



<b>Contents</b>	
Principal's Message	
School Board Chair's Message	4
Vision and Purpose	5
Student Participation / Enrolment	6
Quality Staff	7
Student Attendance	8
Supporting Student Engagement	9
Specialist Teaching Programs	10
Winthrop Primary School Community - Koort	11
Work Toward Targets – Achievement	12
Resources	35



## Principal's Message



It is with great pleasure that I present the Winthrop Primary School 2022 Annual Report.

This report provides our school community with information about the school's activities and performance over the past year.

The Annual Report provides an overview of:

- 2022 in the context of our 2021 – 2023 Business Plan
- Successes and celebrations
- Areas of identified scope for improvement

Winthrop Primary School has a dedicated and professional staff who work in partnership with an engaged and supportive community. I would like to thank our School Board and School Board Chair, Brad Holme, our generous community, the P&C, and President, Glyn Geen, for their dedication and commitment to the progression and governance of our school over the last 12 months.

We recognize that you, the parents, and carers are our students' first and lifelong educators and we value our partnership. Every day, together, we strive to provide a safe and enriched learning environment, ensuring success for every student.

We welcome you to share in our school's 2022 journey, reflective of how we continued to *'Learn and Grow Together'*.

Karina Meldrum  
Principal





## School Board Chair's Message



In 2022, the school faced yet another challenging year due to the COVID pandemic. However, thanks to the dedication of the exceptional staff and close-knit school community, students were able to receive a quality, well-rounded education. Despite the disruptions caused by the pandemic, the school's leadership team, teachers, and support staff remained committed to delivering an excellent education that fosters critical and creative thinking and promotes the development of strong character in students. They managed to strike a good balance between maintaining academic rigor and prioritizing student well-being, despite the disruptions caused by COVID. The school successfully handled COVID-related disruptions during the first two terms, including the NAPLAN assessment window, which is a testament to the effectiveness of their preparation.

The school embodies its values of Responsibility, Achievement, Care, and Respect, which are the WPS positive behaviour expectations. In the most recent, 2021 DoE, Public School Review, the school was commended *for the establishment of "Respectful relationships between staff, students and parents/carers is established. The Communications Plan and formal agreements give clarity to how communication occurs across the school community."* The review also noted the school is further supported by an *"active and generous P&C supports the school through promotion, engagement, and fundraising. This is further strengthened by the School Board's oversight to governance and advocacy for the school and the community"*.

The school is currently two years into its 2021-23 business plan, and much progress has already been made. The Board will continue to review school objectives, plans, and performance, as well as approve budgets and charges. One of the primary areas of focus for the Board has been improving communication between school and parents. The School Website and Calendar, Facebook presence, and Connect communication channels have all been instrumental in providing valuable, timely, and complimentary information while also celebrating the school's successes. Looking ahead to 2023, the school Board will shift its focus to two key areas. First, the school uniform policy will be reviewed after the Board committed to no changes for three years from 2020 due to the challenges of COVID. Second, the school will develop a new business plan for the next three years.

I am proud of what our school has achieved in the past year, and I look forward to continuing to assist the school to provide the best possible education for our students.

Brad Holme  
School Board Chair



# Vision and Purpose

## 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.

## Our Purpose

Winthrop Primary School is committed to providing an inclusive, stimulating, and innovative learning environment in which all students are supported to strive for excellence and to achieve their potential.

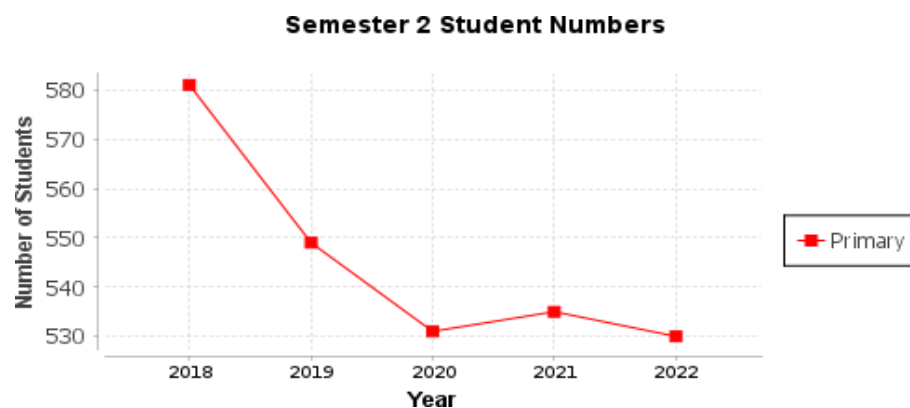


## Student Participation – Student Numbers and Trends Enrolment

In 2022, we experienced a slight drop in our student numbers in student numbers with 530 students enrolled from P-6 with 62 Kindergarten students.

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(31)	61	71	71	73	85	89	80	561
Part Time	62								

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



	2018	2019	2020	2021	2022
Primary (Excluding Kin)	581	549	531	535	530
Total	581	549	531	535	530





### Administration

#### School Management

Principal  
Karina Meldrum

Associate / Deputy / Vice Principals  
Simon Dufall  
Amanda Fletcher

Manager Corporate Services  
Mool Bhargava

#### Region Management

Director of Education  
Ken Perris  
South Metropolitan Education Regional Office



No	FTE	AB'L
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Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	2.0	0
<b>Total Administration Staff</b>	<b>3</b>	<b>3.0</b>	<b>0</b>

Teaching Staff			
Level 3 Teachers	4	3.4	0
Other Teaching Staff	32	22.3	0
<b>Total Teaching Staff</b>	<b>36</b>	<b>25.7</b>	<b>0</b>

School Support Staff			
Clerical / Administrative	5	4.5	0
Gardening / Maintenance	1	0.6	0
Other Allied Professionals	15	12.2	0
<b>Total School Support Staff</b>	<b>21</b>	<b>17.3</b>	<b>0</b>

<b>Total</b>	<b>60</b>	<b>46.0</b>	<b>0</b>
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All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

# Student Attendance

## Attendance Overall Primary 2022 Semester 2

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2020	95.1%	95.3%	93.2%	88.2%	91.3%	77.6%	95.1%	95.2%	91.9%
2021	94.9%	94.6%	92.4%	94.6%	88%	76.8%	94.9%	94.6%	91%
2022	94.5%	90.5%	88.3%	86.3%	80.6%	69.5%	94.4%	90.4%	86.6%



## Attendance Overall Primary

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2020	84.6%	13.5%	1.7%	0.2%
2021	86.3%	11.5%	2.2%	0.0%
2022	85.8%	12.0%	1.8%	0.4%
Like Schools 2022	63.5%	28.4%	6.9%	1.2%
WA Public Schools	51.0%	32.0%	13.0%	5.0%

## Attendance % - Primary Year Levels

	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2020	93%	96%	96%	95%	95%	95%	96%
2021	95%	96%	95%	95%	95%	95%	95%
2022	94%	94%	94%	95%	94%	95%	94%
WA Public Schools 2022	86%	87%	87%	87%	87%	87%	86%



## Supporting Student Engagement - Destination Schools

Winthrop Primary School is committed to providing a supportive school environment where student wellbeing and improved outcomes are central to every decision and action. Academic learning outcomes are maximized for all through a quality curriculum, interpersonal relationships, and school organization; where school practices are proactive and where appropriate and non-discriminatory language and behaviours are defined, modelled, and reinforced. The expected behaviours that students are required demonstrate are guided by our four behaviour expectations, being, care, responsibility, respect, and achievement. These expectations are explicitly and consistently taught across all year levels. Emotional and social development is supported through the implementation of reflective and restorative behaviour and engagement practices.

All students are supported to meet their learning potential through differentiation. At Winthrop Primary School, children are offered enrichment programs including Instrumental Music, Launch and a variety of personalized learning plans which address individual and small group learning requirements.



Destination Schools	Male	Female	Total
4002 Applecross Senior High School	21	13	34
1396 Kennedy Baptist College	3	5	8
4048 Rossmoyne Senior High School	3	5	8
4126 Willetton Senior High School	2	3	5
1299 Corpus Christi College	3	1	4
4025 John Curtin College Of The Arts		4	4
4042 Perth Modern School	2	1	3
4034 Melville Senior High School	2		2
1277 All Saints' College	1		1
1107 Aquinas College	1		1
1100 Aranmore Catholic College	1		1
1415 Carey Baptist College		1	1
1121 Iona Presentation College		1	1
4143 Leeming Senior High School		1	1
1042 Methodist Ladies' College		1	1
1368 Seton Catholic College	1		1
1122 St Hilda's Anglican Sch - Girls		1	1
1151 Trinity College	1		1
1154 Wesley College	1		1

# Specialist Teaching Programs

Winthrop Primary School offers a range of specialist teaching and learning programs in The Arts (Music), Health and Physical Education, Languages (Japanese) and Science.

Our talented and dedicated specialist teachers ensure the Western Australian curriculum in their learning area offers all students learning which is highly motivating and hands on, with opportunities for children to connect their learning to each other and to their local and global communities.

## The Arts Music

- o Music Gala
- o Anzac Day performance
- o Winthrop Celebrates performance
- o Big Band Bashes
- o Instrumental Music – IMSS and Tutors
- o Band Captain

## Science

- o Science Week – SciTech incursions
- o Open night – open science room
- o Aska – Visual Science Storyteller
- o Science Student Leaders

## Health

- o Paul Litherland Cyber Safety parent and student info-sessions- parent and student
- o Drug Awareness Jade Lewis- parent and student info-sessions
- o Crunch and Sip – Lunchbox parent workshop
- o Office of E-Safety Virtual Classroom

## Physical Education

- o Cross Country Carnival – 5<sup>th</sup> place
- o Interschool Winter Carnival – A Division shield winners Soccer and B and Netball A and B
- o Faction Sports Carnival – Won by Tuart Faction
- o Interschool Carnivals
- o Faction Captains

## Languages – Japanese

- o Japanese Festival
- o Hiragana Levels
- o Virtual Exchange
- o Japanese Leaders

## Enriched Learning – Launch and instrumental Music

- o Launch Open Night – Personal Projects
- o Fremantle Literature Centre Incursion – Young Writers Collective
- o Yr. 5 Leadership Conference
- o Premiers Reading Challenge – Early Childhood State Winner.
- o Music Gala
- o Big Band Bashes



## 2022 Winthrop Primary School Community - Koort (*heart, hearts, two hearts together*)

Winthrop Primary School works is an engaged community which works in partnership to ensure enriched learning experiences for all students. Together we continually strive to ensure every student feels valued, supported, connected, and knows that they are able and 'can do'.

### **Every Student Connected – Every Family Connected – Every Staff Member Connected**

Anzac Commemoration

Dad's and Kids Camp Out  
and Movie Night

Teacher Appreciation  
Morning Tea

Open Night - classroom  
and Launch club personal  
projects

Harmony Day Celebration –  
Art in the Park

P&C Disco

Year 6 Camp

Cuppa and Chat

Year 6 Graduation Events

Music Gala

PBS Big reward day

Pirate Day

Book Week Parade, Book  
Fair and Celebrations

Parent Workshops –  
Healthy Lunchboxes  
Paul Litherland  
Jade Lewis

Busy Bee

Fund Raising – mangoes,  
cookie dough, bike raffle,  
lapathon

Community Christmas  
Celebration Concert

Indigenous block Signage

Sports Carnival and Bake Sale

Premier's Reading Challenge

Playground Committee



# School Targets and Priorities

## Domain 1: Relationships and Partnerships

Not Achieved	Working Toward	Achieved	
		S2 Outcomes	Planning: S1, 2023

We demonstrate exemplary ethical behaviour and exercise informed professional judgement when working with students, colleagues, and community			
Targets	How we are going.	Signposts	
Annual survey reflects positive student, parent, and staff perception. Survey items rated 3.5 or above.	<p>Ratings of greater than 3.5 were received on all items on each survey (parent, student, and teacher) Highest overall rating – This school expects (me, child, students) to do their best. Lowest overall rating – The school takes opinions seriously.</p> <p>100% of families are supported to utilize technologies to communicate with teachers and receive semester reports.</p> <p>Ongoing maintenance support through ICT resource staff.</p> <p>ICT support has been provided on going for management and set up of iPads.</p> <p>New students are supported, and families inducted on our 1:1 program through Katy De Caprio and Annemarie Dembo ICT resource officers.</p> <p>Monitor use of Connect notice views have increased may be in relation to COVID notices)</p> <p>Steady movement back to whole school and large community events following COVID.</p> <p>Facebook page heavily utilized by community. Likes and comments. noted daily by approx. 25%</p>	S 2	<p>Analysis of survey data</p> <p>Addressing lowest rated items (Facebook, Cuppa and Chat, Playground Survey, planning for uniform Survey, P&amp;C suggestion option on website for ongoing input / opinion, plan for new school board members / nomination processes/ school board awareness and school board training).</p> <p>Active focus on maintaining highest rated items. Excellence demonstrated across the school in day to classroom expectations, behaviour expectations and events including:</p> <ul style="list-style-type: none"> <li>o Music Gala</li> <li>o Big Band Bashes</li> <li>o Sporting Events and Carnivals</li> <li>o Open night</li> <li>o PBS assemblies</li> <li>o Premier's Reading Challenge</li> <li>o Launch Club</li> </ul> <p>Community Engagement Plan created collaboratively with input from School Board and P&amp;C.</p>
		S 1	<p>NSOS due August / Sept. 2023</p> <p>Community Engagement Plan published to school website.</p> <p>School Culture Survey – staff, leadership, and students Uniform survey</p> <p>Continue 'cuppa and chat'</p> <p>P&amp;C Feedback – ideas online form</p> <p>Uniform Survey</p> <p>School board election</p> <p>Playground Committee engaged and planning new C&amp;D block playground.</p> <p>Community Engagement Coordinator – teacher leader appointed</p>



The School Board Effectiveness Survey has survey items rated at 3.5 and above.	2021 Data had an overall rating of 3.8. 2022 Data to be tabled at open Public Board Meeting on Dec. 1 <sup>st</sup> , 2022.	S2	School Board Effectiveness Survey Dec. 2023 – online School's Survey Tool
Decision making is collaborative, open, and highly transparent – communicated via Semester reviews describing progress toward targets.	Communication via social media, Connect and Website 'hits' indicates increasing engagement.	S2	Monitor Connect views. Launch FB in line with Communications Plan. P&C Feedback tool – for new suggestions P&C representatives on playground committee DOE 5 step staffing process undertaken in DP selection process
		S1	Monitor Connect views. Monitor FB comments and likes Monitor. WPS Communication Guidelines are in place and on the school website. Add student images to posts. Uniform, playground, fundraising committees
School Board membership to be inclusive of age, gender, and cultural background.	Community agreements through Code of Conduct (School Board and P&C) and as articulated in Communication Plan.	S2	Inclusion of co-opted community member to reflect Indigenous perspectives. (Liaison with CAN).
Promote and enhance the school's reputation	Updated signage Updated and streamlined Webpage – reviewed regularly with updated calendar and Latest News. Introduction of official school Facebook page Community consultation – update of school uniform.	S2	Signage- blocks FB Layout of Annual Report 2022. New school uniforms – interschool and whole school shirt / dress design
		S1	Promotion and Signage Plan – review and amend to reflect new projects. Nomination for Primary School of the Year, 2023. Nominate for QTS in 2023. Consideration of school uniform community survey T1, 2023 Major artworks in undercover area featuring Faction Emblems. Signage updated in carpark – front face of the school.
Mid Semester Business Plan Review presented to the school board detailing progress toward targets	Tabled in Nov. 2022	S2	Dec. 2022 - shared with school board.
		S1	June 2022 share with school board
Embedding of the Aboriginal Cultural standards framework is evidenced physically in the school across 100% of teaching areas.	All items <i>Acknowledgement of country:</i> a) <i>Welcome totem.</i> b) <i>Teaching Block names</i> c) <i>Reference to the seasons</i> d) <i>Musical performances</i> e) <i>Resources in the Library Collection- literature and physical resources</i> f) <i>Physical Education Sports</i> g) <i>Acknowledgement of Country</i> h) <i>Front office staff uniform inclusive of indigenous artwork designs.</i> i) <i>Indigenous Soldiers Music Performance</i>	S2	As evidenced physically across the school A-H
		S1	Re-printing of educational signage accompanying Seasons Art on each block, to include information and QR code to sound scapes prepared by the children to reflect the mood of each season.

<p>Actively engage in building partnerships with local and broader Community</p>	<p>Maintain connections with Murdoch, Curtin, and Notre Dame Universities – pre- service teacher programs.</p> <p>Royal Show Scarecrow entry</p>	<p>S2</p> <p>Engagement projects:</p> <p>Pre-Service Teachers</p> <p>Murdoch STEM/ Science GAT program</p> <p>Review 2022 collaborative planning with Not-for-Profit Coordinator:</p> <ul style="list-style-type: none"> <li>○ Fundraising by student voice – Talk Like a Pirate fundraiser for Cancer Council.</li> <li>○ Fathering Project</li> <li>○ Be the Change projects.</li> <li>○ Netball, Basketball, Cricket, and Tennis sporting clubs utilizing school facilities.</li> <li>○ New OHSC contract for 2022-2024</li> <li>○ Chinese Language Club</li> <li>○ Story Dogs</li> <li>○ Book Week parade</li> <li>○ K Dads Day (Father's Day)</li> <li>○ Premier's Reading Challenge</li> <li>○ Community Christmas Carols</li> <li>○ Volunteers' morning Tea</li> <li>○ Teacher Appreciation Celebrations</li> <li>○ Class Representatives</li> <li>○ Volunteers Policy developed.</li> <li>○ Music Gala</li> <li>○ Family and student Yr. 6 graduation luncheon</li> <li>○ Kim Giddens MLA donation of bike for school raffle fundraising</li> <li>○ Fathering Project Camp Out and termly events.</li> <li>○ Cuppa and Chat</li> </ul> <p>Student Voice – Selection of Be the Change projects.</p> <p>ANZAC</p> <p>Parent Welcome meetings Term 1 Harmony Day Celebration</p> <p>Indigenous Soldiers – Choir Performance King's Park Community Engagement</p> <p>Community Engagement Coordinator – Teacher appointed.</p>
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## Domain 2: Learning Environment

### We support all students in becoming successful learners

Targets	How are we going?	Signposts
<p>Explicit teaching of Positive Behaviour Strategies and embedded behaviour expectations.</p> <p>Restorative justice practices guide behaviour management processes.</p>	<p>PBS team continued to build, meet, and strengthen professional learning. PBS matrix in all classes displayed. PBS major and minor incidences chart</p> <p>PBS tokens used to support recognition of students engaging in positive behaviours.</p> <p>PBS focus per week</p> <p>PBS Assemblies – each week Reflection sheets.</p> <p>Explicit teaching of social skills as per the behaviour expectations.</p>	<p>S 2 PBS – reinforcer assemblies</p> <p>SET data analysis.</p> <p>PBS award at Yr. 6 graduation</p> <p>Whole school reward has been accessed 10 times this semester.</p>
		<p>S 1 PBS lessons in power-point presentations, presented in all classes on the focus behaviour of the fortnight to ensure consistency of understanding and skills teaching across the school.</p> <p>PBS assemblies</p> <p>Purchase of PBS banners for display in front office and to be used around school for events.</p>
<p>100% of class teachers develop and implement documented plans using Special Education Needs reporting and planning tools.</p>	<p>NCCD group developed to moderate and support teaching and learning adjustment levels.</p> <p>All identified students who require a documented plan have one.</p> <p>Whole School SaER profile has been compiled.</p> <p>Whole school SaER Policy in place.</p>	<p>S 2 NCCD data collection for August Census completed.</p> <p>S2 reporting cycle – Special Educational Needs (SEN reports as required)</p> <p>NCCD census information used to inform class placements and projected resourcing for 2023.</p> <p>Transition and handover documents enhanced through development of Forms Survey – Student Outline</p>
		<p>S 1 SaER Learning Support Team to variously include:</p> <p>Class teacher, new Deputy Principal, Learning Support Coordinator, School Psychologist and Chaplain</p> <p>Increase chaplaincy and psychology – cost met through school budget</p>
<p>100% of class teachers will be utilized EALD progress maps for identified students</p>	<p>Data analysis of achievement and progress from class data walls and triangulation data from range of curriculum linked assessment tasks.</p>	<p>S 2 DP audit enrolment details – collate data for census.</p> <p>EALD data analysis to inform class placement.</p> <p>EALD numbers projected enrolments to inform special characteristics budget planning. 61 eligible students across all year levels of the school.</p> <p>EALD Operational Plan.</p>
		<p>S 1 Transition of progress maps from class to class (hand over processes) Language choice on website to ensure inclusivity and accessibility for community.</p> <p>Enhanced enrolment procedures – inclusive of interview with DP and or Principal as needed, inclusive of use of interpreters as required.</p> <p>Language options setting on school website</p>

Over 92% attendance in each year of compulsory schooling	93 % attendance across the school. COVID has impacted attendance so too travel due to family reunions following long period of absence due. to COVID context	S 2	Attendance policy reviewed Attendance Operational plan in place
	Lowest compulsory attendance % rate is in Pre-primary.	S 1	Roll registration – teachers registering date and time of roll completion on Integris. Continue to follow up with unauthorized absence procedures. New D/Principal to take on Attendance portfolio and has reached out to families requiring support to secure regular attendance and or provide. reason for absence. Use of SMS messaging to alert and follow up student absences
Maintain National Quality Standards in all 7 areas as 'green' (meeting standard)	Verification process ECE has been. undertaken	S 2	NQS Verification process complete NQS school reflection tool completed as per DoE
		S 1	School based self-review against the standards Semester 2, 2023. Progression of NQS standards across the whole school – focus on play-based pedagogy, informed by Jonny Neen – Play, Pause, Rewind. Play based incursion – Spare parts
National Survey reflects positive student parents and staff perception with survey items rated at 3.5 or above.	Data Analysis demonstrates 3.5 and above on all items on each survey. Promoted on FB, Latest Links, Connect	S 1	Biannual – survey – (see left)
		S 2	Next survey to be undertaken Semester 2, 2023.
NSOS rating above 3.5 as highlighted in student and parent survey item 'teachers at this. school cares about me/ my child. NSOS rating above 3.5 as itemized in student and parent survey 'student behaviour is well managed at my school.'	Data Analysis demonstrates 3.5 and above on all items on each survey. Promoted on FB, Latest Links, Connect notices and at school disco	S 2	Biannual – survey – (see left)
		S 1	Good standing policy to be reviewed and developed by staff and school board Term 1, 2022. PBS set data analysis. NSOS in August 2023 – sent to all staff, senior students, and community.
Health and Wellbeing Plan: Staff Worksafe representatives (OHS) review, investigate and implement actions as required to prevent and respond to 100% of incidences and reports.	OHS updates through OHS officers. OHS audit undertaken of playground equipment.  Ongoing reporting of OHS made and responded to. (100%)  Culture of collective responsibility of OHS related processes.	S 2	OHS officers, monitored and responded to concerns and faults. Accident Investigation Reports (AIR) forms completed in line with compliance requirements following any accidents (staff, students, or community).  OHS review by DoE of all external staircase sets. These were deemed to be compliant and safe.  OHS inspection of new cricket pitch – deemed to be a trip hazard – reparations have been organized to be undertaken
		S 1	Nomination of new OHS officers OHS. OHS officer training.



Chaplaincy and Psychology	Clear processes are in place for accessing chaplaincy and psychology services.		Whole school OHS audit to be undertaken. Review of students accessing support of chaplaincy and psychology supports – case management of individual cases. Increased chaplaincy and psychology time
Enhancement of physical grounds is enriched to add value to the student learning experience.	Key projects: C&D block playground  Indigenous names / block signage  Undercover area – faction artworks	S2	PP hardstand area work completed with increased access to services and easements. Playground committee formulated: <ul style="list-style-type: none"> <li>Community playground survey undertaken.</li> <li>Project manager assigned through Department of Education.</li> <li>Concept designs underway following site inspection on 19<sup>th</sup> November 2022.</li> <li>Estimated completion by April / May 2023.</li> </ul> Undercover area – faction artworks- Artist contacted, has quoted the job and work will commence in 2022/203 school holidays for completion for day 1 of 2023 school year. Block signage has been installed.
		S1	C & D block playground –installation. Completion of undercover faction artworks – unveiling Term 1. Application for DoE grants for grounds enhancement



## Domain 3: Leadership

**Every staff member is a leader, and every classroom is led by teachers working collaboratively to improve educational outcomes for all students.**

Targets	How are we going?	Signposts	
All staff engage in performance management processes, meeting twice a year inclusive of collegiate observation.	Completed with all staff and ongoing into 2023 with new documentation considered and Leadership Team utilizing the Principal Performance Improvement Tool to reflect on and improve practice. Roles and responsibilities for all leadership positions have been and are continuing to be developed.	S2	Documentation Meetings Leadership classroom walkthroughs being finalized. DP attending Peer Observation PL.
		S1	Phase 1 Peer observation / Line Manager observation Peer Observation (Watching others work) program expanded across the school. Leadership Team utilized the Principal Performance Improvement Tool to reflect on and improve practice in Term 1.
Leadership team facilitate, identify, and support the development of high potential leaders across the school.	All HP had a mentor and completed the Future Leaders network training. FL online training with Dan Haesler undertaken. FL Network group developed Amanda McGovern – WAPPA supporting PL for future leaders and Network FL plan. Annually, L3 Classroom teacher leadership role will be allocated (0.1 release time per week – 1 day per fortnight) Annually, 4x Team Leaders will be nominated and voted into positions by staff within their team. Professional learning has been budgeted to ensure access to contemporary, evidence-based research and strategies.	S2	Planning of projects with network peers High potential leaders at WPS – 1 in acting P position, 2 others offered positions of leadership in other schools – experience with applications, interview, other educational contexts. Sharing PL with colleagues on staff WPS Principal – Network FL Principal driving the initiative. WPS Principal has created mentor support materials of – DoE. Strategic Docs. And Mentoring Skills resources. Both are being used in the Future Leaders Network mentoring program by teachers, DP, and Principals across the schools in our network. Provision of PL – Unpacking Hamilton's Personal Attributes – 500-word application through FL Framework – Network focus.
		S1	Ongoing identification of high potential leaders through school and Applecross Network. Ongoing support of mentors Identification of both new mentors and aspirants through Hamilton's Personal Attributes. (500-word application) Team Leaders will prepare and lead 3 Team Meetings per term with minutes uploaded to Staff Connect. Leader positions via team nomination. Follow up leadership development meetings once per term with Leadership Team. L3 Classroom teacher aspirants supported. Team Leader JDF reviewed against AiTSL standards.

The Leadership Team lead development and implementation of school plans including improvement of student achievement and attendance.	<p>Roles and responsibilities documentation detailing leadership portfolios across the Leadership Team and school.</p> <p>Whole school operational plans</p> <p>Annually, the NCCD team will assess level of adjustment (quality differentiated teaching practice, supplementary, substantial, or extensive) in line with National Consistent Collection of Data (NCCD).</p> <p>Leading Teaching for Impact strategy – focusing in defining what teachers believe, know, and do.</p> <p>Leading the development of NQS across the whole school – including shared understanding of intentional play.</p> <p>Verified as effective school by Public School Review team – Leadership Team on balance judgement, opted for a 3-year review to coincide with review of School Business Plan and Curriculum Improvement Plans</p>	S2	ESAT updates
		S1	<p>Review and continue to upload data to ESAT utilizing as a depository for whole school reflection and review processes.</p> <p>Whole school improvement self- reflection tool. Whole school culture survey – Leadership and staff Update the Attendance Policy.</p> <p>CAN team organizing Harmony Day events – acknowledging a range of cultures, histories, and stories.</p> <p>School self-review ensuring all 7 areas of the National Quality Standard are rated as 'green'.</p> <p>NCCD Team lead collation of SaER register 2023.</p> <p>School nomination for Primary School of the Year in the DoE Education Awards</p> <p>Presentation of Teaching for Impact – Introductory modules at Term 1, SDD by Leadership Team.</p> <p>Whole school Play Policy</p> <p>Whole school Enriched Learning Policy</p> <p>Whole School Behaviour Management Policy development – inclusive of review of Good Standing clause and Yr. 6 Leadership expectations.</p> <p>Application for Creative Schools inclusion – D/Principal to lead identified teaching coaches to support this program.</p>
The Cultural Awareness Network (CAN) will lead the annual review and progression of the Culturally Responsive School Improvement Plan.	CAN has met and reviewed the Cultural Awareness Plan across the school.	S2	<p>CAN has met and minuted meetings – available to all staff through Connect.</p> <p>Indigenous block name signage.</p> <p>Continuation of CAN RAP packs for each year level.</p>
		S1	<p>Whole school incursion ideas.</p> <p>SERCAL (free), BIBDI BINDI Dreaming, Kerry Anne Winmar. Greg Nannup for excursion/incursion</p> <ul style="list-style-type: none"> <li>- Olman or Greg Nannup for Acknowledgement of Country.</li> <li>- Wesley College or like dance groups for performance.</li> </ul> <p>Lion dance, Harmony Day Community Celebration.</p>
Twice a year, team Effectiveness Surveys will be undertaken with a 3.5 or above rating in all items	Team Effectiveness Survey has been undertaken through Forms platform.	S2	Team Effectiveness survey – data collection – analysis shows high rating and satisfaction of engagement and operations in all teaching teams.
	All teams exceeded a rating of 3.5 on all items.	S1	Prepare survey items based on 2023 team goals including identification and planning for case management students.
Leaders at all levels seek 360 Feedback	<p>Survey items determined by Principal (PPIT)</p> <p>Surveys undertaken by all Leadership Team members. Feedback used to inform personal leadership PM goals.</p> <p>School Board effectiveness survey has been distributed and completed with 'adhering to the agenda' being the lowest rated item.</p>	S2	<p>360" Feedback survey by all school leaders undertaken. Principal 360" feedback informing PM.</p> <p>Integral part of PPIT – (Performance management for principals).</p>
		S1	<p>Undertake phase 1 PM processes for all Leadership Team.</p> <p>Prepare community, staff, and student NSOS feedback surveys, 2023. Staff and Leadership School culture surveys undertaken in Term 1.</p>

## Domain 4: Resources

Budget and resource management practices ensure the best interest of the students is central to all decisions and actions			
Target	How are we going?	Signposts	
Staff collaborate to input target linked budget proposals for Cash Budget – for consideration and approval by Finance Committee. .	Staff reviewing and planning in teams. Target linked proposal sheet being utilized across the school and aligned to school's strategic plans.	S2	Projected budgets – planned on Business Plan / target linked planners by year level teams. Budget proposal sheet – redesigned for Term 3, 2021 – making explicit link to school target areas. Finance Committee Meeting to verify Curriculum budgets
		S1	Budgeted amounts in Operational Plans Curriculum Cost Centre Managers Finance Committee Meetings x 2 per term. P&C finance donations clarified at Finance Meeting – Term 2.
Annual School Board and Finance Committee will contribute to and endorse the one-line budget.	Planning advised as per above. Principal and MCS plan Online Budget Requirements Projected Enrolment Staffing. Special Characteristics funding Staffing Targeted initiatives Cash Budgets	S2	Finance Committee meeting minutes. SRS – Planning undertaken in Term 3.
		S1	Budget Operational Finance Committee meetings. Financial position of the school tabled, discussed and noted at School Board Meetings.
Teacher leaders and resource officers will maintain cost centre curriculum budgets in line with all DOE policy and procurement and disposal guidelines.	Cost Centre Managers have been in place for 2022. Budgets in the expenditure accounts have been monitored and are within budgeted amounts. Papercut has been applied to all photocopy machines and printers to monitor expenditure of paper. resources.	S2	Monthly Operational Budget Principal Reviews. Financials as noted in School Board Meetings Cost centre managers list and signatories.
		S1	Monthly Operational Budget Principal Reviews. Financials as noted in School Board Meetings Cost centre managers list and signatories. Finance procedures presentation at SDD in Term 1. Presented by MCS and School Officer.
	As per Admin. team meeting discussions and monitoring	S2	NCCD team met and managed census process. Administration team meetings – fortnightly.



Termly student needs assessments will be undertaken by Leadership team in allocating support resources for identified cohorts (Disability, EAL/D, SaER)	via DoE Disability resourcing and one-line budget.		Psychologist / Leadership team meetings – on needs basis but fortnightly Disability Resourcing analysis – DPs, Principal and MCS Class placement resourcing and needs considerations. Follow up any administration in relation to individual disability resourcing
		S1	Learning Support Coordinator is in place (0.2 FTE) Chaplaincy time increased. School has purchased additional school psychology FTE GAT teacher in place (0.1 FTE) NCCD team – Nomination of members - PL and training. Administration team meetings Disability Resourcing analysis – DPs, Principal and MCS Psychologist / Leadership team meetings 21 class structure has been implemented to ensure smaller classes and higher support in year levels where there is a high number of at risk or disability students.



## Domain 5: Teaching Quality

**We recognize that a teacher's effectiveness has a powerful impact on students and that teacher quality is the single most important in-school factor that influences student achievement.**

Targets	How are we going?	Signposts	
All teachers will identify students at educational risk and differentiate teaching, assessment and reporting to meet student need.	All children requiring a SEN report in 2022 have one.  All documented plans are completed in SEN planning tool.	S2	SEN training support by DP on needs basis
		S1	Monitor staff numbers seeking support. Provision of support on
	All identified students have documented plans in place. These have been audited, reviewed, and updated.  Student voice survey and learning profiles compiled for GAT students by GAT coordinator.	S2	DP collate all doc. plans by week 4, T1. Doc. plans utilized to access Statewide Services Launch club students personal project display at Open Night.
		S1	DP collate all doc. plans by week 4 T3 and 4 Doc. plans utilized to access State-wide Services GAT teacher to work with teachers in supporting GAT students across the year levels. Yr. 5 and 6 GAT excursions / incursions. GAT Operational Plan – lead by GAT 'Launch Program' teacher. Enrichment 'challenge weeks' once a term (STEM, Arts, Cultural studies). Enriched Learning in music – instrumental music policy and documented.
	NCCD team met to moderate level of adjustments and to determine eligibility for inclusion.	S2	Parents informed via website, hard copy, latest links, and Facebook. 2022 NCCD processes complete. Data submitted
		S1	NCCD team led data collection – and moderation of levels of adjustment.

School wide beliefs on teaching and learning are understood and embedded in practice.	All staff have instructional framework visible in classroom. Staff teaching practice peer and line manager PM processes embedded as evidenced via teacher planning. WPS Teaching and Learning model is aligned to the DoE's strategic direction and has been collaboratively designed by staff to reflect shared teaching and learning beliefs. Model highly visible around the school and on school website.	S2	Document has been uploaded to include hyperlinks to support resources and to encourage use of consistent language when implementing the framework across the school. Strategic documents overview prepared and provided to all staff.
		S1	PL – formative assessment (building on from PL 2022) Sharing at each staff meeting of exemplary practice – work samples and 'watch others work' samples. Quality Teaching Strategy modules – professional learning. Quality Teaching Strategy application to DoE (to become a lead school). Nomination for Primary School of the Year. Embedding of whole school Instructional Framework.



“

The thing I like best about my work is the opportunity to connect with the whole child to enable a love of learning, life and ongoing growth.

”

**- Year 1 Teacher**





NAPLAN, ACER PAT and On Entry results align with teacher judgments.	<p>Data wall team collaboration and team reviews have been undertaken.</p> <p>Grade distribution and allocation has been analyzed.</p> <p>On Entry, ACER, Bright path, NAPLAN standardized testing has been implemented.</p>	S1	<p>Data walls have been updated to ensure consistency of categories across all year levels per assessed item.</p> <p>All year level teams have undertaken moderation meetings utilizing DoE's Judging Standards tools.</p> <p>Undertake inter-school moderation with Applecross Network schools.</p> <p>Fully access and review ACER support materials and resources.</p>
The school has a repertoire of fair and inclusive assessment and reporting strategies.	<p>Reporting and Assessment Policy was reviewed in 2022.</p> <p>Assessment Schedule Team has been formed and met to review Whole School Assessment Schedule.</p> <p>GAT and STEM coordinators are working collaboratively to lead inclusive enriched learning and to align inclusion.</p> <p>in programs based on student agency and voice.</p>	S2	<p>Grade allocation from Reporting to Parents analysis Moderation Bright path</p> <p>First Steps tasks</p> <p>Grade allocation</p> <p>Assessment Schedule review team met and amended document and assessment tools reflective of whole school strategic plan –</p> <p>STEM Leadership Team Coordinator appointed. DoTT timetable organized to allow as much as practicable collaborative planning time for year levels.</p> <p>Enriched learning policy and procedures developed.</p>
		S1	<p>STEM Coordinator will work with Enrichment L3 classroom teacher to provide inclusive and challenging projects across the school. One challenge per term focusing on a STEM or ARTS project.</p> <p>Instrumental music tutors – review whole school policy as part of whole school enrichment program. Monitor progress of identified students.</p> <p>Enhance Attitude, Behaviour and Attitude descriptor rubrics</p>
All staff use the whole school Literacy and Numeracy documents.	In place and embedded across all year levels. Staff are utilizing WA curriculum scope and sequence numeracy docs.	S2	<p>English coordinator audited and reviewed all Literacy Block Scope and Sequences – ensuring alignment to the DoE curriculum, cross referencing and encompassing all English strands.</p> <p>Audit of whole school mathematical materials.</p> <p>Focus on use of hands-on manipulatives across the school (teaching strategies)</p> <p>Procurement and organization of manipulatives.</p> <p>Mathematics Committee meet regularly to review and update planning. Operational plan has been updated</p>
		S1	<p>Specific focus on reading strategies across all year levels.</p> <p>English committee develop a data and evidence-based improvement plan in reading.</p> <p>Mathematics Committee continue to meet regularly and align use of resources to support ongoing progression and achievement.</p>

Student learning is connected, embedded in real-life, real-world contexts.	Be the Change initiatives being undertaken. Use of artworks and signage around the school as learning tools – Indigenous seasons. Cultural observance of a range of traditions and celebrations – Japanese Festival, Winthrop Celebrates concert.	S2	Intentional Play SDD PL – provided by Jonny Neen Expansion of NQS across the school.
		S1	Development of whole school Play Policy Enhancement of nature play and food gardens as teaching and learning resources Year 6 Camp – Woodman's Point

“

As Winthropians we take responsibility for our actions and acknowledge our mistakes.

”

**- Year 6 Student**



## Domain 5: Student Achievement and Progress

*We work collaboratively to provide students with a learning program which is individualized, flexible, connected, and challenging.*

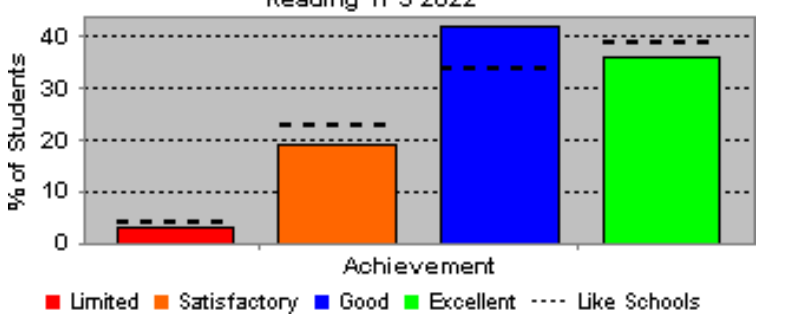
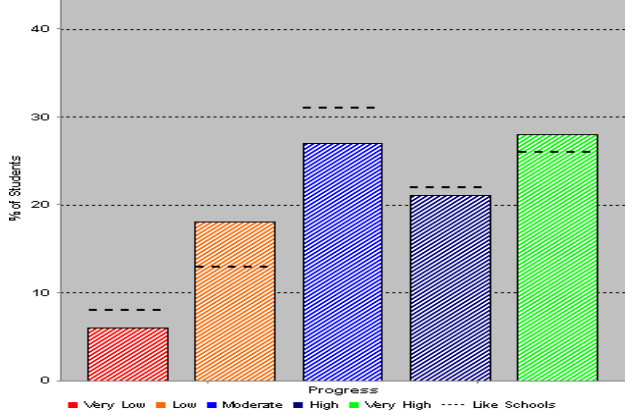
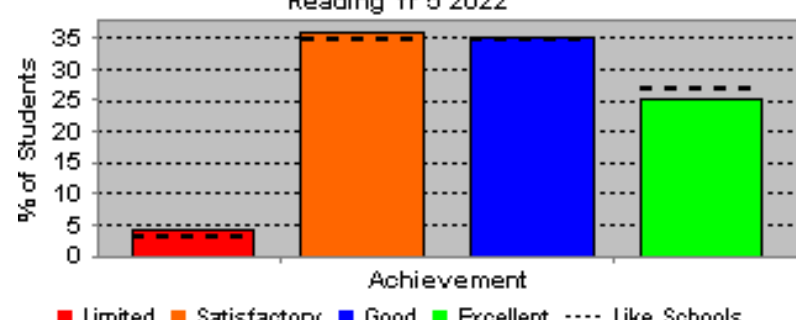
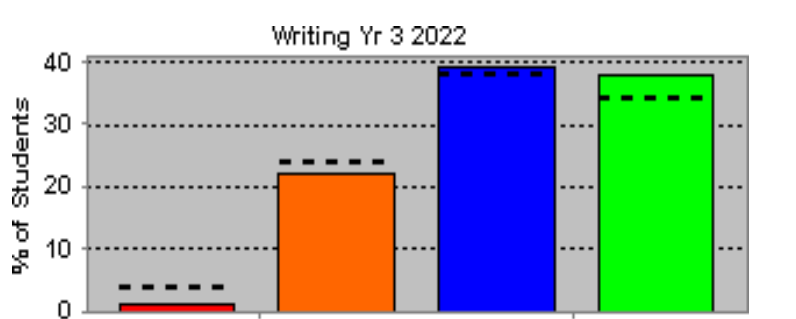
Target	How are we going?	Evidence/ Planning	
NAPLAN data mean in Years 3 and 5 will be equal to or above like schools.	Teachers will engage in utilizing the data to plan for groups and individuals through Individual Education and Group Education (case management) plans. See Data overview below.	S2	NAPLAN tests complete NAPLAN data received and analyzed. Data analysis will be undertaken by all staff with Specialist, school-based Data analysis team (DAT)
		S1	NAPLAN online 'ICT test' sessions NAPLAN now completed in Term 1. All classes utilized NAPLAN curriculum resources
By 2023 NAPLAN progress and achievement data in Years 3 and 5 will demonstrate increased in % of students in 'good' and 'excellent' achievement categories in Reading, Writing and Numeracy.	During NAPLAN test period 2022, WPS had a significant number of students in both Yr. 3 and 5 who.  a) were unable to complete NAPLAN tests with their cohort and some children who were unable to complete the tests at all.  b) completed NAPLAN tests over an extended period (3-week test window) c) we're recovering during the test period. Due to the COVID context.  Due to this, the NAPLAN test at WPS were significantly disrupted as compared to 'usual' years.	S2	NAPLAN tests complete NAPLAN parent tests have gone home NAPLAN preliminary data received. Initial data indicates band achievement improvement but no like school data available currently. Data analysis will be undertaken by all staff. Introductory sessions – Ed. Companion data analysis tool.
		S1	NAPLAN online 'ICT test' sessions All classes utilized NAPLAN resources. Curriculum focus 2023 – Reading – inclusive of professional learning for staff and curriculum improvement program detailing strategies and resources.

By 2023 PEAC and GAT or requiring extension and greater engagement will be supported by enrichment plans and GAT Learning Support Coordinator.	L3 GAT teacher identified and released from class 1 day per fortnight to coordinate program.  GAT teacher coordinator.  Student interviews undertaken to allow students agency in content and delivery of their plans.	S2	Peac testing 2022 whole school data analysis GAT teacher coordinating program. (L3 classroom teacher duties) Identified students were involved in – Literacy Centre, Leadership Conference and Personal projects as displayed at open night.
		S1	GAT leadership Conference Parent information sessions Murdoch University enrichment program partnership Literature centre excursions Personal project – Year 5 Student voice interviews Leadership Conference Working in collaboration with Music specialist teacher and STEM coordinator Introduction of 'challenge' enrichment weeks for whole school.
By 2023 Attitude Behaviour and Effort (ABE) data demonstrates a whole school rating improvement in students setting and achieving goals.	ABE rubrics were utilized to moderate the allocation of descriptors for ABE ratings in Semester 1 reports.  Student self- assessment will be undertaken prior to Semester 2 reports.	S2	Sem 1 ABE data analysis Review of ABE rubrics by Year Level Teams
		S1	ABE rubrics made available for staff use ABE data input S1. On Entry testing undertaken
By 2023 a STEM coordinator will be appointed and will support all teachers to embed best practice across the school.	Initial PL has been undertaken by 2 staff who have expressed and interest in the role.  PL has been provided to further inform and support. (TDS, Lego, coding)  Coordinator has been appointed.	S2	Identify and budget for STEM Connections teacher. PL has been provided via expression of interest for high potential leaders in this area. Selection of STEM coordinator
		S1	Deputy Principal is the STEM coordinator. Introduction of 'challenge' enrichment weeks for whole school. Consideration of STEM third party user to offer after school STEM program. Network accessed for resources and PL Application to DoE Creative Schools programme.

## Student Achievement Overview – NAPLAN 2022

	Achievement – as compared to like schools	Progress – as compared to like schools	Notes																						
N Yr 3	<p>Numeracy Yr 3 2022</p> <table border="1"><caption>Numeracy Yr 3 2022 Achievement Data</caption><thead><tr><th>Achievement</th><th>% of Students</th></tr></thead><tbody><tr><td>Limited</td><td>~3</td></tr><tr><td>Satisfactory</td><td>~29</td></tr><tr><td>Good</td><td>~40</td></tr><tr><td>Excellent</td><td>~29</td></tr></tbody></table>	Achievement	% of Students	Limited	~3	Satisfactory	~29	Good	~40	Excellent	~29	<p>Numeracy On-entry to Yr 3 NAPLAN Progress</p> <table border="1"><caption>Numeracy On-entry to Yr 3 NAPLAN Progress Data</caption><thead><tr><th>Progress</th><th>% of Students</th></tr></thead><tbody><tr><td>Very Low</td><td>~2</td></tr><tr><td>Low</td><td>~11</td></tr><tr><td>Moderate</td><td>~24</td></tr><tr><td>High</td><td>~35</td></tr><tr><td>Very High</td><td>~29</td></tr></tbody></table>	Progress	% of Students	Very Low	~2	Low	~11	Moderate	~24	High	~35	Very High	~29	<p>Slightly below like schools (1%) achievement but higher than like schools' progression.</p> <p>Much higher number of students achieving at a 'good' rating.</p> <p>Significantly more students with high progress.</p> <p>Significantly fewer students in very low, low, and moderate progress.</p> <p>Progress in Numeracy is strong.</p> <p>Focus on identification of students in 'good' achievement to support them. to make excellent achievement.</p>
Achievement	% of Students																								
Limited	~3																								
Satisfactory	~29																								
Good	~40																								
Excellent	~29																								
Progress	% of Students																								
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N Yr 5	<p>Numeracy Yr 5 2022</p> <table border="1"><caption>Numeracy Yr 5 2022 Achievement Data</caption><thead><tr><th>Achievement</th><th>% of Students</th></tr></thead><tbody><tr><td>Limited</td><td>~5</td></tr><tr><td>Satisfactory</td><td>~41</td></tr><tr><td>Good</td><td>~25</td></tr><tr><td>Excellent</td><td>~28</td></tr></tbody></table>	Achievement	% of Students	Limited	~5	Satisfactory	~41	Good	~25	Excellent	~28	No data available – this cohort did not do NAPLAN IN 2020 due to COVID context.	<p>Well above like school (10%) achievement.</p> <p>No progress data as this cohort did not complete NAPLAN as Year 3's due to COVID-19.</p>												
Achievement	% of Students																								
Limited	~5																								
Satisfactory	~41																								
Good	~25																								
Excellent	~28																								



R Yr 3	<p>Reading Yr 3 2022</p>  <p>Achievement</p> <p>■ Limited ■ Satisfactory ■ Good ■ Excellent ---- Like Schools</p>	<p>Reading On-entry to Yr 3 NAPLAN Progress</p>  <p>Progress</p> <p>■ Very Low ■ Low ■ Moderate ■ High ■ Very High ---- Like Schools</p>	<p>Slightly below (2%) like schools' achievement Higher number of students achieving at 'good' rating Fewer students achieving satisfactory or limited rating. Higher progress than like schools.</p> <p>Progress in reading is strong.</p> <p>Identification of students in 'low' progress for case management and focus group teaching.</p>
R Yr. 5	<p>Reading Yr 5 2022</p>  <p>Achievement</p> <p>■ Limited ■ Satisfactory ■ Good ■ Excellent ---- Like Schools</p>	<p>No data available – this cohort did not do PLAN IN 2020 due to COVID context</p>	<p>Slightly below (1%) / on par with like schools in all achievement ratings.</p>
W Yr 3	<p>Writing Yr 3 2022</p>  <p>Achievement</p> <p>■ Limited ■ Satisfactory ■ Good ■ Excellent ---- Like Schools</p>	<p>No data available – On Entry test does not test writing.</p>	<p>Above like schools (3%)</p>

W  
Yr  
5

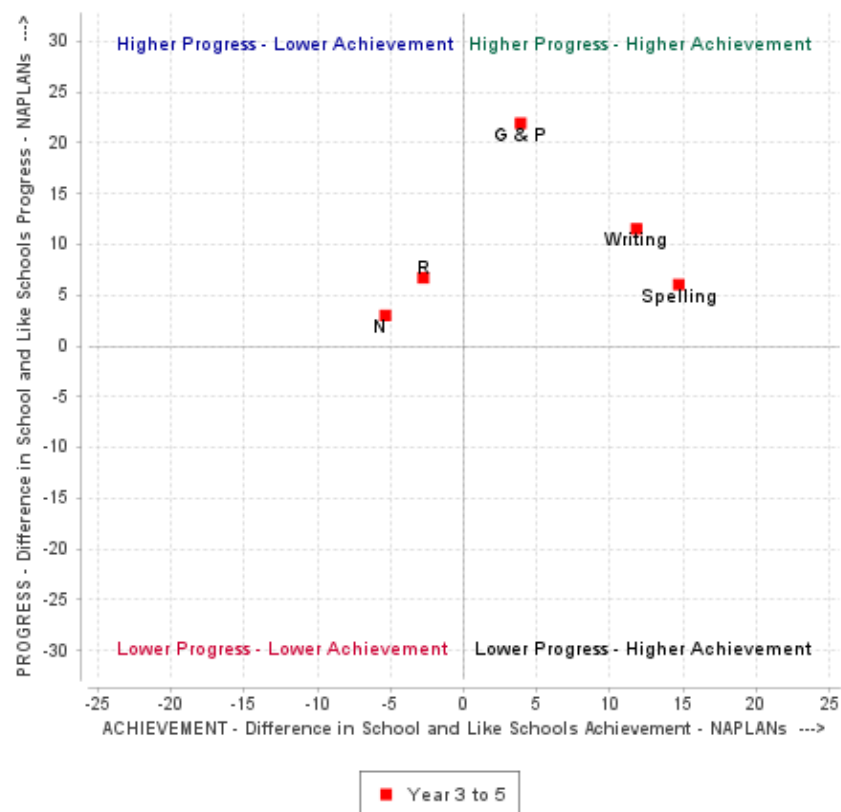


No data available – this cohort did not do NAPLAN IN 2020, Yr. 3 due to COVID context

Above like schools (6%)

### Student Progress and Achievement Compared with Like Schools

NAPLAN Year 3 2019 to Year 5 2021

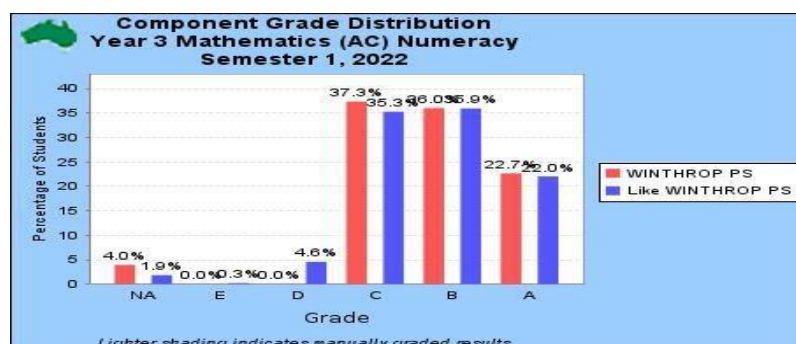
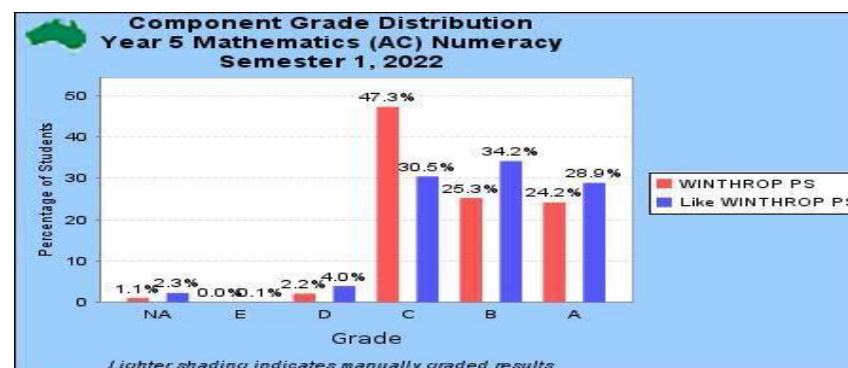


Higher longitudinal progress and achievement than like schools in:

- Grammar and Punctuation
- Writing
- Spelling

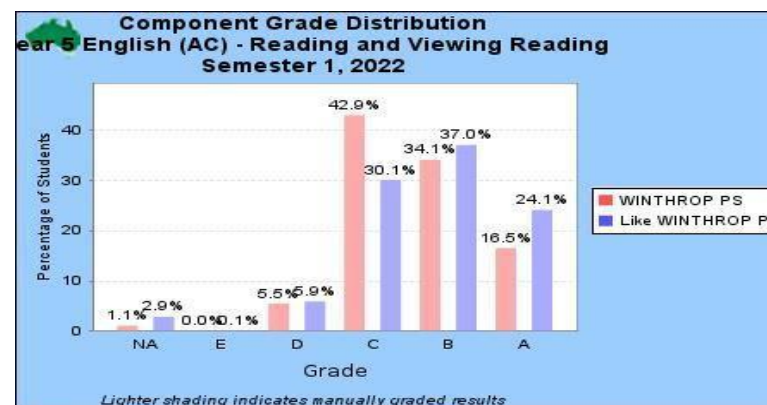
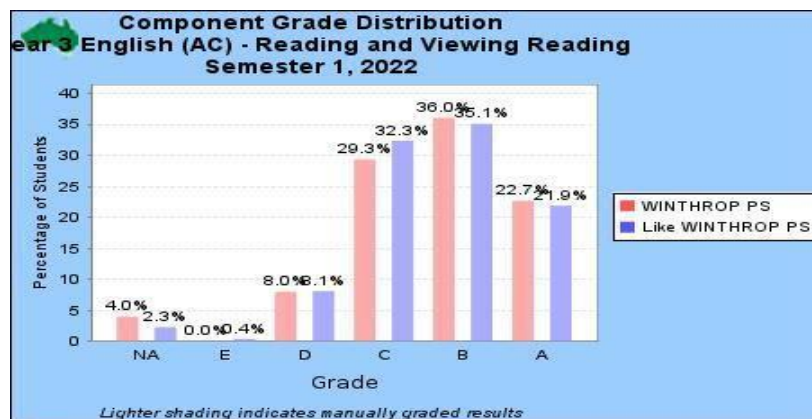
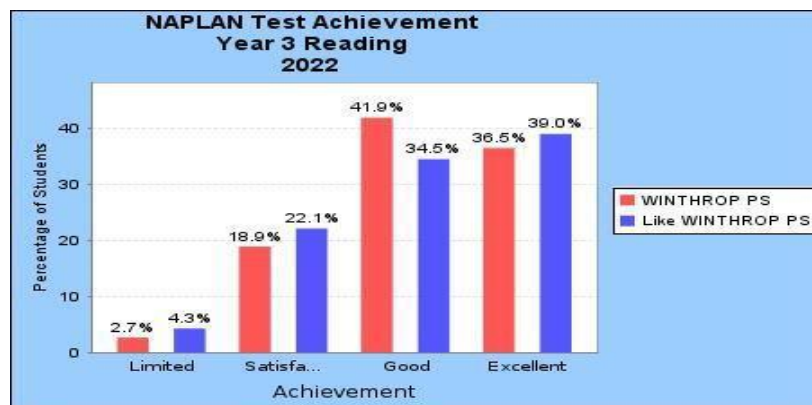
Where there is lower achievement in Numeracy and Reading, *higher progress is noted.*

# NAPLAN Grade Distribution – Numeracy



Analysis	Forward Planning 2023	Analysis	Forward Planning 2023
Yr. 3 achievement on par with like schools – significantly higher proportion of students making 'good' achievement as compared with like schools. Fewer students achieving satisfactory and limited achievement.	Maintain the implementation of whole school evidence based instructional model. Maintain data input on year level data walls. Implementation of Impact for Teaching PL, DoE in 2023 (Quality Teaching Strategy)	Yr. 5 achievement – above like schools' excellent achievement – therefore fewer students at good and satisfactory achievement.	Maintain the implementation of whole school evidence based instructional model. Maintain data input on year level data walls. Implementation of Impact for Teaching PL, DoE in 2023 (Quality Teaching Strategy)
Yr. 3 grade distribution commensurate with like schools (note greater allocation of C grades than like schools but less D, E's, and NA's)	Continue with moderation against judging standards materials. Engage in inter-school moderation with Network schools.	Yr. 5 grade distribution indicates higher allocation of C grades – with fewer A and B grades allocated as compared with NAPLAN	Review moderation processes in relation to A and B grades against Judging Standards tools, ACER, Brightpath. Inter-school moderation with Network schools 2 x per year.

## NAPLAN Grade Distribution – Reading



Analysis	Forward Planning 2023	Analysis	Forward Planning 2023
Yr. 3 achievement is slightly below (2.5%) like schools in the excellent achievement, yet in the good achievement category is above like schools (7.5)	Identification of individual students through analysis of achievement and progression data to inform development of case management plans.	Yr. 5 achievement in the excellent category is 3.1 % below like schools, and on par in the good and satisfactory categories. WPS has 1.6 % fewer students in the limited achievement category.	Identification of individual students through analysis of achievement and progression data to inform development of case management plans.
Yr. 3 grade distribution is similar to like schools in grades A-D	Continue to utilize cross class moderation, Judging Standards Tools and data wall analysis to maintain grading / NAPLAN alignment.	Yr. 5 grade distribution indicates 12.8% more as compared to like schools of C grades being allocated at WPS. B and A grades are below like schools.	Access schools within our network to undertake interschool moderation using Judging standards tools against student work samples.



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



## Financial Resources

Winthrop Primary School was in a sound financial position in 2022. The school's finances are under continual scrutiny by the Principal, Manager of Corporate Services, the Finance Committee, and the School Board.

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

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

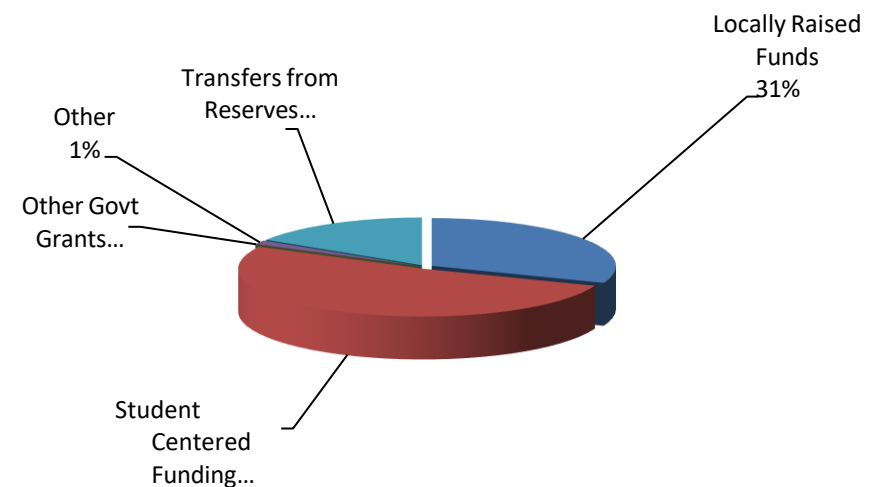
The Principal and the MCS has negotiated with six Third Party User Agreement Licenses which have provided mutually beneficial partnerships and a source of income for the school.

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

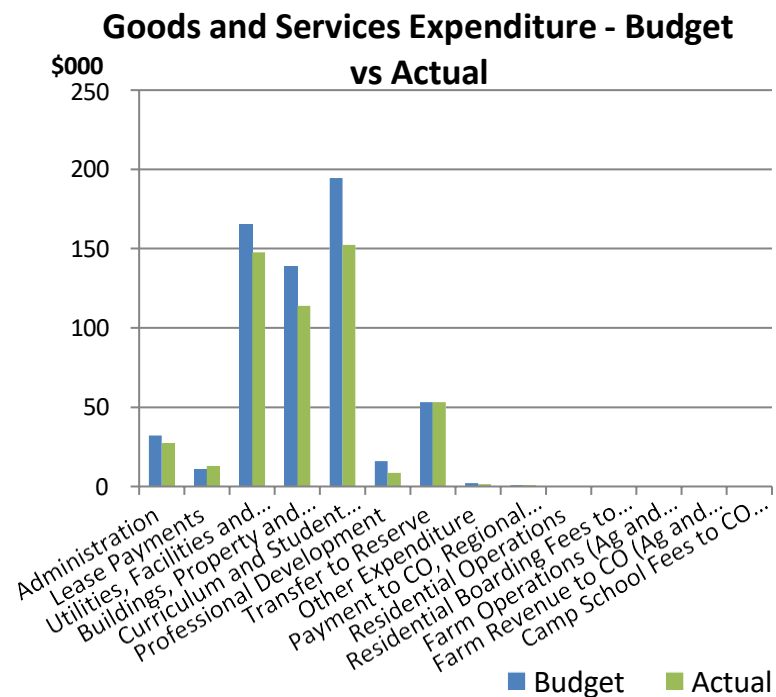
## Financial Summary as of 31<sup>st</sup> Dec. 2023

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 29,274.00	\$ 30,240.00
2	Charges and Fees	\$ 83,671.00	\$ 83,254.45
3	Fees from Facilities Hire	\$ 33,435.00	\$ 32,804.53
4	Fundraising/Donations/Sponsorships	\$ 44,095.00	\$ 53,016.15
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 6,701.00	\$ 8,646.61
9	Transfer from Reserve or DGR	\$ 100,000.00	\$ 103,837.73
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>\$ 297,176.00</b>	<b>\$ 311,799.47</b>
	<b>Opening Balance</b>	<b>\$ 87,041.00</b>	<b>\$ 87,041.19</b>
	<b>Student Centred Funding</b>	<b>\$ 334,990.00</b>	<b>\$ 334,939.83</b>
	<b>Total Cash Funds Available</b>	<b>\$ 719,207.00</b>	<b>\$ 733,780.49</b>
	<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Funds Available</b>	<b>\$ 719,207.00</b>	<b>\$ 733,780.49</b>

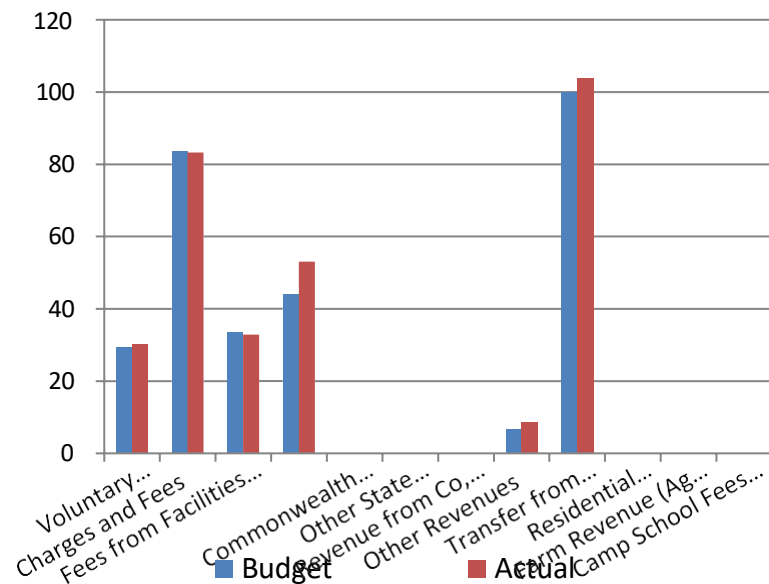
**Actual Year to Date by funding sources**



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 32,050.00	\$ 27,062.02
2	Lease Payments	\$ 11,140.00	\$ 12,895.10
3	Utilities, Facilities and Maintenance	\$ 165,855.60	\$ 147,601.66
4	Buildings, Property and Equipment	\$ 138,901.00	\$ 113,940.88
5	Curriculum and Student Services	\$ 194,536.59	\$ 152,402.02
6	Professional Development	\$ 16,000.00	\$ 8,519.61
7	Transfer to Reserve	\$ 53,218.00	\$ 53,228.00
8	Other Expenditure	\$ 2,000.00	\$ 1,347.60
9	Payment to CO, Regional Office and Other Schools	\$ 880.00	\$ 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>\$ 614,581.19</b>	<b>\$ 517,876.89</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 614,581.19</b>	<b>\$ 517,876.89</b>
	<b>Cash Budget Variance</b>	<b>\$ 104,625.81</b>	



## Locally Raised Revenue - Budget vs Actual



Cash Position Components	
<b>Bank Balance</b>	<b>\$ 462,104.51</b>
Made up of:	
1 General Fund Balance	\$ 215,903.60
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 245,377.41
5 Suspense Accounts	\$ 1,344.50
6 Cash Advances	\$ -
7 Tax Position	\$ (521.00)
<b>Total Bank Balance</b>	<b>\$ 462,104.51</b>

# Learn and Grow Together

