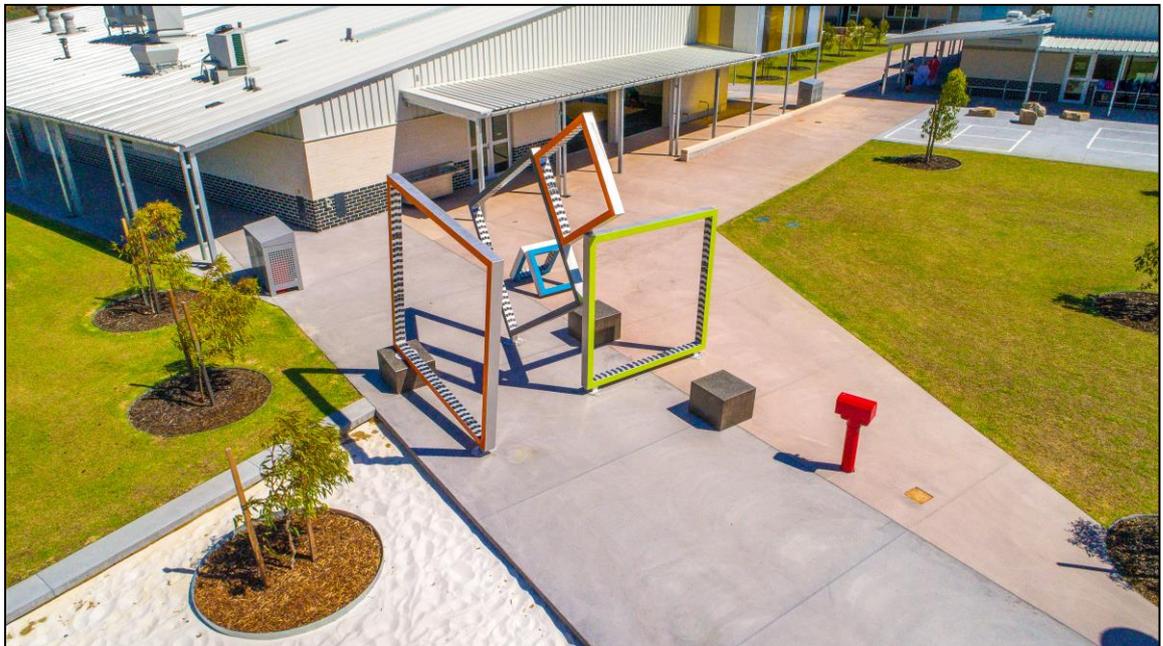




WELLARD PRIMARY SCHOOL



ANNUAL REPORT 2019

EVERY STUDENT MATTERS, EVERY MOMENT COUNTS

FROM THE PRINCIPAL

I feel very privileged to be able to present the 2019 Annual Report for Wellard Primary School after its second year of opening.

The Annual Report provides an opportunity to reflect, acknowledge and celebrate the achievements of our school over the past year, and there have been many!

The school commenced 2019 with 19 classes (K – Yr 6), 5 new teaching staff and 473 students from Kindergarten to Year 6, 147 more than at the beginning of 2018. We had a very smooth start to the year.

The challenge of increased enrolments is the upskilling of new staff to ensure the continuity of all programs across the school. This requires careful planning to ensure that all initiatives are adequately resourced and are sustainable over time.

Throughout 2019 staff worked very closely in implementing a range of programs as well as fine tuning many school routines, procedures and processes. The P&C and School Board continued to evolve with a highlight being the opening of the school canteen.

As a school, we appreciate and value ongoing feedback from parents that may cause us to reflect on our current practices. We are always looking to improve the way our school performs, and this can only be achieved if we are working closely with our parent body. I would like to reassure parents that we have the highest expectations for your children and aim to provide them with every opportunity to succeed. I look forward to working closely with the School Community in 2020.

Geoff Miller
Principal

March 2020



SCHOOL COMMUNITY

Wellard Primary School is one of Western Australia's newest Independent Public Schools having opened in 2018 with a population of 327 students from Kindergarten to Year 6.

Nestled amongst the new building estates of Oakabella, Emerald Park, Providence and Sunrise, the school offers its diverse community a state-of-the-art educational facility that promotes a range of whole school teaching programs to support all students in their academic, social and emotional development.

We want students to explore their learning so they understand how they learn best and to have the opportunity to be scientists, athletes, mathematicians, artists, writers, musicians and environmentalists. We want Wellard students to be resilient, literate, numerate, and curious learners.

Wellard Primary School aims for parents and carers to feel welcome, to be listened to, to be actively involved and supported in their child's education and to support the school in providing the best possible education for their children.

Developing and maintaining positive relationships amongst all school community members is central to achieving a successful school. We encourage all parents and carers to become actively involved in Wellard Primary School so that together, we can build a wonderful place for all children and their families.

Wellard Primary School was awarded Independent Public School (IPS) status just prior to opening in 2018. In collaboration with their school community, Independent Public Schools set their own strategic directions, have authority for day-to-day decision making and are in an ideal position to make decisions that best cater for their students. Parents and community members have an important and enhanced role in this initiative through the School Board.

In order to operate with more autonomy, Independent Public Schools are afforded a number of flexibilities. This means that we can select staff, manage our own financial affairs through a one line budget, select school development day dates, approve leave applications, determine the curriculum that best supports students' needs, as well as manage school utilities (electricity, water, gas and waste management) and faults (breakdowns and repairs).

Wellard Primary School offers a range of programs designed to meet the varying needs of its students. As a school we only introduce programs which are research based and improve student outcomes for students.

Staff are keen to be part of a team striving to provide quality education opportunities to the children of Wellard. All teaching staff meet the professional requirements to teach in Western Australian Public Schools and are registered with the Teacher Registration Board of Western Australia. Low staff turnover provides an ongoing caring environment where student needs and progress are tracked by caring professionals. There is a low absentee rate among staff.

Students well-being is a priority. Catering for the educational, social and emotional needs of our students are at the fore front of our work. Our pastoral care of students involves keeping parents well informed where they are encouraged to take an active role in the education of their children.

The Parents & Citizens Association is active and strong due to the tireless efforts of an increased number of committed parents.

The School Board has four parent members and as the main school decision making group is very active in shaping the direction of the school as evidenced through the minutes of our meetings. All Board Members accessed training to ensure they had a good understanding of the function of the Board and their individual responsibilities.

There is a strong sense of pride within the school community in relation to the school and the achievements of its students on the sporting field and within the wider community.

STUDENTS

In 2019 Wellard Primary School catered for students from Kindergarten to Year 6. At the commencement of the year student enrolments (473 students) were as follows:

Kindergarten:	85	Year 3:	41
Pre-primary:	92	Year 4:	46
Year 1:	81	Year 5:	37
Year 2:	68	Year 6:	23

There were 13 Primary classes and 6 Kindergarten and Pre-primary Classes. Wellard had 4 transportables installed throughout 2019 requiring a class to be based in the library for the first three terms of the year. Being a new school we had a significantly higher number of enrolments in the early years than in middle and upper primary. This is because the older students remained at their current school so they could graduate with their peers.

SPECIAL PROGRAMS

Wellard Primary School offers a range of exciting programs that provide a variety of learning opportunities for our students. These programs were successfully implemented at the principal's previous school (East Hamilton Hill PS) resulting in a significant improvement in student outcomes. Ultimately, EHHPS was recognised as an exemplary school in March 2017 largely due to the implementation of the literacy and numeracy programs.

LITERACY

Wellard Primary School has embedded Spelling Mastery, CARS and STARS, Let's Decode and Talk4Writing in the early childhood area supplemented by Sounds Write and Words, Grammar, Fun. As a school we had a focus on the teaching of comprehension through performance management in the context of having students from a diverse range of cultural backgrounds.

NUMERACY

We have successfully embedded a mathematics program called 'Stepping Stones' in 2018 & 2019. We also deliver a Mental Mathematics program through the middle and upper years which also has been very successful.

MUSIC

Wellard PS has a Music Specialist in place with all students from Years 1 – 6 accessing lessons every week. We are very proud of our Music Program where students have the opportunity to explore their artistic talents. We look forward to increased opportunities for all students in 2020.

PHYSICAL EDUCATION AND HEALTH

Our Physical Education Program offers opportunities for students to participate in a wide range of sporting activities including interschool events.

AUSLAN

In 2018 the Year 3 teachers delivered the Auslan program to students within their class. This was very successful and well received by the school community. In 2019 we employed a Teacher to teach Auslan from Pre-primary to Year 6. This program is highly valued by the school community.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

The school has leased 90 iPad and 60 laptop computers which are distributed throughout the teaching blocks. A Technologies Coordinator has attended professional learning to further support staff in this area.

VALUES PROGRAM

The school community works towards achieving excellence in the Values students exhibit on a daily basis. Children, staff and parents were recognised at each assembly, with certificates for demonstrating "exemplary acts of our current virtue". This is presented by BOB (Bounce On Back), a bear who assists the school in promoting each of the virtues. BOB's appearance has become a real highlight of our assemblies.

HIGHLIGHTS FOR 2019

Wellard Primary School actively seeks to provide a wide range of learning opportunities to meet the needs of all students. The following reflect the school's commitment to provide extended opportunities for students:

Working in a New School and Community

A highlight of 2019 was for all school community members to continue to share in being part of a new school and a new school community. Everyone is very excited about this experience and the opportunities that await the students of Wellard PS. We have a very culturally diverse demographic that will only enrich our school

School Board and Parents & Citizens Association

Both of these parent bodies were established in 2018. They have both worked with a high level of commitment in enhancing the educational opportunities and outcomes for all students.

Opening of School Canteen

The opening of our school canteen occurred at the beginning of Term 2 due to an outstanding contribution from P&C members. It was an expensive and huge challenge in setting up the canteen. Initially it opened for one day a week before opening on two days of the week.

Selection of Staff

Wellard PS has a staff who are collaborative, hardworking and are committed to meeting the needs of its students. We are very cohesive and are determined to develop a positive culture throughout the school. We had five new teaching staff commence in 2019 which presented a challenge in upskilling them so they were able to implement our programs.

NAIDOC Day – Bush Tucker Garden

Students from Kindergarten to Yr 6 participated in a wide range of activities to celebrate NAIDOC Week including beading, making damper and constructing our own bush tucker garden. We were also lucky enough to have some Aboriginal Dancers from Wesley College attend our school.

Harmony Day

We had many activities organised to celebrate the cultural diversity of our school. The highlight was students participating in a parade dressed in clothes associated with their heritage.

National Young Leaders Day

In March our Student Leaders attended a Leadership Day at the Perth Convention Centre. This leadership opportunity was well received by all students who had a great time and gained some insightful messages from those who addressed them. This excursion was part of the school focus on developing the leadership skills of our students.

Student Performance in NAPLAN

The NAPLAN data collected in 2019 will become our baseline data (including 2018) from which we will monitor the progress and achievement of students. Our ICSEA (Index of Community Socio-Educational Advantage) has been confirmed at 1015 using the information from the "My Schools" website. This is up from our estimated ICSEA of 983 in 2018.

Western Australian Government Schools Music Society

Under the guidance of Ms Amanda Makanza, our school choir performed at the Crown Theatre on the evening on the 7th August. We were most fortunate to witness wonderful performances from a wide range of schools and solo artists. Our school choir did themselves proud and put on an outstanding performance in representing Wellard PS.

Dance (Dancing to the Stars)

Our "Dancing to the Stars" Dance Program was delivered by Mrs Kelly Buckle two days a week in Term Four. This was well received by all students and is highly valued by school community members.

School Excursions/Incursions

Students participated in a wide range of educational activities including various interschool sporting events, clinics, swimming lessons, Harmony Day and NAIDOC celebrations. We had our Pre-primary students attend the zoo, Year 6 students participate in team building activities, a farmyard incursion for Kindergarten students, an African Drumming incursion and the Year 1 students visited Scitech. The expense of hiring buses is an ongoing issue for the school



KALAMUNDA HISTORY VILLAGE VISIT



KINDY FARMYARD INCURSION



BOOK WEEK – READING IS MY SUPER POWER.

HIGH SCHOOL DESTINATIONS

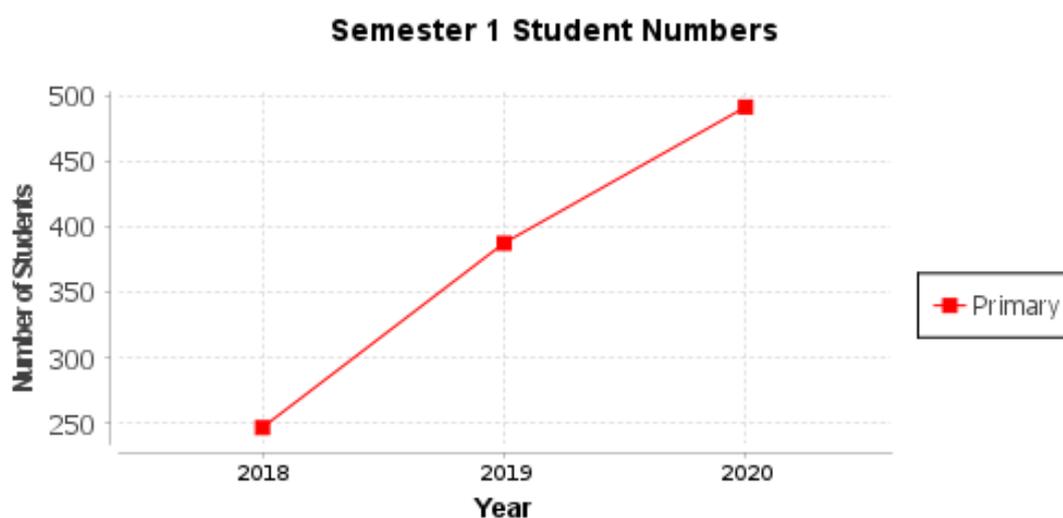
Year 6 2019 to Year 7 students 2020

Destination Schools	Male	Female	Total
1333 The King's College	4	4	8
4031 Gilmore College	4	3	7
4184 Atwell College	1	1	2
4066 Bullsbrook College		1	1

4198 Harrisdale Senior High School		1	1
1121 Iona Presentation College		1	1
1353 Kolbe Catholic College	1		1
1368 Seton Catholic College	1		1

Twenty-two of our Year 6 students have transitioned to eight different high schools.

ENROLMENT TREND (Excluding Kindergarten)



	2018	2019
Primary (Excluding Kin)	247	388
	247	388

ATTENDANCE

Primary Attendance Rates

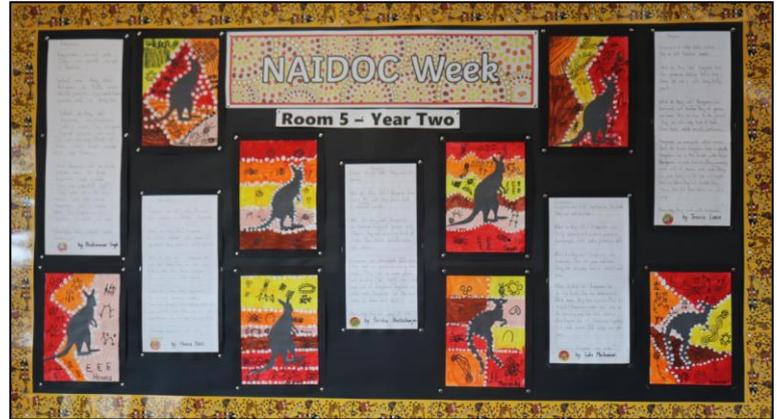
	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2018	93.1%	93.1%	93.7%	91.6%	85.4%	80.8%	93%	92.6%	92.6%
2019	92%	92.9%	92.7%	92.7%	88.6%	79.5%	92.1%	92.7%	91.6%

The attendance data for Wellard PS is slightly above Like Schools and slightly below WA Public Schools.

INDEX OF COMMUNITY SOCIO-EDUCATIONAL ADVANTAGE (ICSEA)

The Index of Community Socio-Educational Advantage (ICSEA) was created by the Australian Curriculum, Assessment and Reporting Authority (ACARA) specifically to enable meaningful comparisons of National Assessment Program – Literacy and Numeracy (NAPLAN) test achievement by students in schools across Australia. Key factors in students' family backgrounds (parents' occupation, school education and non-school education) have an influence on students' educational

outcomes at school. In addition to these student-level factors, research has shown that school-level factors (a school's geographical location and the proportion of Indigenous students a school caters for) need to be considered when summarising educational advantage or disadvantage at the school level. ICSEA provides a scale that numerically represents the relative magnitude of this influence, and is constructed taking into account both the student and the school-level factors. An ICSEA of 1000 represents an Average Value. In 2018, Wellard PS was allocated an ICSEA of 983 determined by the average ICSEA of surrounding schools. The ICSEA has been confirmed by the "My School" website as being 1013 in March of 2019.



CLASS WORK DISPLAYS IN ADMINISTRATION

STUDENT PERFORMANCE

Monitoring, reviewing and reporting student performance is a vital part of school accountability. It also plays a critical role on informing planning to ensure improved outcomes for students

The data gathering process at Wellard involves the use of both system endorsed testing such as National Assessment Program Literacy & Numeracy (NAPLAN), Standardised Tests and teacher judgements.

The school uses NAPLAN testing to validate teacher judgement of student performance. Teacher judgements are based on comprehensive information collected from a range of assessments, including observations and written work against a set of standards in the eight learning areas. NAPLAN was administered for the second time in May 2019, some sixteen months after the school opened. Consequently, the performance of students is not indicative of the quality of teaching that is occurring at Wellard PS in such a short time. It will take at least another two years (2021) before we are able to measure the progress and achievement of students as they are tested in Year Three and then in Year Five. Realistically the performance of our school will be truly highlighted when our Kindergarten students from 2018 are tested in Year Three (2022) and in Year 5 (2024). Anecdotal evidence already identifies that our Pre-primary and Year One students are performing noticeably higher in 2019 than in 2018.



WRITING 2019

Year 3 & 5

	Stable Cohort	Group Mean	Group Mean Excluding LBOTE	Like Schools Mean	State Mean	Australian Mean
Year 3	N/A	437 (37 Students)	446 (19 Students)	420	420	423
Year 5	N/A	444 (39 Students)	431 (10 Students)	469	471	474

- Students in Year 3 performed above Like Schools, WA Public Schools and Australian Schools.
- Students in Year 5 performed below Like Schools, WA Public Schools and Australian Schools.

GRAMMAR & PUNCTUATION 2019

Year 3 & 5

	Stable Cohort	Group Mean	Group Mean Excluding LBOTE	Like Schools Mean	State Mean	Australian Mean
Year 3	N/A	430 (38 Students)	377 (18 Students)	429	435	440
Year 5	N/A	473 (39 Students)	481 (29 Students)	492	498	499

- Students in Year 3 performed above Like Schools and slightly below WA Public Schools and Australian Schools.
- Students in Year 5 performed below Like Schools, WA Public Schools and Australian Schools.

NUMERACY 2019

Year 3 & 5

	Stable Cohort	Group Mean	Group Mean Excluding LBOTE	Like Schools Mean	State Mean	Australian Mean
Year 3	N/A	401 (38 Students)	428 (20 Students)	401	405	408
Year 5	N/A	466 (39 Students)	458 (10 Students)	488	492	496

- Students in Year 3 performed equal to Like Schools but slightly below WA Public Schools and Australian Schools.
- Students in Year 5 performed below Like Schools, WA Public Schools and Australian Schools.

READING 2019

Year 3 & 5

	Stable Cohort	Group Mean	Group Mean Excluding LBOTE	Like Schools Mean	State Mean	Australian Mean
Year 3	N/A	420 (38 Students)	458 (20 Students)	422	427	432
Year 5	N/A	480 (39 Students)	466 (10 Students)	498	504	506

- Students in Year 3 performed below Like Schools, WA Public Schools and Australian Schools.
- Students in Year 5 performed below Like Schools, WA Public Schools and Australian Schools.

SPELLING 2019

Year 3 & 5

	Stable Cohort Mean	Group Mean	Group Mean Excluding LBOTE	Like Schools Mean	State Mean	Australian Mean
Year 3	N/A	415 (38 Students)	442 (20 Students)	412	412	419
Year 5	N/A	491 (39 Students)	487 (10 Students)	495	500	501

- Students in Year 3 performed above Like Schools and WA Public Schools but slightly below Australian Schools.
- Students in Year 5 performed below Like Schools, WA Public Schools and Australian Schools.

FUTURE DIRECTIONS 2020 – SCHOOL IMPROVEMENT PLAN 2020

Future Directions for our school is outlined in our 2020 School Improvement Plan which reflects the content of our Business Plan.

Student Progress and Achievement - Producing Successful Students: To develop a reputation for producing students who perform above expected levels.

Teaching Quality – Enhancing the Quality of Teaching: Create a professional learning community where staff are willing to engage in self-reflection and provision of feedback in a supportive and collaborative environment to improve teaching and learning.

Learning Environment – Enhancing Conditions for Learning: Expect a visible, student-by-student high performance – high care culture based on strong individual management.

Leadership – Building Teaching Capacity: Support school leaders to lead self-reflective teaching practices that are owned by staff as a necessary part of school improvement. – leaders are self-appointed not anointed!

Relationships and Partnerships – Maintaining Positive Relationships: To become a highly capable and responsive school characterised by strong, supportive relationships and a culture of care and connection to our community.

PARENT SATISFACTION

Schools are required to seek information on parent feedback every two years. The school administered the National School Survey to parents in 2018.

The school received responses from 130 parents out of a possible 275 which is a great response rate (47%). The survey measures the perceptions of parents in relation to the survey statements below. There were 20 areas of focus within the survey each receiving an average rating between 0 (strongly disagree) and 5 (strongly agree).

Survey Statements	Score
Teachers at this school expect my child to do his or her best.	4.3
<i>Teachers at this school provide my child with useful feedback</i>	4.2
Teachers at this school treat students fairly.	4.3
<i>This school is well maintained.</i>	4.4
My child feels safe at this school.	4.4
<i>I can talk to my child’s teachers about my concerns.</i>	4.3
Student behaviour is well managed at this school.	4.2
<i>My child likes being at this school.</i>	4.4
This school looks for ways to improve.	4.3
<i>This school takes parents’ opinions seriously.</i>	4.0
Teachers at this school motivate my child to learn.	4.3
<i>My child is making good progress at this school.</i>	4.3
My child’s learning needs are being met at this school.	4.2
<i>This school works with me to support my child’s learning.</i>	4.2
This school has a strong relationship with the local community.	4.0
<i>This school is well led.</i>	4.3
I am satisfied with the overall standard of education achieved at this school.	4.2
<i>I would recommend this school to others.</i>	4.3
My child’s teachers are good teachers.	4.4
<i>Teachers at this school care about my child.</i>	4.3
<u>Average Score</u>	4.27

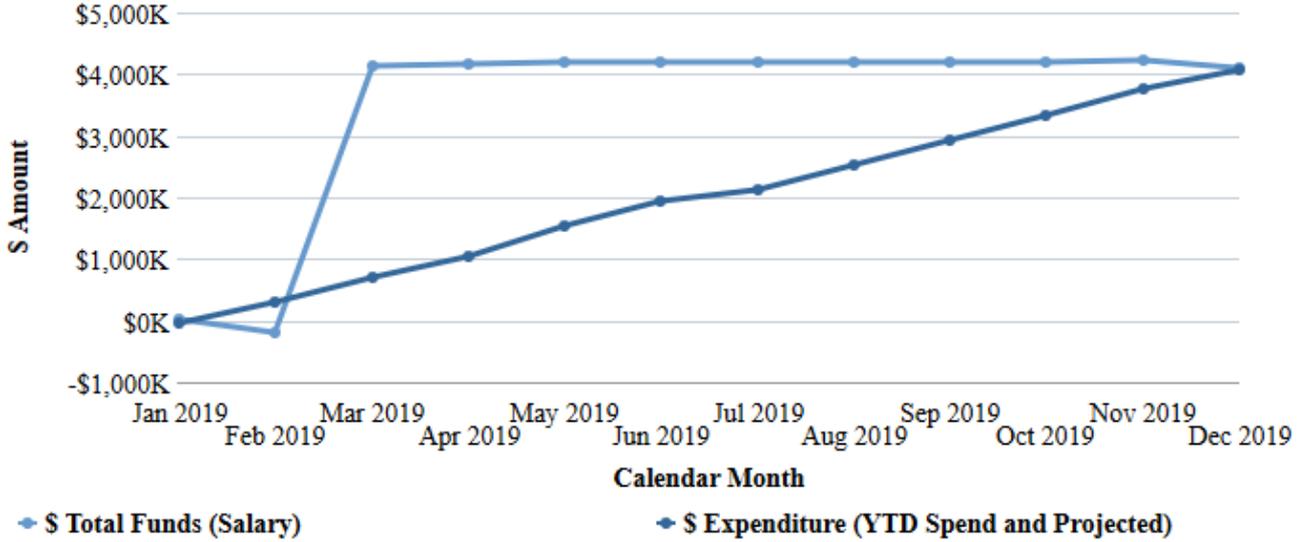
Parent responses in relation to all areas are very positive and an outstanding achievement for a school in its first year. The school works hard to develop and maintain positive relationships with all members of its school community at all times.

Overall Satisfaction

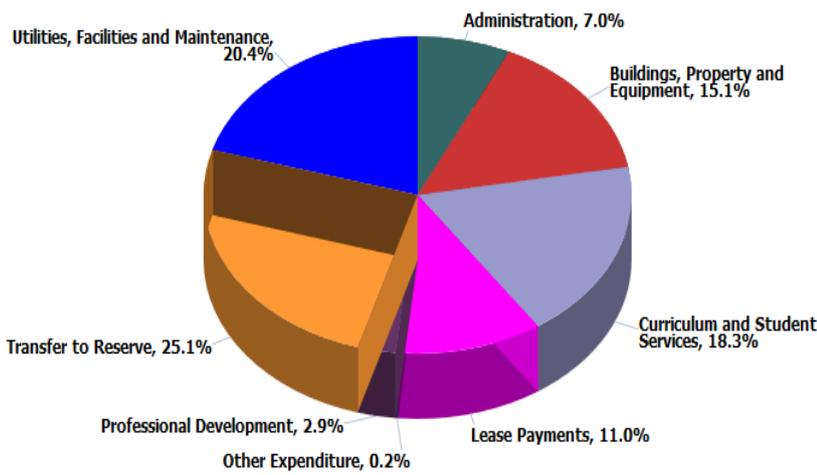
In terms of the overall level of satisfaction with the school it is evident from the survey that parents strongly support the school. The school is receiving regular feedback from members of the wider community who comment on the positive reputation of the school. The fact that we have had many parents seeking a placement for their child, who live outside of our intake area, is further evidence of the school’s reputation.

Wellard Primary School
Financials 2019
As at 31st December 2019

Salary - Budget vs. Expenditure



Goods and Services – Budget Expenditure



	Goods and Services
Administration	\$39,900
Buildings, Property and Equipment	\$85,517
Curriculum and Student Services	\$103,848
Lease Payments	\$62,000
Other Expenditure	\$1,000
Payment to CO, Regional Office and Other schools	\$0
Professional Development	\$16,380
Transfer to Reserve	\$142,000
Utilities, Facilities and Maintenance	\$115,500
Total	\$566,145