



WELLARD PRIMARY SCHOOL



ANNUAL REPORT 2020

EVERY STUDENT MATTERS, EVERY MOMENT COUNTS

FROM THE PRINCIPAL

I feel very privileged to be able to present the 2020 Annual Report for Wellard Primary School after its third 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 2020 with 28 classes (K – Yr 6), 9 new teaching staff, 5 new non-teaching staff and 608 students from Kindergarten to Year 6, 135 more than at the beginning of 2019. We had a very smooth start to the year until the arrival of COVID-19 in March!!

Throughout 2020 staff worked very closely in implementing a range of programs as well as fine tuning many school routines, procedures and processes where possible. There were many challenges associated with COVID-19 throughout 2020 with the school having to adjust its curriculum delivery at various times early in the year. The P&C and School Board had their work interrupted as they did not have the opportunity to meet as often as usual.

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 2021.

Geoff Miller
Principal

June 2021



STUDENTS HELPING WITH THE NAIDOC SAND MURAL

SCHOOL COMMUNITY

Wellard Primary School is an Independent Public School 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, Wellard Glen, Fairhaven 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 2020 Wellard Primary School catered for students from Kindergarten to Year 6. At the commencement of the year, student enrolments (611 students) were as follows:

Kindergarten:	119	Year 3:	70
Pre-primary:	104	Year 4:	46
Year 1:	95	Year 5:	47
Year 2:	90	Year 6:	40

There were 17 Primary classes and 6 Kindergarten and 4 Pre-primary Classes. Wellard had 4 transportables installed in 2020. 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. Overall there was an increase of 138 enrolments from 2019.

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. 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'. 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. Performance opportunities in 2020 were minimal due to Covid-19.

PHYSICAL EDUCATION AND HEALTH

Our Physical Education Program offers opportunities for students to participate in a wide range of sporting activities including interschool events. We employed an extra Physical Education Teacher in 2020.

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 to be recognised at each assembly, with certificates for demonstrating "exemplary acts of our current virtue". Unfortunately, this program was put on hold in 2020 as all assemblies were cancelled for the year.

2020 – A DIFFERENT YEAR!

In 2020, WE progressed as a school, albeit within a pandemic environment. All school community members have been brilliant in working together in providing the best possible outcomes for students. However, although we have achieved much, it must be said that COVID-19 placed severe restrictions on the day to day operations of our school some of which are outlined below.

- Wellard PS has completed its third year as an Independent Public Primary School with an enrolment of 624 students from K – Yr 6.
- Many students were kept home towards the end of Term 1 and into Term 2 due to COVID-19.
- Assemblies were not conducted throughout the year due to social distancing.
- Parents and carers were not only unable to enter classrooms but also were not permitted to enter the school grounds for a number of weeks.
- The Open Night in Term Three was an outstanding success and did provide an opportunity for parents to enter classrooms.
- Swimming Lessons were cancelled after one week.
- Celebration of Harmony Day and the ANZAC Ceremony did not happen.
- Student Reports, sent home at the end of Semester One, contained no grades.
- Wellard Staff conducted a pickup service for families to drive through and collect a work package for their child.
- Students participated in a range of educational activities including various interschool sporting events, clinics, NAIDOC celebrations and excursions.
- Kindergarten and Pre-primary starting and finishing times were changed to reduce social gathering and to reduce traffic congestion.
- Representatives from the Indian Community prepared some of their traditional food which was shared amongst all staff and students.
- The appointment of a Supervised Traffic Warden on Breccia Parade made it safer for families to cross this street.
- The installation of a Kiss and Drive on Jasper Bend reduced the traffic congestion through the carpark.
- Our canteen opened in Term Four for four days a week and is being well patronised.
- The ongoing development of our Bush Tucker Garden has seen it grow in size.
- The formation of a committee to develop our Reconciliation Action Plan has been implemented and is working well. Many new exciting initiatives are being planned in regards to this plan.
- The installation of a new playground thanks to the financial support of The P&C.



DELIVERING WORK PACKS FOR HOME LEARNING IN TERM 2

HIGH SCHOOL DESTINATIONS

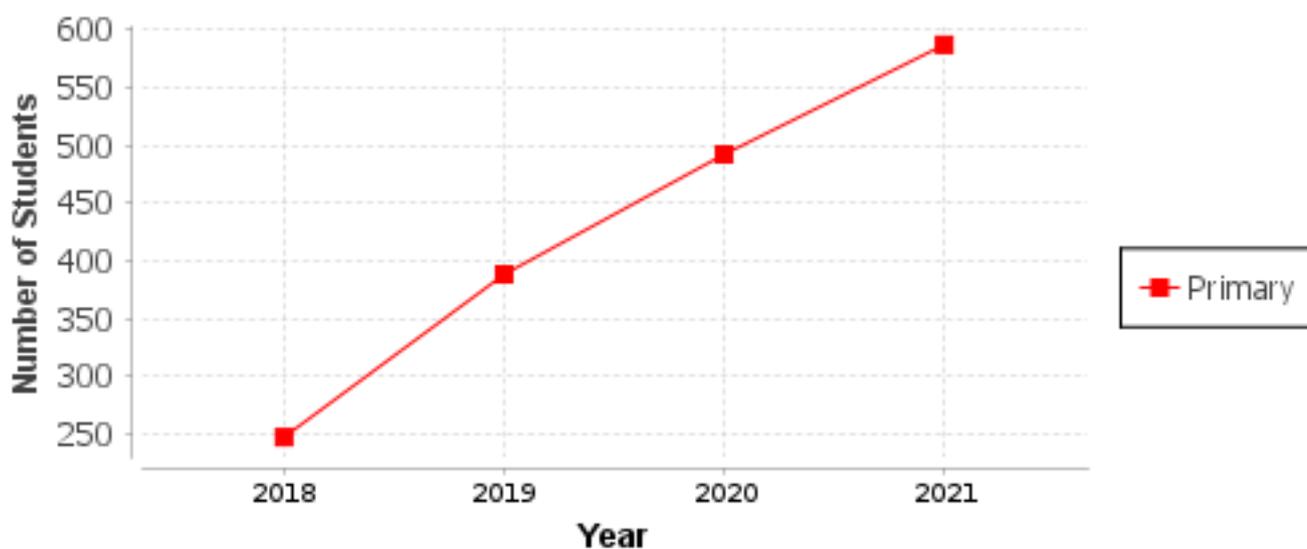
Year 6 2020 to Year 7 students 2021

Destination Schools	Male	Female	Total
4031 Gilmore College	8	9	17
1333 The King's College	1	3	4
4190 Baldivis Secondary College	2	1	3
4128 Safety Bay Senior High School	1	2	3
4184 Atwell College	1	1	2
1465 Court Grammar School	2		2
4054 Rockingham Senior High School	1	1	2
1100 Aranmore Catholic College	1		1
4049 Como Secondary College		1	1
4210 Hammond Park Secondary College		1	1
4198 Harrisdale Senior High School		1	1
1368 Seton Catholic College	1		1

Thirty eight of our Year 6 students have transitioned to 12 different high schools. 45% of students are attending Gilmore College.

ENROLMENT TREND (Excluding Kindergarten)

Semester 1 Student Numbers



	2018	2019	2020	2021
Primary (Excluding Kin)	247	388	500	587

ATTENDANCE

The 2020 attendance rates are not available for publication as they were adversely affected by the COVID-19 pandemic and are not comparable to previous years.

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.

Year	ICSEA
2018	983
2019	1013
2020	1015
2021	1013



CLASS WORK DISPLAYS IN ADMINISTRATION



STUDENTS HELPING WITH THE NAIDOC SAND MURAL

PRODUCING SUCCESSFUL STUDENTS IN LITERACY AND NUMERACY

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. *In 2020 NAPLAN was not administered across the nation due to the pandemic. As a result, the performance of our students cannot be assessed as per normal. This is very disappointing for Wellard PS because it would have been the first time that a cohort was tested in Year 3 and Year 5.*

Grades were not included in Summative Reports at the end of Semester One but were included in Semester Two. The following data from 2019 has been included.

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.

PARENT SATISFACTION

Schools are required to seek information on parent feedback every two years. The school administered the National School Survey to parents in 2020.

The school received responses from 211 parents. 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>	4.0
Teachers at this school treat students fairly.	4.2
<i>This school is well maintained.</i>	4.6
My child feels safe at this school.	4.5
<i>I can talk to my child's teachers about my concerns.</i>	4.4
Student behaviour is well managed at this school.	4.2
<i>My child likes being at this school.</i>	4.5
This school looks for ways to improve.	4.2
<i>This school takes parents' opinions seriously.</i>	4.0
Teachers at this school motivate my child to learn.	4.2
<i>My child is making good progress at this school.</i>	4.3
My child's learning needs are being met at this school.	4.1
<i>This school works with me to support my child's learning.</i>	4.0
This school has a strong relationship with the local community.	3.8
<i>This school is well led.</i>	4.3
I am satisfied with the overall standard of education achieved at this school.	4.3
<i>I would recommend this school to others.</i>	4.4
My child's teachers are good teachers.	4.4
<i>Teachers at this school care about my child.</i>	4.4
<u>Average Score</u>	4.25

Parent responses in relation to all areas are very positive. Current data is almost the same as data collected in 2018. 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.



LIBRARY BOOK FAIR – JUNGLE THEME

SCHOOL OPEN NIGHT



FUTURE DIRECTIONS 2020 – SCHOOL IMPROVEMENT PLAN 2021

Future Directions for our school is outlined in our 2021 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.



R U OK ACTIVITIES

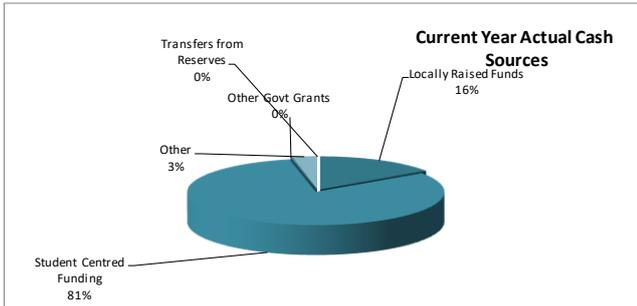
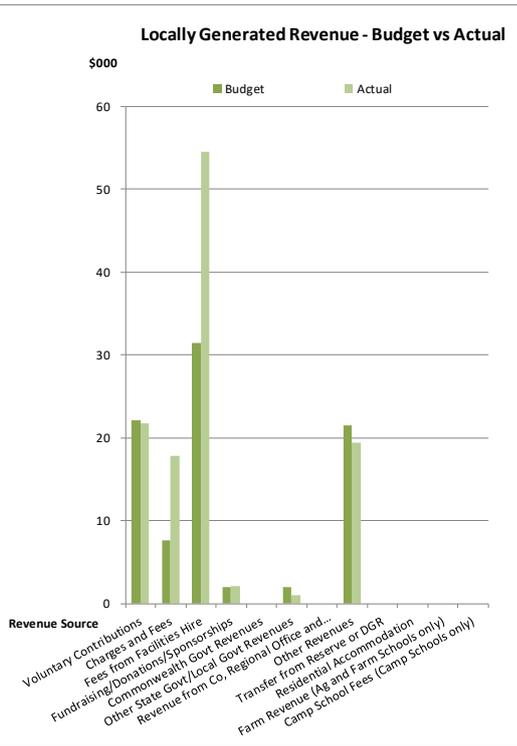
MR MILLER WITH NEW PLAY EQUIPMENT



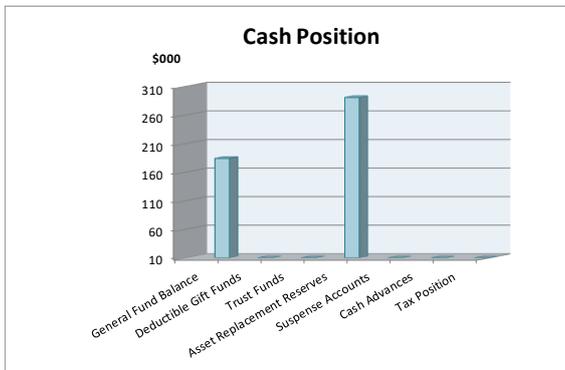
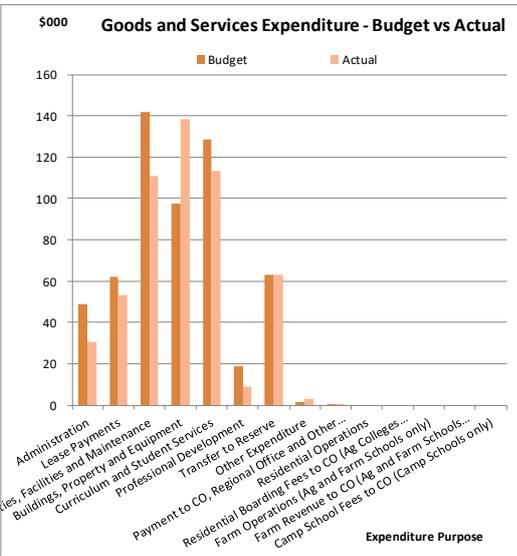
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Wellard Primary School Financial Summary 2020

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 22,170.00	\$ 21,698.45
2 Charges and Fees	\$ 7,651.00	\$ 17,850.50
3 Fees from Facilities Hire	\$ 31,500.00	\$ 54,545.47
4 Fundraising/Donations/Sponsorships	\$ 2,000.00	\$ 2,088.00
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 2,000.00	\$ 1,000.00
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 21,500.00	\$ 19,432.38
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	\$ 86,821.00	\$ 116,614.80
Opening Balance	\$ 82,855.00	\$ 82,855.11
Student Centred Funding	\$ 484,223.00	\$ 505,928.72
Total Cash Funds Available	\$ 653,899.00	\$ 705,398.63
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 653,899.00	\$ 705,398.63



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 48,600.00	\$ 30,759.28
2 Lease Payments	\$ 62,000.00	\$ 53,273.52
3 Utilities, Facilities and Maintenance	\$ 141,750.00	\$ 110,732.47
4 Buildings, Property and Equipment	\$ 97,500.00	\$ 138,573.44
5 Curriculum and Student Services	\$ 128,725.00	\$ 113,434.70
6 Professional Development	\$ 18,500.00	\$ 8,646.90
7 Transfer to Reserve	\$ 63,000.00	\$ 63,000.00
8 Other Expenditure	\$ 1,500.00	\$ 2,981.88
9 Payment to CO, Regional Office and Other Schools	\$ 45.00	\$ 45.00
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)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 561,620.00	\$ 521,447.19
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 561,620.00	\$ 521,447.19
Cash Budget Variance	\$ 92,279.00	\$ -



Cash Position as at:	
Bank Balance	\$ 469,506.64
Made up of:	\$ -
1 General Fund Balance	\$ 183,951.44
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 290,528.00
5 Suspense Accounts	\$ 4,685.20
6 Cash Advances	\$ -
7 Tax Position	\$ (9,658.00)
Total Bank Balance	\$ 469,506.64