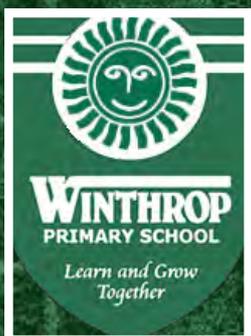


LEARN AND GROW TOGETHER



WINTHROP PRIMARY SCHOOL
AN INDEPENDENT PUBLIC SCHOOL

2019 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.

WINTHROP PRIMARY SCHOOL COMMUNITY AGREEMENTS:

- 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

FROM THE PRINCIPALS

We are delighted to present the Winthrop Primary School 2019 Annual Report.

Throughout 2019 we continued to focus on improving our school performance through the development and embedding of whole school programs with a renewed focus on assessment and moderation. We continued to support the development of writing and saw pleasing results in this area in both NAPLAN and Brightpath assessments.

In 2019 we progressed and maintained our focus on Excellence in Teaching and Learning. 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.

Additionally, in 2019, we committed to our school becoming a Positive Behaviour Support School (PBS). In doing so our aim is to enhance our learning environment in order that it is safe, positive and engages students and gives them a sense of belonging to the community. Through the PBS framework we will build a continuum of supports for staff and students with an emphasis on building relationships. During 2019, staff nominated to be part of the PBS team. This now established team includes a teacher leader, coach and support teachers who received professional learning to lead our school in implementing PBS strategies built on our existing strengths.

Our school has previously received commendation as one which provides learning programs which contribute to pathways leading to meaningful and externally recognised outcomes beyond school. During 2019, led by our Reconciliation Action Plan (RAP) Team, we made explicit links to the cross curricular priorities, and in particular the Aboriginal and Torres Strait Islander histories and cultures. 2019 saw the official opening of our Seasons Art Trail. We were fortunate to have Olman Walley conduct a smoking ceremony for our community for the event.

The Winthrop Primary School Board continued to play an integral role in good running of the school. During 2019, the school board supported the development and endorsed policy in relation to duty of care and student behaviour management. The School Board continued to monitor the school progress toward targets in the business plan via the bi-annual reviews, hyperlinked documents which ensure transparency in all aspects of the school programs.

Working in partnership with community to provide improved learning opportunities for all students is at the core of all decision making at Winthrop Primary School. 2019 has seen the exciting launch of our new Fathering group, an initiative of our hardworking Parents and Citizen's Association. This group is just one of many examples of our community working together to foster inclusivity. We also acknowledge our School Board members, parents and caregivers for their invaluable contribution to all aspects of our school.

This Annual Report provides an overview of our achievements and progress toward meeting targets in our four focus areas: *Empowering Excellence in Teaching, Inspiring Excellence in Learning, Developing the Whole Child and Working in Partnership* during 2019. We look forward to 2020 as a time to build on our successes and to continue to uphold our tradition of educational excellence as our students *learn and grow together*.

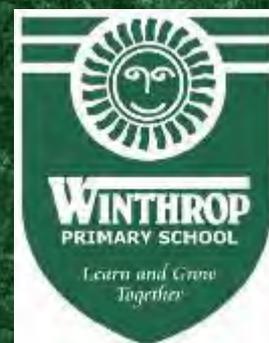
Yours sincerely,

Julie Carlson and Karina Meldrum

Principals

Don Johnston

2019 School Board Chair



**WINTHROP
PRIMARY SCHOOL**

Established 1991

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 Positive Behaviour Schools Team, school chaplain, school psychologist and administration team case managers. We implement targeted research-based programs including Pre, Mini and MacQLit, to ensure all students have maximum curriculum access.

SCHOOL MANAGEMENT



Julie Carlson
Principal
Wed, Thur and Fri



Karina Meldrum
Principal: Mon, Tues
Deputy Principal: Wed, Thurs
and Friday



Albert Cianfrini
Deputy Principal



Mool Bhargava
Manager of Corporate
Services

WINTHROP PRIMARY SCHOOL

SCHOOL PROFILE 2019

	No	FTE	AB'L
Administration Staff			
Principals	2	1.0	0
Deputy Principals	2	1.5	0
Total Administration Staff	4	2.5	0
Teaching Staff			
Level 3 Teachers	6	4.6	0
Other Teaching Staff	30	21.6	0
Total Teaching Staff	36	26.2	0
School Support Staff			
Clerical / Administrative	5	4.4	0
Gardening / Maintenance	1	0.6	0
Other Non-Teaching Staff	18	12.9	0
Total School Support Staff	24	17.9	0
Total	64	46.6	0



Student Numbers (as at 2019 Semester 2)

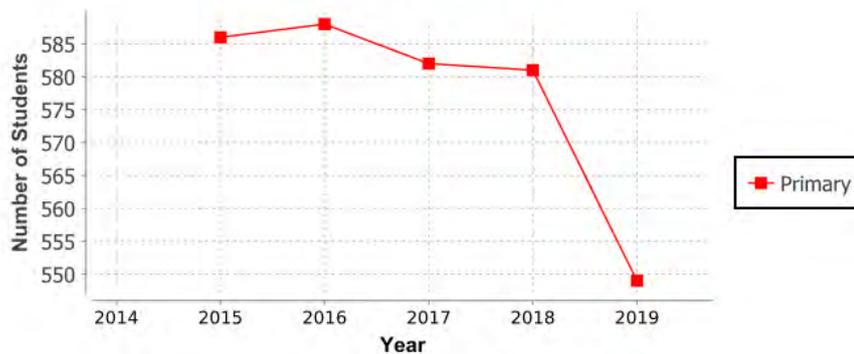
Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(30)	71	82	81	78	83	72	82	579
Part Time	59								

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

	Kin	PPR	Pri	Sec	Total
Male	29	39	242		310
Female	30	32	236		298
Total	59	71	478		608

	Kin	PPR	Pri	Sec	Total
Aboriginal			4		4
Non-Aboriginal	59	71	474		604
Total	59	71	478		608

Semester 2 Student Numbers



Semester 2

	2015	2016	2017	2018	2019
Primary (Excluding Kin)	586	588	582	581	549
Total	586	588	582	581	549

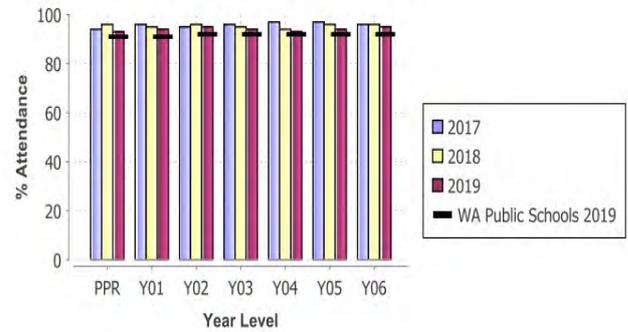
WINTHROP PRIMARY SCHOOL

SCHOOL PROFILE 2019

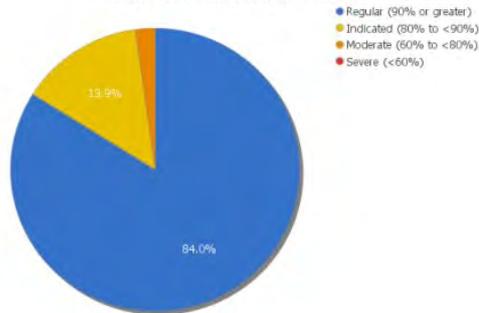
Attendance Overall Primary

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2017	90.5%	8.2%	1.2%	0.2%
2018	87.7%	10.1%	2.0%	0.2%
2019	82.4%	12.5%	4.3%	0.9%
Like Schools 2019	84.4%	13.0%	2.2%	0.5%
WA Public Schools	73.0%	19.0%	6.0%	2.0%

Attendance % - Primary Year Levels



Attendance Profile 2019 Semester 2



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 target at 82.4%. This is, however below like schools and 3.3% below our 2018 regular attendance rate.

What are we going to do about it

Continue to follow up through the learning support team attendance.

Continue to follow up with letters and inform community in relation to K code unauthorised vacations as these made up 25% of our Semester 2 absences in 2019.

Destination Schools

2019 school destinations of the 2018 student cohort

Year Level : Male: 63 Female: 31 Total: 94

Destination Schools	Male	Female	Total
4002 Applecross Senior High School	28	13	41
1396 Kennedy Baptist College	8	3	11
4042 Perth Modern School	9		9
4034 Melville Senior High School	3	3	6
1277 All Saints' College	3	2	5
1299 Corpus Christi College	3	2	5
4048 Rossmoyne Senior High School	2	3	5
4126 Willetton Senior High School	3		3
1368 Seton Catholic College		2	2
1063 Christian Brothers' College	1		1
4176 Comet Bay College	1		1
1405 Divine Mercy College		1	1
1121 Iona Presentation College		1	1
4025 John Curtin College Of The Arts	1		1
4143 Leeming Senior High School	1		1
1152 Penrhos College		1	1
4168 Shenton College		1	1



Shared Learning Beliefs

[Click](#)

#1 *Connect, Attune and Support*

Student: How do I feel?

Students learn best when they are interested and enthusiastic; experience enjoyment and satisfaction; take pride in and have a zest for learning.



[Click](#)

#2 *Spark and Sustain*

Student: Am I interested [Click](#)

Students learn best when their interest in the learning program is stimulated and sustained.

[Click](#)

#3 *Keep it Real*

Student: Is this important?

Students learn best when they consider the learning/work to be important because it has real world connections.

[Click](#)

#4 *Cultivate a "Can Do Kids" learning culture*

Student: Can I do this? [Click](#)

Students learn best when they develop the self-efficacy of a "Can Do" learning mindset .

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. Documented plans have moved to Special Educational Needs electronic format. 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 visible in each class and communicated to parents. Behaviour Management Policy, reviewed and updated as a DRAFT, pending Positive Behaviours implementation. Movement toward becoming a Positive Behaviour School supported by Department of Education support staff.
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 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 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. Ongoing Data Analysis of systemic and class based assessments.

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.

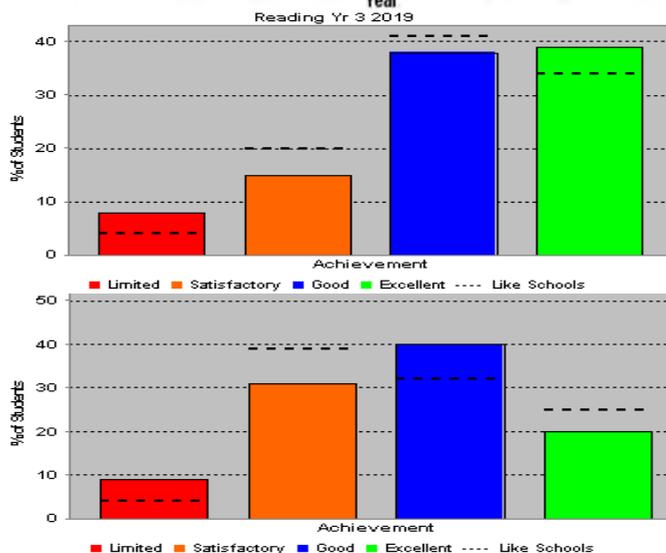
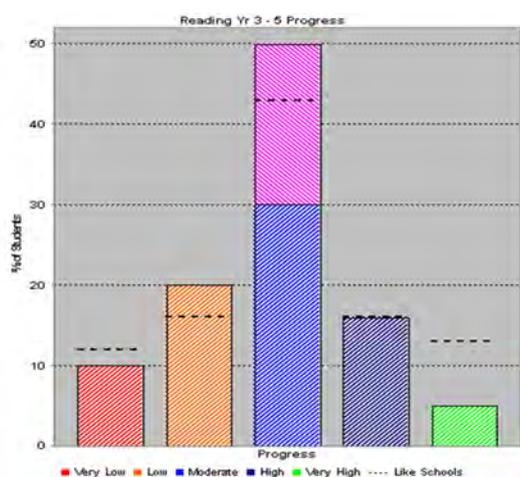
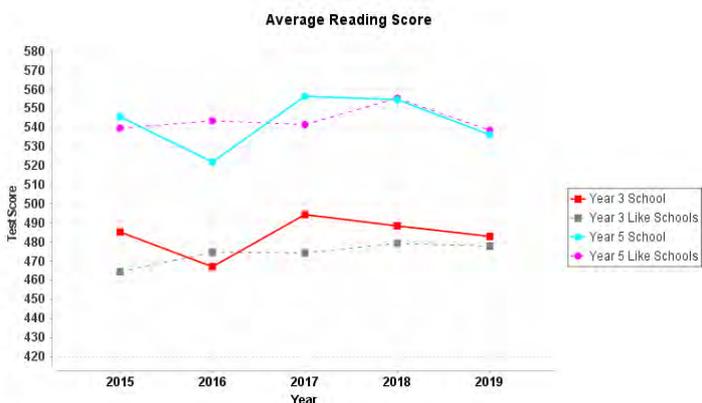
KEY: N= Not Yet

WT= Working Towards

A= Achieving

OBJECTIVES	MONITORING	N	W T	A	ACTIONS
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 and have been reviewed 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</p> <p>Analysis of intervening Naplan data</p> <p>Analysis of moderated work sample data.</p> <p>Analysis of On Entry data</p> <p>Analysis of Pre, Mini and MacQLit data</p> <p>Analysis of agreed assessment data as per whole school assessment schedule</p>				<p>Instructional Framework whole school consistency of instructional approach.</p> <p>Whole School Assessment Schedule in place.</p> <p>Online NAPLAN school, 2019</p> <p>Whole School Purchase and use of CNAP (Best Practice) data analysis tool.</p> <p>National Quality Standards (NQS) preparation for accreditation. .</p> <p>EAL/D administration coordinator in place and Education Assistants working across the school with identified groups of students.</p> <p>Special Needs education assistants supporting identified students across the school.</p> <p>Phase of Learning Teams (teacher) meeting 3 times per term.</p> <p>Whole school staff meetings 2 per term.</p> <p>Apple coach (teacher Simon Dufall)</p> <p>Implementation of 1:1 ipads with explicit use of educational aps to enhance teaching and learning program.</p> <p>Whole school implementation of iMaths and Soundwaves Spelling.</p> <p>Review and redevelopment of whole school scope and sequence documents in Literacy and Numeracy.</p> <p>Analysis of grade allocations based on % of grade distribution per curriculum area. This data is to alert us to any mis alignment and to note and investigate any trends.</p> <p>Implementation of Story Dogs program to support the development and confidence of early readers.</p>

WINTHROP PRIMARY SCHOOL BUSINESS PLAN 2018—2020

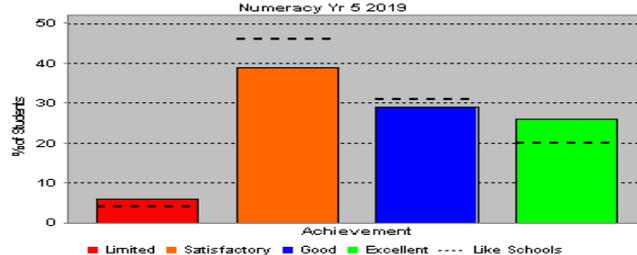
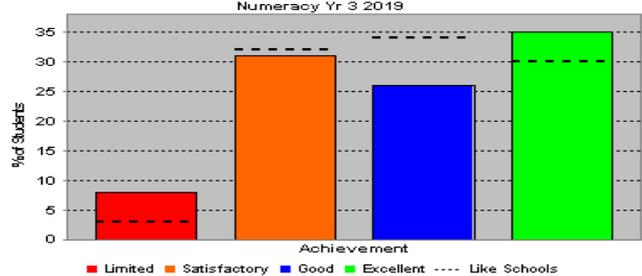
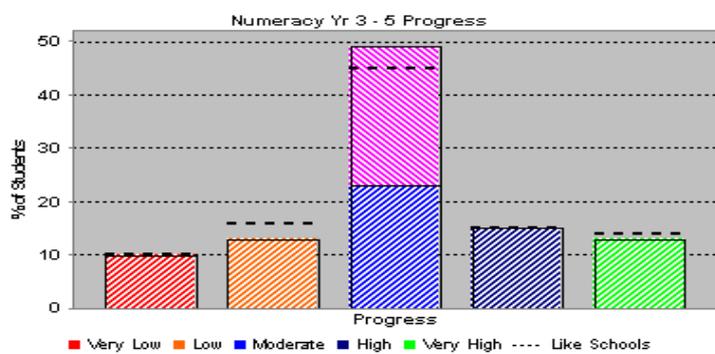
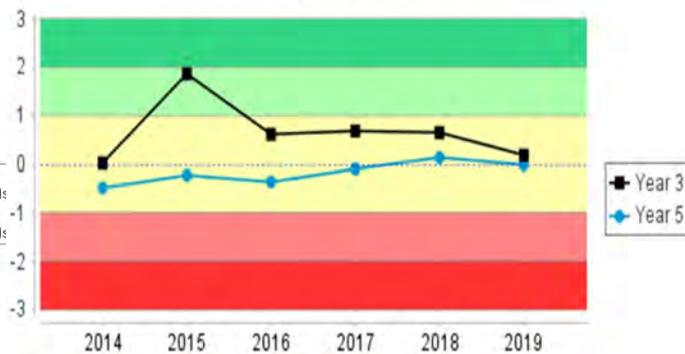
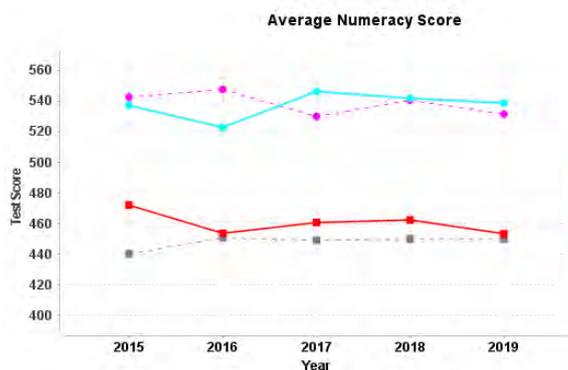


NALYSIS	YEAR 3	YEAR 5
What is the data telling us ?	<p>Average reading score is above like schools. Within expected range</p> <p>Very strong progress as compared to like schools in terms of excellent achievement.</p> <p>Well above like schools in progress from On Entry to Year 3.</p> <p>Stable cohort below like schools in very low and low achievement but much stronger in excellent achievement.</p>	<p>Below like schools achievement in Year 5 Reading.</p> <p>Above like schools in 'good' achievement but below like schools in 'excellent' achievement. Stable cohort, on par with like schools for excellent achievement.</p> <p>Lower than expected achievement.</p> <p>Year 5 moderate progress has a high number of students, well above like schools in 'pink' (progress difficult to assess due to both NAPLAN test scores achievement being high – assumed moderate progress)</p> <p>Stable cohort has below like schools in low progress and satisfactory progress.</p> <p>Above Australian mean. Like schools also dipped in this test.</p>
Why do we think this is so?	<p>Strong tracking and follow up of On-Entry data.</p> <p>Pre-Lit and MiniLit programs in place.</p> <p>Dedicated Literacy Blocks.</p> <p>Explicit teaching practices.</p> <p>Guided reading as a key strategy.</p> <p>EALD EA support model in place.</p> <p>Development of scope and sequence documents.</p>	<p>Whole current year 5 cohort appear not to be making the same progress nor achievement as the stable cohort.</p> <p>Significant dip in year 5 achievement in reading in 2019 as compared with longitudinal trend. May be cohort dependent, may be due to technical issues with test. May be due to difference in stable cohort v's current cohort.</p> <p>Noted that like schools also demonstrated a downward trend in this test although this was more pronounced at WPS.</p>

<p>Conclusion</p>	<p>ACER testing is providing formative assessment.</p> <p>Brightpath moderation techniques making positive difference to grade alignment.</p> <p>Teacher engagement with data is increasing NAPLAN online data and Student Achievement Information System dashboard.</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 are above Like Schools Achievement in year 3, anomaly for year 5, 2019 that we are below comparative achievement.</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. (25% of all student absences in Semester 2 were unauthorised vacations).</p> <p>-</p>
<p>What are we going to do about it in 2020?</p>	<p>Continued implementation of Literacy Blocks with a focus on explicit teaching of reading processes and strategies, particularly through the Literacy Strand.</p> <p>Continue with PM Benchmarks Running Records P-3 and identified 4-6 students.</p> <p>Embedded whole school implementation and depth of understanding of Instructional Framework.</p> <p>Continue with PreLit, MiniLit and MacQLit programs following identification of students.</p> <p>Continuation of Story Dogs program.</p> <p>Target linked budgeting procedures embedded across the English Cost Centre.</p> <p>Identified students at educational risk at or around national minimum standard supported by inclusion in MacQLit program.</p> <p>Continue with Formal Student Handover processes supported by documentation.</p> <p>Curriculum leadership team to work alongside teachers to identify students at risk and to develop case management plans in response.</p> <p>Curriculum leadership team to support in depth data analysis of the 'gaps' in skills to assist teachers with strategies to address.</p> <p>Development of whole school English plan focusing on linking elaborations and curriculum resources.</p> <p>Close monitoring and data analysis of students in MiniLit and MacQLit to track impact on NAPLAN results and teacher assessment in semester reports.</p> <p>Development of stronger links between On-Entry assessment data to inform teaching and learning in years 1 and 2.</p>



WINTHROP PRIMARY SCHOOL BUSINESS PLAN 2018—2020

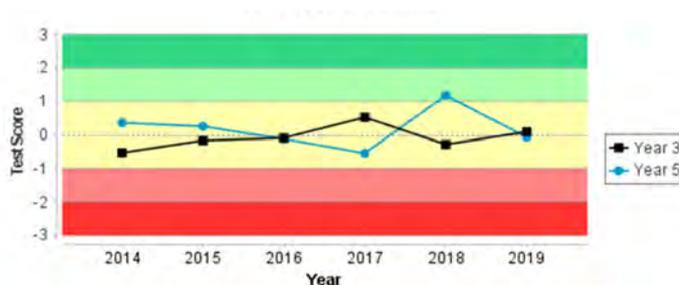


ANALYSIS	YEAR 3	YEAR 5
What is the data telling us ?	<p>Within expected range.</p> <p>Above like school achievement.</p> <p>Significantly above like school progress in On Entry to Year 3.</p>	<p>Within expected range</p> <p>Above like school achievement.</p> <p>Significantly overly represented in the moderate progress category, above like schools with 21 students represented in the 'pink' area of assumed moderate progress.</p> <p>Slight downward trend in year 5, more pronounced downward trend in like schools.</p> <p>On par with like schools in terms of Year 3-5 progress.</p>
Why do we think this is so?	<p>Implementation of Instructional Framework.</p> <p>Implementation of Paul Swan strategies diagnostic testing tasks per year level.</p> <p>Implementation and focus on development of year level First Steps moderation tasks.</p> <p>Increased emphasis on numeracy in the Assessment Schedule.</p> <p>Increased moderation.</p>	<p>Whole school approach, program iMaths in place, supported by online program and teaching resources.</p> <p>Implementation and focus on development of year level First Steps moderation tasks.</p> <p>Increased moderation</p>
Conclusions	<p>ACER testing is supporting teachers in providing accurate feedback and data about student achievement.</p> <p>Explicit teaching of mathematical concepts is critical and reflected in ongoing sound results.</p> <p>There remains a need to enrich high achieving students in pre year 5 NAPLAN years.</p> <p>Mathematics is being embedded well across all learning areas and mathematic tasks are hands on and relevant to the practical day to day lives of the students.</p>	

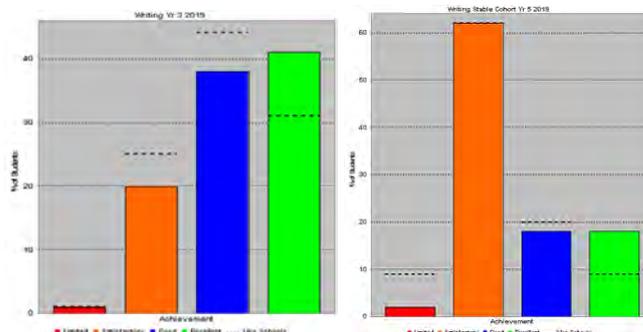
<p>Conclusions</p>	<p>ACER testing is providing formative assessment.</p> <p>Teacher engagement with data is increasing—NAPLAN online data base.</p> <p>We need to capitalise on our PP and Yr. 3 achievement when those students are in Year 5—aiming for higher progress.</p> <p>We need to monitor and educate 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>Development of whole school Mathematics Planning document (scope and sequence)</p> <p>Both cohorts as per like schools slightly below 2018 results. Our dip less than like schools in year 5 but more pronounced in year 3.</p> <p>Continue with iMaths program supported by tracker book and online resources.</p>
<p>What are we going to do about it in 2020?</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 Student Handover processes supported by documentation.</p> <p>Curriculum leadership team to support identification of individual and group educational plans. Curriculum leadership team to support development 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 2020.</p> <p>Formal Review iMaths as whole school program.</p> <p>Continue to develop professional learning in the use of ICT as a tool to support mathematical understanding. .</p> <p>Development and implementation of curriculum linked whole school planning documents</p> <p>Review of assessment schedule to ensure inclusion of First Steps Mathematics assessment tasks across all strands of Mathematics.</p> <p>Inclusion in assessment schedule of Westwood mental mathematics testing.</p> <p>Reinstatement of intervening NAPLAN testing.</p> <p>Continued use of ACER PAT testing in mathematics. Year 1-6</p> <p>Emphasis on iMaths Investigations as source of data collection based on practical learning opportunities for children to apply and demonstrate proficiency in mathematics.</p>

WINTHROP PRIMARY SCHOOL BUSINESS PLAN 2018—2020

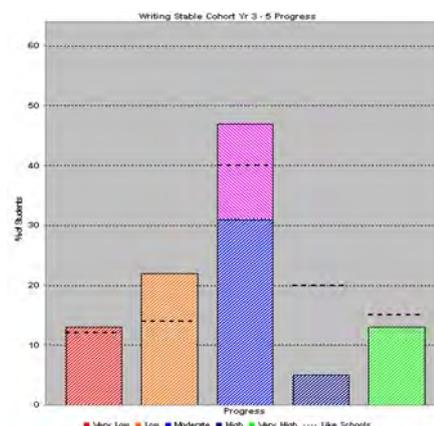
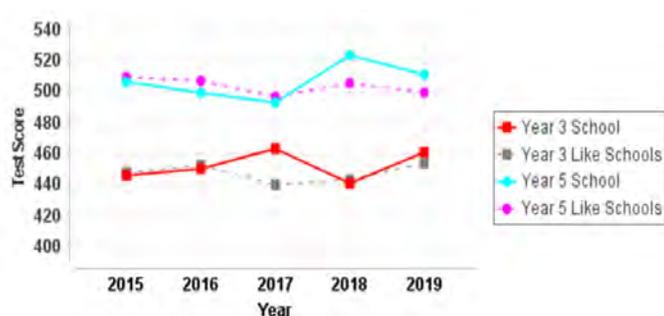
Longitudinal Comparative Data— Writing Performance



Writing Achievement and Progress



Average Writing Score



ANALYSIS	YEAR 3	YEAR 5
What is the data telling us ?	<p>Writing performance in Year 3 improved since as compared to 2018.</p> <p>Writing performance in Year 3 is within expected range.</p> <p>Writing achievement in Year 3 is well above like schools.</p> <p>Average writing score in year 3 is above like schools.</p> <p>Although remaining above all Australian Schools mean, vocabulary remains a key area for support. All Australian mean, 2.10 /5</p> <p>WPS mean 2.11/5.</p> <p>Cohesion is the next weakest area, however again, still above All Australian mean.</p>	<p>Writing performance in Year 5 dipped as compared to 2018 but still remains within expected range.</p> <p>Writing achievement average score is higher than like schools.</p> <p>Writing progress from year 3-5 indicates an over representation of low and moderate progress with.</p> <p>Although remaining above All Australian Schools mean, ideas is a focus for development. All Australian mean 2.7/5 and WPS mean 2.84 / 5</p>
Why do we think this is so?	<p>Positive impact of PreLit and MiniLit intervention programs.</p> <p>EALD support EA program in place for K, PP and Yr. 1</p> <p>Whole school instructional framework</p> <p>Formulation and embedding of whole school literacy beliefs.</p> <p>Ongoing use and stronger moderation processes around use of Brightpath tool.</p> <p>EALD make up of the cohort may be impacting application and understanding of vocabulary.</p>	<p>Positive impact of 7 Steps to Writing program.</p> <p>Stronger whole school focus on data analysis and whole school self-review processes.</p> <p>Embedding of literacy blocks</p> <p>Ensuring fewer interruptions during critical literacy times in the mornings.</p>

<p>Conclusions</p>	<p>Vocabulary support development between years PP and 3. Focus on Language strand: Knowing about the English language.</p> <p>Support required in development of cohesive texts.</p> <p>Further data analysis of the over representation of children making low progress in writing.</p> <p>7 Steps to Writing program has supported the development of text structure in years 4-6.</p> <p>Year 3 2019 cohort achievement was higher than the Year 3 2018 cohort's. This may be due to a change in genre the students were required to write. Students may have a strength in narrative form. This was reversed for Year 5's. This may be due to longer time spent on and or more explicit teaching has been centred on persuasive writing in recent years. This highlights the need for a scope and sequence for writing forms, ensuring parity in terms of addressing each form is implemented.</p>
<p>What are we going to do about it in 2020</p>	<p>Continue implementation of Literacy Blocks .</p> <p>Continue whole school implementation and depth of understanding of Instructional Framework.</p> <p>Target linked budgeting procedures embedded across the English Cost Centre.</p> <p>Continue with Formal Student Handover processes supported by documentation.</p> <p>Formulation of case management plans / group plans from progress data.</p> <p>Development of stronger links between On-Entry assessment data to inform teaching and learning in years 1and 2.</p> <p>More explicit identification and case management of students who are making very low, low or moderate progress.</p> <p>Review effectiveness or otherwise of current Aps and Licences to support programs.</p> <p>Continue implementation of Pre, Mini and MaqLit.</p> <p>The reinvigoration of the Curriculum Leadership (CLT) team to support data analysis and the identification of students at risk .</p> <p>CLT to support teachers in the formulation of group case management plans.</p> <p>Continue to provide parents with letters explaining the importance of school attendance when they inform the school of absences due to unauthorised vacation. Include this advice and information administration / slide handout at parent induction meeting early 2020.</p> <p>Continued implementation of E-Write ACER in years 4-6.</p> <p>Continue implementation of Seven Steps to Writing program in years 4-6.</p> <p>Professional learning and more embedding of the EAL/D Progress Maps.</p> <p>EAL/D Coordinator – Admin. Team member.</p> <p>Development of Grammar and Punctuation whole school scope and sequence document.</p> <p>Development and implementation of whole school curriculum English plans (hyperlinked to resources and elaborations and to include modes of language).</p> <p>Stronger focused placed on the Literacy strand (expanding students use of English) in all year levels as per the Western Australian English Curriculum.</p> <p>Whole school Scope and Sequence of text forms to be developed.</p>

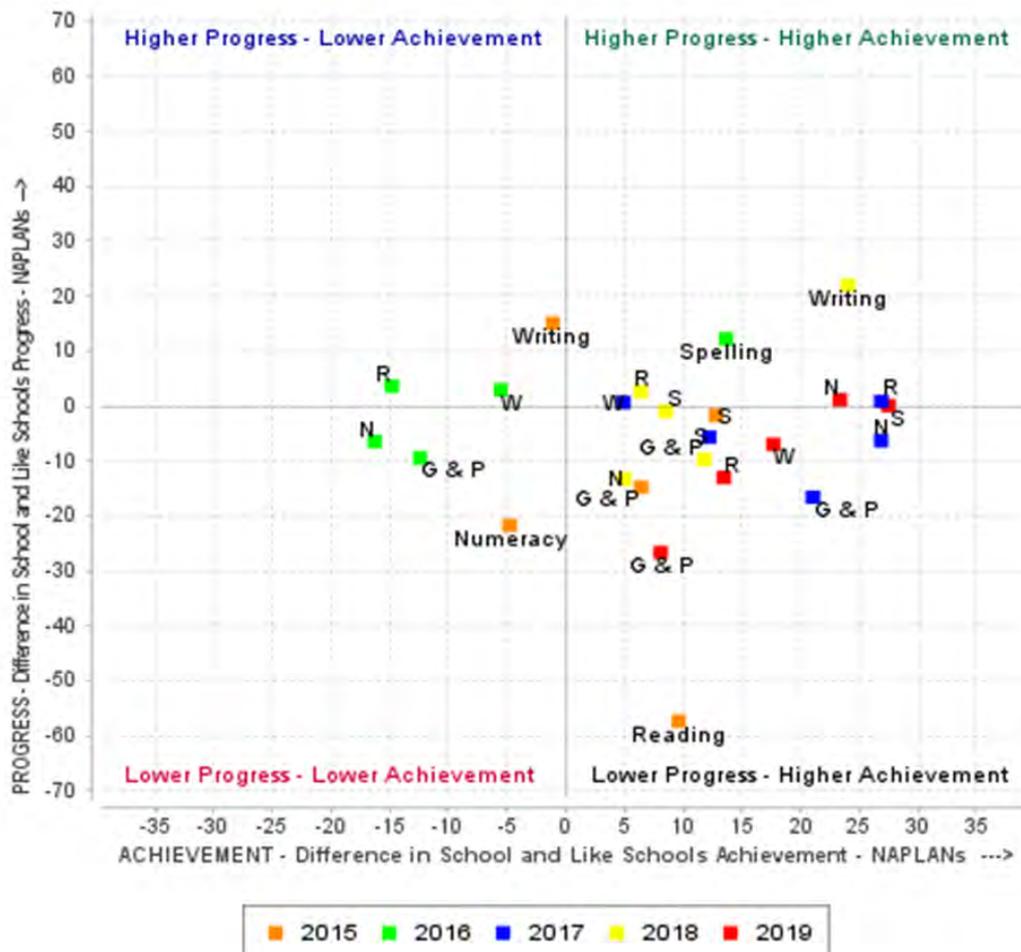


SNAPSHOT NAPLAN DATA 2019

- ✦ In 'Green' = greater than expected achievement in Year 3 Spelling
- ✦ In 'red' = lower than expected achievement in Year 5 Reading
- ✦ In 'red' = lower than expected achievement in Year 5 Grammar and Punctuation
- ✦ Above like schools in Year 3 and 5 Spelling
- ✦ Above like schools in Year 3 and 5 Writing
- ✦ Above like schools in Year 3 and 5 Numeracy
- ✦ Below like schools in Year 3 and 5 Grammar and Punctuation
- ✦ Below like schools in Year 5 Reading
- ✦ Progress in Grammar and Punctuation, Reading and Writing from Years 3-5 is lower than like schools.

Student Progress and Achievement Compared with Like Schools

NAPLAN Year 3 to Year 5 Longitudinal



<p>Where are we now ?</p>	<p>Well established and respected specialist music program across the school. All students engaged in 60 min. music session per week. Students are offered the opportunity to join school band. Active school choir. Instrumental music tutors provided for instruments which we do not include in our specialist program. 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. Provision of learning opportunities to develop creativity, problem solving strategies, resilience and goal setting for all students. 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. The majority of students are performing at a satisfactory level in music. Students achieving at a higher level in this area tend to be also 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. Australia's largest music education advocacy event. The same song is sung at the same time in schools around the country.</p> <p>Anzac Day Commemoration: Last Post and Rouse performed by two of our trumpet students. Year 6 band, choir and string ensemble also performed at this event</p> <p>'Swinging Into Spring' Band Concert: 40 Year 5 and 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</p> <p>WAGSMS (Western Australian Government School Music Society) performance at Crown Theatre: Year 6 Band—an outstanding performance for parents and community members</p> <p>Dr Stovepipe – Musica Viva incursion: After studying the music during specialist classes, a folk trio visited and introduced the children to gypsy swing, ragtime and jazz music.</p> <p>WASO – Children from Year 2 and 4 enjoyed a visit to the Perth Concert Hall to see The West Australian Symphony Orchestra.</p> <p>WA Opera – A visit to our school to introduce Year 6 students to this unique art form</p> <p>6 Seasons Artwork Launch – Year 6 students created and performed soundscapes</p>

<p>Where are we now?</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 Western Australian Curriculum.</p> <p>Snapshots from the WA Curriculum have been utilised as assessment and moderation tools in all year levels P-6</p> <p>Year 6 family involvement in ANZAC Honour Wall in 2019.</p>
<p>What are we seeking to achieve?</p>	<p>Stronger moderation of 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 continuing into 2020.</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>Our grade distribution in this area has improved since the HASS snapshot moderated tasks have been used.</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>SIX SEASONS TRAIL—cross curricular links with Aboriginal and Torres Strait Islander histories and cultures with the launch and opening, featuring a nature trail, soundscape and smoking ceremony .</p> <p>HARMONY DAY—whole school celebration of diversity and inclusivity built on community sharing of dance, music, food and culture.</p> <p>BE THE CHANGE INITIATIVES— all classes focusing on civic responsibility and community engagement.</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. Supporting IEP's for students facing social and emotional challenges at school.</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. Targeted Protective Behaviors 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>Forged link with Kids Helpline through interactive class webinars promoting health and wellbeing and a viable connection for students who need to talk to someone and be heard</p>
<p>What are we seeking to achieve?</p>	<p>A high level of pastoral care</p> <p>A physically and psychologically safe learning environment for all students</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. Empowering students to make health and wellbeing supporting decisions and actions 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. 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 emo- emotional, social and academic dimensions. Achieved – refer Catchcries' on display in Staff Room and PDF attached.</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 as a focus during the week of the Bullying No Way Movement and as an ongoing reference point for individual and class behaviour.</p> <p>Support the increasing number of students with anxiety that is limiting engagement in education.</p> <p>PBS approach to student Behaviour.</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. Circus Skills PP-Year 6 resilience iworkshop incursion.</p> <p>Habits of Mind Assembly.</p> <p>Jade Lewis Drug Education Presentation to Year 6 students and parents together.</p> <p>Protective Behaviours parent workshops.</p> <p>Blue Earth Leadership Program.</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>Rolling Rice Ball incursion was participated in 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 practice 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 for Term 1.</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>Administration time tabling support of weekly whole school year level sport sessions.</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 Bluearth 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>Open classroom with an interactive approach for Open night.</p> <p>Train 6 Science assistants to assist and manage classroom roles , including caring for animals and plants and the monitoring of the frog pond.</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>Nitro Mike 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>The interest from the students in the frog pond and the development of the frogs.</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. An increased focus is on Unplugged Coding and the importance of understanding algorithms, branching & iteration in code design.</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. Food & Fibre and Materials strands are being addressed in more classrooms (Year 4 is demonstrating the Curriculum links between Technologies & Science</p>
<p>HIGHLIGHTS</p>	<p>STEM (after school) Club implementing the strategies and processes to design solutions to problems, for a purpose. We are incorporating Sustainability approaches with the use of reuse/repurpose focus.</p> <p>Show casing the 1:1 iPad program at the open night.</p> <p>Improved access and use of Connect, by students, through the use of iPads</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	WT	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 T	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				Updated website to improve accessibility. Fortnightly Latest links updated 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 2019 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				Enhanced signage around the school – school improvement blitz 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 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				Development of Connect as tool for communication New office bearers for P&C for 2019– Nominations for School Board members, 2019– Term 1 Updated School Website Celebration of our culture and diversity – Harmony Day Celebrations Successful application for RAP grant - \$1,000 Classes are using 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.

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
			T		
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.				Class engagement in Be the Change projects Pre-service teacher placement school (Murdoch University and Notre Dame University). Showcase music program at Aboriginal Reconciliation Service at Kings Park. Year 6 Camp – Community in the South West Olman Walley connection through Culturally Responsive School Plan Students have engaged in; Interschool sports – Swimming Carnival, Eagles Cup, Cross Country Carnival to date. Drama program showcased on Today Tonight Harmony Day P& Community Quiz night.



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 2018/9 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 Health care plans monitored by office staff School attendance monitored by office staff and managed by DP OSHC – on site at WPS Professional Learning – Significant focus on Communication and Code of Conduct for staff. Implementation of Positive Behaviour School structures—development of a leadership team in relation.
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. Yr. 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 Nominations for School Board members, 2019 Celebration of our culture and diversity – Harmony Day Celebrations Successful application for RAP grant - \$1,000 Classes continue to develop 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

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.

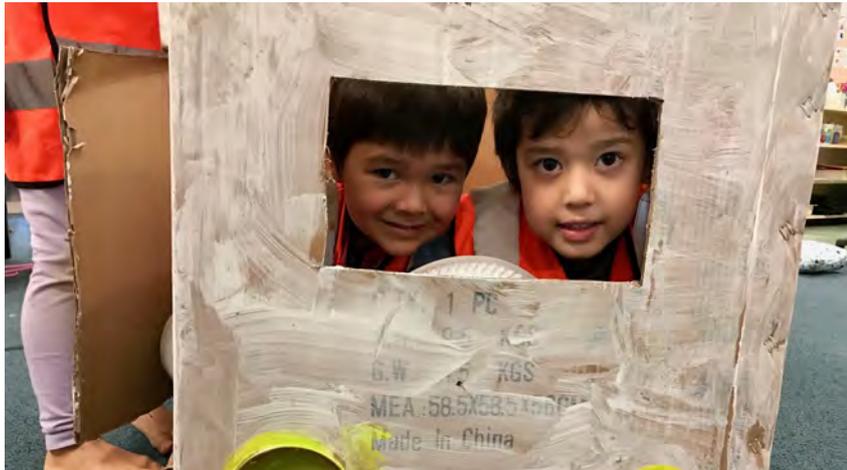
KEY: N= Not Yet

WT= Working Towards

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OBJECTIVES	MONITORING	N	W T	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 improvement of C and D block playground area. Enhancement of teaching blocks – development of totem names related to seasons art Furniture acquisition and improvement including shelving in the learning blocks. Undercover basket ball court resurfaced. Removal of concrete pipes in playground area.





HIGHLIGHTS— Developing the Whole Child

Letter to the Premier, Hon. Mark McGowan MLA	Year 1 Mrs Moriarty	Students wrote the Premier and the local member for Tangney, Hon. Ben Morton, MLA in relation to homelessness in the community, inspired by an article in the Western Australian Newspaper. Replies were received from both offices and the letter to the Premier was read in Parliament.
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 from community were shared. , Family groups involved, many children dressed in cultural dress and local newspaper covered the day. This event is now an annual event and planning for 2020 has already commenced.
Six Seasons	RAP team members Whole School	Officially open the Six Seasons Trail with a smoking ceremony by Olman Walley. Year 6 students led the trail walk for community members whilst others played instruments and performed self composed musical soundscapes to depict the season they were situated at.
Girls and Boys in Real Life	Years 4—6	A seven –session program which was run by the school chaplain to support children making and being a great friend, dealing with gossip, communication and conflict resolution between family and friends, managing emotions, safe and respectful use of social media , building confidence and identifying support networks.
Cottesloe Beach Swimming	Year 6	All year 6 children participate in beach swimming lessons at Cottesloe Beach under the supervision of class teachers and Surf Lifesaving Western Australia.

HIGHLIGHTS— Developing the Whole Child

Upcycle / Recycle	Kindergarten	Children were asked to complete a project with the help from one or more family members at home. They had the choice of either taking photos and showing/telling us a way you recycle at home. Rather than putting recyclable items in the bin can you think of a way to reuse or upcycle these items. E.g. cereal box, egg carton, cardboard tubes.
Seeds for Schools Program.	Year 1	The Seeds for Schools program provided potato seeds which the children planted, maintained and harvested the crop. Children then prepared, cooked and ate their produce!
Waterwise Action Plan	Whole School	2020 Waterwise Action Plan submitted to the Water Corporation—Waterwise Schools Program. Our school won two excursions and an \$300 bus subsidy. Winthrop Primary School will feature on the Waterwise Schools Website in 2020 in relation to our wrap free lunch program.
Crunch & Sip March Munch	Tear 1—Mrs Moriarty	Students participated in the Crunch & Sip March Munch Activities.
Recycling	Year 4	In conjunction with Green Team and Roots and Shoots E4 focused on a whole school approach to recycling. They maintained the Recycling Station, the paper recycling bins throughout the school. Through Roots and Shoots Global network we established a relationship with a school in Singapore who have a similar focus. As a whole group we met the group through Video links and decided on a focus and collaborative project. The students formed smaller groups and worked through collaborative documents (Group Map & Digi books) to work on sharing information about current processes, research and plan for future goals. They are creating a digital book that we aim to share with other Roots and Shoots schools that will help with identifying simple ways to establish good systems in our school environments to promote sustainable living in schools. The project is continuing in 2020. Mrs Cotham travelled to Singapore in the December break to visit the school and meet the students and teachers in person.
Green Team	Across year levels	Green Team will be working with City of Melville to review and improve the Recycling Options and waste management as a whole school at WPS. For example - current paper recycling bins - changing them to standard yellow top bins as the current paper bins need replacing every year (not sustainable or cost efficient). Working with City of Melville to discuss options to join the FOGO system (large whole school change) to enable recycling of other materials than just paper. Make recycling inline with most students who live in the City of Melville. Continue with regular weekly Green Team meetings to discuss general school waste issues.
Helping the Environment	Tear 3	Write to the City of Melville to encourage the planting of street verge trees. Also, contact parents via newsletter to request the planting of a tree on their verge. Also, picking up litter around the school and in surrounds during the weekend/holidays.

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

WINTHROP PRIMARY SCHOOL Lower Primary Attribute Summary

All Years Sorted by Reporting Period(s): Semester 2 2019					
Attribute	Consistently	Often	Sometimes	Seldom	Not Assessed
Is enthusiastic about learning	183	38	10	0	0
Participates responsibly	172	49	10	0	0
Sets goals and works towards them	136	69	25	1	0
Totals	491	156	45	1	0
Percentages	70.9	22.5	6.5	0.1	0.0

WINTHROP PRIMARY SCHOOL Primary Attribute Summary

All Years Sorted by Reporting Period(s): Semester 2 2019					
Attribute	Consistently	Often	Sometimes	Seldom	Not Assessed
Works to the best of his/her ability	220	74	19	1	0
Shows self respect and care	284	27	3	0	0
Shows courtesy and respect for the rights of others	267	39	8	0	0
Participates responsibly in social and civic activities	257	47	9	1	0
Cooperates productively and builds positive relationships with others	262	40	12	0	0
Is enthusiastic about learning	243	56	14	1	0
Sets goals and works towards them with perseverance	227	69	17	1	0
Shows confidence in making positive choices and decisions	243	57	14	0	0
Totals	2003	409	96	4	0
Percentages	79.7	16.3	3.8	0.2	0.0

Where are we now ?	<p>Whole school consistent approach through implementation of Attitude, Behaviour and Effort Rubrics in moderation and assessment of the attributes.</p> <p>Whole school review and input into How Children Learn Belief Statements.</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> <p>Commitment to become a Positive Behaviour School—PBS—team formed and undergoing professional learning.</p>
What is the data telling us?	<p>93.4 % of students in lower years demonstrate the attributes listed at a 'consistent' or 'often' manner at end of Semester 2.</p> <p>96% 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>Sets goals and works towards them</i> was the attribute with the highest 'sometimes' or 'seldom' ranking in the lower years, which is likely reflective of the independent nature of the attribute.</p> <p><i>Works to the best of their ability</i> was the attribute with the highest 'sometimes' or 'seldom' ranking in years 3-6. This may be reflective in the progress data in NAPLAN 2019.</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>Engage fully as a whole community in becoming a Positive Behaviour School, supported by State wide Services.</p>

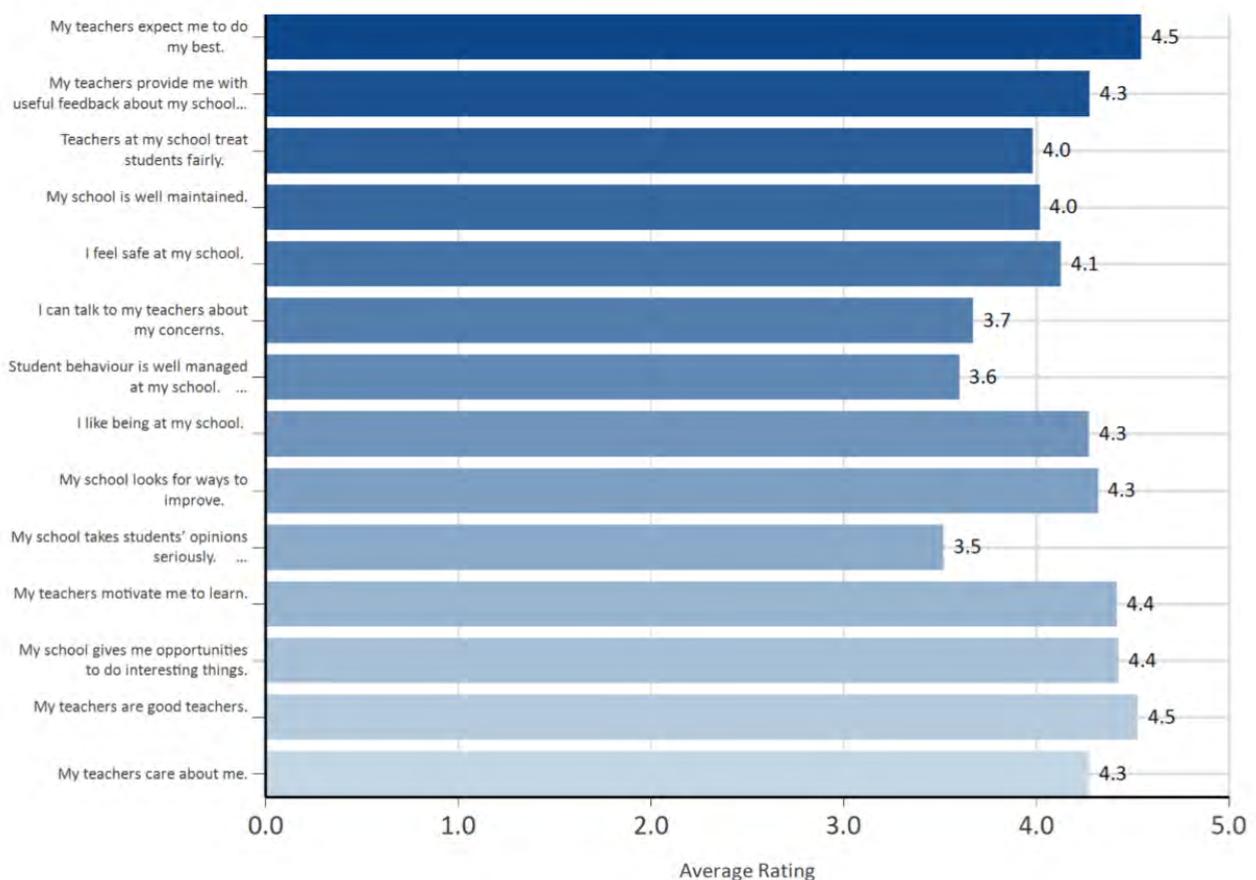
Data to inform movement toward target in Focus Areas:

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.

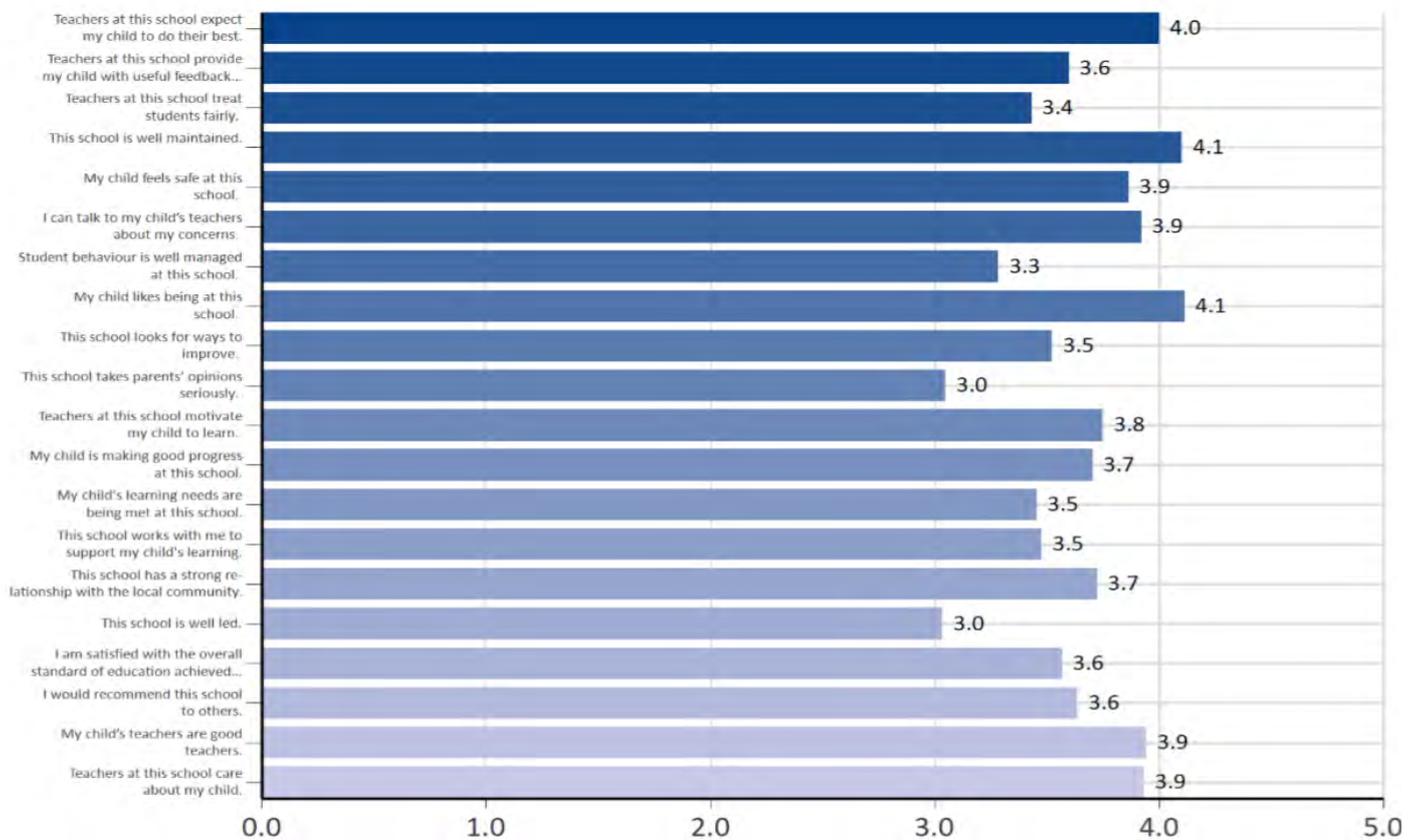
Student Survey Results



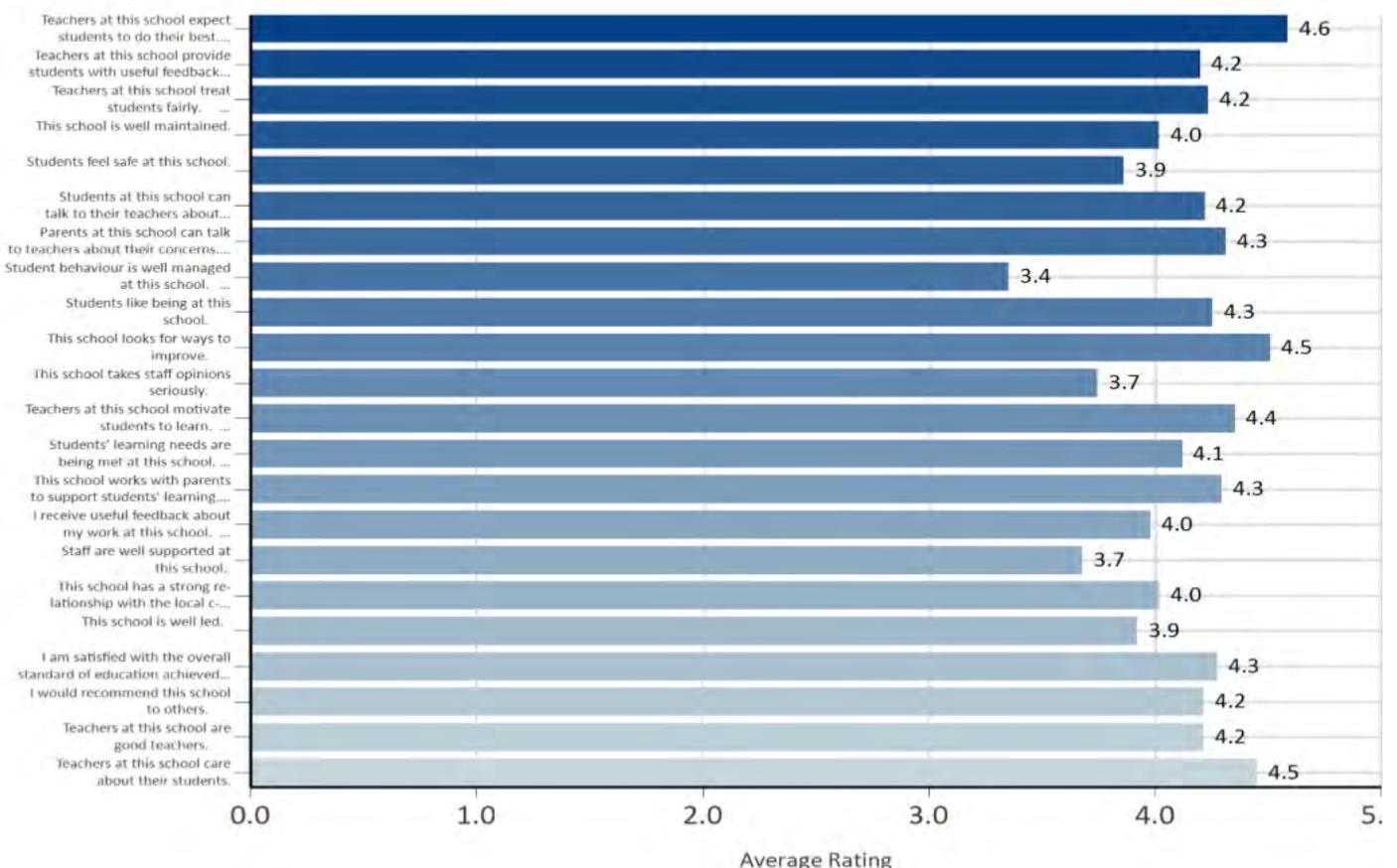
WINTHROP PRIMARY SCHOOL

BUSINESS PLAN 2018—2020

Parent Survey Results



Staff Survey 2019



Conclusion

What is the data telling us?

Student Feedback	
Highest Strongly Agree	My teachers are good teachers
Highest feedback (Agree + strongly agree)	My school gives me opportunities to do interesting things
	My teachers motivate me to learn I like being at my school
Areas for development (Disagree + strongly disagree)	My school takes student opinions seriously
	I can talk to my teachers about my concerns
Investigate further (Neither agree nor disagree)	<i>My school takes student opinions seriously</i>

Parent Feedback	
Highest Strongly Agree	Teachers at the school care about my child
Highest feedback (Agree + strongly agree)	My child likes being at this school
	My child's learning needs are being met at this school
	The school has a strong relationship with the local community
Areas for development (Disagree + strongly disagree)	This school is well led
	Student behaviour is well managed at this school
Investigate further (Neither agree nor disagree)	<i>This school looks for ways to improve</i>

Staff Feedback	
Highest Strongly Agree	Teachers at this school expect students to do their best.
Highest feedback (Agree + strongly agree)	Teachers at this school care about their students. This school looks for ways to improve.
	Teachers at this school treat student's fairly
Areas for development (Disagree + strongly disagree)	Student behaviour at this school is well managed
Investigate further (Neither agree nor disagree)	<i>Student behaviour at this school is well managed</i>

Why do we think this is so ?

STUDENT FEEBACK

Students see their teachers working hard and being fair and consistent.
Teachers are setting realistic goals with students about their learning and behaviour.
Teachers ensure engaging leaning programs
Children are not sure of how to access teachers if they need support. .
Students are seeking more opportunities for student feedback which is explicitly acted upon.

PARENT FEEDBACK

There was a 15% parent survey completion rate based on student population, rising to 21% when considered in the context of the number of families we have.
Parents engaged with school and community and believe their children are happy at our school.
Noted difference between those who agree or strongly agree with school being well led as opposed to number who disagree or strongly disagree. Same item when responded to by staff, vastly different response.
Increase visibility of leadership across the school, making ourselves more accessible following assemblies, consider parents and principals lunch once a semester,

STAFF FEEDBACK

There are whole school improvement plans in place which outline areas for improvement.
Teachers work toward a fair and consistent approach.
Staff are continuing to seek further consistency and application of the school's Behaviour Management Guidelines.
78% of staff agree / strongly agree that the school is well led.

What are we going to do about it?

STUDENTS

Seek student feedback and input through the positive behaviour in school structure.
In class agreement formulation focus on how children can access adult support.

PARENTS

Investigate more visible means of engaging a broader range of parents in improvement planning and in sharing what those plans are.
Continue to invite parents and publically acknowledge parents for their partnerships in our school.
Promotion of school board and P&C to build community.
Leadership team to be more visible through parent workshops, class visits, carpark duties to demonstrate greater accessibility to community.
Improve the advertising of the Survey. Make the survey more attractive and accessible to parents to increase input %

STAFF

Further behaviour management strategies to be investigated for those students with additional needs.
Continue with restorative justice approach but ensure that parent follow up is complete.
Record behaviour incidences on Integris.
Whole school engagement in the Positive Behaviour Schools initiative.

WINTHROP PRIMARY SCHOOL

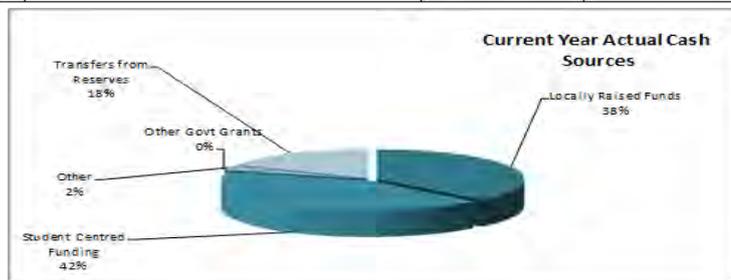
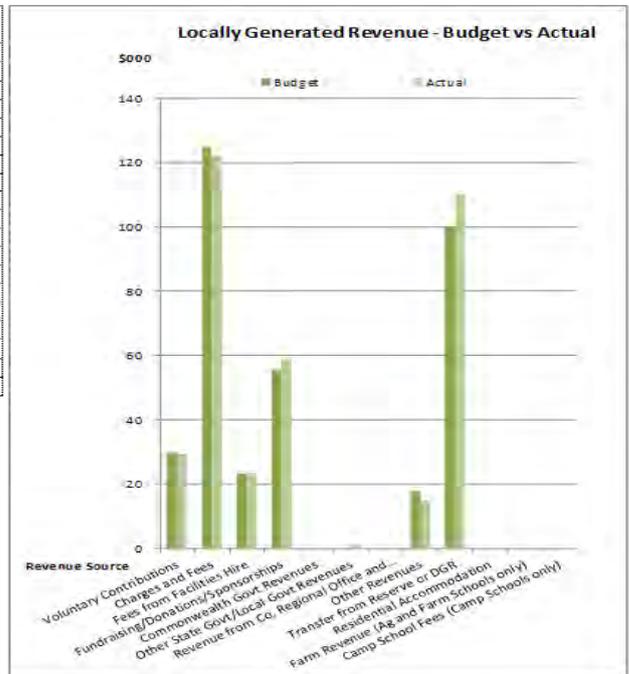
2019 FINANCE



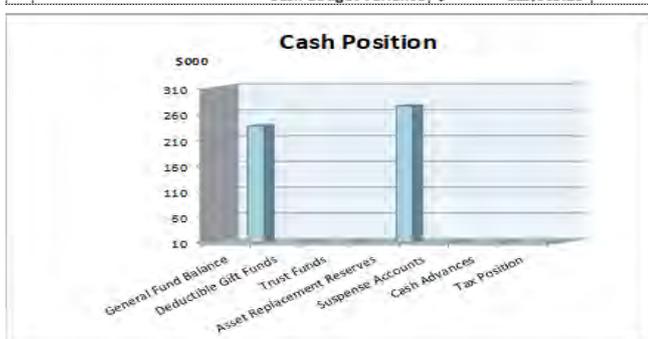
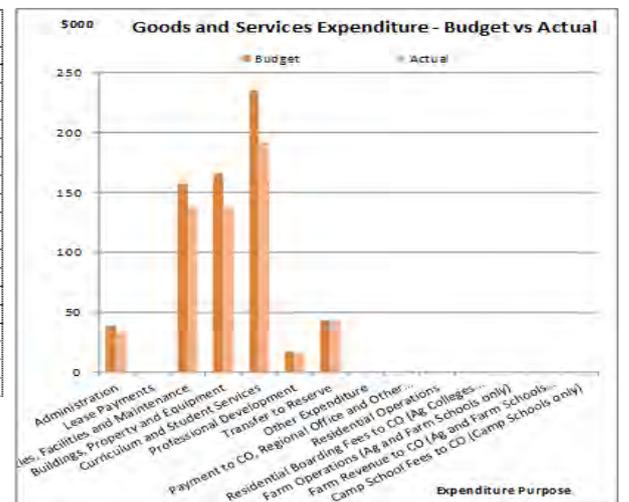
WINTHROP PRIMARY SCHOOL

FINANCIAL SUMMARY AS AT 31ST DECEMBER, 2019

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 29,716.00	\$ 29,199.00
2	Charges and Fees	\$ 124,604.00	\$ 122,158.59
3	Fees from Facilities Hire	\$ 23,272.00	\$ 23,414.99
4	Fundraising/Donations/Sponsorships	\$ 55,567.00	\$ 58,975.74
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ 1,555.26
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 17,700.00	\$ 14,954.94
9	Transfer from Reserve or DGR	\$ 100,000.00	\$ 109,943.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 350,859.00	\$ 360,201.52
Opening Balance		\$ 169,635.00	\$ 169,634.60
Student Centred Funding		\$ 263,878.28	\$ 263,878.28
Total Cash Funds Available		\$ 784,372.28	\$ 793,714.40
Total Salary Allocation		\$ -	\$ -
Total Funds Available		\$ 784,372.28	\$ 793,714.40



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 38,150.00	\$ 31,951.71
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 156,876.36	\$ 137,750.25
4	Buildings, Property and Equipment	\$ 165,453.71	\$ 137,573.15
5	Curriculum and Student Services	\$ 234,586.93	\$ 191,678.95
6	Professional Development	\$ 17,000.00	\$ 15,741.96
7	Transfer to Reserve	\$ 43,000.00	\$ 43,000.00
8	Other Expenditure	\$ -	\$ 39.58
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ 880.00
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		\$ 655,067.00	\$ 558,615.60
Total Forecast Salary Expenditure		\$ -	\$ -
Total Expenditure		\$ 655,067.00	\$ 558,615.60
Cash Budget Variance		\$ 129,305.28	



Cash Position as at:	
Bank Balance	\$ 500,420.31
Made up of:	\$ -
1 General Fund Balance	\$ 235,098.80
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 273,640.69
5 Suspense Accounts	\$ (2,913.18)
6 Cash Advances	\$ -
7 Tax Position	\$ (5,406.00)
Total Bank Balance	\$ 500,420.31

Winthrop Primary School is in a sound financial position for 2019. 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. 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 purchase of \$10,000 worth of library books, the resurfacing of the basketball court and general upgrade works to playgrounds.

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