																								

<p>Conclusions</p>	<p>We need to support vocabulary development between years PP and 3. Year 3 Area for focus Elements of writing that are a strength are paragraphing and spelling in years 3 and 5.</p> <p><u>Year 3 strengths</u></p> <ul style="list-style-type: none"> • <i>Identifies the order of events in a complex sentence.</i> • <i>Identifies the use of an apostrophe in a simple sentence.</i> • <i>Identifies the correct number and tense of a verb in a compound sentence</i> <p><u>Year 5 strengths</u></p> <ul style="list-style-type: none"> • <i>Identification of final events in a complex sentence.</i> • <i>Identification of order of events in a complex sentence</i> • <i>Uses correct apostrophe's of possession for plural and singular nouns.</i>
<p>What are we going to do about it in 2019?</p>	<p>Continue development of Literacy blocks . Continue whole school implementation and depth of understanding of Instructional Framework. Target linked budgeting procedures embedded across the English Cost Centre. Continue with Formal 2018—2019 Student Handover processes supported by documentation. CNAP ANALYSIS and formulation of case management plans / group plans. Development of stronger links between On-Entry assessment data to inform teaching and learning in years 1 and 2. Include policy information and statements relating to vacations in term time on administration slide handout at parent induction meeting early 2019. Implementation of E-Write ACER in years 4-6. Continue implementation of Seven Steps to Writing program. Review of Soundwaves whole school approach to spelling. Professional learning and more embedding of the EAL/D Progress Maps.</p> <p><u>Year 3 forward planning focus:</u></p> <p><u>Grammar and Punctuation:</u></p> <ul style="list-style-type: none"> • <i>Identifies sentence happening in the past</i> • <i>Identifies placement of quotation marks in simple sentence</i> • <i>Identifies verb in a simple sentence</i> <p><u>Spelling:</u></p> <ul style="list-style-type: none"> • <i>Spelling 2 syllable words with or</i> • <i>Spelling 2 syllable words ending with est</i> • <i>Spelling 1 syllable word with ou</i> <p><u>Year 5 forward planning focus</u></p> <p><u>Grammar and Punctuation:</u></p> <ul style="list-style-type: none"> • <i>Identifies the contextually correct contraction</i> • <i>Identifies the verb in a simple sentence</i> • <i>Identifies the correct text type for an information account</i> <p><u>Spelling:</u></p> <ul style="list-style-type: none"> • <i>Spelling 3 syllable words with 'or '</i> • <i>Spelling 1 syllable word with 'tched'</i> • <i>Spelling 2 syllable word with 'ea'</i> • <i>Identifies error in word with 'ced'</i>

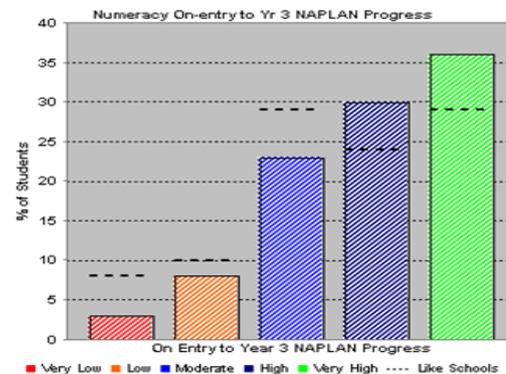


WINTHROP PRIMARY SCHOOL BUSINESS PLAN 2018—2020

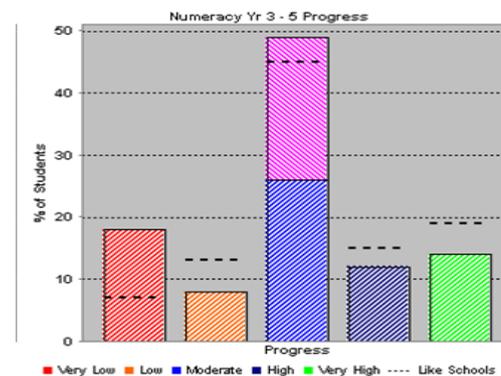
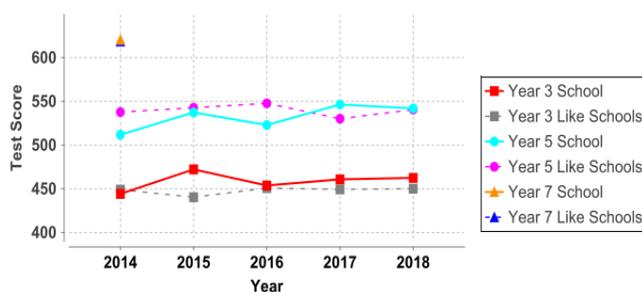
Longitudinal Data— Numeracy



Numeracy Performance



Average Numeracy Score



ANALYSIS	YEAR 3	YEAR 5
What is the data telling us?	<p>Achievement is above like schools Cohort mean 462.56 Like schools mean 485.49 = 3.11 above</p> <p>Below like schools in very low, low and moderate progress.</p> <p>Above like schools in high and very high progress</p> <p>No students below National Minimum Standard.</p> <p>3 students at National Minimum Standard.</p> <p>WPS mean 55 points above Australian Mean.</p> <p>20% of Australian students in Bands 6, 7, 8 and 9, WPS has 48% of students in these Bands (28% above)</p> <p>15 students from Bands 2-5 who have indicated or moderate attendance.</p> <p>Good school based grade alignment as compared to NAPLAN grade.</p>	<p>Achievement is above like schools.</p> <p>Progress in very low is higher than like schools.</p> <p>Progress in low is below like schools - Progress in moderate is above like schools - The number of students in 'moderate - pink shaded section indicating students whose achievement is described as excellent for the first and second tests - progress may be difficult to describe or these students as their capacity may exceed the test. It is assumed that their progress would be at least moderate.</p> <p>Progress in high and very high is below like schools Cohort Mean 542.04 Like schools mean 533.94 = 8.10 above (Stable cohort 6.98 above)</p>
Why do we think this is so?	<p>Implementation of Instructional framework.</p> <p>Utilisation of whole school approach—iMaths.</p> <p>Implementation of whole school assessment schedule.</p>	<p>There is a need for greater provision of differentiation to support high achieving students in Year 3 and 4.</p>

<p>Conclusions</p>	<p>ACER testing is providing formative assessment.</p> <p>Teacher engagement with data is increasing—CNAP and NAPLAN online data base.</p> <p>We need to capitalise on our Yr. PP and Yr. 3 achievement when those students are in Year 5—aiming for higher progress.</p> <p>We need to monitor and educate parents about the amount of holiday periods during term time our students are taking—see Moderate and Indicated attendance due to K code absences.</p> <p>Year 3 strengths lie in Measurement and Geometry strand.</p> <p><u>Year 3 Strengths</u></p> <ul style="list-style-type: none"> • <i>Calculates distance on a map with a simple scale</i> • <i>Identifies shapes with specific properties</i> • <i>Compares areas using a grid</i> <p>Year 5 strengths lie in the Number and Algebra strand.</p> <p><u>Year 5 Strengths</u></p> <ul style="list-style-type: none"> • <i>Identifies expressions which can be used to continue a number pattern</i> • <i>Subtracts decimals in context</i> • <i>Identifies factors of a number and uses them to solve a problem.</i>
<p>What are we going to do about it in 2019?</p>	<p>Continue development of Numeracy blocks.</p> <p>Continue whole school implementation and depth of understanding of Instructional Framework.</p> <p>Target linked budgeting procedures embedded across the Mathematics Cost Centre.</p> <p>Continue with Formal 2018—2019 Student Handover processes supported by documentation.</p> <p>CNAP ANALYSIS and formulation of case management plans / group plans.</p> <p>Development of stronger links between On-Entry assessment data to inform teaching and learning in years 1 and 2.</p> <p>Include policy information and statements relating to vacations in term time on administration slide handout at parent induction meeting early 2019.</p> <p>Formal Review iMaths as whole school text.</p> <p>Continue to develop professional learning in the use of ICT as a tool to support mathematical understanding.</p> <p><u>Year 3 Focus</u></p> <ul style="list-style-type: none"> • <i>Orders a small collection of coins</i> • <i>Solves a simple multiplication problem</i> • <i>Compares capacities using informal units</i> <p><u>Year 5 Focus</u></p> <ul style="list-style-type: none"> • <i>Makes the largest two digit number given three digits</i> • <i>Identifies whether a chance event is impossible, unlikely, likely or certain</i> • <i>Identifies a number pattern involving repeated addition or multiplication</i>



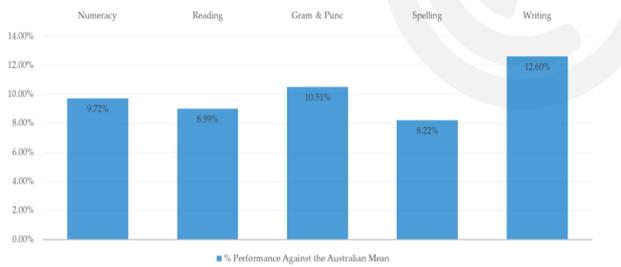
WINTHROP PRIMARY SCHOOL BUSINESS PLAN 2018—2020

NAPLAN DATA OVERVIEWS 2018

2018 YEAR 3 PERFORMANCE



2018 YEAR 5 PERFORMANCE

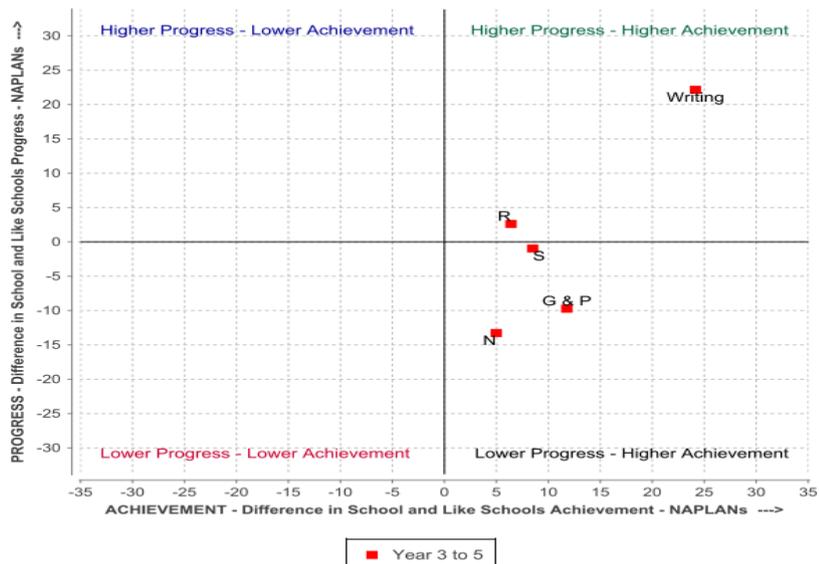


		Perform.			Students		
		Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Numeracy	2014	2	2	1	85	86	55
	2015	1	2		83	76	
	2016	2	2		84	95	
	2017	2	2		66	93	
	2018	2	2		85	83	
Reading	2014	2	2	2	85	86	55
	2015	2	3		83	76	
	2016	2	2		84	95	
	2017	2	2		66	94	
	2018	2	2		86	83	
Writing	2014	2	2	2	86	86	55
	2015	2	2		84	76	
	2016	2	2		84	95	
	2017	2	2		66	95	
	2018	2	1		81	83	
Spelling	2014	2	2	2	86	86	55
	2015	2	2		84	76	
	2016	2	2		84	95	
	2017	1	2		66	95	
	2018	2	2		85	83	
Grammar & Punctuation	2014	2	2	2	86	86	55
	2015	2	2		84	76	
	2016	2	2		84	95	
	2017	2	2		66	95	
	2018	2	2		85	83	

- 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
- No data available or number of students is less than 6

Student Progress and Achievement Compared with Like Schools

NAPLAN Year 3 2016 to Year 5 2018



<p>Where are we now ?</p>	<p>Well established and respected specialist music program across the school.</p> <p>All students engaged in 50 min. music session per week.</p> <p>Students are offered the opportunity to join school band.</p> <p>Active school choir.</p> <p>Instrumental music tutors provided for instruments which we do not include in our specialist program.</p> <p>Department of Education School of Instrumental Music Tutors (Instrumental Music Schools Services)</p>
<p>What are we seeking to achieve?</p>	<p>Provision of inclusive musical learning experiences for all students at a variety of skill levels.</p> <p>Provision of learning opportunities to develop problem solving strategies, resilience and goal setting for all students.</p> <p>To transmit cultural heritage and provide an avenue to study other cultures and to support understanding of other people.</p>
<p>What is the data telling us ?</p>	<p>All students, PP—6 engage in a specialist music program.</p> <p>The majority of students are performing at a satisfactory level in music.</p> <p>Students achieving at a higher level in this area are engaged in either Band or instrumental tuition.</p>
<p>What are we going to do to improve?</p>	<p>A broadening of engagement in music across the school—offering a wide range of learning opportunities.</p>
<p>Highlights</p>	<p>Reconciliation Week – Commemoration of Indigenous War Veterans Ceremony which Winthrop Primary School has been invited to perform at for a number of years. It is attended by the Governor of Western Australia as well as politicians and aboriginal elders.</p> <p>Music Count Us In—Whole School, with a rock band made up of students and teachers.</p> <p>Australia’s largest music education advocacy event. The same tune is sung at the same time in schools around the country.</p> <p>WA Police Pipe Band incursion: A group that uses the power of music to integrate positively with the community and to share a unique form of music with our students.</p> <p>Anzac Day Commemoration: Last Post and Rouse performed by two of our trumpet students. Year 6 band and string ensemble also performed at this event</p> <p>‘Rocktober’ Band Concert: 50 Year 6 students— a popular event with our community offering our incredible bands the opportunity to showcase their talents.</p> <p>Massed Choir Festival: School Choir- Performance at the Perth Concert Hall as a culmination of two terms of rehearsals. A Winthrop Primary School student featured as a soloist in two items.</p> <p>ABODA (Australian Band and Orchestra Directors) Orchestra Festival—our strings ensemble received an ‘Excellent’ adjudication.</p> <p>WAGSMS (Western Australian Government School Music Society) performance at Mandurah Performing Arts Centre: Year 6 Band—An outstanding performance for parents and community members</p> <p>Makakuhan – Musica Viva incursion: After studying the music during specialist classes, a gamelan orchestra visited and introduced the children to Indonesian music and culture.</p>

<p>Where are we now?</p>	<p>History and Geography have been the focus areas in HASS in recent years</p> <p>Staff indicate that they wish to seek professional learning in all strands of the HASS curriculum.</p> <p>HaSS Judging Standards are being utilised.</p> <p>A focus has been placed in operational plans of delivery of HaSS through literature</p> <p>The vocabulary of HaSS has been recognised as being a significant aspect of the curriculum and previous work on the History Dictionaries needs to be updated in line with the new curriculum.</p>
<p>What are we seeking to achieve?</p>	<p>HaSS moderated tasks based on HaSS Snapshots across all year levels.</p> <p>All staff will integrate ICT with HaSS teaching and learning.</p> <p>Consistency in grade allocation through moderation.</p> <p>HaSS embedded across the learning areas.</p> <p>Year 6 (graduating class) family involvement in ANZAC commemorations in 2019</p>
<p>What is the data telling us?</p>	<p>We allocate more C's in HaSS as compared to the aspects of English.</p> <p>We need to collect more data in this learning area.</p> <p>Teachers require more literature based resources and professional learning in this area.</p>
<p>What are we going to do to improve?</p>	<p>Increase HaSS moderation.</p> <p>Review HaSS literature boxes and build on existing resources.</p> <p>Engage in further professional development to support staff pedagogy and curriculum knowledge.</p> <p>Analyse grade allocations at the end of each semester in all year levels.</p>
<p>HIGHLIGHTS</p>	<p>History box exhibition organised by Michele Gartner—Year 2 where Year 2 created their very own museum which parents enjoyed perusing and giggling about their own history!</p> <p>ANZAC COMMEMORATION—YEAR 6 school leaders led our community service. Staff provided family artefacts and stories of relations who have served in the Australian or New Zealand armed forces.</p> <p>The Anzac address delivered referenced the stories of these families.</p>

<p>Where are we now?</p>	<p>We have both Health and Physical Education Specialists</p> <p>The Health and Wellbeing Specialist Role is focusing on curriculum delivery and strategies to support the Business Plan Targets.</p> <p>Student leader Blue Earth program is in place</p> <p>School Chaplain is in school one day per week.</p> <p>Whole school engagement in a faction sport program and interschool sports programs.</p> <p>Targeted Protective Behaviours learning in place.</p> <p>Progressing through the dimensions of Habits of Mind learning towards use in student lives (Progression: Know about-skills to use-alert to need-value positive effects-commit to use and embed)</p>
<p>What are we seeking to achieve?</p>	<p>A high level of pastoral care</p> <p>The embedding of a restorative justice approach to behaviour management</p> <p>A common understanding of and greater consistency in the allocation of ABE grading.</p> <p>Empowering students to make health and wellbeing supporting decisions in their lives.</p>
<p>What is the data telling us?</p>	<p>ABE data shows a need to work on explicit goal setting across the school.</p> <p>Behaviour data indicates an increasing number of students requiring emotional regulation supports.</p> <p>Student voice indicates a need to build greater psychological safety in the Year 4-6 classes .</p>
<p>What are we going to do to improve?</p>	<p>Consultatively establish whole school beliefs on how students learn best that encompass the emotional, social and academic dimensions.</p> <p>Go deeper into the Habits of Mind in the teaching and learning – moving from knowing about to identifying HOW the habits are enacted.</p> <p>Promote a “We agree to bring out the best in each other...” ethos in classes.</p> <p>Support the increasing number of students with anxiety that is limiting engagement in education.</p> <p>Professional Learning Community: Invite teachers to join for a 4 session PL opportunity to activate positive behaviour supports aligned with neuroscience and relational strategies.</p>
<p>HIGHLIGHTS</p>	<p>Engaging Kids Helpline services to conduct video conferencing as part of the learning.</p> <p>Phil Doncan resilience incursion.</p> <p>Habits of Mind Assembly.</p> <p>Bluearth Leaders program sustained.</p> <p>Jade Lewis Drug Education Presentation to Year 6 students and parents together.</p> <p>Protective Behaviours parent workshops.</p>

<p>Where are we now?</p>	<p>The Japanese Language Specialist Role is focusing on curriculum delivery as mandated by SCSA and strategies to support the Business Plan Targets.</p> <p>The Japanese language program is currently taught from Year 1 to Year 6, once a week in a 50 minutes lesson.</p> <p>Year 3 implementation of mandated SCSA Language curriculum with focus on Communicating and Understanding, replacing the Curriculum Framework.</p> <p>Year 4, 5 and 6 programs under Curriculum Framework, which is being phased out.</p> <p>By 2021 the new curriculum will be fully implemented in mandated in Years 3, 4, 5 & 6. The language program is recommended from Pre-Primary to Year 2, with recommended 2 hours of instruction per week.</p>
<p>What are we seeking to achieve?</p>	<p>Maximising allocated lesson time to achieve curriculum achievement targets (new SCSA language curriculum recommends 2 hours of instruction per week)</p>
<p>What is the data telling us?</p>	<p>Satisfactory achievement (C grade) in majority of students, with small number of upper primary students achieving B grade in reading.</p> <p>Teaching using gestures/ Japanese shuwa (sign language) have shown to help students retain new vocabulary/phrases.</p> <p>Hiragana Karate Belt Reading program is helping many students achieve recognition and reading fluency in Japanese. Students are gaining confidence in their recognition and subsequent reading.</p>
<p>What are we going to do to improve?</p>	<p>More integration/inclusion of Japanese across school – e.g. simple classroom/assembly greetings in Japanese (where students could take turns lead)</p> <p>Dedicated Japanese classroom in 2019.</p>
<p>HIGHLIGHTS</p>	<p>Incursion Rolling Rice Ball was participated by Years 3-6 students in April.</p> <p>The Winthrop PS Japanese Festival (held every two years in July) was well attended and enjoyed by all students from Pre-Primary to Year 6. 25 parent volunteers assisted on the day of the festival.</p> <p>Visiting students from Gunma International Academy (GKA) in Oct/Nov promote valuable cultural exchange between Winthrop PS and Japan as a whole.</p> <p>Acknowledgement of best practise being implemented at Winthrop Primary School languages program by the Department of Education (DoE) with our inclusion in the Languages in Primary Schools video on the DoE website.</p>

<p>Where are we now?</p>	<p>We have both Health and Physical Education Specialists.</p> <p>Focus on fundamental movement skills in P-3.</p> <p>Edu Dance is in place across years 1-5.</p> <p>In term swimming lessons take place throughout the year for years PP—6.</p> <p>Whole school engagement in a faction sport program and interschool sports programs.</p> <p>Active member of MDISSA.</p> <p>Sporting Schools grant approval to develop year 1-3 tennis program.</p>
<p>What are we seeking to achieve?</p>	<p>Engage in and enjoy regular movement based learning experiences and understand the health benefits of physical activity.</p> <p>Develop fundamental movement skills in all P-2 students.</p> <p>All year 3-6 students build on fundamental movement skills and develop game specific skills and team work.</p> <p>Exposure to non-traditional school sports.</p>
<p>What is the data telling us?</p>	<p>Current data tells us 1 in 5 students between the ages of 5 and 13 get less than 60min physical activity per day.</p> <p>Students disengage in physical activity in the upper primary years (yrs4-6).</p>
<p>What are we going to do to improve?</p>	<p>Physical specialist to work across P-6.</p> <p>Sequential program development across year levels building on prior knowledge and experience.</p> <p>Grant applications to Sporting Schools to provide specialist event coaches and school based programs.</p> <p>Encourage and develop student engagement in physical activity via exposure to non-traditional sports.</p>
<p>HIGHLIGHTS</p>	<p>WPS and MDISSA Swimming carnivals.</p> <p>WPS and MDISSA Cross Country carnivals.</p> <p>WPS and MDISSA Athletics carnivals.</p> <p>Edu-Dance lessons and concerts.</p> <p>Tennis coaching (yrs1-3) Sporting Schools Australia.</p> <p>Daily fitness via the Blueearth program.</p> <p>Interschool sport via the Eagles Cup. (AFL, Soccer and Netball, years 5&6)</p>

<p>Where are we now?</p>	<p>We have a specialist Science program with a dedicated Science Laboratory.</p> <p>Specialist teacher 50min session per year level per week.</p> <p>Fully implemented WA Science Curriculum.</p> <p>Use of the Primary Connections Science resources, linking literacy and science.</p> <p>Class teachers working in collaboration with specialist to deliver Science understandings linked with literacy and inquiry skills taken by the specialist teacher.</p> <p>Science, Technology, Engineering and Mathematics (STEM) club in place.</p> <p>Student learning being assessed against the SCSA Judging Standards materials to support and provide information about student achievement, reporting and assessment.</p> <p>Collaboration with the community to upgrade the fish/ frog pond and outdoor classroom area.</p> <p>Open classroom and activities for Science week.</p> <p>Researching availability of documents in relation to whole school planning for Science across year levels and ideas for the integration of STEM for the classroom teachers.</p>
<p>What are we seeking to achieve?</p>	<p>Increase enthusiasm for Science in students by providing 'hands on' inquiry based activities whilst focusing on the curriculum.</p> <p>Increase the percentage of students achieving 'above standard' (a's and B's)</p>
<p>What is the data telling us?</p>	<p>Students require more background knowledge and support to complete written investigation planning.</p>
<p>What are we going to do to improve?</p>	<p>Use SAIS information to identify individual students and year groups for improvement.</p> <p>Monitor progress using Common Assessment Tasks to identify skills and knowledge deficits and targets. (Use of the Science Tracker)</p>
<p>HIGHLIGHTS</p>	<p>Science Alive incursion for all students from K to year 6</p> <p>Science week open lunchtime classroom activities.</p> <p>The enthusiastic and complete participation from families and students in the Science room on Open Night.</p> <p>The community support and involvement in the frog/fish pond and outdoor classroom area.</p>

<p>Where are we now?</p>	<p>Students are demonstrating an improved approach to problem solving and divergent thinking</p> <p>Students are viewing digital & peripheral devices as being only one set of tools in the problem solving process.</p> <p>Apple coaching model has been adopted across the school with an Apple consultant, lead teacher, and team teachers in supporting all staff to acquire knowledge of appropriate Apps. which enhance curriculum access and learning opportunities for all students.</p> <p>Junior classes competently using creative Apps on iPads—approx. 120 children.</p> <p>Use of Seesaw as a digital scrapbook across some classes.</p> <p>Apps introduced across teams include:</p> <ul style="list-style-type: none"> ⇒ Pic Collage ⇒ Book Creator ⇒ Draw and Tell ⇒ Explain Everything ⇒ Popplet <p>Students are demonstrating an improved approach to problem solving and divergent thinking</p> <p>Students are viewing digital & peripheral devices as being only one set of tools in the problem solving process</p>
<p>What are we seeking to achieve?</p>	<p>A broad (across the whole school community) understanding that Technologies is not ICT. It is the designing of solution to problems, for a purpose. This may or may not include digital tools and peripheral devices.</p>
<p>What is the data telling us?</p>	<p>Staff are actively engaged in seeking professional learning in this area and are welcoming a coaching model.</p> <p>The take up of the 1:1 iPad program in years 4-6 is 96.7%</p> <p>Significant growth in usage of applications to support creativity and learning across classes.</p> <p>Children are now able to choose an appropriate app to display work, choosing most appropriate to suit audience and purpose.</p>
<p>What are we going to do to improve?</p>	<p>Expanding the teaching and learning of Design Technologies, to include the Materials and Food & Fibre strands, not just Engineering.</p>
<p>HIGHLIGHTS</p>	<p>STEM (after school) Club implementing the strategies and processes to design solutions to problems, for a purpose.</p> <p>Show casing the 1:1 iPad program at the open night.</p>

FOCUS AREA 2—Empowering Excellence in Teaching

GOAL: The staff at Winthrop Primary School are committed to teaching excellence and will be supported to build their capacity to deliver engaging and challenging learning opportunities.

KEY: N= Not Yet

WT= Working Towards

A= Achieving

OBJECTIVES	MONITORING	N	W T	A	ACTIONS
Evidence-based whole school pedagogical practices will be identified and implemented.	Performance management processes Collegiate support Performance management processes Collegiate support				Whole School Instructional Framework Implementation. Classroom observations by administration. Development of Literacy and Numeracy belief statements. 'Nuts and Bolts' – hyperlinked teacher version of the 2018 – 2020 Business Plan is available to all class teachers to ensure consistency of approach in addressing targets in the plan.
School planning is data driven.	Performance Management processes Operational Plans Collaborative moderation sessions Analysis of Attitude, Behaviour and Effort from Student Achievement Information.				Whole school analysis of assessments as per Assessment Schedule Whole school analysis of ABE data from rubrics and Semester reports. Analysis of NAPLAN data Analysis of grade distribution in Semester reports.
A shared leadership model is supported	Operational planning Team meetings LSC, ICT and Specialist Teachers lead and support professional learning. Budgets monitored and maintained by cost centre managers.				Shared leadership model – Overview 2 Principals 2 Deputy Principals 8 x L3 teachers (from this group 1 Instructional Coach) 1 x LSC 1x Apple ICT Coach 4x Apple Lead Teachers 1x Community Links teacher 4 x Team Leaders – provision of leadership professional learning 1 x ½ per term (term 1 and 2 already undertaken) Learning Area Committee Leaders
All staff will continually build professional skills	Performance management processes Collegiate support though teams Leadership team members oversee year level teams				Performance Management processes undertaken with all staff members – documented observation and feedback. PL application processes directly linked to school targets as outlined in the Business Plan.
All staff are role models	Performance management processes Collegiate support though teams Leadership team members oversee year level teams				Performance Management processes. Distributed leadership model supported and formalised selection criteria, processes and funding. Staff Agreements Nuts and Bolts Document Working Business Plan for Teachers

FOCUS AREA 3—Working in Partnership

GOAL: Parents and caregivers are our partners and together we will build on and extend our local and broader community partnerships to improve our learning program, facilities and reputation.

KEY: **N= Not Yet**

WT= Working Towards

A= Achieving

OBJECTIVES	MONITORING	N	W	A	ACTIONS
We develop, expand and maintain involvement with parents	Annual parent survey Regular update of school website Weekly monitoring of attendance Documented case conferences				<ul style="list-style-type: none"> Updated website to improve accessibility. Fortnightly newsletter Implementation of Connect – all classes Reports communicated via Connect Ease of payments via Quicker Ap. Regular parent assemblies Open night Increased community involvement in services of importance currently planning this into ANZAC service for 2019. Classroom Meetings – Induction to the New Year parent meetings. Edu Dance Concerts P-5 Anzac Service 2018 Connect parent Workshops Protective Behaviours parent workshops P&C Busy Bee IPad parent information sessions Cyber Safety Parent Workshop Parent Welcome Induction Meetings
We will promote and enhance our school's reputation and make Winthrop Primary School a school of 'choice' within our community	Regularly updated school website. Fortnightly newsletter emailed to all families				<ul style="list-style-type: none"> Enhanced signage around the school – K enrolment banner. Updated website Showcase music program at Aboriginal Soldiers recognition service at Kings Park. New format for 2018 – 2020 Business Plan making it attractive and an easier to read document. Languages teacher and Principal interviewed and filmed to support implementation of the Languages Curriculum for DoE WA Applied for DoE funding for playground improvement for C and D block play areas. Granted \$12,500 Provision of programs that other schools may not offer – Macqlit,camp, music tuition program, Be the Change Initiatives
Students and families share a sense of community and belonging with our school	Parent survey feedback P&C meeting minutes				<ul style="list-style-type: none"> Development of Connect as tool for communication New office bearers for P&C for 2018 – Nominations for School Board members, 2018 – Term 1 Updated School Website Celebration of our culture and diversity – Harmony Day Celebrations Successful application for RAP grant - \$1,000 Classes are beginning to developing their own acknowledgement of country statements for their class and assembly. Chinese Club utilise school facilities Winthrop Netball Club – train on school courts Winthrop Netball Club – hosting Quiz night in school undercover area. Winthrop IGA School Benefits Program

WINTHROP PRIMARY SCHOOL

BUSINESS PLAN 2018—2020

FOCUS AREA 3—Working in Partnership

GOAL: Parents and Caregivers are our partners and together we will build on and extend our local and broader community partnerships to improve our learning program, facilities and reputation.

KEY: N= Not Yet WT= Working Towards A= Achieving

OBJECTIVES	MONITORING	N	W	A	ACTIONS
We actively engage in building partnerships with our local, broader and global community.	Documented sponsorship Expression of Interest procedures Deputy Principal practicum coordinator Community initiatives collated on whole school overview.				<p>Class engagement in Be the Change projects</p> <p>Pre-service teacher placement school (Murdoch University and Notre Dame University).</p> <p>Showcase music program at Aboriginal Reconciliation Service at Kings Park.</p> <p>Year 6 Camp – Community in the South West</p> <p>Olman Walley connection through Culturally Responsive School Plan</p> <p>Students have engaged in; Interschool sports – Swimming Carnival, Eagles Cup, Cross Country Carnival to date.</p> <p>Languages teacher and Principal interviewed and filmed to support implementation of the Languages Curriculum for DoE WA</p> <p>Harmony Day</p>



FOCUS AREA 4—Developing the Whole Child

GOAL: All Students learn in a safe inclusive environment to support them in becoming successful learners, confident and creative individuals and active, informed citizens.

KEY: N= Not Yet

WT= Working Towards

A= Achieving

OBJECTIVES	MONITORING	N	W T	A	ACTIONS
Students learn in an inclusive environment where they feel safe.	Implementation of Classroom Agreements Case Management and parent meetings documented and held on needs basis. Health Care Plans updated annually. ICT Student User Agreements Student leadership mentoring and coaching by specialist teacher Operational Plans				Classroom Agreements Health and Wellbeing Specialist 2018 School Chaplain – Joyce Barratt School Psychologist – John Thompson (additional time purchased by the school) SaER in class and break periods support roster for SNEA's ICT user Agreements ICT guest speakers – Cyber Safety – Paul Litherland (Yrs 4-6) Blue Earth student leaders program Tech Crunch club Health care plans monitored by office staff School attendance monitored by office staff and managed by DP OSHC – on site at WPS Professional Learning – Managing Risk in Schools – All staff undertook records management training and professional learning.
Students are supported to become confident and creative individuals and active informed citizens.	Workforce planning to manage and deploy teachers according to expertise meeting the demands of curriculum and school targets Timetabling of specialist areas Student leadership mentoring and coaching by specialist teacher All classes to timetable weekly Physical Education Session and Faction Sports session. Student participation in inter-school sporting events and carnivals.				Administration meetings – (Principal, DP's and MCS) regular fortnightly (or as need arises) and key agenda items re staffing and funding discussed and minuted. Staffing and budgeting targeted to explicitly meeting the targets are identified in the School Business Plan 2018 – 2020 Timetable of specialist areas organised to ensure optimal teaching and learning blocks. Students have engaged in; Interschool sports – Swimming Carnival, Eagles Cup, Cross Country Carnival to date. Class Be the Change community initiatives. YRr 6 camp CANTEEN Y6 collaborative projects – sustainable houses Be the Change Initiatives Year 6 Camp
Students and families share a sense of community and belonging with our school	Parent survey feedback P&C meeting minutes				Development of Connect as tool for communication New office bearers for P&C for 2018 Nominations for School Board members, 2018 Celebration of our culture and diversity – Harmony Day Celebrations Successful application for RAP grant - \$1,000 Classes are beginning to developing their own acknowledgement of country statements for their class and assembly. Chinese Club utilise school facilities Winthrop Netball Club – train on school courts Winthrop Netball Club – hosting Quiz night in school undercover area. Winthrop IGA School Benefits Program

WINTHROP PRIMARY SCHOOL

BUSINESS PLAN 2018—2020

FOCUS AREA 4—Developing the Whole Child

GOAL: All Students learn in a safe inclusive environment to support them in becoming successful learners, confident and creative individuals and active, informed citizens.

KEY: N= Not Yet WT= Working Towards A= Achieving

OBJECTIVES	MONITORING	N	W	A	ACTIONS
Enhance physical environment to provide a range of informal learning opportunities.	Nature play areas maintenance schedule Completion of P&C funded building improvement - basket ball court cover. Staff, student, parent survey.				P & C - Busy Bees P&C funded basket ball roof complete Enhancement of teaching blocks – development of totem names related to seasons art Furniture acquisition and improvement of shared learning space with OSCH club and Languages classroom – Planning underway for resurfacing of netball courts. Applied for DoE funding for playground improvement for C and D block play areas. Granted \$12,500.

HIGHLIGHTS— Developing the Whole Child

Finding Your Brave	Yr. 1/2	A term's program around finding the courage to face your fears, goal-setting and persevering. This culminated in a whole school parent assembly. The program incorporated the Digital Technologies and the ICT capability (green screen clips and stop motion animation) made possible by teacher participation in the Apple Coaching Program
Well-being Lessons	9 classes from Years 1-4	This 4 week incursion supports classroom learning about self-awareness and self-management; important skills for the 21st century. It places particular emphasis on calming, breathing and stretching techniques
Edu Dance	Years 1-5	16 classes participated in a nine week energetic dance program focused on coordination, fitness and fun. It culminated in two dazzling concert performances by our years1-5 children; a whole-school community event enjoyed by many parent and grandparents.



WINTHROP PRIMARY SCHOOL

BUSINESS PLAN 2018—2020



HIGHLIGHTS— Developing the Whole Child

Opal Nursing Home	Yr. 1/2	Part of our 'Be The Change' program. The children exchanged letters and cards and sang a selection of songs to the residents. They enjoyed morning tea and a chat together. The visit ended up in the local paper. Many of the students stated how much they enjoyed the visit, as they didn't have any role models in their families that were elderly. The nursing home also praised the initiative and would like to repeat it again in the future
Blue Earth Initiative	Year 6 Whole School	Initial Year 6 Leadership Training workshops. Morning activity sessions run by Year 6 leaders to promote a "Be Active" message and nurture vertical student connections
Harmony Day	Whole School	A wide range of cultural performances both professional (Lion Dance troupe) and school based, were arranged and artworks were on display. Family groups involved, many children dressed in cultural dress and local newspaper covered the day. It is recommended that this be an annual event due to cross cultural relationships we have in our school. Many EAL children and families appreciate these days
Six Seasons	RAP team members Whole School	All six seasons artworks are now in place situated throughout the school blocks. Signage in place next to each season. It is suggested that there be an official opening of the finished project including guests and local indigenous artist Jade Lewis plus all those who were part of project. A whole school immersive walk around to view and celebrate.
Crunch and Sip March Munch Event	Year 1	Students participated in the Crunch&Sip March Munch Activities. Winthrop Primary School received a special mention on the Crunch&Sip website. The children were pleased to see their photos and maths work published on the Crunch&Sip Website. Children received Crunch&Sip water bottles, Frisbees, pencils, balls, stickers, certificates and badges for their effort. Encouraging children to drink water and eat fruit and vegetables is a simple and cost effective strategy to promote good health.

HIGHLIGHTS— Developing the Whole Child

Bunnings and Planet Ark Tree Planting Day.	Year 1	<p>Bunnings staff came to our school, provided advice, trees to plant, equipment and hands-on support, in honour of Tree Day.</p> <p>Children planted dwarf lemon, orange and mandarin trees. The blueberry bush produced lots of sweet, delicious berries which the children enjoyed picking and eating. Our garden is thriving.</p> <p>Children wrote thank you letters to Bunnings.</p> <p>Our school received a certificate from Planet Ark thanking us for our participation.</p>
Seeds for Schools Program.	Year 1 / 2	<p>The Seeds for Schools Program provided the potato seeds. Children planted the potatoes, maintained the garden beds and harvested the crop. Eating the potatoes was a highlight.</p>
Year 6 Camp	Year 6	<p>Busselton Camp—a program to motivate, excite and develop independence and leadership in our senior students.</p>
Stem Club	All years after school	<p>Children designed and made solutions to self identified and given problems.</p>



WINTHROP PRIMARY SCHOOL

BUSINESS PLAN 2018—2020

BE THE CHANGE CLASSROOM INITIATIVES

Project	Links to Focus Areas	Learning Experience
Arts—Music	Aboriginal Reconciliation Service	Focus Areas 1, 3 & 4 Performing at a high level with the Governor General and Aboriginal Elders in attendance. Students have a learning opportunity to understand and value the contribution and sacrifice of indigenous soldiers. Opportunity to demonstrate respect, pride and
Languages – Japanese	Japanese Festival	Focus Areas 1, 3 & 4 Students engaged in Japanese cultural activities including games, songs, dance and food. Valuing and embracing diversity and developing greater understanding and tolerance of difference.
Science	Frog Pond	Focus Areas 1, 3 & 4 Working in partnership with community who supported with materials and manpower in the construction of the pond. Learning opportunities to support understanding of biodiversity and sustainability.
Health	Paintstorm	Focus Area 4 Exploration of emotions and personal responses through the arts.
Reconciliation Team	Harmony Day Concert Six Noongar Seasons Art projects and Signage	Focus Area 1, 3 & 4 Developing strong links with local community provides staff with invaluable information and resources . All students have engaged in learning opportunities which encourage broader appreciation for the diversity of history and culture.



WINTHROP PRIMARY SCHOOL

BUSINESS PLAN 2018—2020

BE THE CHANGE CLASSROOM INITIATIVES

Individual Class / Year level projects including:	Sustainability: Recycle station Sustainable Houses Fete—recycling Solar Light projects Recycle—Upcycle Worm Farm— waste reduction No Waste Wednesdays Water Wise Accreditation Seeds for Schools Vegetable Garden Roots and Shoots	Focus Areas 3 & 4	<p>Students across all year levels have been engaged in a wide range of sustainability learning experiences.</p> <p>Initiatives have been of a hands on nature and have involved students acting sustainably and considering the impact of their actions on our environment.</p> <p>Activities in sustainability develops the following capabilities:</p> <ul style="list-style-type: none"> ⇒ Critical thinking, reflection, evaluation and positive values ⇒ Optimism, hope and resilience ⇒ Connection to nature ⇒ Opportunity to act in ways that contribute to a prosperous, sustainable and socially just society
	Community Partnerships: St Patricks Church Christmas collection Bandana Day—Street Performers fundraiser Carols by Candlelight—Community Event Nursing Home visit and letter writing	Focus Areas 3 & 4	<p>Students across the school have been engaged in learning opportunities to support the building of quality relationships and connections in their community.</p> <p>Crating a sense of community is an integral part of the core themes of belonging and identity which runs through the Early Years Learning Framework.</p> <p>A sense of community plays a significant role in the development of children’s feelings of belonging and security. It is important that this community is developed beyond the learning environment. The learning experiences that our students have been engaged in support them in growing and developing connections to the outside world and assist in a deeper understanding of the shared values that underpin our society.</p>
Staff:	Teacher Professional Learning	Focus Area 2	<p>The Australian Curriculum, schools requires teachers to teach sustainability as a cross-curriculum priority. To support the embedding of these priorities, teachers have been engaging in working in teams to support each other and also engaging in professional learning through support resources, information and community groups.</p>

WINTHROP PRIMARY SCHOOL

BUSINESS PLAN 2018—2020

FOCUS AREA 4: Developing the Whole Child—Attitude Behaviour and Effort

As stated in the Winthrop Primary School 2018—2020 Business Plan, we are working to provide students with the opportunity to learn in a safe inclusive environment to support them in becoming successful learners, confident and creative individuals and active, informed citizens. Additionally, we are supporting our students to strive for excellence and to achieve their own academic best through the development of a growth mindset.

In working toward these goals, we apply a consistent approach to determining student development on the attributes included as part of our formal reporting including analysis of our level distribution as seen in the data below.

Winthrop Primary School Lower Primary Attribute Summary

All Years Sorted by Reporting Period(s): Semester 2 2018					
Attribute	Consistently	Often	Sometimes	Seldom	Not Assessed
Is enthusiastic about learning	180	58	3	0	0
Participates responsibly	156	80	5	0	0
Sets goals and works towards them	112	101	27	1	0
Totals	448	239	35	1	0
Percentages	62.0	33.1	4.8	0.1	0.0

Primary Attribute Summary

All Years Sorted by Reporting Period(s): Semester 2 2018					
Attribute	Consistently	Often	Sometimes	Seldom	Not Assessed
Works to the best of his/her ability	234	93	9	2	0
Shows self respect and care	308	25	4	1	0
Shows courtesy and respect for the rights of others	286	43	8	1	0
Participates responsibly in social and civic activities	272	59	5	2	0
Cooperates productively and builds positive relationships with others	274	55	8	1	0
Is enthusiastic about learning	252	77	6	3	0
Sets goals and works towards them with perseverance	240	85	8	4	1
Shows confidence in making positive choices and decisions	256	74	6	2	0
Totals	2122	511	54	16	1
Percentages	78.5	18.9	2.0	0.6	0.0

Where are we now ?	<p>As documented on the data above.</p> <p>Whole school consistent approach through implementation of Attitude, Behaviour and Effort Rubrics in moderation and assessment of the attributes.</p> <p>Whole school focus on consistency of Behaviour Management Guidelines implementation.</p> <p>Restorative Justice approach to behaviour management across the school.</p> <p>Whole school specialist program in Health and Wellbeing.</p> <p>School Chaplaincy program in place.</p> <p>Formulation of classroom agreements in all classes.</p>
What is the data telling us?	<p>93.1 % of students in lower years demonstrate the attributes listed at a 'consistent' or 'often' manner at end of Semester 2.</p> <p>97.4% of students in years 3-6 demonstrate the attributes listed at a 'consistent' or 'often' manner at the end of Semester 2.</p> <p><i>Participating responsibly</i> was the attribute with the highest 'sometimes' or 'seldom' ranking in the lower year.</p> <p><i>Sets goals and works toward them with perseverance</i> was the attribute with the highest 'sometimes' or 'seldom' ranking in years 3-6.</p>
What are we going to do about it?	<p>Review Attitude, Behaviour and Effort rubrics and re-word to include more child friendly language.</p> <p>Explicitly model goal setting to students.</p> <p>Teachers to consider seeking student feedback to support the modelling of explicit goal setting.</p> <p>Continue toward consistency in the implementation of our Behaviour Management Guidelines.</p>

WINTHROP PRIMARY SCHOOL

BUSINESS PLAN 2018—2020

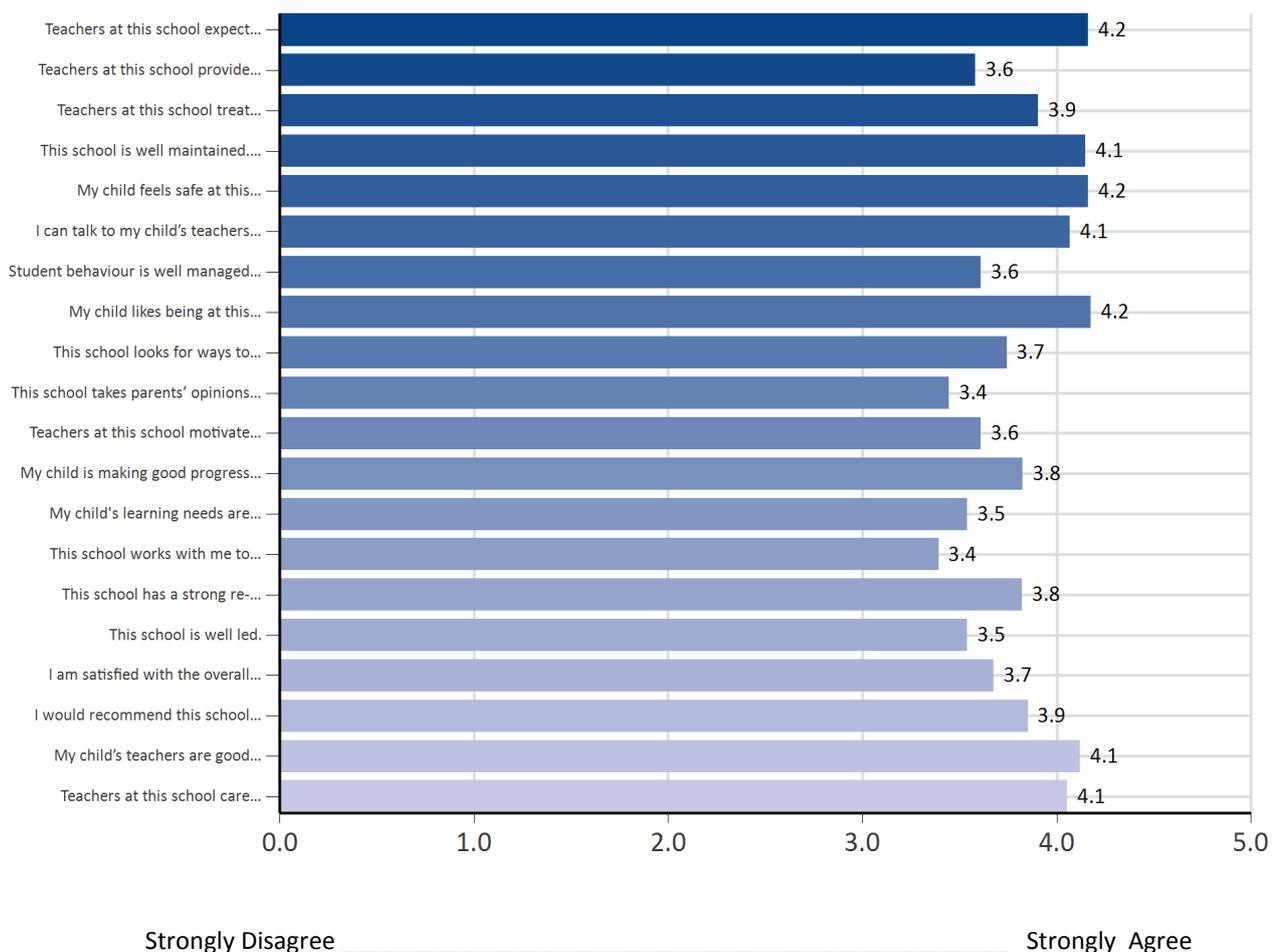
Data to inform movement toward target in Focus Areas:

3 Working in Partnership

4 Developing the Whole Child

In 2018 all members of our school community were provided with the opportunity to complete an online survey. We received responses from 74 parents/caregivers and a combined 58 responses from staff and Year 5 and 6 students.

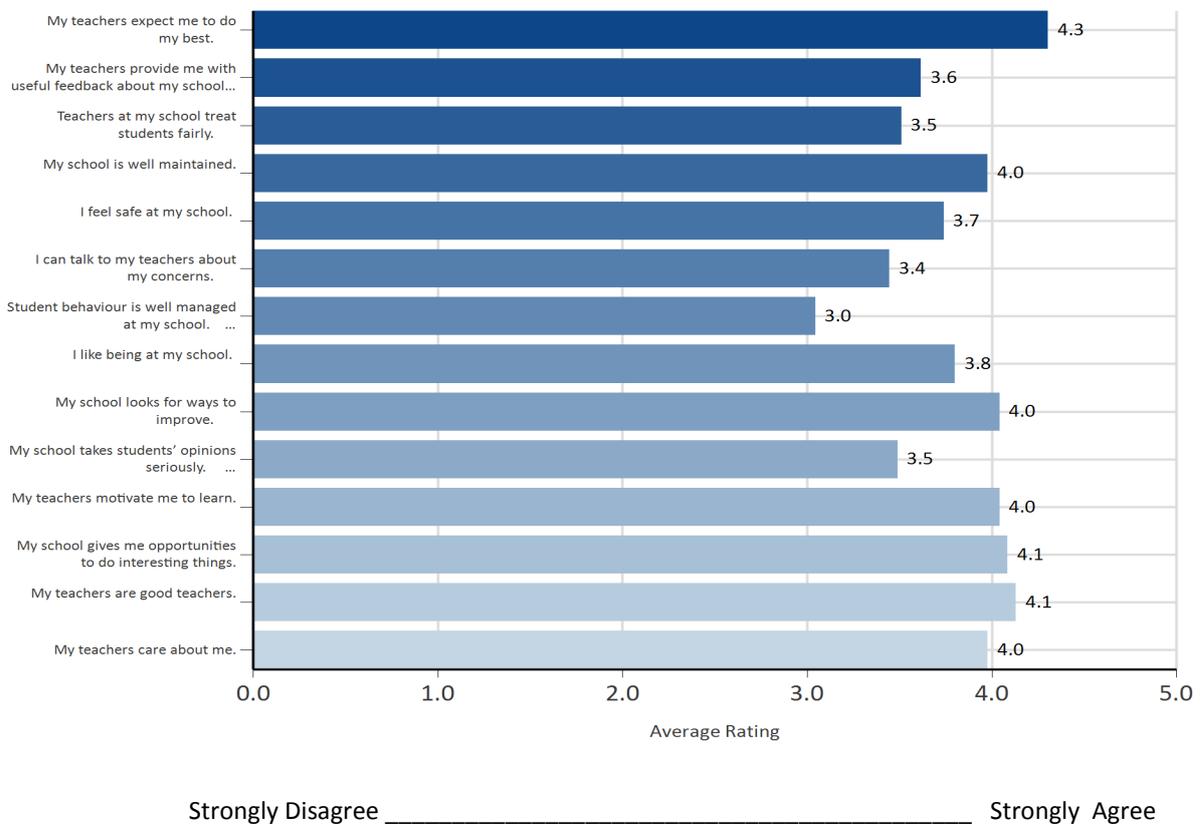
Parent Survey Results



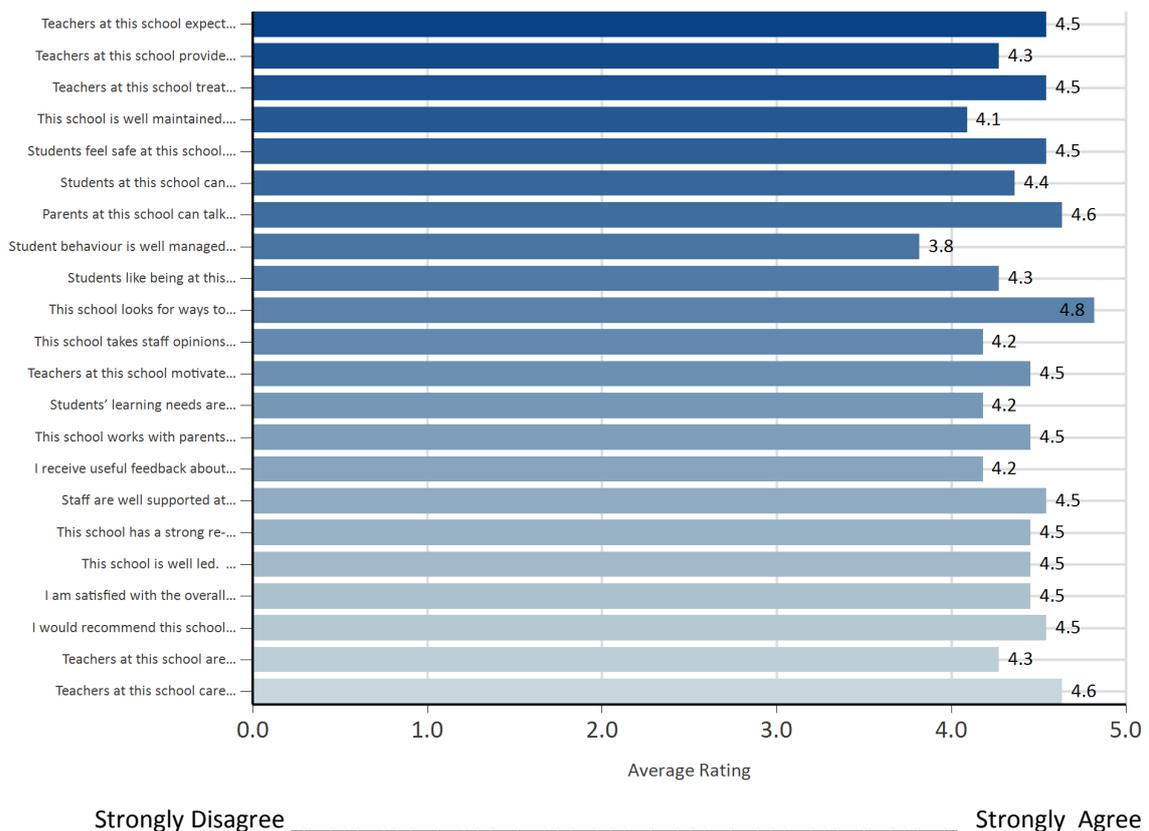
WINTHROP PRIMARY SCHOOL

BUSINESS PLAN 2018—2020

Student Survey Results



Staff Survey Results



Conclusion What is the data telling us?	Parent Feedback	
	Highest Strongly Agree	Highest strongly agree – my child likes being at this school (49%)
	Highest feedback (Agree + strongly agree)	The school is well maintained
		My child feels safe at this school
		My child likes being at this school
	Areas for development (Disagree + strongly disagree)	Teachers at this school motivate my child to learn (highest strongly disagree)
		Teachers at this school provide my child with useful feedback about their school work. (highest disagree)
	Investigate further (Neither agree nor disagree)	<i>This school takes parents' opinions seriously</i>
	Student Feedback	
	Highest Strongly Agree	My teachers are good teachers (52%)
	Highest feedback (Agree + strongly agree)	My teachers expect me to do my best
		My school is well maintained
		My school looks for ways to improve
	Areas for development (Disagree + strongly disagree)	Student behaviour is well managed at my school
		I like being at my school
	Investigate further (Neither agree nor disagree)	<i>Student behaviour is well managed at my school I can talk to my teachers about my concern</i>
	Staff Feedback	
	Highest Strongly Agree	This school looks for ways to improve (82%)
	Highest feedback (Agree + strongly agree)	<i>All bar 4 items (school is well maintained, student behaviour is well managed at this school, students at this school can talk to their teachers, I receive useful feedback about my work) had 100% agree + strongly agree response</i>
Areas for development (Disagree + strongly disagree)	This school is well maintained	
Investigate further (Neither agree nor disagree)	<i>Student behaviour is well managed at this school.</i>	

<p>Why do we think this is so ?</p>	<p><u>PARENT FEEDBACK</u></p> <p>Parents may not be aware of the feedback we are giving student in the classroom.</p> <p>Parents may not understand our instructional framework.</p> <p>Our report comments may not be reflective or practical feedback and too heavily laden with ‘Edu speak’</p> <p>Parents see their children being happy at school and engaging in a broad range of learning experiences.</p> <p>Our school is presented well and staff take pride in ensuring the classroom environment is an organised and inviting one.</p> <p>Parents were unsure of whether the school takes parents opinions seriously and therefore we may need to raise the profile of our School Board Members and P&C representatives to make it explicitly clear that play a significant and impactful part of decision making at our school.</p> <p><u>STUDENT FEEBACK</u></p> <p>Students see their teachers working hard and being fair and consistent.</p> <p>Teachers are setting realistic goals with students about their learning and behaviour.</p> <p>Teachers ensure that their classrooms are well organised and inviting places to learn.</p> <p>Students see what happens in the playground when teachers may not be present.</p> <p>There may be an undercurrent of student behaviour which makes some students feel unsafe.</p> <p>Students are not sure if they can speak to their teachers about unacceptable behaviour. They may perceive this is ‘dobbing’ .</p> <p><u>STAFF FEEDBACK</u></p> <p>School planning and self review includes all members of staff.</p> <p>Teachers have pride in ensuring the learning environment at WPS is well organised, well resourced and an inviting place in which to learn.</p> <p>Cost Centre Managers manage purchases of resources in line with the School Business Plan.</p> <p>Staff are continuing to seek further consistency and application of the school’s Behaviour Management Guidelines.</p>
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<p>What are we going to do about it?</p>	<p><u>PARENTS</u></p> <p>Investigate more visible means of feedback. Give examples to parents of how we provide feedback i.e.: at parent meetings, be more explicit in feedback in Semester reports.</p> <p>Continue to invite parents and publically thank parents for their partnerships in our school.</p> <p>Highlight the who the members of our P&C and School Board are and invite them to present at our parent induction sessions.</p> <p><u>STUDENTS</u></p> <p>Engage health and wellbeing teacher to work with students during Health sessions to explicitly teach skills and strategies to establish and maintain relationships over time.</p> <p>Seek student feedback and input when behaviour incident arise— restorative justice approach.</p> <p><u>STAFF</u></p> <p>Further behaviour management strategies to be investigated for those students with additional needs.</p> <p>Continue with restorative justice approach but ensure that parent follow up is complete.</p> <p>Record behaviour incidences on Integris.</p> <p>Behaviour management continues to be a focus for review in our school self assessment processes.</p>
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WINTHROP PRIMARY SCHOOL

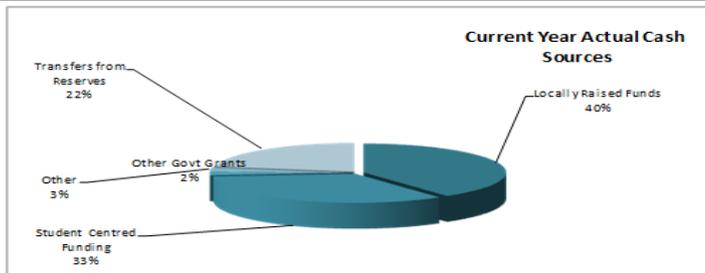
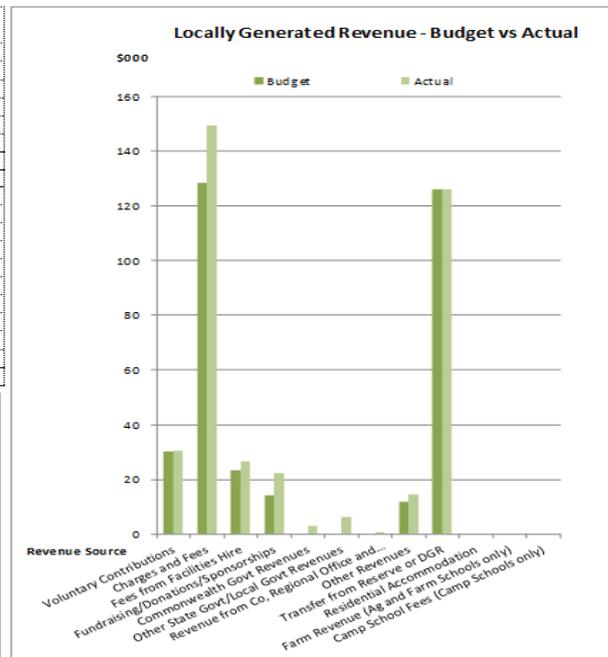
2018 FINANCE



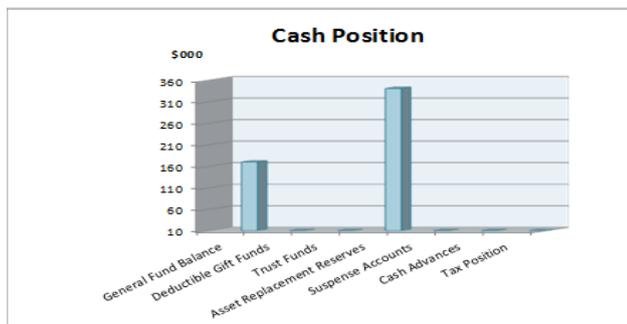
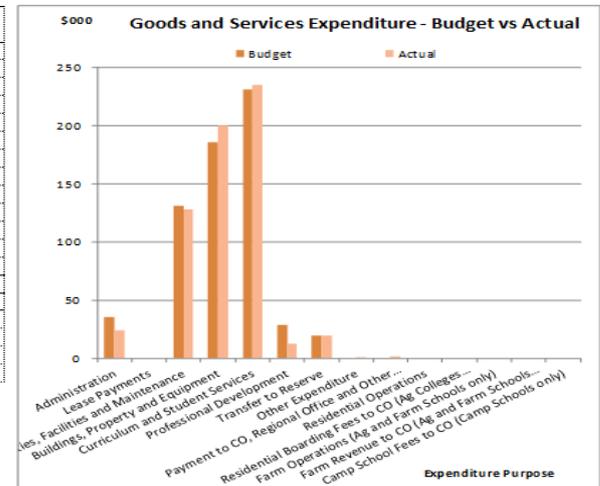
WINTHROP PRIMARY SCHOOL

FINANCIAL SUMMARY AS AT 31ST DECEMBER, 2018

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 30,180.00	\$ 30,646.00
2 Charges and Fees	\$ 128,380.00	\$ 149,520.27
3 Fees from Facilities Hire	\$ 23,272.00	\$ 25,516.82
4 Fundraising / Donations / Sponsorships	\$ 14,000.00	\$ 22,336.11
5 Commonwealth Govt Revenues	\$ -	\$ 3,011.55
6 Other State Govt/Local Govt Revenues	\$ -	\$ 6,146.79
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ 832.21
8 Other Revenues	\$ 11,700.00	\$ 14,571.83
9 Transfer from Reserve or DGR	\$ 126,265.00	\$ 126,265.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 333,797.00	\$ 379,846.58
Opening Balance	\$ 217,737.00	\$ 217,737.28
Student Centred Funding	\$ 175,000.00	\$ 191,729.00
Total Cash Funds Available	\$ 726,534.00	\$ 789,312.86
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 726,534.00	\$ 789,312.86



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 35,050.00	\$ 24,019.07
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 130,900.00	\$ 127,644.67
4 Buildings, Property and Equipment	\$ 185,001.50	\$ 200,314.20
5 Curriculum and Student Services	\$ 230,558.50	\$ 234,747.94
6 Professional Development	\$ 28,500.00	\$ 12,237.77
7 Transfer to Reserve	\$ 19,500.00	\$ 19,500.00
8 Other Expenditure	\$ -	\$ 4.61
9 Payment to CO, Regional Office and Other Schools	\$ -	\$ 1,210.00
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)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 629,510.00	\$ 619,678.26
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 629,510.00	\$ 619,678.26
Cash Budget Variance	\$ 97,024.00	



Cash Position as at:	
Bank Balance	\$ 513,182.73
Made up of:	
1 General Fund Balance	\$ 169,634.60
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 340,583.69
5 Suspense Accounts	\$ 4,381.44
6 Cash Advances	\$ -
7 Tax Position	\$ 1,417.00
Total Bank Balance	\$ 513,182.73

Winthrop Primary School is in a sound financial position for 2018. The school finances are under continual scrutiny by the Principals, Manager of Corporate Services, the school Finance Committee and School Board. The allocation of resources is linked to operational plans to ensure enriched learning opportunities for students. In 2018, the school received 85% of parent voluntary contributions in Kindergarten and 75% in Years P—6. The school was fortunate to receive ongoing financial support from the Winthrop Primary School Parents and Citizens Association (P&C). During 2018, the P&C generously funded the installation of whirly gigs in the undercover area and also contributed to the resurfacing of the netball courts.



Glossary

ABE	Attitude Behaviour and Effort
AiTSL	Australian Professional Standards for Teachers
DoE	Department of Education
DoTT	Duties other than Teaching
DP	Deputy Principal
EALD	English as an Additional Language / Dialect
EYLF	Early Years Learning Framework
GEP	Group Education Plan
ICT	Information Communication Technologies
IEP	Individual Education Plan
K	Kindergarten
L3	Level 3 Classroom Teacher
LSC	Learning Support Coordinator
MCS	Manager of Corporate Services
NQS	National Quality Standard
NAPLAN	National Assessment Program Literacy and Numeracy
OSHC	Out of School Hours Club—before and after school care
PP	Pre-Primary
PL	Professional Learning
P&C	Parents and Citizens
RAP	Reconciliation Plan
SDD	School Development Day
STEM	Science, Technology, Engineering and Mathematics
SaER	Students at Educational Risk
TALA	Teaching and Learning Adjustment