



Mingenew Primary School

**ANNUAL REPORT
FOR 2020**



FROM THE PRINCIPAL

It is with great pleasure that I present to you the 2020 school report. This report provides the community with information about the school's activities and performance in 2020. The Report provides information to parents, staff members, students and the broader community, on the activities of our school during the year.

I hope you find it informative and that it assists you to better understand the school's operations. It is important that the Report is considered together with information from other sources which include student reports, teacher-parent interviews, school newsletters and your informal contact with staff members.

There was minimal disruption, in Western Australia, to our school year from COVID19 in comparison to other states and countries. Attendance in the last few weeks of Term1 and the first few weeks of Term 2 was affected as families undertook the online learning option being offered by our school. The new normal of social distancing, hand sanitising and elbow tapping was quickly adopted by all school staff, students and parents. Although parents were not allowed in classrooms and onsite for a period of time, they remained in regular contact with teachers via Dojo, Skoolbag and other school based communication options.

Staff have reflected their achievements and collaboratively identified areas for improvement to ensure the best outcomes for students in our forward planning. NAPLAN was not conducted in 2020 due to COVID19 and therefore has not been included in this report.

Our P&C continued to be very active within our school community, holding meetings via ZOOM to ensure that it financially supported school improvement initiatives and extracurricular learning experiences for the students. They were extremely supportive as were our School Council who held extraordinary meetings to progress proposed changes in uniform and factions.

2021 will see Mingenew Primary School implement it's new Strategic Plan that will be a reflection of our school self assessment processes, school review recommendations and school community feedback.

TAYNA GRANTHAM

Principal

School Context

Mingenew is part of the SAIL Network of schools. It is a Level 3 Public School located in a progressive rural community set in picturesque and undulating farmland. It enjoys all the lifestyle benefits of rural living and yet is only 35 minutes from the coast and 1 hour from the city of Geraldton. The town is situated approximately 105km south east of Geraldton, with an approximate population of 600 people, of whom over 60 per cent reside on farms.

Mingenew PS is a very happy and social school. All students are familiar with each other and the school creed of 'Pride and Persistence' reflects a stimulating and caring environment where lasting friendships are made between teachers, parents and students. Students are actively encouraged in all endeavours, academic, artistic, sport or otherwise.

The staff consists of skilled graduates and experienced educators who uphold the school's motto 'Pride and Persistence'. All staff are committed to helping students reach their full potential through the development of a curriculum that caters for the needs of all individuals. We believe parental support is critical if students are to reach their full potential. We actively promote our school in the wider community and encourage parental input into how our school operates. The school has an active School Council and a highly involved Parents and Citizens Association providing strong financial support for the school.

Mingenew Primary provides specialist programs to its students including Languages Other Than English (LOTE) - Indonesian, Physical Education, Science, Art and Drama. We embrace technology, most classrooms are equipped with interactive whiteboards and all classrooms have access to surface pros, iPads and laptop computers.

FROM THE SCHOOL COUNCIL CHAIR

Our 2020 Council let the school settle down before holding our first meeting as COVID restrictions needed to be adhered too. Also as we only had an acting principal and any decisions made might only have been temporary as changes could have been made in the future. Delaying our first meeting had no effect on the school as we had a very good acting principal who later in Term 1 was appointed our permanent principal.

2020 saw the council size reduced from 12 to 8 and the correct procedure in nomination and election adhered to. School Councillors consist of:

3 Staff - Mrs Grantham, Mrs Elsegood & Mrs Pearson

3 Parents - Mrs Hellene McTaggart, Mrs Fiona Cosgrove, (thanks to Fiona for doing the minutes) & Mrs Stephanie Lucken

2 Community - Mrs Kellie Starick & Myself

It was good to see 2 new councillors nominate for the vacant positions. 2021 will see 1 one parent position become vacant – nominations will be called for in Semester1.

Council this year has had more input & discussion on issues to help guide us to have a better school. This has only been possible due to the good communication and acceptance of our principal. This also flows to the P & C input into the school, thank you Tayna. I would also like to thank all council members for their time & passion to help make our school even greater.

There were a few decisions the council was involved in this year. The more noticeable being that we saw the change of the faction house names. A great selection process was undertaken which saw our student leaders present two very good options to council. I have had feedback from some of the students that it was a nervous time as they presented their options to the School Council. To all involved, you should be very proud of your presentations. We followed council policy but due to the outstanding cases the students presented, the final decision was not an easy one. The upgrade of the school emblem, which had started before I became involved in council, was finalised. Change is not easy and after some time we located a graphic artist, who using the Bird Beak Hakea, modernised our school emblem. We have had good feedback on our new emblem from both inside and outside our community. We reviewed the content & costings in the booklist and ensured a process was in place to inform parents of any leftover requisites, so they didn't buy them again, unnecessarily.

There were a few topics we addressed this year that improved the function of the School Council. In running the school, most decisions are mainly from the principal, but this year council has been involved in a lot more discussion and have felt more involved. One of council's roles is to note many of the decisions made by the principal – our input was always sort and listened to by our new principal. Thank you to the P & C Parents for their many contributions to our school. Financially, these contributions allow for many extras which would not be possible otherwise.

My final comment is due to COVID 2020 related issues & conditions set by the Department of Education. This year Mrs Grantham went over and beyond what most principals would do to make the year as normal as possible,. The most notable was the large amount of work to get the Year 6 camp up and running. Parents & students should be grateful, Thank you once again Tayna.

In closing, without our wonderful staff and their amazing contributions, our school would not be the great educational institution it is, thank you.

PETER HORWOOD

School Council Chair

FROM THE P&C PRESIDENT

Our P and C is composed of an incredible executive team, Vice President Hellene McTaggart, Secretary Jessica Ward and Treasurer Helen Blake, who all worked tirelessly in 2020 for the benefit of the P and C committee. Aimee Holmes coordinated catering and Philippa Kupsch coordinated uniforms and our many executive and general committee members attended meetings and gave generously of their time and resources to assist us to fundraise.

As a community Mingenew is very fortunate to have had many families and individuals contribute to make our P and C successful and financial over multiple decades. We extend our thanks to all those people, both historical and current members of our school and community and hope that our students see these examples, understand the benefit and go on to replicate this community spirit. More than half of our families are represented on our P and C Committee. This is definitely an area where our P and C is very strong and it is demonstrated at Athletics, Cross Country and Swimming Carnivals and other events where parents and other family members get involved and assist the school.

We are very grateful that Daybreak Agriculture has taken over the cropping program of the Children's block and they seeded, sprayed and harvested a wheat crop this year, delivering the grain to CBH in November at no cost to P and C. Thank you to Daybreak Agriculture and their team for the wonderful donation to the children of Mingenew. Thank you also to Peter Hobbs who markets our grain at no charge to enable us to get the best price possible.

In 2020 the P and C donated over \$32,000 to the , some of the major purchases were \$22,000 for the wonderful new nature playground, \$2,000 for African Drums, \$3,000 for a new school website and \$3,600 to assist student to attend the year 6 camp. Already the P and C has committed to funding requests for 2021 that amount to over \$10,000.

On behalf of all the families, thank you to Tayna Grantham the Principal and her wonderful staff both teaching and non-teaching. In 2020 they not only fulfilled their duty of educating our children, but adapted to provide online resources and supported parents to implement learning programs at home. They developed structures and routines that ensured that staff and students were safe. Everyone appreciated the lengths that they went to so that our children could attend school.

During the year Tayna Grantham shared her future plans for the school and allowed P and C to be part of that planning process. In 2020 we have improved our governance, developed more systems and became adept at using our funds request template. This simplified the seeking of information from the school, improved the dissemination of that information and ensured great communication between the School and P and C. This has definitely been beneficial, allowing for good discussion and ensures that P and C can consider the long term needs of the school and budget accordingly.

I like to think that what the P and C do here at Mingenew is the icing on the cake. The School provides all the basics, like the great staff and the teaching resources and we are really lucky to have an extremely well-resourced school, so it's a very high quality cake! P and C work to provide both the icing and some extras to add to the cake, things that improve the experience of going to school or to add to the students' experiences while they are here.

Although 2020 was in many ways a challenging year, for our School and our P and C, it was a very successful year.

ANNETTE THOMAS

P&C President

BUILDING AND GROUNDS

Garden Project

Students, parents and staff worked on a garden beautification project this year. Our wonderful Mingenew parents donated plants they purchased from a plant registry and came to school to plant them with their children.



Sun Shelters

We put two fixed sun shelters on our oval for shelter for students during break times, sports events and as an outdoor teaching area.



BUILDING AND GROUNDS

Nature Playground

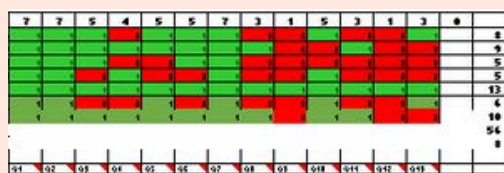
The students were surveyed to ascertain what school environment improvements they would like to happen and they indicated that they wanted a Nature Playground that had ropes, climbing wall and cubby areas. They asked and our amazing P&C responded by funding our awesome new Nature Playground.



STUDENT PERFORMANCE STAFF ANALYSIS

Grammar and Punctuation

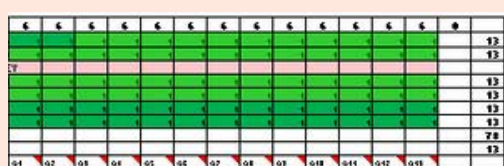
Year 3 - Grammar Pre-test verbs, adverbs and phrases



Year 4 - Grammar Pre-test verbs, adverbs and phrases



Year 3 - Grammar Post-test



Year 4 - Grammar Post-test



KEY: Green - indicates correct response

Red - indicates incorrect response

Pink - no data

Teachers use an explicit approach to the teaching of Grammar and Punctuation. The scope and sequence from the Oxford Grammar series of books, is used from Year One through to Year six. The Oxford Grammar series has clear links to the Australian Curriculum and is linked to the West Australian Curriculum. Teachers use a cycle of pre-test, teach, post-test, teach. Students use an online version of the test from the books, created by the school literacy coordinator. Teachers administer the pre-test and perform an analysis on the data. This informs their teaching schedule for the cycle. Teachers plan lessons around areas of need the data has shown, and address any particular strengths to extend understanding further for students who are performing above expected level. The post-test is administered by the classroom teachers using the online version of the assessment. The data is analysed in relation to the set target. By post-test data collection, 80% of the students should be acquiring a score of 100%. The snapshot above gives an example of students gaining knowledge through an explicit teaching approach. If the data showed elements where students did not attain the target, the content is retaught along with the next cycle.

Analysis of the 2020 data in Grammar and Punctuation across the school, continues to show low level performance when identifying 'abstract' nouns. This is a trend across grade levels beginning in Year 2 and continuing to Year 6. The development of this concept can be addressed by ensuring the teaching of the concept is strong. This will be addressed through showing students clear examples and non-examples of what abstract nouns are. Identifying abstract nouns in sentences, where students receive immediate feedback, is a way forward to ensure this concept is addressed. Teacher modelling of sentences using abstract nouns will also assist students. All of the mentioned strategies are explicit and direct. Teachers should also be identifying 'abstract' nouns in context when reading, to assist students to develop their awareness of the concept.

Overall the analysis of the 2020 data shows that when given explicit direct instruction in grammar and punctuation concepts, the performance of the students meets the set target of 80%-100% at the post-test stage.



Reading and Comprehension

Reading and reading comprehension is complex and at Mingenew Primary School we recognise the need for a solid foundation beginning in early childhood, moving through the years, building strengths to ensure all students are literate. This complex process is addressed through many avenues – a systematic synthetic phonics approach and instruction in reading strategies. Mingenew Primary School has continued to make gains with students using the 'Sounds Write' approach to teaching reading and spelling. Where common practice asked students to use other strategies to turn the 'printed text' into words, we strongly believe that the evidence-based approach of 'Sounds Write' ensures success for all student in early reading, through using the 'code' of the English language to read words. Teachers use a sequence of units to ensure the 'code' is introduced in a timely manner. Sounds Write requires teachers to ensure they review the code they have taught, often and in a systematic way. This ensures all students are given multiple opportunities to engage with the learning, to then transfer the knowledge into their memory to apply when reading unfamiliar text. For some students, the initial learning may take longer and be more difficult to acquire, however with practice, all students are capable of learning to read using this method.

Students move through learning to decode into learning to comprehend what they are reading. This facet of reading is what 'reading' is ultimately about – understanding what we have independently read. The teaching of 'comprehension strategies' is an important part of knowing how you can make sure you understand what you read. Mingenew Primary School uses an online tool to monitor and address the teaching of comprehension strategies. Students read a passage and answer a series of questions that assesses their ability to use the comprehension strategies in order to understand the text. The teacher is provided with individual and class data which shows the strengths and weaknesses of each of the strategies. Teachers then plan a program to address the concerns. Teachers have the ability to place students into levels where they are challenged to ensure learning is robust and continual.

Strategy: Making Predictions



This snapshot 'making predictions', demonstrates that when students do not have much experience about how to use a strategy, they perform at a low level. When teachers use explicit direct instruction to address how to use the (predicting) strategy, their performance improves. In the 2020 data, students demonstrated improvement with all 12 strategies.

Analysis of the 2020 CARS data shows that students across the school from Year 2 to Year 6 have some initial problems with using the strategy of 'drawing conclusions' and 'making inferences'. For students to use this strategy successfully, they are required to go beyond what is stated in the text. Students demonstrate their ability to find the answers 'in the text' when reading. It is much more difficult to draw a conclusion when experiences are limited. For students to become successful in this area, they need to make connections to the text they are reading and then attempt to put themselves into the place of characters in the text.



Writing

Brightpath Assessment Tool

Narrative Writing Scale 2020

Student performance at Mingenew Primary School when compared with all schools using Brightpath Assessment Tool, performed above schools in the mean data. The 80th percentile however, shows that students are performing at a lower level than like schools. This needs to be addressed through whole class strategies. Implementation of the Seven Steps approach should improve the data.

Brightpath: Narrative Writing

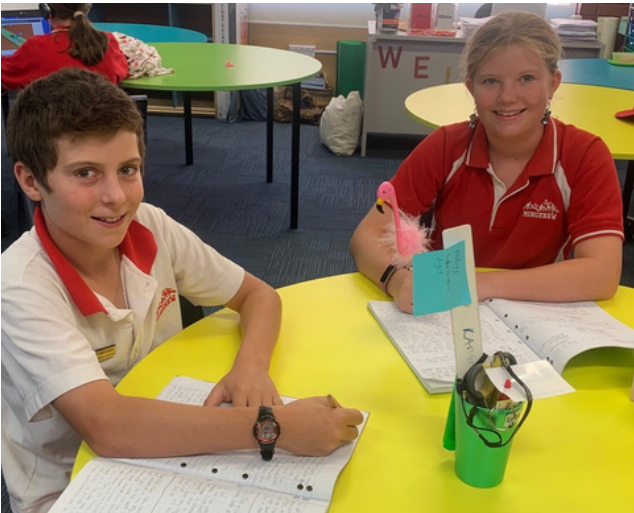
	MEAN	20TH PERC.	MEDIAN	80TH PERC.
Mingenew Primary School	325	299	343	366
All Schools	299	220	310	380

Persuasive Writing Scale 2020

Student performance at Mingenew Primary School when compared with all schools using the Brightpath Assessment Tool, performed above like schools in the mean data. The 80th percentile is also above all school data, however needs to be improved. This can be addressed through the Talk For Writing and Seven Steps approaches.

Brightpath: Persuasive Writing

	MEAN	20TH PERC.	MEDIAN	80TH PERC.
Mingenew Primary School	339	260	345	415
All Schools	306	205	320	400



On-Entry

2020 Summary & 2021 Recommendations

PRE-PRIMARY SUMMARY:

100% of students in Pre-Primary (both the stable cohort and students on IEP's), made progress in all learning areas; Reading (decoding skills and comprehension), Writing and Numeracy.

Reading Data Analysis	Writing Data Analysis	Numeracy Data Analysis
72% above 0.5 progression 27% between 0-0.5 progression	100% above 0.5 progression 0% between 0-0.5 progression	90% above 0.5 progression 9% between 0-0.5 progression
100% of students made progression	75% of students made progression	100% of students made progression

YEAR ONE SUMMARY:

100% of students in Year One (both the stable cohort and students on IEP's), made progression in the learning areas; Reading (decoding skills and comprehension) and Numeracy. 75% of students in Year One (both the stable cohort and students on IEP's), made progress in the learning area, Writing. With 25% of students in Year One making negative progress.

Reading Data Analysis	Writing Data Analysis	Numeracy Data Analysis
92% above 0.5 progression 8% between 0-0.5 progression	67% above 0.5 progression 8% between 0-0.5 progression **25% negative progression	100% above 0.5 progression
100% of students made progression	75% of students made progression	100% of students made progression

**The students that made negative writing progression had a good standard of writing in both the pre-test and the post-test however made a few errors in punctuation and spelling, but still had the writing story structure and components.

* Please note the students with negative progression in Writing had a good standard of writing in both the pre-test and the post-test. They made more errors in punctuation and spelling in the post-test, however they still had the writing story structure and component.



YEAR TWO SUMMARY:

100% of students in Year Two (both the stable cohort and students on IEP's), made progression in the learning areas; Writing and Numeracy. 75% of students (100% of the stable cohort) made progression in the learning area, Reading (decoding skills and comprehension) with 25% of students (100% of the students on IEP's), making negative progress in Reading (decoding skills and comprehension).

Reading Data Analysis	Writing Data Analysis	Numeracy Data Analysis
25% above 0.5 progression 50% between 0-0.5 progression 25% negative progression	88% above 0.5 progression 12% between 0-0.5 progression	88% above 0.5 progression 12% between 0-0.5 progression
75% of students made progression	100% of students made progression	100% of students made progression

**The students that made negative progression in reading are not part of the stable cohort and are students with IEP's

* Please note the students with negative progression in Reading were both on IEP's

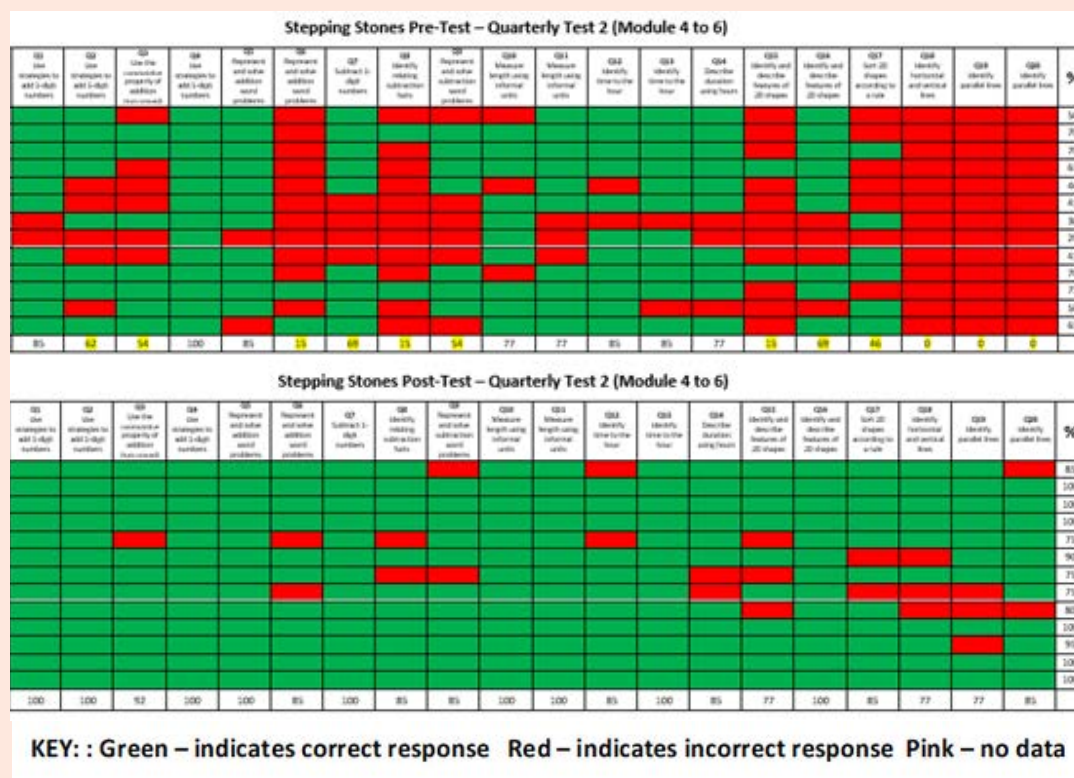
2021 RECOMMENDATIONS:

The positive progression rates in 2020 for Pre-Primary, Year One and Year Two are pleasing. By looking at the positive data collected from the pre-test and post-test for On-Entry, we can conclude that the current learning programs in the Early Years at Mingenew Primary School; Sounds Write (for Phonics and Reading), Talk for Writing (for Writing) and Stepping Stones (for Numeracy) are successful. And that the staff are implementing and delivering the programs effectively. It is therefore a recommendation that the programs continue to be used and taught into 2021.



Mathematics

Mingenew Primary School continues to use the Origo Slate – Stepping Stones program to teach Mathematics. This is a comprehensive program that is linked to the Australian Curriculum and the West Australian Curriculum. Teachers use the – Pre-test, teach, post-test teach cycle. The target is to ensure that students are performing at 80%-100% at post-test stage. Teachers analyse the data after the pre-test to plan a program of teaching and learning that address the needs of the students. Teachers deliver the plan in a robust and detailed way to ensure that students are learning the skills and concepts needed to be successful in their learning.



Analysis of the 2020 data shows that students and classes who show low performance with concept and skill development at the pre-test stage, will demonstrate the target of 80% - 100% at the post-test stage. This is due to taking an explicit approach to the teaching of Mathematics. The previous NAPLAN results (2019) showed that students have difficulty with 'problem solving' and 'word problems'. When the word problems are complex and require multiple steps to arrive at a solution, students have tended to 'opt out' of attempting the question.

This trend seems to have continued (2020 Origo Slate – Stepping Stones data). This needs to be addressed through an explicit model of the problem solving approach.

The 2020 data demonstrates that students have a very good understanding of place value beginning in the early years and continuing through to the upper primary years. The 2020 data shows that students are able to interpret graphs successfully beginning in the early years.



Positive Behaviour Support

2020 Whole School Summary

Mingenew Primary School follows the Positive Behaviour Support (PBS) model, which is a Western Australian Education Department endorsed behaviour support program. The PBS team aims to create an effective whole school approach to behaviour management and explicitly teach the school wide expectations; Be Safe, Be Respectful, Be Friendly and Be An Achiever. Each fortnight the school has a PBS focus with an expectation chosen from the matrix, which is then explicitly taught in classrooms and through the use of PBS lessons and videos.

In 2020, the PBS team worked hard on adapting many aspects of the current PBS model, as advised from the 2019 PBS SET future focus recommendations.

- The PBS Matrix was updated with 'I' statements and the introduction of PBS mascots (ants with Mingenew meaning 'place of many ants')
- The system for rewarding behaviour expectations was altered by introducing whole school rewards days and playground tickets
- The system for responding to behaviour expectations was adapted by introducing the use of orange and red slips, behaviour flow charts for both students and teachers, and behaviour reflection sheets.

The staff and students were explicitly taught the new procedures for unproductive behaviours and these changes were received well by the staff, students and parents and were beginning to be implemented in Term Four.

2020 Positive Behaviour Support (PBS) SET : Comparative data from 2019 to 2020

Summary Scores	A	B	C	D	E	F	G	
	Expectations Defined	Expectations Taught	Reward System	Violations System	Decision Making	Management	District Support	Implementation Average
2019	100.0%	100.0%	83.3%	25.0%	50.0%	87.5%	100.0%	78.0%

Summary Scores	A	B	C	D	E	F	G	
	Expectations Defined	Expectations Taught	Reward System	Violations System	Decision Making	Management	District Support	Implementation Average
2020	100.0%	100.0%	100.0%	75.0%	50.0%	100.0%	100.0%	89.3%

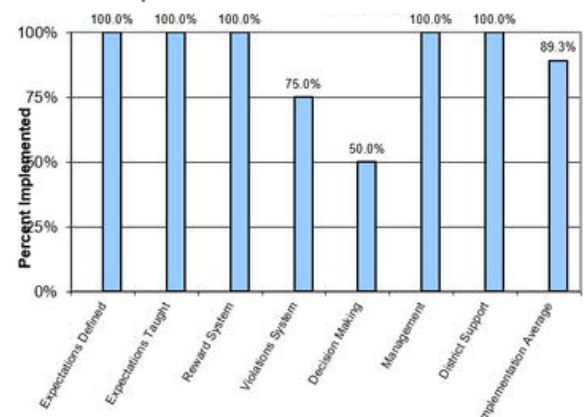
2021 Recommendations

From the 2020 PBS SET data for Mingenew Primary School, the PBS team have been given the following recommendations to improve in 2021, and to move towards the overall goal to move from Tier 1 to Tier 2 PBS Intervention for the future.

- Review the school wide expectations, and refine from 4 expectations to 3 expectations
- Create a PBS handbook with the matrix, behaviour reward systems, and behaviour response flow chart to be given to new staff and families coming to Mingenew Primary School
- Create a critical incident procedure and communicate to all staff members
- Using a visual reminder (like a chalk board) to display the fortnightly expectation focus to remind staff and students
- Create a central file on the shared drive to record 'orange' and 'red' slips for each student to track expectations needing reteaching, and the frequency - also recording positive behaviours received through Class Dojo and playground tickets.

The recommendations will be reviewed by the PBS team and adaptations made where needed.

Mingenew Primary School SET Features & Implementation Scores : Nov 2020

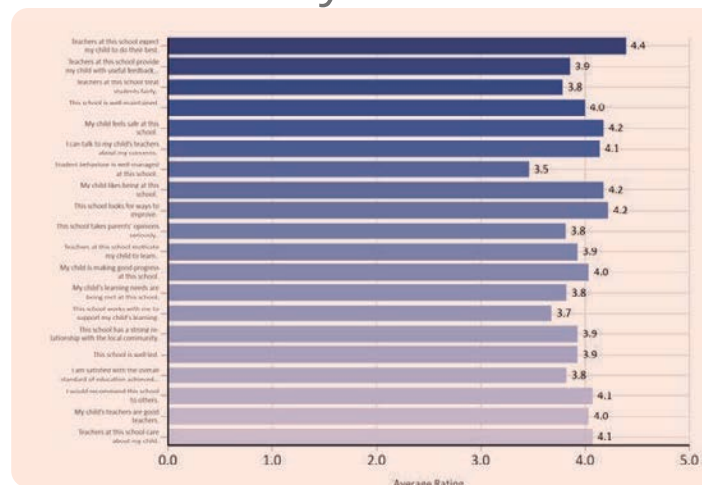


Community Survey Results

The data collected in our 2020 school surveys meets the improvement targets set in the 2019 to 2021 Strategic Plan of 'Maintain and build satisfaction levels when compared to 2016 School Survey Parent, Staff and Student Data.'

To improve further, the data has been analysed by staff and the School Council and focus areas of improvement have been identified. Targets based on identified areas will be set in 2022 to 2024 Strategic Plan.

Parent Survey



Areas for Celebration

- Teachers at this school expect my child to do their best
- My child feels safe at this school
- My child likes being at this school
- This school looks for ways to improve

Focus Areas for Improvement

- This school works with me to support my child's learning
- This school takes parents opinions seriously
- Student behaviour is well managed at this school

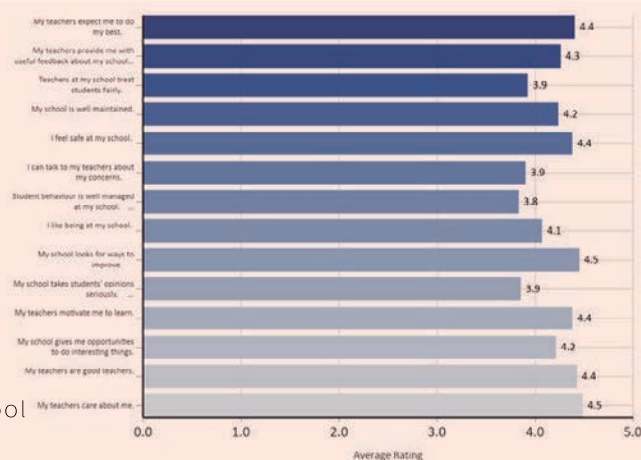
Student Survey

Areas for Celebration

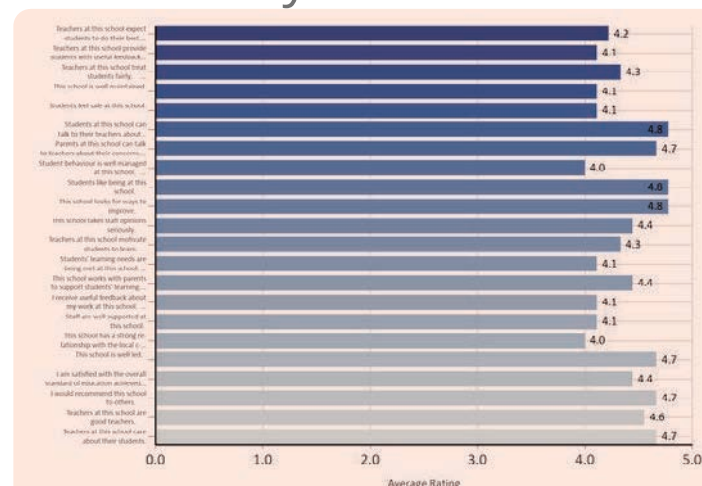
- My teachers care about me
- My school looks for ways to improve
- My teachers expect me to do my best
- I feel safe at my school
- My teacher motivate me to learn
- My teachers are good teachers

Focus Areas for Improvement

- Teachers at my school treat students fairly
- I can talk to my teachers about my concerns
- Student behaviour is well managed at my school
- My school takes student opinions seriously



Staff Survey



Areas for Celebration

- Students like being at this school
- This school looks for ways to improve
- Parents at this school can talk to teachers about their concerns
- This school is well led
- I would recommend this school to others
- Teachers at this school care about their students

Focus Areas for Improvement

- This school has a strong relationship with the local community
- Student behaviour is well managed at my school

Strategic Plan Progress

2020 to 2021

Target Monitoring Status:	
 	Target met and capable of being sustained.
 	Progress made towards target during 2020
 	Target unlikely to be met by end of 2021 and requires review.

Priority Areas	Needs Review	Moving Towards	Met
Success for all Students			
On-Entry: By the end of 2019, all Pre-Primary – Year 2 (Common Cohort) students' progress at or above 0.5 progression points in Literacy and Numeracy.			
NAPLAN: Year 3 Literacy (Common Cohort) Students' achievement data be 70% at or above like school performance or above, by 2019.			
NAPLAN: Year 3 Numeracy (Common Cohort) Students' achievement data be 70% at or above like school performance or above, by 2019.			
NAPLAN: Year 5 Literacy (Common Cohort) Students' achievement data to be 70% at or above like school performance or above, by 2019.			
NAPLAN: Year 5 Numeracy (Common Cohort) Students' achievement data to be 70% at or above like school performance or above, by 2019.			
Brightpath: Common Cohort Students' writing achievement data in Narrative and Persuasive texts to progress within or above expected C Grade Brightpath range scores in Years 1 (200-220), 2 (230-260), 3 (280-300), 4 (310-350), 5 (340-360) and 6 (370-400) range.			
Within the calendar year 75% of students with IEP or IBP will demonstrate their achievement and predicted progress as per their individual plan.			
High Quality Teaching			
Staff will self-reflect using AITSL Standards and use outcomes as a basis of development, to develop improvement goals in their teaching and learning delivery of curriculum.			
The focus of 'best practice' will be on student achievement and student attainment.			
Increase the capacity of teachers to explicitly use their knowledge of aboriginal history, culture and experiences within their classroom practices.			
Build capacity in teachers to develop critical thinking, creativity and entrepreneurship, including STEM through their delivery of the WA Curriculum.			
Whole School approach in PBS (Positive Behaviour in Schools).			
Effective Leadership			
Performance Management will be directly linked to AITSL National Professional Standards for Teachers and to the Mingenew PS Whole School Plan.			
Staff will self-reflect using AITSL Standards and use outcomes as a basis of development and to develop improvement goals.			
Continue to implement Whole School practices using the Aboriginal Cultural Standards Framework.			
Continue Whole School approach and practices in PBS (Positive Behaviour in Schools)			
To ensure staff are upskilled and collaboratively engage in DoE Policies and Procedures and Self-Assessment Reviews as part of Whole School processes.			
Implement policy requirements to address violence in schools.			
Further develop and maintain positive relationships across whole school sectors and communities.			
Strong Governance and Support			
Build the capacity for all staff to implement the Aboriginal Cultural Standards Framework as part of our Whole School process.			
Maintain and build satisfaction levels when compared to 2016 School Survey Parent, Staff and Student Data.			
Build an understanding of the Child Safe Standards proposed by the Royal Commission into Institutional Responses, can be addressed when needed, within our school.			
Continue to improve and develop our capacity to participate in online NAPLAN assessment.			
Staff will collaboratively work together in ensuring the school builds capacity to meet the requirements of a School Review and other DOE processes.			
To build a strong School Council representative of all sectors across the community.			



Summary of Progress

Success for all Students

- NQS coordinator attended PL and a school audit of current progress was conducted and strategies to improve progress implemented.
- High participation tactics were implemented as a whole school strategy to improve engagement and accountability.
- Student Expectations were developed and implemented across our school.
- Young Writers, online version for Upper Primary extension students.
- Continued Talk For Writing to develop literacy skills.
- SSEND PL on differentiating the curriculum and using matrix for planning.
- Additional PL for staff on SEN Planning for IEPs and GEPs.

High Quality Teaching

- We developed agreed upon teacher expectations based around evidenced based effective teaching.
- A whole school approach for explicit teaching to improve student attainment and achievement was implemented.
- Staff used SEN as a whole school approach to IEP and GEP planning and monitoring.
- Staff accessed STEM online PL to develop their capacity.
- Staff had PL on Professional Learning Teams and Classroom Observations
- Staff reviewed progress on Aboriginal Cultural Framework and planned activities to immerse students in culture.
- Started development of Aboriginal Meeting Area.

Effective Leadership

- We strengthened our leadership team by having a teacher gain Senior Teacher status.
- PBS was further embedded via increased environmental print, refined processes , playground tickets and information for parents.
- Active participation in SAIL and Geraldton Networks.
- Collaborated with Mingenew Shire to plan activities and school improvement projects.
- Involved local groups in school based activities and projects.
- Created Facebook page to promote school.
- Self assessment of practice scheduled into School Development Days and Early Close meetings.

Strong Governance & Support

- Conducted survey in Semester 2 and results demonstrated an improvement in satisfaction from staff, parents and students.
- NAPLAN analysis session was held with School Council.
- NAPLAN analysis capacity building PL sessions were conducted with staff.
- Staff held regularly meetings to reflect on practice through the lens of school improvement against School Review Domains.
- School Council fully representative of all sectors.
- Collaboration with Small Schools Hub
- Used student voice to plan improvements in school environment.
- Developed leadership skills of Student Council
- School Council approved modernised logo.
- School Council approved faction changes proposed by Student Council.

2020 Highlights

- Swimming Carnival
- PBS Mural
- Garden project
- Cross Country
- Kite Flying
- Interschool Cross Country Champions
- Book Week
- Clean Up Australia Excursion
- Timestable Challenge
- Athletic Carnival
- Changing of the Factions to Burges and Gregory
- Updating school logo
- Interschool Athletics
- Began development of Aboriginal Meeting Area
- Nature Playground upgrade
- Started School Choir
- Online Learning
- Sporting for schools, tennis and basketball
- Little well Excursion
- School for a Day
- Year 6 Camp
- Year 5/6 RAC Excursion
- Numeracy and Footy Father's Day
- Clean Up Australia Day Excursion
- NAIDOC Activities
- Young Writers
- Music Program
- Student Leadership Speeches
- Shelters on Oval
- Soccer Goals
- Parent info session on Zones of Regulation
- Parent info session on Healthy Lunch Boxes
- Teach Well PL
- Professional Teams PL
- OSH PL
- CMS PL
- Articulation PL
- SSEND PL for strategies, planning and assessment
- Constable Care Incursion



2020 Highlights in Pictures



Highlights: Yr 6 Camp & Leavers

Our Year 6 students went to Point Peron for their camp. They participated in a variety of engaging and challenging activities during the week they were there, including a spooky night tour of Fremantle Prison.

Their graduation dinner was a celebration of their educational journey and was catered by our fabulous P&C.

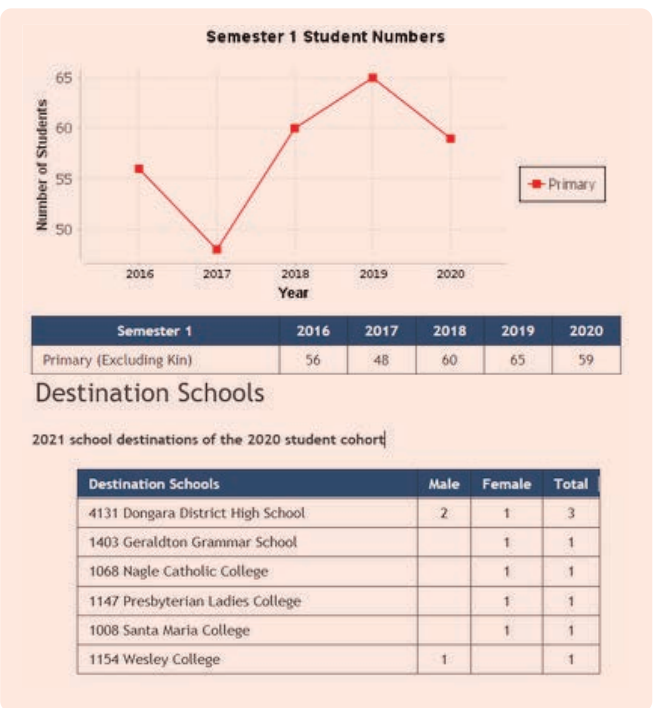


Staff and Student Numbers

Staff Information

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Total Administration Staff	1	1.0	0
Teaching Staff			
Other Teaching Staff	5	4.6	0
Total Teaching Staff	5	4.6	0
School Support Staff			
Clerical / Administrative	1	1.0	0
Gardening / Maintenance	1	0.7	0
Instructional	1	0.3	1
Other Non-Teaching Staff	3	2.6	0
Total School Support Staff	6	4.6	1
Total	12	10.2	1

Student Information

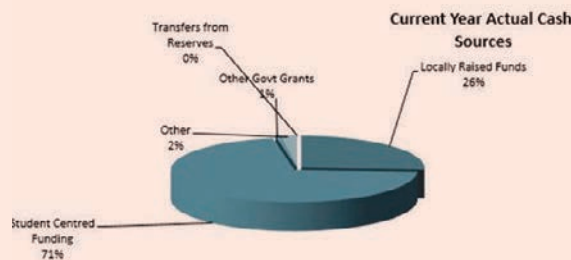


Financial Summary

31 December 2020

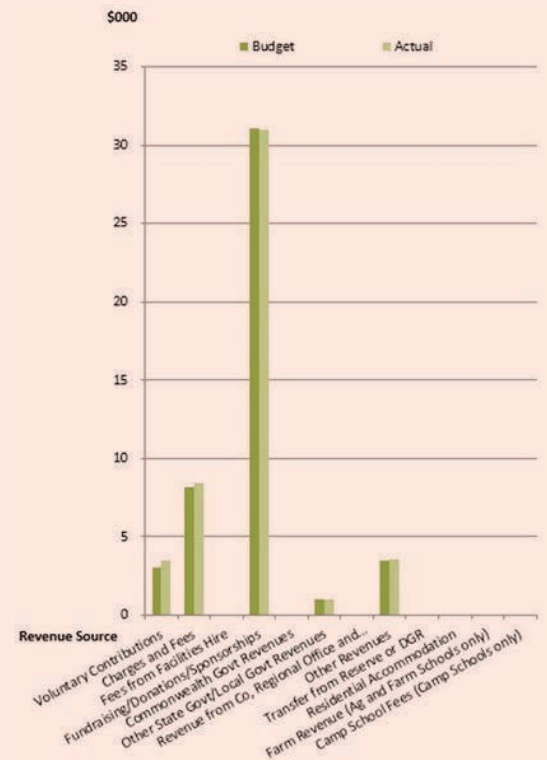
Total Revenue: Budget vs Actual

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 3,060.00	\$ 3,499.00
2	Charges and Fees	\$ 8,200.00	\$ 8,455.16
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 31,058.00	\$ 30,983.72
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 3,491.00	\$ 3,616.74
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 46,809.00	\$ 47,554.62
	Opening Balance	\$ 41,400.41	\$ 41,400.41
	Student Centred Funding	\$ 118,537.00	\$ 118,825.35
	Total Cash Funds Available	\$ 206,746.41	\$ 207,780.38
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 206,746.41	\$ 207,780.38



Locally Generated Revenue

Locally Generated Revenue - Budget vs Actual



Cash Revenue

Previous Year Closing Balance Brought Forward	\$ 41,400.41
Current Year Budgeted Revenue	\$ 165,346.00
Actual Revenue Received	\$ 166,379.97
Revenue Shortfall/Surplus	\$ (1,033.97)
Revenue Collected as a % of Current Budget	100.6%
Total Funds Available	\$ 207,780.38



Cash Expenditure

Current Year Budgeted Expenditure	\$ 184,269.41
Actual Expenditure	\$ 152,077.79
Expenditure Remaining	\$ 32,191.62
Cash Budget Variance	\$ 22,477.00
Variance as a % of Total Funds Available	10.8%
Actual Expenditure as a % of Budgeted Expenditure	82.5%

