



# Willetton Annual School Report 2018

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# THE WILLETTON WAY

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## Welcome

Welcome to our Annual Report for 2018. It is truly an honour and a pleasure to be the Principal of Willetton Primary School. When I commenced as the new substantive Principal at the beginning of 2018, I was immediately struck by the way our fantastic students were so eager to learn, displayed outstanding behaviour and respect, and genuinely cared for their friends and their teachers. I was also highly impressed by the dedication and love for our school of the whole staff. Willetton Primary is most fortunate to have a wide range of experience, expertise, enthusiasm and leadership amongst our teaching and support staff. We are also lucky to have such wonderful families who support their children through their primary school learning journey.

The school's leadership underwent significant change in 2018. After 16 years of leading the school, and an outstanding reputation as Principal, Mr John Chapman retired at the end of 2017. We commenced the new year with a new leadership team, strongly committed to striving to continue the great work and to build relationships with the staff and community and respond to the needs of our students while ensuring quality teaching practices continued and further enhanced.

With a committed leadership team, distributed leadership roles amongst teachers and the implementation of phase of learning and curriculum teams made up of enthusiastic staff, in a short 12 months, we have collaboratively established a positive learning environment with an emphasis on the development of staff capacity, a culture of high expectations and effective teaching. The capacity to sustain and improve will be strengthened by board oversight of school planning and accountability processes.

Throughout 2018 we had much to celebrate, and this Annual Report is aimed at providing our community with a snapshot of the year.

The Willetton Primary School community continues to embed a safe, positive, inclusive and collaborative learning environment that supports its vision 'together we aim to develop the whole child to succeed in an ever changing world'.

Thank you all teachers and staff, our P&C office bearers and School Board members for your personal contributions, time and support over the 2018 year.

Ms Heather McNeil  
PRINCIPAL



# THE WILLETTON WAY

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## About our School

Willetton Primary School delivers a stimulating educational environment for Kindergarten to Year 6 students. Located in the southern suburbs of Perth, the buildings and play areas are surrounded by trees, extensive grass and natural bush areas. The student and parent community reflect a diverse cultural background which adds a richness to the school in all aspects of school life.

A sense of community is an important feature of Willetton Primary School. We recognise the importance of the local community and value their collaborative partnership in the delivery of education. Students, staff and parents participate in a wide range of programs to support, enhance and develop community relations. We enjoy a particularly strong parent and community involvement through the Parents and Citizens Association (P&C) and the School Board.

At Willetton Primary School our vision is to develop the whole child to succeed in an ever changing world. Our staff is highly experienced and works as a dynamic team, embracing best practice to ensure every child develops their potential. Contemporary holistic pedagogical practices aim to develop students who have confidence in, and acceptance of self, along with pride in effort and achievement.

At Willetton Primary School our aim is to equip students with the knowledge and skills to achieve their academic, social and physical potential and to meet the challenges that life presents.

## Chair of the Board Report

It is with great pleasure that I present the 2018 Willetton Primary School Annual Report on behalf of the Board.

The Board provides strategic guidance to the school, contributes to good school governance, connects and promotes the school to the boarder community to achieve the best outcomes for students.

It has been a pleasure to serve on the Board for another year. Willetton Primary School continues to be a high performing school, while recognising individual students' needs and focussing on whole-of-child growth.

Last year was important for our school and the Board. Heather McNeil was appointed as the school's principal and brought a new energy and vigour to our school. She appointed a new leadership team and led improvements in our school's curriculum, grounds and buildings.

I would like to take this opportunity to thank our school's leadership and staff who work so hard to support our children's education. I also want to acknowledge the school staff, parents and community members who volunteer their time on various projects and committees and work tirelessly to improve our school.

2019 is shaping up to be a busy year for our Board. We will be working with the school's leadership to complete our first review since achieving Independent Public School status, while also assisting the school to review and update our triennial business plan. With a new and expanded membership for 2019, I look forward to the Board continuing to support the strategic outcomes for the school.

Mr Andrew Zell  
BOARD CHAIR

# THE WILLETTON WAY

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## Our Vision

*'To develop the whole child to succeed in an ever changing world'*

## Our Purpose

For students to develop cognitive, social and personal skills and abilities to their full potential enabling them to make a worthwhile contribution to society.

## Our Objectives

- To provide a caring and understanding environment where children are encouraged to achieve to the best of their ability.
- To encourage courteous and co-operative behaviour at all times.
- To encourage children to take pride in themselves, their school and their work, endeavouring to produce their best at all times.
- To engender in the children the care of personal and school property.



## Our Motto

Inspiring Young Minds

## Our Values

<b>Resilience:</b>	We have the strength to learn, grow and develop.
<b>Respect:</b>	We treat ourselves and our environment with care and consideration.
<b>Perseverance:</b>	We pursue excellence in everything we do.
<b>Success:</b>	We challenge ourselves to achieve our potential.



# THE WILLETTON WAY

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## 2018 Highlights

- New Leadership Team
- New School and Community partnership
- Willetton's Got Talent – student focussed newsletter
- New website
- *Connect* – primary means of communication for parents
- Introduction of Phase of Learning Meetings for staff
- GRIP leadership Day
- Parent Information sessions
- Open Night – ICT focus
- ANZAC Day service
- Life Education visit
- Triple P parenting seminar
- Edu Dance concerts
- Harmony Day celebrations – Bush Band
- Year 6 Camp at Woodman's Point
- Book Week Celebration - Fancy Dress Parade
- ICAS Competitions
- PEAC
- 20 Secondary Student Scholarships
- Reintroduction of Sport across the school
  - Faction and Interschool Athletics Carnivals
  - Faction and Interschool X Country Carnivals
  - Whole school sport
  - Interschool sports carnivals (Volleyball, Basketball, Netball and Softball)
  - Before school sport
  - After school sport
- Before school coding clubs – Code Orange and Code Blue
- Before school and Lunch time clubs
- Interschool Numero competitions
- Chess club
- Mother's Day Stall
- Father's Day Breakfast
- Outstanding Choir Performance in *Massed Choir* Perth Concert Hall
- Master of Ceremonies and Soloist representatives in *Massed Choir*
- IMMS Concerts (Orchestra & Strings, Brass, Clarinet, Classical Guitar & Choir)
- Pre-primary classes included in whole school assemblies.
- Numeracy Week
- NAIDOC week
- Interim Swimming lessons
- BYOD workshops
- Year 6 Graduation Ceremony
- Year 6 Dinner Dance
- Fundraising (Beanies for Brain Cancer, Australia's Biggest Morning Tea)
- The school became part of Gilbert's Fresh Support Our Schools program. Shoppers can nominate Willetton Primary School for the reward program. The Program donates 1% of the money spent by customers at Gilbert's Fresh, Southlands.

# THE WILLETTON WAY

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## Facilities and Infrastructure Improvements

Facilities and infrastructure improvements commenced as a major emphasis during 2018. Given that our school will celebrate its 50<sup>th</sup> birthday in 2020, maintenance and improvements to dated infrastructure is a considerable challenge. Given our ongoing commitment to providing our students with contemporary educational facilities, some major projects were initiated and completed, during the course of 2018. Further plans have been developed, for approval by the Finance Committee and commencement in 2019.

1. Classroom Upgrades: Through the support the BFI-D1787 (Building Fund) Cluster 2, consisting of 6 classrooms, received significant upgrades. This consisted of a complete new ceiling and roof, split system air conditioning in each classroom, and the upgrade to the boys and girls toilet blocks in Cluster 2. The school funded internal refurbishment upgrading storage space, pinup boards and painting and carpet replacement throughout. The Teacher's Resource room, construction of a Physical Education Specialist office and upgrade to two wet areas within Cluster 2, are planned for 2019.
2. Significant investment into ICT including; Mac Books, iPads, eBoards, Keyboards and assorted Robotics.
3. Our hardworking P & C donated a large mobile eBoard for the Library.
4. The Area previously known as Areas 20a & 20b was completely redesigned. This has now been created into a large classroom and storage room (Area 20), a Conference Room, School Psychologist/SAER coordinator office, and an Early Childhood Storage room.
5. New signage and naming has been erected on the Pre-primary classrooms and Kindy classrooms.
6. Through the support of the Department of Education's Facilities Management Branch, the relocation of the sewerage tank from underneath the front office, recarpeting and construction of concrete paving around the staff room and adjoining surrounds has dramatically improved this part of our school's grounds.
7. Classroom furniture continues to be upgraded across the school.
8. Replacement of outdated air conditioning was completed in Administration.
9. Our Values – Resilience, Respect, Perseverance and Success were defined and displayed in the Undercover Area.

## Open Night

The school held an Open Night in Week 10 of Term 3. Families and community members were welcomed to join staff to celebrate all the amazing work throughout the previous terms. Students showcased their learning to parents, with a focus on ICT, and the evening finished with a performance from the school choir.

## Teacher Professional Development

All teaching staff at Willetton Primary School are expected to engage in professional learning to ensure their teaching reflects contemporary understandings about best practice. In 2018, staff participated in a range of professional learning. This year, key areas of focus included: • Seven Steps to Writing Success • STEAM & Coding • School Review & Self-Assessment Process • Performance Development & Department Policies • Technologies Curriculum • Best Performance • Standards and Integrity Refresher Course • Phase of Learning Meetings K – 2 & 3 – 6 • Media Arts • *Connect* • Mathematics – Paul Woodley • Apple Professional Learning

# NATIONAL SCHOOL OPINION SURVEY

At Willetton Primary School we pride ourselves on our positive learning environment and supportive school community. In 2018 we conducted National School Opinion surveys of perceptions held by our staff, students and parents in regards to the nature of Willetton Primary School and the services that are provided. This information provides valuable feedback on how well we are progressing as a school.

In an effort to improve classroom communications with parents all classes are using the Classroom Connect platform to directly communicate. This was fully implemented in 2018. The School's website was re vamped and the school newsletter is sent out fortnightly, along with the introduction of our student-centred newsletter, "Willetton's Got Talent", which is sent out on alternate weeks, where our students showcase their learning.

Successive positive surveys are indicative of a healthy and well balanced school. Surveys will continue to be conducted every two years to provide us with ongoing feedback.

The graphs below show high levels of satisfaction from our parents and carers.

**National School Opinion Survey: Parent Feedback**



Rating	Score
Strongly Agree	5
Agree	4
Neither Agree nor Disagree	3
Disagree	2
Strongly Disagree	1



# SCHOOL INFORMATION

## Enrolments

In 2018 Willetton Primary School had 565 students attend the school (excluding Kindergarten). This represented an increase in numbers from 2017 when 545 students attended the school. There were 30 Kindergarten enrolments for 2018.

	2015	2016	2017	2018
Primary (Excluding Kin)	474	519	545	565

## Student Attendance

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2016	95.1%	95.3%	93.7%	99.4%	85.1%	80.7%	95.1%	95.2%	92.6%
2017	95.2%	95.3%	93.8%	97.6%	86.5%	81.2%	95.2%	95.2%	92.7%
2018	95.5%	95%	93.7%	85.8%	85.5%	80.8%	95.4%	94.8%	92.6%

The overall student attendance at Willetton Primary School in 2018 rose to 95.4% from 95.2% in 2017. This was higher than the average WA Public Schools attendance rate of 92.6% and the Like Schools attendance rate of 94.8%.

## 2019 School Destination of the 2018 Student Cohort

Destination Schools	Male	Female	Total
4126 Willetton Senior High School	20	23	43
4048 Rossmoyne Senior High School	18	11	29
4042 Perth Modern School	3	1	4
4025 John Curtin College of the Arts		3	3
4002 Applecross Senior High School		2	2
4049 Como Secondary College	1	1	2
1396 Kennedy Baptist College		2	2
1107 Aquinas College	1		1
4057 Carine Senior High School		1	1
1063 Cbc Fremantle	1		1
4012 Churchlands Senior High School		1	1
4198 Harrisdale Senior High School		1	1
4029 Kent Street Senior High School		1	1
1149 Mercedes College		1	1
1152 Penrhos College		1	1
1122 St Hilda's Anglican School – Girls		1	1

# STUDENT PERFORMANCE

## English

Literacy continues to be a focus area at WPS with the development of a whole school approach. Our highest priority is to maximise student literacy outcomes and to encourage them to be lifelong learners and lovers of literacy. This is driven by a deeply held belief that every student is capable of successful learning in the literacy area. Uninterrupted, sustained literacy teaching and learning programs occur daily, combining both explicit teaching and time for students to practise and consolidate their learning.

### Key targets and strategies to support our literacy focus include:

**Target 1:** To improve the school's performance against that of 'like schools' in the 2017-2019 NAPLAN testing period for English.

- Effectively translate assessment information into focused, differentiated instruction.
- Utilise the NAPLAN planners and resources from the portal to inform teaching and learning programs for Years 3 & 5.
- Moderating at Cluster and Year levels.
- Implement whole school writing program Seven Steps to Writing Success.
- Prepare teachers and students for NAPLAN online testing formats, processes, skills and environments.

**Target 2:** Develop and deliver high quality learning programs that integrate the Western Australian Curriculum through a collaborative team approach.

- K-2 Literacy Scope and Sequence.
- 3-6 Literacy Scope and Sequence.
- Implement whole school writing program Seven Steps to Writing Success.
- Review and audit of current 3 -6 Spelling programs.
- Review and audit of current K – 2 spelling and look into Letters and Sounds program and spelling assessment for Assessment Timeline Schedule.
- Review and audit current Year 3 -6 Reading programs.
- Phase of Learning meetings.

**Target 3:** To articulate and employ whole school *Connected* practices for effective teaching and learning.

- Provide common DOTT to all year levels to facilitate planning, moderation and common assessment tasks.
- Develop a whole school literacy block structure.
- Phase of Learning meetings to discuss and implement English Operational Plan.
- Integrate technology in the teaching of Literacy.
- Proof-Reading Code guide provided to whole school.
- 'Add, Remove, Move and Substitute' (ARMS) and 'Capitalisation, Understanding, Punctuation and Spelling' (CUPS) as whole school process for proof-reading and editing processes in writing provided to all staff.

**Target 4:** Equip staff to effectively interpret and respond to a wide range of student data to inform teaching practice.

- Provide common DOTT to all year levels to facilitate planning, moderation and common assessment tasks.
- Data recoded on shared drive after administering whole school assessment schedule.
- Regular Phase of Learning and cluster meetings for planning and moderation.
- Diagnostic analysis of data to identify gaps, inform teaching and value add.

The combined efforts of the English Curriculum Committee and the Phase of Learning meetings provided the opportunity to develop and successfully implement Whole School Scope and Sequence documents across all aspects of the English Learning Area.

### Future recommendations:

- Continued focus and review of the operational plan and how it meets the needs identified through data, best practise, addressing target areas and growth points for all students.

# STUDENT PERFORMANCE

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- Continued focus for multi-lit and mini-lit to address reading concerns.
- Continue with Common Assessment Tasks across year levels.
- High quality PL to ensure best practise with lesson content and lesson structure.
- Investigating whole literacy block structure.
- Developing a wider bank of contemporary reading resources, digital and online texts.
- Linking general capabilities and cross-curricula priorities to the English learning area.
- Develop a whole school approach toward guided reading.
- Continued focus of the Seven Steps for Writing.

Ms Laura Ainsworth  
English Co-leader

## Seven Steps to Writing Success

Following some inspiring PL at the beginning of the year, 2018 saw Willetton Primary School staff successfully apply The Seven Steps to Writing approach across all year levels. This was in response to a need identified in our school data, that highlighted students needed to expand their writing creativity using strategic writing tools. Three staff members were trained in 2017 to become Seven Steps Coaches to support the implementation of the program.

### Resources

- Term 2 Coaching teacher released to support shoulder to shoulder with Cluster 2.
- All staff received posters for every classroom.
- Narrative and Persuasive resource files provided to every teacher.
- Online resources provided.

### Professional Learning (PL)

- PL presented by Seven Steps Coaches regarding further development and strategies in response to staff survey.
- Coaching PL on Informative texts application by Seven Steps Coach.
- Scope and Sequence for Seven Steps K-6.

### Staff and Student Engagement

- Newsletter featured Seven Steps student examples.
- Strong staff participation.
- Students eager and apply steps, retaining teaching points.
- Teacher observation is that tools and craft of writing is improving overall.
- Moderation amongst staff to identify points of need within class and year groups.
- Resources and assessment tools developed for staff use on the shared drive.

### Forward Planning

- Purchase the Informational Text Manuals and further PL for Informational Text.
- Regular time dedicated throughout the year to update/support the teaching staff to continue to use, develop and improve student writing.
- Continue to moderate using the steps across the school, within year levels.
- Continue Seven Steps approach and more PL and collaboration amongst staff.

Mrs Elizabeth Taylor  
Seven Steps to Writing Success Coach

# STUDENT PERFORMANCE

## Mathematics

In 2018, the Mathematics Committee worked collaboratively with our Junior and Senior Phase of Learning teams to revise and expand upon our Mathematics Operational Plan and ensure whole school teaching practices and strategies continued to be in place throughout the school. This included staff collaborating to establish a common understanding of the importance of teaching Mathematics and the features of what a good Mathematics lesson looks like at Willetton Primary School. Staff engaged in a variety of professional learning to support the development of their skills. Clear guidelines were embedded throughout the school regarding a common lesson structure for staff to adhere to in Mathematics which included a warm-up, introduction, main lesson body and a plenary. We were ably assisted in this process by Paul Woodley, a Mathematics education consultant who conducted professional learning regarding models for whole school lesson structure working collaboratively with the staff at our school. A common set of Mathematics vocabulary was also established throughout the school for each year level and included in the operational plan.

Whole school assessment practices were used including PAT Mathematics, Westwood Basic Facts and iMaths Readiness Tests (Years 3-6). Moderation meetings were conducted at each year level to ensure consistency of grading across the school. The Mathletics and iMaths online learning programs were utilised by students to provide engaging learning sessions to support students to extend their knowledge and application of Mathematics. Some students participated in the ICAS

Mathematics testing and achieved a number of impressive results including a number of both High Distinctions and Distinction awards.

The Year 5 students at Willetton Primary School participated in Numero for the first time in 2018. A fantastic job was done by Ms Christiner who lead the implementation of Numero and eight of our students achieved some outstanding results by making the winning the Numero regional final and going on to represent Willetton at the state finals of the Numero competition. This was a remarkable achievement given it was the first time our school had participated in Numero.

Numeracy Week was also a success at Willetton Primary School with the students participating in a number of mathematical games and activities across the school. A terrific job was done by all staff in and a lot of hard work was done by the Mathematics Committee to prepare for this day.

We look forward to further successes in Mathematics in 2019 and the staff will be embarking on developing a whole school approach to problem solving which has been identified as an area of improvement for students at Willetton Primary School. We are also looking at rolling the Numero program out across more year groups throughout the school and the Maths Olympiad program.

Mr Scott Palmer  
Deputy Principal  
Mathematics Coordinator



# SPECIALIST AREAS

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## STEAM

### **Before School Coding Program 2018**

In 2018, a significant focus was placed on STEAM (Science, Technology, Engineering, Arts, Mathematics) at Willetton. As part of this focus, two before school coding programs, 'Code Orange' and 'Code Blue', were offered.

At the beginning of Term 1, an expression of interest was sent out to Year 3 & 4 students by Mr Jardine and Mr Wegner offering 25 spots in a weekly before school coding program in Term 2 focussing on the basic of Scratch. In the space of less than a week, over 70 students had nominated for the program and so, due to the high demand, a second session was offered allowing up to 50 students to participate with the rest of the applicants placed on a waiting list. These first Code Orange students spent the term exploring Scratch and learning to code by making their own version of Pong (and even learnt how to make a joypad out of a Makey-Makey and a banana!).

In Term 3, our foundation coders moved into robotics and were introduced to Dash, Dot and Sphero (and there were some very competitive maze building competitions and Sphero bocce games!) while a third session was offered, increasing the number of participants to 75, for students on the waiting list who begun with the Scratch curriculum. Term 3 also saw Miss Patching, Miss Swanson and Mrs Gavranich join the team and offer two before school sessions, called 'Code Blue', for Pre-primary and Year 1 students (and trust me, there was overwhelming interest once again). These students were introduced to robotics in the form of Bee-Bots and Blu-Bots.

Finally, in Term 4, all Code Orange students moved into more advanced coding using Scratch (a few students even produced their own Scratch plays and Frogger games) while a new group of PP/1 students were introduced to robotics. All up, the program had over 120 students participate (that's over a fifth of the school! Participants showed tremendous dedication and responsibility, arriving at school by 7:45am each session, with the creativity and speed at which they developed their understanding of coding exceeded all expectations. Classroom teachers also noted the transference of this knowledge into their class work.

### **Planning for 2019**

During Term 4, two separate surveys were conducted, one of the student body and one the parents, to ascertain the interest levels for the continuation of Code Orange and Blue and the areas of interest in regards to STEAM. The survey indicated overwhelming support and interest for the programs continuation, with robotics, coding and computer aided design (CAD) being areas of particular interest.

### **STEAM Professional Learning**

To support the implementation and focus on STEAM in 2018, staff were provided with several professional learning and coaching opportunities. At the beginning of Term 2, 50% of the staff development day was spent focussing on Beebots and how they could be integrated across year levels into learning areas such as Maths and English. In Term 3, a session was conducted at a staff meeting to unpack the Media Arts curriculum using technology and QR codes in preparation for parent night. In Terms 3 & 4, Mr Jardine was released for 4 hours per week in a STEAM support role for teachers. This involved in class coaching on the use of robotics and technology.

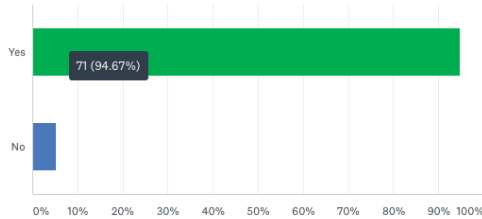


# SPECIALIST AREAS

## Results of 2018 Parent Survey

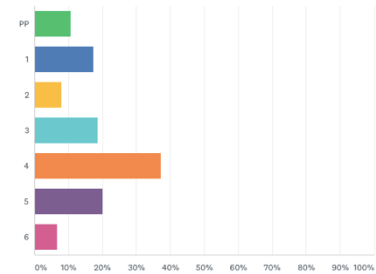
My child is interested in participating in Code Orange in 2019.

Answered: 75 Skipped: 0



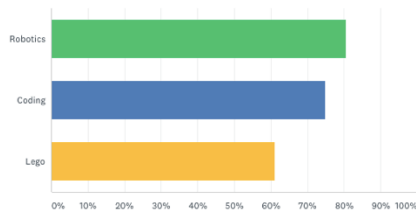
My child will be in year...

Answered: 75 Skipped: 0



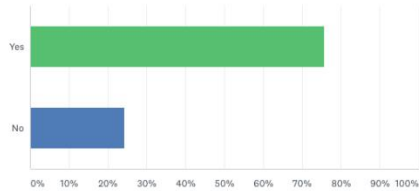
My child is interested in...

Answered: 72 Skipped: 3



ANSWER CHOICES	RESPONSES
Robotics	80.56% 58
Coding	75.00% 54
Lego	61.11% 44
Total Respondents: 72	

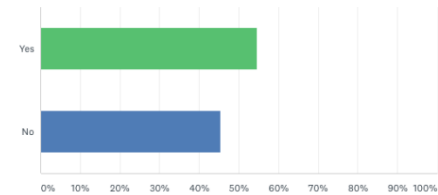
Answered: 72 Skipped: 0



ANSWER CHOICES	RESPONSES
Yes	75.79% 72
No	24.21% 23
TOTAL	95

My child participated in Code Orange/Blue in 2018.

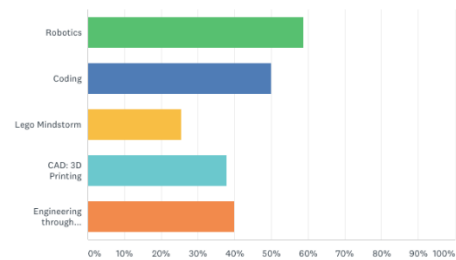
Answered: 75 Skipped: 0



ANSWER CHOICES	RESPONSES
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I am interested in learning about...

Answered: 90 Skipped: 5



ANSWER CHOICES	RESPONSES
Robotics	58.89% 53
Coding	50.00% 45
Lego Mindstorm	25.56% 23
CAD: 3D Printing	37.78% 34
Engineering through Minecraft	40.00% 36
Total Respondents: 90	

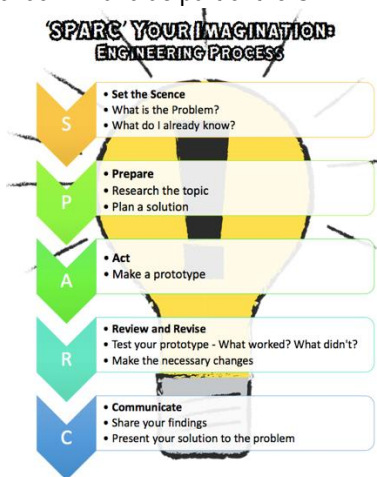
## SPARC: Whole School Approach to STEAM

In 2018, the school began developing a whole-school language and approach to STEAM education. Based on the inquiry model, SPARC was developed which stands for:

- S – Setting the Scene
- P – Prepare
- A – Act
- R – Review and Revise
- C – Communicate

# SPECIALIST AREAS

This model was trialled in Term 3 during Year 1 & 2 specialist STEAM classes and presented to the STEAM committee in Term 4 for consultation. This will be rolled out across the school in 2019 as part of the STEAM Operational Plan.



## STEAM Committee and Operational Plan

In semester 2, the school's first STEAM committee was formed and an Operational Plan covering Digital Technologies, Design Technologies, Science & Sustainability created.

## STEAM Specialist Lessons

From Terms 2-4, all students in Years 1 & 2 received one hour a week of specialist STEAM lessons delivered by Mr Jardine. Lessons focussed on coding, robotics and engineering using the SPARC model.

## Willetton Workshop & Makerspace Grant

In Term 4, it was decided that due to a decrease in the number of classes for 2019, the music room would be repurposed into a STEAM workshop for all classes to use. A special thank you must go to our amazing gardeners Mr Sessoyeff and Mr Sweeney, Miss Patching and Miss Patching's mother, Mrs Hughes' son Will and Mrs Ravlich's sons Cade and Zac, for the countless hours they spent stripping the room, cleaning and painting to have it ready for everyone to use.

To help fund the purchase of new equipment and materials, Mr Jardine successfully applied for a 'Steam B: Makerspace' grant from the Department of Industry, Innovation and Science. The \$5000 received from this grant will go towards the purchase of portable steel benches, 3D printers, hand tools, a document camera, and consumable materials.

## Connect & Electronic Reporting

In 2018, Willetton Primary transitioned from Skoolbag as its primary method of parent communication to the Department of Education's *Connect* platform. This decision was made to ensure a streamlined, consistent approach to parent communication across the school whilst preparing the community for the online distribution of reports as per Focus 2018.

To ensure a smooth transition to this new platform, Mr Jardine ran parent workshops for each year level across term 1 & 2 to explain to parents the reason for the change and to go through the navigation and use of *Connect*. Sessions were also run for teachers, including a session by Jan Loftus from E-Schooling, and support given for each class to start their own *Connect* group.

# SPECIALIST AREAS

In Term 2, Skoolbag was ceased and all communication migrated to *Connect*. A follow up parent information session was also offered for those who were unable to attend in Term 1. Furthermore, as part of this transition, school reports were distributed in semester 1 both electronically and in hard copy. In semester 2, reports were only distributed electronically.

## STEAM: Recommendations 2019

- Provide staff professional learning in the use of the 'SPARC' approach to STEAM
- Provide staff professional learning on the integration, and assessment of, STEAM/Technologies in other learning
- Equip the Willetton Workshop with a variety of tools and resources
- Create a timetable for all 1-6 classes to utilise the Willetton Workshop
- Explore opportunities to create STEAM focussed partnerships across the Roe Network and wider community
- Continue to provide interested students with the opportunity to participate in before school coding programs
- STEAM Committee to continue developing, trialling and revising SPARC design booklets for phases of learning (K-P, 1-2, 3-4, 5-6)

Mr Joshua Jardine  
Science & STEAM Specialist Teacher

## Music

"Children's involvement in musical activity has a profound effect on the development of the child's general learning. It is now proven beyond doubt that children who are engaged in arts activities, especially music, have advantages in all areas of learning." Richard Gill

### Music 2018

At the end of 2017 and with the approval of the School Board, it was decided that the recorder would no longer be taught at Willetton Primary School. 2018 has been the first year that students from Years 2 - 6 have only learnt the ukulele during their weekly Music lesson. As part of this initiative, we also sourced quality ukuleles at a discount, and sold them directly to parents. Previously, students from Year 2 started the Ukulele, and in Year 4, also learnt the recorder. Parents were also required to supply both instruments. The current Year 6 students were the first to learn the ukulele in Year 2 (2014). Allowing students to focus entirely on one instrument enabled a better development of skills, with students being keen to find online tutorials and learn current songs in their own time, as well as link their understanding of chord progressions on the ukulele, to chord progressions in their composition.

We looked at the history and development of Rock and Roll music and some of the 'founding fathers' of Rock and Roll, including Elvis Presley, Chuck Berry and The Beatles, and their use of the 12 bar blues form in their music, and also learnt how to play their songs on the ukulele. Then, from their examples we created our own 12 Bar Blues songs, using the GarageBand App on the BYOD iPads, to create tracks in the 12 bar blues format. We explored what a parody was to write our own lyrics based on the original song, and then using and developing further technical skills to share their work from their iPad to submit it in *Connect*.

Learning the ukulele has enabled students to develop hand-eye co-ordination, hand muscle strength, dexterity and gross and fine motor skills, develop aural awareness and creativity – composition tasks regularly involved playing the ukulele in creating their own songs, cross hemispherical brain development in singing and playing at the same time, it is easily accompanied with other instruments in the Music room such as the xylophone or percussion instruments. The ukulele also provides an easy transition to move onto other stringed instruments such as the violin, cello, guitar or double bass at a later time (all of these instruments are currently taught in our school as part of the IMSS program).

# SPECIALIST AREAS

I also assist teachers with their assembly items, purchasing and organising the music and backing tracks they require, teaching songs for items, or accompanying the students at their assembly.

## **Choir 2018**

This year Willetton Primary School has a Senior Choir consisting of around 50 students. Choir practice took place before school once a week from 8 am. The choir contributed to many performances and events within the school, as well as taking part in festivals in the wider community including:

- Members took turns to lead the National Anthem at assemblies in the first semester.
- The choir performed songs at our Harmony Day assembly, Uma Familia by Jay Althouse, – a song that reiterates that we are all one big family “We are one great family, one people... we are one and the same though we have different names... we sing with one voice, one voice in harmony” and lead the school in whole school songs, a particular highlight was the four part round of the traditional Australian song, Kookaburra Sits in the Old Gum Tree, which also featured a few select students accompanying the song on their ukulele.
- The choir also performed at our ANZAC Service and Remembrance Day Service, showing their skill and professionalism in performances in a variety of contexts, to sustain and enhance audience engagement. Members of the choir led the Remembrance Service and sold poppies to the school community before the service.
- The choir hosted and performed at the two Instrumental Music concerts at the end of the year, giving further opportunities for students to cultivate public speaking as well as performance skills.
- This year our choir continued to be involved in the Western Australian Primary School’s Massed Choir Festival, a festival that has been running since 1994, and is run over nine nights at Perth Concert Hall. Each concert comprises of a massed choir of around 500 voices taken from primary schools both in the Perth metropolitan area and schools in country WA. As part of the participation of the school choir in this festival, we are required to attend three rehearsals throughout the term in the lead up to the concert.
- Each year all choirs send aspirants to audition for solo and compere roles alongside other aspirants from up to 9 different primary schools. This year both our aspirants were successful in being awarded one of the two available compere roles and soloist position in two songs, performing in front of an audience of at least 1300 people as well as over 450 children on stage.

## **Instrumental Music**

At Willetton Primary School we have six instrumental teachers who visit the school throughout the week to conduct lessons for the following instruments:

- Violin and viola
- Cello
- Double Bass
- Classical Guitar
- Brass – trumpet, trombone and baritone horn, and
- Clarinet



During semester one, members of the string ensemble took turns to lead the school in the National Anthem at assemblies.

Under the direction of Antoniya Mineva, our violin, viola and string ensemble teacher, our String Ensemble took part in the WA Schools’ Orchestra Festival. The end of year Concert was split into two parts this year to enable all students enough time to showcase all their talents; the first concert was for the Orchestral Stringed Instruments. The string ensemble played several songs,

# SPECIALIST AREAS

and then in year groups the various instruments followed. The next week the remaining instruments were featured along with the school choir, with some students performing more than once over the two weeks, in various roles of instrumentalist, chorister or compere.

"Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything." Plato

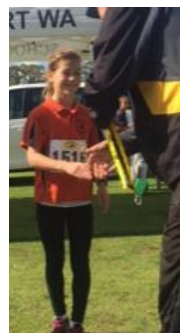
Miss Jillian Flynn  
Music Specialist Teacher

## Physical Education



### 2018 Initiatives

The highlight of Physical Education in 2018, was the increase in opportunities for students to be involved in physical activity. Whole School Sport and extra interschool competitions were introduced as new initiatives. Whole school sport saw a focus on fundamental movement skills for students in Pre-primary to Year 2, fundamental movement skills and game play tactics for Years 3 and 4, and for Years 5 and 6, a focus on interschool sports skills and game strategy.



Students represented our school in interschool Summer and Winter Carnivals, Cross Country, and Athletics against schools in the local area.



Our interschool sports teams placed first in boys Tee ball, mixed AFL and mixed Netball. We placed second in cross country and placed fourth in athletics. Individual achievements included Year 3 Female Runner Up champion and Year 6 Female Champion. Students also competed in School Sport WA (SSWA) interschool carnivals in basketball, with two teams representing the school at the state finals at Bendat Stadium. We also competed in the SSWA Cross Country for the first time, which resulted in three students given invitations for the state trials in 2019 after a top twenty finish.

In-school opportunities for increased physical activity was a very successful part of the physical education program. Before School Fitness was run for 30 minutes every morning and had between 30 and 60, Year 4 to 6, students participating each day. Social lunch time sport continued to be popular with Social Byford Ball in Term 1, Faction AFL 9s in Term 3 and Faction Soccer in Term 4. Social Byford ball for Years 4 to 6 had 27 teams with 162 participants competing over 8 weeks. Faction AFL 9s ran two competitions with 96 participants and opportunities for students to develop umpiring skills and leadership skills. Faction Soccer was an initiative from a group of students who ran the competition based on the AFL 9s template, with a small amount of guidance. This was a fantastic initiative which allowed our students to demonstrate leadership, school community and organisation.





# SPECIALIST AREAS

## Community Initiatives



In 2018 Willetton's Got Talent was a newsletter implemented to inform our school community of our students' achievement. Willetton's Wide World of Sport has been very successful in informing our school community of our students' achievements, and inviting parents and caregivers to assist with coaching. It has been fantastic to be able to share our Physical Education programs, including what students are learning and what incursions they are taking part in, as we had not previously had this communication with caregivers before. This has developed into great partnerships between our community and our school.

In 2018 our students have had many opportunities to learn from sporting professionals with clinics from East Fremantle Football Club, Western Force Rugby Union Club, the West Coast Eagles Football Club, the Scorchers T20 Cricket Club and Australian Rugby League representatives. These programs promoted having an active, healthy lifestyle that focused on both the physical and mental health of our students.



As a school community we were able to take part in the Coles Sporting Schools. This great initiative allowed our school to receive free sports equipment through our school community shopping at Coles. As a school community we collected just under 43,000 tickets to be redeemed for sports equipment. Through the Sporting Schools government initiative, the school was awarded three grants totalling \$6600 that enabled students to have professional coaching in the areas of athletics, rugby and volleyball. This money was also put towards new equipment to allow students to practise their new skills during recess and lunch times.

In 2018 we also increased our engagement with high schools to share our knowledge with those hoping for a career in Physical Education. We had Willetton SHS conduct lunch time activities for students in Years 5, over six weeks. We had work place students and community volunteers from Santa Maria College, Kelmscott SHS, Lynwood SHS and Corpus Christi College. These professional relationships continue to grow and benefit our students and the students who visit us.

## Leadership

Faction Captains are an important part of our senior leadership team. In 2018 their duties were increased to include sports coaching of students in Pre-primary to Year 2. This was a great initiative which helped our leaders to develop positive relationships with the younger students in our school. Faction Captains were also part of all of our in-school sporting events, including coaching and umpiring. Leading by example, public speaking and developing an inclusive sporting culture was the focus for our leaders. The best example of their success in this area was the, Wear Your Sports Colours Day. The Faction Captains organised a fundraiser for the Fight Cancer Foundation. Due to our multiculturalism, the leaders decided we should change the dress code from wear your footy colours to wear your sports colours to celebrate our diversity and our love of many different sports. For a gold coin donation students were able to wear team colours, team merchandise or their out of school sports uniforms. Leaders then ran recess and lunch time sporting activities for all year levels. It was a fantastic day of fun, activity and inclusivity in our school.



**What's on:**

- Teachers VS Students Volleyball
- Soccer
- Football Volleyball
- Raffle
- Octopus
- Colouring Competition

**When:** 14/9/18

**How much?**  
1 ticket for \$1  
3 tickets for \$2

Please bring a gold coin donation to help support children with cancer!

**SHOW YOUR TRUE COLOURS**



# SPECIALIST AREAS

## 2019 Focus

- Continue to build an inclusive and successful sporting culture.
- Introduce a Faction Swimming Carnival.
- Introduce a second sports leadership group to keep a reasonable work load for the students with the increased sporting opportunities.
- Change the program of Before School Fitness to improve interschool competition skill sets.
- Include Year 3s in Cross Country training during Before School Fitness.
- Include our Year 3 cohort into our Interschool Cross Country.
- Increase the amount of SSWA basketball competitions available to our students.
- Training to be able to take a larger team to the SSWA Cross Country to compete as a school and not individuals.
- Continue to build relationships with secondary schools and start to develop relationships with tertiary institutions.

Mrs Laura Hughes  
Physical Education  
Specialist Teacher



## Languages

Learning a language has continued to be an integral part of the school curriculum and in 2018 Year 3-6 students continued learning about Indonesia, its language, people and geography. Many cross-curricular links are made whilst learning Indonesian, such as, Music, Art, Drama and Literacy. Students work individually, collaboratively and cooperatively as they discover the joy of learning a language. Themes covered in Indonesian include numbers, colours, family, shopping, holidays, body parts, celebrations, clothes, food, grammar and much, much more! Students love hands-on and creative learning such as making *wayang* shadow puppets, Balinese *ogoh-ogoh* and using apps to record or video themselves performing dialogues or a finger puppet play. The students loved the special opportunity this year to sing *disini senang* at the Harmony Day assembly.

In 2018, Indonesian had a dedicated classroom with cultural displays, music, student work and authentic items for the students to interact with. On Open Night parents had the opportunity to visit the Indonesian room to admire their student's work and even sample some typical Indonesian food! There was joy and pride in the room as students showed off their love of learning Indonesian and what they had achieved.

# SPECIALIST AREAS

World Food Program challenge called *Freerice*. By playing their online Maths, English and Science quizzes, we earned an enormous number of grains of rice which went towards feeding the needy in our world, including impoverished parts of Indonesia.

I attended Professional Learning in Bali for 2 weeks to study culture, Balinese environmental issues and to continue my own learning journey in the Indonesian language. I came back invigorated and with lots of ideas to share with my students. I also made contacts with other schools and colleagues with whom I now work collaboratively to make our Indonesian programs effective, engaging and successful. I am also a member of a local cluster of schools who teach Indonesian and we collaborate, create common assessments and work on making consistent judgements to measure students' language learning progress.

Mrs Moira Long  
Languages – Indonesian Teacher



## Visual Arts

Visual Arts was an area of focus for 2018. Mrs Mattock looked to provide other opportunities for students to explore and develop their talents in The Arts.

In September of 2018, 22 students from Area 7A (Years 2/3) entered the 'Stockland Youth Art Awards'. The theme for the year was 'Transport'. Students looked at modes of transport all around the world and created some outstanding pieces, which were displayed in the centre for a two-week period. We were fortunate enough to have three winners from our entries. Award winners were given the opportunity to meet the Mayor of the City of Canning, Paul Ng, at a special presentation ceremony and receive their prizes. Willetton Primary School also received a \$150 gift voucher to spend on art supplies thanks to Stockland Shopping Centre.

After the success of the Stockland Youth Art Awards, students were so inspired by their achievements, that they went on to create two murals around the school. Students from Mrs Mattock's class wrote persuasive letters to the Principal, Heather McNeil, asking permission to paint the murals. Once permission was granted, they went on to seek the help of our local community in funding the project. Letters were then written by each of the students to Bunnings Willetton asking for donations of materials to get the project underway. Very generously \$150 was donated to the school to fund the project. Two different murals were created. The first a mural of Gouldian Finches inspired by local artist Mel McVee. The second, a geometric inspired piece highlighting the use of warm and cool colours.

The projects were a huge success and allowed for the involvement of all students whilst developing their cooperation and team work skills. The sense of school community and belonging was strengthened as well as establishing community partnerships. In 2019 and beyond we hope to develop the Visual Arts program even further, creating more student made murals as well as whole school collaborative pieces.

Mrs Bronwyn Mattock  
Classroom Teacher



# OTHER CURRICULUM AREAS

## Early Childhood Education (ECE)

The Early Childhood staff (K-2) worked hard during the 2018 school year to improve our Early Years program delivery in line with the Early Years Learning Framework (EYLF), Western Australian Curriculum and National Quality Standards Framework (NQS). The team worked collaboratively to support and build teaching staff capacity in the area of the National Quality Standards Framework (NQS). In Western Australia the National Quality Standard provides an assessment framework for Kindergarten to Year 2. For our NQS self-review we rated our school as “working towards” in three areas and meeting the criteria in four areas. We are confident that we will fully meet all criteria by the system timeline of 2020. As part of the funding received for NQS, a wobble bridge was purchased and installed in the Junior playground for students in Years 1 and 2 to access. This piece of equipment supports development in balance, coordination, core body strength and problem solving skills.

Quality Area	School's rating by Early Years staff.
1. Educational Program and practice.	Meeting criteria
2. Children's health and safety.	Meeting criteria
3. Physical Environment.	Working towards
4. Staff arrangements.	Meeting criteria
5. Relationships with children.	Meeting criteria
6. Collaborative partnerships with families and communities.	Working towards
7. Governance and leadership.	Working towards

Mrs Desley Spencer-James  
Deputy Principal  
Early Childhood Coordinator

## English as an Additional Dialect or Language Program

Willetton Primary School has a diverse student population with just over half of our students having a Language Background other than English (LBOTE). The EAL/D program runs two days a week and supports students in their acquisition of Standard Australian English (SAE) plus broader skills that are necessary for successful participation in mainstream schooling. Students' learning is multimodal including using BYOD for learning research skills in English, videos and books to learn about Australian life and culture, photos and presentations for students to share their home culture and compare it to life in Australia. The EAL/D Progress Maps are used for planning and reporting. The areas of focus are Listening, Speaking, Reading/Viewing and Writing. The EAL/D teacher works closely with other staff enabling all stake holders to support their EAL/D students. There is a strong social element to our EAL/D program supporting the needs of the whole family in transition as they integrate into Australian society and the school system. This involves frequent contact with parents and working with interpreters so that parents can access necessary school information.

Students are typically supported from Year 1 with EAL/D during their first 2 years of schooling but in 2018 students in Pre-primary were supported in Semester 2. This was very effective as it prepared the students for starting Year 1 and provided EAL support at the point of learning, providing earlier intervention than in previous years.

Mrs Moira Long  
EAL/D Teacher

# OTHER CURRICULUM AREAS

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## SAER (Students at Education Risk)

SAER Students at Willetton Primary School are catered for at their various levels of need. The strategies to support our SAER students include: -

- Documented Planning (Individual Education Plans, Group Plans, Behaviour Plans and Risk Management Plans to support students' needs).
- Disability Resourcing – additional; resourcing in the form of Educational Assistants is used to support students with diagnosed disabilities. Individual Education Plans are also adopted to cater for students' curriculum differentiation.
- Mini Lit Program (Year 1 - 2), a direct instruction program with small groups of students which develops literacy skills. Group plans are developed to support these students.
- Multi Lit Program (Years 3 - 6), a highly successful program to assist students in the areas of reading and spelling using 1:1 tutors. Group plans are developed to support these students.
- Student Profile and Tracking Sheets – each teacher records information based on parent meetings and/or specialist reports which may impact on students' academic and/or social emotional needs. This information is formally passed on to subsequent year level teachers at the end of each academic year and informs subsequent teaching strategies as appropriate.
- Our SAER Policy outlines identification strategies for SAER students and strategies adopted as a school.
- Our School Psychologist, Fran Sagar, supports our program for 1.5 days a week along with our School Chaplain, Maryanne Cheng, who worked with us for two days a week.

Mrs Desley Spencer-James  
Deputy Principal

## Academic Extension

Willetton Primary School caters for a large number of extremely motivated and talented students who require extension opportunities. As well as classroom opportunities, students are offered a number of extra activities to extend and apply their skills. These opportunities will grow in 2019.

### Número

Número is a fantastic mathematical game designed to develop, reinforce and extend the mental calculation work required by the Maths curriculum. Fluency when calculating mentally, with both whole and fractional amounts, is the focus of this game which also happens to be a lot of fun! Número develops speed of recall, problem solving and strategy skills as well as being a vehicle for the development of teamwork skills. Número encompasses individual paper challenges along with team card games and the especially fun scramble activity.

Número was introduced across Willetton Primary School in 2018. The Year Five students in Area 16 worked magnificently to build their capacity which in turn they shared with selected junior, middle and upper classes across the school. From this foundation, we hope to include all classes during 2019 so Número truly becomes a whole school activity. While Número is an inclusive maths activity where students can apply skills at their own level, it also extends our many marvellous mathematicians with the use of wild cards.

During Numeracy Week, a paper challenge was offered as a lunchtime activity and more than fifty students signed up! The winning group was featured in an edition of Willetton's Got Talent! In 2018, Willetton Primary School registered for the state-wide



# OTHER CURRICULUM AREAS

Interschool Numero Competition for the first time. This competition is growing in stature with schools from all over the state entering teams. We entered two teams of four students selected from a committed squad who attended training sessions in their lunchtimes. In our heat, held at Carey Baptist College in October, Willetton teams came first and second out of eighteen teams and each received a hard cover book as recognition of their achievement.

Both our teams, comprising of Year Five students, made it all the way to the state-wide grand final held in November where they performed admirably. We will take four teams made of Year Five and Six students in 2019. An interschool squad will be selected during Term Two and we wish them well for 2019's Semester Two competition.

## Chess Club

Chess is a great game for developing strategic thinking and resilience in the face of challenges. A weekly lunchtime Chess Club was introduced to Willetton in 2018 which culminated in an end of year tournament. In 2019 this will be extended to include semester tournaments. Interested students from Years Three to Six are welcome to attend each Friday lunchtime.

Ms Sue Christiner  
Numero Coordinator



# OTHER CURRICULUM AREAS

## PEAC

In Years 4 and 5 students identified as being Gifted and Talented are offered enrichment courses through PEAC (Primary Extension and Challenge). Students at Willetton continue to be in the top 5 schools in the district for PEAC selection. Programs within the school are innovative and the number of participants enrolled in PEAC validate the success of our students at Willetton Primary School. In 2018 approximately 20% of the Year 5 cohort were participating in the PEAC program in the district. Additional STEM classes were offered to students before school in Years 4 and 5 to maximise student potential.

Success at Willetton is also measured through results of standardised testing such as ICAS data. Years 3-6 students participate in the University of NSW Mathematics and English Competition. Willetton achieved excellent results with 2 students achieving high distinction (within the top 1% in Australia) and 14 students achieving distinction (within the top 10% in Australia). These awards were focused on Mathematics and English.

### Future Directions in Academic Extension

- Work on increasing numbers of students who narrowly miss out on PEAC selection.
- Teach and Model to students' effective ways to improve their test technique.
- Increase opportunities for further extension in STEM classes Years 1-3.
- Begin to increase uptake of Trainee Teachers to build valuable Teacher/University Partnerships.

Mr Paul Stockley

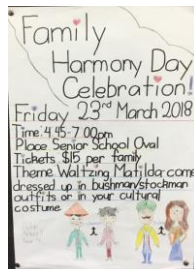
Level 3 Teacher

## Harmony Day

In celebration of Harmony Day the school celebrated our school's diverse community with a huge evening event called Harmony Bush Bash. This was organised by a staff committee led by Moira Long (EAL/D) and Jillian Flynn (Music) working closely with our P&C. The day included lots of music and songs on the national theme of 'Everyone Belongs' plus our ever-popular annual Cultural Costume Parade led by the Student Councillors and Mrs Garside. During the day, students did rotational activities in their cluster on the theme of Australian culture.

'Renegade', a well-known WA band, provided the evening entertainment performing classic Australian songs. The students, dressed in bush clothes, learnt line-dance steps to some of the songs and did a fantastic flash dance for the parents led by Laura Hughes (Phys Ed). Marty's, a local catering business, made Australian Tasting Boxes for families to experience. The event was also attended by Hon. Dr Michael Nahan. (MLA) and Canning Councillor Ms Ponnuthurai. The event was very well attended and supported by the staff and the parent community and has become an annual tradition that families look forward to.

Mrs Moira Long  
EAL/D Teacher



# OTHER CURRICULUM AREAS

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## NAIDOC Week

NAIDOC Week celebrates the history, culture and achievements of Aboriginal and Torres Strait Islander peoples. Students marked this important week in our school calendar with a variety of wonderful activities.

## Sustainability

The focus on Sustainability at Willetton Primary School was in a review phase in 2018. The vegetable gardens were relocated to a central place and reticulated to provide an optimal growing environment with safe and practical access. Science lessons incorporated the use of the vegetable garden and saw a very successful yield of broad beans. A Year 3 Kitchen Garden project saw students actively planting, growing, monitoring and harvesting potatoes. Again, another successful yield and students voted overwhelmingly to make wedges from all of the potatoes. The students also grew herbs in the garden to help flavour the wedges. The most fun was had digging for potatoes, but the best part of the process was cooking and eating all of the potatoes!

Planning commenced for the 2019-2020 future direction and a draft Scope and Sequence document was developed, with each year level focusing on a different sustainability project. Currently we run a whole-school paper recycling project and a sub-committee of the P&C co-ordinate recycling programs to raise money for WPS. Our nature-play based areas continue to be very popular play areas during recess and lunchtimes, and teachers have noted an increase in co-operative and creative play based activities.

The recommended focus for 2019 planning from the STEM committee, with 2020 implementation, is resource allocation. This will continue to develop and support sustainability projects throughout the years to come.

Ms Laura Ainsworth  
Senior Teacher

## ICT and Digital Technologies

In 2018 our whole school ICT Strategic plan was revised to outline the current needs for Willetton Primary School. This plan is used for resourcing as well as acquisitions, budgeting, considerations and planning for the future. We revised and planned for the curriculum needs of the students in using both BYOD and school provided devices. The effective use of technology by the students as both a learning tool and as a skill is a priority across the school in 2018 and beyond.

### School Devices

In 2018 Willetton Primary School continued to implement a number of strategies to increase the diverse range of technology available to assist student learning:

- New e-Boards were leased and placed in 13 classrooms;
- 27 iPads were leased for our Pre-primary students – 9 allocated to each classroom;
- Teachers continued to have access to a teacher iPad (if they are working 2 days or more a week);
- We increased our Year 1 & 2 iPad access to 70 devices across 7 classrooms.
- Year 3 to 6 Classes continued to use the Macbook Air Trolley with 32 devices.

With this amount of school run technology, we employ Winthrop Australia to provide us with a skilled technology engineer. He visits on a fortnightly basis to attend to network, computer and Apple issues. The Department of Education also offer us technical support over the phone and professional learning to upskill our technology leaders.



# OTHER CURRICULUM AREAS

## Junior iPad Program

We maintained our junior primary iPad program in 2018 which involved the following:

- Creation of a timetable for use of iPads in Year 1 & 2 – each class were allocated 10 iPads each morning to use in teaching and learning and in the afternoons 3 class sets were available for teachers to use in a whole class session.
- Teachers were involved in developing a recommended app list for PP, Year 1 and Year 2. Each year level introduced their year level apps to the students. This helped our Year 2 students prepare for entering BYO iPad program in Year 3. It also helped teachers access and use more technology to cover curriculum outcomes for each year level.
- The Pre-primary classes worked with Mrs Elsbury during 2018. They implemented various apps, taught digital systems skills and coding skills were introduced using robots such as Beebots and Bluebots, and PP apps across all three classes. The teachers were introduced to planning with the WPS Digital Technology curriculum overview sheets.

## BYO iPad Program Year 3 to 6

We implemented the following in 2018:

- Provisions of parent information sessions at the end of 2018 for the Year 2 parents. We shared different purchasing and leasing arrangements available to them for 2019. We had Winthrop Australia come in to share their options and we also informed the parents of other options available to them. For example, bring in an iPad already at home, purchase one from another retailer. We also provided security information for the parents in relation to their child's device in these sessions.
- We provided all new students to the school and/or program with: Parent & Student User Agreements, Recommended App Lists for each year level, FAQ Sheets and a BYO iPad Program cover letter. This was delivered at the parent information session or was sent home as a package for those who did not attend.
- All documents were uploaded to the school website for parent access.
- Overall our uptake of iPads in this program at school in 2018 averaged at about 85-90% across the year 3 to 6 classes for our BYO program. We are looking to increase this uptake percentage for 2019.

## Communication Technologies

In 2018 we implemented the Department of Education communication tool called *Connect* across the whole school. Regular information newsletters, student led newsletters, 'Willetton's Got Talent', notices and school reports were disseminated via the Education Department's secure platform. This has allowed for fast, targeted and paperless communication of messages.

## Digital Technology Curriculum & Professional Learning

Staff members were provided with a number of professional learning opportunities across 2018. We continued to maintain our technology teacher support program. We provided a technology curriculum coach one day a fortnight to model technology use in classrooms and build the capacity of our teachers in this area with planning and teaching with digital technologies.

This technology teacher support program encouraged effective use of technology in everyday teaching and learning. Students used BYO iPads and junior primary iPads in classrooms, with Mrs Elsbury working side by side with the classroom teacher. The program assisted students and teachers to use technology more effectively to achieve curriculum outcomes. The students regularly used iPads, apps, classroom e-boards and Macbook laptops for learning. We used timetables to ensure equitable use of the Macbooks with Year 3 to 6 classes and the same was maintained for the Year 1 and 2 classes with the iPads.

As a school, we introduced and implemented Digital Technologies Curriculum Overviews and planners for teachers to plan with for their teaching and learning programs. We introduced assessment checklists for teachers to use to help them with reporting in Digital Technologies for the first time in Semester 2 2018.

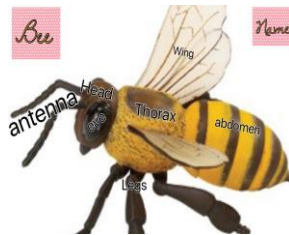
The following Digital Technology workshops were presented to staff at Willetton Primary School in 2018 to help them further develop their technology skills and digital technologies curriculum knowledge:

# OTHER CURRICULUM AREAS

- Breaking Down the Digital Technologies Curriculum
- Assessing Digital Technologies Curriculum Area
- Teachers Can Code Module 1: Introduction the WA Curriculum: Digital Technologies
- Google Drive & QR Codes Workshop

I applied successfully to participate in the Teachers Can Code leadership program at the beginning of 2018 with the Department of Education and the Australian Computing Academy. In 2018 she participated in teacher training which provided her with skills to present sixteen Digital Technologies modules to teaching staff, at any school across WA. Sharne has participated in many workshops and webinars which began in February 2018 and will continue to run into 2019. All Teaching staff at Willetton Primary School were presented with Module 1 training in 2018. Further module workshops will be presented to Willetton Primary School in 2019 as well as other schools in our Roe Network.

Mrs Sharne Elsbury  
Digital Technologies Coordinator & Coach



## Rainbows Program

The Rainbows program was a hugely successful in 2018 covering supporting aspects of grief, loss and student wellbeing. Four students in Years 5/6 worked with Mrs Andrea Spencer with program sessions held on Tuesday mornings. Eight students in Years 3/4 and four students in Years 1/2 worked in three smaller groups on Tuesday afternoons with Mrs Tonkin-Case. The students were supported over about thirteen weeks with diverse needs. The implementation of Rainbows creates opportunities for supportive pastoral contact with students, (and parent's / care givers if need be) providing a safe and confidential setting to talk about 'difficult things'. Through this group setting; strong individual relationships are formed, giving the students a sense of ease in seeking out further peer encouragement to support each other and if needed seek further assistance from the facilitators and other pastoral support.

Rainbows is aiming to restart Term 2 in 2019.

Mrs Jo Tonkin-Case  
Facilitator





# OTHER CURRICULUM AREAS

## Pastoral Care

The chaplaincy service, particularly pastoral care, is utilised very well by our Willetton school community, with requests from parents and students, and referrals from teachers. Having a school chaplain present and available to respond promptly to unexpected situations requiring support has been invaluable. In 2018 one to one pastoral care appointments took place with students from all year ranges. Encouraging outcomes and strong relationships have been built across these levels. There has been a continued focus in pastoral resources for the school through the coverage of specific areas such as bullying, resilience, peer relationships, stress / anger management, self-regulation and self-assurance.

Programs such as Morning Mindfulness before school and Creative Space providing craft activities for Years 1-3 and Years 4-6 alternatively once a week at lunch time added informally to peer resilience and acceptance of individual students and their differing needs.

Miss Maryanne Cheng  
Chaplain

## Australia's Biggest Morning Tea

Teachers decided to host a staff morning tea due to many families in our school and staff community being affected by cancer. \$857 was raised through whole school fundraising games and raffles with prizes donated by school community members and local businesses. It was a wonderful demonstration by our staff and school community of the values of generosity and community service.

Mrs Bronwyn Mattock and Mrs Moira Long  
Classroom Teachers



# OTHER CURRICULUM AREAS

## Basketball

Our school was able to compete in a number of basketball tournaments in 2018. The first for the year was held at Willetton Basketball Stadium in May – the 'Willetton Cup'. We took four teams to the competition, which included a Year 3/4 girls team who finished in third place, a Year 3/4 boys team who finished in first place, a Year 5/6 girls team who finished in second place and a Year 5/6 boys team who finished in fourth place. As the Year 3/4 boys team won the event, they were invited to compete at Bendat Basketball Centre in November to participate in the 'Champion Schools Cup'.

The next tournament was late in September at the Leisurelife Centre in Victoria Park. We had two teams representing our school at the 'Vic Park School Slam Series', a Year 5/6 girls team and a Year 5/6 boys team. Both teams played really well throughout the day and made it to the Grand Final. The girls finished in second place and the boys finished in first place. As the winners of the competition, the Year 5/6 boys team were then invited to play at Bendat Basketball Centre alongside the Year 3/4 boys. The girls were very unlucky not to qualify for Bendat (finishing in second place for the second time); although, they certainly highlighted that the talent we have at Willetton is amazing and they all should be commended for their efforts.

The final event for the year was at Bendat Basketball Centre for the 'Champion Schools Cup'. This tournament had representatives from each school that had won a 'Smarter Than Smoking School Slam Series' competition throughout the year. Both our teams went to Bendat looking at taking home the ultimate prize and finished with a few wins each. This was the first time, in a long time, we had multiple teams represented at the 'Champion Schools Cup'. Everyone who played exemplified our school values superbly and should be congratulated on their achievement.

This year we have been very fortunate to be able to represent our school at major basketball competitions and we hope to replicate this again in 2019.

Mr Adam Close  
Basketball Coach



# OTHER CURRICULUM AREAS

## Scholarship Winners

This year we have had a number of students win various scholarships for 2019 at specialised high schools around Perth. The scholarships and selected schools are as follows:

- 5 x Gifted and Talented Education Scholarships – Perth Modern School
- 1 x Academic Scholarship – St Hilda's Anglican School for Girls
- 1 x Academic Scholarship – Penrhos College
- 1 x Aviation Scholarship – Melville Senior High School
- 1 x Gifted and Talented Languages Program Scholarship – Rossmoyne Senior High School
- 1 x Maths Specialist Program Scholarship – Rossmoyne Senior High School
- 1 x Saxophone Music Scholarship – Aquinas College
- 1 x Music Scholarship – Churchlands Senior High School
- 1 x Visual Arts Scholarship – John Curtin College of the Arts
- 1 x Dance Scholarship – John Curtin College of the Arts
- 1 x Basketball Scholarship – Willetton Senior High School
- 1 x Football (Soccer) Scholarship – John Curtin College of the Arts
- 1 x Cricket Scholarship – Kent Street Senior High School
- 2 x Tennis Scholarships – Applecross Senior High School
- 1 x Golf Scholarship – Como Secondary College

We are very proud of our scholarship winners and would like to congratulate everyone on their achievements.

Mr Adam Close  
Year 6 Teacher





# NAPLAN STUDENT PERFORMANCE

In 2018 Willetton Primary School revised, developed and implemented our whole school approach to collaborative curriculum planning to ensure continued learning success of all students in the school. Whole School Curriculum planning at Willetton Primary School is an integral part of the improvement process.

From NAPLAN analysis, a plan for improvement was developed and implemented for targeted students who achieved low value adding. Target setting has assisted teachers to develop and implement developmentally appropriate learning, teaching and assessment programs for students.

Our focus in 2018 was, and will continue to be, to upskill staff with their interpretation, analysis and application of whole school data to inform and drive their teaching and learning programs. All staff will continue to be supported with the development and implementation of policies and practices across year levels.

To summarise succinctly, Willetton students continued to perform favourably against Like Schools across Western Australia. This is most evident in the data which shows that the mean or average test score of Willetton students was equal to or above the mean test score of students in WA Like Schools in Years 3 and 5 across Numeracy, Reading, Spelling and Grammar & Punctuation. In Year 5 the Writing test score continues to be below WA Like Schools, although within expected mean. Year 3 Writing data, although now equivalent to WA Like Schools, has declined from 2017 to 2018.

This year our Year 3 and 5 students completed NAPLAN Paper tests.

The focus for 2019 is to have staff, students and technology prepared to successfully complete NAPLAN Online.

## Comparative Performance Summary

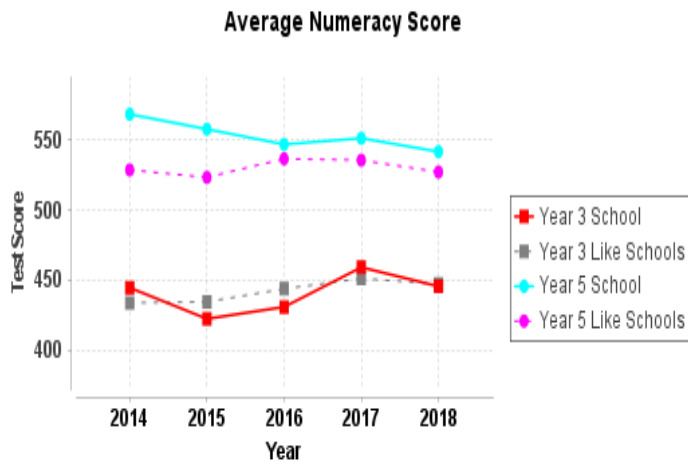
	Year 3			Year 5		
	2016	2017	2018	2016	2017	2018
<b>Numeracy</b>	-0.2	0.8	0.3	1.3	2.3	1.3
<b>Reading</b>	-0.4	0.9	0.2	0.9	0.3	0.6
<b>Writing</b>	-0.9	0.7	-0.2	-0.2	-0.2	-0.6
<b>Spelling</b>	0.1	1.0	0.9	0.1	1.4	0.9
<b>Grammar &amp; Punctuation</b>	-0.6	0.5	0.1	0.3	0.8	0.8

	Above Expected	more than one standard deviation above the predicted school mean
	Expected	within one standard deviation of the predicted school mean
	Below Expected	more than one standard deviation below the predicted school mean

The 2018 Comparative Performance against WA Like Schools shows Year 3 results were in the Expected Mean in all areas for our school with an Index of Community Socio- Educational Advantage (ICSEA) Value 1115. The Year 5 results were in Expected Mean for Reading, Writing, Spelling and Grammar & Punctuation. Numeracy was Above Expected Mean.

# NAPLAN STUDENT PERFORMANCE

## NAPLAN Numeracy Data Longitudinal Summary Years 3 and 5



In 2018, we continued to strive for improvement by implementing whole school planning documents and whole school assessment strategies. We were extremely pleased with the way our students performed in Mathematics.

In NAPLAN, our Year 5 students achieved an excellent 53% of the 99 students who sat the test, in the Top 20% of all WA Like Schools

Our Year 3 students achieved a pleasing 36% of the 87 students who sat the test, in the Top 20% of all WA Like Schools.

### Recommendations:

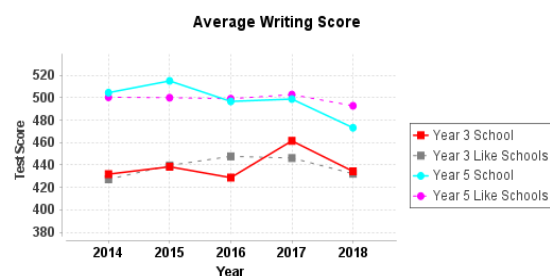
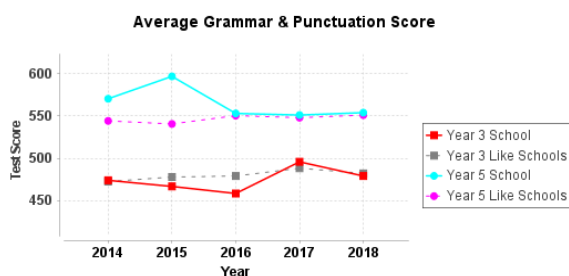
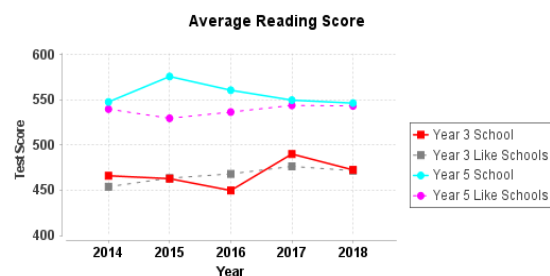
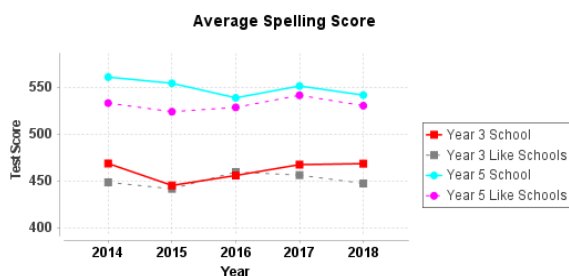
- Continue to use common planning documents.
- Continue to analysis and apply whole school data to inform and drive teaching and learning programs.
- Statistics & Probability have been targeted for improvement in Year 3 and Year 5 and teachers will use the Data Hub Question Bank to generate Statistics and Probability 'Question a Day' model.
- Generate specific group learning plans to target teach each domain area.
- Implement and place importance on Mathematics vocabulary e.g. the language of Mathematics.





# NAPLAN STUDENT PERFORMANCE

## NAPLAN Literacy Data Longitudinal Summary Years 3 and 5



Willetton Primary School continues to strive for excellence in English through our new whole school literacy plan and collaborative planning.

The number of students in the top 20% of WA Like Schools in NAPLAN testing has maintained a good percentage in Reading and Grammar & Punctuation, and a high percentage in Spelling.

Willetton's Mean was above or at all WA Like Schools in Year 3. Reading was 39%, Grammar & Punctuation was 32%, Spelling was 44% and Writing was 28%.

Willetton's Mean was above or at all WA Like Schools in Year 5, except in Writing which 24%. Reading was 44%, Grammar & Punctuation was 38% and Spelling was 42%.

### Recommendations:

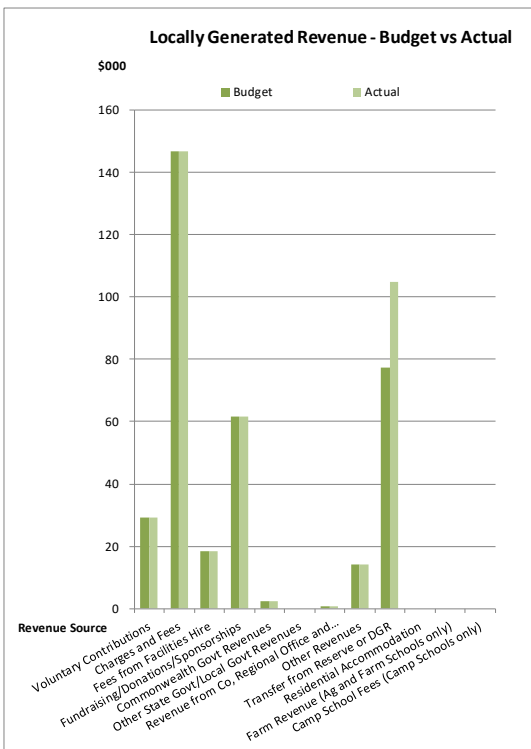
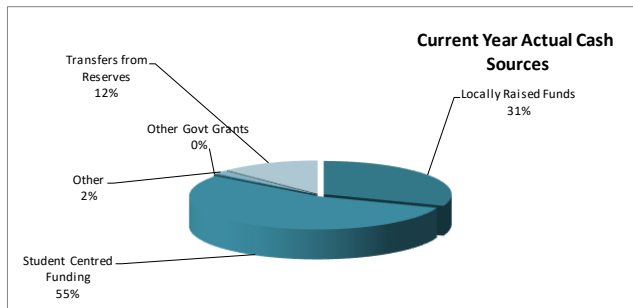
- Continue to use common planning documents.
  - Continue to analyse and apply whole school data to inform and drive teaching and learning programs.
  - Guided Reading staff professional learning with Margaret Menner in Term 1, 2019.
  - Implement Guided Reading as a focus and to match students' reading levels with reading texts.
  - Embed the specific teaching of phonics K-2 by investigating Letters & Sounds program.
  - Develop a common approach to teaching spelling Years 3-6.
- *We have identified that an emphasis needs to be continued on Writing with the following recommendations:*
- Continue Seven Steps to Writing Success program.
  - Provide writing instruction that challenges and extends the achievement and progress of students in the top two NAPLAN distribution bands.
  - Enhance writing with the inclusion of explicit vocabulary instruction.
  - Continue to engage in writing experiences that prepare students for NAPLAN online.
  - Continue and refine teacher moderation in writing.

# FUTURE DIRECTIONS

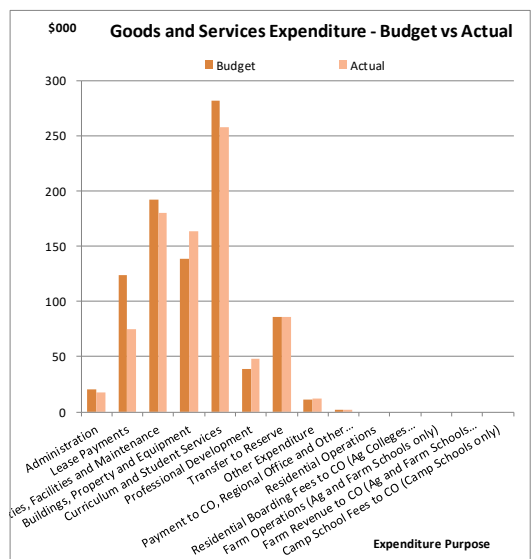
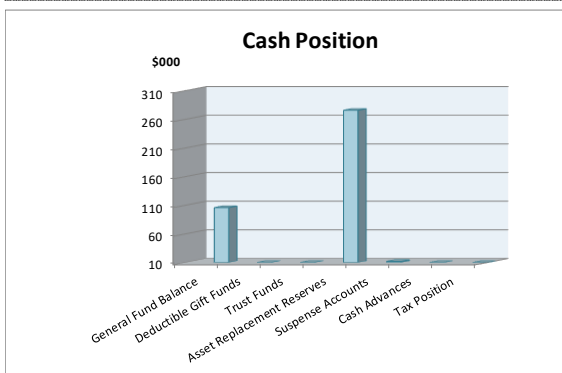
English
<ul style="list-style-type: none"> <li>• A whole approach to Literacy blocks</li> </ul>
<ul style="list-style-type: none"> <li>• Whole school English planning documents, including scope &amp; sequences, assessments, resources and content outline</li> </ul>
<ul style="list-style-type: none"> <li>• Continue Seven Steps for Writing Success</li> </ul>
<ul style="list-style-type: none"> <li>• Purchase new, well researched reading resources</li> </ul>
<ul style="list-style-type: none"> <li>• Guided Reading Professional Learning with Margaret Menner</li> </ul>
<ul style="list-style-type: none"> <li>• Reorganisation of reading resources</li> </ul>
Mathematics
<ul style="list-style-type: none"> <li>• A whole school approach to Numeracy blocks</li> </ul>
<ul style="list-style-type: none"> <li>• A whole school approach to Problem Solving and the proficiency strands</li> </ul>
<ul style="list-style-type: none"> <li>• Continuing of Numero and rolling it out across the school</li> </ul>
<ul style="list-style-type: none"> <li>• Maths Olympiad to begin in 2019</li> </ul>
Science, Technology, Engineering, Arts and Mathematics (STEAM)
<ul style="list-style-type: none"> <li>• STEAM &amp; Science partnership project</li> </ul>
<ul style="list-style-type: none"> <li>• STEAM coaching and mentoring</li> </ul>
<ul style="list-style-type: none"> <li>• Cross curricula inquiry process and creative projects using digital technologies</li> </ul>
<ul style="list-style-type: none"> <li>• Further equip the Willetton Workshop with tools and resources</li> </ul>
Health and Wellbeing
<ul style="list-style-type: none"> <li>• Investigate a whole school social skills program</li> </ul>
<ul style="list-style-type: none"> <li>• Staff well being</li> </ul>
<ul style="list-style-type: none"> <li>• Student Engagement Policy</li> </ul>
<ul style="list-style-type: none"> <li>• Authentic opportunities for student leadership</li> </ul>
Digital and Design Technologies
<ul style="list-style-type: none"> <li>• Collaborative approach to planning, assessment and reporting</li> </ul>
<ul style="list-style-type: none"> <li>• Applications and integration of ICT to maximise technology outcomes</li> </ul>
Sustainability
<ul style="list-style-type: none"> <li>• Sustainable practices reduce, recycle, reuse</li> </ul>
<ul style="list-style-type: none"> <li>• Community engagement</li> </ul>



	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 29,053.00	\$ 29,052.50
2	Charges and Fees	\$ 146,731.33	\$ 146,731.21
3	Fees from Facilities Hire	\$ 18,418.00	\$ 18,418.19
4	Fundraising/Donations/Sponsorships	\$ 61,546.30	\$ 61,545.80
5	Commonwealth Govt Revenues	\$ 2,266.00	\$ 2,266.43
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 781.80	\$ 782.08
8	Other Revenues	\$ 14,290.00	\$ 14,291.88
9	Transfer from Reserve or DGR	\$ 77,293.52	\$ 104,775.52
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>\$ 350,379.95</b>	<b>\$ 377,863.61</b>
	<b>Opening Balance</b>	<b>\$ 113,324.00</b>	<b>\$ 113,323.88</b>
	<b>Student Centred Funding</b>	<b>\$ 455,672.36</b>	<b>\$ 455,672.32</b>
	<b>Total Cash Funds Available</b>	<b>\$ 919,376.31</b>	<b>\$ 946,859.81</b>
	<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Funds Available</b>	<b>\$ 919,376.31</b>	<b>\$ 946,859.81</b>



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 20,000.00	\$ 17,684.94
2	Lease Payments	\$ 123,500.00	\$ 75,129.40
3	Utilities, Facilities and Maintenance	\$ 192,082.00	\$ 180,103.13
4	Buildings, Property and Equipment	\$ 138,307.97	\$ 163,715.14
5	Curriculum and Student Services	\$ 281,246.90	\$ 257,668.37
6	Professional Development	\$ 38,987.96	\$ 47,766.90
7	Transfer to Reserve	\$ 85,700.00	\$ 85,700.00
8	Other Expenditure	\$ 10,649.00	\$ 11,572.99
9	Payment to CO, Regional Office and Other Schools	\$ 1,705.00	\$ 1,705.00
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>\$ 892,178.83</b>	<b>\$ 841,045.87</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 892,178.83</b>	<b>\$ 841,045.87</b>
	<b>Cash Budget Variance</b>	<b>\$ 27,197.48</b>	



<b>Cash Position as at:</b>	
<b>Bank Balance</b>	<b>\$ 391,330.43</b>
Made up of:	
1 General Fund Balance	\$ 105,813.94
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 275,676.32
5 Suspense Accounts	\$ 11,942.17
6 Cash Advances	\$ -
7 Tax Position	\$ 2,102.00
<b>Total Bank Balance</b>	<b>\$ 391,330.43</b>

# WILLETTON PRIMARY SCHOOL



On behalf of the Willetton Primary School community we endorse the 2018 School Annual Report.

Signed this day, 21<sup>st</sup> May, 2019.

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Heather McNeil  
PRINCIPAL

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Andrew Zell  
BOARD CHAIR



