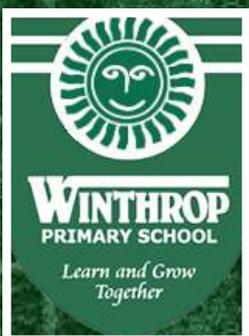
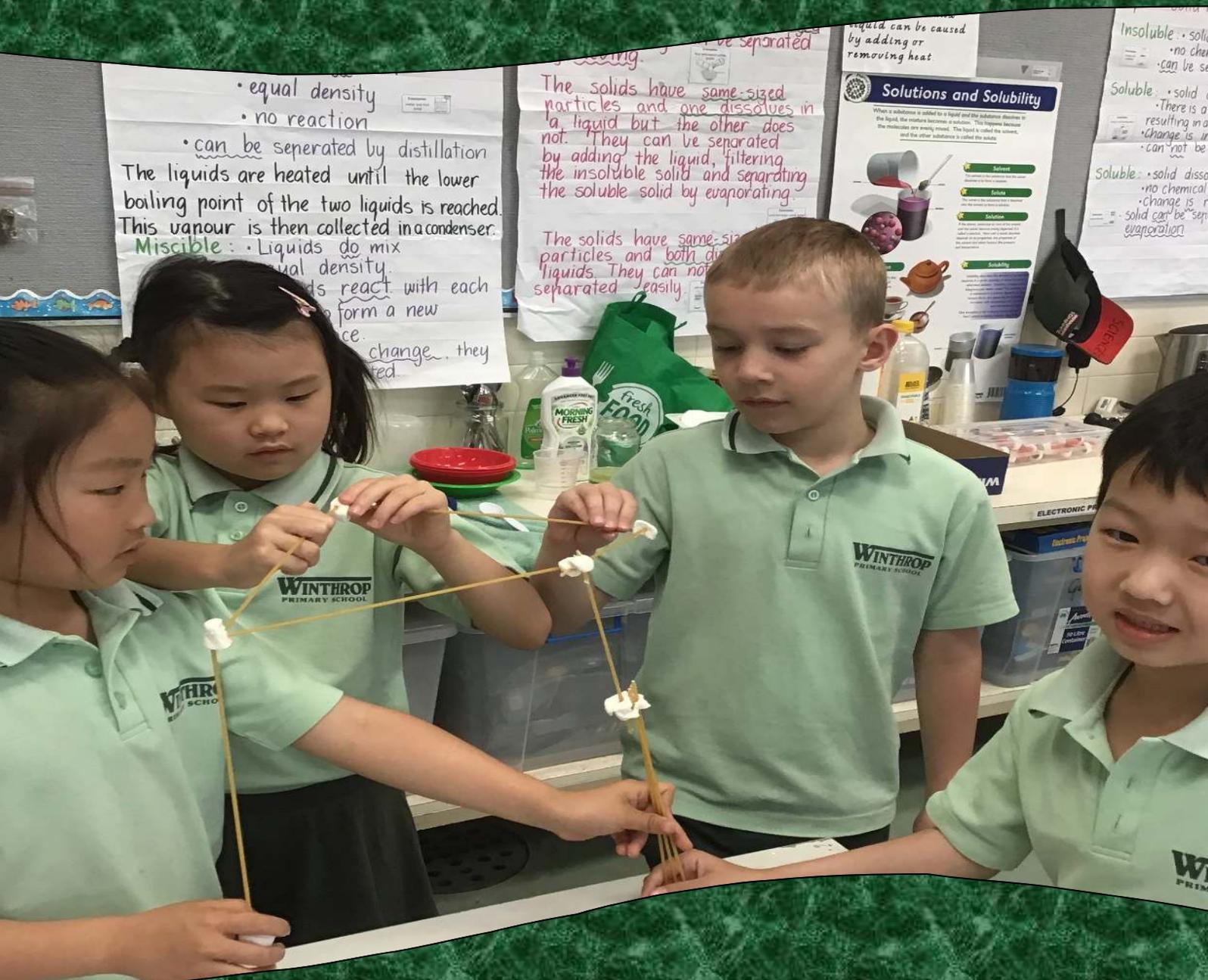


# LEARN AND GROW TOGETHER



WINTHROP PRIMARY SCHOOL  
AN INDEPENDENT PUBLIC SCHOOL

## 2020 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
- Demonstrate positive support and advocacy for Winthrop Primary School.

## FROM THE PRINCIPALS

We are proud to present the Winthrop Primary School 2020 Annual Report.

Despite 2020 being a challenging year due to the COVID-19 pandemic, as a school we continued to focus on Excellence in Teaching and Learning, engaging in rigorous school self reflection, enhancing our student wellbeing, behaviour and pastoral care programs. We also continued to focus on improving student outcomes through the review of whole school numeracy and literacy programs, assessment and moderation procedures and curriculum differentiation.

We are a committed Positive Behaviour Support School (PBS). In 2020 we strived 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 and led by the PBS teacher team, we have been building a continuum of support for staff and students with an emphasis on building relationships. During 2020 we progressed our work in this area. In working in partnership with staff, students and community consensus was reached that the four Winthrop Primary School PBS words, being; Care, Respect, Responsibility and Achievement best embody our guiding principles and represent who and what we are working towards as a school.

Our school's focus on embedding the Aboriginal Cultural Standards continued in 2020 through the work of the WPS Reconciliation Action Plan (RAP) Team. A highlight of this work included the engagement of all classes in cross curricular activities through the Arts, Humanities and Social Sciences learning areas in selecting and creating a Classroom Teaching Block Totem. This totem being reflective of the season of the Block artworks which were created last year. Working together, the RAP Team, Music Specialist teacher, class teachers and the Parents and Citizen's Association organised and presented an end of year Community Celebration Concert. This concert was supported by a grant from the Melville City Council and provided a magical community gathering under the stars and pine trees and gave our whole school community a focal point to reflect on and be grateful for the achievements of our students, staff and school, particularly in the context of what was an unprecedented year. A highlight of this night being a welcome to country by Olman Walley and the performance of songs of celebration from a range of cultures.

Building on community partnerships, enhancing student and staff wellbeing was a key focus for 2020. Despite the contextual challenges, we are proud of our work in ensuring high quality teaching and learning, both through face to face and online learning platforms. We successfully embedded information Communication Technology as both a vehicle and a tool for learning. Our graduating class of Year 6 attended camp, accessed cultural and sporting pursuits and celebrated their graduation with community through two formal ceremonies and a whole school farewell. Our community enjoyed a Father's Camp Out and Movie Night and a highly successful Music Gala.

The Winthrop Primary School Board continued to play an integral role in good running of the school. During 2020, when face to face meetings were not feasible, WebEx was used to ensure continuity of school governance. Throughout the year the School Board endorsed and recognised the efforts of the school in the management of a whole school COVID-19 Plan, working with Leadership to review our objectives, priorities and general guidelines. The school board was kept informed of and were involved in investigations pertaining to a possible re-branding of the school logo. Based on whole school and community feedback, there was not a clear mandate to warrant such a change, and the School Board supported the schools decision to not revisit this question for the next 3 years.

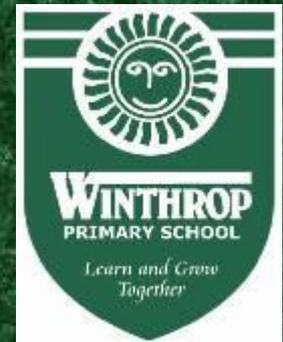
Winthrop Primary School is a school which has been acknowledged as one which provides enriched learning opportunities beyond the classroom. This was exemplified in 2020 with our schools being chosen to perform and present our rendition of the Telethon song, "Times Like These". Our engagement in this project was in the spirit of uniting WA children following a challenging and unsettling year and was telecast state wide on Telethon.

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 2020. We look forward to 2021, our School's 30th Anniversary year, as a time to reflect on our successes, and to continue to uphold our tradition of educational excellence but also to meet the learning needs of all students in an innovative and responsive manner through the launch of our new, 2021-2023 Business Plan.

Yours sincerely,

Julie Carlson and Karina Meldrum—Principals

Brad Holme—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 in conjunction with other schools in the Applecross Network.

We embrace a culture of ongoing improvement and look forward to our students 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 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 and differentiate the curriculum to ensure all students have maximum curriculum access.

## SCHOOL MANAGEMENT



**Julie Carlson**  
Principal



**Karina Meldrum**  
Principal



**Simon Dufall**  
Deputy Principal



**Mool Bhargava**  
Manager of Corporate  
Services

# WINTHROP PRIMARY SCHOOL

## SCHOOL PROFILE 2020

### Staff Numbers

	No	FTE
<b>Administration Staff</b>		
Principals	2	1.0
Deputy Principals	2	1.5
<b>Total Administration Staff</b>	<b>4</b>	<b>2.5</b>
<b>Teaching Staff</b>		
Level 3 Teachers	6	4.2
Other Teaching Staff	32	23.7
<b>Total Teaching Staff</b>	<b>38</b>	<b>27.9</b>
<b>School Support Staff</b>		
Clerical / Administrative	5	4.4
Gardening / Maintenance	1	0.6
Other Non-Teaching Staff	16	12.1
<b>Total School Support Staff</b>	<b>22</b>	<b>17.1</b>
<b>Total</b>	<b>64</b>	<b>47.5</b>



### Student Numbers (as at 2020 Semester 2)

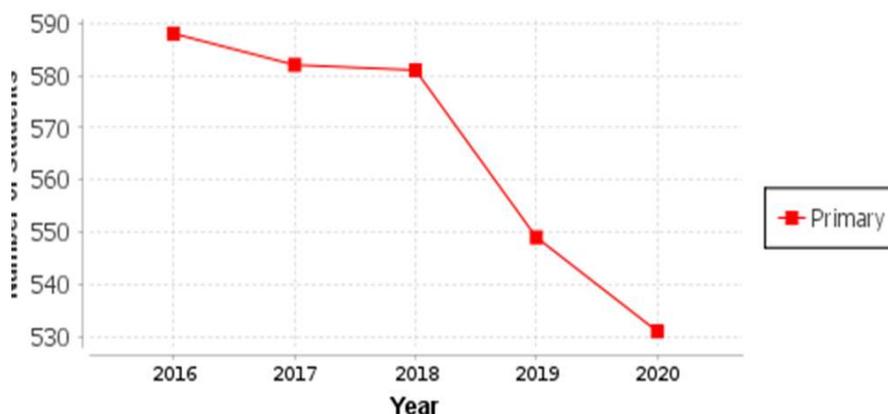
Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(30)	66	71	86	83	79	76	70	561
Part Time	60								

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

	Kin	PPR	Pri	Sec	Total
Male	27	30	242		299
Female	33	36	223		292
<b>Total</b>	<b>60</b>	<b>66</b>	<b>465</b>		<b>591</b>

	Kin	PPR	Pri	Sec	Total
Aboriginal			4		4
Non-Aboriginal	60	66	461		587
<b>Total</b>	<b>60</b>	<b>66</b>	<b>465</b>		<b>591</b>

### Semester 2 Student Numbers



# WINTHROP PRIMARY SCHOOL

## SCHOOL PROFILE 2020

### Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2017	95.8%	95.3%	93.8%	84%	88.7%	81.2%	95.8%	95.2%	92.7%
2018	95.3%	95.6%	93.7%	93.3%	88.8%	80.8%	95.2%	95.5%	92.6%
2019	94%	94.5%	92.7%	90.1%	88.2%	79.5%	94%	94.4%	91.6%

	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%

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 ?	Target met, regular attendance in 2020 was above 80%
What are we going to do about it	Continue to case manage and the Learning Support team will follow up. Analyse and interpret the impact of COVID 2020 on attendance.

### Destination Schools

Destination Schools	Male	Female	Total
4002 Applecross Senior High School	9	13	22
4034 Melville Senior High School	12	5	17
4025 John Curtin College Of The Arts	3	6	9
1396 Kennedy Baptist College	3	4	7
4048 Rossmoyne Senior High School	1	6	7
1277 All Saints' College	2	1	3
1299 Corpus Christi College	1	2	3
4042 Perth Modern School	2	1	3
4126 Willetton Senior High School	2	1	3
1041 Christ Church Grammar School	2		2
1063 Christian Brothers' College	1		1
1121 Iona Presentation College		1	1
1152 Penrhos College		1	1



**Shared Learning Beliefs**

Belief	Teachers
<p><b>CONNECT, ATTUNE &amp; SUPPORT</b></p>  <p>Students learn best when they are valued and supported</p>	<ul style="list-style-type: none"> <li>-Bring out the best in each other.</li> <li>-Recognise and acknowledge students.</li> <li>-Work to make children feel safe both physically and psychologically.</li> <li>-Transmit belief in capacity of ALL students to learn.</li> </ul>
<p><b>SPARK &amp; SUSTAIN</b></p>  <p>Students learn best when their learning is stimulated and sustained</p>	<ul style="list-style-type: none"> <li>-Support students to be problem solvers.</li> <li>-Spark curiosity through interesting approaches to learning.</li> <li>-Promote a collaborative and supportive working culture in the classroom.</li> <li>-Promote and work toward goal setting and achievement.</li> <li>-Will use FAT strategies.</li> </ul>
<p><b>KEEP IT REAL</b></p>  <p>Students learn best when it has real world connections</p>	<ul style="list-style-type: none"> <li>-Provide problem based learning tasks.</li> <li>-Use I do, We do, You do explicit teaching model</li> <li>-Allow time for practice and play.</li> <li>-Provide opportunity for learning to be demonstrated in different ways.</li> <li>-Allow for application of knowledge.</li> </ul>
<p><b>CAN DO LEARNING CULTURE</b></p>  <p>Students learn best when they have a 'can do' mindset</p>	<ul style="list-style-type: none"> <li>-Explicitly teach, model and growth mindset language – Power of Yet.</li> <li>-Build intrinsic drive to learn, achieve and extend.</li> <li>-Give ongoing feedback that can be acted upon.</li> <li>-Instill and practice reflective practices.</li> <li>-Honour, expect, respect, inspect and correct mistakes.</li> </ul>

### 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 in collaboration with all classes.  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 completed on Special Educational Needs planning tool.  Whole School Assessment Schedule was reviewed, audited and in place across the whole school.
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 classroom and communicated to parents.  Positive Behaviour Support (PBS) Team has been established. Team leader and coach appointed.  Positive Behaviour Support Team collaborated with staff and students to: <ul style="list-style-type: none"> <li>• Compile Whole School Behaviour Matrix.</li> <li>• Identify and embed 4 Positive Behaviour Words— Care, Respect, Responsibility and Achievement.</li> <li>• Community Updates and PBS team explanations via short videos.</li> </ul>
Teaching methods are responsive to student need.	Current and accurate Students at Educational Risk register compiled by Learning Support Team. Group plans for Pre, MiniLit Documented teaching and learning adjustments (TALA) Handover documentation completed end of each school year. PEAC testing				MiniLit 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. PEAC program  Special Educational Needs (SEN) planning and reporting tool implemented across the school.  Professional learning for teachers provided by School of Special Educational Need (SSEN) Disability and Behaviour.
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. Due to COVID context, no NAPLAN was undertaken in 2020

# WINTHROP PRIMARY SCHOOL

## BUSINESS PLAN 2018—2020

### 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>Operational Plans being implemented.</p> <p>Whole school review and assessment of Mathematics and English (Spelling and Phonics) programs and teaching strategies.</p>
<p><b>Literacy:</b> 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><b>Numeracy:</b> 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.</p> <p>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>Updated Instructional Framework whole school consistency of instructional approach.</p> <p>Whole School Assessment Schedule in place. National Quality Standards (NQS) preparation for accreditation. (due to Covid postponed to 2021) EAL/D Deputy Principal coordinator 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.</p> <p>Whole school learning at home online Delivery through Connect during COVID period.</p> <p>Implementation of 1:1 ipads with explicit use of educational apps to enhance teaching and learning program.</p> <p>Whole school implementation of iMaths and Soundwaves Spelling. (These programs were formally and critically reviewed by all staff in 2020)</p> <p>Professional learning and implementation of Cracking the Code and Letters and Sounds phonemic awareness programs in Early Years Literacy.</p> <p>Review and redevelopment of whole school scope and sequence documents in Literacy and Numeracy, with a focus on Literacy and Numeracy Blocks.</p> <p>Analysis of grade allocations based on % of grade distribution per curriculum area. This data is to alert us to any misalignment and to note and investigate any trends.</p> <p>Ongoing access to Story Dogs program to support the development and confidence of early readers.</p> <p>Implementation of year level Data Walls to track progress and achievement of students across all year levels.</p>

<p><b>Conclusion</b></p>	<p>COVID context impacted data given no NAPLAN in 2020.</p> <p>ACER testing is providing formative and summative assessment data.</p> <p>Brightpath moderation techniques making positive difference to grade alignment.</p> <p>Monitor and support students who have 'indicated' attendance.</p> <p>Mathematics moderated tasks across the four strands provided useful diagnostic information.</p> <p>Development of online teaching processes (learning from home) during COVID context delivered via Connect.</p>
<p><b>What are we going to do about it in 2021?</b></p>	<p>Development of English and Mathematics Scope and Sequences, planned in 'blocks' to represent and cater for Literacy and Numeracy Block structure.</p> <p>Phase out PM Benchmarks Running Records P-3 and identified 4-6 students in line with implementation of Letters and Sounds Program.</p> <p>Continue PL in Phonemic Awareness—Cracking the Code (K) Letters and Sounds K-2</p> <p>Implementation of new HOT Maths program.</p> <p>Formal Review of Soundwaves program (Yrs 2-6)</p> <p>Implementation of E-Write program Yrs 4-6</p> <p>Brightpath in Maths to be implemented as it becomes available.</p> <p>Review of Whole School Teaching and Learning Model to include High Impact Teaching Strategies and depth and richness in student learning through the general capabilities.</p> <p>Embedded whole school implementation and depth of understanding of Instructional Framework.</p> <p>PreLit, MiniLit 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>Continue and refine 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. Development of whole school English plan focusing on linking elaborations and curriculum resources.</p> <div data-bbox="403 1375 1315 2002" data-label="Image"> </div> <p>** 2020 Due to Covid Context, no NAPLAN data</p>

<p><b>Where are we now ?</b></p>	<p>Well established and respected specialist music program across the school. All students engaged in 60 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><b>What are we seeking to achieve?</b></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 creativity, problem solving strategies, resilience and goal setting for all students.</p> <p>To share cultural heritage and provide an avenue to study other cultures in supporting understanding of other people.</p>
<p><b>What is the data telling us ?</b></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 tend to be also engaged in either Band or instrumental tuition.</p>
<p><b>What are we going to do to improve?</b></p>	<p>A continuing focus on the broadening of engagement in music across the school—offering a wide range of learning opportunities.</p>
<p><b>Highlights</b></p>	<p>While 2020 saw some events cancelled due to Covid, Winthrop Primary School still managed to have a memorable musical year.</p> <ul style="list-style-type: none"> <li>• <b>The School Choir</b> was one of ten schools selected to participate in the Telethon in Schools Project. We recorded and were filmed singing 'Times Like These'. The performance was shown at Telethon and the recording went viral, with over 500 000 views.</li> <li>• <b>The School Choir</b> also performed at a 'Sing Day' on the forecourt of the Perth Concert Hall, along with other schools from the metropolitan area. One of our students was selected to be a soloist at this event.</li> <li>• The Band Committee organized a <b>Music Gala Night</b>, held at the Mount Pleasant Baptist Church. Every instrumental group in the school, plus the School Choir, performed at this event.</li> <li>• The '<b>Winthrop Celebrates</b>' end of year event brought our whole school community together. Olman Walley was invited to open the evening with a Welcome to Country and almost every child in the school attended and participated.</li> <li>• Our two school bands participated in and hosted <b>Big Band Bashes</b> with Rostrata and Banksia Park Primary Schools.</li> <li>• Many of our Year 6 cohort were <b>selected for Instrumental programmes</b> at local high schools.</li> <li>• We participated in <b>Music Count Us In</b> and formed a staff and student rock band to lead the singing.</li> <li>• A group of parents, children and staff came together to learn an angklung arrangement of 'Waltzing Matilda' for <b>Harmony Day</b>. This group was unable to perform due to Covid but enjoyed the rehearsal opportunity.</li> <li>• A Samba Band was formed to perform at the <b>Sports Day March</b>.</li> <li>• School singing became a central part of our '<b>listening assemblies</b>' during Covid restrictions.</li> <li>• Children from P-6 participated in weekly music lessons, with singing, listening, movement and <b>instrumental opportunities for all</b>.</li> </ul>



Where are we now?	<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>Snapshots from the WA Curriculum have been utilised as assessment and moderation tools in all year levels P-6.</p>
What are we seeking to achieve?	<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 2021.</p>
What is the data telling us?	<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>
What are we going to do to improve?	<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>Continued analysis of grade allocations at the end of each semester in all year levels.</p>
HIGHLIGHTS	<p><b>ANZAC COMMEMORATION</b>—Prepared and delivered as online ANZAC message on school website.</p> <p><b>SIX SEASONS TRAIL</b>—Reconciliation Action Plan Group leading development of Totems for each block.</p> <p><b>HARMONY DAY</b>- whole school celebration of diversity and inclusivity.</p> <p><b>ROOTS AND SHOOTS AND GREEN TEAM</b> —lunchtime sustainability and environmental projects activities.</p>



<p><b>Where are we now?</b></p>	<p>Positive Behaviours in School matrix completed.</p> <p>Embedding of 4 PBS words—Care, Respect, Responsibility and Achievement.</p> <p>Student fitness leaders in place and facilitating fitness program.</p> <p>Whole school engagement in a faction sport program and interschool sports programs.</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>Student led fund raising committee.</p> <p>Reviewing of school psychology services and time allocation.</p> <p>Individual risk management , health plans and behaviour management planning in place for identified students.</p>
<p><b>What are we seeking to achieve?</b></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.</p> <p>Empowering students to make health and wellbeing supporting decisions and actions in their lives.</p> <p>Provision of safe environment for children to offer feedback and to have input into school decision making and planning. (Development of student voice)</p>
<p><b>What is the data telling us?</b></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>Requirement for additional school psychology time in 2021 based on service requests and behavioural data.</p>
<p><b>What are we going to do to improve?</b></p>	<p>Whole School Learning beliefs embedded and promoted across the whole school.</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 team to present work and plans with staff at school development days and staff meetings.</p> <p>Continued professional learning in positive behaviour strategies and approaches.</p>
<p><b>HIGHLIGHTS</b></p>	<p>Student leadership model.</p> <p>Year 6 Camp with Independence and Leadership Focus.</p> <p>Student fitness leaders—student led fitness sessions.</p>

<p><b>Where are we now?</b></p>	<p>We have Physical Education Specialist and Health is taught in the classroom.</p> <p>Focus on fundamental movement skills in P-3.</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. Active member of MDISSA.</p>
<p><b>What are we seeking to achieve?</b></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><b>What is the data telling us?</b></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><b>What are we going to do to improve?</b></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>Incorporate the Physical Literacy: Guide for Schools into Winthrop PS.</p>
<p><b>HIGHLIGHTS</b></p>	<p>Interschool Cricket and Lacrosse carnival</p> <p>WPS and MDISSA Swimming carnivals.</p> <p>WPS and MDISSA Cross Country carnivals.</p> <p>WPS and MDISSA Athletics carnivals.</p> <p>Daily fitness via morning fitness program.</p> <p>Interschool sport via the Eagles Cup. (AFL, Soccer and Netball, years 5&amp;6)</p>



<p><b>Where are we now?</b></p>	<p>The Japanese Language Specialist Role is focusing on curriculum delivery as mandated by the WA Languages Curriculum 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 60 minutes lesson.</p> <p>This is the third year of implementation of mandated WA Languages Curriculum with focus on Communicating and Understanding, replacing the Curriculum Framework.</p> <p>By 2021 the new curriculum will be fully implemented in mandated in Years 3, 4, 5 &amp; 6. The language program is recommended from Pre-Primary to Year 2, with recommended 2 hours of instruction per week.</p>
<p><b>What are we seeking to achieve?</b></p>	<p>Maximising allocated lesson time to achieve curriculum achievement targets (the WA Curriculum for Languages recommends 2 hours of instruction per week)</p>
<p><b>What is the data telling us?</b></p>	<p>Satisfactory achievement (C grade) in majority of students, with a number of upper primary students achieving B grade in their overall reports for Japanese.</p> <p>Teaching using gestures/ Japanese Shuwa (Japanese sign language) have shown to help students retain and consolidate new vocabulary/language 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><b>What are we going to do to improve?</b></p>	<p>More integration/inclusion of Japanese as a learning area across the school – e.g., simple classroom/ assembly greetings in Japanese (looking into the possibility of appointing student-led role of Language assistants in the future)</p> <p>Dedicated Japanese classroom (demountable classroom E5) in 2020.</p>
<p><b>HIGHLIGHTS</b></p>	<p>Biennial Japanese Matsuri was held on the 5 August 2020, with Covid-compliant measures put in place. Students from Pre-primary to Year 6 participated in a variety of Japanese cultural activities ranging from Kingyo sukui (superball scoop), origami craft, kanji rocks, Kanji body tattoos, Shibori paper dyeing, traditional Japanese games, Tamaire ball game and photo booth. All activities were capably manned by our Year 5 and 6 students.</p>



<p><b>Where are we now?</b></p>	<p>We have a specialist Science program with a dedicated Science Laboratory.</p> <p>Specialist teacher 60min session per year level per week.</p> <p>Fully implemented WA Science Curriculum.</p> <p>Use of the Primary Connections Science resources, linking literacy, numeracy 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 and repair the fish/ frog pond and outdoor classroom area. Inclusion of a worm farm and above ground garden for student planting.</p> <p>Open classroom and activities for Science week including foyer Science display</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><b>What are we seeking to achieve?</b></p>	<p>Continue to maintain 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>Comprehensively implement the ‘Science Tracker’ assessment tool, which tracks students’ progress from year 4 to 6 on a continuum against the Science Inquiry skills component of the Curriculum.</p>
<p><b>What is the data telling us?</b></p>	<p>Students require more background knowledge and support to complete written investigation planning.</p> <p>Explicitly teaching and scaffolding needed to encourage improvement in written planning and interpretation and analysis of collected data.</p>
<p><b>What are we going to do to improve?</b></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><b>HIGHLIGHTS</b></p>	<p>Science week open lunchtime activities and FUN science classroom activities.</p> <p>Scitech incursion for all students from K to year 6.</p> <p>The community support and involvement in the maintenance of frog/fish pond and outdoor classroom area including the assembling of the worm farm and aboveground garden bed.</p> <p>The Year 6 participation and completion of the Solar Buddies program using the funds received from FEDRON as a donation.</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				Whole School Instructional Framework Implementation.  Classroom observations—Performance Development processes.  Literacy and Numeracy belief statements.  Curriculum hyperlinked scope and Sequence documents in English and Mathematics .
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 ACER, Brightpath and On Entry 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 5 x L3 teachers 4 x Team Leaders – provision of leadership professional learning 1 x ½ per term (term 1 and 2 already undertaken) Positive Behaviours Team—Leader and Coach. Sustainability Team Leader / Reconciliation Team Leader 5x Nominated and Identified Western Australian Future Leaders Learning Area and Finance Committee Leaders Cost Centre Managers
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. Professional Learning 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 Professional learning in Communication strategies and Guidelines to comply with Department of Education Code of Conduct.

### 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 Classroom Meetings Connect parent Workshops iPad parent induction and sign up days. Active School Board, new school board chair elected. Active Parents and Citizen’s Group. Home online learning during COVID lockdown period. Constant open communication during COVID period via Connect and school website, Latest Links.
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 Community review of school logo. Exploring options and quotes with graphic designers in terms of updating school signage and improving visual branding on school grounds. Updated website WPS inclusion in and promotion through Telethon in schools.
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 Nominations for School Board members Ongoing development and updating of School Website Celebration of our culture and diversity – Harmony Day Celebrations Classes are using their own acknowledgement of country statements for their class and assembly. Winthrop Netball Club – train on school courts P&C organised Basket Ball training and competition. Tennis Club / Training

### 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 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 ). 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. Harmony Day Winthrop Celebrates Concert Schools in Telethon



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

Approaching our 30th Year School Anniversary and in reflection of the vision and purpose in line with the Positive Behaviours in Schools framework, 2020 saw the school community explore options in relation to the possibility of updating the school logo.

Following several consultative meetings, with the input of individual parents/ families, the P&C and School board, three proposals were offered to community for consideration and feedback.

Proposal

A) Existing Logo—no change

B) New Logo—Yellow sun

C) New Logo—White Sun / Green Outline

OBJECTIVES	MONITORING	N	W T	A	ACTIONS
We actively engage in building partnerships with our local, broader and global community.	School logo survey. Documented consultative meetings.				Exploration of a range of logos options. Proposed time frame 5 year plan to manage any change. Seek quotes for re-work of logo artwork. Table proposed designs to P&C and School Board



Proposal B



Proposal C

What is the data telling us?	220 respondents to the survey. 41 voted on no opinion - happy with consensus 145 voted for original logo with 3.79 weighted average with 68 with strong opinion 148 voted for yellow sun with 3.89 weighted average with 76 strong opinion 134 voted for green sun with 3.04 weighted average with 35 strong opinion. There was no clear majority to empower change.
What are we going to do about it?	In consultation with the school board, it was agreed based on community feedback that we maintain the existing, original school logo. It was agreed at the school board that this be the case for a minimum of 3 years.

### 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 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) Fitness 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 regarding staffing and funding discussed and minuted. Staffing and budgeting target 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 Y6 collaborative projects – sustainable houses
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, 2020 Celebration of our culture and diversity – Harmony Day Celebrations 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

### 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	WT	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 funded Nature Playground Development of Totems and artwork for each teaching block related to Six Seasons Art Works. Furniture audit and acquisition and improvement including shelving in the learning blocks. Busy Bee in Kindergarten. Installation of water tank in Kindergarten. Class vegetable Garden supported by P&C Erection of shade patio over outdoor seating in E Block senior area.





### HIGHLIGHTS— Developing the Whole Child

<b>Sustainability</b>	Early Childhood	<p><b>Bunnings Sing Like Spring School Competition.</b> We made caterpillars, leaves and ladybirds using old plastic bottles and recycled materials. Our school won a variety of plants and paint pens.</p> <p>The Year 1 and Year 2 students won \$50 for the school in the <b>Thank a Farmer Scarecrow Competition.</b> We used recycled material to make our scarecrow. Photo attached. Our scarecrow was on the Channel 7 News and each child received tickets for the 2021 Royal Show.</p>
<b>Fitness Leaders Initiative</b>	Year 6  Whole School	<p>Training of Year 6 Fitness leaders</p> <p>Morning activity sessions run by Year 6 leaders.</p>
<b>Harmony Day</b>	Whole School	<p>A wide range of cultural performances both professional (Lion Dance troupe) and from community were shared.</p> <p>Despite COVID restrictions this event went ahead as a students only event.</p>
<b>Book Week</b>	Whole School	Whole school Book Week celebrations and parade including our story dog, Kendra.
<b>Six Seasons</b>	RAP team members  Whole School	Development of block Totems—students collaborating to design and create art works depicting chosen totem as featured in the Six Season Art work per block.
<b>Girls in Real Life</b>	Years 4—6	<p>Three groups participating from Year 4 and 5 comprising 25 students.</p> <p>Class certificates presented celebrating the achievement and completion of the reflective journals.</p>
<b>Cottesloe Beach Swimming</b>	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.



# 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.

All Years					
Sorted by					
Reporting Period(s): Semester 2 2020					
Attribute	Consistently	Often	Sometimes	Seldom	Not Assessed
Works to the best of his/her ability	197	90	18	1	0
Shows self respect and care	249	49	8	0	0
Shows courtesy and respect for the rights of others	231	58	16	1	0
Participates responsibly in social and civic activities	225	68	12	1	0
Cooperates productively and builds positive relationships with others	237	56	12	1	0
Is enthusiastic about learning	218	68	19	1	0
Sets goals and works towards them with perseverance	214	67	22	3	0
Shows confidence in making positive choices and decisions	233	56	17	0	0
<b>Totals</b>	<b>1804</b>	<b>512</b>	<b>124</b>	<b>8</b>	<b>0</b>
<b>Percentages</b>	<b>73.7</b>	<b>20.9</b>	<b>5.1</b>	<b>0.3</b>	<b>0.0</b>

#### Lower Primary Attribute Summary

All Years					
Sorted by					
Reporting Period(s): Semester 2 2020					
Attribute	Consistently	Often	Sometimes	Seldom	Not Assessed
Is enthusiastic about learning	165	42	8	0	0
Participates responsibly	154	51	10	0	0
Sets goals and works towards them	113	66	34	2	0
<b>Totals</b>	<b>432</b>	<b>159</b>	<b>52</b>	<b>2</b>	<b>0</b>
<b>Percentages</b>	<b>67.0</b>	<b>24.7</b>	<b>8.1</b>	<b>0.3</b>	<b>0.0</b>

**Where are we now ?** Whole school consistent approach through implementation of Attitude, Behaviour and Effort Rubrics in moderation and assessment of the attributes.  
 We have refined our learning beliefs and have embedded them in all classrooms.  
 Whole school focus on consistency of Behaviour Management Guidelines implementation.  
 Restorative Justice approach to behaviour management across the school.  
 School Chaplaincy program in place.  
 Formulation of classroom agreements in all classes.  
 Positive Behaviour School with four guiding words and behaviour matrix.

**What is the data telling us?** 91.7 % of students in lower years demonstrate the attributes listed at a 'consistent' or 'often' manner at end of Semester 2.  
 93.6% of students in years 3-6 demonstrate the attributes listed at a 'consistent' or 'often' manner at the end of Semester 2.  
*Works to the best of his / hear ability and is 'Enthusiastic about learning' was the attribute with the highest 'sometimes' or 'seldom' ranking in the upper years*  
*'Sets Goals and Works towards them' is the lower years attribute with the highest 'sometimes' or 'seldom' ranking.*  
 This may be in relation to the more mature and independent nature of the attribute at this age.

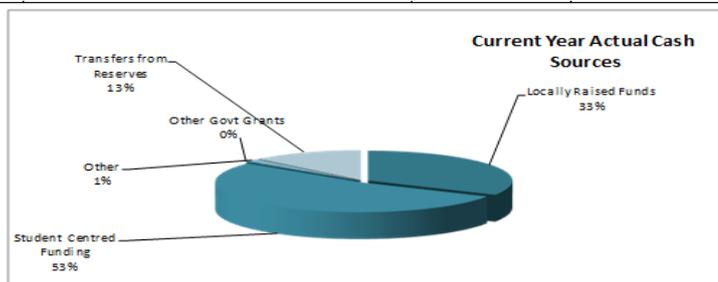
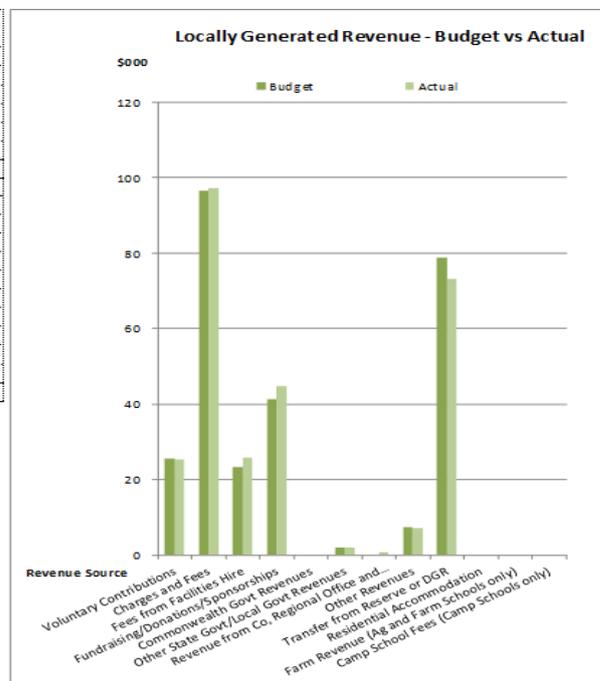
**What are we going to do about it?** Review Attitude, Behaviour and Effort rubrics and re-word to include more child friendly language.  
 Explicitly model goal setting to students.  
 Place greater emphasis on student voice as to what, how and when they enjoy learning.  
 Embed PBS behaviour matrix supported by State-wide Services.  
 PBS weekly assemblies in 2021 to explicitly teach and model positive behaviours through literacy and the arts.

# WINTHROP PRIMARY SCHOOL

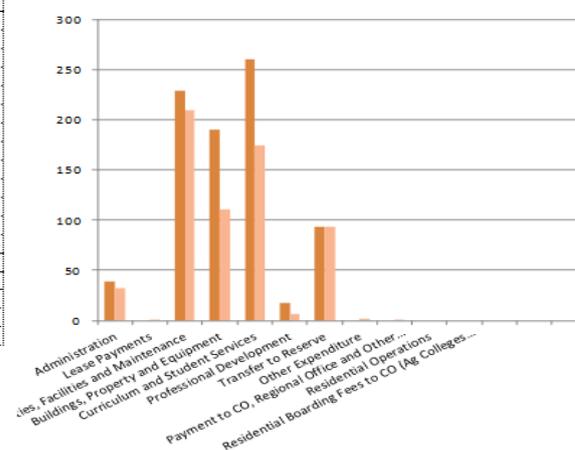
## 2020 FINANCE

### Winthrop Primary School 2020 Financial Summary as at 31 December 2020

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 25,680.00	\$ 25,266.00
2	Charges and Fees	\$ 96,655.00	\$ 97,268.05
3	Fees from Facilities Hire	\$ 23,318.00	\$ 25,802.29
4	Fundraising/Donations/Sponsorships	\$ 41,271.00	\$ 44,767.82
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 2,000.00	\$ 2,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ 840.00
8	Other Revenues	\$ 7,440.00	\$ 7,113.94
9	Transfer from Reserve or DGR	\$ 78,939.00	\$ 73,290.57
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>		<b>\$ 275,303.00</b>	<b>\$ 276,348.57</b>
Opening Balance		\$ 235,098.00	\$ 235,098.80
Student Centred Funding		\$ 310,563.00	\$ 310,563.30
<b>Total Cash Funds Available</b>		<b>\$ 820,964.00</b>	<b>\$ 822,010.77</b>
Total Salary Allocation		\$ -	\$ -
<b>Total Funds Available</b>		<b>\$ 820,964.00</b>	<b>\$ 822,010.77</b>



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 38,960.00	\$ 32,647.16
2	Lease Payments	\$ -	\$ 551.56
3	Utilities, Facilities and Maintenance	\$ 228,483.00	\$ 209,584.51
4	Buildings, Property and Equipment	\$ 189,770.00	\$ 110,804.98
5	Curriculum and Student Services	\$ 260,683.30	\$ 174,242.57
6	Professional Development	\$ 18,000.00	\$ 6,763.11
7	Transfer to Reserve	\$ 93,466.00	\$ 93,466.00
8	Other Expenditure	\$ -	\$ 1,450.66
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)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>		<b>\$ 829,362.30</b>	<b>\$ 630,390.55</b>
Total Forecast Salary Expenditure		\$ -	\$ -
<b>Total Expenditure</b>		<b>\$ 829,362.30</b>	<b>\$ 630,390.55</b>
Cash Budget Variance		\$ (8,398.30)	



Cash Position as at:	
Bank Balance	\$ 480,643.11
Made up of:	
1 General Fund Balance	\$ 191,620.22
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 293,816.12
5 Suspense Accounts	\$ 466.77
6 Cash Advances	\$ -
7 Tax Position	\$ (5,260.00)
<b>Total Bank Balance</b>	<b>\$ 480,643.11</b>

Winthrop Primary School was in a sound financial position for 2020. The school finances are under continual scrutiny by the Principals, Manager of Corporate Services, the school Finance Committee and School Board. In 2020 the school underwent a Financial Compliance Survey, with the outcome being that the school's financial processes and management are of a Good standing. 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 2020, the P&C generously allocated \$70,000 for the construction of an Nature Playground behind C and D Blocks.

### Glossary

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