

# 2019 Annual Report



Warnbro Primary School

Independent Public School

## Principal Message



It is a privilege as the Acting Principal at Warnbro Primary School to present the 2019 Annual Report. I would like to acknowledge the leadership of Mr Gordon Murdoch (Principal Terms One – Three) who played a vital role in shaping Warnbro PS in 2019.

During 2019 Warnbro Primary School maintained a strong and consistent focus on providing high quality learning within a positive and supportive learning environment. It is evident throughout the school that students were provided with a balanced curriculum that supported the development of the whole child. I would like to acknowledge the efforts of the dedicated and committed educators at Warnbro Primary School in creating and maintaining a positive and supportive learning environment for all.

2019 saw Warnbro PS embark on its first year as an Independent Public School. Our inaugural School Board was established made up of staff, parents and community members and worked collaboratively during the year. I wish to thank the P&C who under the leadership of the president Ms Josey Young have shown a great commitment in supporting the numerous community and fundraising events over the year. I would like to acknowledge the support of our parents and carers throughout 2019. Upon my appointment in Term 4 I was very impressed with the sense of community that exists at Warnbro PS.

The Annual Report is a summary of our school's performance over the course of 2019 and describes the progress we have made in implementing our strategic direction and achieving our targets. The Annual Report is a snap shot of what has happened in 2019 and is one component of the total reporting process that schools undertake.

Rebecca Coslani

## Our Beliefs

Our school community is committed to maintaining a compassionate, safe, happy and engaging environment for all students and staff in which excellence in teaching and learning flourishes.

**Relationships:** Each adult and child develops and maintains positive, compassionate and trusting relationships with others so that we work, play and learn together and from each other.

**Teaching:** Teaching and support at our school is evidence-based, data driven and constantly developing as we collaboratively learn, review, plan and act.

**Learning Environment:** The learning environment is an inclusive, trauma-sensitive, happy, safe and provides developmentally appropriate settings in which all can flourish.

**Resources:** We use our resources human, financial and others on meeting Our Mission through the achievement of the targets and goals within our school plans. All members of the school community have a voice in creating that alignment of purpose and resources.

**Leadership:** Our leadership focuses on excellence in learning environments and staff practices that have high impact on learning. We develop and distribute leadership and work collaboratively to grow or capacity. We nurture leadership in our students and give them a valuable voice in the school improvement process.

## Our Values

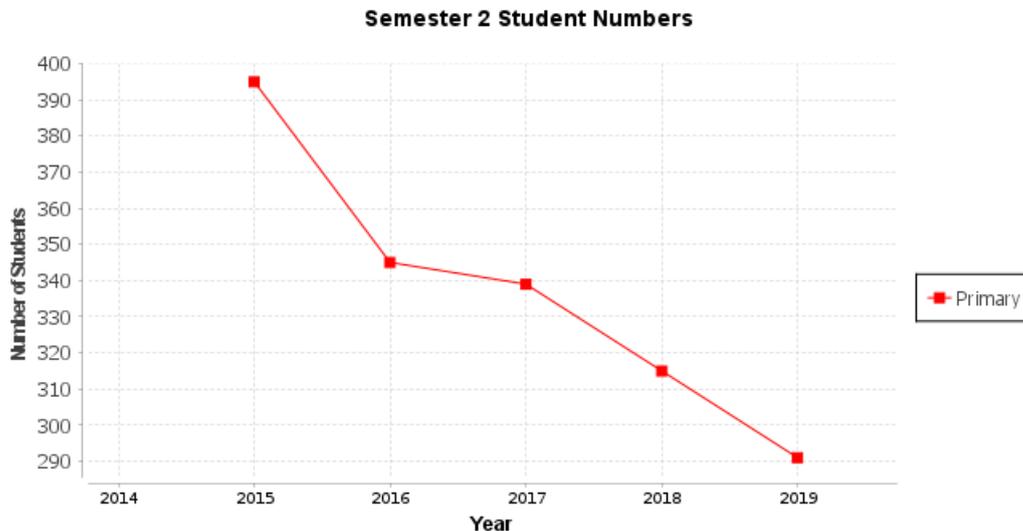
**Respect:** Respect of self, for others and for the environment.

**Excellence:** Setting challenging goals and working towards them with enthusiasm and perseverance to achieve our very best.

**Responsibility:** Making commitments, meeting expectations, being accountable and trustworthy.

**Safety:** Behaving in ways that promotes the physical, social and emotional well-being of ourselves and others.

## Student Enrolments and Attendance



### Analysis and Recommendations

There was a steady downward trend in enrolments since 2015. This trend is predicted to continue as the suburb of Warnbro redevelops and suburban growth in surrounding areas brings new schools closer to families who were previously zoned for Warnbro Primary School.

### ATTENDANCE

The school's regular attendance is better than that of like school. However, has shown a slight decrease since 2017. Although our data, and that of like schools, indicates a more favourable percentage since 2017 we are concerned about indicated, moderate and severe non-attendance and the ongoing negative effects on those students both academically and socially.

Our processes for improvement for following up absences include:

- SMS alerts each day;
- teacher contacting parents if students are absent for more than two days in a row;
- letters twice termly requesting reasons for absences and
- case managing those families having difficulties

## Target

**Average attendance for Aboriginal and non-Aboriginal students will reach 93% with 70% of students attending regularly.**

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2017	67.5%	21.0%	7.8%	3.8%
2018	67.6%	19.5%	10.2%	2.7%
2019	66.0%	21.9%	9.5%	2.6%
Like Schools 2019	63.4%	23.3%	9.7%	3.6%
WA Public Schools 2019	73.0%	19.0%	6.0%	2.0%

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2017	92.0%	92.2%	93.8%	81.5%	83.2%	81.2%	90.9%	90.7%	92.7%
2018	91.7%	91.8%	93.7%	81.4%	83.7%	80.8%	90.6%	90.6%	92.6%
2019	91.2%	91.1%	92.7%	81.9%	80.9%	79.5%	90.1%	89.7%	91.6%

## Analysis and Recommendations

While the school's attendance data improved slightly to be better than like schools it is concerning in that nearly 1 in 3 are not attending school regularly (90%). That is the equivalent of missing one day in every fortnight.

Noticeable is that Aboriginal attendance has again out performed like schools and WA schools.

### Strategies for Improvement

- Continue to strengthen monitor strategies for identification to ensure early intervention, particularly for Aboriginal students.
- Strengthen communication of concern to parents and carers when attendance falls below 90%
- Maintain positive relationships, communication and support for families experiencing difficulties with getting children to school.
- Personalised attendance plans for students in risk categories
- Continue the recognition for children who attend 100% and those whose attendance has improved to increase number of children exceeding 90% attendance

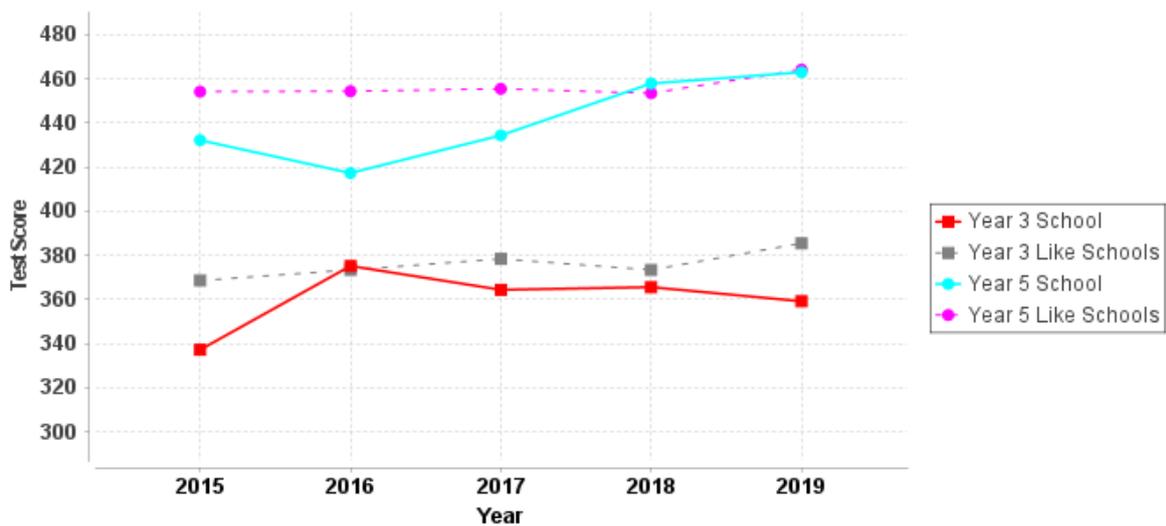
# NAPLAN

Results from Pre-primary On-entry to NAPLAN Year 3 will show distribution of student achievement and progress better than like school.

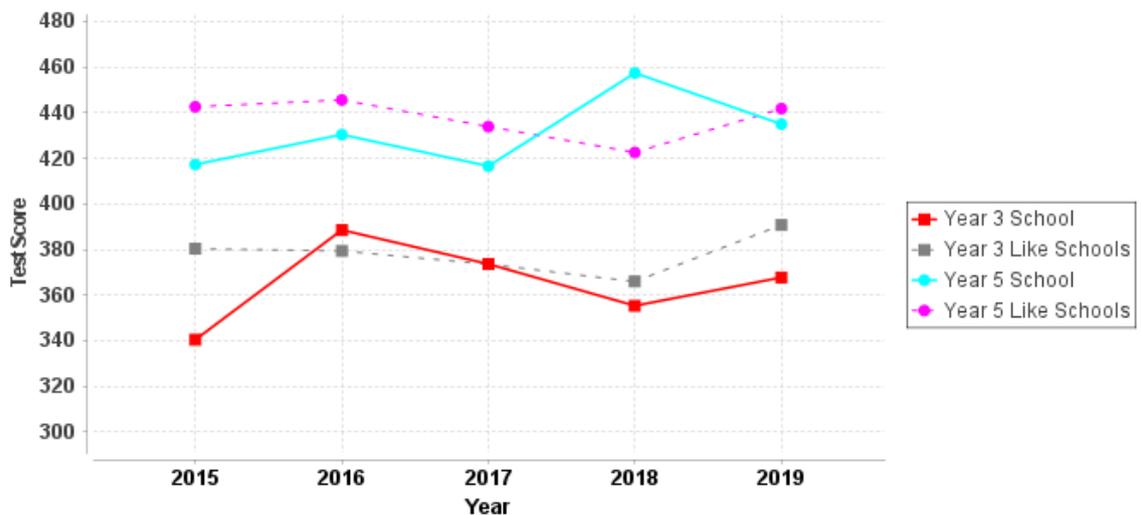
NAPLAN results for Year 3 and Year 5 students will show distribution of student achievement and progress better than like schools.

## Student Achievement

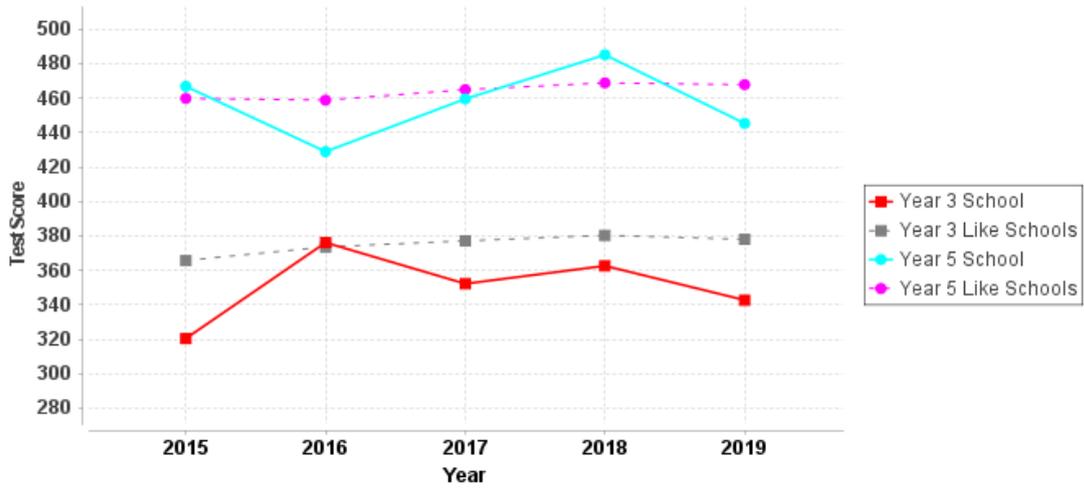
Average Reading Score



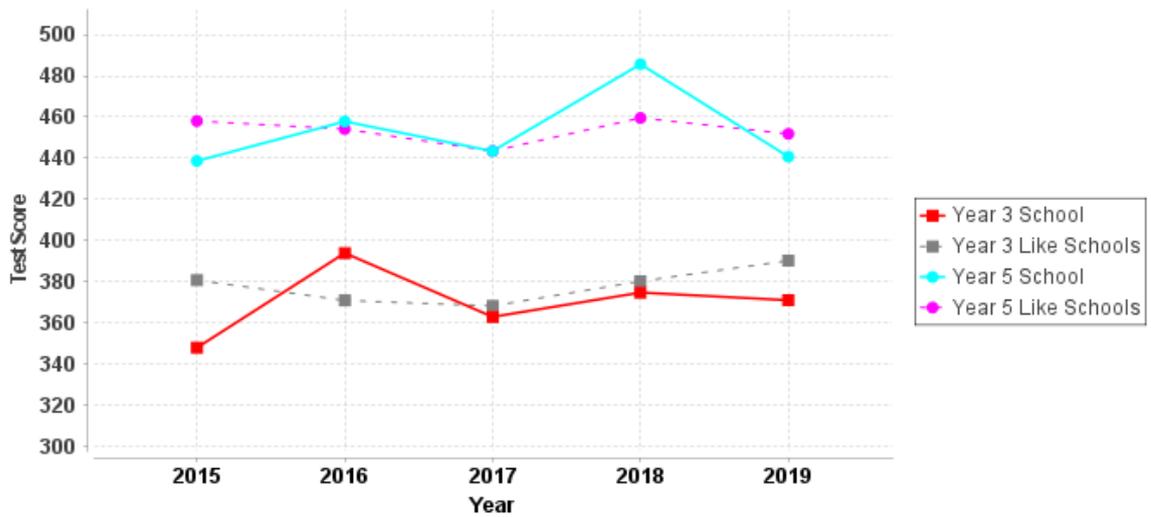
Average Writing Score



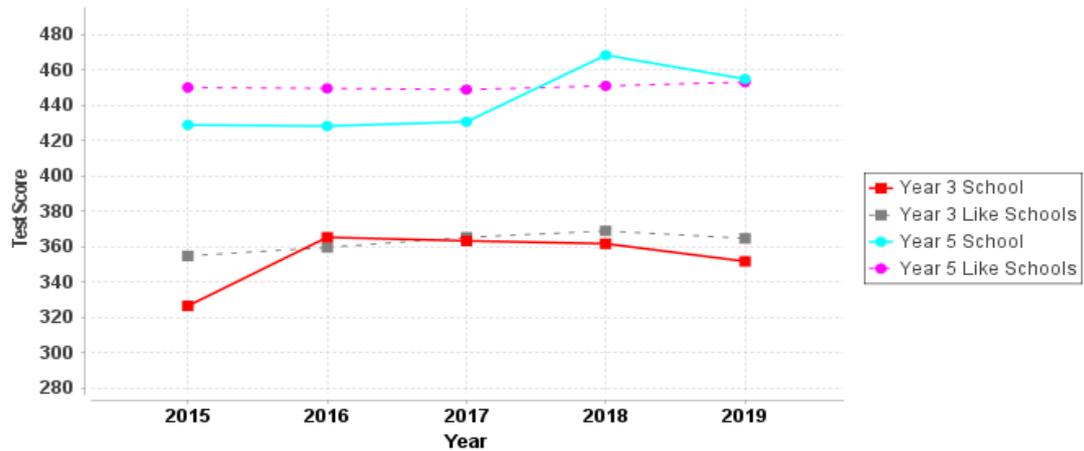
**Average Spelling Score**



**Average Grammar & Punctuation Score**

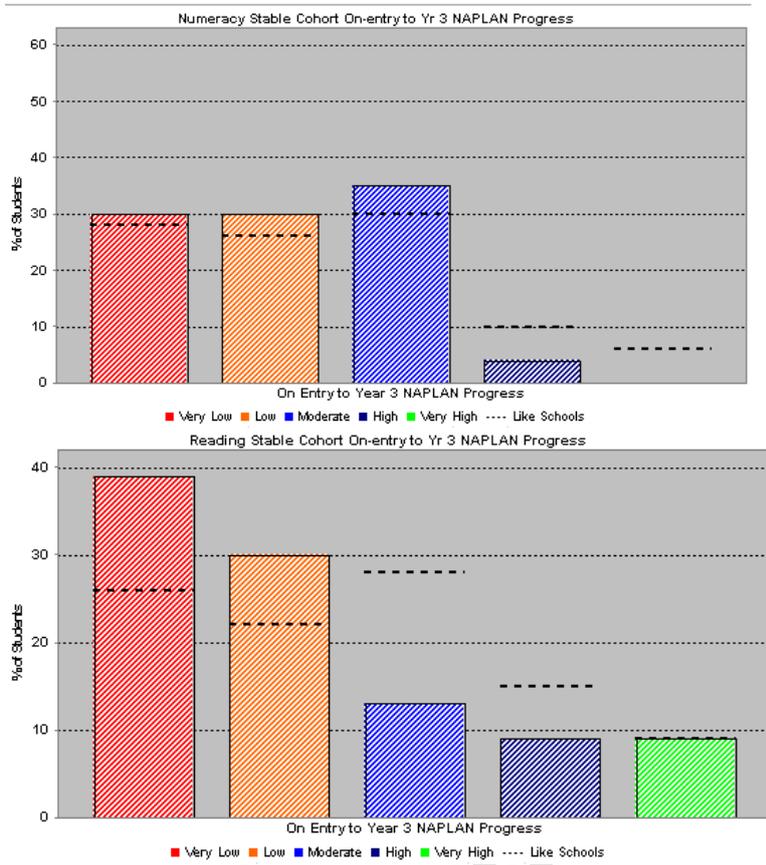


**Average Numeracy Score**



Student achievement was the same as Like Schools in Reading (Year 5) and Numeracy (Year 5) It is lower than Like Schools across all other areas. This data is now used to shape our future focus and curriculum emphasis moving forward.

### Student Progress PP – Year 3



In Numeracy 40% of the 2019 Year 3 cohort made moderate to high progress. 60% made very low and low progress. In comparison to like schools, WPS has a slightly higher proportion of students making very low to moderate progress, less students making high progress and no students making very high progress.

In Reading 32% of the 2019 year 3 cohort made moderate to very high progress. 68% made very low to low progress. In comparison to like schools, WPS has considerably more students making very low to low progress, less students making moderate to high progress and the same amount of students making very high progress.

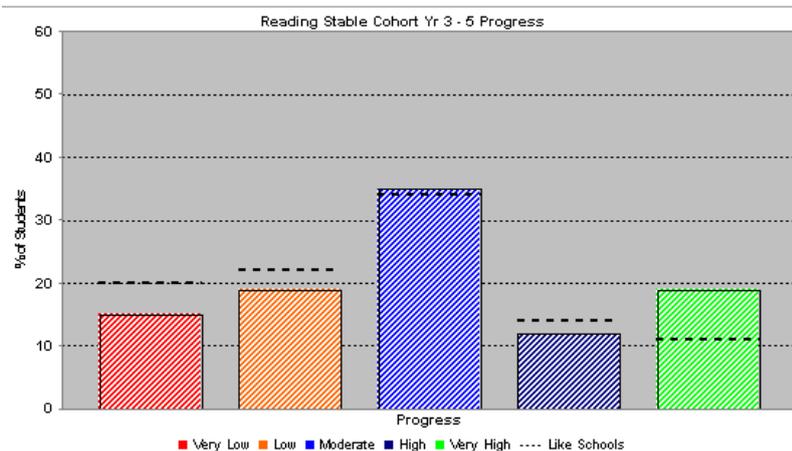
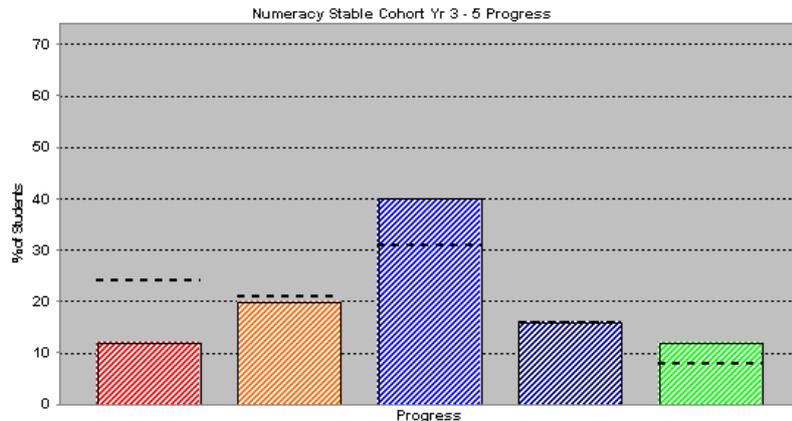
## Student Progress Year 3 – Year 5

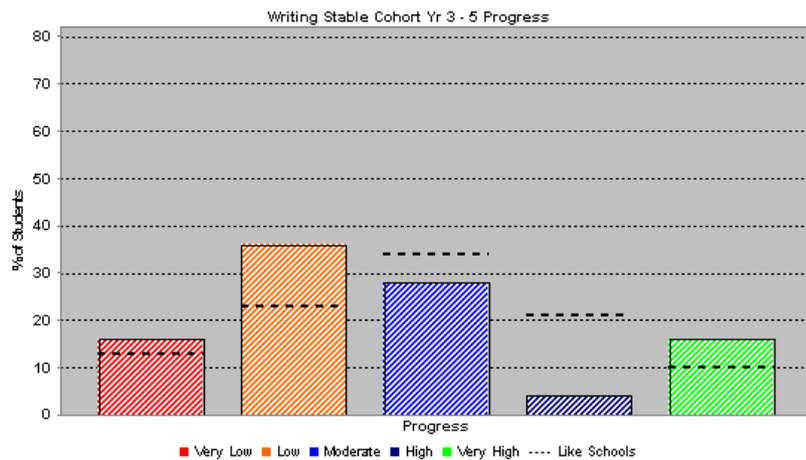
NAPLAN testing is conducted across Australia in May of each year. Students are assessed in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy, using common assessments. A major purpose of NAPLAN is to provide schools, parents and caregivers with information about student performance in relation to nationally agreed achievement bands. Information is also provided to allow comparisons to be made with the State and Like / Band schools. Like schools are those with a similar socio-economic context to Warnbro PS.

In the tables below like schools is indicated by the dotted line. In numeracy our school performed better than like school in the moderate to very high progress. Progress was similar in reading. However, in writing despite greater progress in the very high category it was disappointing to see that we fell below the progress for that of like schools.

Warnbro Primary School's Business Plan 2019 – 2021 outlines the strategies that will be implemented to improve student progress and achievement using whole school approaches to explicit teaching in literacy using an instructional model. There will be an ongoing focus and refinement of literacy block elements, especially guided reading.

The process of using moderation activities and disciplined dialogues will continue to support teachers in monitoring student progress, inform planning, setting targets and improve consistency in the allocation of grades.





## Warnbro Achievements

In 2019 the Your Move Team organised for the whole school to receive the RAC Road Safety incursion. This was the third year running the incursion had taken place. The RAC team deliver different lessons for each year group, which builds on the students' prior knowledge. As a Your Move school we consider it important that the children choose active transport as a way to get to school. This not only helps reduce traffic congestion but is a healthier alternative for the students. We also feel it is important to provide them with the education to be able to use active transport safely. The RAC Road Safety program provides this learning.

The Your Move Team also achieved double platinum status again in 2019. This allowed them to access a grant from the Department of Transport. The grant was used to send the four senior classes to the Constable Care Safety School, at no cost to the students. This was a fantastic opportunity for the children to participate in pedestrian and cycling activities and was enjoyed by all who attended.



For one week in March 2019 all classes from Pre-primary to Year 6 participated in Harmony Day activities. These activities differed depending on the context of the classroom. Classes were asked to focus on the themes of inclusiveness and respect.

At the end of this week classroom and specialist teachers acknowledged students whom represent Harmony Day, and the values of inclusiveness and respect, by awarding certificates at assembly. During this assembly students, staff and the wider community were encouraged to wear orange. Orange is a symbolic colour of unity.

The 2019 annual Book Week Dress up Parade was held on Wed 11<sup>th</sup> Sept. The theme from the Book council was "Reading is my Secret Power". As a staff we dressed as Fairies. The parade is always a highlight of the Book Fair Week, dressing up and generally having a wonderful fun day celebrating all things 'Literature'.

We try each year to match the book fair with our Parent Open Night, as it is an enjoyable and fun way to celebrate reading, imagination, books and the enjoyment we can get from them.

The Book Fair runs all week and was a wonderful success again this year with book sales totalling \$4435.00 which gave Warnbro Primary School a commission of \$1552.00 worth of books for the library.



Story Dogs is a reading support program where selected children read to an accredited dog, at Warnbro PS this is Jett and his handler, Mrs Blackburn.

When children read to a dog, the outcomes are amazing! It is a non-judgemental setting, the children's focus improves, their literacy skills increase and their confidence soars. The accepting, loving nature of dogs gives this program its magic and helps children relax, open up, try harder and have fun while reading to a friendly, calm dog.

Students throughout the school took part in different STEM activities to show their understanding of what STEM is.

Pre-Primary and Year one students had been working on building a floatation device that could help stick men float down the river.

Year 2 and 3 classes learnt all about shadows and showcased their understanding by producing a shadow puppet story and recording it on an iPad.

Year 4 class made an interactive map which enabled users to press a button and all the information about their country was read out to them via the computer.

Year 5 and 6 classes learnt all about sustainability and built a sustainable theme park made out of recycled material.

The 2019 Faction Carnival was a wet and wild experience! Students, staff and community worked together to make this day a great success with all core events being completed on the day.

It was a tight contest with Salcombe Blue pulling away to be victorious(1st). Followed by Axminster Gold(2nd), Green Fairmile(3rd) and Red Exeter(4th).



Our 2019 Interschool Boys Basketball and Girls soccer teams won in their competition division! Congratulations to all involved.

The WPS cross-country event was a great success with all students partaking to the best of their ability.



What a wonderful effort the community went to, to take part in our annual Easter Hat parade. Congratulations to our year level winners!

Approximately 20 students from Years 1 - 6 took part in the Gymnastics WA Interschool Carnival in Leederville in Term 2. Three teams competed with one team winning the overall competition! There was an individual competition as well, where two students from WPS came 1st and 2<sup>nd</sup>!



All the gymnasts had the opportunity to perform at the WAPPA Principals Conference in Term 3 at the Crown. They performed a group floor routine to a large audience and represented the school to the highest of standards, congratulations!

In Term 4 all students across the school from Years 1 – 6 had the opportunity to take part in the Gymnastics Club and perform what they had learnt to their parents.

The Warnbro Primary School Dance Crew consisted of selected Year 5/6 students and these students rehearsed after school during terms 3 and 4. Sessions were run by music teacher Mrs Melinda Leo.

They performed at Dance United held at Sacred Heart College in Term 3, as well as a school assembly and also at the P and C Christmas Fair and Whole School Book Awards in term 4.

The routines performed by the students were a lyrical routine "Island Home" and a jazz routine "Mony Mony".



For the first time since Dance Crew commenced in 2017, the school had boys participate.

The school choir first performed at the NDA Assembly in Term 1 before having a break whilst Mrs Leo went on LSL. When Mrs Leo returned, the choir consisted of years 2-5 students. These students performed at the local Rockingham Choir Festival in Term 3. At this performance, they sang many mass choir songs and performed on their own a musical theatre piece "Hard Knock Life".



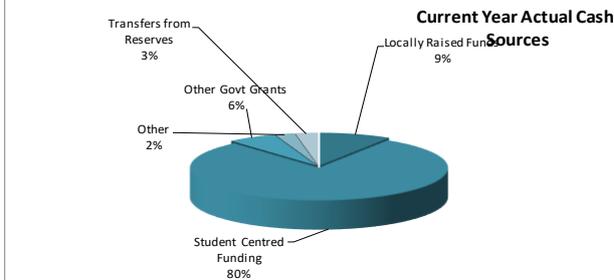
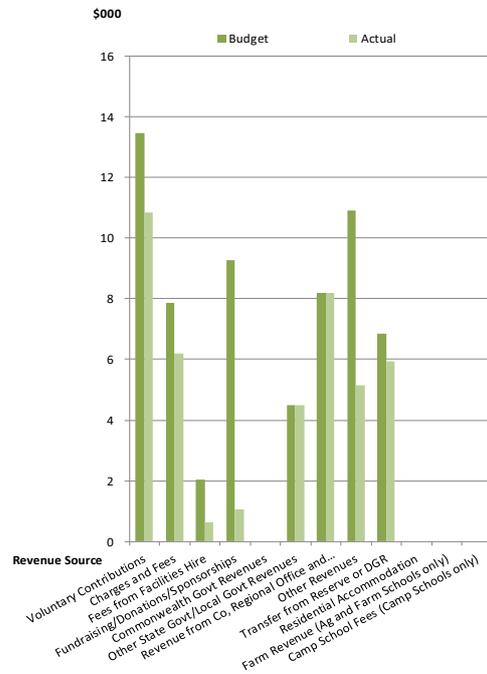
# Finance



## Warnbro Primary School Financial Summary as at 12 February 2020

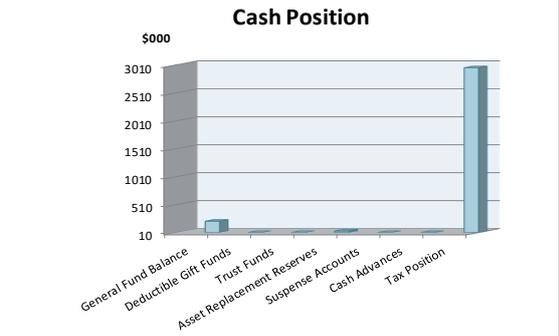
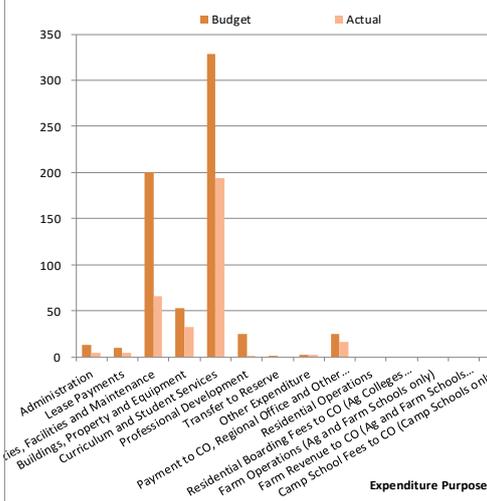
Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 13,465.00	\$ 10,840.00
2 Charges and Fees	\$ 7,872.00	\$ 6,199.63
3 Fees from Facilities Hire	\$ 2,040.00	\$ 620.00
4 Fundraising/Donations/Sponsorships	\$ 9,270.00	\$ 1,051.21
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 4,500.00	\$ 4,500.00
7 Revenue from Co, Regional Office and Other Schools	\$ 8,193.00	\$ 8,193.29
8 Other Revenues	\$ 10,904.00	\$ 5,137.62
9 Transfer from Reserve or DGR	\$ 6,850.00	\$ 5,946.18
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>\$ 63,094.00</b>	<b>\$ 42,487.93</b>
<b>Opening Balance</b>	<b>\$ 323,988.30</b>	<b>\$ 323,988.30</b>
<b>Student Centred Funding</b>	<b>\$ 281,668.57</b>	<b>\$ 165,693.47</b>
<b>Total Cash Funds Available</b>	<b>\$ 668,750.87</b>	<b>\$ 532,169.70</b>
<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Funds Available</b>	<b>\$ 668,750.87</b>	<b>\$ 532,169.70</b>

Locally Generated Revenue - Budget vs Actual



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 12,910.00	\$ 3,970.37
2 Lease Payments	\$ 10,096.00	\$ 4,661.40
3 Utilities, Facilities and Maintenance	\$ 200,372.00	\$ 65,538.25
4 Buildings, Property and Equipment	\$ 52,860.00	\$ 32,822.32
5 Curriculum and Student Services	\$ 327,969.28	\$ 194,045.26
6 Professional Development	\$ 25,000.00	\$ 675.00
7 Transfer to Reserve	\$ 1,000.00	\$ -
8 Other Expenditure	\$ 1,832.00	\$ 1,979.09
9 Payment to CO, Regional Office and Other Schools	\$ 24,800.00	\$ 16,485.00
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>\$ 656,839.28</b>	<b>\$ 320,176.69</b>
<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Expenditure</b>	<b>\$ 656,839.28</b>	<b>\$ 320,176.69</b>
<b>Cash Budget Variance</b>	<b>\$ 11,911.59</b>	

Goods and Services Expenditure - Budget vs Actual



Cash Position as at:	
Bank Balance	\$ 3,205,094.66
Made up of:	\$ -
1 General Fund Balance	\$ 211,993.01
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 35,793.77
5 Suspense Accounts	\$ (1,086.74)
6 Cash Advances	\$ (300.00)
7 Tax Position	\$ 2,958,694.62
<b>Total Bank Balance</b>	<b>\$ 3,205,094.66</b>